

**DETERMINANTS OF DROP OUT RATE OF THE BOY CHILD IN DAY  
PUBLIC SECONDARY SCHOOLS IN KIRINYAGA COUNTY, KENYA**

**BY**

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**FE55/EMB/CE/34087/2016**

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

**MAY, 2021**

## DECLARATION

I declare that this project is my original work and has never been submitted to any university or any learning institution for any award or certification. This project has been complemented by referenced sources duly acknowledged, where text, data (including spoken words) graphics, pictures or tables have been borrowed from other sources including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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## **ABBREVIATIONS AND ACRONYMS**

<b>CDF</b>	:	Constituency Development Fund.
<b>EFA</b>	:	Education for All
<b>ILO</b>	:	International Labour Organization
<b>MoEST</b>	:	Ministry of Education Science and Technology
<b>UNAIDS</b>	:	United Nations Programme on HIV/ AIDs
<b>UNESCO</b>	:	United Nations Education, Scientific and Cultural Organization.
<b>UNICEF</b>	:	United Nations International Children Education Fund.
<b>USA</b>	:	United States of America.
<b>WHO</b>	:	World Health Organization

## ABSTRACT

The government of Kenya has undertaken certain measures to give basic education to its citizens by introducing Free Primary Education and Free Day Secondary Education. Despite this effort, school dropout for both boys and girls has remained a very serious issue globally. The main objective of the study was to investigate determinants of dropout rate of boy child in public secondary schools in Kirinyaga County, Kenya. The study used descriptive survey design framework and the target population to this study was principals, teachers and form three boys in public day secondary schools. The study had a sample size of 270 respondents comprising of 10 principals, 60 teachers, and 200 form three boys in the public day secondary schools. Simple Random and stratified sampling techniques were employed to sample out principals, teachers and form three boys. The instruments that were utilized comprised of questionnaires for teachers, questionnaires for learners and interview schedule for principals. Prior to the study, two schools that had similar characteristics but not included in the actual study were identified and used for piloting of the instruments. The technique applied to gauge the reliability of instruments was the split half technique. Validity of instruments was determined using expert judgment. Qualitative data were analyzed thematically and presented in narrative and verbatim form. Statistical Package for Social Sciences (SPSS) was used to analyze quantitative data. The study findings revealed that influence of parental income is the major determinant to the boy child school dropout in public secondary schools in Kirinyaga County. In conclusion based on the findings of the study, poverty in the region is a major impediment to the retention of boy child in public day secondary schools as they take long when asked to go for fee balances hence, they get involved in child labour to supplement what the parents bring home. This has disrupted the schooling of many boys in the county as the boys are always in and out of school before eventually dropping entirely out of school. The study recommends the determinants to the boy-child dropout rate in this study be addressed through consultative and capacity building forum among parents, teachers and students. Such an approach could help the education ministry with useful information that may enable it to come up with informed decisions to address the boy child dropout. Further research need be done on the role of parenting style in relation to drugs and substance abuse.

## CHAPTER ONE

### INTRODUCTION AND CONTEXT OF THE STUDY

#### 1.0 Introduction

This chapter presents the study background, statement of the problem, purpose of the study, study objectives, limitations of the study, delimitations, and assumptions of the study, theoretical framework, conceptual framework and operational definition of terms.

#### 1.1 Background to the Study

Globally, education is the best way of realizing self-sufficiency, economic growth and development. Education reduces inequality and poverty (Gathiga, 2010, Mukundi, 2004). Inequalities in education have been addressed by international commitments that include the The Education for All (EFA) and the Universal Declaration of Human Rights that are aimed at improving education through the expansion of education rights to all. During the World conference on EFA held in Jomtein, Thailand in 1990, motivation towards education was emphasized.

According to World Bank, 2004 early economic experts cited Education as the one that develops person's skills to enhance personal income enabling the best approach towards achieving self-reliance and develop economically. The implication is that if one group is disadvantaged, they risk being marginalized in the contribution to the country's development.

Good organization in Education is required for it's a basic need towards achieving the set EFA goals. Poor organization of resources set towards EFA has made it not to achieve and that's why the boy-child's dropout rate is on the rise (Mukundi, 2004). Kamanja (2012) asserts that the boy-child dropout rate has shown an increase in the 21<sup>st</sup> Century, making him face many problems that need to be addressed to

avoid losing him. The dropout rate of the boy-child is a worrying problem globally and studies are being conducted to control it. Despite the progress achieved in school participation improvement since 1990 after the global forum on EFA that took place in Jomtein in Thailand, dropout still remain high mostly for boys resulting from possible socio-economic factors in most of the African Countries (Smith, 2011).

This study focused on determinants influencing dropout rate of boy child in public day secondary schools in Kirinyaga County. The study aimed at establishing whether there were issues like lack of school fees, child labour, lack of basic needs, involvement in drugs and substance abuse, truancy, attitude change and bad role modeling all which could lead to dropping out of school by the boy child school in public day secondary schools in Kirinyaga County.

World Bank (2004) observe that causes of boy-child wastage differ from one place to another and thus encourage for various studies on dropout be carried out in various regions to bring out ways of minimizing the dropout rates and improving inclusivity in education. According to vision 2030, Kenya has declared education as basic needs to all children. It has been enacted in the constitution that each child should attend school and any person who fails to take his/ her child to school will have committed an offence and can be taken to court Daily Nation, 12<sup>th</sup> February 2017.

Boys dropping out of school and mainly the public day secondary schools have been witnessed in Kenya. The media (Daily Nation, 12<sup>th</sup> February 2017) carefully pointed out that due to the emphasis on education of the girl, the dropout rate of girls had declined while that of boys increased (Karabo and Natal, 2013). In spite of large provision of funds to the Ministry of Education, Science and Technology (MoEST) challenges are still being encountered in the education sector. Notably, not all of the

learners who get enrolled in secondary schools complete their education cycle where boys school dropout is more than that of girls (MoEST, 2016). A school report card in 2013 indicated that out of 23 counties, the dropout rate was 3.3 % among boys in comparison to 2.5% among girls. Orwasa B and Orodho (2018) reported that more boys than girls drop out of school before they complete form 4 contributing to educational wastage. A report that the then cabinet secretary Professor Kaimenyi termed as a concern as the boy child continued to be marginalized while the girl child was rising (School report card, 2013). Despite boys recording high number of KCSE registration (51%), girls performed better in English, Kiswahili, CRE, Home science, Art and Sig language in KCSE 2019 (George Magoha, 2019).

According to Unpublished County Education Report Kerugoya 2017, girl's dropout rate remains at 2% from 2013 to 2017 whereas that of boys was 2.1% in 2013 to 2.8% in 2017. Although this has been observed, not many studies have been done to establish the cause of boy-child dropouts from public day secondary schools in Kirinyaga County; hence the high dropout rate of boys implies that resources utilized in the provision of education to individual child are wasted because they have not acquired the prerequisite knowledge, beliefs and attitudes (Parr, 2013). Dropping out of boys from school is wastage in schools and is a concern to the government, educators and all other education stakeholders. Mutwol (2013) argued that in Kenya gross wastage rate is very discouraging as it ranges from 30% - 40% yet the government spends a significant amount of public expenditure on education. According to Muchira (2016) nearly 12,000 more girls qualified to join university than boys. Aduda and Koskei (2017) argue that there were more girls that sat for the 2017 national examination than boys. This may imply that the dropout rate for the boy child has remained considerably high.

In Kirinyaga County, although enrolment in the secondary schools has increased after establishment of many day secondary schools in the area, many boys do not graduate in form four (EPDC 2007). Out of 768 boys who joined form one in 2014, only 692 boys graduated in 2017 (Unpublished County Education Report Kerugoya 2017). This shows that over 9.9% of the boy students dropped out before completing secondary education yet the government is emphasizing on 100% transition. This is a dangerous trend in the context on inclusivity and consequently it will affect the country development agenda (MOEST,2014) Moreover, despite the Constituency Development Fund (CDF) contributions of fee bursaries to support the needy students (boys) in these public day secondary schools, boy child school dropout still remains (MoEST, (2014) which raises a cause for alarm.

It is worth noting that things have not changed and this warranted this study. Researchers have focused their studies as school-based factors, social economic factors and others have been done in other areas globally and in Kenya but few have been done to determine how the factors examined influenced the drop-out rates of the boy child in day public secondary schools and specifically in Kirinyaga County, Kenya, where dropout rate been on the increase from 2.1% in 2013 to 2.8 % in 2017 (unpublished county director report 2017). This formed the basis for carrying out this study.

## **1.2 Statement of the Problem**

Although education for all is being regarded highly at global level, in Kenya, this has not been achieved despite implementation policies and programmes to improve access and inclusivity in education. The ideal situation is that if all the factors are constant all the children in Kenya would complete schooling however, there is evidence of boy child dropping out of school especially in Kirinyaga which formed

the basis for this study. critical question that the study sought to address was, to identify determinants influencing the boy child dropout rate in the selected locale.

### **1.2.1 Purpose of the Study**

The purpose of the study was to investigate factors influencing dropout rate of boys in Public Secondary Schools in Kirinyaga County, Kenya. This would then inform the stakeholders and educational policy makers on the nature of interventions that will be undertaken to arrest the situation.

### **1.2.2 Objectives of the Study**

The following objectives guided the study:

- i) To establish the influence of parent income on the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya.
- ii) To establish the influence that peer pressure has on the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya.
- iii) To determine the influence of drugs and substance abuse to the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya.
- iv) To find out the influence of role modeling to the boy-child dropout rate in public day secondary schools in Kirinyaga County Kenya.

### **1.2.3 Research Questions**

- i) How does parental income influence the boy-child school dropout rate in public secondary schools in Kirinyaga County Kenya?
- ii) What is the influence of peer pressure to the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya?
- iii) To what extent do drugs and substance abuse influence the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya?

- iv) What is the influence of the aspect of role modeling to the boy-child dropout rate in public day secondary schools in Kirinyaga County Kenya?

### **1.3 Significance of the Study**

It is hoped the study outcome may be relevant to the ministry of Education in making resolutions aimed at addressing dropout rate among boys in secondary schools by pointing out specific interventions to curb the menace of the drop out. It may be useful to school principals in equipping them with different skills that would increase school retention rate among boys. The study findings may benefit teachers on handling and managing the boy child school dropout and policy makers in coming up with relevant policies to address the boy child school dropout rate, education stake holders in planning strategic approach to handling boy child challenges, religious leaders who are likely to interact with these boys while not in school, non-governmental organization and the community in general as it will enlighten them on strategies and skills relevant to reducing dropout in schools. To the students, the study may enlighten them on ways to increase completion rate in secondary schools. It will be a beginning point for future research on determinants leading to dropout rates in secondary schools.

### **1.4 Limitation and Delimitation of the Study**

#### **1.4.1 Limitation of the Study**

- i. Though the opinions of parents and boys who have already dropped from school were useful to this study, it was difficult to trace them considering the amount of time, resources and other logistical considerations. However, the researcher gathered sufficient information about boys who had already dropped out of school from the students and teachers who were close to them.
- ii. Potential biases from respondents may have given bias responses affecting the

findings. These were mitigated by tested by testing the data for errors and biases, and error therein addressed in accordance with research ethics. This was done and thus it didn't limit this study.

**iii.** Due to the vastness of the county the researcher was required to hire a vehicle or motorbike to ease transport, this leads to financial limitations. However, the study was successful despite the financial challenge that made the researcher limit the usage of vehicle and use motorbikes but instead opted to strain and walk some distance in order to succeed in time.

**iv. 1.4.2 Delimitations of the Study**

i) The focus of this study was only involving principals, teachers and boys in public day secondary schools in Kirinyaga County hence the finding was not going to be generalized on those in boarding secondary schools.

ii) Though issues of school dropout involve many other stakeholders in the education sector such as non-governmental organizations, MOEST, parents, policy makers, education officers and the community as a whole; the focus of this study was on the influence of determinants leading to boy child dropout rate in secondary schools of Kirinyaga County.

**1.5 Assumption of the Study**

The study made the following assumptions:

- i) The respondents will cooperate and give the needed information.
- ii) Respondents will respond to the instruments appropriately.
- iii) Some parents may pay school fees in kind.
- iv) There are several determinants to boy child drop out in the selected locale.

**1.6 Theoretical and Conceptual Framework**

**1.6.1 Theoretical Framework**

The Systems Theory guided this study. A system consists of set of elements that

interrelate to each other. Thus: The Input, Process and the Output. The theory assumes that all systems have a purpose and are goal directed. The school system exists and achieves its objectives through collective efforts of individuals embedded in its institutional settings and the larger community (Bertalanffy, 1968). Dysfunctional elements within an education system may result into a phenomena like school dropout rates (Boy child dropout rate).

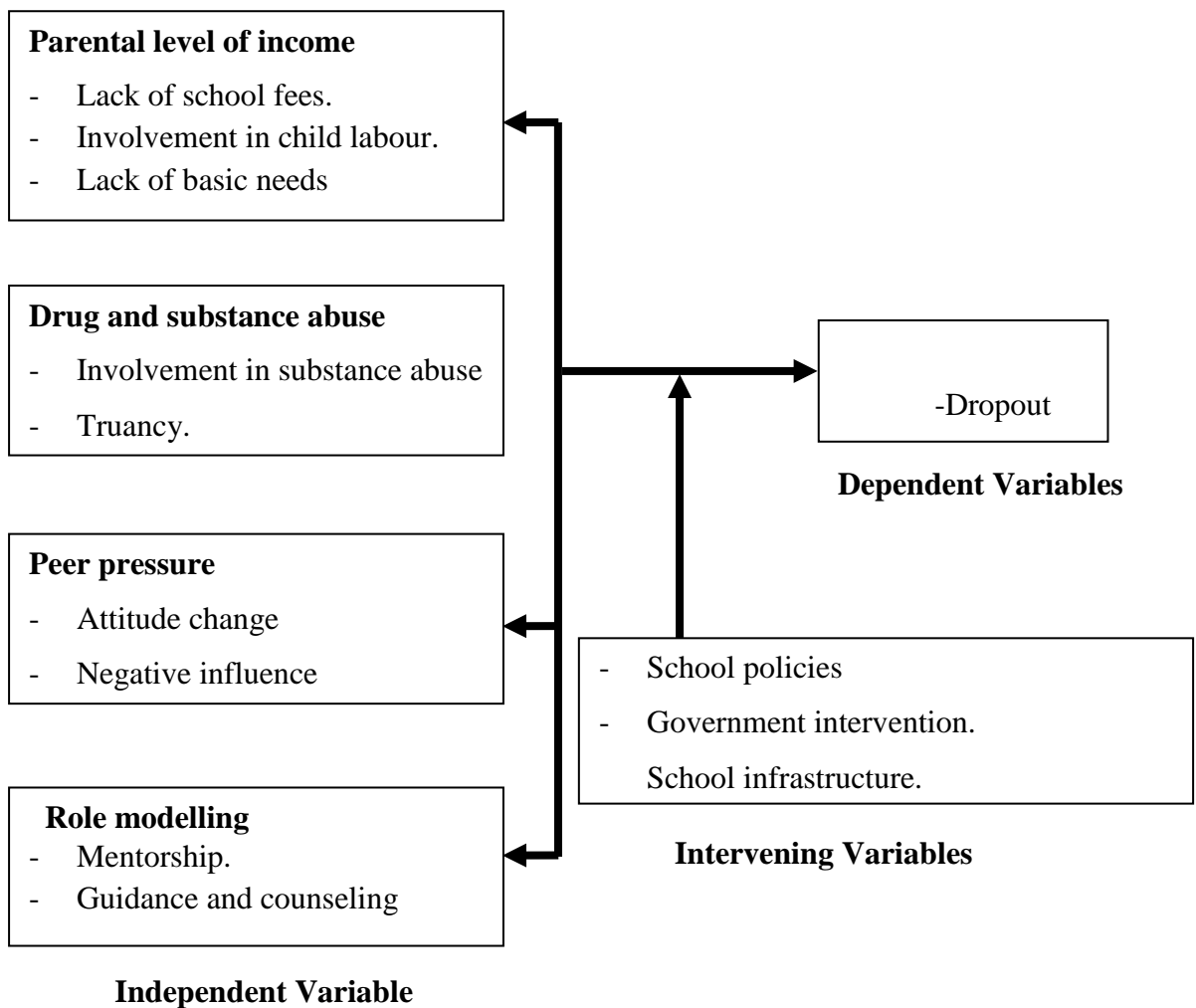
On the basis of the systems theory perspective, there are three general classes of factors that can determine the rate of dropout in a school. These are: the characteristics of the students joining the system (input factors); and in relation to this study the policies, characteristics and programs of the system itself (process factors); and the economic and social settings or characteristics of the neighbouring community, state or nation (environmental factors). A dropout rate will be an output or an outcome of the activities of a school's educational and the function of the processes, and environmental factors that are associated with the system. A combination of these elements makes school dropout a process.

Further when one element of the system collapses, the others would not work. Boy child school dropout brings about inefficiency in education. Dropouts would eventually grow up and most likely be parents to that school hence none would be a professional drive (say a teacher) in such a school (system). By completing secondary school education, one becomes a contributor to the state of the surrounding community which is actually an important factor (environmental factors) in continuity of this system(school), the state, and nation. When boys drop out of school, it means the input factor of the system is reduced affecting the process and the output of the system making it miss its goals and objectives.

In this case therefore this theory supports the study in that when boys fail to

complete schooling it means they have missed their educational goal. The theory teases out specific conditions which when prevalent in a system will make it complete. From this argument therefore, should the boy child remain in school (system), there will be uninterrupted positive output (increase in completion rate) which in turn contributes towards societal social-economic and political enhancement development.

### 1.6.2 Conceptual Framework



**Figure 1: Conceptual Framework (source: Researcher's own design)**

Like Nicholas Zacharewicz (2002) who took a conceptual frame work as a brief or a guide of a study, this study demonstrates how the variables in it relate to each other. The independent variables include parental income, drugs and substances abuse, peer pressure and role modeling which have influence on the boy-child dropout rate. Symeo, Martinez and Alvarez (2012) argued that many children particularly boys from large sized families drop out of school and engage in income generating activities to subsidize for needs in their families. This happens due to the fact that their parents have no capability in provision of basic needs to their children thus forcing the older sons to drop and look for jobs to assist them (parents) bring up their children in such family After engaging in these casual jobs which they can do after school, and they being in public day secondary schools, the boys feel that they have graduated to adulthood hence drop out of school (Oteyo and Kariuki, 2009). They would also be out of school looking for money to buy drugs if they are drug addict.

Peer pressure from other boys who might have dropped from school would also play the same role. The intervening variable: government policies social economic status in the community, parents' level of education and the school rules would negatively impact on both the dropping out and its reverse. This means that boys may fear the school rules if they are harsh to them leading them to either going back to school or dropping out of school. The named intervening valuables need be controlled thus: The government polices implementation should be done in such a way that they positively encourage boy child education while the government, parents and other stakeholders to intervene in provision of conducive environment that motivate the boy child schooling.

## 1.7 Operation and Definition of Terms

**Determinants:** Societal characteristics in terms of culture, education and income levels

**Boy-child:** Young man of school age.

**Child labour:** is a form of economic exploitation that interferes with the holistic development of a child.

**Child work:** engaging children in economically productive activities after school or during school hours.

**Child:** A person under the age of 18 years.

**Dropout:** A student who leaves school before completing a given educational cycle without the school's consent.

**Khat:** Catha edulis. (Miraa)

**Learner:** The process of an individual receiving knowledge through schooling or study.

**Learning institution:** A place where a formal or informal instruction is carried out following a prescribed programme

**Learning:** The act, process or experience of gaining knowledge or skill through schooling or study.

**Public Day Secondary School** – a type of school that is developed and maintained by public funds obtained from government, parents and communities and the students (boys) come to school in the morning and go home in the evening.

**Peer Pressure:** Influence of one's peer group

**Role Modelling:** Emulating inspiring behaviour from others

**Social Economic Status:** A value of a person's work experience or as of an individual of family's economic and social positions in relation to others.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 Introduction**

This chapter presents review of literature related to the study. The review was done along objectives of the study. The literature was presented focusing on the influence of the level of income of a parent on the boy-child school dropout rate, influence of peer pressure association to the boy child dropout rate, the influence of drugs and substance abuse to boy-child school dropout rate and the influence of Role modeling the boy child on dropout rate in Kirinyaga County, Kenya. The chapter ends with a summary of the literature reviewed and identification of the research gaps that the study sought to fill.

#### **2.1 Empirical Literature on the boy child dropout rate**

School dropout refers to a person who is unable to complete the full school cycle and leaves without completing their studies (Oxford Advanced Learners Dictionary, 2014). It may also include an enrolled child who stays without going to school for a long period and hence does not complete a given school cycle. Abuya, Oketch and Musyoka, (2013) argued that the level of boy child dropout rate is different in each country. Ananga (2011), argues that in the 21<sup>st</sup> century the boy-child faces myriad of problems that cause them to drop out of school. This problem is universal and has led people to conduct research studies to curb the problem.

According to Education Alliance, (2010), half of the students enrolled in school in American system of Education drop out. According to a study carried out by the US Department of Education, about 3% of students were said to be unable to graduate in the country especially boys due to a variety of factors. These include socio-economic, family related, family engagement (Saliwanckhik-Brown2009). Other factors include, low parental education socio-economic status, single parent families and low family

income. Hirschman, Willhoft and Pharris-Ciurej, (2012), findings state that retaining a student in one grade was one of the greatest contributors while Gallipoli and Green, Foley, (2009) argued that it was the education level of the parent; Inglis (2009) says it is the learners' ability hence Saliwanchik-Brown (2009) focused on socio-economic factors that promote achievement in education. Scholars are encouraged to find out on the role of these factors to the boys' dropout in public schools (Smith, 2011. A White House Secretariat Office Report (2010) mentions the former US president Obama's concern regarding the rate of boy child dropout rate and the need for parents' interventions. He thus went for all the stakeholders; parents, teachers, and other stakeholders to identify possible solutions to this crisis. After considering the various causes of dropout, a draft of reform measures was proposed including transfer of principals and staff, change of managerial skills for the Principals in affected schools. The Obama administration committed \$3.5 million and \$50million in change and preventive mechanisms respectively. In India, school dropout rate led to boys dropping out of school to go and work to earn for their families is the main cause for low income homes. In 2010, the ratio of boys drop outs to girls in India stands at 61.5% to 58.6% respectively. In Africa, countries have been struggling to combat the high dropout rates in order to realize the Education for All goals (EFA). Several countries have laid out strategies to achieve this such as providing free basic education, school feeding programs and closely monitoring student attendance. This has increased school attendance (Wang and Fredrick, 2013) and attracted the support of donors and support from organizations such as, WHO, UNICEF and World Education Forum (World Bank, 2004). Students from poor families are the ones most affected by drop and low school attendance (Cameroon, 2009).

In developing countries, School dropout has become a major educational problem.

Dropout rates depend on the number of children that join school and also countries (Oteyo and Kariuki, 2009). When low enrolment rate is evident, the real number of dropouts could be low compared to cases where the starting enrolment is high (Joshi, 2010) cited that dropout rates in Malawi remain high despite the free secondary education started earlier than compared to other countries in Africa. When the enrolment is high it may facilitate under performance because teachers cannot cope effectively with high student numbers (Siddhu, 2011). Due to poor performance, many students loose moral values and drop out of school (Smith, 2011).

The dropout of students from schools in Kenya, draws back the steps taken towards the achievement of Vision, 2030 consequently leading to wastage of human resource potential (Business Daily, 2013). Government policies such as free day secondary and primary education has increased enrolment but the rate of boys drop out has continued to increase (Alvarex-Blanco, Symeou, Martinez-Gonzalez, 2012).

The dropout of boys has been on the rise in Kenyan public day schools despite the government effort to attain universal education through introduction of free public schools education. By providing this service, it means children will become more energized to attend school. By abolishing school fees, attendance in school will increase (Oteyo and Kariuki, 2009). Although enrolment is high, the national completion rates have seen a gradual decrease in the last few years (The Standard Newspaper, 8<sup>th</sup> November, 2013). The government of Kenya spends heavily on free education. Mutwol (2013) affirms that education in Kenya takes a huge part of recurrent budget. This is to support free primary education and free day secondary education. For example, in 2012-2013, 233.1 billion was allocated to Kenya education sector budget, that went to free primary education, 1.6 billion went to ECD, 19.7 billion to FDSE, 118.7 billion for the payment of teachers' salaries and 84.8 billion was to be used for other priorities

inclusive of research (Ramsey, 2012). The concern with the issues affecting the boy-child has necessitated this research.

Kanes (2004) presents the argument that boy-child dropout is on the rise globally. He argues that, in United States 30% of students drop out of school before completion. Siddhu (2011) carried out a research that found a 12% boy child dropout rate in India while in Asia, dropout rate for boy child was 5%. These studies did not focus on determinant factors assumed in this study. Most of these studies dealt with valuable such as: Poor organization of EFA resources (Mukundi, 2004), The influence of socio-economic aspects in a good number of African countries (Smith, 2011), school-based factors and others.

## **2.2 Influence of Parental income to the boy-child school dropout rate**

England, Egeland and Collins (2008), says: Social-economic status of the parents is a major factor in making access to education beyond reach. Low economic development in Kenya has made access to primary basic needs (food, clothing, shelter and education) challenging for a large population (National Development Plan, 1997-2001). The World Bank and Daily Nation of May 8th 2012 reported that 51% of Kenyans live below poverty line.

The 6th December, 2013 world fact book shows that Kenyans who lived below the national poverty line had risen to 60%. Barr and Parret (2007) reported that poverty prevents many parents from supporting their children's education. Despite free day education, parents are still unable to meet auxiliary needs like texts (Fall and Roberts, 2012). Young boys fail to attend school and work to supplement the family income (Souz, 2007). Huggins, Randel and Shirley (2007), did a study that indicate that 79% of school dropouts are from low-income households. (Mukundi, 2004).

The demand for school is lower among poor households as opposed to rich ones

(Kalipeni, 2009). (Hardley, (2010) agrees that boys may drop in order to assist their parents in income generating activities. Children from rich families have no need to do this because their parents can afford the cost of education (Osagi, 2010). UNESCO, (2005), that lack of certainty regarding the rewards to education is a hindrance to access. In 1988 the Kenyan Government introduced radical changes in education which pinched negatively. The policy of sharing the cost took the load to parents who were required to purchase books, learning materials, provide lunch and uniforms as well as meet other indirect costs to education. This has changed since the introduction of the new curriculum design (CBC) in year 2017. Jonker (2006) reports that children whose parents could not afford these costs were forced to attend school irregularly. Kirazoglu (2009) reports the dropout rate as a result was very high with many boys joining their parents as laborer's while girls remained at home to help their mothers. UNICEF (2004) explains that boys stand a chance to be alienated from regular school than boys and poor household give priority to spending money on essentials like food.

Parents from big families may encourage their sons to drop out of school to go and work in order to supplement the family income and ease them (parents) in taking care of the young siblings (Symeou et, al 2012). The Ministry of Education (MoEST) did a study in 2006 that showed that boys' needs increase as they grow older and those who come from a big or large family, their parents may not be able to provide for their needs, this would probably make them drop out of school to look for casual jobs so as to satisfy their personal needs. This study does not enumerate the case where boys from the smaller families would wish not to drop out of school as a result of scarce resources. It is hopeful that this study will address this gap

### **2.3 Influence of drugs and substances abuse to the boy-child school drop out**

According to the Daily Nation (2005), about 2000 residents of Kirinyaga County

demonstrated against what they called increasing chewing of Khat (*Catha edulis*). The protest had been organized by the St. John Ambulance who was joined by the church leaders. The protesters included parents, teachers and pupils who said that chewing of Khat (*Catha Edulis*), was the cause of the rising school dropout rate. According to AFP, (2011), even young children are not spared as they drop out of school to pick Khat (*Catha Edulis*), because they earn money easily and therefore do not see the necessity of spending time in school. The claim was that the money earned from Khat (*Catha Edulis*), is spent by the end of the day and little is spent on food. Lavish spending is therefore the order of the day and applies to all age brackets and farmers.

A University of Nairobi lecturer –while speaking during a school prize giving day in Kirinyaga County said that the boys were dropping out of primary schools to work in the Khat (*Catha Edulis*) farms which was worrying and was most likely to further lower education standards in Kirinyaga County. The scholar also mentioned the high dropout rate of school girls who were being forced into early marriages in the region (Star, (2010)).

Child labour is defined by International Labour Organization (1973) Convention as work that damages a children's wellbeing and prevents them from attending school because they spend their time working for lengthy hours. Child labour, in this case Khat (*Catha Edulis*) picking whether paid or unpaid, interferes with children's participation thus causing drop-out and absenteeism from school. The male child is the worst hit in Kirinyaga County; male drop-outs are quickly absorbed as labourers in the thriving Khat (*Catha Edulis*), plantations to pick and pack Khat (*Catha Edulis*), as well as transport it to the buying centers There is a study gap in that the male child education is at threat when they stand a high chance of being engaged in Khat businesses. This study aimed to address this gap from its findings.

## **2.4 Peer pressure and the boy child school dropout**

Peer association affects academic outcomes. Peer relationships develop norms and values that can promote or undermine academic outcomes. As Stewart, (2008), and Nicholas and White (2001) note, positive relationships encourage psychological development and life skills that may lead to better motivation and academic work. The contrary to this argument is that negative peer pressure or social disapproval towards school work may lead to some students to dropping out of school.

Teenagers and children in general experience social pressure in a bid to conform. This appears in the form of dress codes, music and behaviors they engage in, which may at times be risky such as drug abuse and unprotected sex. Alley, (2003). The intensity of the pressure experienced by the children varies with the age group and the peer classes that the person belongs. Middle- and upper-class students in primary schools deal with peer pressure, often daily. The children eventually learn how to deal with this pressure and become independent. Pressure can be both positive and negative. The way children spend their time determines how they develop within the social groups. Wickert (2002). Some of the peer groups provide opportunities for children to learn and develop social skills while others are avenues for engaging in negative behavior such as drugs and substance abuse as well as illicit sex.

Some kids bow to peer pressure because they want to be liked and belong. Joyce (2004) argues that sometimes children may make better decisions due to influence of their peers. Other studies have established that peers can influence children to make choices about acceptable or unacceptable behavior. If students know that they have the support of their peers, then they become more assertive. This is true of youth engage in situations Wickert (2002) argued that children and adolescent may not always be able to resist peer influence because it is an issue that precedes event in adult life.

The friends that form the individual circle of influence may lead the individual to conform (Kinyua 2014). According to (Erickson and Muigai 2012) as adolescents reject parental authority, they also clamor for a sense of belonging to a social group. Karechio, (1992) highlights the fact that others may be forced to take on drugs. Chamber (1971) established that 90% of those that experiment with opiates are influenced by the peers. Muthigani, (1995) established that 44% of his respondents began taking drugs due to peer influence. Kariuki, (1988) noted that majority of drug users had friends who had abused drugs.

### **2.5 Role modeling and the boy-child school dropout**

There is a serious concern regarding dropout rate of boys in public day secondary schools in Kirinyaga County. There are few good role models among the parents, teachers and the community at large. Kamanja, (2012). People hold different view point on what is the true and role model but research has shown that boys that have appropriate male role models within their families rarely drop out from school. Primary schools backgrounds have also a lasting effect on boy-child school dropout rate. Parents often lack comprehensive guide to helping boy-child succeed in school life. The boy-child will never fail to copy good or bad behavior from grownups therefore there is need in ensuring there is proper modeling shown to our boys in day secondary schools to curb the rate of school dropouts.

### **2.6 Summary of Related Literature**

This study sought to establish determinants that influence boy child drop out. Based on the preceding literature review it is clear that the independent valuables parental income, the influence of drug and substance abuse, peer pressure, influence and role modeling result to school dropout rate in public day secondary schools. Many related studies have been done globally resulting to rubber stamping such influence. In the

above literature review poor families in Pakistan tend to have a lower demand for education than richer families indicating 79% of the entire drop rate (Mukudi, 2004). Negative parental level of income due to influence of poverty contribute on boy child dropout. The reason being that their children (boys) would be sent for school fee now and then.

According to Indian secretariat report of 2010. It is clear from the above review that school dropouts' rate is the main cause for low-income homes. Illness and loss of interest in education is one of the main reasons of boy-child drop out in Malawi (Smith, 2011). In Kenya, high school dropout rates slow down the process of achieving the vision 2030 which is the Kenyan government development plan to industrialize the nation and to improve education and training for all by the year 2030. Kirinyaga County is not exceptional and could also face the same challenge. Studies on boy child dropout have been done: Injendi (2014) did a study on factors influencing dropouts in relation to crime escalation in Vihiga County, Kenya. Kamanja (2012) found that top factors that drive decision to drop out of school in the rice-growing region in Kirinyaga county are the home-school distance and the student' physical readiness.

From the literature review above, the studies simply identified the factors that influence the boy child dropout but this study explored determinant to the to the boy child dropout. There is a gap that the literature review above had not been determined: Parental income, the influence of drug and substance abuse, peer pressure influence and influence of Role modeling toward boy child dropout rate in public day secondary schools in Kirinyaga County.

## **CHAPTER THREE**

### **RESEARCH DESIGN AND METHODOLOGY**

#### **3.0 Introduction**

This chapter provides a description of methods that were applied in the study. Broadly, it is comprised of the research design, study area and population, tools and data collection techniques, and data analysis.

#### **3.1 Research Design**

The research study employed descriptive survey design. This research design was preferred as it can be used to collect a lot of data from a sizeable population and it is economical (Mugenda and Mugenda, 2012). Views, opinions, suggestions appertaining to the boy child drop- out rate were effectively explained using this design because it allowed for exploration of the variables and enabled generalization across the target population.

According to Borg and Gall (1989), a descriptive survey research should be able to produce statistical information on aspects of education that are relevant to policy makers and educators. Boy child drop-out rate was such an issue. This design enabled the researcher to collect a sizeable statistical data in a short time from a large population hence it was economical

##### **3.1.1 Research Variables**

The research variables for this study were:

###### **3.1.1.1 Independent Variables**

The research considered determinants to boy child school dropout: parental income, drugs and substance abuse, peer pressure and Role modeling as the independent variables.

### 3.1.1.2 Dependent Variables

The dependent variable was dropout rate among boys in the day secondary schools.

### 3.2 Locale

This study was carried out in public day Secondary Schools in Kirinyaga County.

This area was chosen because the boy-child dropout is prevalent as observed by the researcher. Unpublished Kirinyaga County Director of Education enrolment report, (2017). The researcher had information from the County Director of Education's office about enrolment and drop-out rate for the years 2016 to 2017, which reported that the enrolment rate was higher than completion rate and this justified the study

Kirinyaga County had one of the best examination results in the country. KNEC, (2017). Based on the unpublished county director report (2017) over 9.9% of the boy students dropped out before completing secondary education due to numerous challenges. According to Education Policy and Data Center. EPDC, (2007) report, more boys enroll in primary schools but few graduates in form four compared to girls with the main reason being dropout.

### 3.3 Target Population

A researcher can take a population from people, units or objects. Mugenda and Mugenda (2003). The target population in this study was 105 day secondary schools, 105 principals, 630 teachers and 3045 form three boys in Kirinyaga public day secondary schools yielding a total of 3780 subjects as represented in the table below

**Table 1: Target Population**

	Target population (N)	
	County	Sub county
Principals	105	22
Teachers	630	134
Form 3 boys	3045	946

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<b>Total</b>	<b>3,780</b>	<b>1,102</b>
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### **3.4 Sampling Technique**

Kirinyaga County was purposefully sampled as it was assumed to have minimal educational hardship hence the researcher has worked in this county giving him an advantage better approach to the study problem.

The schools were stratified as day schools, mixed day school and non-mixed day schools. The purpose of stratification was to ensure that each of the category of the schools in the study were well represented.

Simple random sampling was utilized to select 22 public day secondary schools out of 105 public day secondary schools from all the five sub counties (Kirinyaga East, Kirinyaga West, Mwea East, Mwea West and Kirinyaga Central.) that form the Kirinyaga County. This was to minimize biasness in the sample sampling and to ensure that each school had an equal chance of being included in the study. The simple random sampling was appropriately applied to select principals, teachers and form three boy. This method was applied because not all the schools are of the same size in enrolment, teacher's gender or sub county and therefore there was a need checking on proportionality of the sample. This ensured that each respondent got equal representation in the sample. Simple random sampling was then used to select two hundred (200) form 3 boys from the register. This provided equal opportunity of respondent in a population Creswel, J.W. (2012). The form three boys were purposively selected because it was assumed that most of the learners in this form have been in these schools for about three years and have witnessed joining and leaving out of the most students therefore were assumed better placed to provide data on determinants influencing dropout rate among boys.

There were 3045 boys in form 3 year (2019) where 200 boys (21.14%) were randomly

selected from the five sub counties. Sampling was done proportionally by allocating to each of the 10 schools. A total of 20 boys from each school were selected using a simple random sampling.

Purposive sampling technique was used to select ten (10) public day secondary schools from the target population. This was done according to the criteria of the highest and the lowest secondary school in population.

The selection of the principals in these schools was further put into two strata on the basis of their population as per the admission register and based on the drop out and completion rates in these schools. The target here was to capture the schools with high dropout rate versus low dropout rate and to eliminate biasness.

Simple sampling was used to sample 60 teachers, then they were put on gender-based strata in order to get drop out views from the approach of both gender and on high and low enrolment to eliminate bias.

### **3.5 Sample Size**

The sample size was 270 respondents comprising of 10 principals, 60 teachers, and 200 form three boys in the public day schools. Creswel, (2012) recommends a minimum of 10%. Simple random sampling was used to identify 20 boys from each of the 10 allocated schools giving a total of 200 boys to participate in the study. Simple random sampling technique was used to sample sixty (60) teachers from the ten (10) randomly selected schools out of twenty two (22) public day secondary schools while Simple random sampling technique was used to sample ten (10) principals from twenty two (22) public day secondary schools.

**Table 2: Sample Frame**

<b>CATEGORY</b>	<b>Target Population</b>		<b>Sample size</b>	<b>Percentage</b>
	<b>COUNTY</b>	<b>SUB COUNTY</b>	<b>(n)</b>	<b>(%)</b>
<b>Principal</b>	105	22	10	<b>45.45</b>
<b>Teachers</b>	630	134	60	<b>44.77</b>
<b>Form 3 boys</b>	3045	946	200	<b>21.14</b>
<b>Total</b>	<b>3780</b>	<b>1,102</b>	<b>270</b>	<b>28.13</b>

### **3.6 Research Instruments**

Interviews and questionnaires were used to collect data from principals, and teachers and students respectively. Different instruments were used to enable the researcher extract relevant information from different respondents.

#### **3.6.1 Questionnaires**

The study used questionnaires for teachers and the form 3 boys. Questionnaires are more efficient and permit collection of data from a much larger sample (Creswel, 2012).

#### **3.6.2 Questionnaires for Teachers**

The instrument had two sections. Section A contained response items addressing the demographic information. Section B contains 4 items. Part I contains questions on economic status of the school population (Parental income), Part II focused on influence of drug and substance abuse, Part III focused on peer pressure while Part IV had questions on role modeling.

#### **3.6.3 Questionnaires for Students**

Questionnaire for the learners focused on social economic status of the school

population (Parental income), questions on drugs and substance abuse, peer pressure and influence of Role modeling on dropout rates among boys. The questionnaires contained structured and unstructured open-ended questions.

#### **3.6.4 Interview schedules for the principal**

Interview schedules are powerful to elicit narrative data that would help the researcher to investigate people's view in greater depth and within their natural environment and can be used in a variety of topics (Kvale, S. 2009).

The principals were interviewed thus:

Section A had items addressed the demographic and the school information. Section B had 4 items. Part I contained questions on economic status of the school population (Parental income), Part II focused on influence of drug and substance abuse, Part III focused on peer pressure while Part IV had questions on role modeling.

### **3.7 Pilot Study**

Prior to conducting the study instruments were piloted in four public secondary schools that were excluded in the study. The purpose for piloting was to ensure clarity, accuracy, reliability and validity of the instruments. Four (4) principals, six (6) teachers and twenty (20) boys were involved in the pilot. Mulusa (1990) argues that survey instruments piloting should involve 10% of the total target sample. Following the piloting of these instruments, questions that were found to be ambiguous were discarded or modified and the survey instrument adjusted accordingly.

#### **3.7.1 Validity**

Content validity is the degree to which the sample of the test estimates the content that it is designed to measure (Donald, 2003). Content validity was established through expert judgment (Creswell, 2012). The interviews and questionnaires were scrutinized

by expert opinion from experts in the Department of Educational Management, Policy and Curriculum Studies, Kenyatta University. Their contributions and suggestions were made use of and ambiguous questions were clarified and new questions added.

### 3.7.2 Reliability

To establish instrument reliability, the researcher used the split half technique. The Cronbach's Coefficient Alpha (K-R20) was used in this study. Mugenda and Mugenda (2003) recommend the use of (K-R) 20 based on split-halves of the instrument.

According to Matthijs J Warren (2013), the K-R20 is the average of all (Flanagan-Rulon) split-half reliabilities where the result is the same if the test is split into two equal halves. It was relevant in this study as it requires that the number of items be even, since odd numbers cannot be split into two groups of equal size.

$$KR\ 20 = \frac{(K)(S_2 - \bar{X}^2)}{(S_2)(K-1)} \text{ Where;}$$

KR20 – Reliability Coefficient of Internal Consistency

K – Number of items to measure the concept. S<sub>2</sub> – Variance of all the scores

S<sub>2</sub> – Variance of individual items.

According to Orodho (2010), a correlation coefficient (r) of about 0.8 and above is considered high enough to judge the instrument as being reliable.

After computation, the reliability Coefficient of 0.75 was used to judge the reliability of the instruments. As the t- tests was correlated thus; dropout rate versus completion rates the coefficient did not reflect reliability of the whole instrument. This approach had the advantage in that it eliminated chance error due to deferring test conditions and requires only one test session.

### 3.8 Data Collection Procedures

An approval of Research project proposal letter by the Graduate school Ref.E55/EMB/CE/34087/2016 dated 29.7.2019 was given to proceed with the data

collection. The Graduate school KU also wrote an introductory letter to NACOSTI with the same ref. number. The KU Ethics Review Committee wrote an approval letter Ref. KU/ERC/APPROVAL/VOL, 1/4 on 27.8. 2019. NACOSTI with a letter Ref. NACOSTI/P/19/30992/31586 was issued to carry out the research. The County commissioner and County Director of Education Kirinyaga county, issued letters: reference: ADM1/23/VOL.11/152 and REF.NO.MOE.CDE.KRG.GEN.09.85.217 respectively. They allowed the researcher to meet the teachers and students to administer the instruments and conduct interviews. The researcher clarified the purpose of the study and guaranteed participants of their confidentiality. The sampled teachers and students were given questionnaires to fill. Completed questionnaires were collected on the same day to ensure high return rate. They were safely secured to await analysis procedures.

### **3.9 Data Analysis**

Quantitative data was coded and cleaned to remove missing values. The coded data in form of excel tables was then analyzed using statistical package for social sciences (SPSS) version 21. SPSS can handle large amounts of data, its cost and time effective (Orodho, Ampofo, Bazimana, and Ndayambaje, 2016). Both descriptive and inferential data was analyzed where Statistical Package for Social Science (SPSS) was used to aid in analysing quantitative data and presented using graphs and tables. Inferential statistics was utilized to infer meaning from the sample.

A thematic analysis process was used in this study which involved familiarizing with the quantitative data, coding, categorizing, identifying patterns and interpretation of these patterns. The patterns were developed into themes guided by study objectives. The data was grouped into those themes. Subsequently, a comparison of the themes emerging from various data collection instruments was done. This ensured that the

study findings were reliable and presented the reality. Quantitative data was presented in narrative form, graphs and tables.

### **3.10 Logistics and Ethical Considerations**

#### **(a) Logistical Consideration**

An introductory letter was obtained from the Graduate School of Kenyatta University and Authorization Letter from the Ethics Committee of Kenyatta University and Research Permit from National Commission for Science, Technology and Innovation (NACOSTI). Permission to carry out the study in schools was obtained from both the MOE through the County Director of Education Kirinyaga County Office of The President through The County Commissioner Kirinyaga County allowing the researcher to meet the Principals, form three students and teachers identified for the study.

#### **(b) Ethical Consideration**

To ensure informed consent, the nature and the aim of the study was explained to the respondents without necessarily disclosing details of the study. This involved a clarification of the procedure of data collection to encourage willful participation. The researcher ensured privacy and anonymity of the respondents. Participants were made aware of their rights to decline from answering questions as well as their anonymity in expressing their views. All information obtained from the study was treated with confidentiality and stored in CDs and external storage devises.

## CHAPTER 4:

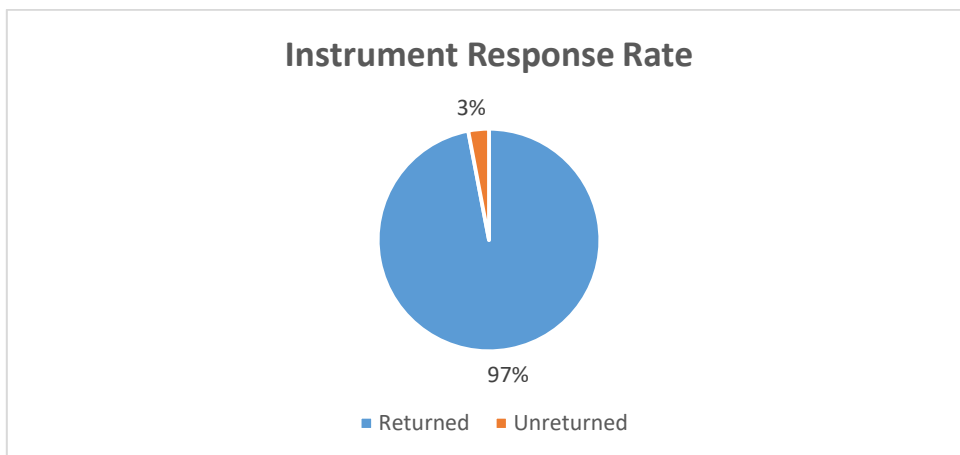
### DATA ANALYSIS, PRESENTATION AND DISCUSSION

#### 4.0 Background

This chapter presents the outcome of data analysis, presentation, discussions and the researcher findings. The data analysis is presented and guided by the objectives: To explore the influence of parent level of income on the boy-child school dropout rate in public secondary schools in Kirinyaga County Kenya, to establish the influence of peer pressure on the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya, to determine the influence of drugs and substance abuse to the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya and to find out the influence of role modeling to the boy-child dropout rate in in Kirinyaga County Kenya.

#### 4.1 QUESTIONNAIRES RATE OF RESPONSE

The study used questionnaires and interviews to collect data. The researcher administered both questionnaires and interviews and the response rate are presented in Figure 2.



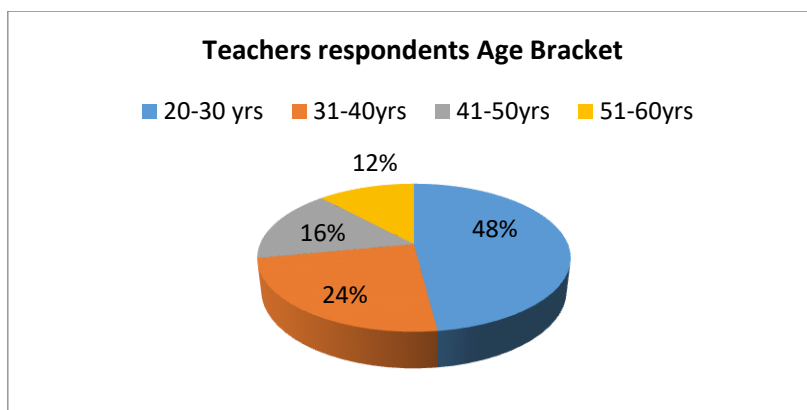
**Figure 2: Instrument response rate**

Out of the 270 research instrument administered, 261 were filled and returned. These included 10 Interview schedules for the principal 58 questionnaires from teachers and 193 questionnaires from the students. These 261 filled questionnaires represented 97% and the unreturned 9 represented 3%. The findings of the instrument response rate indicated the returned instruments were 97% while the non-returned instruments were only 3% (n = 270). This response rate was good as it is way above what Baruch (1999), suggest as the minimal level response rate to work with in a research based on descriptive. According to Baruch, 1999, any response rate above 50 % is acceptable in a descriptive study.

## 4.2 DEMOGRAPHIC INFORMATION

### 4.2.1 Teacher's respondent Age Bracket

The study sought to determine the age of teachers as respondents. The teachers were asked to state their age bracket. This is shown Figure 3.



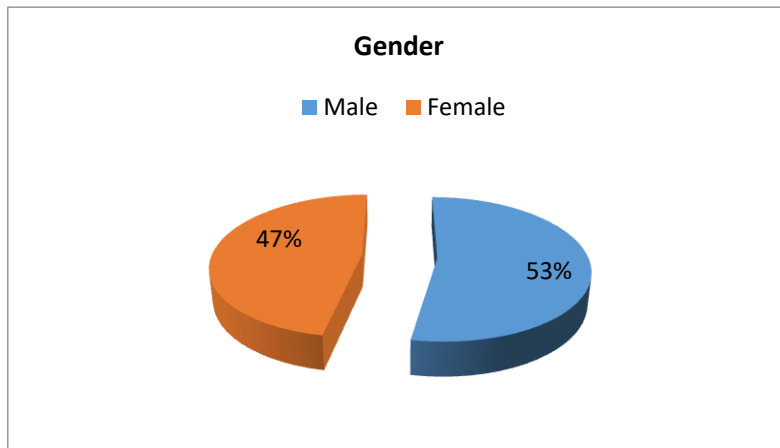
**Figure 3: Respondent Age Bracket**

The findings indicate that slightly less than half of respondents were aged between 20-30 years represented by 48% (n=28) while those aged between 31-40 years accounted to 24% (n=14). Those aged between 41-50 years accounted to 16% (n=9) while the least respondents were aged between 51-60 years represented by 12% (n=7). Most of the

teachers are senior men and women represented by 52% (n=30) with long experience that can enable them to elaborate on the determinants of the boy child school dropout and suggest appropriate measures to help the boy child to remain in school who might otherwise be influenced by any of the determinants so discussed in this study.

#### 4.2.2 Gender

Gender results are as shown in Figure 4. This was done to ensure that responses were gender sensitive/representative.

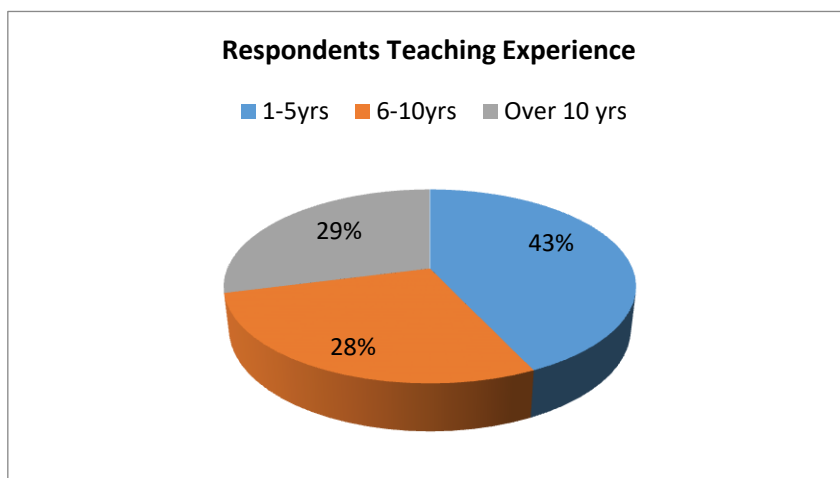


**Figure 4: Gender**

According to Figure 4, slightly more than half of respondents were female represented by 53% (n=31) while male was 47% (n=27). The findings indicate that there are slightly more female in the teaching profession than male who might offer less guidance to the boy child. According to Dr. Geoffrey Wango, Mercy Musomi, Carolyn Akinyi (2012), women empowerment has seen more girls in schools than boys as it is with women workforce in recent years. This also means that the boy child lacked the role models and hence the high rate of dropout.

#### 4.2.3 Respondent Teaching Experience

The study sought to establish the highest academic qualification of the teacher respondents. The teachers were to state their teaching experience as illustrated in Figure 5.

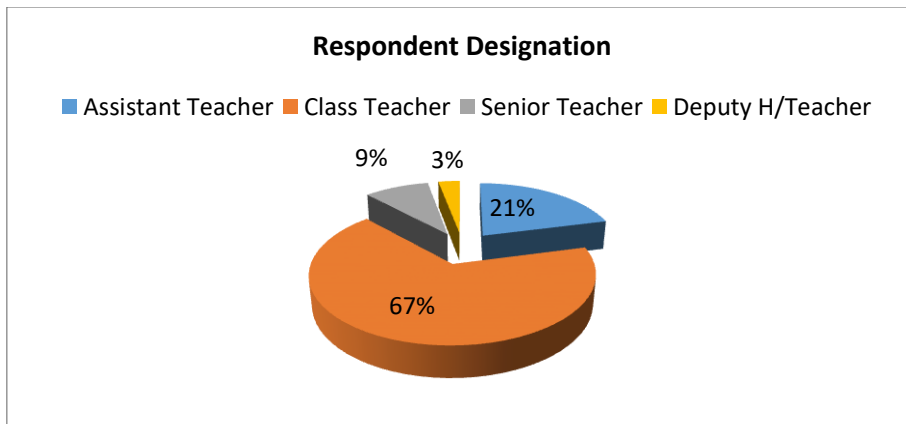


**Figure 5: Respondent Teaching Experience**

The findings in Figure 5 indicate that slightly less than half of respondents have teaching experience of 1-5 years accounting to 43% (n=25) Those who have teaching experience of 6-10 years accounted to 28% (n=16) while those who have experience of over 10 years were 29% (n=17). It is clear that majority of teacher had an experience of more than 6 years and therefore better placed since they had the needed teaching experience to understand the intricacies and the plight of the boy child.

#### **4.2.4 Respondent Designation**

The study sought to establish the teacher designation. The teachers were asked to state their designation as illustrated in Figure 6.



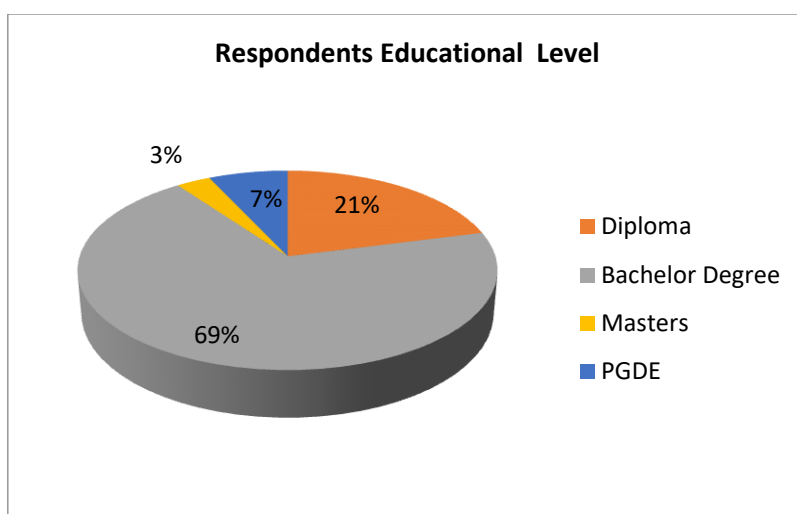
**Figure 6: Respondent Designation**

More than half of the respondents represented by 67% (n=39) were class teachers while Assistant teachers were 21% (n=12). Those who were senior teachers and Deputy Head teacher accounted to 9% (n=5) and 3% (n=2) respectively ( Figure 6). The designation of teachers was important to the study as it gave a clear information on the respondent area of specialization which was necessary to explore the study objectives. The class teachers were the majority represented by 67% (n=39) who actually have a major role on monitoring students class attendance as they keep and maintain class registers. They are responsible in giving feedback to the school administration. The deputy head teacher who are normally charged to head the school discipline were the minority. This is due to the fact that, them being a part of the school administrators, hence most schools qualify for only one deputy head teacher as most schools have low enrolment that dictate the posts of the deputies. Their views on determinants to boy child dropout rate stands critical to this study.

#### **4.2.5 Respondent’s educational level**

The study ought to find out the level of education of principals and teachers

The respondent were asked to state the level of their education as illustrated in Figure 7.



**Figure 7: Respondent’s educational level**

Majority of respondents had attained Bachelor Degree educational level represented by 69% (n=40) while those who have attained Diploma educational level accounted to 21% (n=12). Those who have attained PGDE accounted to 7% (n=4) while those who have attained Masters were only the principals who accounted to 3% (n=2) ( Figure 7) The finding indicate that majority of teachers are well equipped with enough knowledge and skills that could be useful in handling boy child while in school and hence reduce boy child dropout. Hanusheck and Kim, (1996), argues that a better-educated workforce enhances a nation stock of human capital, which is crucial for increased monitoring, productivity and economic development to education.

### **4.3 Findings and Discussions of the Study in Relation to the Objectives of the Study**

This section presents the findings of the study guided by the study objectives.

#### **4.3.1 Influence of parental Income to the boy child dropout rate**

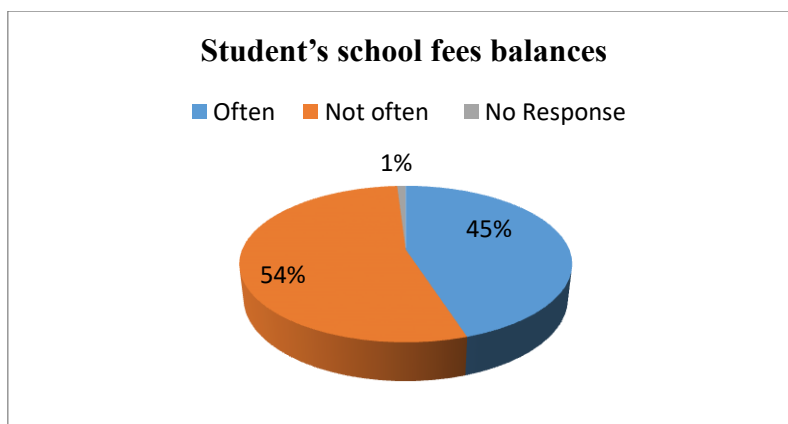
The first objective of the study sought to determine the influence of parent level of income on the boy-child school dropout rate in public secondary schools in Kirinyaga County Kenya.

### 4.3.1.1 Students Responses

The student respondents to the first objective of the study which sought to explore the influence of parent level of income on the boy-child school dropout rate in public secondary schools in Kirinyaga guided by the research questions whose outcomes are presented below:

#### Student's school fees balances

The form three student were asked how often they were told to go for fee balances and the results are as illustrated in Figure 8.



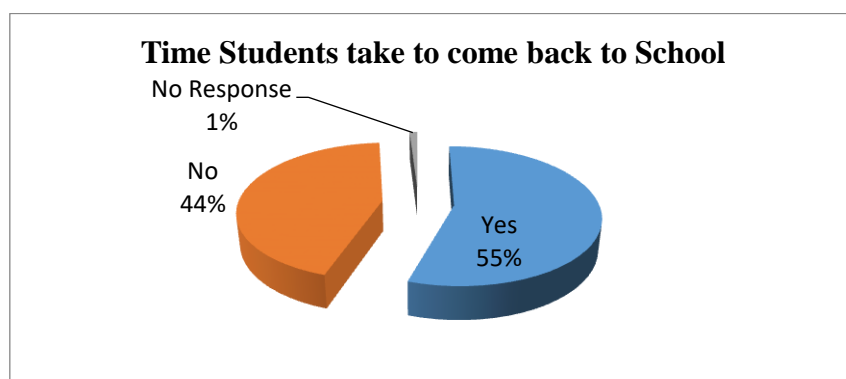
**Figure 8: Student's school fees balances**

From the findings in Figure 8, more than half of respondents accounting to 104 (54%) are not often told to go home for fee balances, while 88 (45%) they are often told to go home for fee balances. Those who did not respond accounted to 1% (n=1) According to this finding, though majority are not told to go for fee balance, the rest (45%) were told go for the balances as they were not able to meet fee payment on time where the possible reason could be due to social economic status of the parents as illustrated in Figure 4.7 It is important to note that frequency of children being sent to go home for school fees meant that there was an issue with the parental level of income. Dropout rate affects the 100 percent transition of all students as well as the right to education for

all Kenyan children as outlined in the Kenyan constitution 2010. Jonker (2006) reports that children whose parents could not afford fee costs at school were forced to attend school irregularly. This number 45% of boys often told to go for school fee, is exposed to possibility of school dropping.

### **Time Students take to come back to School**

Students were asked whether Students who were sent away took long to come back to school after they went for school fee. The findings are illustrated in Figure 4.8.

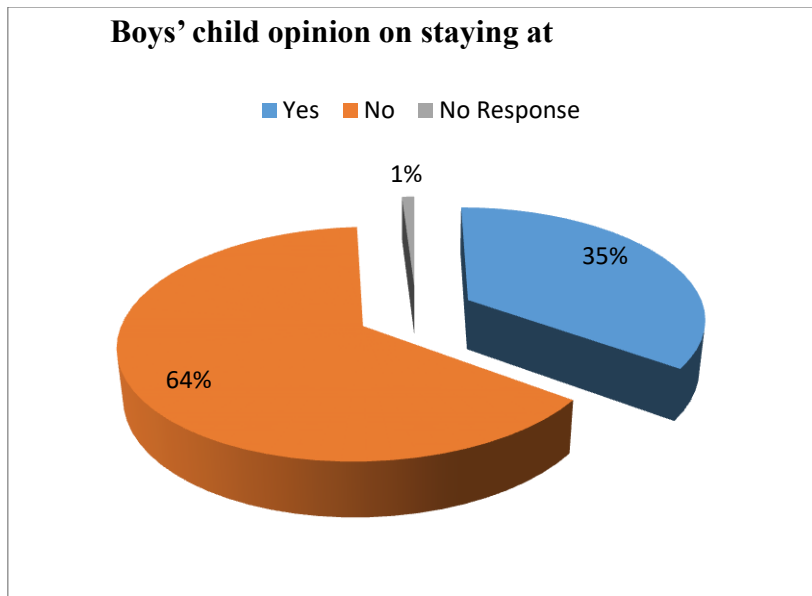


**Figure 9: Time students take to go back to school**

According to the findings of the study in ( Figure 9), slightly more than half of the respondents take longer time to go back to school accounting to 55% (n=107) while those who don't spend longer time accounted to 44% (n=84). Those who didn't respond accounted to 1% (n=2). This may indicate that the parent may not have apt capability to pay the needed fee and therefore boys have to wait for a while before money is available, therefore boys inclusive of girls have to wait for a while before money is available. As the boys wait there is a possibility of joining their parent to look for money and subject them (boys) to child labour. Young boys fail to attend school and work to supplement the family income Soyuz, (2007)

### Boys' child opinion on staying at home

Whether the boy child is for the opinion to stay at home until full fee payment is made for them to go back to school. The student respondent was asked whether the boy child is for the opinion to stay at home until full fee payment is made for them to go back to school and responded as illustrated in Figure 10.

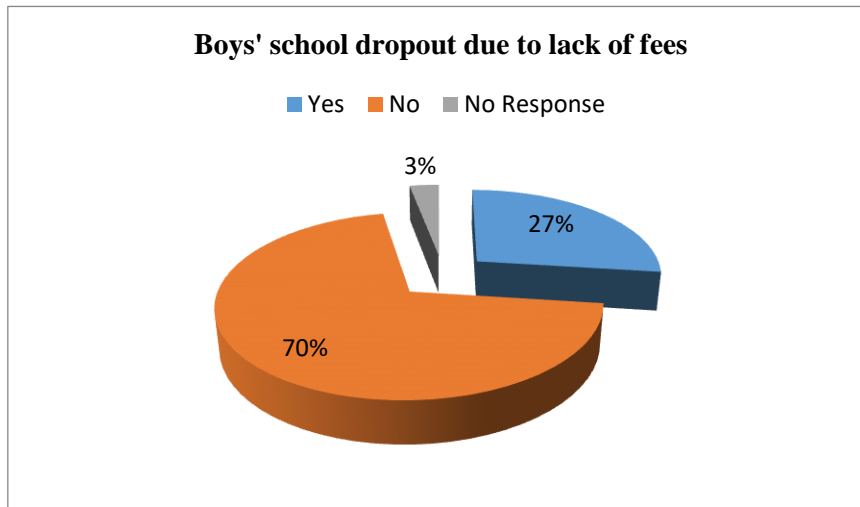


**Figure 10: Boys' child opinion on staying at home**

More than half of respondents represented by 64% (n=123) disagreed that they should stay at home until full fee payment is made for them to go back to school while those who agreed accounted to 35% (n=68). Those who did not respond accounted to 1% (n=2) ( Figure 10). The findings indicate that it is not the wish of boys to be out of school. Sixty four percent (64%, n=123) disagreed that they should stay at home until full fee payment is made for them to go back to school. When they were asked why, they said that it made them unable to cover the class work.

### Boys' school dropout due to lack of fees

The form three students were asked whether there are many boys who drop from school due to lack of fees and they responded as shown in Figure 11.



**Figure 11: Boys' school dropout due to lack of fees**

More than half of respondents accounting to 70% (n=136) agreed that there are many boys who drop school due to lack of fees while those who felt boys don't drop out of school due to lack of fees accounted to 27% (n=52). Those who didn't respond accounted to 3% (n=5) ( Figure 11). According to the findings many boys 70% (n=136) drop school due to lack of fees in Kirinyaga county. Similar sediments where these findings relate to a study done by yes Pakistan newspaper in 1977 indicated that 79% of school dropouts are from low-income households (Mukundi, 2004).

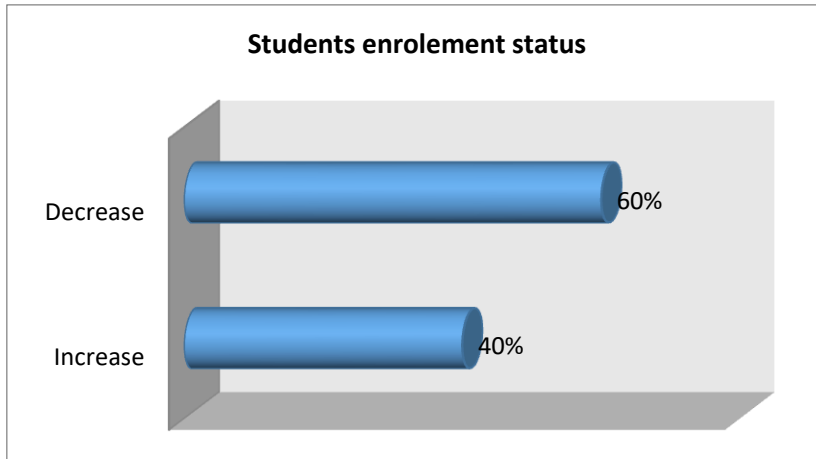
#### 4.3.1.2 Teachers Responses

The teacher responded to the first objective of the study which sought to explore the influence of parent level of income on the boy-child school dropout rate in public secondary schools in Kirinyaga County Kenya as discussed here below.

#### Students' enrolment status

The study sought to find out the enrolment status of the students. This aimed at

evaluating the increase and decreasing of school enrolment at the time of the year. Their responses are illustrated in Figure 12.

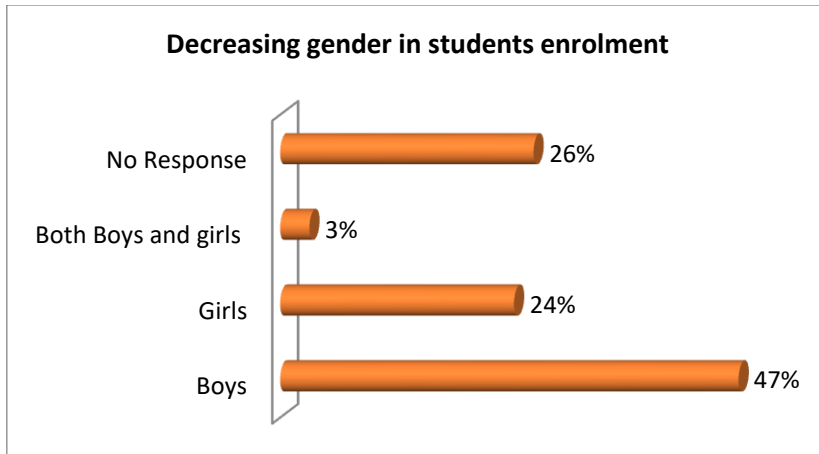


**Figure 12: Student enrolment status**

More than half of teachers indicated that students enrolment has decreased represented by 60% (n=35) while those who indicated enrolment has increased accounted to 40% (n=23). These findings indicate that the school enrolment was going down. This is illustrated in Figure 12. These findings indicated that there is a reason causing a decrease in enrolment more so that of a boy child.

#### **Decreasing gender in student enrolment**

The teachers were asked whether the enrolment has decreased and whether it is on boys or girls and responded as in Figure 13.

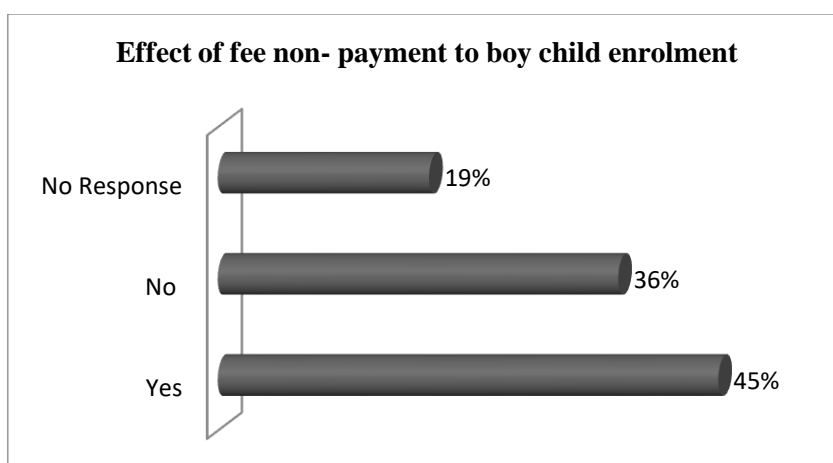


**Figure 13: Decreasing gender in students’ enrolment**

Slightly less than half of respondents indicated that boy’s enrolment has decreased represented by 47% (n=27) while those who indicated girls as decreasing gender in enrolment were 24% (n=14). Those who said it’s both boys and girls accounted to 3% (n=2) while no response accounted to 26% (n=15). The findings indicate that more girls were in school than boys Figure 13. The findings further bring in the need to find out why the boy child enrolment is decreasing compared to that of girl child and prompt to investigate determinants influencing this decrease.

**Effect of fee non- payment to boy child enrolment**

The teachers were asked whether non- payment of school fee caused decreased boy child enrolment.

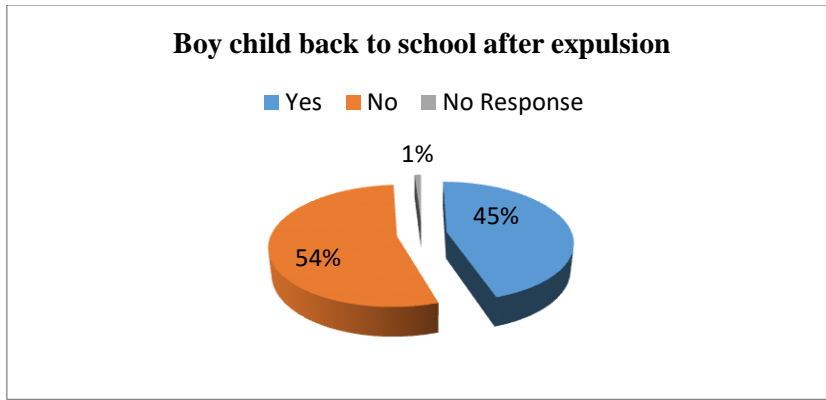


**Figure 14: Effect of fee non- payment to boy child enrolment**

Slightly less than half of the respondents represented by 45% (n=26) agreed fee none payment causes decreased enrolment of the boy child while those who didn't agree accounted to 36% (n=21). Those who didn't respond accounted to 19% (n=11). Figure 14. These findings indicate that if the parent are not able to meet their children school fee cause them to be out of school. This supports (Mukundi, 2004) When he says that a Pakistan's newspaper in 1977 indicated that 79% of school dropouts are from low-income households. The findings further support (Hardley, 2010) that there is possibility that when these boys are not in school, they might engage themselves in assisting their parents in income generating activities.

### **Boy child back to school after expulsion**

The study wished to explore whether there are boys who never turn up after they are asked to go for school fee. The teachers' respondent responded as in Figure 15.



**Figure 15: Boy child back to school after expulsion**

From the findings, slightly more than half of the respondents accounting to 54%

(n=31) indicated that boys turn up while those who felt they never turn up accounted to 45% (n=26). Those who didn't respond accounted for 1% (n=1 ( Figure 15)). These findings indicate that slightly less than a half of the boys drop out due to lack of the school fees and support the findings of MoEST findings that despite the Constituency Development Fund (CDF) disbursement and bursary allocations to the needy students (boys) in public day secondary schools, students have continued to drop out as illustrated in Figure 10.

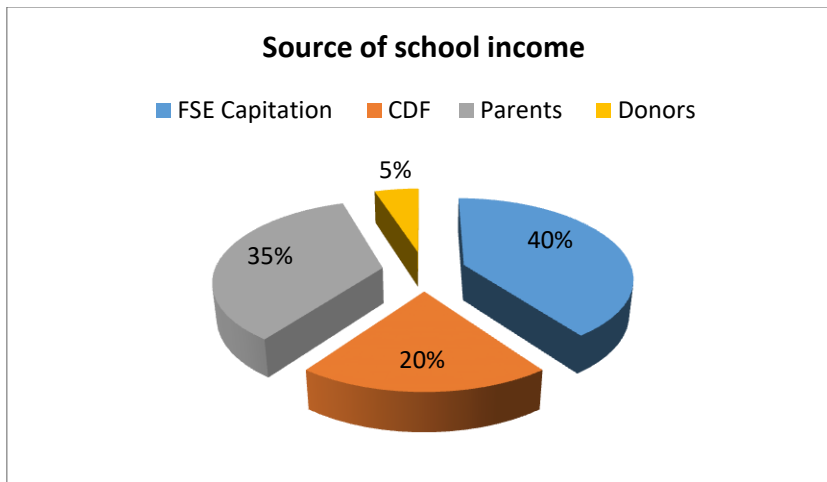
#### **4.3.1.3 Principal Responses**

The principals' respondents responded to the first objective of the study which sought to explore the influence of parent level of income on the boy-child school dropout rate in public secondary schools in Kirinyaga County, Kenya.

#### **Source of school income**

The study sought to find out where the principal got income to run the school

The principals were asked where they got the income to run the school. Their responses are shown in Figure 16.

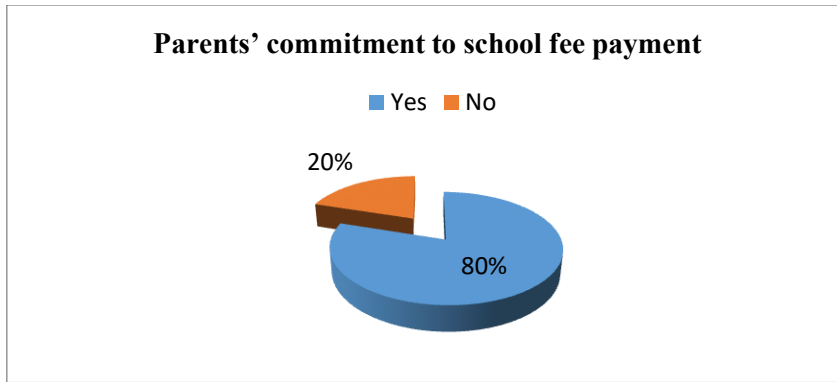


**Figure 16: Source of school income**

Less than half of the principal response represented by 40% (n=8) indicated that they source school income from Free Secondary Education Capitation while 35% (n= 7) sourced from parents. Those who source from CDF accounted to 20% (n=4) while those who rely on donors accounted to 5% (n=1) ( Figure 16). The study findings indicate that 35% of the school income depended on the parent as they pay school fee for their sons and being day schools most of them were not able to meet their obligations due to their low social economic status. Fall and Roberts (2012) assert that despite free day education, parents are still unable to meet auxiliary needs like texts books Student are likely to be out of school if they are not able to meet the school fee. Wang (2010) viewed poverty as a contributing factor of children’s dropout in rural areas of China. It is highly likely that children retention rates are higher in households that have better economic statuses than those that come from poor households, who are likely to drop out of school once enrolled or never attend school altogether.

**Parents’ commitment to school fee payment**

The principals were asked whether parents pay school fees for their children. The responses are shown in Figure 17.

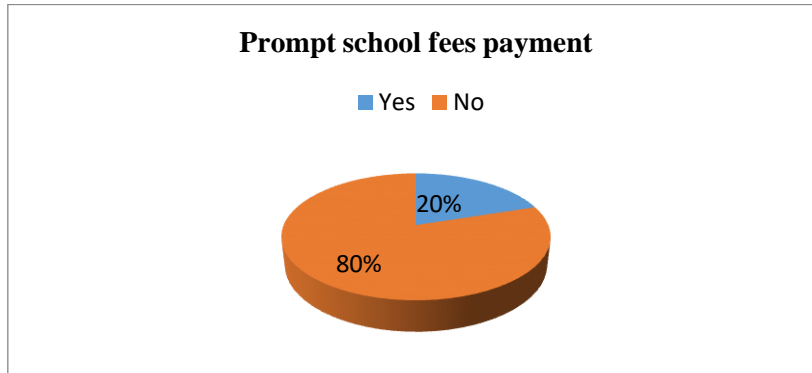


**Figure 17: Parents' commitment to school fee payment**

Majority of respondents represented by 80% (n=8) indicated that parents pay for their children school fees while 20% (n=2) said parents don't pay school fees ( Figure 17). From the study findings, a big number of parent care to pay fee but what is important here is how promptly they pay school fee. The minority 20% (n=2) could be among those Kenyans who live below poverty line. About 51% of Kenyans live below poverty line and have challenges in meeting their children fee.

### **Prompt school fees payment**

Principals were to tell whether parents were prompt in paying school fees. The responses are shown in Figure 18.

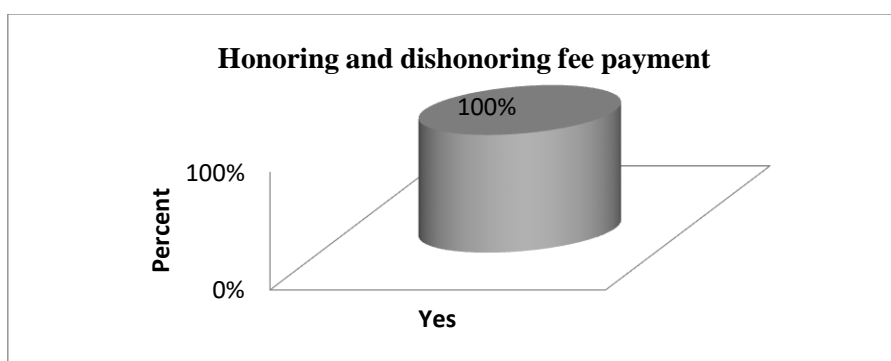


**Figure 18: Prompt school fees payment**

Majority of respondents represented by 80% (n=8) said parents are not prompt in payment of school fees while 20% (n=2) felt parents are prompt in school fee payment (Figure 18). The study findings show that majority of the parents do not pay fees promptly. This may give the school administration some challenges in monetary related service delivery which support learning. The principals may be forced by circumstances to ask the student to go for school fee. Barr and Parret (2007) report that poverty prevents many parents from supporting their children's education.

### **Honoring and dishonoring fee payment**

Principals were asked whether there were parents who don't pay school fees. They responded as illustrated in Figure 19.



**Figure 19: Honouring and dishonouring fee payment**

All respondents represented by 100% (n=10) agreed that there are parents who don't pay school fees for their children ( Figure 19). The study findings indicate those students whose parent don't pay are likely to be sent out of school and they may or not get back to school. Due to their household need of money they may drop in order to assist their parents in income generating activities. (Hardley, 2010).

**Consequences that face the boy child who fails to pay school fees**

The principals were to state on what happens to a boy child who fail to pay school fees, the responses are illustrated in Table 3.

**Table 3: Consequences that face the boy child who fail to pay school fees**

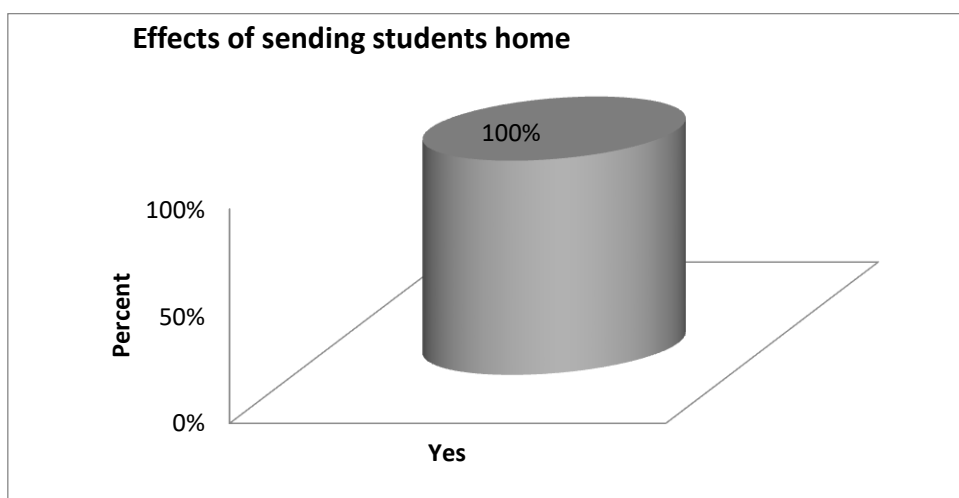
Responses	Frequencies	Percent
Some are sent home while bright students are retained	5	45
Constant reminder	1	9
Some are sponsored	2	18
Advised to seek for bursary	3	28

Slightly below a half representing 45% said that students are sent home while bright students are retained, 28% are advised to seek for bursary, 18 % are sponsored, while, 9% (n= 10) get constant reminder to pay (Table 3). The findings indicate that most student waste a lot of time to source for the school fee while the bright ones are

favoured and remain in school. This encourages poor performance in that it not only kills the morale of non-bright student but wastes the teacher/learner contact time on schooling.

### **Effects of sending students home**

The principals were to tell on whether sending students' home until they pay school fees leads to school dropout. The responses are illustrated in Figure 20.

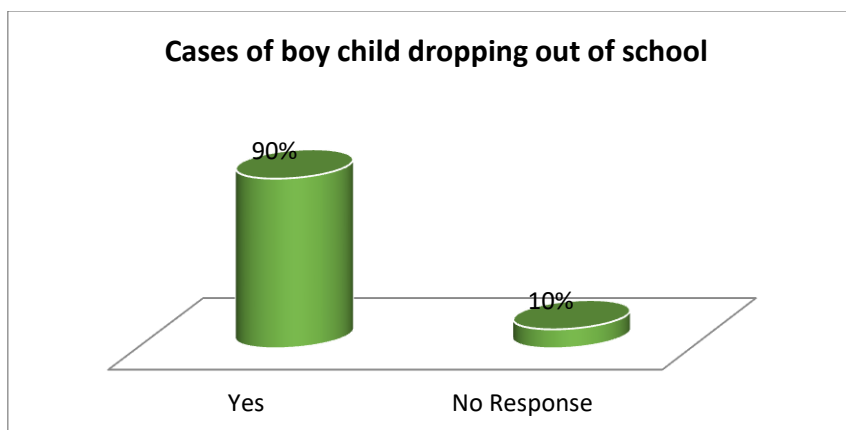


**Figure 20: Effects of sending students home**

All respondents represented by 100% (n=10) agreed that sending students home until they pay their school fees leads to students drop out. This is represented in Figure 20. The study findings indicate that students from poor families are at higher chance of dropping out of school as they are likely not to go back to school should they not get money. Yes Pakistan newspaper, (1977), state, 79% of school dropouts are from low income households.

### **Cases of boy child dropping out of school**

The principals were to tell on whether there are cases of boy child dropping out of school. The responses are shown in Figure 21.



**Figure 21: Cases of boy child dropping out of school**

Majority of respondents represented by 90% (n=9) indicated that there are cases of boy child dropping out of school while 10% (n=1) they have not experienced cases of boy child drop out ( Figure 21). From the study findings, drop out of boy child is real in Kirinyaga public day secondary schools.

#### **Remedy to school dropout rate**

Principals were to state the steps they take to remedy the dropout in their schools. The responses are illustrated in Table 4.

**Table 4: Remedy to school dropout rate**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Guidance and counselling</b>	2	20
<b>Soliciting for bursary</b>	2	20
<b>Encourage partial payments</b>	1	10
<b>Looking for sponsor, CDF and teachers assistance</b>	1	10
<b>Home visits and recalls</b>	2	20
<b>Inviting administration to intervene</b>	2	20

Less than a quarter 20% of the respondents' offered Guidance and counseling, another 20% soliciting for bursary for students, 20% embraced home visits and recalls, 20% looked for administrative for intervention (Table 4). The findings indicate that

principals take several measures to remedy the dropout rate. From the above findings it is evident that the parental level of income played a critical role in contributing to the dropout rate of the boys since most of the parents in the day schools were not able to meet their parental obligations. The records kept by the principals on the boys students they visit at their homes and those they consulted interventions from administration combined were 40% (Table 4).

### 4.3.2 The Influence of Peer Pressure to the Boy Child School Dropout Rate

The second objective of the study was to establish the influence of peer pressure on the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya.

#### 4.3.2.1 Students Responses

The student' respondents responded to the second objective of the study which sought to establish the influence of peer pressure on the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya.

#### Choosing friends

The study sought to find out how students choose their friends

The form 3 students were asked how they choose friends. They responded as illustrated in Table 5.

**Table 5: Choosing friends**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Character</b>	53	27
<b>Test and analyse the situation wisely</b>	11	6
<b>Behavior</b>	27	14
<b>Performance</b>	10	5
<b>Attitude</b>	3	1.5

<b>Who helps</b>	5	2.5
<b>Internet search</b>	1	1
<b>No response</b>	83	43

Twenty seven percent (27%) of form 3 said that they chose their friends in relation to their character, 14 % on behavior, 6% tested and analysed the situation wisely, 5% from other social creteria while 43% did not respond (n=193) as shown in Table 5. The findindgs indicate that majority of the respondent chose their friends after watching their behavior or character. This may lead them in choosing friends that may or may not have positive behavior or character due to Peer relationships. Peer pressure is a potential social tool to most teens and has a power to drive attitude character and behavior. This supports the findings of (Stewart, 2008; Nicholas and White 2001). That: Peer relationships develop norms and values that can promote or undermine academic outcomes. Dropout of boy child would not be spared by influrnce of peer pressure hence the affected boys (droupout) academic outcomes get undermined.

### **Assisting each other**

The study sought to find out how the boy child assisted each other. The form 3 students were asked how they assisted each other as boys. Their responses are illustrated in Table 6.

**Table 6: Assisting each other**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Studying and group discussions	39	20
Revising	10	5
Problem soliving discussions	10	5
Assist needy learners	8	4
Assist each other	7	3
Knowledge sharing	2	1

Asking questions	2	1
Experience sharing	2	1
Inspiring the needy	1	0.5
Encouragement	1	0.5
Spend time together	1	0.5
Motivating each other	1	0.5
Leading activities	1	0.5
Analyse friends wisely	1	0.5
No response	100	51

The findings of the study indicated that 38% (n= 74) assisted each other on matters related to school learning 10% assisted on issues not directly related to school (n=19) while 52% ( n = 100 ) did not respond. Less than a half of the respondent assisted each other either on school related matters or on issues not directly related to school. Majority of the respondent did not respond which could indicate that diverse answers or did not understand the question. The findings are presented in Table 6 .The findings of the study indicate that student interacted well and would help each other while in school. This social setting is enough to influence the character or the behaviour of the other. When students share as in assisting each other, they have an open chance to drive the character or the behavior of the other on the positive direction or even to the negative direction through the power of peer pressure. Wickert (2002), asserts that: The way children spend their time determines how they develop within the social groups.

### Sharing ideas with friends

The study sought to find how the boy child shared ideas. The students were asked how they shared ideas with friends. Their responses are illustrated in Table 7.

**Table 7: Sharing ideas with friends**

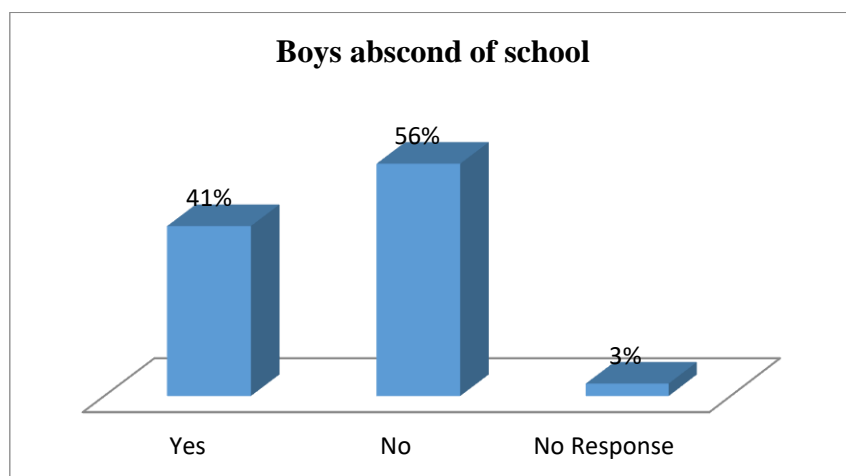
<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
Group discussion	26	13
Communication	12	6
Share ideas	9	4.5
Discuss issues	7	3.6
Revision	3	1.5
Solution discussion	3	1.5
Ask question	2	1
Advice each other	5	1
Help each other	2	1
Tell	2	1
Many ways	2	1
Educational stories	2	1
Mutual listening	2	1
Orally	2	1
Problem solving	2	1
Confidentiality	2	1
Being together	1	0.5
Positively	1	0.5
Cooperation and socialization	1	0.5
Negative attitude	1	0.5
Situational analysis	1	0.5
Internet	1	0.5
Share word of God	1	0.5
No response	103	53

Less than a half, 44% of the form 3 students said that they shared ideas through communication and group discussions (n =90) . 19% ( n = 21) share through discussion of issues and advices to each other while 35% (n = 29) did not respond as illustrated in

Table 7. These findings indicate that boys interacted well with one other which could mean they influence their behavior on each other be it positive or negative depending on the perspective on which ideas they share, students' behavior is subject to change. Some may conceptualize positively to the idea shared while other may go opposite due to negative peer pressure. Should they be on negative, then issues like dropping out of school, truancy and other may take the day. As (Stewart, 2008; Nicholas and White 2001). Affirms that negative peer pressure or social disapproval towards school work leads to some students to dropping out of school (Stewart, 2008; Nicholas and White 2001).

### Boys abscond of school

The study investigated whether there were friends who kept on running away from school. The purpose here was to explore on whether peer pressure had a role to play. The form three students were asked whether there are friends who keep on running away from school. Their responses are illustrated in Figure 22.



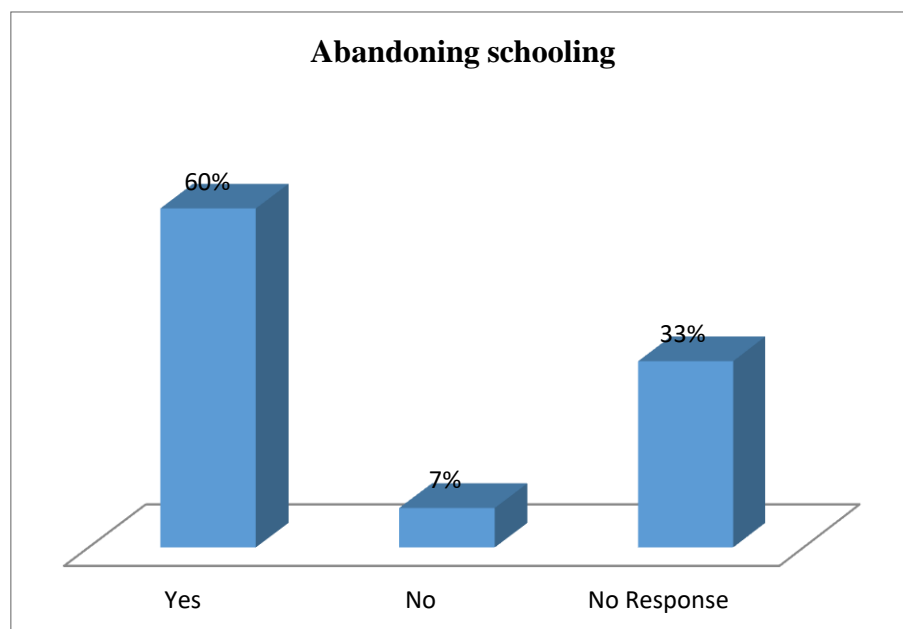
**Figure 22: Boys abscond of school**

Slightly more than half of respondents represented by 56% (n=108) indicated that they don't know friends who keep on running away from school while those who knew, accounted to 41% (n=79). Those who did not respond accounted to 3% (n=6) as

presented in Figure 22. The findings of this study indicate most boys don't run away from school but there are those who do it. These findings shows that most of the boys are not influenced by peer pressure to be away from school. In this case therefore peer pressure has little contribution to the boy child school drop out in Kirinyaga County. Boys who keep on running away from school, may influence others who don't. This could be as they interact with those who don't after school through peer pressure, all being in day school set up

### **Abandoning schooling**

The study investigated on whether there are boys who left school and went forever. The students were to tell whether there are boys who left school and went forever. Their responses are as shown in Figure 23.



**Figure 23: Abandoning schooling**

More than half of the students' respondents accounting to 60% (n=115) indicated that there are boys who left school and went forever while 7% (n=15) said there are no boys who had left school forever. Those who didn't respond accounted to 33% (n=63). As

illustrated in Figure 23. These findings indicate that these boys cease to be in school which could be due to negative peer pressure or social disapproval towards school work leading to some students to dropping out of school (Stewart, 2008; Nicholas and White 2001). Through the peer pressure students are most likely to be introduced and involved in truant behaviours such as drinking, smoking, indecent act and drop out of school (Ezewu 1983).

The study findings suggest that boys who had left school forever are driven by negative peer pressure leading to school drop outs.

#### **4.3.2.2 Teachers Responses**

The teachers' respondents responded to the second objective of the study which sought to establish the influence of peer pressure on the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya as discussed here below.

##### **Students' social groups' formation in school**

Teachers were asked how students form their social groups in school and they responded as illustrated in Table 8.

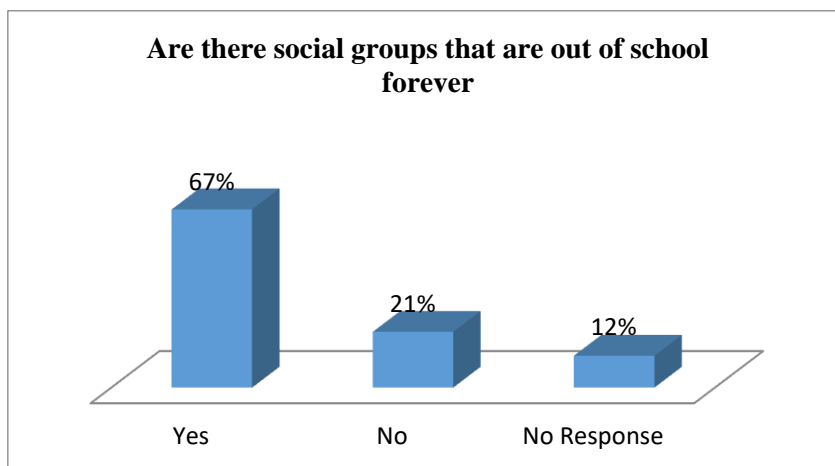
**Table 8: Students' social groups formation in school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Classmate</b>	3	5
<b>Village social set up</b>	7	12
<b>Gender</b>	3	5
<b>games</b>	2	3
<b>School</b>	1	2
<b>Common interest</b>	2	3
<b>Social economic status</b>	2	3
<b>Among friends</b>	3	5
<b>Primary school attended</b>	1	2
<b>Informally</b>	1	2
<b>Peer</b>	1	2
<b>Performance</b>	2	3
<b>Boys vs. Boys</b>	1	2
<b>Age background</b>	1	2

Majority of the teachers' respondent representing forty nine percent (49%) did not respond. This could have been they had not interacted much with the students socially or they didn't conceptualize the question while 12% of the students formed their social groups through Village social set up, while Classmate, and Gender setting was 5% (n= 59) (Table 8). These findings indicate that majority of the teachers are not keen on how students form their social groups. Teachers are entrusted to guide learners and impart knowledge not only cognitive but even social leaning. Teacher need be keen on their students in order to detect negative and positive group formation of students' and advice accordingly.

#### Students' social groups school abscond

The teachers respondent were asked whether there are social groups that are out of school forever They responded as shown in Figure 24.



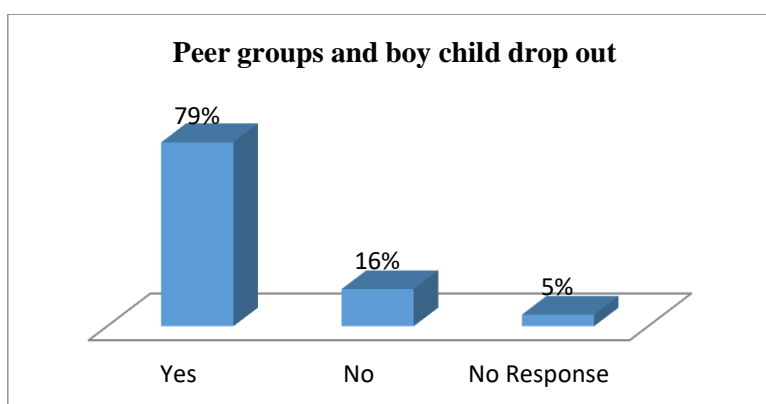
**Figure 24: Students' social groups school abscond**

More than half of respondents represented by 67% (n=39) indicated that there are social groups that are ever out of school while those who said no groups out of school accounted to 21% (n=12). Those who did not respond accounted to 12% (n=7) ( Figure 24). The study findings support (Stewart, 2008; Nicholas and White 2001), Alley

(2003) who argued that negative peer pressure or social disapproval towards school work leading to some students to dropping out of school. Teenagers and children in general experience social pressure in a bid to conform.

### **Peer groups and boy child drop out**

The study sought to find out whether peer group causes boy child drop out. The teachers' respondents were to tell whether peer group causes boy child drop out. They responded as illustrated in Figure 25.

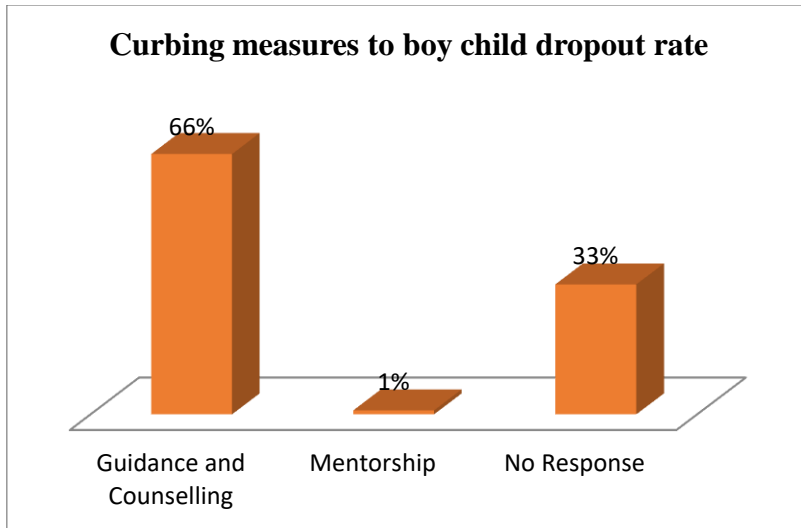


**Figure 25: Peer groups and boy child drop out**

Majority of teachers respondents represented by 79% (n=46) agreed that peer groups contribute to school dropout rate in boy child while those who felt peer group doesn't affect boy child school dropout rate accounted to 16% (n=9). Those who did not respond accounted to 5% (n=3) ( Figure 25). These findings support (Stewart, 2008; Nicholas and White 2001). That negative peer pressure or social disapproval towards school work leading to some students to dropping out of White (2001).

### **Curbing measures to boy child dropout rate**

The study wanted to find out measures in place to curb boy child dropout rate in schools. The teacher respondents were asked on measures in place to curb boy child dropout rate in schools. This is illustrated in Figure 26.



**Figure 26: Curbing measures to boy child dropout rate**

More than half of respondents represented by 66% (n=38) have engaged guidance and counseling while those who didn't respond accounted to 33% (n=19). Those who engage in mentorship accounted to 1% (n=1) ( Figure 26). These findings indicate that most teachers take initiatives to curb the boy child school dropout through guidance and counseling.

### 4.3.2.3 Principal Responses

The principals' respondents responded to the second objective of the study which sought to establish the influence of peer pressure on the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya as discussed here below.

#### Identifying friends

The principals were asked how students identify their friends and their responses are illustrated in Table 9.

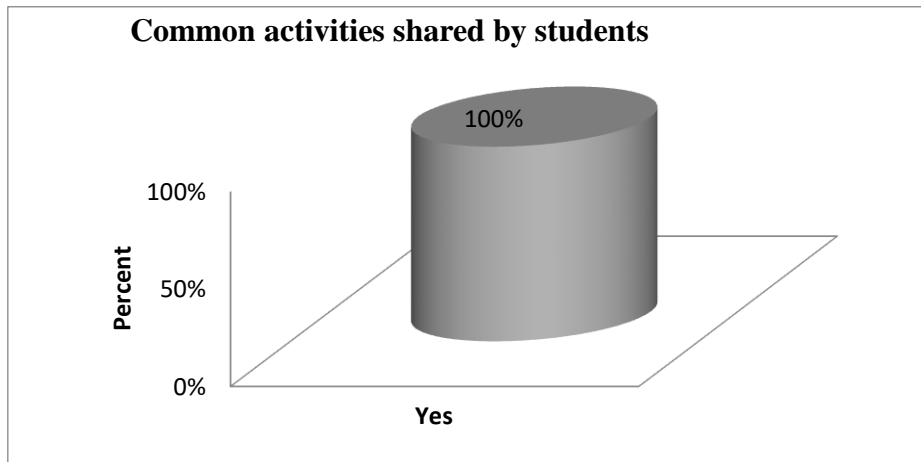
**Table 9: Identifying friends**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Gender</b>	1	10
<b>Status</b>	1	10
<b>Peer influence</b>	1	10
<b>By meeting in school</b>	1	10
<b>Age wise</b>	1	10
<b>Neighbourhood circle</b>	1	10
<b>Similar behaviour</b>	1	10
<b>Those who share character traits</b>	2	20
<b>Area of origin</b>	1	10

From the findings, 20% of the respondent said that the student identified their friends by sharing character traits, only 10% said that students identified their friends through Peer influence (Table 9) From the study findings this would mean few students identify their friends from peer influence but not from others like the social settings. The study found that peer pressure plays minimal influence to students' school dropout.

### **Common activities shared by students**

The principals were asked whether there are common activities student share. This is illustrated in Figure 27.



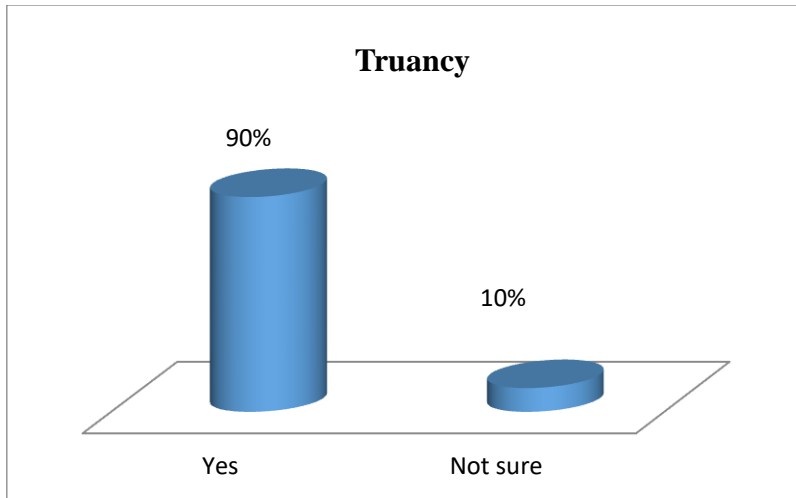
**Figure 27: Common activities shared by students**

The study findings show all respondents represented by 100% (n=10) noted that students have common activities they share ( Figure 27). This finding indicates the principals are keen on how the student behave which is helpful to sustain the school discipline. Well-disciplined students are unlikely to drop out of school.

### **Truancy**

The principals were to tell whether some of the activities they did could be like truancy.

Where they responded as in Figure 28.

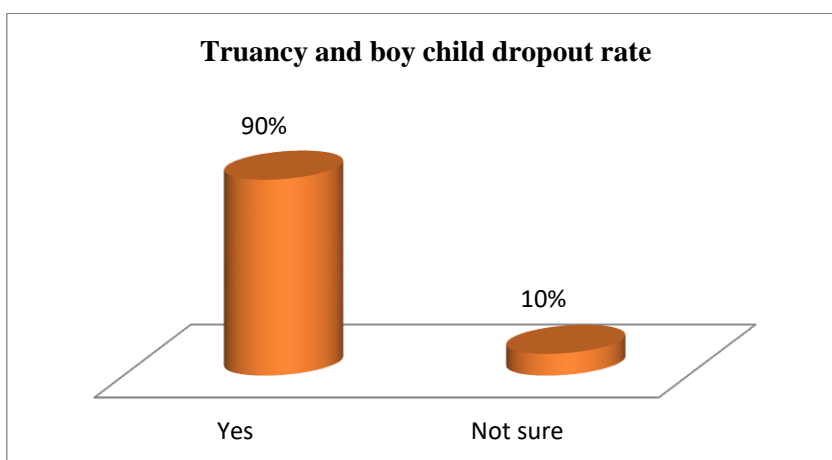


**Figure 28: Truancy**

Majority of respondents represented by 90% (n=9) agreed some activities were truancy while 10% (n=1) felt some of the activities are not truancy ( Figure 28). This finding indicate truancy is common among boys in these schools under the study. When truancy is common, the possibility of other boys copying the trend would be high. This is because truant may influence others and mostly if truancy is not addressed accordingly.

**Truancy and boy child dropout rate**

The principals were to tell whether truancy result to boy child dropout rate. See the illustrations of their response in Figure 29.



**Figure 29: Truancy and boy child dropout rate**

Majority of respondents represented by 90% (n=9) indicated that reported truancy results to boy child dropout rate while 10% (n=1) felt drop out of boy child does not result from truancy ( Figure 29). Truancy starts with a single student. This very student has the potential power of peer pressure in him or her therefore likely to influence more on it. Peer pressure is one of the many main causes of student indiscipline and influences other indiscipline aspects among students. Obiunu (2018) asserts that there is a significant relationship between peer pressure and truancy among secondary school students. The influence of peer group is very hard to curb simply because it is the second agent of socialization and this influences students to engage in truant act (Obe, 1998). According to the findings of this study based on responses, truancy in schools under the study lead to school dropout of the boy child.

#### **4.3.3 Influence of Drugs and Substance Abuse on the boy child dropout rate**

The third objective of the study was to examine the influence of drugs and substance abuse to the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya. This is discussed here below.

##### **4.3.3.1 Students Responses**

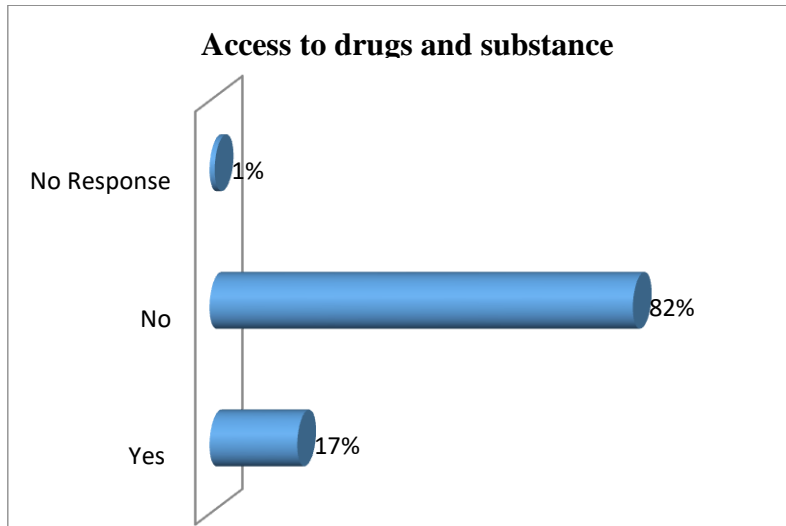
The students' respondents responded to the third objective of the study which sought to examine the influence of drugs and substance abuse to the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya. This is discussed here below.

##### **Access to drugs and substance**

The study sought to find out whether there are people who sell edibles and drinks that are likely to have been mixed with drugs in their school.

The form 3 students were asked whether there are people who sell edibles and drinks that are likely to have been mixed with drugs in their school. They responded as in

Figure 30.

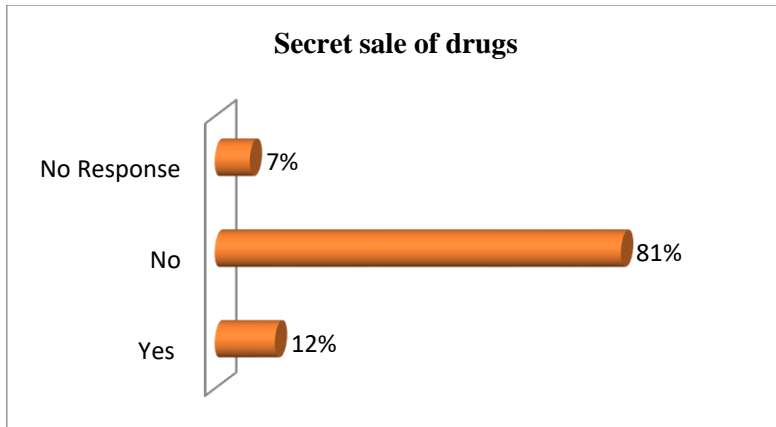


**Figure 30: Access to drugs and substance**

Majority of respondents represented by 159 (82%) indicated that they don't know people who sell edibles and drinks that are likely to have been mixed with drugs while those who knew accounted to 17% (n=32). The findings are illustrated in Figure 30. Those who didn't respond accounted to 1% (n=2). These findings show that the issue of prohibited drug is openly not discussed to avoid intimidation. This could have been the reason why majority of the respondents indicated that they don't know people who sell edibles and drinks that are likely to have been mixed with drugs in their school. The students would fear being intimidated.

### **Secret sale of drugs**

The study sought to find out whether those who sell edibles and drinks secretly try to sell drugs. The form 3 students were asked whether those who sell edibles and drinks secretly try to sell drugs. Their responses are illustrated in Figure 31.

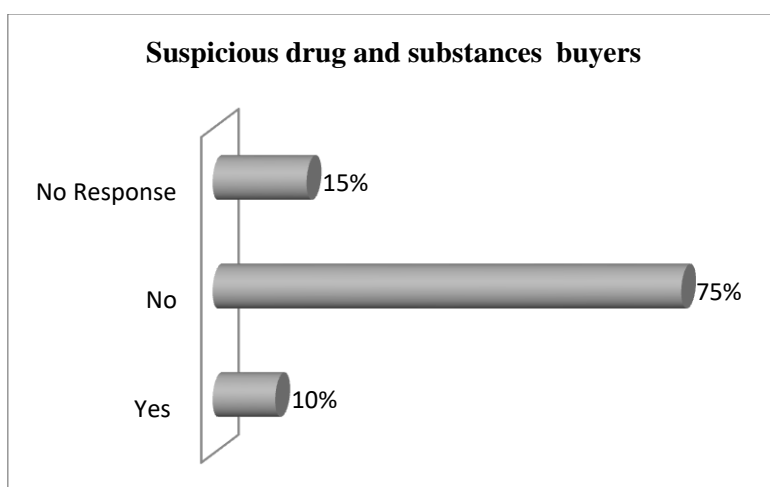


**Figure 31: Secret sale of drugs**

Majority of respondent represented 156 (81%) said that they were not aware of whether those who sell edibles and drinks secretly sell drugs while those who knew they are involved secretly in selling drugs to students accounted to 12% (n=23). Those who didn't respond accounted to 7% (n=14). This is presented in Figure 31. From these findings, majority of the form three students were not aware of any one involved in trying to sell drugs secretly to students. This clearly shows that if there were any such people, they are careful when so doing. Few of the respondents knew such people meaning that there are some people who sneak drugs to students' Figure 4.30. The findings show that some student acquire drugs through pretense of buying edibles and drinks sneaked in school by people posing to be selling the latter. Such students are likely to drop out of school.

### **Suspicious drug and substances buyers**

The study sought to find out whether students suspected others buying drugs and substances. The form 3 students were asked whether they suspected others buying drugs and substances. Their responses are illustrated in Figure 32.

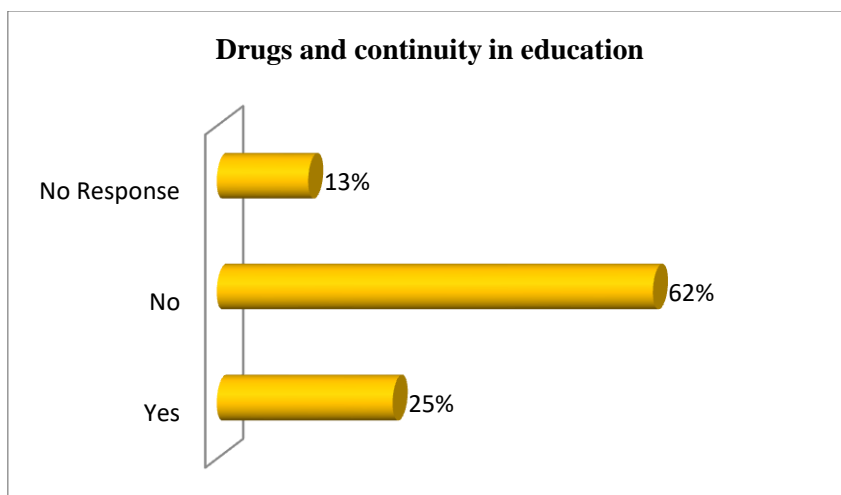


**Figure 32: Suspicious drug and substances buyers**

Majority of respondents represented by 75% (n=144) indicated that they have not suspected any students buying drugs while those who suspected their fellow students buying accounted to 10% (n=19) as shown in Figure 32. Those who didn't respond accounted to 15% (n=30). These findings indicate that most of the students did not suspect their colleagues of buying drugs and drug substances. A few of them suspected them indicating that those few were involved in drugs and substances. When 10% of the student are involved in drugs and substances practices, it means that their school concentration is affected. They can also influence others to the practice. According to the Daily Nation, (2005), about 2000 residents of Kirinyaga County demonstrated against what they called increasing chewing of Khat (*Catha edulis*).

### **Drugs and continuity in education**

The study sought to find out whether there is relationship between students who may take drugs and continuity in education. The form 3 students were asked whether there is relationship between students who may take drugs and continuity in education. Their responses are shown in Figure 33.



**Figure 33: Drugs and continuity in education**

More than half of respondents represented by 62% (n=119) indicated that there is relationship between students who may take drugs and continuity in education while 25% (n=48) indicated that there wasn't. Those who didn't respond accounted to 13% (n=26). This is illustrated in Figure 33. The findings indicated that most of the student who may use drugs and drugs substances don't continue with education. Drugs are defined as substances that when taken alters the function of our body. When boys engage in drug abuse their perception and judgment change hence negatively towards education and other social live endeavors. This finding supports AFP, (2011), argument that; young children are not spared dropping out of school due to drug and substances related activities.

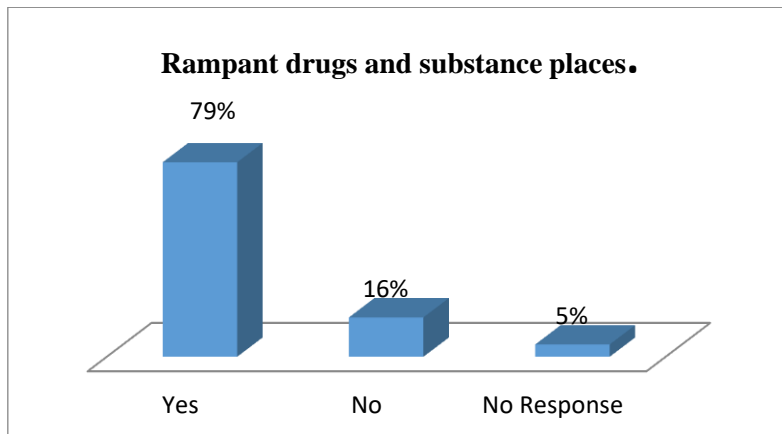
#### **4.3.3.2 Teachers Responses**

The teachers' respondents responded to the third objective of the study which sought to examine the influence of drugs and substance abuse to the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya. This is discussed here below.

#### **Rampant drugs and substance places.**

The study sought to find out whether there are known places of where drugs and

substance is rampant among the people. They responded as shown in Figure 34.

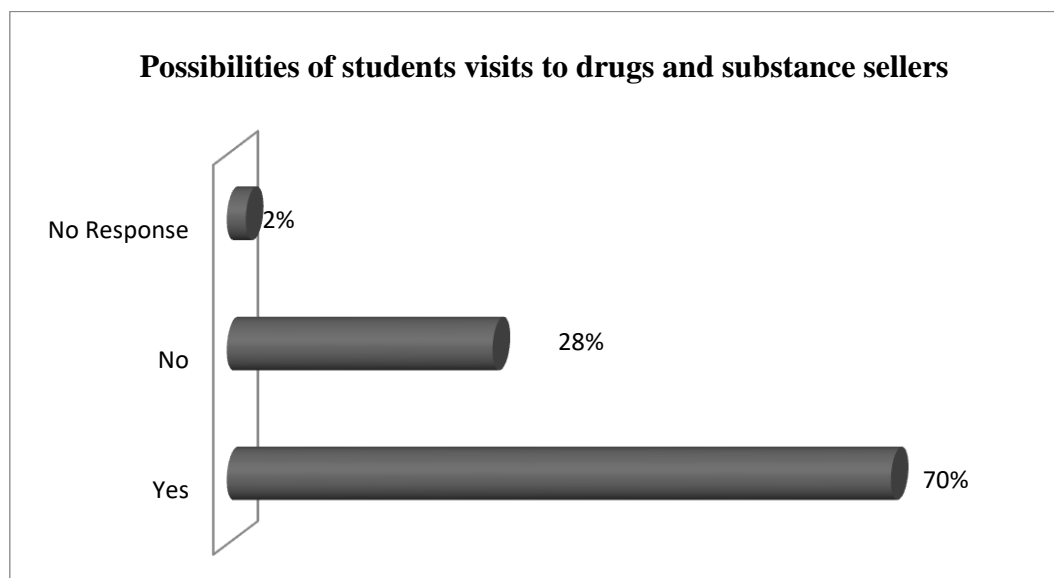


**Figure 34: Rampant drugs and substance places.**

Majority of respondents represented by 79% (n=46) were noted of having heard and knew places where drugs and substances were rampant while those who did not accounted to 16% (n=9). Those who did not respond accounted to 5% (n=3). The study findings indicate that there is a possibility that drugs and substance are available around the school visibility.

### Possibilities of students visits to drugs and substance sellers

The study sought to find out whether there were possibilities that students visit people selling drugs and substance. The teachers were asked whether there were possibilities that students visit people selling drugs and substance. See their responses in Figure 35.



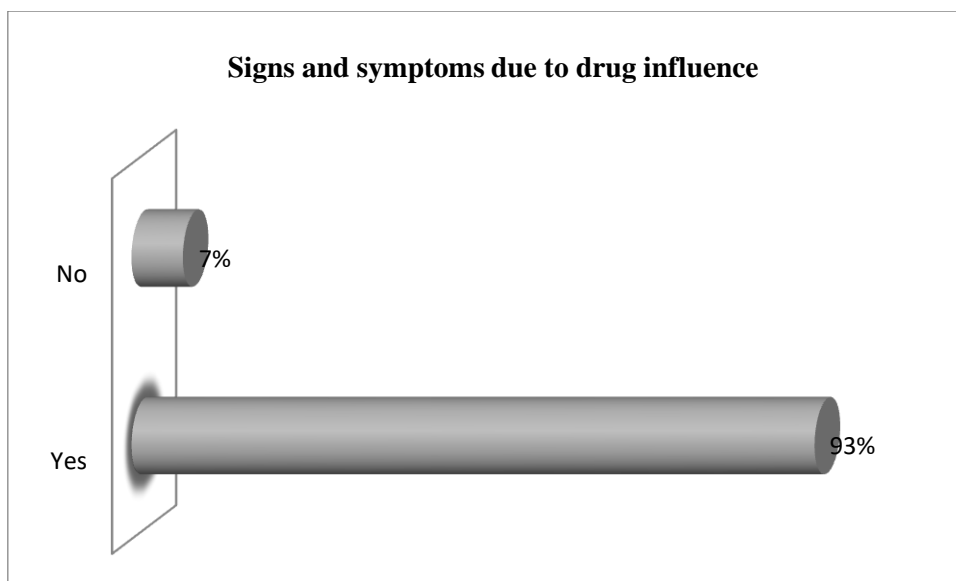
**Figure 35: Possibilities of students visits to drugs and substance sellers**

Majority of teachers respondents represented by 70% (n=40) indicated that students visit where drugs are rampant while those who said they don't visit accounted to 28% (n=16) (Figure 35). Those who didn't respond accounted to 2% (n =3). The findings indicate that students are exposed to where drugs are sold and can influence them to buying hence using them. This exposure may provide opportunities for children to learn and develop social skills while others are avenues for engaging in negative behavior such as drugs and substance abuse dropping out of school as well as illicit sex (Wickert (2002). Kariuki (1988) noted that majority of drug users had friends who had abused drugs.

### Signs and symptoms due to drug influence

The study sought to find out whether there are signs and symptoms of boys getting

influenced by drugs. The teachers were asked whether there are signs and symptoms of boys getting influenced by drugs. See their responses in Figure 36.

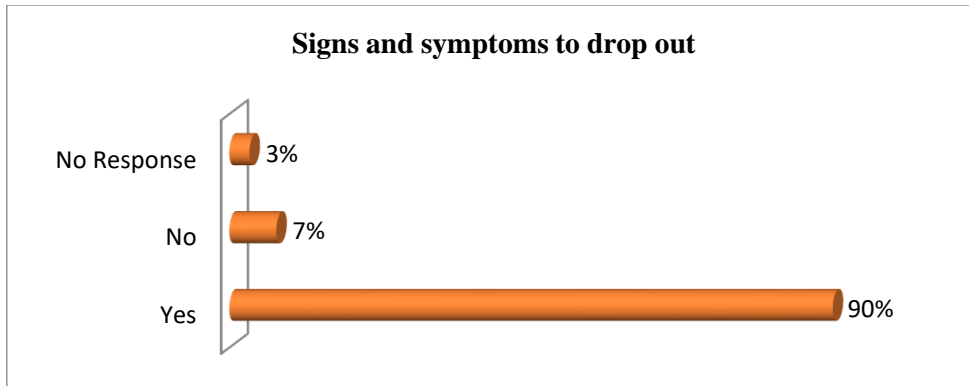


**Figure 36: Signs and symptoms due to drug influence**

Almost all respondents said there are signs and symptoms of students influenced by drugs accounting to 93% (n=54) while those who said there are no signs accounted to 7% (n=4) as illustrated in Figure 36. These findings indicated high percentage of students portraying this negative perception and could be victims of drugs and substance abuse.

### **Signs and symptoms to drop out**

The study sought to find out from the teachers whether boys with signs and symptoms related to drug user drop out of school. The teachers were asked whether boys with signs and symptoms drop out of school. They responded as illustrated in Figure 37.



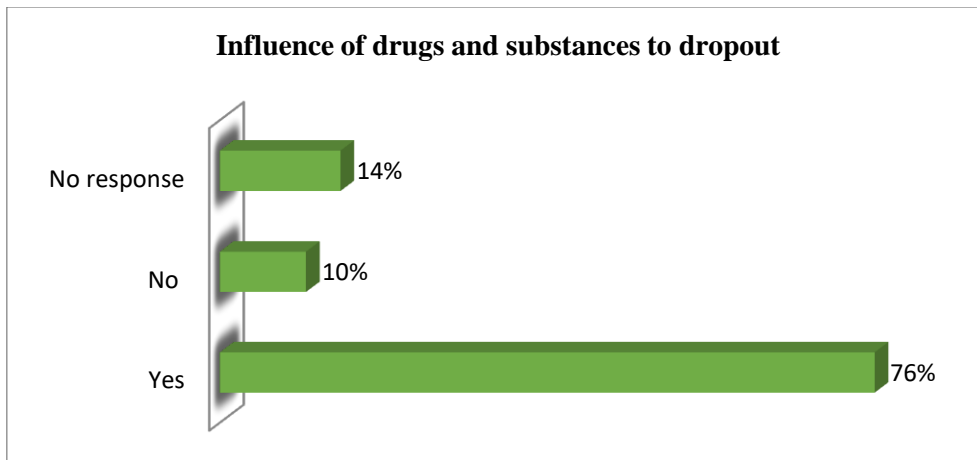
**Figure 37: Signs and symptoms to drop out**

Majority of the teachers' respondents' accounting to 90% (n=52) said that students influenced by drugs drop out of school while 7% (n=4) said they don't drop out of school. Those who didn't respond accounted to 3% (n=2). This is illustrated in Figure 37. This supports Unpublished County Education Report Kerugoya (2017), indicates that girl's dropout rate remains at 2% from 2013 to 2017 whereas that of boys grows from 2.1% in 2013 to 2.8% in 2017. These findings confirm the assumption of this study.

**Influence of drugs and substances to dropout**

The study sought to find out from the teachers whether school drop outs are influenced by drugs and substances.

The teachers' respondents were asked whether school drop outs are influenced by drugs and substances. They responded as shown in Figure 38.



**Figure 38: Influence of drugs and substances to dropout**

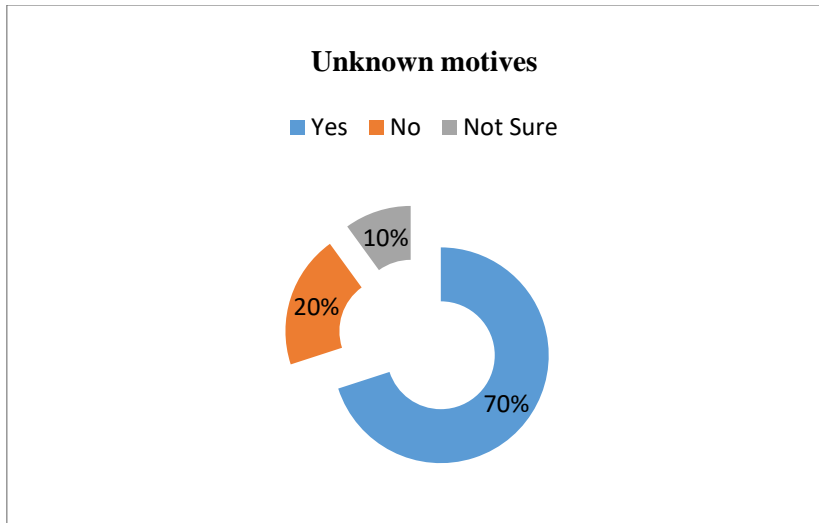
Majority of respondents accounting to 76% (n=44) indicated that they drop out of school due to drugs influence while 10% (n=6) said school drop outs are not influenced by drugs. Those who did not respond accounted to 14% (n=8) (Figure 38). The study findings are in line with the Unpublished County Education Report Kerugoya, (2017, where boys dropout rate grew from 2.1% in 2013 to 2.8% in 2017.

#### **4.3.3.3 Principal Responses**

The principals responded to the third objective of the study which sought to examine the influence of drugs and substance abuse to the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya. This is discussed here below.

##### **Unknown motives**

The study sought to find out whether there were boys who try to catch up with unknown motives. The principals were asked to tell whether there were boys who try to catch up with unknown motives. See how they responded in Figure 39.

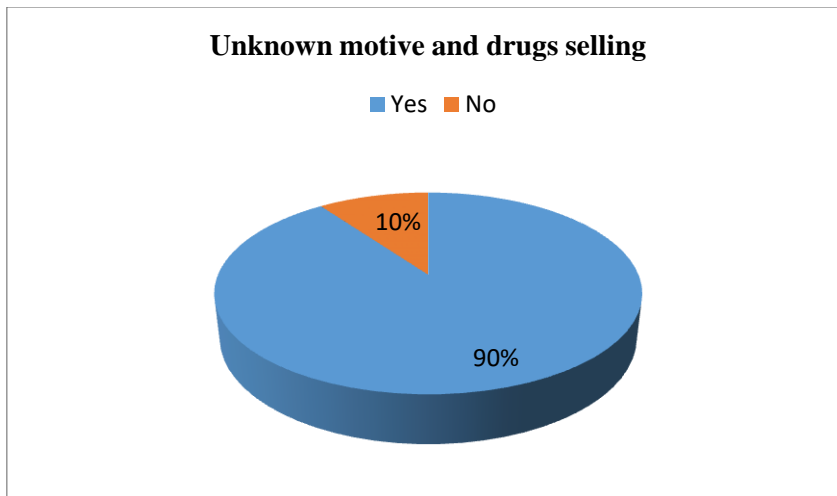


**Figure 39: Unknown motives**

Majority of respondents accounting to 70% (n=7) agreed there are boys who catch up with unknown motives while those who felt students don't have unknown motives accounted to 20% (n=2). Those who were not sure about students' unknown motives accounted to 10% (n=1). As presented in Figure 39. The findings of this study indicate that most the principals monitored students' character. The findings also indicate that most students have unknown motives which could be due to influence of drugs and substances. Such unknown motives are dangerous for it is hard to tell what would happen next.

**Unknown motive and drugs selling**

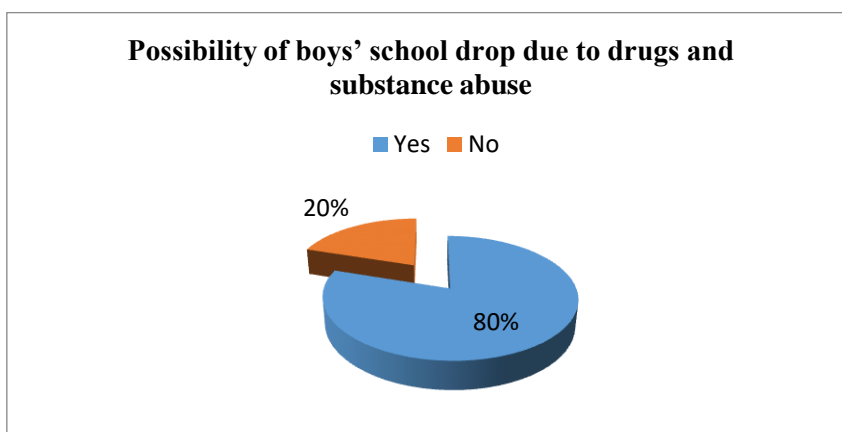
The study sought from the principal whether people with unknown motive could be selling drugs to boy child. The principals were asked whether people with unknown motive could be selling drugs to boy child and they responded as shown in Figure 40.



**Figure 40: Unknown motive and drugs selling**

Majority of respondents accounting to 90% (n=9) felt that people with unknown motives could be selling drugs to boy child while 10% (n=1) felt that people with unknown motives don't sell drugs to boy child. As presented in Figure 40. These findings support's AFP, (2011), that people with unknown motive destroy the youth by supplying unknown substances to them. This means youths in Kirinyaga County are at risk as they may be influenced by such people with unknown motives.

**Possibility of boys' school drop due to drugs and substance abuse**The study sought to find whether there are boys who drop out of school due to drugs and substance abuse. The principals were asked whether there are boys who drop out of school due to drugs and substance abuse. Their responses are illustrated in Figure 41.



**Figure 41: Possibility of boys' school drop due to drugs and substance abuse**

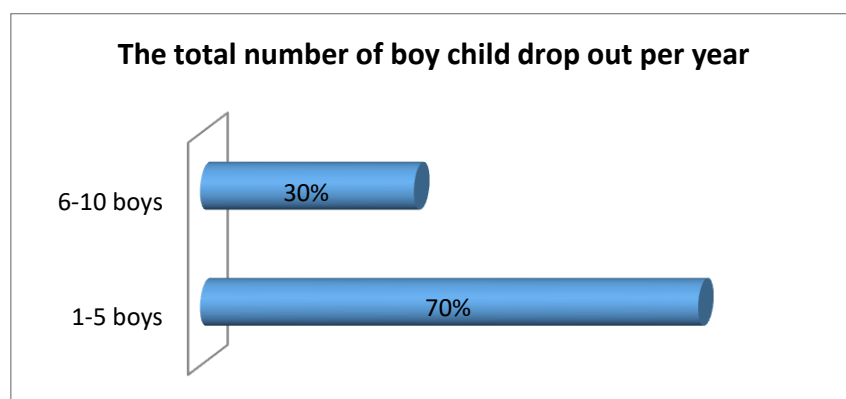
Majority of the principal respondents represented by 80% (n=8) noted that there are boy child who drop out of school due to drug and substance use while 20% (n=2) felt no boy child who had dropped out of school due to drug abuse (Figure 41). The finding indicate that majority of the boy child school dropout is motivated by drug related aspects. Star, (2010) a university of Nairobi (UoN) lecturer says boys are suspected to be dropping out of primary schools to work in the Khat (Catha Edulis), farms in Kirinyaga county which could also be with the secondary boys' counterparts in the county.

**Total number of boy child drop out per year**

The study sought to find out the total number of boy child drop out per year

The principals were asked to indicate the total number of boy child drop out per year.

They responded as shown in Figure 42.



**Figure 42: Total number of boy child drop out per year**

Majority of respondents represented by 70% (n=7) noted that 1-5 boys drop out of school annually while those who noted dropout rate is between 6-10 accounted to 30% (n=3) (Figure 42) The study findings indicate if an average of 5 boys dropping from each of the 10 sampled school, this translate to 50 boys per year and if 6- 10 boys drop per year, that is an average of 8 boys per school which would translate to 80 boys in ten schools per year. The findings corresponded to the indiscipline records on school dropout rate principals had kept for a period before this study was taken.

#### 4.3.4 The Influence of Role Modeling to the Boy Child School Drop Out Rate

The fourth objective of the study was to find out the influence of role modelling to the boy-child dropout rate in public day secondary schools in Kirinyaga County Kenya.

##### 4.3.4.1 Students Responses

The students' respondents responded to the fourth objective of the study which sought to find out the influence of role modelling to the boy-child dropout rate in public secondary schools in Kirinyaga County Kenya. They responded as discussed here below.

##### Boy child choice of friends

The study sought to find out how the boy child choose friends.

The form three students were asked on how they choose friends and responded as shown in Table 10.

**Table 10: Boy child choice of friends**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Manners</b>	6	3.2
<b>Knowledge</b>	6	3.2
<b>Character</b>	53	29.1
<b>Role model</b>	1	0.5
<b>Behavior</b>	10	5.5
<b>Performer</b>	8	4.4
<b>Internet</b>	1	0.5
<b>Available when needy</b>	6	3.2
<b>Wisely</b>	6	3.2
<b>No response</b>	85	47

The form three students (29%) chose friends on the character base 23% chose their friends from other criteria than role modeling only 1% chose their friends by role modeling. 47% (n =193) of the boys did not respond as shown in Table 10. Role modeling being emulating and inspiring behaviour from others could be one of ways to choose friends hence findings of this study means that boys could not find people to

model from and based on this aspect of choosing friends through role modeling, boys 'school dropout is minimal. Below a half (47%) did not respond, they may have not have conceptualized the question.

### **Boys' assistance to one another**

The study sought to find out how the boys assisted one another with friends. The form three students were asked how they assisted one another with friends. Their responses are illustrated in Table 11.

**Table 11: Boys' assistance to one another**

<b>Response</b>	<b>Frequency</b>	<b>Percent</b>
<b>Assisting each other</b>	9	4.6
<b>Team work</b>	40	20.6
<b>Inspiring</b>	4	2.1
<b>Guidance</b>	2	1
<b>Advice</b>	4	2.1
<b>Discuss issues</b>	2	1
<b>Educational discussion</b>	12	6.2
<b>Socializing</b>	1	0.5
<b>No response</b>	120	61.8

On how boys assisted one another, 21% (n= 40) of the respondent said they did it through team work 6% on the on educational discussions, 11% on discussions, inspiring guiding and advising, 69% (n = 120) of the respondents did not respond as presented in Table 11. From the study findings, slightly below a third of the respondents assisted one another as friends, majority of the respondents who did not respond could be they did not conceptualize with the question.

### **Sharing ideas with friends**

The study sought to investigate how they shared ideas. The form 3 boys were asked how they shared ideas (Table 12).

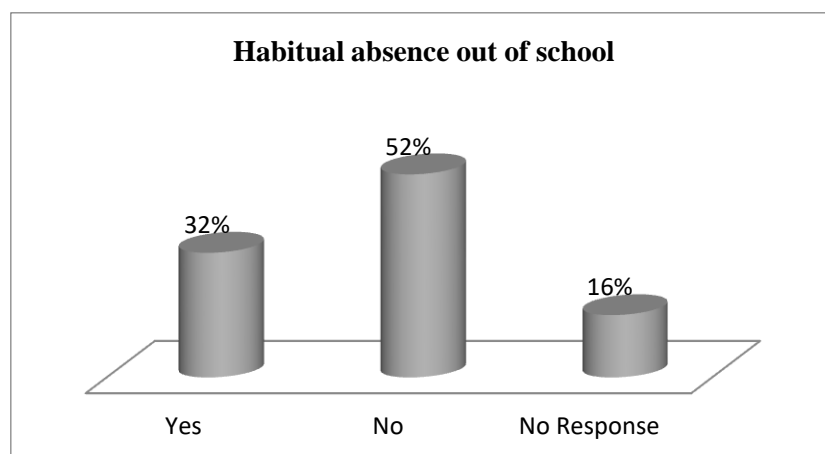
**Table 12: Sharing ideas with friends**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
<b>Disclose issues</b>	9	4
<b>Practice ideas</b>	40	18
<b>Advice</b>	3	1.7
<b>Story</b>	2	1.4
<b>Communication</b>	4	2
<b>Share ideas</b>	2	.9
<b>Group discussions</b>	12	5
<b>Secretly</b>	1	1
<b>Guidance and counselling with real life experience</b>	5	2
<b>No response</b>	145	64

Eighteen percent (18%) of the respondents shared ideas, 9% shared ideas, 14% shared either in Guidance and counseling, with real life experience, Group discussions or other manners of communication. Sixty four percent (64%) of the respondent did not respond (table 4.10.). The study findings indicate that the boy child had limited ways of sharing ideas. Slightly above the half of the student did not respond. The findings this shown that most of them didn't share ideas with their friends.

### **Habitual absence out of school**

The study sought to investigate whether there are friends who keep on running away from school. The form three students were asked whether there are friends who keep on running away from school. See their responses in Figure 43.

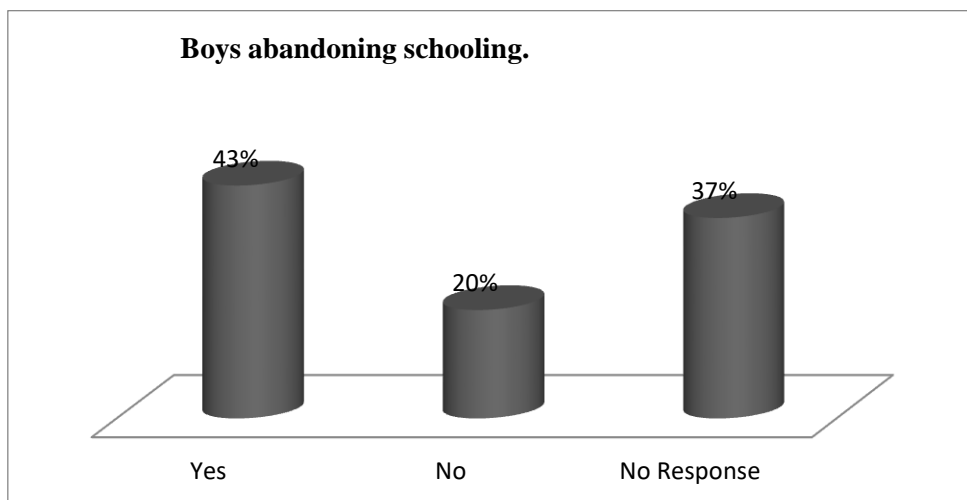


**Figure 43: Habitual absence out of school**

Slightly more than half of respondents accounting to 52% (n=101) said they didn't know friends who keep on running away from school while those who know friends who keep on running away from school were 32% (n=62). Those who didn't respond accounted to 16% (n=30) (Figure 43). From the findings, less than a half of the boys know friends always keeping on running away from school while the majority remained in school.

### **Boys abandoning schooling.**

The study sought to know whether there was student who leave school and leave for ever. The form 3 students were asked whether there were students who leave school and leave for ever. They responded as shown in Figure 44.



**Figure 44: Boys abandoning schooling.**

Slightly below half of respondents indicated that they know friends who have left school forever which is represented by 43% (n=83) while those who don't know accounted to 20% (n=38). Those who didn't respond accounted to 37% (n=72). The findings of the study suggest there were boys who were likely to drop from school as

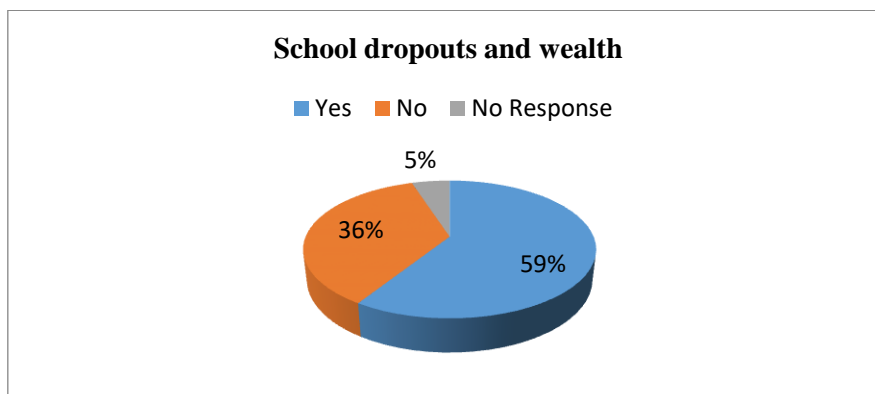
indicated in Figure 44.

#### 4.3.4.2 Teachers Responses

The teachers' respondents responded to the fourth objective of the study which sought to find out the influence of role modelling to the boy-child dropout rate in public day secondary schools in Kirinyaga County Kenya. They responded as discussed here below.

#### School dropouts and wealth

The study wanted to explore influence of role modeling to the boy child on dropout rate in public secondary schools in Kirinyaga County Kenya. The teachers were asked whether there are school dropouts yet they are wealthy (Figure 45).



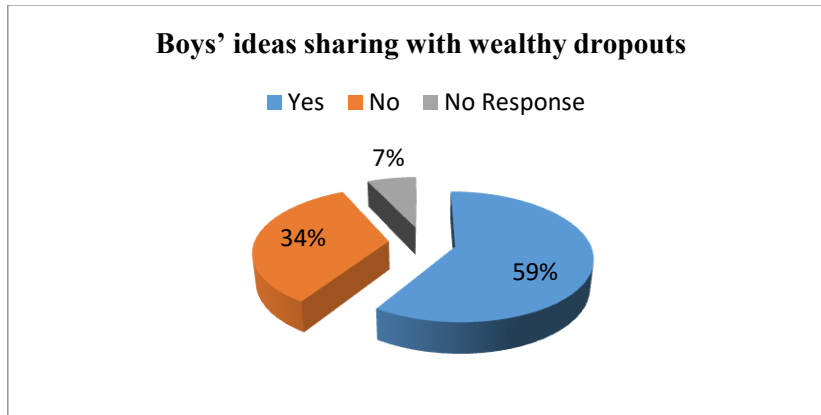
**Figure 45: School dropouts and wealth**

Slightly more than half of respondents represented by 59% (n=34) said they know people who have dropped out of school yet they are wealthy while 36% (n=21) don't know. Those who didn't respond accounted to 5% (n=3) (Figure 45) The findings of the study show that there are school dropouts who are wealthy and they are likely to be modeled by others making them to drop out of school. When there is lack of good Role modeling from the parents, teachers and the community at large children may be influenced to role model negatively as in this case children would conclude that they can still be wealth even not as having completed schooling Kamanja (2012).

### Boys' ideas sharing with wealthy dropouts

The study sought to find out whether school boys share ideas with wealthy dropouts

Teachers were asked whether school boys share ideas with wealthy dropouts.



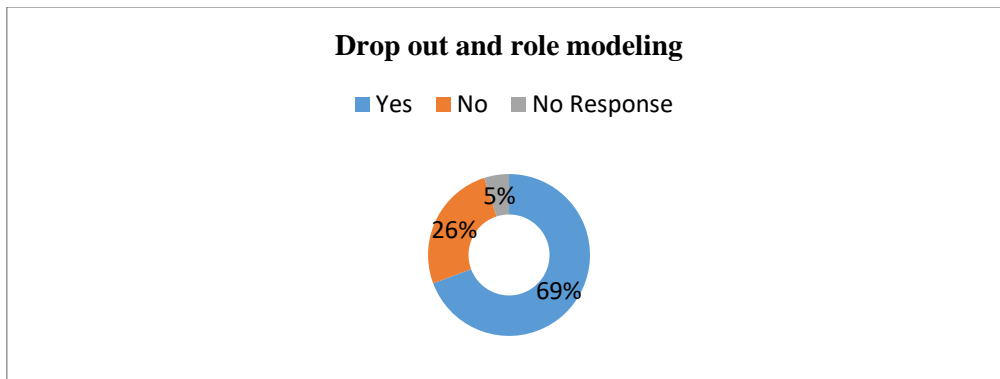
**Figure 46: Boys' ideas sharing with wealthy dropouts**

The study findings shows that slightly more than half of respondents represented by 59% (n=34) said boys shared ideas with wealthy drop outs while 34% (n=20) have not shared ideas. Those who didn't respond accounted for 7% (n=4) (Figure 46). These findings indicate that boys could role model from those wealthy school dropouts and drop out of school Kamanja, (2012).

### Drop out and role modeling

The study sought to find out whether boy child drop out due to influenced role model.

The teachers' respondents were asked to comment on whether boy child drop out due to influenced role model. Their responses are illustrated as shown in Figure 47.



**Figure 47: Drop out and role modeling**

More than half of respondents represented by 69% (n=40) believe boy child dropout rate is influenced by role model while 26% (n=15) don't think role modeling affects boy child school dropout. Those who didn't respond accounted to 5% (n=3) (Figure 47). The study findings support Kamanja, (2012)). When he asserts that; where there is lack of good role modeling from the parents, teachers and the community, boy child dropout rate is high.

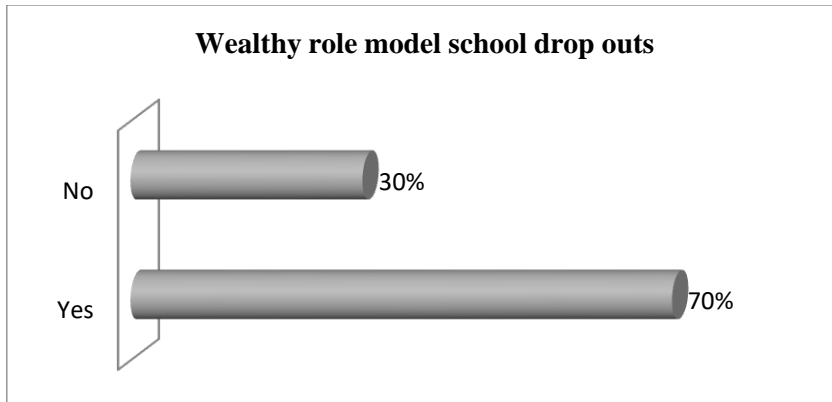
#### **4.3.4.3 Principals Responses**

The principals respondents' responded to the fourth objective of the study which sought to find out the influence of role modelling to the boy-child dropout rate in public secondary schools in Kirinyaga County Kenya. They responded as discussed here below.

#### **Wealthy role model school drop outs**

The study sought to find whether there were wealthy role models school dropouts.

The principals were to comment on whether there were wealthy role models school dropouts. This is illustrated in Figure 48.

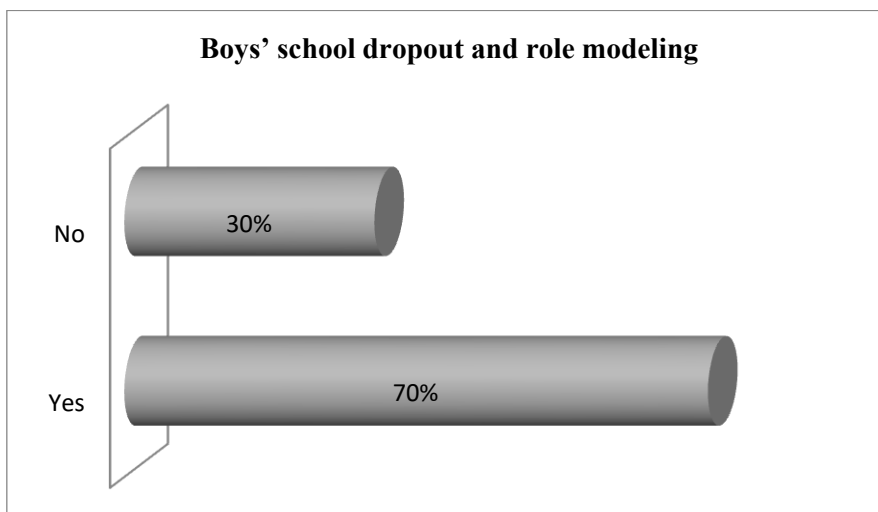


**Figure 48: Wealthy role model school drop outs**

Majority of respondents represented by 70% (n=7) noted that there are wealthy role model school dropouts, while those who felt there are no wealthy role models accounted to 30% (n=3) (Figure 48). The interpretation of the findings means that boys can model from wealthy role model school dropouts.

**Boys’ school dropout and role modeling**

The study sought to find out whether there are boys who drop out of school due to role modeling. The principals were asked whether there are boys who drop out of school due to role models.

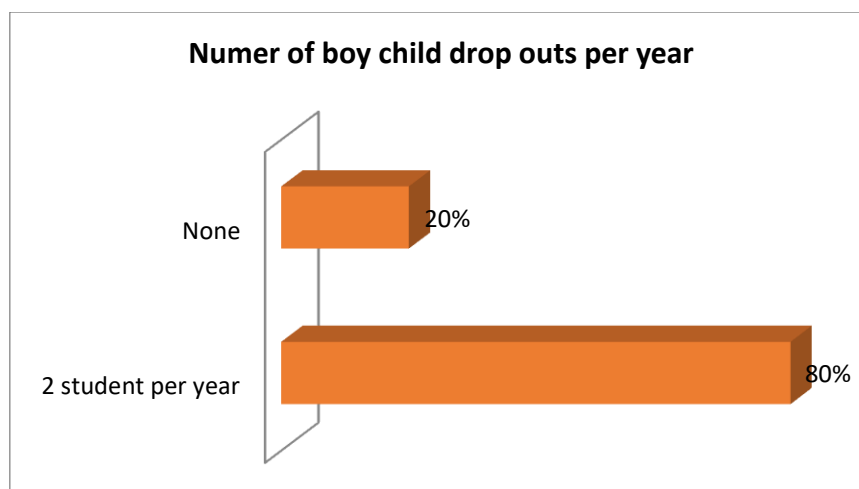


**Figure 49: Boys’ school dropout and role modeling**

The study findings shows that majority of respondents represented by 70% (n=7) felt that there are students who drop out of school due to influence by role model while 30% (n=3) felt that boy child doesn't drop out school due to role model influence (Figure 49) Kamanja, (2012) states that when there is lack of good Role modeling from the parents, teachers and the community at large Learners drop out of school.

### **The number of boy child drop out**

The study sought to find the number of boy child drop out per year. The principal respondents were asked to tell the number of boy child drop out per year. Their responses are illustrated in Figure 50.



**Figure 50: Number of boy child dropout per year**

From the findings, majority of respondents represented by 80% (n=8) noted the average boy child dropout rate due to role model influence is 2 student per year. The principals further elaborated that they experienced humiliations from some dropouts around the school who after modelling with wealthy people, ended up to own some well up businesses within. Principals who had not observed boy child drop out due to role model influence were 20% (n=2). These principals had also not kept physical records related to role modeling as a reason for school dropout (Figure 50). The principals also

reported some of the dropout come to them for help. The findings indicate that student drop out of school due to negative role modeling. According to the principals, 2 boys per school drop every year due to role modeling. This would translate to 20 boys dropping in ten schools in Kirinyaga County. The principals reported that they always try to reach the dropout through local administration but in vain as the dropout are hard to reach

## CHAPTER FIVE

### CONCLUSIONS AND RECOMMENDATIONS

#### 5.0 Introduction

This chapter summarizes the study and presents conclusions and recommendations as well as suggestions for further research.

#### 5.1 Summary

The purpose of the study was to investigate determinants that influence dropout rate of boys in Public Secondary Schools in Kirinyaga County, Kenya. In chapter one of the study, the background information was well outlined. The statement of the problem was well stated as well as the problem under investigations. The objectives to guide the study were developed. They included: the influence of parent level of income on the boy-child school dropout rate, influence of peer pressure association to the boy child dropout rate, the influence of drugs and substance abuse to boy-child school dropout rate and the influence of role modeling the boy child on dropout rate in Kirinyaga County, Kenya.

The first objective of the study was the influence of Parental income. Following the findings from the data collected in this study revealed that out of the sampled schools, students were often told to go home for fee balances and took longer time to go back to school. Some of them never turned up hence dropped out. According to the teachers' findings students' enrolment had decreased. They also reported that boys' enrolment had decreased more than that of girls in relation to gender. More than half of the teachers agreed that there are many boys who drop out of school due to lack of fees. According to the principals, sending students' home until they pay school fees lead to school dropout and that there are cases of boy child school dropout. The major finding

of this objective was that there are boys who drop school due to lack of fees in Kirinyaga County

The second objective of the study was on the influence of peer pressure to the boy child school dropout rate. More than a half of the form 3 students' respondents, indicated that there are boys who left school and went forever after being influenced by others while majority of teachers' respondents agreed that peer groups contribute to school dropout rate in boy child. Teachers reported that guidance and counseling measures were taken to address the issue. The principals indicated that truancy was mostly influenced by peer pressure results to boy child dropout rate. The major finding of this objective was that boy child dropout of school due the influence of peer pressure in Kirinyaga County.

The third objective of the study which was on drugs and drug substance, the students revealed that students who use drugs don't continue with their education. Majority of teachers respondents represented indicated that student visit where drugs are rampant and that there are signs and symptoms of students influenced by drugs. Drug influence leads to boy child school dropout. Boys drop out of primary schools to work in the khat (*Catha Edulis*) farms in Kirinyaga County. Star (2010). Majority of the principal respondents noted that there were boys who drop out of school due to drug and substance use that led to 1-5 boys drop out of school annually. The major finding of this objective was that drugs and substance abuse are determinant to boy child school dropout in Kirinyaga County

The fourth objective of the study, was on role modeling. The teachers' respondents said they knew people who had dropped out of school yet they are wealthy and believed that boy child dropout rate is influenced by role model. The principal respondents noted that

there were wealthy role models school drop outs the principal felt that there are students who drop out of school due to influence by role model. Majority of principals noted the average boy child dropout rate was 2 students per year due to role modelling. The major finding of this objective was that role modelling to wealthy people lead to boy child school dropout in Kirinyaga County

## **5.2 Conclusion**

Following the major findings from the data collected, analysed, presented and discussed in this study, it has revealed that influence of parental income is major determinant to boy child school dropout in Kirinyaga County

Peer pressure, drugs and substance abuse and role modeling are also determinant to the boy-child dropout rate in public day secondary schools in Kirinyaga County Kenya. The assumption of this study and as had been directed by study objective were proofed relevant

## **5.3 Recommendations**

- i. The government through her relevant organs and the school Board of Management should encourage the parents to come up with new strategies of increasing their earnings so as to increase their income and be able to pay fees for their sons. This can be communicated during parents' meetings in the school. To increase their income, they can be trained on practicing alternative farming. This can be done by agricultural extension officers through the County government
- ii. The educationist and government administration officers should be making parents aware of the importance of boy-child education through compulsory education meetings in school and at the County level.

- iii. The MOEST should facilitate this endeavour by involving Curriculum support officer (CSOs), chiefs and other educational stakeholders through Capacity building to school managers, teachers, administrators and parents through seminars, workshops, barazas and other forums in order to sensitize and emphasize on the importance of guiding and educating a boy child. educational stakeholders

#### **5.4 FURTHER RESEARCH**

From the researcher's observation and interaction with respondents in this study, he got a concern on the way boys grow and develop socially and especially at the family which is the first social unit (institution) where morals start to develop. In this regard, further research should be done on the role of parenting style in relation to drugs and substance abuse.

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## Appendix 1

### Interview Schedule for Principals

#### General Instructions

This Interview Schedule seeks to examine determinants influencing dropout rate of boy-child in day public secondary schools in Kirinyaga County. It is not a test and therefore there is no right or wrong answers. Please answer the entire Interview Schedule as best as you can. **To ensure complete confidentiality, you are not required to enter your name on this interview guide.**

OBJECTIVE	RESEARCH QUESTION	PROBING QUESTION
Influence of Parental Income	What is the influence of Parental income and the boy-child school dropout rate in public secondary schools in Kirinyaga County Kenya?	A school has different sources of income. <ol style="list-style-type: none"><li>1. Which are your sources of income</li><li>2. Parents do pay school fees for their children?</li><li>3. Are they prompt in payments?</li><li>4. Do you have parents who do not pay the fees?</li><li>5. Those who fail to pay the fees what happens to their children?</li><li>6. If the students go home indefinitely until they pay the fee could this cause</li></ol>

		<p>boy child school drop out?</p> <p>7. Are there cases of boy child drop out of school?</p> <p>8. What steps are you taking to remedy the situation</p>
<p>The Influence of Peer Pressure to the Boy-Child School Drop Out Rate</p>	<p>What is the influence of peer pressure to the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya?</p>	<p>1. According to you, in your school how do students identify their friends?</p> <p>2. As friends are there common activities do they share?</p> <p>3. Among the activities could some be like truancy?</p> <p>4. After reported truancy do the boy children end up dropping from school?</p>

<p>Influence of Drugs and Substance Abuse to the Boy-Child School Dropout Rate</p>	<p>To what extent do drugs and substance abuse influence the boy-child school dropout rate in public day secondary schools in Kirinyaga County Kenya?</p>	<p>School are catchments targeted by different people some whose motive is not known. Some come direct into school and some just walk along the schools perimeter outside the school.</p> <ol style="list-style-type: none"> <li>1. Do you have boys trying to catch up with such people?</li> <li>2. Could such people be selling drugs and substance to your boys?</li> <li>3. Do you have boys dropping out of school due to drugs and substance abuse?</li> <li>4. If there are how, how many on average per year?</li> </ol>
<p>Influence of Role modeling factors to the Boy Child on Dropout Rate</p>	<p>How does a Role modeling influence the boy-child dropout rate in public day secondary schools in Kirinyaga County</p>	<p>Some people in the society say there are people so wealthy yet they dropped out of school.</p>

	Kenya?	<ol style="list-style-type: none"><li>1. In your school locality are there such people?</li><li>2. In your school could there be some boys who dropped out of school as a result of such people.</li><li>3. And if there are boys dropping out of school due to such influence how many on average yearly?</li></ol>
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## Appendix 2

### Questionnaire for Teachers

#### General Instructions and Guidelines

This questionnaire is part of a research proposal exploring determinants influencing dropout rate of boy-child in day public secondary schools in Kirinyaga County. It is not an examination; therefore, all answers are acceptable. Please fill in the questionnaire to the best of your ability. Kindly respond directly in the spaces provided, simply “(√)” the most appropriate answer as truthfully as possible by filling in the blank spaces

**This questionnaire is confidential, therefore, do not indicate your name.**

#### SECTION A

#### DEMOGRAPHIC INFORMATION

Pease tick (√)

1. Zone where the school is found .....

2. Age of the teacher

20 – 30                    [ ]                    31 – 40                    [ ]

41 – 50                    [ ]                    51 – 60                    [ ]

3. Gender

Male                    [ ]                    Female                    [ ]

4. What is your teaching experience?

1year – 5 years                    [ ]                    6years – 10 years                    Over 10 years [ ]

5. Designation

Assistant teacher                    [ ]                    Class teacher                    [ ]

Senior teacher [ ] Deputy Head teacher [ ]

6. What is your level of education?

Certificate [ ] Diploma [ ]

Bachelors' degree [ ] PGDE [ ]

Masters [ ]

## **SECTION B**

### **INFLUENCE OF PARENTAL INCOME**

1. In your class has enrolment increased or decreased this year?

Increased [ ] Decreased [ ]

If the enrolment has decreased is it on boys or girls?

Boys [ ] Girls [ ]

2. If the decrease is on boys is it because of fees non-payment?

3. Is the fee non- payment causing boy child drop out of school?

Yes [ ] No [ ]

4. Are there many boys who drop from school due to lack of fee?

Yes [ ] No [ ]

### **THE INFLUENCE OF PEER PRESSURE TO THE BOY-CHILDSCHOOL**

#### **DROP OUT**

1. In this school how do the students form their social groups?

2. Among these social groups do we have boys social groups which are ever out of school?

Yes [ ] No [ ]

3. Could these peer group be causing boy child drop out of school?

Yes [ ] No [ ]

4. What measures do we take to ensure there is no boy child drop out of school as a result of peer pressure?

**INFLUENCE OF DRUGS AND SUBSTANCE ABUSE TO THE BOY-CHILD  
SCHOOL DROPOUT**

Selling of drugs and substances is very common in the society

1. Among the school neighbours are there known places where drugs and substance is in rampant among the people?
2. Are there possibilities that your boys are visiting those places or are they residents of those places?

Yes [ ] No [ ]

3. Are there signs and symptoms of your boys getting influenced by drugs and substances?

Yes [ ] No [ ]

4. Do such boys drop out of school?

Yes [ ] No [ ]

5. In your opinion are boys dropping out of school due to the influence of drugs and substance abuse?

**INFLUENCE OF ROLE MODELING TO THE BOY-CHILD ON DROP OUT RATE**

1. Do you have in mind of any people who did drop out of school yet they are wealthy?

Yes [ ] No [ ]

2. Do your school boys share ideas with those people?

Yes [ ] No [ ]

3. Does the boy child drop out of school due to influence of such role model.

Yes [ ] No [ ]

4. How do you try to neutralize ideas coming from such wealthy persons who dropped out of school?

**THE INFLUENCE OF PEER PRESSURE TO THE BOY CHILD SCHOOL DROPOUT RATE**

1. In this school how do the students form their social groups?

2. Among these social groups do we have boy social groups which are ever out of school?

Yes [ ] No [ ]

3. Could these peer groups be causing boy child drop out of school?

Yes [ ] No [ ]

4. What measures do we take to ensure there is no boy child drop out of school as a result of peer pressure?

**INFLUENCE OF DRUGS AND SUBSTANCE ABUSE TO THE BOY-CHILD  
SCHOOL DROPOUTRATE**

1. Among the school neighbours are there known places where drugs and substance is in rampant among the people?
2. Are your boys visiting those places or are they residents of those places?  
Yes                    [ ]                    No                    [ ]
3. Are there signs and symptoms of your boys getting influenced by drugs and substances?  
Yes                    [ ]                    No                    [ ]
4. Do such boys end up dropping out of school?  
Yes                    [ ]                    No                    [ ]
5. In your opinion are boys dropping out of school due to the influence of drugs and substance abuse?

**INFLUENCE OF ROLE MODELING TO THE BOY-CHILD ON  
DROPOUT RATE**

1. Do you have in mind of any people who did drop out of school yet they are wealthy?  
Yes                    [ ]                    No                    [ ]
2. Do your school boys share ideas with those people?  
Yes                    [ ]                    No                    [ ]
5. Does the boy child drop out of school due to influence of such role model.  
Yes                    [ ]                    No                    [ ]
6. How do you try to neutralize ideas coming from such wealthy persons who dropped out of school?



made for them to go back to school?

.....

**THE INFLUENCE OF PEER PRESSURE TO THE BOY CHILD SCHOOL DROPOUTRATE**

Learners make friendship with each other depending on different reasons.

1. How do you choose your friends?
2. How do you assist one another with your friend?
3. How do you share ideas with your friends?
4. Are there friends you know who keep on running away from school?  
Yes                    [ ]                    No                    [ ]
5. In your school are there boys who left school and went forever?

**INFLUENCE OF DRUGS AND SUBSTANCE ABUSE TO THE BOY-CHILD SCHOOL DROPOUT RATE**

Sellers of drugs targets schools as their main markets

1. Are there people who come to sell edibles and drinks in your school?  
Yes                    [ ]                    No                    [ ]  
If there are, are there those who sell edibles and drinks and at the same time try to sell drugs secretly to the students?  
Yes                    [ ]                    No                    [ ]
2. Do you see some students buying those drugs and substance?
3. Is there is relationship between students who may take drugs and continuity in education?  
Yes                    [ ]                    No                    [ ]
4. About how many boys have dropped out of school due to influence of drugs and

substances?

**INFLUENCE OF ROLE MODELING FACTORS TO THE BOY-CHILD ON  
DROPOUT RATE**

Learners make friendship with each other depending on different reasons.

1. How do you choose your friends?
2. How do you assist one another with your friend?
3. How do you share ideas with your friends?
4. Are there friends you know who keep on running away from school?

Yes                    [ ]                    No                    [ ]

5. In your school are there boys who left school and went forever?

**THANK YOU**