FACTORS CONTRIBUTING TO BOYS' DROP OUT IN PUBLIC SECONDARY SCHOOLS IN MUTHAMBI DIVISION, THARAKA NITHI COUNTY, KENYA

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A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES IN THE SCHOOL OF EDUCATION FOR THE AWARD OF MASTER OF EDUCATION DEGREE OF KENYATTA UNIVERSITY

OCTOBER, 2013
DECLARATION

This research project is my original work and has not been presented for award of a degree in any other university.

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ACKNOWLEDGEMENT

Many people gave me the support that was required in preparation of this project. In this regard, I am very thankful to all individuals. I am particularly thankful to my supervisors Dr. F. Njuguna and Mrs. L. Boit, of the Department of Educational Management, Policy and Curriculum Studies, Kenyatta University for the advice and guidance when writing this proposal.

I can not forget the typist Mercy the person who typed this work. Thank you all.
ABSTRACT

There are a number of challenges that face the delivery of secondary education in Kenya, and some of them have led to wastage. This is in form of declining completion rates, repetition and drop out of school. If the drop out rates goes unchecked, the problem will hinder the attainment of Education for All (EFA) goals which the government aims at meeting by the year 2015. The purpose of this study was to establish the factors responsible for the dropout problem among boys in public secondary schools in Muthambi Division, Maara District, and to assess the measures that have been adopted to curb the problem. The focus was on the boys in secondary schools which is terminal to many students and which can provide good employment opportunities especially with addition of further training. In chapter two of this study, the researcher reviewed previous studies on dropouts, which are conducted in both rural and urban areas. These studies include Wandera (2004), in Nairobi Province, Nzuki (2004), in Kibwezi Division, Gachungi (2005) in Nyeri District and Rono 1990 in Nandi District. Their findings show presence of dropouts in their areas. These findings cannot be generalized to apply to schools in Maara District which is in a different geographical location and also has different cultural/ socio-economic dynamics. This study also focused on the boys' dropout unlike other researchers who looked at dropout rates in general. Descriptive survey research design was used to gather information about the subject. The study was carried out in the 10 secondary schools within the division. The target population was 10 head teachers and 40 class teachers, 10 households heads and 10 boys dropout selected through simple random sampling. The main data collection instruments was questionnaires, which were administered on the principals and class teachers. The questionnaire sought to establish the presence and the causes of the dropout phenomenon and also the measures taken to curb the problem. Document analysis was done to corroborate the information provided by the headteachers and classteachers on the number of the school dropouts. The findings from the study indicate that boys drop out in all the schools in the division. Some of the causes of dropout in schools include school fees, peer pressure, some disliked school among others. The recommendations given to curb the problem include: strengthening guidance and counseling in schools, parents should be more responsible, schools should provide programmes to support the boy child. Teachers and parents should work harder to make the learning environment more conducive i.e both at school and at home.
CHAPTER ONE

1.0 INTRODUCTION

1.1 Background of the Study

This section highlights boys dropout locally, regionally, internationally.

1.1.1 Kenyan case

The Government of Kenya (G.O.K) has supported provision of education as away of developing the human capital (Ominde report, 1964). It supported the establishment of ‘Harambee’ schools (Gachathi, 1976), and introduced cost-sharing between the government, parents and community (Kamunge report, 1988) and curriculum Rationalization (Koech report, 2000) as a way of making education cheaper, affordable and accessible. Recent policy initiatives have been keen on attaining education for all (EFA) with particular interest in equity, quality, relevance and internal and external efficiencies within the education system.

According to sessional paper no.1 of 2005, on a policy framework for education training research, the government has a long term aim of providing every Kenyan with basic quality education and training, including a 2 year pre-primary education, 8 years of primary and 4 years of secondary/technical education.

The provision of education has been seen as a way of reducing the income gap between the affluent and less fortunate. According to Woodhall[1970] in her book cost benefit analysis in Educational planning, education also helps to eliminate poverty because it is an investment.
According to Haddad (1980, p31) in world paper on Education sector policy, dropout and repetition have regressive effects on equity in the education system and the economic profiles of drop out and repeaters show the phenomenon are most common among students from low income socio-economic background. Various policy initiatives have been put in place to curb the dropout problem. These include cost sharing policy in secondary schools where the government takes care of tuition fees and the students only need to pay for their upkeep in schools. Establishment of Bursary award from Government to students through constituencies and establishment of more day schools are not adequate in solving the problem of drop out in schools. The fear in the escalating drop out in secondary schools is that the education system will actually perpetuate and increase inequality. Nationally drop out leads to unemployment. Many factors could be responsible for student dropout in secondary schools. These include poverty, administration problems in schools, and the background of the student, among others. If the dropout is not checked it will reduce the public and private and social benefits of education. The youth that drop out could enter into socially unacceptable activities such as; stealing, prostitution and illegal trade.

Structural Adjustment Programmes (SAP’S) were formulated to guide developing countries in national development in every sector. Reducing dropout in schools will be in line with achieving Millennium Development goals (M.D.G). These goals were developed by World Bank and IMF. They include: Eradicating extreme poverty and hunger by 2015, achieving universal primary education, promoting gender equality and empowerment of women, Reducing child mortality, Improving maternal health, combating HIV/AIDS, malaria and other diseases, developing global partnership for development.
Kenya is signatory to the MDGs thus adequate measures should be put in place to bring equity in education provision by increasing survival, completion, transition rates and reducing drop-out.

Many governments in developing countries allocated a big portion of their Gross Domestic Product to education after independence which has enabled considerable growth in educational activities (UNESCO, 2000). To date, education is one of the largest sectors in most countries. In Kenya, most of the budgetary allocation goes to education. In 2003 the government abolished payment of fees in primary schools in the country which is a very significant step toward achieving Universal Primary Education (UPE) which is also a human right and a millennium development goal. At the beginning of 2008 the government subsidized the cost of education in secondary schools making it more affordable particularly in day schools where the students only pay for their lunch, uniforms and other hidden costs in education. Although there has been a heavy investment in the education sector, and the resultant quantitative expansion of education the country still faces a number of challenges, which are mainly associated with wastage. Wastage in education can be categorized into 3 major components. These are non-enrolment, repetition and dropout in schools.

The Kenya’s 9th national development plan (Republic of Kenyan, 1999) highlighted the high school wastage rates associating it with dropout in schools, low transition rates between levels, over centralized school curriculum and unduly lengthy completion periods in higher education. This ultimately renders the education system inefficient and translates to wastage of resources. The provision of education has been seen as a way of
reducing the gap between income differences between the affluent and the less fortunate. According to Orodho (2005, p96) solving the problem of high dropouts will help the government to attain Universal basic Education For All [EFA]. This can help the country to enhance its drive for attaining the status of newly industrialized countries by the year 2030.

Some of the studies have been carried out on access and retention of students in secondary schools. These studies are skewed towards the girl-child and indeed there are programmes by the government, NGOs and communities to address the plight of the girls in respect to education. Social –cultural attitudes and practices have been found to have a big influence on these issues. According to Mushi[2002], African communities largely have a male-preference attitude. Males are expected to be able to do wonders in the world of knowledge and technology while a woman’s place is at home, and keeping up with the livelihood of the family. Dropouts due to early marriage and teenage pregnancies are a common feature. According to UNESCO [2002], poverty keeps many children from gaining access to education, while, at the same time, education is the cornerstone for overcoming poverty and inequity. The above statement is supported by the UNESCO background paper which poses that “poverty cannot be overcome without specific, immediate and sustained attention to enhancing access to education.” As a result of poverty, children are subjected to domestic obligations that cost them time, such as caring for their siblings while parents go out to work for the family income, taking care of the sick and attending to traditional rituals and funerals and other celebrations. The high demand of children at home contributes to their low enrolment, poor participation, performance and, in many cases, they dropout before completion. Mbilinyi[2003] noted
that the school factors such as school curriculum, physical environmental factors, teachers and teaching/learning materials affect retention. However the boy-child has been largely ignored. This study will thus shed light on the causes of dropouts among boys in Muthambi Division and measures to be taken to arrest the problem.

1.1.2 Boys dropout regionally

Gender inequities continue to exist in many parts of the world. In certain cultures and traditions, girl children are discouraged from pursuing an education. Reasons may vary from a belief that a woman’s position is in the household rather than in the workplace, to a perception that boys are generally smarter than girls, to labour markets that discriminate against women.

There are equal proportions of male and female children living in South Africa, and girls – by and large – do not experience discrimination when measured by access to school. In 2008, South Africa had a combined GPI of 1.01 for primary and secondary schools. This indicates that similar proportions of females and males are enrolled in the education system. However, the combined index masks different trends for primary and high school age groups.

While there are proportionately slightly more boys enrolled at primary school level than girls (GPI = 0.97), this pattern shifts at the secondary school level, where girls are more likely than boys to attend school (GPI = 1.06). For the last three years of school, the GPI is 1.13, suggesting an even stronger lean towards female enrolment. The change in gender parity at high school, and particularly from Grade 10, may indicate that fewer
boys than girls are progressing to the secondary school, or that boys are more likely than girls to drop out of high school for other reasons. Despite the fact that teenage pregnancy is often quoted as one of the main reasons behind high school drop-out, the data suggest that this is not the primary cause, although it may be a significant factor for girls.

1.1.3 Boys dropout internationally

Canada’s high school dropout rate, defined by Statistics Canada as the percentage of people aged 20-24 without a diploma, declined from 16.6 per cent in 1990-91 to 8.5 per cent in 2009-10. Despite this overall decline, the male dropout rate of 10.3 per cent remains significantly higher than the female dropout rate of 6.6 per cent. There are “five males now dropping out for every three females,” the study reads. More alarming, according to study author John Richards, is the dropout rate for aboriginal youth, which ranges from 20.3 per cent for Metis students to 50.9 per cent for First Nation students who live on a reserve. Among Richards recommendations to address the dropout rate is to target early childhood education programs at risk communities and to encourage high school sports programs.

In Dubai an alarming number of boys are dropping out of school, according to the Dubai Schools Inspection Bureau's annual report. Out of every 100 male Emirati students, the report says, just 32 graduate on time. Forty-seven fail grades and another 21 drop out. It affects the whole community. It affects career planning. It has read to social problems such crime.

According to Dr Natasha Ridge, a research fellow at the Dubai School of Government whose doctoral dissertation from Columbia University examined the poor quality of boys
schools in the UAE, the main reasons boys drop out are poor quality of teaching and an "outdated and irrelevant curriculum, in addition to a perception that it will be easy to get a decent job without a high school diploma".

Students who have previously failed grades are far more likely to drop out, the report concludes. More than 24 per cent of boys and 11 per cent of girls failed the 10th grade last year in Dubai. It is not uncommon, because of the high rate of grade failure, to find 18-year-olds taking classes in UAE public schools with 14-year-olds. The report reflects the work of inspectors who visited 209 schools and ranked them in one of four categories, from "outstanding" to "unsatisfactory". Since last year's report, 28 schools have improved their rating, while 25 fell at least one grade.

According to Sommers (2001) of American Enterprise Institute boys dominate dropout lists, failure lists, and learning-disabilities lists." A troubled performance in elementary school can linger and magnify in the later grades. It's the proverbial vicious circle. Sommers believes that the performance gap between boys and girls in high school leads directly to the growing gap between male and female admissions to college." Nationally, women have outnumbered men in institutions of higher education since 1993. According to researchers at Northeastern University's Center for Labor Market Studies, the ratio in 2000 was 128 female undergraduates for every 100 male; that ratio is expected to grow to 138/100 by 2010.

According to Mortenson (2003) of The Pell Institute for the Study of Opportunity in Higher Education reports that 34% of boys are in grades below their age, compared with 26% of girls. In 12th grade, only 28% of boys rate as proficient readers on federal tests,
with girls pulling in at 44%. In addition, boys are three times more likely to be diagnosed with attention deficit hyperactive disorder.

1.1 Statement of the Problem

Since the introduction of Free secondary Education in the year 2008 the secondary school sub-sector still faces some challenges. Free secondary school education was meant to improve access and retention and progress towards the achievement of EFA. However, dropout problem remains an impediment.

Increase in enrolment in primary schools due to FPE has resulted in the expansion of existing Secondary Schools and construction of more schools. However, some secondary schools do not experience automatic high or increased enrolments, and their population is perpetually low. Some are said to have experienced drop out in student enrolment and are operating below capacity with the element of wastage i.e. half filled classes, dormitories and unused furniture. This is a concern to education stakeholders including the researcher, not only in the Division, but also in the whole country. Despite the introduction of various safety nets in education, dropout in schools persists. A research on the problem would be important in completing the development of government policy on education to enable it achieve EFA.

1.2 Purpose of the Study

The purpose of this study is to examine the factors that perpetuate dropout among boys in public secondary schools in Muthambi Division. The findings will assist the schools in finding solutions that would increase retention in secondary schools Muthambi in Division as well as the whole country.
1.3 Objectives of the Study

a) To establish the ratio or level of dropout [boys; girls] in Muthambi Division.

b) To determine the socio-economic factors that affect boy’s secondary school dropout in Muthambi Division.

c) To establish the school factors affecting dropout of boys in secondary schools in Muthambi Division.

d) To find out the student related factors that affect boy’s secondary school dropout in Muthambi Division.

e) To identify the measures adopted towards curbing the problem.

1.4 Research Questions

a) What is the ratio of dropout between boys and girls in Muthambi Division over years.

b) What are the socio-economic factors that affect boys’ retention in secondary schools in Muthambi Division?

c) What are the schools factors affecting retention of boys in secondary schools in Muthambi Division?

d) What are the student related factors that affect boys’ secondary schools retention in Muthambi Division?

e) What are the measures adopted to curb the problem?

1.5 Significance of the Study

The findings of this study will help teachers, parents and students to understand the factors that influence education retention among the boys and come up with other ways of curbing this dropout problem. This will translate into improvement of the internal efficiency of Kenyan secondary schools. The Ministry of Education will benefit from the
study as the findings indicated the factors that lead to education wastage, and suggested ways of dealing with this, which the Ministry can take up and implement. The findings will highlight the plight of boys in schools and may also help policy makers, planners in the Ministry of Education and donors such as the World Bank, UNESCO and UNICEF in Kenya to give secondary school retention for boys more attention. School administrators and teachers could also benefit in that the findings will suggest ways through which retention may be maximized.

1.6 Assumptions of the Study
The researcher assumes that the drop out challenge is prevalent in most of the schools. It was the assumption of the researcher that the respondents will give accurate responses to the questions.

1.7 Limitations
This study will only cover boys in public secondary schools and not girls. Private schools will not be included because they do not get government support in provision of education facilities and resources.

1.8 Delimitations
The study will be conducted in Muthambi Division in Maara District due to financial constraints. This means that the findings may be generalized in the whole country with caution.
1.10. Theoretical Framework

The study will be based on the two factor theory (also known as Herzberg’s-hygiene theory) which states that there are certain factors in the workplace that cause job satisfaction, while a separate set of factors cause dissatisfaction and job dissatisfaction act independently of each other. Two-factor theory distinguishes between motivators (e.g., challenging work, recognition, responsibility) that give positive satisfaction arising from intrinsic conditions of the job itself, such as recognition, achievement or personal growth. Hygiene factors (e.g., status, job security, salary, fringe benefits, work conditions) that do not give positive satisfaction though dissatisfaction results from their absence.

Essentially hygiene factors are needed to ensure there is no dissatisfaction. Motivation factors are needed to motivate one to higher performance. Thus schools should provide both hygiene and motivational needs of the students. This theory was found relevant to the study because students should be constantly motivated so as they remain in school.

1.11. Conceptual Framework

Emile Durheim (1928), views specific component parts of the school system as performing specific and complementary roles (independent variables) that are necessary if the school has to achieve its desired goals (dependent variables). The components include the parents, the students, the school environment and the community.

These four components should complement one another to promote the access and retention of students in school. The study seeks to find out why there are cases of dropout among the boys.
Factors that lead to secondary school wastage.

Fig 1. The conceptual framework for the study

**Home**
- Parental factors
  - Poverty
  - Low educational level
  - Single parenthood
  - Death
  - Diseases (HIV, Cancer)

**Student**
- Peer pressure
- Drug & Substance abuse
- Low self esteem
- Poor academic performance

**School**
- School based factor
- Poor learning resources
- Insecurity
- Teacher quality
- Poor performance
- Poor leadership style, unrealistic demands

**Outcome**
- Dropout
- Repetition
- Retention

Basically the first form of education is acquired at home through interaction of between the child and the parents. Thus what happens at home can influence the student either negatively or positively in school. Thus any parent has a responsibility of ensuring that they motivate their children properly.
Parents should also work with the child in matters relating to school. This includes helping in doing the assignments, checking their work at school and also discuss the general performance at the end of the term. Parents should also make visits to monitor their children’s discipline and general positive input in school.

When a student leaves home to school they encounter a different situation with teachers, school rules and regulation and the school environment in general. Depending on their level of motivation and satisfaction students could be retained in school or not. The school environment could be favourable or unfavourable also. This includes meals and general infrastructure.

There’s also an issue of learning resources in school. Enough facilities should be provided in laboratory, library and also the classrooms. The teacher quality is also another aspect in schools. If students encounter harsh teachers, lessons not planned, do not attend lessons also the right syllabus coverage and tests not related to what they learn-such problems may make the student form a negative attitude towards school hence dropping out.

If the student is not satisfied with what happens in school, in most cases they drop out of school. Therefore schools should provide adequate infrastructure in school and provide conducive environment for learning.
Definition of Operational Terms

Access: Opportunities available for children to join a given level of education such as form one.

Completion rate: Refers to the total number of students graduating at any level of education expressed as a proportion of the total population of those who enrolled in that level.

Cohort: Refers to a group of students as they are traced from the first year of enrolment through subsequent years to their terminal year of the cycle.

Dropout: Refers to students who have withdrawn from school prematurely.

Family background: Refers to those factors in the family e.g. parental involvement in a child’s education, family size and socio-economic status.

Graduate: Refers to an individual who has completed a certain level of education e.g. form 4.

Gross enrolment ratio: Refers to the total enrolment in a specific level of education irrespective of age.

Internal efficiency: Refers to the flow of students from one grade to another without incidences of repetition and dropout.

Repetition: This refers to the number of all students who remain in the same form in a given years.

Retention: Refers to the ability to retain students in school until the completion of a cycle.

Wastage: Refers to the effects of repetition and dropout on the education process.
CHAPTER TWO

2.0 LITERATURE REVIEW:

2.1 Introduction

This chapter will review the literature related to this study. The existing literature has been done more on the girl-child showing that the latter has less chances of accessing and completing school other than boys. Drop out in student enrolment continue to take place in number of secondary schools despite increase in resources invested in schooling. It examines the causes of drop outs running from socio-economic background i.e poverty, pedagogical to psychological factors.

2.2 General Overview of Global Education and Kenyan Literature

The millennium development goals and the Education for All (EFA) campaign have a common objective of ensuring that all children have an access to education. The EFA movement took off at the World Conference on Education for all in 1990. Since then, governments, Non-Governmental organizations, civil society, bilateral and multilateral donor agencies and the media have taken up the cause of providing basic education for all children, youth and adults. This is demonstrated by the introduction of the Free Primary Education [FSE] in Kenya in the year 2003 and Free Secondary Education [FSE] in 2008. Unfortunately the report released in 2007 on global education was not promising. The report indicated that 61.6 million girls of primary age were not in school in 2005 which accounted for the 53% of the total out of school. The majority of the children were found in sub Saharan Africa (45 million) and South Asia (42 million). This is a problem which has spilled over onto the secondary education in every part of the continent and unless it’s addressed then the global efforts of attaining the EFA will remain a mirage, ensuring
that the issue of access and retention of students in schools should be given attention and especially the boy child which will be core of this research.

Gravenir [2002,46] in his book managing schools with data writes that school survival rates reflect the consequences of dropout, which continues to be a major problem in all developing regions especially in sub-sahara, Latin America and South Asia, where less than two-thirds of all children who start grade 1 finish grade 4. So long as this continues to be the case, Universal Primary Education can never be achieved. He contends that analysis in the phenomenon by various countries indicate the problem of dropout is due to child labour, high opportunity cost and early marriages. This does not give the complete reason or picture in many schools, the underlying reason even at the school level-is that the schools screens and selects the ‘fittest’ at the expense of those with special learning needs. This runs counter to the universal declaration of human rights, which, clearly states that; ‘every one has a right to education’. It also goes against the commitment made by 155 countries in Jomtien to meet the basic learning needs of all.

In the past two decades some countries reduced wastage by reducing repetition rates by introducing an ‘automatic promotion’ system, whereby pupils progress from one grade to the next regardless of achievement. This is not a solution to efficiency in educational system. To reduce wastages by repetition and even dropout, societies need community based early childhood programmes to help prepare children for school;

Dauglas, [1964,52] in his book Trends and issues in secondary education, when writing on failure, retardation and withdrawal from school observes that for several decades there have been attempts to decrease the number of students dropping out of school before completing senior high school....much attention is given to the problem in recent years because it has become increasingly difficult for such young people to obtain
employment and as the increased incidences of juvenile delinquency among the dropouts has come to the attention of education and civil authorities.

In effort to curb dropout in school, Batey Charles[1953,12] in African Education study of educational policy and practice in British tropical Africa, asserts that, as far as practicable each student who enter the stage[education] should pursue it to its conclusion. The time for leaving the school is at the conclusion of the recognized stages and certainly no action by government or responsible public bodies should encourage pupils to leave school at one time.

Studies by Batey,[1953,153] on dropout as an element of wastage in education shows that it may not only be traced to low standards of education and lack of administrative measures directed towards reducing waste, but also to the social and economic conditions such as lack of cooperation from parents, the economic demand for the services of the children outside the school, migrant labour, shifting agriculture and late entry to school. It is therefore suggested that drop out and other forms of education wastage should be largely stopped if all children were promoted every year because most of the wastage figures come out because children repeat classes. The parents should have the importance of wastage explained to them and should be asked to undertake that their children shall complete the course. Batey recommended the following remedies to curb wastage in schools.

- Automatic promotion
- Moderate fees
- Restriction on length of time to complete a course
- Arranging school holidays to coincide with agricultural seasons—planting, weeding, bird-scaring and reaping.
- Insistence on well trained teachers to teach the students even at lower levels of education
- Admitting children at the right age group
- Admission of pupils at the beginning of the year only
- Lively teaching
- Building attractive schools
- Encouraging the habits of regular attendance over the number of years required to complete a course through such means as parent teacher association [PTA] or school committees.

2.3 Literature from Kenya on need for education

After independence there was a great demand for education among Kenyans so that they could fill the positions left behind by the colonialists. As a result the government, households and private sector collectively endeavored to enhance the development of education in Kenya. This was in line with session paper no 10 of 1965 on African socialism and its application to planning in Kenya (republic of Kenya, 1965). It emphasized fighting ignorance, disease and poverty. Its main concern was the following:

i) Every Kenyan child irrespective of gender religion and ethnicity has the inalienable right to access basic welfare provision including education:

ii) The government of Kenya has an obligation to provide opportunity to all citizens to fully participate in socio-economic and political development of the country and also empower the people to improve their welfare (IPAR, 2003).
iii) Although education is considered a basic human right, the delivery of secondary education in Kenya has been sluggish due to several bottlenecks: Declining access and participation rates, as indicated by declining gross enrolment rates (GER); differential trends in access and participation in secondary education, with low participation of the poor and vulnerable groups. This has widened gender and regional disparities, particularly in the arid and semi arid areas (ASAL), amidst concerns over equity promotion; poor performance in sciences, mathematics and languages. This has led to high wastage; declining completion rates, low survival levels from primary school to university, and low female enrolment in science and technical courses (Orodho and Njeru 2003).

The government in an effort to improve access and retention in secondary schools has come up with some intervention programmes. For instance the Ministry of Education operates a bursary scheme at secondary school level which targets the poor and the vulnerable households. According to Njeru and Orodho (2003) the major objective of the scheme is to enhance access and ensure high quality secondary education for all Kenyans. In as much as the government has been trying to ensure that all children who qualify for secondary education are not denied access, there’s still concern regarding their ability and sensitivity in cushioning the target group (poor and vulnerable) against the escalating cost of secondary education. This is because of the bursary scheme’s inadequate finances to cater for all eligible needy students; weak administrative systems as evidenced by delays in communicating the bursary awards to beneficiaries, and questionable bursary eligibility criteria (IPAR 2003).
2.4 Factors Affecting School Access and Retention

According to Mbilinyi, (2003) the analysis of the current situation in relation to gender equity in education reveals a significant existence of gender disparity in access, retention, attainment, performance and achievement in the provision of education. This problem calls for a serious and immediate action in order to improve education in the African sub Saharan community and thereby attain the EFA goal in accordance with the Dakar framework of action.

Several researchers have carried out studies on factors influencing wastage rates and intensity of dropout in schools. They include Nkinyanyi (1980); Juma (2002), Rono (1990), Ngau (1991), Gachungi (2005) Wandera (2007) and Masese (2008). These factors include the following: repetition, academic performance, punishments, early pregnancies, learning disabilities, related stress, irrelevant curricular, financial problems among others.

According to a report that appeared in the Daily Nation, July 3, 2000 indicated that the high dropout in Kenyan schools has pushed out millions of children into the labor market. About 3 million children between ages 6 – 14 were engaged in oppressive jobs. For situation such as this to be avoided then the problem of the dropout should be addressed wholly. Mwangi (2007) has identified 6 broad factors that have affected students’ access and retention in school. They include social – economic factors, socio-cultural factors, community support, school related facts, HIV/Aids, and regional setting. Commenting on the findings in Kiambu District, he stated school – related factors, student – related factors, parental attitudes and community related factors are the possible causes of dropout.
Wandera (2007) in his study in Nairobi Province concluded that indeed there was dropout experienced in the public secondary schools and more boys than girls drop out of school. He states that there are measures to curb dropout in the schools, these measures are not enough and there’s need for further steps to be taken by the policy makers and other educational stakeholders to curb the dropout phenomenon.

Masese (2008) in his study in his study to analyze and investigate the causes of dropout rates in selected secondary schools in Migori District concluded that there was indeed drop out experienced in those schools. He stated high level of poverty, socio-economic inequality, drugs, choice of the curriculum, and low rate of return to education and lack of co-operation from parents. From the analysis of the current situation in relation to gender equity in education shows significant existence of gender disparity in access, retention, attainment, performance and achievement in the provision of education (Mbilinyi, 2003). This problem calls for a serious and immediate action in order to improve education in the African sub Saharan community and thereby attain the EFA goal in accordance with the Dakar frame work of action. It’s important to look into the root causes of the situation so as to address the gaps effectively. This stem from studies and experiences already practiced on the ground. This section tries to answer the question ‘what are the possible causes of the boys’ drop out in public secondary schools in Muthambi location. Below are some of the factors which might be contributing to the existing gender disparities in education.

2.3.1 Socio–Cultural Factors

Social cultural beliefs, attitudes and practices have a big influence on education. Society is moulded by the culture and attitudes. It’s the culture that determines the ways of life.
Some cultures are retrogressive and call for drastic change. The only agent for change is education for all boys and girls alike. Generally, the African community has a male preferred attitude. Males are expected to be able to do wonders in the world of knowledge and technology while a woman’s place is at home, keeping up with the livelihood of the family [Mushi 2002, World Bank 2002]. In most cases, all family development efforts, including schooling, are invested on the boys because they are the makers of clans while the girls are expected to be married off to husbands who will speak for them. As a result few efforts and resources are spent on girl’s development in general.

This is upheld by both men and women in communities and highly contributes to the low enrolment, low participation and performance of girls in schools. Many girls dropout of school due to early marriages and teenage pregnancies. Over and above the opportunity costs already discussed, lack of vision and prospects for future life reduces girl’s interests to participate, perform and achieve in education. Therefore special efforts should be employed to cultivate girl’s interests in education and full participation and achievement in education. Much research has been done and shows that the girl child is disadvantaged. The most popular cultural practice is the male circumcision. Once circumcised the boy is considered an adult who can manage their own life. Boys are also in some instances left to manage their own life without any support from the parents. Thus in such cases the boy might have to drop out of school to take care of themselves. This study sought to address this gap by finding out the socio-cultural factors that affect boy-child’s access and retention in secondary schools.
2.3.2 Socio – Economic Factors

Poverty keeps many children from gaining access to education, while at the same time education is the cornerstone for overcoming poverty and inequity. The above statement is supported by the UNESCO background paper which states that “poverty cannot be overcome without specific, immediate and sustained attention to enhancing access to education” (UNESCO, 2002). Therefore poverty is a serious problem for children and the inability to meet direct costs for schooling. The first one that is the opportunity cost for children which mainly affect girls. Due to a high demand for the girl’s service at some parents become reluctant to send them to school, or just to give them enough time for school activities. According to a study done recently girls in almost every African region, girls work (at home) more than boys, regardless of whether they are school going....” World Bank, (2002). In Zambia, girls spend four times more time than boys on direct productive work (Blackden and Bhanu, in World Bank, 2002). The most striking thing is that the outcome of the “productive work” is not spent on the girl’s development. The absurdity of drop out from school by students of poor families who are unable to sustain their children in secondary school, is well captured by economist John Simmons, as quoted by Todaro (1982,267). He gives a sketch of how the poor are beginning to view education;

Schooling, the poor quickly learns, in most countries, is an escape from poverty for only a few. The poor are first to drop out because they need to work, the first to be pushed out because they fall asleep in class, first to fail their French or English tests because upper income children have better opportunities at home. The hope brought to village by construction of a school soon fades. Enough schooling to secure a steady, even menial job for their son, let alone for their
daughter, seems just beyond their grasp. Before any Schooling would have done to achieve their aspiration. Now a primary school certificate is needed and some are saying that even some students with secondary schooling cannot get a Steady job; and they could never afford to send their son away to town for secondary schooling.

Thus this study seeks to find out whether the dropout of boys from school is due to poverty.

2.3.3 School Related Factors

In school there are issues such as school curriculum, physical environmental factors, teachers and teaching learning materials. Generally, irrelevant, complex rigid and congested curriculum puts learners off. Sulkin [1968,280] asserts that the choice of school that does not interest a child can lead to dropout i.e when the curriculum is not interesting and diversified. If what is offered does not relate nor apply to normal life more children are likely to perform poorly and or drop out of school. This affects both girls and boys. Teachers have a very big role to play as the facilitators for learning process. They are the chief facilitators for learning to take place. The two main factors about the teacher whose bearing seriously affects students are; shortage of teachers which cause idleness, boredom to the learners and wastage of time. Overload for the few teachers results into low delivery rate. Thus even remedial lessons are hardly given. In countries like Kenya and Tanzania, uneven distribution of teachers is a factor which causes shortage, especially in rural areas. The shortage of teachers contributed to low performance and dropouts (Mbilinyi, 2003).
Quality of teachers is another contributing factor in the African region. In most countries, in the sub Saharan African countries, a situation exists in which teachers are not adequately trained. Retaining programmes are not well established and teachers are not adequately motivated. As a result they under-perform. Teachers are not innovative and creative. They are not learner friendly and do not use gender responsiveness approaches in teaching. Teachers have no interest and do not motivate learners. Some are harsh, dictatorial and use methods that are self-centered. Thus the learners therefore run away from school or just decide to lie low, with minimum learning (FAWE, 2002).

Teachers attitude towards the learners may see some of them out of school. This could be due to heavy punishments from the teachers especially where the punishment does not match the crime. Some students use ego cutting statements and ridicule the students which creates poor relationship between teachers and students. This may also push some of the students out of school.

The school environment is another factor that causes gender inequity in learning. Poor environmental factors affect all learners. Nevertheless, girls have special needs especially during puberty. If proper facilities such as latrines and toilets are not adequate to provide enough privacy the girl’s attendance will be poor. Thus its important to provide the adequate sanitary facilities and also sanitary towels to the girls.

Another facility which is a great attraction for children is the field. Such facility will increase their participation in school and therefore they will perform better. Schools provide a variety of games and other sporting activities to learners. This is very important in their physical and mental growth.
Peer pressure is another problem. This is in situation where students are influenced by their friends who may have dropped out of school. Those without clear focus may join the crowd. Also in school students may be in the wrong company. This peer groups may expose some students to immoral behaviour which see some out of school.

*The Medium of Instruction.*

Learning using a foreign language or another ethic group language which one is not familiar with is not easy, especially in the early years of schooling (votri, et al 1999; Kadzamira et al 1997). Elsewhere it is said that language of the catchment area is important in introducing learning. This demands one to learn the language before learning the content. This double task prevents one from catching up with schooling. Such students either perform poorly or repeat classes, which may also lead to dropouts.

### 2.3.4 Regional Setting

The gender inequity in learning can be viewed with a different taking into account the regional differences. The rural/urban setting has an influence on the participation of boys and girls in schooling. Mingat (2002) has observed that of the urban children, 72% attend school compared to 51% of the rural children. The argument is supported by Tietjen (1997) and Kadzamira et al (1999). There are unfavorable conditions dominating in rural areas which cause poor participation, these are: poor economic status, high opportunity cost, poor schools, poor quality education, high rate of illiteracy and poor parental support (Mibinyi, 2003).
2.3.5 Community Support

For any society to achieve its educational objectives, parents and other community members should give full support to their children's education. This requires a high level of awareness. Most mothers do not communicate closely with their sons. Mingot (2002) argues that children of mothers with formal education have an attendance rate of 71% compared to 47% for children whose mothers did not attend school. Avotri et al (1999) and Kasode – Ngandu et al (1999) strongly support have a very positive influence on their children’s participation in education. The community as a whole has the responsibility of giving support to school programs. This can be through providing adequate space time and opportunities for learning. Otherwise in places where involvement in education affairs has gained roots, then results are quite encouraging for both boys and girls.

2.3.6 HIV/AIDS

The coming of the deadly HIV/AIDS pandemic has had an adverse effect on participation in education. In countries like Cameroon, Burundi, Ethiopia, Uganda and Tanzania dropout rate has been accelerated by effects originating from the deadly disease (Kasonde-Ng’andu et al 1999, Kadzamira et al 1999). Girls are more prone to infection due to poverty, lack of awareness and sexual harassment such as rapes and retrogressive cultural practices e.g. FGM. Secondly, children are usually involved in taking care of the sick in the family with no proper protective precautions (Masanja, 2001). On the other hand, if orphaned, children are responsible for keeping the family going, either as family heads or as assistants where old grandparents take charge of the family. As a result, their active participation and performance in school becomes very questionable due to lack of proper support.

Drug Abuse
Muthambi location is one of the divisions that form the larger Meru. Thus the locals are exposed to a variety of drugs early enough. They include miraa, tobacco, and local beer. This drugs are readily available and are completely accepted so that using them does not appear strange to many. As a result even students can easily access them. Thus some may drop out due to drugs and others may drop to earn a living from the same i.e they drop out of school to start this business since they can make money from the same instead of being in school.

Commending on the role of drug abuse on educational wastage, Kombo D.K[2005,276] in his book sociology of education writes that acts of truancy and absenteeism in schools culminate in poor performance, repetition and finally such students are likely to drop out of school i.e in search of habits or manual employment to cater for the drugs.

2.4 Summary

The literature review in this section indicates that there are a number of factors that affects education access and retention. These can be grouped into four broad categories; family background, school factors, student related factors and socio-cultural factors. Most of the studies in access and retention in the past have concentrated, more on the girl child. From the studies, there’s a clear indication that boys are more likely to join and complete secondary school education as compared to girls. The government has introduced a number of safety nets in the education system to curb the trend. However, in Muthambi Division of Maara District there are several cases of boys dropping out of school. Thus this necessitated the study, to find out the factors that affect the boy child retention in the division.
CHAPTER THREE

3.0 RESEARCH METHODOLOGY

3.1 Introduction

This chapter gives details on procedures and strategies used in this study. They include; the research design, the locale of the study, target population, sample size and sampling technique, research instruments, instruments validity and reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study adopted a descriptive survey research design to investigate the factors that contribute to dropout among boys and also establish the measures adopted to curb the problem. Survey studies, gather data at particular point in time with the intention of describing the nature of the existing condition (Orodho, 2005). The descriptive design is one of the most commonly used methods of descriptive research in behavioral science since it enables the researcher to gather qualitative and quantitative data. Thus, this method assisted the researcher to produce statistical information on dropout rates among the boys in secondary schools.

3.3 Location of the Study

The study was conducted in Muthambi Division, Maara District. This location was chosen because, although the problem of students leaving school prematurely is a challenge in the whole country and so is the situation in Muthambi Division. It is one of the two Divisions that form Maara District. The choice of Muthambij Division is due to the fact that it's easily accessible to the researcher and this is in accordance to Singleton
et al, (1988) who argues that the ideal setting for any study should be accessible to the researcher.

3.4 Target Population
Muthambi division has 9 mixed schools and one boys' school and this constitutes the population for study. The 10 principals of these schools. All the class teachers, the drop outs themselves and some parents will constitute the population.

3.5 Sampling Procedure
According to Summer (1986), a sample is a small group selected for testing. Borg (1986) defines sampling as a research technique used for selecting a given number of subjects from a target population as a representative of that population. Any statements made about the sample should be true of the population (Orodho 2003). The researcher was limited to 10 schools within the division where 9 schools are mixed and only one boys' school.

All the head teachers of the 10 were included in the sample. The researcher identified 10 households that have at least one boy drop out of school. The parents/guardians as well as one boy who dropped out of school was interviewed. The headteacher and 4 other teachers filled questionnaires. Teachers were identified randomly in consultation with the headteacher. Thus the study sample was made up of 10 headteachers who have served at least for five years, 40 teachers who have also served at least for four years, 10 household heads and 10 dropouts who dropped in the last five years.
3.6 Research Instruments

Research instruments are the tools used by a researcher to collect data for a given study. Kombo and Tromp (2006) point that research instruments include questionnaires, interview schedules, observation checklists and focus group discussions. The main research instrument to be employed in the study was the questionnaires and interview schedules. The questionnaire sought to get information from the respondents on the cases of drop out in their schools, the measures taken to curb the trend and what could be done to arrest the dropout phenomenon. The questionnaire was basically to collect data from the head teachers and class teachers, and two interview schedules guides were prepared to collect information from children who dropped out of school and their guardians/parents.

3.7 Pilot Study

Borg and Gall (1986) defines a pilot study as a small preliminary investigation that is conducted to develop and test measures or procedures that was used in the research study. The pilot study was done in three schools so as to test the validity and the reliability of the research instruments. The schools were picked from the neighboring and were not included in their research sample. Purposive sampling was used to select the three schools where one was be a pure boys school, a mixed school boarding and a day mixed school. The 3 principals and 12 teachers in the schools and 3 parents and 3 dropouts in the division was given questionnaires to fill. Two weeks later; the same process was repeated to the same respondents. Each filled questionnaires was collected from the same respondents. This helped the researcher to check the clarity and suitability of the items. The two set of questionnaires were also be compared to establish their reliability.
The pilot study was used to identify any items in the questionnaire which might be ambiguous or unclear to the respondents and then change them effectively; it also enabled the researcher to familiarize with administration of the instruments.

3.7.1 Instruments Reliability

Mugenda and Mugenda (1999) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trial. Split-half method was used to test the reliability of the research instrument. The two sets of questionnaires was compared. Two marks were awarded for every similar answer, and one mark for different answers. Pearson product moment was used to compute the correlation coefficient using the formula given below:

\[ r = \frac{n \sum xy - (\sum x)(\sum y)}{\sqrt{n(\sum x^2) - (\sum x)^2} \sqrt{n(\sum y^2) - (\sum y)^2}} \]

where \( n \) is the number of pairs of data.

3.7.2 Instruments Validity

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences which are based on the research results. Thus, validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The aspects of good instruments in this study was achieved through subjecting the instruments to context experts who was the researcher’s supervisors. The comments from the supervisor were considered in making necessary revision on the instruments which will be developed to ensure validity. This was therefore be in agreement with Franklin.
and Thrasher, (1961) who argued that the content validity is determined by expert judgment. The researcher checked if the results obtained from the pilot is actually what the questionnaire content intended to measure.

3.8 Data Collection Procedure

The researcher acquired a research permit from the ministry of science and technology as well as a letter of introduction from the ministry of education. Thereafter the office of the district Education Officer (DEO) Maara District was contacted before starting the study. Permission from the head teachers of the schools from where data will be collected was sought through a letter. The researcher then distributed questionnaires which was given directly to the respondents. The researcher sought appointment from the principals on when to collect the filled questionnaires. On the other hand, parents and dropouts who took part in the study were visited at their home from where the interviews were held. The researcher was available throughout to offer assistance to the respondents incase she was needed. After collecting the information; it was edited to check completeness, accuracy and uniformity (Mutai, 2001).

3.9 Data Analysis

Once received the questionnaires were edited for clarity and the responses analyzed. Data analysis was done descriptively (qualitatively) with use of words quantitatively. Tables, figures, charts, percentages and graphs were used depending on their suitability. Data obtained using various instruments was sorted out and grouped as per the appendixes.
CHAPTER FOUR
DATA ANALYSIS, INTERPRETATION AND DISCUSSION

4.1 INTRODUCTION

The purpose of this study was to establish the causes of boys dropout in Muthambi Division. Eighteen schools were sampled; where eighteen questionnaires were sent to headteachers and guidance and counseling teachers. Thirteen dropouts and fourteen guardians were interviewed. From this population fourteen headteachers responded and fourteen guidance and counseling teachers responded. This gives 100% response rate.

This chapter provides findings based on the research questions of the study

1. What are the socio-economic factors that affect boys retention in secondary schools in Muthambi Division.

2. What are the schools factor affecting retention of boys in secondary schools in Muthambi Division.

3. What are the students related factors that affect boys retention in secondary schools in Muthambi Division.

4. What are the measures adopted to curb the problem.

The discussion in this chapter is in line with the research questions.

4.2 Socio-Economic factors that affect boys retention in schools Muthambi Division.

The first objective of this study was to establish the socio-Economic factors that affect boys retention in secondary schools in Muthambi Division.

The first part was to establish the people living with the dropouts.

34
4.2.1 Information from dropout.

Thirteen dropouts took part in the study. The table below shows the person who took care of the dropouts while they were in school.

Table 1: People Living With Dropout

<table>
<thead>
<tr>
<th></th>
<th>No. of dropouts</th>
<th>percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>4</td>
<td>30.77%</td>
</tr>
<tr>
<td>Grandparents</td>
<td>5</td>
<td>38.46%</td>
</tr>
<tr>
<td>Stepmother</td>
<td>3</td>
<td>23.08%</td>
</tr>
<tr>
<td>Sister</td>
<td>1</td>
<td>7.6%</td>
</tr>
</tbody>
</table>

The table shows that 4(30.77) lived with their parents, 5{38.46) lived with their grandparents, 3{23.08] lived with their step mother and 1[7.6] lived with his sister. This shows that nine boys did not live with their parents and from the literature review, for any society to achieve its educational objectives, parents and other community members should give full support to their children’s education. Most mothers do not communicate directly with their sons. Mingot (2002) argues that children of mothers with formal education have an attendance rate of 71% compared to 47% for children whose mothers did not attend school. Avotri et al(1999) and Kašode- Ngandu et al (1999) strong support have a very positive influence on their children’s participation in education.
The figure below shows the level of satisfaction the dropouts received.

![Pie chart showing satisfaction levels of dropouts.]

Fig 4.1 Support Given by the Person Who Took Care of the Dropout.

The figure above shows that 53.84% of the dropouts were unsatisfied with the support they got from their guardians. 15.38% did not receive any support and 30.76% was satisfied. The biggest percentage of the boys was not satisfied with the assistance they were getting from home. This is in terms of food cloths and shelter. They also lacked basic requirements in school. 15.38% did not get any support at all. Due to this they had to do odd jobs to make ends meet. Therefore staying out of school to work so as to earn money to put up their own houses, feed themselves and also other personal effects. 30.76% of the dropouts were satisfied with the support given to them. According to Avotri et al[1999] and Kasode- Ngandu et al [1999] argues that parental support has a very positive influence on their children’s participation in education. Those who get the support are likely to stay in school while those without support are likely to quit.
4.2.2 Reasons as to why they dropped out of school.

The dropouts were asked to give four reasons why they dropped out of school. Their responses are indicated on figure 4.2

- School fees: 38.46%
- Home factors: 15.38%
- Peer pressure: 23.08%
- Personal problems: 23.08%

Fig 4.2 Why the boys dropped out of school.

The figure 4.2 shows that 5 (38.46%) dropped out of school due to school fees, 3 (23.07%) dropped out due to home factors, 2 (15.38%) due to peer pressure and 3 (23.07%) due to personal problems. School fees was the leading cause of boys dropout. This is irrespective of the government policy of subsidized secondary education. This is an indication that education is still not affordable to some. Home factors and peer pressure is another cause: Further investigation revealed that they included divorce and separation among the parents, drunkenness by parents which leads to negligence of children and parental lack of interest in educating their children. Parents opted to involve their children in other activities that they considered more beneficial than being in school. These include doing businesses, farming. Peer pressure is another cause. Some boys are influenced by their friends into drug trafficking and miraa businesses. Thus a number of boys have dropped out due to their friends. Others have dropped out due to personal
problems such as not being interested in education, failing in school and being forced to repeat.

4.2.3 Activities dropouts engaged in.

The figure below shows the activities dropouts engaged in after dropping after of school.

![Chart showing activities of dropouts](image)

**Key**
- Small Personal Businesses
- Casual labourers
- Just at home

From the chart above 6\(46.15\%\) of the dropouts have their small personal businesses. This includes small shops, miraa stores and tobacco business. 4\(30.77\%\) are casual labourers in the locality and 3\(23.08\%\) were just at home. Those who just stayed at home were completely under drugs. They therefore can’t do anything for their survival.
4.3 INFORMATION FROM PARENTS AND GUARDIANS

Forteen respondents took part in the interview 9 were female and 5 were male.

4.3.1 Relationship between the dropout and the guardian

From the respondents six were grandmothers and four were mothers. Two were fathers and the other two were aunt and sister.

4.3.1 The guardians’ level of education was as follows

Information was sought on the Education level of guardians.

<table>
<thead>
<tr>
<th>Key</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total literate</td>
<td>28.50%</td>
</tr>
<tr>
<td>Primary</td>
<td>50%</td>
</tr>
<tr>
<td>Secondary</td>
<td>21%</td>
</tr>
</tbody>
</table>

Figure 4.3.1 The Guardian’s Level of Education

From the table above 28.57% of the guardians are total illiterate, 50% had primary education and 21.43% had secondary education. Its clear that majority of the dropouts had guardians who had low level of education or no education at all. Thus guardian level of education affects children’s education. This is because they may lack enough knowledge to emphasize the need for education for their children. According to the literature review for any society to achieve its educational objectives, parents and other
community members should give full support to their children's education. Most mothers do not communicate closely with their sons. Masese (2008) in his study to analyze and investigate the causes of dropout rates in selected secondary schools, he cited lack of cooperation from parents as one of the causes. Mwangi (2007) commenting on his finding in Kiambu District identified parental attitude as one of the causes of dropout. This may be the case because after circumcision boys are considered adults and it becomes difficult for some of their mothers to discipline them. Thus some young boys become vulnerable and can be lured into bad morals more easily since there is no one at home interested in what they are doing. Others may lack proper models since the immediate environment can't.

4.4 HEADTEACHERS DATA

Sixteen head teachers were interviewed. They were presented with three guiding statements on the causes of boys' dropouts in their schools. They were supposed to give their responses according to the statements given.
According to the headteachers, 37.5% of the boys dropped out of school due to cultural reasons. This could be attributed to the male circumcision in the area. After circumcision a boy is considered an adult. Reprimanding these boys is rare especially at home. Thus some boys join bad companies and since they are not corrected at home they move in the same character to school. Some end up dropping as a result. On the other hand some boys are left to take care of themselves and some drop out to look for money. 31.25% of the boys dropped out of school because school related problems. From the literature review Sulkin (1968, 280) asserts that the choice of school that does not interest a child can lead to dropout i.e. when the curriculum is not interesting and diversified. If the what is offered does not apply to normal life more children are likely to perform poorly and or drop out of school. The quality of teachers can also make students dropout. Teachers attitude towards the learners may see some of the out of school. This could be due to heavy punishments from the teachers especially where the punishment does not match the crime. Some teachers use ego cutting statements and ridicule the students which creates
poor relationship between teachers and students. This may push the students out of school. while 25% were the boys themselves not interested in learning. The setting is rural area which cause poor participation which include poor economic status, poor quality education, high rate of illiteracy and poor parental support. Thus some students are less motivated to learn. They would rather join the crowd in small businesses and casual labourers. From the literature review the rural/urban setting has an influence on the participation of girls and boys in schooling. Mingat (2002) observed that of the urban children, 72% attend school compared to 51% of the rural children. 12.5% dropped out of school due to health problems. Some chronic diseases will lead some students out of school since there is no one to take care of them when they are in school.

4.4.3 How can Boys’ retention be improved in secondary schools.

According to headteachers who were interviewed they felt that the following could help curb the problem:

Thirteen (81.25%) headteachers gave the following

1. More involvement of parents in guidance and counseling of their children
2. Parents should continuously monitor the discipline of their children
3. The government should hire adequate teachers
4. Parents should be good role models to their children
5. A good learning environment should be created in school.
6. The students should adhere to school rules and regulation.
Eleven (68.75%) headteachers gave the following

1. More teachers should be employed
2. The government should take stern measurers on drug users and peddlers
3. Avoid retrogressive cultural practices
4. The community should own the boy child
5. Parents should be responsible enough

Eight (50%) headteachers felt that

1. There should also be a friendly atmosphere
2. Fathers should share the burden of bringing up their sons
3. Teachers should be concerned to their call of teaching.
4. Schools should provide adequate teaching and learning facilities
5. Guidance and counseling should be strengthened in the schools.
6. The boy should work hard in school.

4.5 Class Teachers’ Data

4.5.1 Fourteen class teachers were involved in the study.

The table below shows the number of boys who dropped out of school between 2006-2010 and those who repeated during the same period.

Table 45.1 Boys who drop out of school between 2006 -2010

<table>
<thead>
<tr>
<th>CLASSES</th>
<th>BOYS</th>
<th>F1</th>
<th>F2</th>
<th>F3</th>
<th>F4</th>
</tr>
</thead>
<tbody>
<tr>
<td>YEAR</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>32</td>
<td>7</td>
<td>12</td>
<td>9</td>
<td>4</td>
</tr>
<tr>
<td>2007</td>
<td>41</td>
<td>11</td>
<td>17</td>
<td>8</td>
<td>5</td>
</tr>
<tr>
<td>2008</td>
<td>27</td>
<td>4</td>
<td>8</td>
<td>9</td>
<td>6</td>
</tr>
<tr>
<td>2009</td>
<td>30</td>
<td>3</td>
<td>12</td>
<td>11</td>
<td>4</td>
</tr>
<tr>
<td>2010</td>
<td>24</td>
<td>2</td>
<td>8</td>
<td>11</td>
<td>3</td>
</tr>
</tbody>
</table>
The table above shows boys who dropped out of school for a period of five years. The year 2007 recorded the highest percentage of 26.6% while the year 2010 recorded the least percentage of 15.58%. This could be attributed to Introduction of Subsidized education in Secondary schools. There was a drop in the year 2009 and 2010. FSE was introduced in the year 2008. Thus students started benefiting. Those who dropped out earlier due to school fees were now cushioned and remained in school hence the drop.

Table 4.5.2 Boys who repeated between 2006-2010

<table>
<thead>
<tr>
<th>YEAR</th>
<th>BOYS REPEATERS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2006</td>
<td>13</td>
</tr>
<tr>
<td>2007</td>
<td>10</td>
</tr>
<tr>
<td>2008</td>
<td>7</td>
</tr>
<tr>
<td>2009</td>
<td>12</td>
</tr>
<tr>
<td>2010</td>
<td>11</td>
</tr>
</tbody>
</table>

This is an indication that repetition is still common. Some repeat after being out of school for some time. Repetition especially under forced circumstances is a major reason for dropping out of school. Batey{ 1953,153} on dropout as an element of wastage states automatic promotion as one of the remedies to curb wastage in schools.

Table 4.5.3 School related problems that make students drop out of school

<table>
<thead>
<tr>
<th>Problem</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Disliked school</td>
<td>14</td>
<td>35%</td>
</tr>
<tr>
<td>Expelled or suspended</td>
<td>6</td>
<td>15%</td>
</tr>
<tr>
<td>Long distance to school</td>
<td>9</td>
<td>22%</td>
</tr>
<tr>
<td>Lack of learning facilities</td>
<td>4</td>
<td>10%</td>
</tr>
<tr>
<td>Poor teacher student relationship</td>
<td>2</td>
<td>55</td>
</tr>
<tr>
<td>Irregular school attendance</td>
<td>5</td>
<td>12.5%</td>
</tr>
</tbody>
</table>
The school related factors that may cause drop out are as shown above with majority dropping out of school because they disliked school. This could be due to lack of proper role models quality of teachers among others. Fawe(2002) retaining programmes are not well established and teachers are not well motivated. They are not learner friendly and do not use gender responsiveness approaches to teaching. Some are harsh, dictatorial and use methods that are self-centred.

4.5.4 Economic Factors that make boys drop out of school

School fees remains a leading cause of dropout in school. This shows that even though the government has introduced the subsidized secondary education it is still not affordable to many. Many people still cannot afford to cater for the fees and other hidden cost in education. Thus many students have remained out. From the literature review poverty keeps many children from gaining access to education, while at the same time education is the cornerstone for overcoming poverty and inequity. The above statement is supported by the UNESCO background paper which states that “poverty cannot be overcome without specific, immediate and sustained attention to enhancing access to education” (UNESCO 2002)

4.5.4 Social/Personal factors

The social and personal factors that lead to boys dropout is peer pressure. Majority of the boys dropout due to peer pressure and drug abuse. The area is a division from the larger Meru where there are a number of drugs such as miraa, cheap liquor and even bang. Thus many are victims of drug abuse. From the literature review, Kombo (2005,276) in his book sociology of education writes that acts of truancy and absenteeism in schools culminate in poor performance, repetition and finally such students are likely to drop out of school i.e in search of habits or manual employment to cater for the drugs.
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION
This chapter presents the summary of the study findings discussion, conclusions and recommendations. This chapter also provides related and relevant studies which may be carried out in future.

5.2 SUMMARY OF THE STUDY FINDINGS
30.77% of the dropouts lived with their parents, 38.46% lived with their grandparents, 23.08% lived with their stepmothers while 7.6% lived with their sister. This shows that parental guidance is necessary in school.

28.57% of the guardians had never been to a formal school, 50% had primary education and 21.43% had secondary education. This shows that the majority of the dropout had guardians who had low educational background and this had a negative influence on the boys.

53.84% of the dropouts were not satisfied with the support they were getting at home. This is in terms of enough food, school uniforms, stationary, adequate time to do the work, and paraffin since majority are from those areas without electricity. This indicates that poverty is a significant cause of dropout. Its only 30.76% of the dropouts who were comfortable with the support given.

The boys dropouts gave reasons for dropping out of school. 38.46% dropped out of school due to lack of school fees, 23.077% due to home factors, 15.38% due to peer pressure and 23.077% had their own personal problems. Other causes showed 20% had
discipline cases 10% had poor performance in school and 30% had no interest in education. Thus there is a need to motivate the boys and focus on them.

From the headteachers responses 37.5% dropped out due to cultural reasons, 20% due to school related problems and 50% were not interested in education. Other possible causes of dropouts in the area include poor parental participation in education, drug abuse, community attitudes. Low student motivation are some of socio-economic determinants leading to poor performance and academic progress.

From the class teachers’ responses, school related problems, 35% did not like school, 15% were expelled or suspended from school, long distance to school 22.5%, 10% learning facilities, 5% poor teacher relationship and irregular school attendance 12.5%.

Economic factors showed that 67.5% dropped out due to school fees, 17.5% child labour and 15% due to home responsibility. Social and personal problems indicated that 10% dropped out due to poor health, 47.5% due to peer pressure and 42.5 due to drug abuse.

5.3 DISCUSSION

The study aimed at establishing the factors that cause boys dropout in Muthambi Division. The study established that 60% did not live with their parents. Thus from this its clear that parental care is necessary in development. Parents should also be involved in the academic progress of their children.

69.22% of the dropouts were also not receiving enough support from the person they lived with. 38.46% dropped out of school due to school fees. This shows that majority are from low economic background. Thus this study is in line with unesco{2002} background paper which poses that poverty keeps many children from gaining access to
education while at the same time, education is the cornerstone for overcoming poverty and inequity.

After dropping out of school 53.85% worked as casual labourers mainly in people's farms. This indicates that poverty kicks most of them from school and they have to engage themselves in odd jobs so that they can take care of themselves.

30% of the dropouts feel that given another chance they would opt to go to school. The dropouts feel that some of the things they would like changed when they go back include a more friendly learning atmosphere, the co-curricula activities should be improved, enough classrooms.

From the headteachers' responses parents and guardians should be actively involved in their children's work at school, role models in the community should be used to motivate the boys. Retrogressive cultural practices should be done away with.

Lack of quality teachers has often been cited as a key factor contributing to low access and participation in secondary education in Africa. In most of the Sub-Saharan African countries, a situation exists in which teachers are not adequately trained. Retraining programs are not well established and teachers are not adequately motivated. As a result they underperform. Teachers are not creative and innovative. They are not learner friendly and do not use gender responsive approaches in teaching. Remedial lessons are hardly given. Teachers have no interest and do not motivate learners. They are harsh, dictatorial and self-centered. Learners therefore run away from school or just decide to lie low, with minimum learning[FAWE, 2002]
5.4 CONCLUSION

The study was conducted to establish the factors that lead to boys dropout in Muthambi Division. These factors include:

- Poverty thus lack of school fees
- Negative role models in the community
- Lack of adequate support from parents and guardians in respect to providing the necessary requirements at home and at school
- Indiscipline among the boys
- Low level of education of parents and guardians
- Negative attitudes towards education by the boys
- Poor performance
- Lack of adequate facilities in schools
- Lack qualified teachers
- Over-emphasis on the girl child

From the research findings its an interplay of factors that have led boys dropout. These can be grouped as student-related factors, school-related factors, community related factors and parental attitudes.

5.5 RECOMMENDATIONS

1. Guidance and counseling should be strengthened in school.
2. More boys schools should be constructed.
3. The school administration should ensure strict discipline in school.
4. There should be programmes to support the boy child.
5. The boys who have dropped out of school should be encouraged to go back.

6. At home boys should be treated like girls.

7. The parents and guardians should be monitor what their sons do both at home and at school.

5.6 SUGGESTION FOR FURTHER STUDIES

1. This study was carried out in one division, a similar study could be carried out in another area.

2. A comparative study between boys and girls in relation to academic performance
REFERENCES


Ng’ethe, J. M. (2004). Investigation into Challenges the Primary School Head teachers are Facing with the Implementation of FPE. ( MED Thesis, Kenyatta University.)


APPENDICES

Appendix 1: Head Teachers Questionnaire

INTRODUCTION

This questionnaire is aimed at collecting data on factors contributing to dropout of the boys in secondary schools. When completed, this research will assist the policy maker and other educational stakeholders to arrest the problem.

The information you provide will be treated in utmost confidence and only for academic purposes.

Section A:

1. Please tick or state your honest opinion as may be required by the individual question.
   
i. Academic Qualification
   
ii. Age ________________________________
   
iii. Gender ________________________________
   
iv. Type of school: day/boarding/mixed day and boarding/mixed girls and boys (please tick)
   
v. How many teachers does the school have?
   
   i. Male .................... Female ....................
   
vi. Indicate the number of students per class in the spaces provided below:

<table>
<thead>
<tr>
<th>CLASS</th>
<th>STUDENTS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
</tr>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
vii. Are the teachers adequate: Yes...... No ........

viii. Do you have cases of dropout in your school? Yes ....... No....... 

ix. How many students drop out of the school on average each year:
   Boys ............ Girls ................. Total .........................

xii. What is the actual number of boys who have dropped out of your institution in the last five years

xiii. What could be the possible reasons for this? Please give your answers in reference to the following:

   ☐ Cultural practices
   ☐ School-related factors (resources, leadership, motivation etc)
   ☐ Boys themselves.

x. Any other reasons
   i.  
   ii.  
   iii.  

xi. In your own opinion how do you think the retention of boy child in secondary school can be improved?
Appendix 2: Interview Schedule for Dropouts

1. Age __________________________

2. Which year did you drop out of school? __________________________

3. Which form were you when you dropped out of school? __________________________

4. How was your performance in class work when you were in school?
   Excellent [ ] Good [ ] Fair [ ] Poor [ ]

5. Who was taking care of you while you were in school? __________________________

6. Was the support adequate to sustain you in school?
   YES [ ] NO [ ]

7. What was their reaction when you dropped out of school? __________________________

8. What made you drop out of school?
   - School factors
   - Home factors
   - Peer friends
   - Personal problems

9. What are you doing now that you are not in school? __________________________

57
10. Do you plan to go back to school?  YES □  NO □

11. If you go back to your former school, what would you like improved?

i. 

ii. 

iii. 

iv. 

v.
Appendix 3: Interview Schedule for Parents/Guardians

1. Age

2. What is the relationship between you and drop out:

3. Your level of education

4. What is your occupation

5. How many children do you have?
   Boys ___________________ Girls ___________________

6. How many of them are in school? Pre-school ................. primary ............
   Secondary .............

7. When did your boy drop out of school?

8. What reasons did the boy give for dropping out of school:
   i. ____________________________
   ii. ____________________________
   iii. ____________________________

9. Were you able to pay school fees and provide other required items in school on time?
Appendix 4: Questionnaire for the Class Teacher

Dear teacher,

I am a Master of education (Administration) student at Kenyatta University. I am presently carrying out a research on factors contributing to dropouts among the boys in secondary schools in Muthambi Location. When completed, this research project has the potential of assisting policy implementers and other educational stakeholders to re-evaluate the measures taken to arrest the problem.

Your response in this questionnaire will be treated with utmost confidentiality. Please tick or state your honest opinion as may be required by the individual question.

How long have you been a class teacher

Gender

Academic qualifications (please tick)

☐ M. Ed
☐ B. Ed
☐ PGDE
☐ Untrained graduate teacher
☐ Diploma
☐ Untrained teacher

1. Has the school experienced cases of drop out?
   YES ☐    NO ☐

If YES, state the number of boys who dropped out from 2005 – 2009
2. Has the school experienced cases of repetition?
   YES ☐ NO ☐

   If YES, state the number of students who repeated as per class from 2005 cohort.

<table>
<thead>
<tr>
<th>YEAR</th>
<th>CLASS</th>
<th>BOYS</th>
</tr>
</thead>
<tbody>
<tr>
<td>2005</td>
<td>Form 1</td>
<td></td>
</tr>
<tr>
<td>2006</td>
<td>Form 2</td>
<td></td>
</tr>
<tr>
<td>2007</td>
<td>Form 3</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td>Form 4</td>
<td></td>
</tr>
</tbody>
</table>

3. Below are some of the reasons that make students drop out of school. Please tick against the reasons that you believe were responsible for your students drop out?

   **School related factors**
   - [ ] Disliked school
   - [ ] Expelled or suspended
   - [ ] Long distance to school
   - [ ] Lack of learning facilities
   - [ ] Poor teacher student relationship
   - [ ] Irregular school attendance

   **Economic factors**
   - [ ] Lack of school fees
   - [ ] Child labour
   - [ ] Home responsibilities

   **Social/personal factors**
   - [ ] Poor health
TI 5 IS TO CERTIFY THAT:

P.:Of/Dr./Mr./Mrs./Miss J:UDITH GATWIRI

of Address) KENYATTA UNIVERSITY
P.O BOX 43844, NAIROBI

has been permitted to conduct research in

Location:

MAABA

District:

EASTERN

Province:

or the topic... FACTORS CONTRIBUTING

TO BOXES PROPERLY IN PUBLIC
SECONDARY SCHOOLS IN MUTHAMI

DIVISION, THARAKA NITHI COUNTY
KENYA

for a period ending 30th MAY 2012

Research Permit No. NCST/RCRD/14/012/79
Date of issue 13th FEBRUARY 2012
Fee received KSHS. 1000
CONDITIONS

1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit.

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two (2)/four (4) bound copies of your final report for Kenyans and non-Kenyans respectively.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

GPK605513mt10/2011

(CONDITIONS—see back page)