

**ORGANIZATIONAL CULTURE AND DROP OUT RATE OF
LEARNERS IN SELECTED PRIMARY SCHOOLS
IN NANDI CENTRAL DISTRICT, KENYA**

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In Partial Fulfillment of the Requirements for the
Degree Master of Educational Management
and Administration

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DECLARATION A

"This thesis is my original work and has not been presented for academic award in any institution or University for presentation purpose"

Name of Candidate: Maritim James Kiptanui


Signature.....

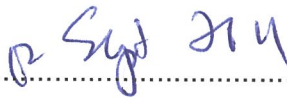
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DECLARATION B

" I confirm that the reported work in this thesis was carried out by the candidate under my supervision".

Name of Supervisor.: Dr. Manuel O. Sumil

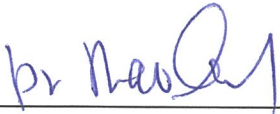
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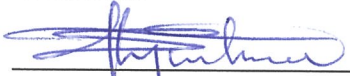
APPROVAL SHEET

This thesis entitled "Organizational Culture and Drop out rate of learners in selected primary schools in Nandi Central District, Kenya" prepared and submitted by Maritim James Kiptanui in partial fulfillment of the requirements for the award of degree of Masters in Educational Administration and Management has been examined and approved by the panel on oral examination with a grade of


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Grade: _____

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DEDICATION

The researcher dedicates this work to the following people:

Cllr Ambrose Kemboi for changing his educational life from school drop out to a successful man. God bless his family.

His daughter Mercykyla Jebet for suffering parental care at the age of five months together with his parents in-law Mr. and Mrs Benjamin Ronoh (Nanyuki) for taking care of Jebet at the tender age.

His children; Betty Chepchirchir and Keith Kiplimo for their patience. His parents Chesang and Maritim Serem, with his brothers Kipkemboi, Kibitok, Kibor, Kipkeny and kiplagat together with his sisters , cheptarus, chepyego, cheronono and the late chelimo for their continuous prayers for his success.

Above all is his beloved wife Sherry Maritim for encouragement and provision of human needs in this work.

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ABSTRACT

The title of the study was Organizational Culture and Dropout Rate of Learners in Nandi Central District Primary Schools. The study sought to determine the relationship between organizational culture and pupils drop out rate in Nandi central district.

It was guided by these four objectives; (i)to determine the profile of the respondents in respect to age, gender, level of education and type of school ii) Determine the level of organizational culture iii)determine the level of pupils drop out rate, iv) the significant relationship between the extent of organizational culture and level of pupils' dropout rate.

The study sample was 231, consisting of all teachers in the 8 selected schools Using a descriptive correlation survey design and expostfacto, the study found out that there is satisfactory level of organizational culture, there is also very low levels of dropout rate in the primary schools in Nandi Central District.

The findings showed no significant relationship between the extent of organizational culture and the level of learner's dropout rate.

Based on the findings of the study, the following are recommended; that for the adaptation of schooling institutions to better respond to the needs of all learners, including discipline and attendance policies that maintain high standards without alienating students from schools, scheduling adaptations that accommodate learners needs, smaller school communities, and more challenging and engaging class work.

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CHAPTER ONE

PROBLEM AND ITS SCOPE

Background of the study

Culture is a behavior of a people and education is a means of transferring culture from one generation to a younger generation on the same society. In many cases many institutions have tried to maintain their culture even when there is dynamism in behavior, norms among others. Since the inception of man in the world, education has been used to transfer culture from old to young generations, Owoeye J.S (2010). Be it informal or formal education, it has acted positively to serve the purpose of transmitting beliefs, customs and artifacts of every culture.

In this regard, primary education is the foundation of education, which is the cornerstone of education and social development. The primary education purposes are to produce literate population who can deal with problems at home and be a ladder for further education. Kenya in the year 2003 and 2008 introduced universal primary education (UPE) As a formal education system that aimed to provide a maximum percentage of learning which every individual must receive to live as a good and useful citizen in the society. The education aims at equipping the learners with basic values, knowledge and skills that would enable them to contribute effectively to the development of the country. (Education policy Review commission 2003, 2008).

The United Nations Highlighted basic education in its universal declaration of human rights (United Nations General Assembly 1948) stated that everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages, and compulsory.

Universal primary Education (UPE) is seen to allow pupils access to primary education but other factors like organizational culture, educational ignorance, have financial status of parents and guardians have let the learners enrolment drop as the learners progresses in class. Formal education seems to be for the lucky ones yet the whole country needs everybody's contribution in the development.

Kenya become serious about UPE in 2008 and very many pupils enrolled until the facilities, materials and non materials was a crisis, but now almost three quarters of the population enroll in a school. The retention is very low compared to enrollment.

As much as the policy of UPE is still working, it is affected by organizational culture, the provision of funds and building of class rooms. Poverty has also affected UPE programs especially some parents who fail to provide their children with basic requirements like foods, cloths that have affected rural areas greatly. Although UPE has been put in place, there is still crisis in drop out rate in most of the Primary schools in Nandi Central District. It appears to be a tradition to have pupils drop out of school at some point after enrolling in a certain class. Many stake holders take it simple for one to drop out of school so long as one does not complain of family economic status.

Many drop outs claim that, certain institutions have some rules and cultures that are outdated. This claim has prompted the researcher to find out institutional cultures and its effects on drop out rate.

Statement of the problem

There has been increased enrollment in schools particularly at the beginning grade compared to the higher grades in Nandi Central District -Kenya.

There is a growing concern about dropout, particularly the girl child. The dropout of pupils from the institution culture has been a source of worry to the parents especially since government took over the funding for all children in public school.

Schools have set cultures that have to be adhered to while the world is dynamic in nature. Some cultures need to be compromised for the sake of pupils retention in an education system. There are possible resolutions by the stakeholders to curb the drop out rate in an institution. This study therefore sought to find out if pupil dropout rate could be related to organizational culture of the school.

Purposes of the study

1. To test the hypothesis of no significant relationship between extent of organizational culture and level of learner's drop out rate.
2. To fill in the gaps identified in the previous studies.
3. To generate new information on the existing body of knowledge.
4. To validate the theory to which this study is based.

Research Objectives

The researcher is guided by the following objectives of this study:

General: To investigate the correlation between extent of organizational culture and level of dropout rate of learners in selected primary schools in Nandi Central district, Kenya.

Specific:

1. To determine the profile of the respondents in terms of gender, age and educational qualification.
2. To determine the extent of organizational culture in selected primary schools in Nandi Central district, Kenya.

3. To identify the level of dropout rate of learners in the selected primary schools in Nandi Central district, Kenya.
4. To determine if there is a significant relationship between the extent of organizational culture and the level of dropout, rate in selected primary schools in Nandi Central district.

Research questions

The following research questions are posed:

1. What is the profile of the respondents in terms gender age and educational qualifications.
2. What is the extent of the Organisational culture in the selected primary schools in Nandi Central district, Kenya?
3. What is the level of dropout rate of learners in the selected primary schools in Nandi central District, Kenya?
4. Is there a significant relationship between the extent of organizational culture and the level of dropout rate in selected Primary schools under study?

Null Hypothesis

Ho= There is no significant relationship between the extent of organizational culture and the level of pupils' dropout rate

Scope of the study

Geographical scope

The study included both public and private primary schools in Nandi Central District in Rift valley. It borders Nandi East to the East, South Nandi to the South, North Nandi to the North and Kakamega District in the West. The District comprises three Divisions Emgwen, Kilibwoni, and Kosirai.

The main focus was on pupil drop out rate and institutional cultures. The factors were analyzed under institutional culture and their effects on both girl and boy child dropout. The study was conducted based on Primary pupils between the ages of five to fifteen years. The primary schools will include sample survey in Nandi central district primary schools. The sample include enrollment and dropout rate of both boys and girls within a cohort of three years of education system in Nandi Central District. The study focused on two cohorts which are std 7 and std 2 for the last three years.

Content Scope

The variables in the study are the organizational cultures as independent variables are drop out rate are dependent variables.

Theoretical scope

This study was based on integrationist model of retention theory founded by Tinto (2004).

Time scope

The time limits of collecting data and analyzing was between January to July, 2011.

Significance of Study

The government of Kenya The findings of the study was to open avenues for more research to get possible solutions to curb drop out rate in individual schools. The educationist may use the findings by discussing with other stakeholder **like teachers, parents, leaders and students** and implement possible solutions to curb the drop out rate in Nandi Central District. This study is meant for professionals to access and approve the validity,

originality, reliability and possibility of the problem solving for candidates' integrity. A lot of work remain to be done to define and implement programs to improve people's education in Kenya.

By identifying analyzing factors that hinder child education **policy makers and development agencies** will use this information to improve this planning and programming. The study will generate information that could be utilized by government, NGOs and give rise to future generation.

Operational Definitions of Key Terms

Organizational Culture – refers to Practices and norms accepted by the organization to guide them to guide its' members in the daily activities.

Drop out rate: speed at which the enrolled learners stop their upwards academic ladder before completing their 8 year course.

Correlation – refers to the relationship between the independent variable (Organizational Culture) and the dependent variable (learners' dropout rate)

Profile of the respondents – are the longitudinal characteristics of the people who are to give the required information to the research

CHAPTER TWO

REVIEW OF RELATED LITERATURE

Concepts, Ideas, Opinions from Authors/Experts

Organizational culture is an idea in the field of organizational studies and management which describes the psychology, attitudes, experiences, beliefs and values (personal and cultural values) of an organization. It has been defined as "the specific collection of values and norms that are shared by people and groups in an organization and that control the way they interact with each other and with stakeholders outside the organization." Ravasi and Schultz (2006) state that organizational culture is a set of shared mental assumptions that guide interpretation and action in organizations by defining appropriate behavior for various situations. Although it's difficult to get consensus about the definition of organizational culture, several constructs are commonly agreed upon – that organizational culture is holistic, historically determined, related to anthropological concepts, socially constructed, soft, and difficult to change.

Strong culture is said to exist where staff respond to stimulus because of their alignment to organizational values. In such environments, strong cultures help firms operate like well-oiled machines, cruising along with outstanding execution and perhaps minor tweaking of existing procedures here and there. Conversely, there is **weak culture** where there is little alignment with organizational values and control must be exercised through extensive procedures and bureaucracy.

Research shows that organizations that foster strong cultures have clear values that give employees a reason to embrace the culture. A "strong" culture may be especially beneficial to firms operating in the service sector since members of these organizations are responsible for delivering the service and for evaluations

important constituents make about firms. Research indicates that organizations may derive the following benefits from developing strong and productive cultures:

- Better aligning the company towards achieving its vision, mission, and goals
- High employee motivation and loyalty
- Increased team cohesiveness among the company's various departments and divisions
- Promoting consistency and encouraging coordination and control within the company
- Shaping employee behavior at work, enabling the organization to be more efficient

Where culture is strong—people do things because they believe it is the right thing to do—there is a risk of another phenomenon, Groupthink. "Groupthink" was described by Irving L. Janis. He defined it as "...a quick and easy way to refer to a mode of thinking that people engage when they are deeply involved in a cohesive in-group, when members' strive for unanimity override their motivation to realistically appraise alternatives of action." This is a state where people, even if they have different ideas, do not challenge organizational thinking, and therefore there is a reduced capacity for innovative thoughts. This could occur, for example, where there is heavy reliance on a central charismatic figure in the organization, or where there is an evangelical belief in the organization's values, or also in groups where a friendly climate is at the base of their identity (avoidance of conflict). In fact group think is very common, it happens all the time, in almost every group. Members that are defiant are often turned down or seen as a negative influence by the rest of the group, because they bring conflict.

Innovative organizations need individuals who are prepared to challenge the status quo—be it group-think or bureaucracy, and also need procedures to implement new ideas effectively.

Characteristics of healthy organizational cultures

Organizations should strive for what is considered a “healthy” organizational culture in order to increase productivity, growth, efficiency and reduce employee turnover and other counterproductive behavior. A variety of characteristics describe a healthy culture, including:

- Acceptance and appreciation for diversity
- Regard for and fair treatment of each employee as well as respect for each employee’s contribution to the company
- Employee pride and enthusiasm for the organization and the work performed
- Equal opportunity for each employee to realize their full potential within the company
- Strong communication with all employees regarding policies and company issues
- Strong company leaders with a strong sense of direction and purpose
- Ability to compete in industry innovation and customer service, as well as price
- Lower than average turnover rates (perpetuated by a healthy culture)
- Investment in learning, training, and employee knowledge

Additionally, performance oriented cultures have been shown to possess statistically better financial growth. Such cultures possess high employee involvement, strong internal communications and an acceptance and encouragement of a healthy level of risk-taking in order to achieve innovation. Additionally, organizational cultures that explicitly emphasize factors related to

the demands placed on them by industry technology and growth will be better performers in their industries.

According to Kotter and Heskett (1992), organizations with adaptive cultures perform much better than organizations with unadaptive cultures. An adaptive culture translates into organizational success; it is characterized by managers paying close attention to all of their constituencies, especially customers, initiating change when needed, and taking risks. An unadaptive culture can significantly reduce a firm's effectiveness, disabling the firm from pursuing all its competitive/operational options.

This definition continues to explain **organizational values**, described as "beliefs and ideas about what kinds of goals members of an organization should pursue and ideas about the appropriate kinds or standards of behavior organizational members should use to achieve these goals. From organizational values develop organizational norms, guidelines, or expectations that prescribe appropriate kinds of behavior by employees in particular situations and control the behavior of organizational members towards one another.

Staff Attitudes, beliefs, and behaviors. Higher student dropout rates have been associated with the attitudes, beliefs, and behaviors of teachers and other school staff toward students. Schools with higher dropout rates report that students perceive school staff as uncaring, not interested in students as individuals, and not helpful. Studies of schools with higher dropout rates have found that staff has low expectations for student achievement. Culturally insensitive teachers and classes to minority students have also been associated with higher student dropout rates.

School policies and practices (i.e. discipline and attendance procedures, promotion and retention policies, tracking) have been associated with student dropout rates. (Smith, 1991). Schools with zero tolerance policies have higher drop out rates. Higher dropout rates have been associated with

schools which have ineffective discipline systems that is considered unfair and arbitrary by students (especially if suspensions and expulsions are used as punishment for poor attendance, tardiness, or truancy). Ineffective approaches to discipline problems increase the probability of dropping out more than any other single factor (Bridge4kids, 2004). Furthermore, students with disabilities have significant difficulty readjusting to their school programs following suspension or expulsion, further increasing the probability of dropping out.

High academic standards, grading practices, and “get tough” policies to end social promotion may also contribute to student dropout (Wehlage, 1989).

High school exit exams contribute to higher drop out rates (Amrein & Berliner, 2002)

Truancy and Discipline Rates. Schools with high truancy and disciplinary problems have higher student dropout rates.

School Climate. Negative school climate reported by students is associated with higher student dropout rates.

Lack of appropriate services. Lack of adequate counseling of students
Curriculum. Lack of relevant curriculum or superficial and poor quality curriculum; lack of language instruction for English Language Learners; lack of curriculum that does not reflect the cultural backgrounds of students

Instruction. Tracked classes, passive instructional strategies; inappropriate use of technology; disregard of student learning styles (Wells, 1990 cited in NDPC Quick Facts). Classroom routines, expectations and schoolwork also contribute to students’ engagement or disengagement with school. Students at risk of dropping out, who also are often students of color and poverty, are frequently subjected to low-level, repetitive, passive, and un-engaging class work (Darling-Hammond, 1997; Delpit, 1995; Haycock, 1998; Oakes, 1985; St. Germaine, 1995).

According to Smith (1991), “In schools where many students fail, are retained, or are suspended or expelled, dropout rates are higher. Students

therefore do not drop out in isolation from the school; they drop out as a result of their interaction with the teachers, administrators, peers and activities they encounter there" (p. 44).

The level of services received and the amount of time designated for services, the way services are delivered (whether in general education classes or in pull-out) and the kinds of services being provided are associated with dropout rates for students with disabilities (Wagner, 1995). Moreover, the level of services received (e.g., amount of time designates for special education service), the way services are delivered (e.g., pull-out or mainstream) and the kinds of services being provided (e.g., counseling, vocational guidance) have also been studied and associated with dropout for students with disabilities (Wagner, 1995). These factors are generalizations because variables interact with each other to create greater or lesser risk or greater or lesser protection.

At-Risk School Environments. Accordingly, at risk-school environments are marked by characteristics such as: Alienation of students and teachers; Inferior standards and low quality of education; Low expectations of students; High non-completion rates for students; Classroom practices that are unresponsive to students' learning needs; High truancy and disciplinary problems; and Inadequate preparation of students for the future (Padron, Waxman and Rivera, 2002)

Push and Pull Factors. Some researchers have categorized dropout factors as those that *push* students out of school and those that *pull* students out (Jordan, Lara, & McPartland, 1996). Repeating grades, low academic achievement, and insufficient evidence that school personnel care are categorized into push-out factors (Jordan et al.; Kortering & Braziel, 1999; Schwartz, 1995). Pull-out factors include employment prior to school completion and pregnancy. Recognizing the difference between those variables that educators and others can influence and those that are static is important when thinking about interventions for curtailing dropout rates of students with disabilities.

National Drop Out Rates for Students with Disabilities. The drop out rate for students with disabilities is approximately twice that of students without disabilities (Blackorby & Wagner, 1996). In comparison to an overall national dropout rate of approximately 5% (Kaufman, Kwon, Klein & Chapman, 1999), students with learning disabilities (LD) have estimated dropout rates ranging 17% to 42% and those with emotional and behavioral disabilities (EBD) have even higher dropout rates, estimated to be from 21% to 64% (Lichtenstein & Zantol-Weiner, 1988; National Center for Education statistics, 1993, 1997, 1999).

Definitional and Measurement Considerations of Dropout Rates

Although it is easy to talk about drop out rates, it is not as easy to keep track of them. Tracking dropout rates for students with disabilities are especially challenging. There have also been numerous attempts to identify the best definition of the drop out rate (National Center for Education Statistics, 2000), but these definitions have varied according to the purpose of calculating drop out rates as well as according to the ways in which data can be collected.

Differences in Dropout Rates. The definition of 'dropout' and the data sources currently used by the U.S. Office of Special Education Programs (OSEP) differs from the definition used by the National Center for Education statistics (NCES) Common Core of Data (CCD). OSEP calculates the dropout rate by dividing the total number of students aged 14 and older by the total number of students in the same age group who are known to have left school. NCES calculates the dropout rate by dividing the number of 9th-12th grade dropouts by the number of 9th-12th grade students who were enrolled the year before. NCES specifies the counts must be conducted by October 1st while OSEP allows states to choose their twelve-month reporting period (Lehr, et. al., 2004).

Three kinds of dropout rate statistics are used: (i) event rates, (ii) status rates, and (iii) cohort rates. Each of these has a different definition, and produces a

different dropout rate. Generally, event rate formulas yield dropout rates that are smaller than those from status rates and cohort formulas. Table 1 below explains the calculations of event, status and cohort rates.

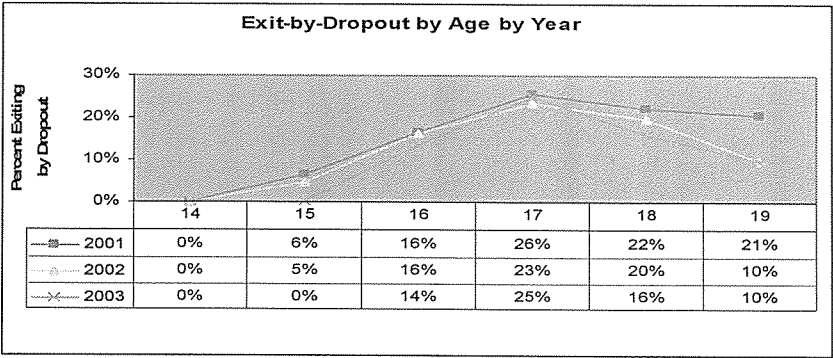
Reasons for Variations in Dropout Rates. The most common sources of variation in reported dropout rates are: (a) the accounting period for calculating the dropout rate; (b) how long it takes for an unexplained absence to be counted as dropping out; (c) inaccurate data reporting, resulting in duplicate counts of students; (d) the grade levels included in calculating dropout rates; (e) the ages of students who can be classified as dropouts; and (f) whether students who attend alternative educational settings are considered as enrolled in school. Some of these sources of variation are due to difficulty in keeping track of students, technical incompatibility of different data management systems, and financial constraints (Williams, 1987).

These types of variation in calculations result in some students being excluded from dropout counts. In addition, the exclusion varies from one state or district to the next.

Maine’s Dropout Rates for Students with Disabilities

The 2001-2003 December 1st exit data indicates that the percentage of students with disabilities ages 14 to 19 dropping out has been 16%, 13%, and 11% respectively. As Figure 1 indicates, dropouts begin to increase dramatically beginning at age 16, peak at 17, then begin to decline by ages 18 and 19. Childcount data for 2003, however, indicates that seventy-nine or 34.1% of the districts had dropout rates higher than the state average.

Figure 1. Exit-by-Dropout by Age by Year for Students with Disabilities



Under No Child Left Behind Act (NCLB), all students are expected to graduate by 2013-2014 and MDOE is expected to decrease its dropout rate to 0% by that date. Maine developed a trajectory that put the maximum allowable dropout rate for 2003 at 2.89%. Child count data for 2003, however, indicates that 126 of the 239 districts had exit-by-dropout percentages higher than this benchmark and 43% had dropout rates higher than the state average. Clearly, Maine is concerned about the high percentages of dropouts of students with disabilities.

OTHER FACTORS

Dropping Out as a Process of Disengagement. Dropping out is the outcome of a long process of disengagement and alienation, preceded by less severe types of withdrawal, such as truancy and course failures (Finn, 1989, 1993). The path leading to school withdrawal begins early in a child's school history. The identification of potential dropouts can be accomplished during the elementary years by reviewing student behavior, attendance, and academics (Barrington & Hendricks, 1989).

The National Education Longitudinal Study of 1998 found that eighth graders reported a wide variety of reasons for dropping out, including:

- School-related reasons identified by 77% (including not liking school, failing school, not getting along with teachers;
- Family-related reasons identified by 34%
- Work-related reasons identified by 32%

Studies over the past forty years have grappled with the question of who drops out and why they do so. Despite a body of research that attempts to answer these questions, studies have been inconclusive. In the present context, the federal requirements of *No Child Left Behind* (NCLB) have placed a new focus on increasing graduation rates and reducing dropout rates. Increased concerns about the dropout problem are now emerging because of state and local education agency experiences with high-stakes accountability in the context of

standards-based reform. States and school districts have identified what students should know and be able to do, and have implemented assessments to ensure that students have attained the identified knowledge and skills. Large numbers of students, however, are not faring well on these assessments.

For students with disabilities, several factors beyond academic achievement influence their ability to pass these assessments: accurate identification of the disability, provision of needed accommodations, and educational supports that make learning possible regardless of disability-related factors. In particular, the provision of accommodations assures that a student's true academic skills are measured in assessments, rather than elements of the disability.

Community Factors; Urban Settings. Students are more likely to drop out if they live in urban settings compared to suburban or non-metropolitan areas (Lehr, et. al., 2004). **Large Cities.** Students are more likely to drop out if they live in large cities. **Poor communities.** Students in poor communities are more likely to drop out of school. Poor communities may influence the risk of dropping out because of a lack of resources for schools and peer influences. **Employment opportunities.** Favorable employment opportunities increases the likelihood that students will dropout (Rumberger, 2001).

Family Factors; Family Income Level. Students who are from a low socio-economic background are at higher risks for dropping out than students from middle and high income families. According to research conducted by the Casey Foundation in 1993, "students from low-income families are three times as likely to drop out of school as those from more affluent homes" (Cited in Schargel & Smink, 2001, p. 21). Female students who come from families in the lowest SES quartile drop out of school at five times the rate of females from the highest quartile (Schargel & Smink, 2001, as cited in Shannon & Bylsma, 2003).

Parent Unemployment. Students are more likely to drop out from families in which parents are unemployed. **History of Family Members dropping out.** Students from families with a history of dropouts have a higher risk for dropping out (Schargel & Smink, 2001). **Family Structure.**

Students from single-parent and step families are more likely to dropout of school than students from two-parent families (Rumberger, 2001; MacMillan, 1991; Wolman, Bruininks & Thurlow, 1989). **Family Experiencing Stress/Trauma.** Families who experience stress or trauma (e.g., financial difficulties, divorce, abuse, parent illness or health problems) are at higher risk for students dropping out of school (MacMillan, 1991; Rosenthal, 1998). **Parenting Factors.** Students are at higher risk for dropping out if their parents do not monitor and regulate their children's activities, do not provide emotional support to their child, and do not encourage their child's independent decision-making. **Parent Involvement in Children's Schooling,** Students are at higher risk of dropping out if their parents have little involvement in their child's schooling or provide low levels of support for learning. **Family Mobility.** Families who experience high levels of mobility also contribute to children dropping out.

Student Demographic and Individual Factors

The following student demographics, characteristics, and/or circumstances have been associated with higher dropout rates: **Race/Ethnicity.** Students representing racial/ethnically diverse groups (particularly Hispanic, Native American and African Americans have higher dropout rates than white students). Minority students are more likely to attend high-poverty schools that have lower levels of resources and poorer learning environments (Rumberger, 2001).

Students whose native language is not English. Students who come from non-English speaking backgrounds are more likely to have higher rates of dropout than English speakers. **Gender.** Male students, particularly representing racial/ethnically diverse groups, have higher dropout rates than female students. Female students who come from families in the lowest Socio-economic-status quartile have higher dropout rates than students from middle and upper income levels. **Disabilities.** Students with disabilities, particularly students with emotional/behavioral disabilities and learning disabilities, have higher dropout rates than students without disabilities. **Psychological Factors.** Students with

negative self-perceptions or low-esteem, low aspirations, and low self-efficacy (Schargel & Smink, 2001; Schwartz, 1995; Wehlage et al., 1989; West, 1991; Shannon & Bylsma, 2003). **Illnesses or Alcohol/Drug Problems.** Students who have an illness or alcohol or drug problems are at higher risks for dropping out. **Student Pregnancy.** Female students who become pregnant are more likely to dropout. **Student Employment.** According to Stern (1997), "most evidence indicates that high school students working more than 15 or 20 hours a week suffer academically: they have lower grades, do less homework, are more likely to drop out, or are less likely to complete postsecondary education." Students who are employed in retail, service, manufacturing, and other occupations are more likely to drop out than non-workers or students employed in lawn work or odd jobs (McNeal, 1997). **Student's Age in Comparison to Grade-level Peers.** Students who are older in comparison to their grade-level peers, particularly students over-age when entering high school. The odds of dropping out increase per each year older a student is upon entering high school by 109% (Neild, et al 2000). **Peers.** Students who have friends or family members who dropped out (Schargel & Smink, 2001) **Student's Residential and School Mobility.** Students who move or change residences and schools frequently (changing schools two or more times) are at higher risk for dropping out. **Poor School Attendance.** Students with poor attendance are more likely to drop out. Absenteeism is the most common indicator of overall student engagement. **Poor Academic Achievement.** Students with poor academic achievement (poor grades, history of course failure) and a history of retention (repeating one or more grades) are more likely to drop out. Students with low academic engagement (time on task, credit accrual) are also at higher risk for dropping out. **Students who receive disciplinary actions in school.** Students who are disciplined frequently, suspended or expelled by schools are at higher risks for dropping out **Student Attitudes Toward School.** Students who have negative attitudes toward school, consider coursework irrelevant, do not like school, do not get along with teachers or other students, do not feel they

fit in. (Studies have noted that the attitudes and perceptions of school, teachers, and school-related work deteriorate between 8th and 10th grade for students. These are critical indicators for dropping out (Lan & Lanthier, 2003). **Student Isolation in School.** Students who have a low participation in extra-curricular activities or students identified as socially isolated are at higher risks for dropping out.

Early-grade and late-grade dropouts. Roderick (1994) distinguishes between early-grade and late-grade dropouts. Early grade dropouts (students who leave school between 7th and 9th grade or during 9th grade) often have experienced poor grades and retention as early as 4th grade. For these students, their performance worsens quite rapidly during middle school. For all students who dropped out, school performance drops dramatically following the transition to high school (Roderick, 1994).

Status Variables. Some of the identified variables can be altered, and others, called status variables, are unlikely to change. Research points to status variables associated with dropouts that are similar for both groups of students. Status variables associated with greater likelihood of dropout for students with disabilities include low SES, non-English speaking, or Hispanic home background (Brown, Foster-Johnson, Greenbaum, & Caso-Esposito, 1995; Kortering & Braziel, 1999; Lorschach & Frymier, 1992, Wagner, et al., 1991). Additionally, students with emotional and behavioral disabilities who drop out tend to be older and are more likely to have parents who are unemployed and have less education (Lehr, 1996).

Alterable Variables. Alterable variables associated with dropout have also been identified for students with disabilities, and many are similar to findings for students without disabilities. These include absenteeism and tardiness (Zigmond & Thornton, 1985, Scanlon & Mellard, 2002), low grades and a history of course failure (Thompson-Hoffman & Hayward, 1990, Scanlon & Mellard, 2002), peer influences (Scanlon & Mellard, 2002), limited parental

support, low participation in extracurricular activities, alcohol or drug problems (Jay & Padilla, 1987), and negative attitudes toward school (MacMillan, 1991). High levels of school mobility (Sinclair et al., 1994) and retention in grades are also associated with dropout for students with disabilities. One such study by Zigmond & Thornton (1985), found that 90% of students with learning disabilities who repeated a grade dropped out.

Overview of Alterable Variables Associated with Dropout

Grades- students with poor grades at greater risk of dropout.

Disruptive behavior- Students who drop out are more likely to have exhibited behavioral and disciplinary problems in school.

Absenteeism- rate of attendance is a strong predictor of dropout.

School size and type- School factors that have been linked to dropping out include school type and large school size. Newmann (1989) writes, 'The larger the school, the more difficult it is to achieve clear, consensual goals, to promote student participation in school management, and to create positive personal relations among students and staff'- issues that he concludes are relevant to reducing student alienation and increasing a sense of belonging to the school. (p.160). Some researchers also conclude that students are more likely to drop out of larger high schools and least likely to drop out of medium-sized schools. "Students are less likely to drop out of high schools where the average relationships between the teachers and students are more positive" (Lee & Burkan, 2000).

School policies- Alterable school policies associated with dropout include raising academic standards without providing supports, tracking and frequent use of suspension.

School climate- Positive school climate is associated with lower rate of dropout.

Parenting- Homes characterized by permissive parenting styles have been linked with higher rates of dropouts.

Sense of belonging- Alienation and decreased levels of participation in school have been associated with decreased likelihood of dropout.

Attitudes towards school- The beliefs and attitudes (e.g., locus of control, motivation to achieve) that students hold towards school are important predictors of dropout.

Educational support in the home- students whose families provide higher levels of educational support for learning are less likely to dropout.

Retention- Students who drop out are more likely to have been retained than students who graduate. Using National Education Longitudinal Study data, being held back was identified as the single biggest predictor of dropping out. According to Alexander et al, "retention at every stage of schooling prior to high school is associated with elevated dropout risk" (p. 799). Even retention in the primary grades increases chances for dropping out. They also point out that, "these effects are additive implying that multiple retentions increase the hazard of dropout over the hazard associated with a single retention" (p. 800).

Stressful life events- Increased levels of stress and the presence of stressors (e.g., financial difficulty, health problems, and early parenthood) are associated with increased rates of dropout. (Macmillan, 1991; Rosenthal, 1998; Rumberger, 1995; Wolman et al., 1989).

Discipline issues and dropping out among students with disabilities.

In a recent report on the IDEA Reauthorization on challenging behavior and students with disabilities (Bridge4kids, 2004), it was concluded that dropout rates are higher among students with disabilities. Nearly one-third of these students cite discipline issues as the reasons for dropping out. Studies have shown that minorities and students with disabilities constitute a disproportionately large percentage of school expulsions and suspensions.

Theoretical Perspective

This study was based on integrationist model of retention founded by Tinto (2004: 126-127). **Tinto's integrationist model of retention**

A dominant influence in the literature on retention, success and drop-out has been the work of Vincent Tinto from the USA. According to Longden (2004: 126-7), Tinto's longitudinal view of student retention embodies three consecutive periods:

- 'Separation' where a student's individual entry characteristics directly influence departure decisions, commitment to the institution and to the shared goal of persisting to graduation;
- 'Integration' where initial commitment to the institution and the objective of graduation affects the student's integration into the academic and social systems.
- 'Assimilation' which entails structural integration through the meeting of the explicit standards required by the institution

Tinto's integrationist model identifies five conditions for student retention: *expectations, support, feedback, involvement and learning*. Students are affected by the climate of expectations on campus, in particular their perceptions of staff expectations of their performance. They are more likely to persist within education in settings that provide academic, social and personal support, for example, summer bridging programmes, mentoring programmes, student clubs among others. Early feed-back and information on their performance is another factor in increasing the likelihood of persisting within education and this is further bolstered when they are actively involved in some way as valued members of the institution. Most importantly, according to Tinto, 'pupils who learn are students who stay'.

Students who are actively involved in learning, that is who spend more time on task, especially with others, are more likely to learn and, in turn, more likely to stay (Tinto 2003). Tinto's analysis has been very influential within education. For example, it has prompted an emphasis in the United Kingdom(UK) on the 'student life cycle approach' within Widening Participation. This identifies different stages for educational intervention: aspiration raising, pre-entry activities, admissions, first term/semester, moving through the course and progression; at which university student support can be targeted.

Dropout Prevention Programs

Schools across the country have implemented dropout prevention programs and practices (e.g., counseling, mentoring, tutoring, attendance monitoring, after school programs). Unfortunately, many of these programs lack research or evaluation data to document their effectiveness. Promising strategies include: targeting dropout-prone students before high school, providing additional support and services, tutoring, and monitoring indicators of risk to guide interventions (Lehr, et.al., 2004). School-related factors positively associated with school performance and completion rates include: (1) providing direct, individualized tutoring and support to attend classes, stay focused on school, and complete homework assignments; (2) participation in vocational education classes; and (3) for students with disabilities participation in community-based work experience programs (Wagner, et.al., 1993 as cited in Lehr, et. al., 2004). Lehr and others categorized the types of interventions according to the following dimensions: Family Outreach (e.g., strategies that include increased feedback to parents or home visits); Personal/affective (e.g. regularly scheduled classroom-based discussions, individual counseling, participation in interpersonal relations classes; Academic (e.g., provision of special academic courses, individualized instruction, tutoring); School structure (e.g. implementation of a school within a school, reduction in class sizes, creation of an alternative school); and, Work related (vocational training).

Most of the intervention programs include more than one type of intervention. See the 2004 Section III, What Works in Dropout Prevention of Essential Tools: Increasing Rates of School Completion: Moving From Policy and Research to Practice by Camilla Lehr and others for additional information.

Organizational culture and pupils' drop out rate

Recently, Québec, like other industrialized societies, faces two major problems, that is, the restricted efficiency of its school system and the high rate of failure and dropout. Several social, family and economic factors can partly account for the academic progress of students as it relates to success, as well as to failure or dropout. Recent studies have focused on the influence of the school on student performance. According to an American study, this factor was cited by 51% of boys and 33% of girls who had dropped out of school as the reason for having given up their studies. Family and economic reasons ranked second and third.

Research on the contribution of schools to the academic performance of students has, among other things, examined the climate and effectiveness of schools.

It has been observed that students perform best in schools with a "participatory" climate at all levels and where high but realistic expectations for students are held. This is also true for schools where positive behaviour on the part of students is encouraged, where the administration shows strong leadership, where basic subjects are greatly stressed and where there is a consensus on the objectives pursued. Other factors may also increase a school's effectiveness. Factors identified include the following: involvement of all staff in the achievement of high and clearly defined goals; encouragement from the administration and school board; and a climate characterized by openness, respect and trust between members of different staff groups.

Studies have clearly demonstrated that better student results are the main indicator of the effectiveness and excellence of schools. It is seen as desirable to establish in schools considered to be "less good" the particular conditions that are found in good schools. However, it appears that these particular conditions derive from something that is deep, fundamental and related to group dynamics

which are present. These cannot be replicated elsewhere overnight. It is the product of a "group specific culture", a dynamic based on values, beliefs, rituals and norms. This is called organizational culture. Currently, educators are interested in organizational culture or the culture of schools. The focus of this interest is to understand the phenomenon in a school environment and its relationship to the performance of members of the school.

Related Studies.

Pupils' drop out

Adepoju (2002) in a study on environment factors, private cost and dropout rate of secondary school students in Oyo State, Nigeria found that a significant difference existed in the dropout rate of students in urban and rural secondary schools particularly in English Language and Mathematics using a stepwise regression analysis (backward procedure) method. The result of the study also revealed that environment factors as a group did not contribute significantly to the dropout rate in English Language and Mathematics.

Fagbamiye (1977) in a study on secondary schools in Lagos State also discovered that although school factors are stronger determinants of school dropout rate, they are only offshoots of the socio-economic factors as far as Nigeria is concerned. He maintained further that because children from more privileged homes usually attend private secondary institutions where all round educational foundation is ensured, they thus end up in secondary schools with adequate educational resources and a record of good dropout rate. Such fortunate children cannot but perform better in their final examinations.

Rural schools often have higher drop-out rates than urban schools as it is witnessed too in Kenya. An interesting tracer study in China looked into what happened to rural and urban children who dropped out of school. Among the secondary school drop -outs in rural areas, nearly half (47.5 percent) worked on farms, while 7.5 percent were in part-time or other employment, compared with

27.3 percent of the urban drop -outs who were in part time employment. In both cases over one-third were staying at home (UNESCO 1998).

Ojoawo (1989) and Adepoju (2002) both found in their separate studies that environment of schools in Oyo State had significant effect on school dropout rate and that there was a significant difference in performance between rural and urban schools. Owoeye (2000) in his study revealed that school facilities were found to be the most potent determinant of academic dropout in SSCE when taken together, whereas, Ofoegbu (1998) found that school -home distance affects students dropout rate and teachers' classroom management and instruction. Banks and Finlayson (1973) were of the view that a student's dropout can be influenced by various factors such as socio-economic status of parents, family size, aspiration of parents, the quality of the school and characteristics of the student, such as ability, motivation and some personality traits.

Poor families force their children especially in the rural areas spend more time in contributing directly or indirectly to household income especially the girl child than other children. As a result they are less likely to spend this time on school work, are more likely to be absent from school during periods at peak labor demand and are more likely to be tired and ill prepared to learn when they are in the classroom (World bank 2003).

Students from poor geographical located areas like mountainous and hilly, areas are more likely to have lower educational outcomes in terms of dropout rate and retention rates than student from areas where the topography allows near schools construction (Cheers, 1990; HREOC, 2000). Despite an adequate number of educational facilities in rural and remote areas, school children from these areas remain disadvantaged by walking long distances to school every day and reach school at late. This causes a delay in curriculum or other late students being left behind by others. In addition, inequity exists with regard to the quality of the education that rural students receive, often as a result of restricted and limited subject choice. Furthermore, students may also have limited recreational

and educational facilities within their school (HREOC, 2000) In urban schools discipline problems are one of the major reasons for school dropouts.

In many African countries, teachers prefer to teach in urban areas. As a result, rural schools may be left with empty posts, or have longer delays in filling posts (Rust et al 1990). Even if posts are filled, rural schools may have fewer qualified teachers, if the better qualified teachers have a greater choice of jobs. Sometimes the rural schools have less experienced teachers, as the more experienced teachers find ways to move to the more desired schools. (Yarrow et al 1999)

There are a number of rational reasons why teachers may prefer urban postings. One of the concerns is that the quality of life may not be as good. Teachers have expressed concerns about the quality of accommodation, the classroom facilities, the school resources and the access to leisure activities. (ADEA Biennale 2009) Teachers may also perceive that living in rural areas involves a greater risk of disease, and less access to healthcare.

Teachers may also see rural areas as offering fewer opportunities for professional advancement. Urban areas offer easier access to further education (Hedges, 2000). Teachers in rural areas are less likely to have opportunities to engage other developmental activities, or in national consultation or representative organizations. They may even find it more difficult to secure their entitlements from regional educational administrations, sometimes to the extent of having to put up with obstacles or corruption by officials.

The inadequate number of teachers available in schools is a key factor contributing to unfulfilled learning needs of children. (Craig et al 1998). Teachers are faced with many challenges including, poor remuneration, inequitable distribution of teachers with very low student teacher ratio in rural and other areas with low population density; high student teacher ratios in urban areas (Picus, L.O., Bhimani, M. 1993) and informal settlements; and equipping teachers with skills on how to teach but not on how to give instruction. (ADEA Biennale 2009)

Teachers in rural schools may teach less than their counterparts in urban areas. Any trip away from the rural area, to visit a doctor, to collect pay, to engage in in-service training, or to visit family may involve long journeys and involve missed school days. In addition, where teachers walk long distances to school, they may tend to start late, and finish early. As transport difficulties often make supervision visits from inspectors less frequent in isolated schools, there is little to prevent a gradual erosion of the school year. (Rust et al 1990).

Even when teachers are teaching, the quality of their work may be lower. Rural teachers often have less access to support services than their urban counterparts, and fewer opportunities to attend in-service courses. In some cases they also have difficulty in accessing books and materials. In addition, because the parents tend, in general, to be less educated, they are less likely to monitor the quality of teaching, or to take action if the teaching is of poor quality. (Yarrow et al 1999). Many people, according to Rugh, (2000) consider education to be one of the best investments in international development. An association exists between improvements in national development indicators and an increase in the number of girls receiving formal schooling, independent of improvements in academic quality

He opined that students who complete their education are more likely to lead productive lives, support their families, take good care of their children, and practice healthy behaviors than women with little or no education. Because of these benefits, strong interest exists in girls' education programs, specifically within the global reproductive health sector. Reproductive health programs identified the importance of educating young girls before their sexual debut through participatory, community-based approaches.

CHAPTER THREE

METHODOLOGY

Research design

The researcher used descriptive correlation design to determine the relationship between institutional culture and the dropout rate of pupils in Primary schools in Nandi Central District. The study also employed exposfactor design to collect raw data on pupils' dropout rate from the school archives.

Research Population

The population of this study included all the teachers and pupils in Nandi Central district from selected primary schools.

Sample Size

The study only used 8 selected primary schools, the study also employed teachers as the principle respondents. Using sloven's formula, 231 respondents from a target population of 547 respondents who are working in Emgwen division where the selected are located schools was derived.

The formula is

$$S = \frac{p}{1+p(0.05)^2}$$

P = Target Population **S** = sample size **0.05** = level of significance

$$S = \frac{547}{1 + 547(0.0025)}$$

= 231 Respondents.

Table 1
Respondents of the Study

School	Population	Sample size
A	59	20
B	70	30
C	69	28
D	75	32
E	70	30
F	68	26
G	68	29
H	68	28
Total	547	231

Source; Field Data

Sampling Procedures.

The researcher used purposive simple random sampling to get the respondents. All teachers teaching in the selected 8 schools in which 3 are Private primary schools, and 5 public primary schools were the respondents. He then used check lists in the selected schools in Nandi Central District. He clustered schools into private, public with the purpose of including urban and rural schools. Among the public schools, two are from urban and three from rural schools. The respondents were all class teachers both female and male.

Research Instrument

The researcher used researcher made questionnaire to collect information on the on the study. The questionnaire had two sections, section A, collected data on profile of the respondents, section B, collected data on the independent

variable of the study. The researcher also used a checklist to collect data on students' score.

Data Gathering Procedures

Before the administration of the questionnaires.

1. An introduction letter was obtained from the School of Post Graduate Studies and Research for the researcher to solicit approval to conduct the study from respective selected primary schools.
2. The researcher got an approval letter from the District Education Officer (Nandi Central District) to conduct data collection from selected primary schools.
3. The respondents were explained about the study and were requested to sign the Informed Consent Form (Appendix III)
4. Reproduce more enough questionnaires for distribution to the respondents.
5. Research selected assistants who would assist in the data collection, brief and orient them in order to be consistent in questionnaire administration.

During the administration of the questionnaire.

1. Respondents were requested to answer by completing the blank spaces completely.
2. Both research and his assistants emphasized on getting back the questionnaires between two weeks of the distribution date.
3. After retrieving all the returned questionnaires were checked if all were answered.

After administration of questionnaire.

The data gathered was corrected and encoded in computer and statistically treated using the Statistical Package for Social Sciences (SPSS).

Validity and reliability of the Instrument

To affect this, after constructing the questionnaire, the researcher contacted the supervisor and two other experts, to ensure the reliability and validity of the research instruments. The researcher then made necessary adjustment to ensure the questionnaire was made to the advice of the experts. Pre-testing of the Questionnaires was then done: The researcher did this by going to the field and administering the questionnaires to 6 potential respondents who would not participate in the final study, this tested the content, language and response format of the questionnaire. This was achieved by using a pre test method of questionnaires. This was done by administering the instruments to 5 potential respondents who were not selected for the study. This was meant to test the content, language and response format of the questionnaires.

Data analysis.

Frequency tables and percentage distribution were used to determine the profile of the respondents.

The means and standard deviations were used to measure the levels of organizational culture and level of learner dropout rate in primary schools in Nandi Central District.

Person's coefficient was used to determine the relationship between level of organizational culture and level of dropout rate of learners in selected primary schools in Nandi Central District

The following numerical values and interpretations were used for the obtained means on the extent of organizational culture on the selected primary schools;

Mean Range	Response Mode	Interpretation
3.26-4.00	Strongly agree	Very satisfactory
3.51-3.25	Agree	Satisfactory
1.76- 2.50	Disagree	Fair
1.00-1.75	Strongly Disagree	Poor

Ethical consideration

To ensure that ethics is practiced in this study as well as utmost confidentiality for the respondents and the data provided by them, the following will be done: (1) coding of all questionnaires; (2) the respondents will be requested to sign the informed content; (3) Authors mentioned in this study will be acknowledged within the text; (4) Findings shall be presented in a generalized manner.

Limitation of the study.

The anticipated threats to validity in this study will be as follows,

1. Intervening or confounding variable which will be beyond the researchers control such as honesty of the respondents and personal biases. To minimize such conditions, the researcher will request the respondents to be as honest as possible and to be impartial/unbiased when answering the questionnaires.
2. The research environments are classified as uncontrolled setting where extraneous valuables may influence on the data gathered such as comments from other respondents, anxiety, stress, motivation on the part of respondents while on the process of answering the questionnaires. Although these are beyond the researchers' control, efforts shall be made to request the respondents to be as objective as possible in answering the questionnaires.

CHAPTER FOUR

PRESENTATION, ANALYSIS AND INTERPRETATION OF DATA

The analysis and presentation of data in this section was based on the objectives of the study.

Table 2
Respondents' Profile

Gender	Frequency	Percent. %
Male	149	65
Female	82	35
Total	231	100
Age		
20-30	100	43
31-40	80	35
41-above	51	22
Total	231	100
Academic qualification		
Certificate	120	52
Diploma	70	30
Degree	30	13
Masters	11	5
Total	231	100

Source; Field data

From Table 2 above, it can categorically be seen that the male respondents were 65% whereas the female respondents formed 35 % of the sampled population. It is thus prudent to assert that the male respondents were more than the female respondents. In as far as age is concerned, the majority of the

respondents were in the age group of between 20-30, this formed a total of 43% where as those in the age bracket of between 31-40 were few at 35%, finally, those who were 40 years old and above were the least at 22%

As pertains academic qualification, those with certificate were dominating at 52%, followed by those who had Diploma at 30% then degree holders at 13% and finally masters at 5%

Extent of Organizational Culture

The independent variable in this study was organizational culture for which the second objective was directed to determine the level of organizational culture in the sampled schools. Organizational culture was broken down in to 20 elements. Each of the components was measured by identifying their specific aspects. Respondents were asked to rate the level of agreement with each element by scoring the right rating.

Learners responses were analyzed using means computed through statistical package for social science and are shown in table three below.

Table 3
Extent of Organizational Culture In Selected Primary Schools of Nandi
Central District

Indicators of Extent of Organizational Culture	Mean	Interpretation	Rank
The school does not welcome any pupil who has ever been pregnant or impregnated.	3.28	Very Satisfactory	1
Any pupil who has never performed to the set targets in each class is forced to repeat the same class.	3.16	Satisfactory	2
The school do not Condon the presence of pupils who never adhere to school culture.	3.11	Satisfactory	3
There is a stigma that mothers are not expected in class for learning in primary schools.	3.07	Satisfactory	4
There are various motivators in our school that are used regularly.	3.04	Satisfactory	5
Motivators should be used at the end of every specialization field for example most improved, disciplined, best performance in class/ co curricular among others.	3.03	Satisfactory	6
Corporal punishment is part of the school policy to curb indiscipline cases of pupils.	2.94	Satisfactory	7
The school has to bring in alternative measures for absenteeism, repetition and reading skills to cub high school dropout rate.	2.92	Satisfactory	8
All pupils who are adhered to school policies are the only ones to succeed in their adulthood.	2.91	Satisfactory	9
The school forces learners to perform highly according to educational curriculum regardless individual inability.	2.90	Satisfactory	10
Our school emphasizes the policy of repetition for poor performance.	2.85	Satisfactory	11
Very few parent s discuss positively on institutional culture with their children	2.83	Satisfactory	12
The school is static to its cultural policies.	2.81	Satisfactory	13
Our school does not enroll pupils who are above 10 years in standard 1.	2.79	Satisfactory	14
The school does not accept inter-cultural interactions.	2.78	Satisfactory	15
The institutional administration do very little in guidance and counseling of pupils in the school.	2.77	Satisfactory	16
The school emphasizes only one denomination as a sponsor.	2.69	Satisfactory	17
Organizational cultures govern the school integrity.	2.61	Satisfactory	18
The school strictly emphasizes reading skills in lower primary.	2.13	Fair	19
The school considers regular academic days as a waste of time	1.90	Fair	20
Total	2.69	Satisfactory	

Source; Field data

Results in Table 3 indicate that the respondents agreed that level of organizational culture in the sampled schools was rather satisfactory. This is indicated by the fact that most of the ratings are within the mean index of =3 which falls under satisfactory in the likert scale.

Although the total mean index for all the 20 aspects of schools' organizational culture showed satisfactory levels, some aspects of organizational culture were found to be just fair, for example the school considers regular academic days as a waste of time with a mean of (1.90) , and in most instances, the school strictly emphasizes reading skills in lower primary with a mean of (2.13)

The aspects of Organizational culture with the highest rating was the fact that the schools do not welcome any pupil who has ever been pregnant or impregnated. This had a mean of (3.28) could be because the school location is such that most learners come from the same social set up-the Kalenjin, who are still very conservative in respect to their cultural norms and values which strictly prohibit fornication. In the same vain, most teachers rated the fact that motivators should be used at the end of every specialization, for example on the most improved, disciplined, best performance in class/ co curricular among others (mean=3.03), and the researcher supposes that this could also be as a result of a fore mention explanation about the school setting in which compensation for hard work is valued. The fact that any student who has not performed to the set standards in each class is forced to repeat the class also scored highly with a mean of 3.16, this can only be obviously explained by the fact that all schools want the best out of the learners, so this is used as a motivational tool to compel the Learners to work harder. The respondents also ranked high the issue of having many motivators in the school that are used regularly with a mean of 3.04, this could be explained by the fact the schools aim at bringing up an all round citizen so the motivational tools would help the learners unlock the best of their potentials. The school not condoning the presence of pupils who never adhere to school culture was also ranked high with

a mean of 3.11, this could be so since it is cardinally expected of the teachers to do so in class given the nature of their professional calling. On the high ranking list, the teachers finally ranked high the fact that there is stigma that mothers are not expected in class to learn in primary schools with a mean of 3.07, this could be explained by the very nature and location of these schools and the policies that guide them, most of them are in remote areas where mothering at school is not condoned. The ministry of education policy also prohibits pupil mothers.

Almost all other remaining aspects of organizational culture were ranked satisfactory with a mean of below 3 but not below 2.0, among other aspects, these include the fact that, very few parents discuss positively on institutional culture with their children (mean=2.83), the school does not accept intercultural interactions (mean=2.77), the school is static to its cultural policies (mean=2.81), corporal punishment is part of the school policy to curb indiscipline cases of pupils (mean=2.94), the institutional administration do very little in guidance and counseling of pupils in the school (mean=2.77), organizational cultures govern the school integrity (mean=2.61), the school forces learners to perform highly according to educational curriculum regardless of individuals' inability (mean=2.90) among others.

Though the general picture portrays satisfactory level of organizational culture, it is crucial to look at individual aspects because some aspects are thought of as more crucial than others and so their low levels may negatively impact on the teaching learning process and eventually the retention of Learners. For example, if the school emphasizes only one denomination as a sponsor, (mean=2.69) like the table 3 indicates, then pupils and teachers who are not affiliated to those denominations may feel disgruntled and leave the school. So the school administration has to seek for measures to mitigate such shortcomings either by coercing the Learners' to work or sensitizing them on the benefits of work.

Level of Pupils' Drop Out Rate

The dependent variable of the study was Learners' drop out, conceptualized in terms of students leaving school before the completion of their 8 years course, which was measured in terms of Learners' who left the school on yearly between 2003-2010 ranked as very low (1-5), low (6-10), high (11-15), very high (16-20). the raw data on Learners' drop out was obtained from the divisional Educational office, their tendencies were summarized using means as indicated in table 4 below.;

Table 4
The Level of Learners' Drop Out Rate

Year	Enrolment P1-P8	Number of drop out	Rate of drop out in %	interpretation
2003	1206			
2004	1190	16	1.34	Very low
2005	1074	90	8.38	Low
2006	984	20	2.03	Very low
2007	964	53	5.50	Low
2008	911	40	4.40	Very low
2009	871	33	3.79	Very low
2010	838	147	17.54	Very high
Total		339	42.98	
Overall mean	%		6.14	Low

Source; field data

Legend	Range
Very low	0.00-5.00
Low	5.01-10.00
High	10.01-15.00
Very high	15.01-Above

Results from the Table 4 above points to the fact that the rate of pupils drop out in the sampled schools is generally very low. This is so evident in the above table where the rate of Learners drop out mostly lies within the rank of 0-5. For example, on average, annually, Learners' drop out rate ranged between 3-

4 in the decision rule. The total number of pupils who joined primary 1 in 2003 was 1206 and by the end of that year, 16 had dropped out, when the same class joined primary two, the population was 1190 and by the time that year was ending their population had reduced by 16, when they began primary 3, they were 1074 and yet by the end of that year they had reduced by 90, this low level of drop out rate continued until when they reached their fifth year when the drop out rate went up a bit when their number reduced by 5.5%, the year they were sitting for their final examination –Kenya National Examination, their number dropped significantly at 17.5 % could be because of failure to raise examination registration fees. A closer look at the performance indicates that on average, the general pupils' drop out level in the sampled schools was reported to be generally very low hence the need to understand the cause.

Relationship Between the Extent of Organizational Culture and Level of Pupils' Dropout Rate

The fourth objective of this study was to find out if there was any significant relationship between the extent of organizational culture and level of pupils' dropout rate. Pupils dropout rate was conceptualized in terms of the number that eventually sat for primary leaving examinations.(KCPE) the results from the test using linear correlation coefficient is presented in table 4 below

Table 5
Relationship Between the Extent of Organizational Culture and level of Pupils' Dropout Rate

Variables Correlated	Mean	Computed r' Value	Critical Value	Interpretation	Decision on Ho
Extent of Organizational Culture	2.69	-489	0.125	Not significant	The null hypothesis is accepted
Vs Levels of Pupils' drop out rate	6.14				

Source; Field data

From the above table according to Pearson's coefficient the relationship between organizational culture and pupils' dropout rate is not strong and has the value of -489.

Computed r-value was generated from mean scores of dropout rate and the organizational culture of the schools. The critical value was generated from books of statistics/r-values.

The above table gives the nature and type of relationship between schools' organizational culture and pupils' dropout rate, the discrepancy between the computed value and the critical value reveals that there is no significant relationship between organizational culture and pupils drop out rate in primary schools in Emgwen Division. Thus the null hypothesis is accepted and the alternative hypothesis is rejected.

CHAPTER FIVE

FINDINGS, CONCLUSION AND RECOMMENDATIONS

Introduction

This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

FINDINGS

This study intended to examine the relationship between organizational culture and pupils dropout rate in primary schools. It was based on four research objectives which included determining (i) the profile of the respondents in respect to gender, level of education, category of school and age ii) the level of organizational culture iii) the level of drop out rate and (iv) finding the relationship the level of organizational culture and the pupils' drop out rate.

Analysis using frequencies and percentage distributions showed that of the 231 respondents, (65%) were male and (35%) were female. From this statistic, we can see that the difference in sex between the males and females in academics is significant. This could imply that the society of the context of study is yet to empower women both academically and professionally. Thus the gender bias is still a challenge in this area. This could also insinuate that most parents see no need to send their daughters to school but do boys. The age category of the respondents was divided in three groups that is 120-30 years were 100 which was (43%), whereas 31-40 were (35%) and finally those in 40 and above 22%. This clearly shows that those in the age bracket of 20-30 are the majority, this could be explained by the fact that most teachers who have taught for some time are absorbed in the civil service where there is little work and much money. Certificate holders were leading at 52% followed by Diploma at 30% then degree

at 13% and finally masters at 5%, this can be explained by the fact that traditionally, most primary school teachers are expected to be certificate holders.

According to objective 2, Descriptive analysis showing means revealed that level of organizational culture in the sampled schools was satisfactory(overall mean index = 2.69) and Although the total mean index for all the 20 aspects of organizational culture showed satisfactory levels, some aspects of organizational culture were found to be just fair, for example the table reveals that the school strictly emphasizes reading skill in lower primary with a mean of (2.13) , and in most instances, the school considers regular academic days as a waste of time with a mean of (1.90)

In view of objective three, the study found out that t the rate of pupils dropout in the sampled schools is generally very low. This is so evident in table 4 where the rate of students drop out mostly lies within the rank of 0-5. For example, on average, annually, Learners' drop out rate ranged between 3-4 in the decision rule. The total number of pupils who joined primary 1 in 2003 was 1206 and by the end of that year, 16 had dropped out, when the same class joined primary two, the population was 1190 and by the time that year was ending their population had reduced by 16, when they began primary 3, they were 1074 and yet by the end of that year they had reduced by 90, this low level of drop out rate continued until when they reached their fifth year when the drop out rate went up a bit when their number reduced by 5.5%, the year they were sitting for their final examination –Kenya National Examination, their number dropped significantly at 17.5 % could be because of failure to raise examination registration fees. A closer look at the performance indicates that on average, the general pupils' drop out level in the sampled schools was reported to be generally very low hence the need to understand the cause.

Finally, basing on the fourth objective, the study found out using Pearson's coefficient that there is no significant relationship between organizational culture and pupils drop out rate. Computed r-value was generated from mean dropout rate of pupils and the organizational culture of the schools. The critical value was generated from books of statistics/r-values. Table 5 gives the nature and type of relationship between schools' organizational culture and pupils' dropout rate, the discrepancy between the computed value and the critical value reveals that there is no significant relationship between organizational culture and pupils drop out rate in primary schools in Emgwen Division. Thus the null hypothesis is accepted and the alternative hypothesis is rejected.

CONCLUSIONS

Based on the above findings, the following conclusions were made;

1. There is no significant relationship between extent of organizational culture and pupils' dropout rate in Nandi central primary schools.
2. Much as several studies have been carried out on organizational culture and dropout rate in various places, none, has been done in Emgwen division.
3. This study contributes so much literature and information on Organizational culture and pupils' drop out rate
4. This study findings validates Tintos' (2004) Integrationist's theory

RECOMMENDATIONS

Based on the study findings, the following recommendations were made;

1. Finally, the research advocates for the adaptation of schooling institutions to better respond to the needs of all learners, including discipline and attendance policies that maintain high standards without alienating

learners from schools, scheduling adaptations that accommodate pupil needs, smaller school communities, and more challenging and engaging coursework. This is an ambitious agenda, even for Africa, but it is one that is within the capability of a committed African states.

2. The government should construct facilities at school for different subjects' teachers to teach in a conducive environment in order to aid the better performance of different subjects in their schools. The government should have a policy in place that encourages the taking up of different subjects especially to the female students who at times think they are not good enough for science subjects.

Suggestions for further research

More research should be done on;

1. Pupils' Academic performance and their drop out rate.
2. Parental socio-economic status and pupils' dropout rate
3. School environment and dropout rate

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APPENDICES
APPENDIX I
TRANSIMITAL LETTER



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OFFICE OF THE DEPUTY VICE CHANCELLOR
SCHOOL OF POSTGRADUATE STUDIES AND RESEARCH (SPGSR)

December 17, 2010

Dear Sir/Madam,

RE: REQUEST FOR MARITIM KIPTANNI JAMES REG. NO.
MED/20015/82/DF, TO CONDUCT RESEARCH IN YOUR INSTITUTION

The above mentioned is a bonafide student of Kampala International University pursuing a Masters of Arts in Educational Management and Administration.


He is currently conducting a field research the title of which is **"Organizational Culture and Dropout Rate of Pupils in Selected Primary Schools in Nandi Central District, Kenya"**. As part of his research work, he has to collect relevant information through questionnaires, interviews and other relevant reading materials.

Your institution has been identified as a valuable source of information pertaining to his research thesis. The purpose of this letter is to request you to avail him with the pertinent information he may need.

Any information shared with him will be used for academic purposes only. Rest assured the data you provide shall be kept with utmost confidentiality.

Any assistance rendered to him will be highly appreciated.

Yours truly,


Novembrieta R. Sumil, Ph.D
DVC, SPGSR



APPENDIX II
INFORMED CONSENT

I am giving my consent to be part of the research study of Mr. James Maritim that will focus on **ORGANIZATIONAL CULTURE AND DROP OUT RATE OF LEARNERS PUPILS IN SELECTED PRIMARY SCHOOLS IN NANDI DISTRICT, KENYA**

I shall be assured of privacy, anonymity and confidentiality and that I will be given the option to refuse participation and right to withdraw my participation anytime.

I have been informed that the research is voluntary and that the results will be given to me if I ask for it.

Initials: _____ Date _____

APPENDIX III
TRANSMITTAL LETTER FOR THE RESPONDENTS

Dear Sir / Madam,

Greetings

I am a candidate for **Administration and management in Education** at kamala international University with a thesis on **Organizational Culture and Dropout Rate**. As I pursue to complete this academic requirement, may I request your assistance by being part of this study?

Kindly provide the most appropriate information as indicated in the questionnaires and please do not leave any item unanswered. Any data from you shall be for academic purposes only and will be kept with utmost confidentiality.

May I retrieve the questionnaires 2 weeks after you receive them? Thank you very much in advance.

Yours faithfully

.....

Maritim K James

Master's . Candidate

APPENDIX IV

Face sheet: Profile Of The Respondents

Gender – ☐ Male ☐ Female

Academic Qualifications – Certificate ☐ Diploma ☐ Degree ☐
Masters ☐

Age (years) - 20-30 ☐ 31-40 ☐ 41-and above ☐

APPENDIX V

QUESTIONNAIRE TO DETERMINE THE EXTENT OF ORGANIZATIONAL CULTURE

DIRECTION: Please write your rating on the space before each option which corresponds to your best choice in terms of extent of Organizational Culture and level of Pupil's Dropout rate.

Kindly use the scoring system below.

Score	Response	Description	Interpretation
4	Strongly agree	You agree with no doubt	Very Satisfactory
3	Agree	You agree with some doubt	Satisfactory
2	Disagree	You disagree with some doubt	Fair
1	Strongly disagree	You disagree with no doubt	Poor

Part B; To determine Institutional Culture

- (1) The school does not welcome any pupil who has ever been pregnant or impregnated.
- (2) Very few parent s discuss positively on institutional culture with their children.
- (3) There are various motivators in our school that are used regularly.
- (4) Motivators should be used at the end of every specialization field for example most improved, disciplined, best performance in class/ co curricular among others.
- (5) The school does not accept inter-cultural interactions.
- (6) The school is static to its cultural policies.
- (7)Any pupil who has never performed to the set targets in each class is forced to repeat the same class.
- (8) The school strictly emphasizes reading skills in lower primary.

1992 – 1994 : Eregi Teacher college. (PI)
1982- 1985 : Kimaren Secondary School (K.C.E)
1974 – 1980 : Maraba Primary School (CPE)

WORK EXPERIENCE

Games teacher, class teacher
2007 – to date : Kipture Secondary (Acting Deputy Principal)
1994 – 2003 : Kapsagawat, Chepsioch and Manman Primary school
1986 – 1992 : U.T. – Maraba primary

OTHER RELEVANT DATA

2007 : D.P.O. General elections, Aldai Constituency

HOBBIES

- Reading Novels
- Watching Educational programs
- Traveling
- Teaching

