Information and Knowledge Management
ISSN 2224-5758 (Paper) ISSN 2224-896X (Online)
Vol.4, No.8, 2014

The Role of Knowledge Management towards the Achievement of Vision 2030.A Survey of Secondary School Drop Outs in Rongai District of Nakuru County, Kenya

Ezra K Ronoh[1] Josephine C Rotich[2] Vincent N Ntabo[3] Stella Korir[4]
Benson N Onguso[5*] Anthony S Mang'oka[6]
1 .Department of Commerce, Kabarak University
2 .Department of Business Administration, Egerton University
3. Lecturer, School of Business and Economics, Mount Kenya University, Nakuru
4 .Department of Accounting and Finance, Kabarak University
5. Department of Business Management and Economics, Laikipia,University
6.Department of Arts and Social Sciences, Kabarak University
*Email of the corresponding author: nbenyanga@yahoo.com

Abstract
Knowledge management is the name of a concept in which an enterprise consciously and comprehensively gathers, organizes, shares, and analyzes its knowledge in terms of resources, documents, and people skills. Knowledge management involves data mining and some method of operation to push information to users. A knowledge management plan involves a survey of corporate goals and a close examination of the tools, both traditional and technical that is required for addressing the needs of the company. The challenge of selecting a knowledge management system is to purchase or build software that fits the context of the overall plan and encourages employees to use the system and share information. The purpose of this study was to determine the role of knowledge management of secondary school dropouts in achieving vision 2030.The data obtained was presented using tables and graphs. Descriptive statistics were used, including percentages, ratios and frequencies. Data was presented using tables and graphs. University admission did not appear to be directly influenced by factors affecting completion and drop out. The trend of university admission therefore needs to be investigated further during future research. It can also be concluded from research undertaken that majority of new admissions is as a result of students dropping from other schools (represented by 21%), followed by low fees requirement of day secondary schools and proximity to schools. The study recommends that there is need for stakeholders in the educational sector to develop strong guidelines for collecting and coding data to ensure the data are accurate as possible and an incentive be created for schools to find out what happens to their students.
Keywords: knowledge management, dropouts, vision 2030, Rongai, NakuruCounty,Kenya

1.0 INTRODUCTION

The achievement of vision 2030, is anchored on the three pillars; which are the economic, social and political pillars. One of the important subsector towards achieving the social pillar is education. It is important the government puts in place the necessary policies and addresses the various challenges that have previously been encountered in the education sector. Several challenges were cited by the delegates attending the National Conference on Education and Training held between, 27th and 29th November 2004 . They recommended that the government should commit itself to develop sector policies and implementation strategies that will ensure the provision of relevant and quality education and training to Kenyans. Among the challenges raised was that of school dropouts , and that there was need to manage these dropouts.

The vision for this subsector is a _globally competitive quality education, training and research for sustainable development' (GOK, 2007d: 93). Education and training are considered key to the success of Vision 2030, as they provide the necessary knowledge and understanding to steer Kenyans to the economic and social goals of the Vision. The goals identified for this sector in terms of how it feeds into Vision 2030 include the following;generation of the human resources needed to meet the rapidly changing and diverse needs of Kenya's economy; Ensuring that as a sector it maintains high quality standards and remains relevant to the needs of the economy and society; Through education and training, create a cohesive society imbued with a culture of hard work and efficiency, one that values accountability and transparency; respect of the law, and concern for the environment; Rapidly raise the educational standards in the country's regions that are lagging behind in (universal) enrolment; and Improve overall transition rates to the secondary and tertiary levels.

The Vision's education subsector chooses to focus on the following:

Raising levels of transition rates: This is considered critical to the economic agenda of the country. The cost of education is termed prohibitive and so too the limited participation of private sector. It is stated that the government's Secondary Education Bursary Fund (SEBF) may provide some relief, but more needs to be done to increase post-primary educational facilities.

Expanding access and equity: This issue is seen as most acute in technical, vocational and entrepreneurship training at technical, industrial, vocational, educational, training institutions (TIVET) and universities. The need to invest in these institutions is again identified as one way of correcting these challenges.

The economic recovery strategy for wealth and employment creation 2003-2007(RoK,2007) acknowledges that Kenya is growing under the weight of poverty, unemployment, corruption and violence amongst other development challenges.(IPAR,2008), noted that a comprehensive skills inventory has not be taken into consideration in Kenya to facilitate systematic planning for the country development. It went further to elaborate that learners with potential for innovations may have been frustrated by lack of support structure, inadequate funding for education and training programs which has which have impacted sub-optimally on the functioning of the education sector. IPAR associated this with the high dropout, low transition rates and regional gender imbalances. As a result of this _the education system is characterized by weak or no links amongst different level of the education system. The policy of devolved funds for education was to enhance access, but has been infective due to poor targeting, corruption etc‖. This has resulted to low retention rates of children from financially disadvantaged households.

The vision for this subsector is a _globally competitive quality education, training and research for sustainable development' (GOK, 2007d: 93). Education and training are considered key to the success of Vision 2030, as they provide the necessary knowledge and understanding to steer Kenyans to the economic and social goals of the Vision. The goals identified for this sector in terms of how it feeds into Vision 2030 are:

- Generate the human resources needed to meet the rapidly changing and diverse needs of Kenya's economy;
- Ensure that as a sector it maintains high quality standards and remains relevant to the needs of the economy and society;
- Through education and training, create a cohesive society imbued with a culture of hard work and efficiency, one that values accountability and transparency; respect of the law, and concern for the environment;
- Rapidly raise the educational standards in the country's regions that are lagging behind in (universal) enrolment; and
- Improve overall transition rates to the secondary and tertiary levels.

The Vision's education subsector chooses to focus on the following:*Raising levels of transition rates:*»» This is considered critical to the economic agenda of the country. The cost of education is termed prohibitive and so too the limited participation of private sector. It is stated that the government's Secondary Education Bursary Fund
(SEBF) may provide some relief, but more needs to be done to increase post-primary educational facilities.

Expanding access and equity: This issue is seen as most acute in technical, vocational and entrepreneurship training at technical, industrial, vocational, educational, training institutions (TIVET) and universities. The need to invest in these institutions is again identified as one way of correcting t hese challenges.

1.2 Statement of the problem

Secondary education is a prerequisite for attaining the vision 2030 but one of the major drawbacks in attaining it is the school dropout. Despite the huge expenditure by the government in providing secondary school education, a substantial amount of this expenditure is spent on those who drop out of school. This is wastage of scarce resources since the dropouts had not acquired the knowledge and skills expected of them. Psacharopoloulos (1985), in his study on education for development found that education brought in high social rates of return which is estimated to be 27% for completed primary education and 15-17% for secondary education. The government, through one of the recent policy documents in education outlined the strategies that would improve access, quality, equity and completion rates of learners (sessional paper no.1, 2005).Despite these observations, little has been done to determine the effect of above stated knowledge wastage through dropouts o n our development agenda. The study therefore sought to determine the role of knowledge management in achieving vision the 2030.

1.3 Purpose of the study

Overall Objective

The purpose of this study was to determine the role of knowledge management of secondary school dropouts in achieving vision 2030.

Specific Objectives

i. To determine the ratio of students admission to those completing form four in Rongai District.
ii. To establish the ratio of students qualifying for university entry against those who do not.
iii. To determine the role of stakeholders in managing secondary school dropouts in Rongai District .

1.4 Significance of the study.

The study will be beneficial to several stake holders, among them the Ministry of Education Science and Technology especially Rongai district. They would have an insight of the dropout rates, completion rates as well as mid cohort admissions that take place in the secondary schools in the district. It would be an eye opener on the need to carry out a track record of student movement. Tertiary education providers would also benefit from the study as they would know the completion rates and the number of students they need to cater for after not qualifying for university admission as well as those who do not complete high school. The ministry of Youth and Sports would also benefit in knowing the levels of youths who do not join other tertiary institutions so that they can tailor their policies to suit them. Parents would see the need of availing information on student movements and dropouts to schools to make it possible for schools and the ministry concerned to have such data .

2.0 LITERATURE REVIEW

2.1 What is knowledge and knowledge management?

Sver (2001) asserts that Knowledge is a Process. It is dynamic, personal and distinctly different from data. The definition is too important for managers to be dismissed; what's the point in having people If we accept that Knowledge is a human faculty, the purpose for Knowledge Management and it that the key to success in Knowledge Management lies in People.

Since the dynamic properties of knowledge are in focus, the notion Individual Competence can be used as a fair synonym. What's the point of having people with lots of knowledge, but who are unable to do anything with it? What is the point in filling computers with information if the value is in the people? Knowledge management becomes a strategic issue for the whole organization. He calls a _Knowledge-based Strategy'. He says Knowledge = A Capacity to Act

According to Newman et al (1999) knowledge management is a discipline that seeks to improve the performance of individuals and organizations by maintaining and leveraging the present and future value of knowledge assets. Knowledge management systems encompass both human and automated activities and their associated artifacts. From this perspective, knowledge management is not so much a new practice as it is an integrating practice. It offers a framework for balancing the myriad of technologies and approaches that provide value, tying them together into a seamless whole. It helps analysts and designers better address the interests of stakeholders across interrelated knowledge flows and, by doing so, better enables individuals, systems and organizations to exhibit truly intelligent behavior in multiple contexts.

Knowledge Creation. This comprises activities associated with the entry of new knowledge into the system, and includes knowledge development, discovery and capture.

Knowledge Retention. This includes all activities that preserve knowledge and allow it to remain in the system once introduced. It also includes those activities that maintain the viability of knowledge within the system.

Knowledge Transfer. This refers to activities associated with the flow of knowledge from one party to another. This includes communication, translation, conversion, filtering and rendering.

Knowledge Utilization. This includes the activities and events connected with the application of knowledge to business processes.

These Knowledge Solutions showcase the set of actions/outputs that, on 31 July 2009, President Kuroda then approved to advance the knowledge management agenda under Strategy 2020: The Long-Term Strategic Framework of the Asian Development Bank (2008–2020). Four pillars will support them: (i) sharpening the knowledge focus in all ADB operations, (ii) promoting and empowering communities of practice for knowledge capture and sharing, (iii) strengthening external knowledge partnerships to develop and disseminate knowledge, and (iv) scaling up staff development programs to improve technical skills and manage knowledge. The four pillars are closely related: the set of actions/outputs that make up the first focuses on adding value to ADB's operations in its developing member countries; the other three sets deal with how that might be achieved.

Mosoti.et.al (2004), asserts that knowledge management is now recognized as an organization_s most valuable asset. Because knowledge is a complex asset, it must be managed in a different way unlike other resources. Knowledge is dynamic. In recent times a new branch of management has emerged called Knowledge Management (Hicks et al, 2006). It is meant to achieve breakthrough in business performance through the synergy of people, processes, and technology. It also focuses on the management of change, uncertainty, and complexity. Again it serves as the source and stock of knowledge and the flow of knowledge. This includes knowledge creation, sharing and application to create and or sustain organizational value and competitive advantage (Liew, 2007)

2.2 Importance of High School completion

A paper prepared by the voices Virginia's people and the just children program (2006) for Virginia, examined why it is important to complete high school. They provided the following data featuring high school dropout rates between 2001 and 2004.The yearly event dropout rate calculated by the Virginia Department of Education (VDOE) and the dropout rate calculated by the Census' American Community Survey both showed a decline in

the percentage of dropouts over time.

However, researchers have criticized both measures as it underestimates the dropout crisis. The Census data are self-reported and it is believed that respondents may misunderstand the survey question or may overstate their child‘s academic status. Even if these measures indicate a valid, positive trend, ―we have a serious problem: almost 10,000 students are dropping out each year according to the VDOE dropout rate.‖―High school graduation is important to *communities* because producing graduates is the best way to remain competitive in a world economy.It is in the best interest of communities to support programs and policies that will increase the percentage of students who graduate from high school. Educated citizens will be able to support themselves and their families and will be able to contribute to the economy through payroll taxes. Adequate employment opportunities are no longer sufficiently available for people without a high school diploma -- today a high school diploma is essential. Thomas J. Donahue, President and C.E.O. of the U.S. Chamber of Commerce, issued a call to action to improve education so that the United States could remain competitive in a rapidly changing global economy:´(VDOE).

Some students fail a grade and take longer than four years to graduate, some students drop out and eventually return, and other students receive alternative credentials and are not necessarily included in a count of graduates. Thus, the number of dropouts added to the number of graduates will be less than the total number of students in any given class. The various paths and categories for high school completion make the calculation of graduation and dropout rates complex. Even national experts disagree on the best ways to categorize students and to calculate graduation and dropout rates.

2.3 School Drop outs

A project by the UN Convention on the Rights of the Child states that every child has the right to an education that develops their *"personality, talents and mental and physical abilities to their fullest potential."* Every year, an estimated 1.3 million American high school students drop out; a disproportionate number of whom are youth of color. In 2008, the national dropout rate was estimated at 8% of individuals ages 16 to 24 either not enrolled in school or without their diplomas/GEDs. Broken down by race, the estimated dropout rates were 4.8% for Whites, 9.9% for African Americans, and 18.3% for Latinos while in 2006, the dropout rate for American Indian/Alaska Native youth (ages 16-24) was estimated at 15%.

There are also gender differences in dropout rates. Overall, males are estimated to drop out at higher rates than females (8.5% to 7.5%) with particularly pronounced differences for Latinos (19.9% of males compared to 16.7% of females). However, African American males drop out at a slightly lower rate than females (8.7% compared to 11.1%). Shakland Laura in her article using Research to prevent High school dropouts in Texas asserts that the dropout prevention resource that Texas educators are using is the Early Warning System (EWS) Tool, developed by American Institutes for Research (AIR) for the NHSC and customized for Texas by the TXCC.

Every school day, nearly 7,000 students across the United States leave school without a diploma and never return, amounting to 1.2 million dropouts annually (Wise, 2008). The impact of dropping out is severe — on both the individual and society. Over the course of a lifetime, a male high school dropout will earn ap proximately $322,000 less than a male high school graduate and approximately $1.3 million less than a male college graduate.Moreover, a high school dropout is more likely to commit crimes, rely on government health care, or use public services such as food stamps or housing assistance (Monrad, 2007). Although the dropout challenge is not new, many of the solutions educators are using are. In Texas, SEDL‘s Texas Comprehensive Center (TXCC), in collaboration with the National High School Center (NHSC) and the Texas Education Agency (TEA), is showing educators how to use data and technology to keep students on track for graduation.

Scott(2011), did a research in Nsanje District and found out that most girls drop out of school due to the nature of the learning environment. Sexual harassment by teachers and males at large has been identified as one of the primary causes. The effect of this has manifest in a dropout rate of 17 per cent, significantly higher than the national average of 14 per cent.

The above few researches indicate that the issue of high school dropouts issue is not a Kenyan only affair. Achoki(2007), in her study ,In search of remedy to secondary school dropout pandemic in Kenya: role of the principal, asserts that pandemic secondary school dropout in Kenya is alarming.

From her research she found out that in a period of ten years, 1992 - 2002, every secondary school cohort suffered not less than ten percent school dropout e.g. the highest dropout rate for the girls was fifty percent in the 1997/2000 cohort. The average dropout and completion rates for girls in the period under consideration were twenty percent and eighty percent respectively. For the boys it was fourteen percent and eighty seven percent respectively. Some of the reasons that lead to the pandemic secondary school dropouts have been elucidated in this paper. They include poverty, early pregnancies/marriages, HIV/AIDS, drug abuse and low -self-esteem. Importantly, every secondary school dropout in Kenya signifies unfulfilled objective, goal, and aim for the individual as well as for the community at large. Emerging from this fact is perhaps a crucial

question, where do the individuals who drop out of the learning cycle without basic education go? Alternatively, what do these persons do wherever they go? The most critical issue in this conundrum is perhaps the role of secondary school principals. In their endeavor to check dropout rates and concurrently enhance retention rates, they ought to change their managerial approaches to suit this twenty-first century that is apparently full of challenges to secondary school retention of students.

Achievements in Education and Lessons learnt.

A report by the Ministry of Education science and Technology in 2004 provided the following information concerning the absorption of school leavers at different levels. ―Over the past decades the number of students enrolled at various levels has substantially increased. At the secondary level enrollment grew from 30,000 in 1963 to 700,000 in 2003 and to over 850,000.with regard to skills training 4 National Polytechnics, 17 technical training institutions, one teacher technical training college and 21 technical training institutes. In addition there are 600 poly techniques distributed throughout the country with only 350 receiving Government assistance. The private sector operates close to 1,000 commercial colleges.

In addition to the above institutions that fall under the auspices of the Ministry of Education Science and Technology, other Government Ministries operate institutions that provide specialized training. These include institutions run by the Ministries of Home Affairs, office of the president, Ministry of Health, Ministry of water development, Ministry of Roads and Public Works and Ministry of Labour and human Resource Development, among others. (ibid)

Overall, the management of Technical, Industrial,Vocational and Entreprenurship Training(TIVET) institutions is spread over 10 ministries, which makes co-ordination of their activities and maintenance of training standards difficult. The supervision of most of these institutions is left to individual ministries and private sector that often lack the capacity to assure quality and high standards of training (ibid)

Enrollment in TIVET institutions has increased; and stood at 70,000 in 2003. Female enrollment constituted 44% of the total but there existed serious gender disparities in terms overall enrollments and registrationsin science and technical courses.The bulk of female students enrolled in business studies compared to less than 5 percent registered in engineering courses. The Kenya Polytechnic recorded then highest enrollment of women students.(ibid)

Enrollment in the universities has been increasing since the establishment of University of Nairobi in 1970. By 2003 enrollment in public universities has increased to 48, 436. In 2002 the enrollment in private universities was 8,887, while the number of those attending foreign universities was 5, 123. Despite the expansion in enrollments, the transition rate from secondary level to university still was very low as at 2003. (ibid)

A Government paper in 2003 on ―Reform Agenda for Education sector In Kenya_ Setting Beacons For Policy and Legislative Framework ―, noted that the education enterprise in Kenya is not under a single institution but spread within a number of ministries and other government departments. Even within the ministry itself, there are divisions, departments and specialized agencies which have not always co-ordinated their work well. This has resulted in inefficiency, duplication of efforts and even wastage of time and resources. While a strictly centralised system has its own short comings, co-ordination of key functions is crucial in ensuring the effective implementation of policy and programs. In Education, the closest we have come to having a semblance of decentralization are the District Education Boards (DEBs), a creation of the colonial government that was largely retained in structure and function by independent government. The DEBs are chaired by the District Commissioner (DC), who is a presidential appointee, while the secretary is the District Education officer (DEO), also appointed by the central government. In effect the DEBs don‘t have executive authority and their functions as defined by the Education act such as submitting statistical, financial and other reports as the minister may require are carried out by the DEO, who is still answerable to the DC, the provincial Directors of Education(PDEs)- in turn answerable to both MOE and the PC as the chairperson of the provincial Education Board (PEB).The PEBs were established to ensure that the PC as the direct representative of the president is in full command of all aspects of development in the province. This has only served to entrench centralisation in Educational management.

The presence of the central government percolates even to the village level through the provincial, district, divisional, area and zonal education officers, who are effectively giving brief for the central government in ensuring that ―things go well ―.In most cases, their functions are limited to responding to the central government including MOE or passing on requests and needs of institutions to headquarters (Deolalikar, 2000).

It is time that the existence and functions of the DEBs were reviewed as they have bee n identified as being a burden to parents (Abagi and Sifuna 2001). One of the weaknesses of the education act was to institute the DEBs without providing for how they should be funded.

At the institutional level, schools have management committees (SMC) in primary, Boards of Governors (BOGs) and Parents Teachers Association (PTA), in Secondary. This latter body however is not

recognized in law and was created as a result of presidential decree in 1979. There are instances where each of these bodies get confused as to what role they should play vis-a-vis the other. Things are made worse by the creation of executive PTA and BOGs. Confusion on roles and functions of these bodies plays directly to the advantage of the central authority in the long run as the head teacher remains in firm control not just of school affairs but even these bodies.

Sessional paper no.1 of 2005 by the government of Kenya on ―A Policy framework For Education, Training and Research‖ noted that the current heavy investment that is borne to a large extent by the government alone, calls for a review to ensure collaboration and partnership with other stakeholders. One important policy option is partnership with other stakeholders of education and training that can reduce public financing. The challenge is therefore to establish partnerships between government , households and local communities, private sector providers of educational services, including sector organizations and civil society organizations, for example NGOs and foundations. Without a working partnership on financing, it will be hard to address the problems of inadequate access, inequality, low quality, and the current heavy household financial burden. These problems deserve urgent attention if wastage and cost of education is to be contained.

The above Sessional paper also states that ―mobilization of adequate resources for expansion of secondary school education is a major determinant of the envisaged increase in transition from primary level. The government will continue to finance teachers'salaries, targeted support to vulnerable groups such as supply of laboratory equipment, building new schools in marginal areas, while parents provide other support. At the household level, the average student cost for secondary education is kshs.25900 for boarding school and kshs.10500 for a day school. This average expenditure by households amounts to 200 percent of the total per capita income measured by consumption of the poorest 20 percent of the Kenyan households‖.

According to the welfare monitoring survey II, household contribution to secondary education increased by 51.4 per cent between 1994 and 2002

3.0 RESEARCH METHODOLOGY

3.1 Research Design.

Survey research design was adopted in this study to assess the role of knowledge management in achievement of vision 2030 in Kenya.

3.2 Target population

The targeted population for this study was 17 public schools in Rongai District with a total enrollment of 5,975 students as at the end of 2010.Public schools were chosen for the study to since it the government plays a critical role in the operations and management of institutions.

3.3 Sample size and sampling technique.

A sample size of 8 schools were selected from the population based on their being in existence since the year 2002, to 2010 which gave a reasonable trend in terms of admission, dropouts and university qualification. The basis of selecting the sample for the study was the period of time since the school was established and started admitting students. The study was assumed a four year continuous period from the time of admission to completion _cohort' and as a results six cohorts were used for this study.

3.4 Data collection Instrument.

A proforma questionnaire containing both qualitative and quantitative questions was administered to the head teachers of the 8 schools. The quantitative mainly captured the statistics on all the students' admissions and dropouts throughout the four year period based on the Kenya's current secondary school system of education. The other quantitative questions was used to capture the degree to which the identified factors like girls pregnancy, school fee problems contributed towards students dropping out of school. Open qualitative questions were also used to capture the reasons which the head teacher goes associate with the new admissions of students in between the four years. To ensure the questions would be well understood and answered correctly a well-trained research assistant employed to facilitate the collection of the required data..

3.5 Data Analysis and presentation.

The data was coded, analysed, summarized and interpreted. Descriptive statistics were used, including percentages, ratios and frequencies. They were then presented in form of tables and graphs.

4.1 FINDINGS AND INTERPRETATION

A total of eight (8) Performa questionnaires were issued to the heads of eight public Secondary schools in Rongai District. All the Proforma questionnaires were filled and returned. There was 100% response rate was achieved.

Table 4.1: Admission, Dropout and Mid-Cohort Admission and University Qualification-1ST COHORT -2002-2005

	1ST COHORT -2002 -2005								
	ATHINAI	MOROP	SOL AI	KIROBON	MEMA	OLRONGAI	BANITA	KAMPI YA	TOTALS
INITIAL ADMISSION	127	81	73	98	37	0	28	38	482
MID COHORT ADMISSION	15	8	2	2	8	0	6	0	41
DROP OUTS	0	8	30	17	1	0	4	6	66
UNIVERSITY QUALIFICATION		0	3	17	3	0	2	0	25
TOTAL ADMISSION	142	89	75	100	45	0	34	38	523
TOTAL COMPLETED	**142**	**81**	**45**	**83**	**44**	**0**	**30**	**32**	**457**
Ratios.									
TOTAL COPMPLETE/TOTAL ADMITTED	100%	91%	60%	83%	98%	0%	88%	84%	87%
						0%			
TOTAL DROPOUTS /TOTAL COMPLETION	0%	9%	40%	17%	2%	0%	12%	16%	13%
UNIVERSITY QUALIFICATION /TOTAL COMPLETION	0%	0%	4%	17%	7%	0%	6%	0%	5%

The overall completion rate as compared to the total admission for the 1st cohort starting 2002-2005 was 87%.The overall dropout was 13%.Athianai recorded the highest completion rate with 100% while Solai recorded 60 % . There was no data obtained from Ol Rongai on admission or dropout.

Those who qualify for University entry from this cohort overall was 5%.

This shows that most of the students do not qualify for university and as result end up joining tertiary college or dropping out.

Table 4.2:Admission,Dropout and Mid-Cohort Admission and University Qualification-2nd COHORT -2003 -2006

	2nd COHORT -2003 -2006								
	Athinai	**Morop**	**Sol Ai**	**Kirobon**	**Mema**	**Olronga I**	**Banita**	**Kampi Ya Moto**	**Totals**
Initial Admission	109	82	60	78	43	0	23	43	438
Mid Cohort Admission	67	6	1	9	3	0	6	2	94
Drop Outs	25	5	20	2	4	0	0	7	63
University Qualification	0	0	2	6	3	0	1	0	12
Total Admission	176	88	61	87	46	0	29	45	532
Total Completed	151	83	41	85	42	0	29	38	469

TOTAL COPMPLETED /TOTAL ADMITTED	**86%**	**94%**	**67%**	**98%**	**91%**	**0%**	**100%**	**84%**	**88%**
TOTAL DROPOUTS /TOTAL COMPLETION	**14%**	**6%**	**33%**	**2%**	**9%**	**0%**	**0%**	**16%**	**12%**
UNIVERSITY QUALIFICATION /TOTAL COMPLETION	0%	0%	3%	7%	7%	0%	3%	0%	2%

In the 2nd Cohort- 2003- 2006, the overall completion rate was 88 % and dropout rate 12%. This results depict some consistency in completion rate compared with the first cohort. The university entry rate was 2 % hence a decline of 3% compared with the previous cohort.

Table 4.3:Admission,Dropout and Mid-Cohort Admission and University Qualification-3nd COHORT -2004 -2007

	3TH COHORT -2004 -2007								
	Athinai	**Morop**	**Sol Ai**	**Kirobon**	**Mema**	**Olronga I**	**Banita**	**Kampi Ya Moto**	**Totals**
INITIAL ADMISSION	125	82	44	79	46	17	34	36	463
MID COHORT	12	8	23	26	2	9	10	8	98
DROP OUTS	5	7	7	1	4	1	5	1	31
UNIVERSITY QUALIFICATION	0	0	9	12	5	1	0	0	27
TOTAL ADMISSION	137	90	67	105	48	26	44	44	561
TOTAL COMPLETED	**132**	**83**	**60**	**104**	**44**	**25**	**39**	**43**	**530**

TOTAL COPMPLETED /TOTAL ADMITTED	**96%**	**92%**	**90%**	**99%**	**92%**	**96%**	**89%**	**98%**	**94%**
TOTAL DROPOUTS /TOTAL COMPLETION	**4%**	**8%**	**10%**	**1%**	**8%**	**4%**	**11%**	**2%**	**6%**
UNIVERSITY QUALIFICATION /TOTAL COMPLETION		0%	13%	11%	10%	4%	0%	0%	5%

The overall completion for the 3rd Cohort- 2004- 2007 was 94% reflecting an increase of 6% . The dropout rate was an overall 6 % . As expected from the improved Completion rate the dropout rate declined by almost the same proportion. The university entry rate was 5 % showing an increa se in the students who qualified for university admission by 3 %.

Table 4.4:Admission,Dropout and Mid-Cohort Admission and University Qualification-4nd COHORT -2005 - 2008

	4TH COHORT -2005 -2008								
	Athinai	**Morop**	**Sol Ai**	**Kirobon**	**Mema**	**Olronga I**	**Banita**	**Kampi Ya Moto**	**Totals**
Initial Admission	138	80	55	78	42	47	60	59	559
Mid Cohort Admission	16	6	25	26	9	1	1	1	85
DROP OUTS	12	13	7	2	11	11	14	20	90
University Qualification	0	2	4	9	1	2	2	0	20
Total Admission	154	86	80	104	51	48	61	60	644
Total Completed	**142**	**73**	**73**	**102**	**40**	**37**	**47**	**40**	**554**
TOTAL COPMPLETED /TOTAL ADMITTED	**92%**	**85%**	**91%**	**98%**	**78%**	**77%**	**77%**	**67%**	**86%**
TOTAL DROPOUTS /TOTAL COMPLETION	**8%**	**15%**	**9%**	**2%**	**22%**	**23%**	**23%**	**33%**	**14%**
UNIVERSITY QUALIFICATION /TOTAL COMPLETION	0%	2%	5%	9%	2%	4%	3%	0%	3%

The overall completion rate for the 4th cohort 2005- 2008 was 86% while the dropout rate was 14% . Those who qualified for University admission was 3 %. Compared to the 3rd cohort, there was a decline in the overall completion by 8% and an increase of the dropout rate. The university entry rate wa s 3% showing a decline of 2%.

Table 4.5:Admission,Dropout and Mid-Cohort Admission and University Qualification-5nd COHORT -2006 - 2009

	5TH COHORT -2006 -2009								
	ATHINAI	**MOROP**	**SOLAI**	**KIROBON**	**MEMA**	**OlrOngai**	**BANITA**	**Kampi Ya Moto**	**TOTALS**
Initial Admission	151	84	68	101	61	34	104	50	653
Mid Cohort Admission	46	16	12	5	19	9	5	4	116
DROP OUTS	19	28	12	1	9	4	52	6	131
University Qualification	15	2	3	8	6	3	0	0	37
Total Admission	197	100	80	106	80	43	109	54	769
Total Completed	**178**	**72**	**68**	**105**	**71**	**39**	**57**	**48**	**638**

TOTAL COPMPLETED /TOTAL ADMITTED	**90%**	**72%**	**85%**	**99%**	**89%**	**91%**	**52%**	**89%**	**83%**
TOTAL DROPOUTS /TOTAL COMPLETION	**10%**	**28%**	**15%**	**1%**	**11%**	**9%**	**48%**	**11%**	**17%**
UNIVERSITY QUALIFICATION /TOTAL COMPLETION	8%	2%	4%	8%	8%	7%	0%	0%	5%
UNIVERSITY QUALIFICATION /TOTAL COMPLETION	8%	2%	4%	8%	8%	7%	0%	0%	5%

The overall completion rate for the 5th cohort 2006- 2009 was 83% while the dropout rate was 17 % . The university entry rate was 5 % compared to the previous cohort. There was a decline in completion rate by 3 % and an increase of the dropout rate by 3 %. The university entry rate was 5% reflecting an increase of 3% of the students qualifying for admission to University.

4.7 Reasons for students dropping out in schools.

Reason	**High**		**Moderate**		**Low**	
	Frequency	**%**	**Frequency**	**%**	**Frequency**	**%**
Transfers	0	0%	3	38%	5	63%
Pregnancies	0	0%	3	38%	5	63%
School fees	2	25%	5	63%	1	13%
Drug abuse	0	0%	1	13%	7	88%
Indiscipline	2	25%	2	25%	4	50%
H.I.V. and AIDS related cases	0	0%	1	13%	7	88%
Poverty and hunger at home	2	25%	3	38%	3	38%
Loss of parents	1	13%	3	38%	4	50%
Post-election violence.	2	25%	3	38%	3	38%

The responses were classified into the categories of high, moderate and low occurrences. From the findings drug abuse and H.I.V and AIDS related cases were classified as least contributors of dropouts scoring 88%. Followed by transfers and pregnancy at 63% in the same category (low), Indiscipline and loss of parents contributed to 50%while poverty and hunger at home as well as post-election contributed 38%(low category).

Indiscipline, lack of school fees and post-election violence contributed 25% in the high category as compared to loss of parents in the same category at 13%.The rest of the factors were not cited as major contributors to the school droprate in the same category. It is worth nothing that from the above findings all the factors under investigation in this research contributed moderately towards the dropout rate in Rongai District.

Table 4.8: Reasons advanced for new admissions in Schools

S/NO	Reasons	Frequency	Percentage
1	School good reputation	1	4%
2	K.C.S.E good performance	1	4%
3	Low fees requirements	4	17%
4	Good Infrastructure	1	4%
5	Replacement due to dropout	5	21%
6	Displacement due to post election violence	2	8%
7	Day School and proximity to school	4	17%
8	Relocation of parents	3	13%
9	Indiscipline	1	4%
10	Request from the PEO	2	8%
	Total Response	**24**	**100%**

Table 4.7 above depicts that the majority of the new admissions is as a result of students dropping out from other schools(being represented by 21%).The next critical factor causing majority of students to be admitted in between the cohort is due to low fees requirement day school and proximity to school (represented by 17%) .The rest of the factors were represented by less than 10% of response.

4.2.1 Ministry of Youth Affairs and Sports.

The Kenya government established the Ministry of Youth Affairs towards achieving the Millennium Development goals to adequately address many socio-economic challenges facing the youth in Kenya.

In an official magazine of the ministry of youth Affairs and sports, the following key persons noted some achievements that had been made by 2010, by the ministry.

The Ministry‘s mandate is primarily to promote youth development by designing policies and programmes which will guarantee youth participation in the development agenda.

During the short-period of its existence, the ministry has seen close to 500 moribund youth polytechnics revived through infrastructure development, supply of tools, machinery and equipment, employment of 500 new instructors, and introduction of subsidized tuition feel.(Sambili 2010).

The Youth Enterprise Development Fund introduced, has also made a mark among youth. By the year 2010 , the fund had disbursed over Ksh. 2,1 billion to more than 68,000 Youth Enterprises all over the country. (Ibid).

Ndeti (2010) noted that the Ministry had commissioned new classroom blocks, workshops , computer labs and hostels in a number of polytechnics. She noted that the subsidised tuition fees would benefit those who were vulnerable and disadvantaged.

Mwinzi (2010), the then Director of Youth Training added that the Youth Polytechnic programs are in line with the country‘s vision 2030 which facilitates the transformation of Kenya into — a newly industrialized , middle income country providing a high quality life to all its citizens in a clean and secure environment.

Specifically, the programmes have advantage over other programs in that they provide an opportunity for K enya Certificate of Primary Education leavers, they offer employable skills and are relevant to the Industry at a Global level. National Youth Service Mwania J, who was a director of the Kenya National Youth Service asserts that the Service recruits young citizens between the ages of 18 and 22 years who volunteer to serve the Nation in any Part of the Country.

5.0. CONCLUSION AND RECOMMENDATIONS

The research dealt with the overall completion rate as compared to the total admission, the overall dropout rate, mid-college admission and university qualification. For six (6) cohorts. This includes 2002-2005, 2003-2006,2004-2007,2005-2008,2006-2009 and 2007-2010

Cohort	Completion	Drop out	University
1st cohort (2002-2005)	87%	13%	5%
2n (2003-2006)	88%	12%	2%
3rd (2004-2007)	94%	6%	5%
4th (2005-2008)	86%	14%	3%
5th (2006-2009)	83%	17%	5%
6th (2007-2010)	88%	12%	8%

There was an increase in completion rate from 87% 1st cohort to 88% 2nd cohort to an overall high of 94% 3rd cohort. This reflects an increase school readiness due to free primary and secondary education policies. However there was a decline completion rate thereafter for the next cohorts (4th and 5th) largely due to the effects of post-election violence. During this period, dropout rate was inversely proportional. This reflects the need to manage knowledge if we have to achieve our development goals (vision 2030).

University admission did not appear to be directly influenced by factors affecting completion and drop out. The trend of university admission therefore needs to be investigated further during future research. It can also be concluded from research undertaken that majority of new admissions is as a result of students dropping from other schools (represented by 21%), followed by low fees requirement of day secondary schools and proximity to schools.

There is therefore need to address reasons for school dropouts as earlier identified in the research report and improve families access to economic resources. High school graduation is important to individual because they need to obtain a certificate or diploma in order to find work that pays a self-sufficient wage.

High school graduation is also important to the community because producing graduates is the best way to remain competitive in a world economy. It is in the best interest of the communities to support programs and policies that will increase the percentage of students who graduate from high school. Educated citizens will be able to contribute to the economy through paying taxes.

Kenya needs better data to determine the degree and scope of high school dropout problem on state, county, district and school levels. With better data, better decisions can be made such as the correct allocation of resources to contain the problem.

Understanding the data requires identifying all the ways students can complete or leave high school. There is need to work on an information management system that will be able to trace students from school to school using a unique student identifier. There is need to collect data to calculate graduation rates that take into account transfers in and out and students who are still in school, but who are taking more than four years to graduate.

5.2 Recommendations

There is need for stakeholders in the educational sector to develop strong guidelines for collecting and coding data to ensure the data are accurate as possible. An incentive be created for schools to find out what happens to their students. Collection of school-level data disaggregated by county (or district), poverty, gender, disability and limited English/ Kiswahili proficiency. There is need to collect data on these sub-groups to ensure that every Kenyan student has the opportunity to succeed.

Conduct audits by local record keeping and data collection. Use multiple indicators. The graduation rate is important but there is need to determine dropout rates too. Factors that are associated with high dropout rates like attendance, truancy, retention and suspension and expulsion rates are identified.

Post all data to the ministry of education website. The various available rates should be explained and accessible to the public on the ministry of education website.

Increase the holding power of high schools. Requirement of schools to meet reasonable graduation rates target as an element of school accreditation.

Address the underlying causes of dropout like conducting interviews apart from school officials, juvenile court judges, prosecution, probation officers, social workers and police officers. Attendance and discipline policies should be explained.

Creating intervention for at-risk students based on programs that have worked like school wide restricting efforts, alternative forms of education for students who do not do well in regular classroom and supplemental services (tutoring and mentoring) for at-risk students.

Increase school readiness through improved families access to economic resources since poverty in a young child`s life is associated with dropping out later. Also increased access to health care and expansion of access to high quality early education programs to obtain higher levels of education.

References

Government of Kenya, (2005).Sessional paper no. 1; A Policy Framework for Education, Training and Research.
Allensworth, E., & Easton, J. Q. (2005). The on-track indicator as a predictor of high school graduation. Chicago, IL: Consortium on Chicago School Research.
Hick, R. C. (2006). ―The Five Tier Knowledge Management Hierarchy.‖ Journal of Knowledge Management Practice, X, NO.1, 19-27.
Liew, A. (2007). ―Understanding Data, Information, Knowledge and Their Inter-Relationships.‖ Journal of Knowledge Management Practice, VII, No. 2, 102-122.
Wise, B. (2008). Raising the grade: How high school reform can save our youth and our nation. Hoboken, NJ: Jossey-Bass.

The IISTE is a pioneer in the Open-Access hosting service and academic event management. The aim of the firm is Accelerating Global Knowledge Sharing.

More information about the firm can be found on the homepage:
http://www.iiste.org

CALL FOR JOURNAL PAPERS

There are more than 30 peer-reviewed academic journals hosted under the hosting platform.

Prospective authors of journals can find the submission instruction on the following page: http://www.iiste.org/journals/ All the journals articles are available online to the readers all over the world without financial, legal, or technical barriers other than those inseparable from gaining access to the internet itself. Paper version of the journals is also available upon request of readers and authors.

MORE RESOURCES

Book publication information: http://www.iiste.org/book/

IISTE Knowledge Sharing Partners

EBSCO, Index Copernicus, Ulrich's Periodicals Directory, JournalTOCS, PKP Open Archives Harvester, Bielefeld Academic Search Engine, Elektronische Zeitschriftenbibliothek EZB, Open J-Gate, OCLC WorldCat, Universe Digtial Library , NewJour, Google Scholar