

**DETERMINANTS OF BOYS' ACADEMIC PERFORMANCE IN PUBLIC
PRIMARY SCHOOLS IN MUKURWEINI SUB –COUNTY, NYERI - KENYA**

LUCY WAMAITHA MWANGI

C5 /NYI / PT /24578/2011

**A THESIS SUBMITTED TO THE SCHOOL OF HUMANITIES AND SOCIAL
SCIENCES IN PARTIAL FULFILLMENT OF THE RQUIREMENTS FOR
THE AWARD OF THE DEGREE OF MASTER OF ARTS (GENDER AND
DEVELOPMENT STUDIES) KENYATTA UNIVERSITY**

NOVEMBER 2016

DECLARATION

I confirm that this research thesis is my original work and has not been t in any other University/Institution for clarification. The thesis has been complemented by referenced works duly acknowledged. Where text data, graphics, pictures or tables have been borrowed from other works including the internet, such sources have been accurately referred in accordance with anti-plagiarism regulations.

Signature Date.....

Lucy Wamaitha Mwangi

Department of Gender and Development Studies

SUPERVISORS:

We confirm the work reported on this thesis was carried out by the candidate under our supervision.

Signature Date.....

Prof. Elishiba Kimani

Department of Gender and Development Studies

Kenyatta University

Signature Date.....

Prof. Wangari Mwai

Department of Literature

Kenyatta University

DEDICATION

To my children Betty and Lorna, for their moral support and encouragement throughout the course of my study.

TABLE OF CONTENTS

DECLARATION	ii
DEDICATION	iii
LIST OF FIGURES	vi
LIST OF TABLES	vii
ACKNOWLEDGEMENTS	viii
ABSTRACT.....	ix
ABBREVIATIONS AND ACRONYMS.....	x
OPERATIONAL DEFINITION OF TERMS	xi
CHAPTER ONE	1
INTRODUCTION.....	1
1.1 Background Information.....	1
1.2 Statement of the Problem.....	4
1.3 Objectives of the Study.....	5
1.4 Research Questions	6
1.5 Assumptions of the Study	6
1.6 Justification and significance of the study	6
1.7 Scope and Limitation of the Study.....	8
CHAPTER TWO	9
LITERATURE REVIEW	9
2.1 Introduction.....	9
2.2. Academic Performance of Boys and Girls in some parts of the world and Africa.9	
2.2.2 Factors Affecting Boys' Academic Performance	12
2.2.3 Challenges Encountered by Schools while Improving Academic Performance of Boys.	22
2.2.4 Strategies to improve on Performance of Boys	26
2.3 Theoretical Framework.....	30
2.4 Conceptual Framework.....	32
CHAPTER THREE.....	34
RESEARCH METHODOLOGY	34
3.1 Introduction.....	34
3.2 Research Design.....	34
3.3 Location of the Study.....	34

3.4 Study Population	35
3.5 Sample Size and Sampling Procedure	35
3.6 Research Instruments	37
3.7 Validity and Reliability of Research Instrument	39
3.8 Data Collection Procedure	40
3.9 Data Organization, Analysis and Presentation.....	41
3.10 Logistical and Ethical Issues.....	42
CHAPTER FOUR.....	43
DATA ANALYSIS, PRESENTATION AND DISCUSSIONS	43
4.1. Introduction.....	43
4.2 Demographic characteristics of Head teachers and Teachers.....	43
4.3 Performances of boys in relation to girls in Mukurweini Sub-County	46
4.4 Factors Affecting Academic Performance of Boys	53
4.5 Challenges Faced by Schools.....	71
4.6 Strategies to Improve Performance of Boys in Public Primary Schools	76
CHAPTER FIVE	81
SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS	81
5.1 Introduction.....	81
5.2 Summary of the findings.....	81
5.3 Conclusion of the study	84
5.4 Recommendations of the study.....	84
5.5 Suggestions for Further Study	85
REFERENCES.....	86
Appendix I: Introduction Letter.....	94
Appendix II: Focus Group Discussion Guide for Students.....	95
Appendix III: Questionnaire for Class Teachers.....	96
Appendix IV: Questionnaire for Head Teachers	101
Appendix V: Interview Guide for DEO/DQASO.....	106
Appendix VI: Interview Schedule for Parents/Guardians.....	107
Appendix VII RESEARCH AUTHORIZATION.....	108
Appendix VIII RESEARCH PERMIT	109

LIST OF FIGURES

Figure 2.1: Determinants of Academic Performance of Boys.	33
Figure 4.1: KCPE Performances for year 2010- 2014 in Mukurweini Sub-County....	49

LIST OF TABLES

Table 3.1: Sample Frame	37
Table 4.1 Gender analysis of the Head teachers	44
Table 4.2: Gender analysis of teachers in the three Zones	44
Table 4.3: Academic qualification of Head teachers	45
Table 4.4 Academic Qualifications of Class Teachers	46
Table 4:5 KCPE Candidates from 2010-2014 by Gender in Mukurweini Sub-County.	47
Table 4.6: Mukurweini District Examination Results Analysis for Class Eight 2014 by Gender.....	51
Table 4.7: Performance of key school subjects in Mukurweini.....	52
Table 4.8: Home related factors	53
Table 4.9: Economic related factors	60
Table 4.10 School related factors.....	64
Table 4.11 : Challenges faced by Schools	71
Table 4.12: Strategies to improve Performance of Boys	77

ACKNOWLEDGEMENTS

I am deeply grateful to the Almighty God for the provision of knowledge and good health during the study. His Sufficient Grace has brought me this far.

My indebtedness also goes to my supervisors, Prof Elishiba Kimani of Kenyatta University, Department of Gender and Development studies and Prof Wangari Mwai Kenyatta University, Department of Literature who unreservedly guided me during the course and writing of this report. You tirelessly went through many drafts of this work which enabled me to handle the study effectively.

In a special way, I wish to thank all the head teachers, class teachers, parents and education officers from Mukurweini Public Primary schools for their assistance during data collection. I also acknowledge pupils from public primary schools in Mukurweini Sub-County, who participated as respondents.

I am also grateful to my husband and our beloved children, Betty and Lorna for their prayers and patience during the trying periods while undertaking this study and for creating an enabling environment for me. My heartfelt appreciation also goes to my colleagues and friends who encouraged me to carry on this study.

ABSTRACT

This study sought to analyze the determinants of boys' academic performance in public primary schools in Mukurweini Sub-County. The study aimed at; assessing the academic performance of boys in relation to girls in Mukurweini Sub-County, identify factors influencing the performance of boys, determine challenges that schools face while improving the academic performance of boys and suggest possible intervention strategies that can be put in place to improve the academic performance of boys. The study was guided by Connell theory of hegemonic masculinity of 1987. The study used descriptive survey design. The study targeted 65 public primary schools in Mukurweini Sub -County. The study considered the three zones in Mukurweini Sub-County; Gikondi, Mukurweini South and Mukurweini North. Mukurweini South had 21 schools while Gikondi and Mukurweini North had 22 schools each. A sample of 4 schools from each zone was selected for the study. Only class eight boys were considered for this study. The population of the study comprised head teachers, teachers, parents, pupils and education officials in Mukurweini Sub-County. A sample of 320 respondents who included 2 key informants, 10 head teachers, 12 teachers, 36 parents and 240 pupils were selected. Data was collected using questionnaires for head teachers and class teachers, interview schedules for parents and key informants, focus group discussion for students. Quantitative data analysis involved both descriptive and inferential analysis using SPSS version 20. Qualitative data analysis employed thematic analysis that entailed analysing transcripts of focus group discussions and data generated from interviews. The study established that performance of boys in Mukurweini District was declining. The study further established that there were economic, home related and school based factors that influenced the academic performance of boys in the study area. The most prominent factors were negative attitude towards boys' education by parents, lack of male role models in schools and at home, lack of mentors, indiscipline, poverty and drug abuse. The study also established some of the strategies that could be used to enhance the academic performance of boys. These strategies were guidance and counseling, motivation of boys, male parents to participate in school matters, offering equal opportunities in education to both boys and girls and abolishment of corporal punishments in schools. Based on these findings, the study recommends that the Ministry of Education should conduct campaigns through organizations in the communities on the negative effects of drugs and substance abuse, sensitize the community on the importance of education of the boy child and lay down clear policies on the education of the boy child. Schools should also offer psycho-social support to boy child and ensure that they have qualified staff on guidance and counseling.

ABBREVIATIONS AND ACRONYMS

DEO:	District Education Officer
EFA :	Education For All
GER:	Gross Enrolment Rates
GOK :	Government of Kenya
KCPE :	Kenya Certificate of Primary Education
MDG :	Millennium Development Goal
MOE :	Ministry of Education
UNESCO :	United Nations Scientific and Cultural Organization.
UNICEF:	United Nations Children's Fund
UPE :	Universal Primary Education
USAID:	United States Agency for International Development
SES :	Social Economic Status
SACMEQ:	Southern and Eastern Africa Consortium for Monitoring Education Quality
FPE :	Free Primary Education
DEO :	District Education Officer
QASO:	Quality Assurance and Standards Officer
PTA :	Parents Teachers Association

OPERATIONAL DEFINITION OF TERMS

Academic Performance: This refers to pupil education achievement

Determinants: Factors that affect the academic performance of boys in public primary schools.

Home based factors: Conditions inherent at home that either limit or enhance the performance of boys in primary education.

Public Schools: Schools that are funded and controlled by the government.

School based factors: Conditions inherent to the school that either limit or enhance the performance of boys in primary education.

Socio-economic factors: These are social and economic attributes of an individual or a family in any given society limit or enhance the performance of boys in primary education.

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Education is a fundamental right for all. This is enshrined in the 1948 Universal Declaration of Human Rights, and protected through various international conventions (Peters, 2004).

Issues of gender disparity in schools within developing countries have been gaining increased attention globally over the last three decades, especially since the 1990 World Conference on 'Education for All' in Jomtien, Thailand. The cause was reaffirmed ten years later at the World Education Forum in Dakar and Millenium Development Goals 2000. The elimination of gender gaps in all levels of Education is an internationally agreed development goal (Janigan, 2008).

Traditionally girls have been at a disadvantage in most parts of the globe in terms of access to education and performance (World Bank, 2005). However, a number of countries, many of them in Commonwealth, have made tremendous progress in girls' education in the last one to three decades. As a result, gender disparities are narrowing in many parts of the globe (EFA Global Monitoring Report 2008). At the same time, a new phenomenon has emerged in certain countries where gender disparities in education are turning in favour of girls and therefore against boys both in terms of participation and performance (EFA, Global Monitoring Report, 2003). This is particularly evident in countries that have achieved universal access and high participation rates for both girls and boys at least at the primary stage of schooling .This includes a number of Commonwealth Countries in the Caribbean, Europe, East Asia and the Pacific, and some in Sub-Saharan Africa and South Asia (UNESCO 2003).According to UNESCO 2012,in some developing countries, boys frequently have an advantage over girls with regard to access to education; but once they make it

to schooling, girls often outperform boys both in terms of educational progression and academic performance.

While some regions grapple with low academic achievement for girls, others content with underachievement of boys. For instance, while the Francophone countries, and others such as Somalia, Mali, Liberia and Ethiopia, record female enrolment at secondary school below 30 per cent (Kitetu, 1998: Nyaegah & Mwangi, 2012), the concern in Australia, USA and the United Kingdom, is that boys constitute a large chunk of early school leavers (OECD, 2011). Boys are also disadvantaged and generally under-perform relative to girls in schools throughout the industrialized world (Legewie and DiPrete, 2011).

A study conducted in Australia on performance indicated under performance of boys in different parts of the country. For instance, aggregate results in New South Wales school for subjects studied by more than 100 students in 2009 showed that the girls' average mark was higher than the boys' in 36 out of the 40 subjects by up to 11%. In 2010, in South Australia a higher proportion of girls were in the top performance bands in 27 of 34 subjects in Grade 7 (UNESCO 2005).

In Seychelles, National examination results and surveys reveal that girls outperform boys at school in all subjects across the curriculum, including Mathematics and Science, and in completion rates at secondary level. Boys demonstrate a higher dropout rate, higher levels of truancy, and a greater incidence of discipline problems in schools. For instance, between 2000 and 2010, the mean difference between exam marks at the end of the primary level peaked at 14.2% in 2008, from a level of 8.5% one year previously (Chege, 2009).

In Caribbean, academic excellence was largely, if not entirely a male domain in the past. However recent decades have witnessed important shifts in educational

outcomes for both boys and girls. Educational outcomes for girls have improved significantly: girls now constitute the majority of secondary school enrolments in the region (Reddock 2004:xv) The number of women graduating each year from the University of the West Indies now exceeds the number of men (Figueroa 2004: 141; Reddock (2004). Interventions involving both girls and boys appear to be successful in addressing constraints that limit girls' participation in education (DeJaeghere 2004). Through a USAID-funded project in Ethiopia, boys became more sensitive to the multiple burdens girls face that interfere with their schooling. As result, boys began to help their female classmates with their homework and no longer judged them intellectually inadequate (DevTech Systems, Inc. 2004).

In some countries such as Botswana, Lesotho, and Namibia, some boys are taken out of school or denied entry all together to become cattle herders—a task that falls to them since many adult males are forced to seek wage employment elsewhere. This makes boys' educational outcomes lag behind girls' outcomes. Boys in Latin America and Caribbean usually have higher repetition and lower achievement rates than girls. The reasons for boys' underachievement are becoming clearer through a growing number of studies. One study observed that boys' underachievement is inextricably linked to notions of gender and power (UNICEF 2003). Boys' weak performance in school may be related to their traditional socialization—for example, achievement in language and literature is considered to be more 'feminine' than 'masculine'. In Jamaica, one study found that boys were continually told they were lazy and inattentive to their studies. This resulted in low self-esteem, poor academic achievement and test results (MSI/EQUATE 2005). Boys' underachievement is a growing problem that requires policy attention. However, it “should not divert attention from the continuing issue of low access for girls to primary and secondary

education in many developing countries” (UNESCO 2007).

In Kenya, with regard to educational achievement, boys have been registering better results in the Kenya Certificate of Primary Education (KCPE) examination, with the exception of two papers in English and Kiswahili in most provinces. However a recent unpublished report in Kenya on literacy and numeracy among lower primary school children in Kenya indicates that girls had outperformed boys in literacy by 10% points while they trailed behind with a relatively lower 4 % points in numeracy (GOK 2010). In 2013, girls shone brighter than boys in Kenya Certificate of Primary Education (KCPE) examination, taking up seven top positions. The exam results released showed that there were more female candidates (58.33 percent) in the top ten positions compared to male candidates (41.67 percent). Twelve candidates managed to the top ten positions having tied in the examination results with girls getting seven slots while boys got five. This raises concerns, not because girls are beginning to outperform boys but more so because not much research interest has so far been raised regarding boys’ under achievement.

According to Mukurweini Education Annual Report 2012, in Mukurweini District Nyeri County, performance of boys in KCPE has been better than that of girls till year 2009 where girls started outdoing boys in their performance. It is in this context that this study seeks to establish the determinants of performance of boys. The study will be done in Mukurweini District, Nyeri County, Kenya.

1.2 Statement of the Problem

The view that boys are gradually being sidelined in the schooling process has been part of the public discourse for some time in Kenya, Fatuma et al (2012). Many Non Governmental Organizations (NGOs), International bodies as well as government have made efforts to address issues affecting the girl child echoes

MOEST,(2003).The status of gender equity and equality in basic education has highlighted challenges facing the girl-child in particular, but none at all has looked at issues affecting a boy child making him more vulnerable than the girl child since so much attention has been directed to a girl child ignoring the fact that both are equally vulnerable and equal attention needs to be directed to both children. Education statistics in some of the regions including Mukurweini Sub-County have supported this view by portraying good performance in favour of girls. Notably, research in Kenya has often focused on the schooling experiences and outcomes for girls with less focus on boys. It is with this backdrop that there arise need to critically look at the issues affecting boy child academic performance in public primary schools, to understand the factors that might be militating against boy-child role in education, especially in Mukurweini . According to Mukurweini Sub-County KCPE analysis from year 2010 to 2014, the academic outcomes for boys' have been consistently going down. The study will therefore investigate on determinants of academic performance of boys in public primary schools in Mukurweini Sub-County Kenya.

1.3 Objectives of the Study

This study aimed at investigating the determinants of boys' academic performance in public Primary schools in Mukurweini Sub-County. The specific objectives were to:

1. Establish the academic performance of boys in relation to girls in Mukurweini Sub-county from 2010 to 2014.
2. Identify factors influencing the performance of boys in public Primary schools in Mukurweini Sub-County.
3. Determine challenges that the schools encounter while improving the academic performance of boys in public primary schools in Mukurweini Sub-

County.

4. Identify strategies to be put in place to improve the academic performance of boys in public primary schools in Mukurweini Sub-County.

1.4 Research Questions

The study was guided by the following research questions:

1. How has the performance of boys and girls in Mukurweini Sub-County been from 2010- 2014?
2. What are factors influencing the academic performance of boys in public Primary schools in Mukurweini Sub-County?
3. What are the challenges that schools encounter while improving the academic performance of boys in public primary schools in Mukurweini Sub-county?
4. What are the strategies that can be put in place to improve the performance of boys in public primary schools in Mukurweini Sub-County?

1.5 Assumptions of the Study

1. Academic performance of boys was lagging behind that of girls in public primary schools in Mukurweini Sub- County.
2. There were factors that determined academic performance of boys in public primary schools in Mukurweini Sub-County.
3. The selected sample was representative of the total population.
4. The study assumed that all respondents interviewed will provide accurate information and therefore, the conclusions to be made are accurate representations of reality on academic performance of boys.

1.6 Justification and significance of the study

The purpose of the study was to investigate the determinants of academic performance of boys in public primary schools in Mukurweini sub-county. The study was done in Mukurweini because it's within Nyeri County where there were many

reported cases of alcohol abuse among males. This has had an adverse effect on role modelling of boys and had a bearing on their academic achievement. Secondly, secondary data on academic performance had revealed that academic outcomes of boys in Mukurweini had been consistently moving down hence the need to investigate the factors militating against the academic achievement of boys in Mukurweini. Underachievement among boys has negative social effects because such boys are likely to drop out of school prematurely. As a result they may be drawn to criminal behaviour such as illegal gangs, radicalisation and other forms of crimes. It also has negative economic effects because in most cases level of education determines the kind of employment that one attains. Highly educated people are likely to get well paying job and do well in businesses as compared to those who are not well educated. This does not only affect them individually but the whole nation at large because the gross national product of a country is determined by the level of education of its people among other factors.

The study is important in that the findings may be utilized to create awareness among the parents, teachers and other stakeholders on challenges facing the education of male pupils and perhaps they can put in place strategies to address the problems .It will also contribute to the existing literature and fill in the gaps of knowledge as well as prompt further studies. The study can also be used as a reference document by all the educational stakeholders on improvement of educational performance in the study area. The study is also important in that it addresses the performance of boys which is very critical as previously, a lot of emphasis had been put on the education of the girl child.

1.7 Scope and Limitation of the Study

The study focused on determinants of academic performance of boys in public primary schools in Mukurweini Sub-county. This study was confined to public primary in Mukurweini Sub-county, sampled head teachers, class teachers, pupils and parents. The limitation of the study was lack of adequate records kept in the school on pupils' performance which caused delay in the filling of questionnaires. The other limitation was associated with non-responsiveness, which could have affected the accuracy of the results. For instance, despite assurances of confidentiality, some school head teachers were apprehensive about disclosing some information, especially on how they deal with behavioral cases for boys and girls. This was perhaps because they were cautious not to reveal some activities which breached government directives and policies. These included willingness to provide information regarding claims of corporal punishment. However, reassuring the respondents of discretion and that the study was meant for academic advancement helped create much-needed rapport. The researcher was, therefore, able to get reliable information as much as possible. Another major limitation was that although the study measured academic performance using KCSE results, sampled students did not have their own KCSE results.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provided the reviewed literature on the studies that had been done on related areas. The chapter presents the performance of boys and girls, Determinants of academic performance of boys, Challenges Encountered by Schools while improving academic performance of boys, Intervention Strategies, theoretical framework and conceptual framework, which are based on the study. To achieve this, review of related literature was attempted thematically.

2.2. Academic Performance of Boys and Girls in some parts of the world and Africa

Education data from African region as is the case in many Western countries reveals an emerging trend of male underperformance in education. For instance, in Western Africa, UNICEF/Federal Government of Nigeria's evaluation of the Girls Education Programme (GEP, 2006) revealed gender variations in favour of the girls in both enrolment and performance (Jha and Kelleher 2006). According to Epstein 1998, number of indicators for primary stage education in the 1990s indicated underperformance of boys in different parts of the country. New South Wales Higher School Certificate, for subjects studied by more than 100 students, the girls' average mark was higher than the boys' in 36 of the 40 subjects by up to 11 per cent. In 1998 in Queensland a greater proportion of girls were in the top performance bands in 36 of 45 Year 12 subjects, and in 1998 in South Australia a higher proportion of girls were in the top performance bands in 27 of 34 subjects in Year 8. Australia was one of the top scorers in all three areas – reading, mathematics and scientific literacy – in the National Year 8 Examination at the end of the primary level for 2001, 2002 and 2003 clearly show girls as performing better than boys in all subjects, Figueroa (2000).

According to the Trends in International Mathematics and Science Study exam (TIMSS), girls in Armenia are outperforming boys in mathematics, indicating a gender gap in academic preparation for secondary school (UNESCO 2006). Girls in fourth grade scored 12 points higher in math and 9 points higher in science, while girls in eighth grade scored 10 points higher in math and 13 points higher in science (Chege et al. 2004). In Carribean, academic excellence was largely, if not entirely a male domain in the past. However recent decades have witnessed important shifts in educational outcomes for both boys and girls. Educational outcomes for girls have improved significantly: girls now constitute the majority of secondary school enrolments in the region (Reddock 2004).

In Seychelles, the issue of boys' relative underachievement at both primary and secondary state schools has been noted for some years. National examination results and surveys reveal that girls outperform boys at school in all subjects across the curriculum, including Mathematics and Science, and in completion rates at secondary level. Moreover, they participate more actively in extracurricular activities and occupy leadership positions such as prefect roles more readily than boys. In general, boys demonstrate a higher dropout rate, higher levels of truancy, and a greater incidence of discipline problems in schools (Chege, 2007, 2009). Between 2000 and 2008, the mean difference between exam marks at the end of the primary level peaked at 14.2% in 2006, from a level of 8.5% one year previously. Moreover, girls outperform boys in all subjects including Mathematics and Sciences, which in other countries tend to be subjects where boys excel. In fact, research of the Southern and Eastern Africa Consortium for Monitoring Education Quality (SACMEQ) has shown that while girls scored significantly better than boys in reading in a number of countries besides Seychelles (such as Botswana, South Africa, and Mauritius), Seychelles was the only

country where girls scored significantly higher than boys in Mathematics (Chege, 2007, 2009). In Kenya, the National Examinations Council found out that girls outperformed boys in literacy by 10 percentage points while they trailed behind the boys with a relatively lower 4 percentage points in numeracy (GoK, 2010). Similarly, Uwezo Kenya (2010) confirmed the apparent lagging behind of the boys in literacy. A research conducted in some primary schools in Nairobi revealed that overall the girls were beginning to outperform boys in overall academic performance with the school administrators predicting that the new trend in girls' performance was likely to be sustained due to the presumed overall focus on girls' education. Girls tend to perform better than boys in countries where they have equal access to the school system, irrespective of the income level.

In countries where girls are disadvantaged in terms of access, gender differences in achievement are generally small or insignificant, implying that girls do not usually underperform even when they are under-participating (Chege, 2007). A report by Lucianne (2013) showed that in 2013, a remarkable improvement was noted in Kenya Certificate of Primary Education (KCPE) examination, as girls shone brighter than boys taking up seven top positions. Twelve candidates managed to the top ten positions having tied in the examination results with girls getting seven slots while boys got five. The girls' performance also improved significantly as 47 of them appeared in top hundred closely following the boys who were ahead with 68 of them topping the list.

2.2.2 Factors Affecting Boys' Academic Performance

Revised literature points out some factors that seem to impact on boys' academic performance. These include:

a) Home related factors

It is evident that socio-cultural beliefs, attitudes and practices dominant in the society have led to gender disparity in education. Virtually boys are initially enrolled but majority drop out prematurely because of various factors. According to (Kibogy, 2004) gender role constitutes culturally and socially determined set of behaviour and personality characteristics expected of a person on the basis of sex. These roles are imparted through family socialization and set ups and further reinforced in avenues such as the school, religious institutions and community centres. Boys' education is viewed as important because they are expected to be bread winners, heirs, professionals and leaders (Wamahiu 1995). According to (UNICEF Report, 1996), the strongest tradition is the idea that sons should be educated because they will be the providers of their own future families and supporters of their aging parents. While the boy child is socialized to be self sacrificing and destined for service to the family, boys are valued, wanted and favored hence they could be involved in for example a family business so as to get skills to take care of their families thereafter. According to (Wamahiu, 1995) boys become helpers of their fathers at an early age and gradually internalize the role and its disadvantages.

Several factors that are reflected in the modern society could explain the possible negative trend. The family institution that was highly valued in the traditional society faces different challenges, including single parents by choice or circumstances such as divorce, separation, career or death of either of the spouses. In the process, the bringing up of children has been adversely affected. In some

cases, the modern man is not in a position to exercise as much authority as in the past based on the ever changing dynamics of the society. In the process, the boy-child may lack a role-model save from his idols in music, games, film, etc. (Juma, 2009)

Studies within Kenyan that have attempted to explore the role of the family in the gender socialization process include a study conducted by Ngare and Njoroge (2011). The research titled “Gender paradigm shift within the family structure in Kiambu” zeroed in on the economic emancipation of women in central Kenya, with the main focus being to examine the transformation of gender roles and attitudes in relation to how gender roles are reversed to enable women dominate in the economic empowerment arena. The study revealed a direct correlation of the economic emancipation of women with the growing incapacity of fathers, many who are no longer regarded as heads of their families. Consequently, this has put the central role of men as the family patriarchs in jeopardy. As a result, most men have turned to idleness, alcohol and petty crimes. Ultimately, boys lack strong men in their lives to look up to. The lack of male role models to emulate has disadvantaged boys’ schooling and academic performance a factor that this study seeks to investigate.

Related findings were revealed by Mbote in a study commissioned by the Federation of Women’s Lawyers (FIDA). The study focused on gender-based violence in Nairobi, Nyanza and Western Provinces. The study explained the reversed gender roles and the declining dominance of the male parent as some women enjoy the upper hand in the family. This was associated with economic emancipation of women that was claimed to have contributed to the shrinking role of the patriarch of the family. Another contributory factor identified was that the policy and legal frameworks instituted in the country allow women to inherit property, previously considered a birth right of only

male children.

Similar perspectives on the declining role of fathers in the family were provided by a study done by the Kenya Agricultural research Institute (KARI) in 2011. The study indicated that in Imenti South women took up massive ventures in commercial banana farming, and also own land and manage own banks accounts. As a result, women were claimed to out man oeuvre the men, who become disempowered and turn into abusing alcohol and idleness. Consequently, children from such families no longer ask their fathers for school fees, instead, looking upon mothers for money and guidance (KARI, 2011). This study seeks to investigate whether this applies in Mukurweini.

Gender difference have their oppressive tendencies right from birth, boys and girls are treated differently (Kibera and Kimonti, 2007) argues that a girls education is most important for development; while (King, 1991) contests that it is important to educate both female and male students. (FAWE, 1997) enumerates a number of reasons in favors of educating a girl child, he sees it as having the highest return investment in developing countries: he goes further to say it has multiplier effects and empowers women to bring about other necessary changes like family size, increased income and market productivity which women cannot achieve single handedly they need the boy child to be educated too. (Muller, 1990) agrees that educating both male and female brings more benefits to the society.

As part of the socialization process, education for the boy child may be sacrificed for the sake of conforming to socially-defined gender roles and expectations. For instance, according to Chang'ach (2012), among some Kalenjin Communities, boys are socialized to take up roles such as livestock herding and agricultural labour. These roles have negative impact on boys' education. In addition, at a very early age, the

boy-child is taught to be masculine, and socialized not to display weakness by crying or showing emotion. These dynamics have contributed to the neglect of issues that affect the boys amongst the Kalenjin.

In countries such as, Armenia, Latin American and Caribbean nations have experienced gender disparities in education. In many of these countries, once girls have access to school, they tend to perform better academically than boys: girls tend to repeat grades less often and are more likely to reach the last grade of primary education. This gender disparity becomes more pronounced in secondary and higher education, with boys' under participation in secondary education becoming an increasing problem (UNESCO 2009). While this problem varies by country, it is common for boys to enter the workplace early because they do not perceive any benefits from staying in school, and some studies have shown that boys are socialized early into the notion that working is a masculine endeavour, whereas education is feminine (Jha and Kelleher 2006). This study seeks to investigate if this applies in Mukurweini.

A study by Changach (2012) indicates that customs such as circumcision which signify adulthood cause boys to drop from school as they do not want to be subjected to school discipline. Jha and Kelleher (2006) continue to contend that in the Maasai community, virtually all boys drop from school after being inducted into moranism through circumcision. Therefore, when such societal expectations are left unchecked and unchallenged by authority figures inside the classroom as well as public arena boys are presented with no choice but to leave school to pursue societal expectations. On the other hand, social cultural dynamics that have seen traditional social fabrics break have resulted to single parenthood, lack of care for orphans as well as lack of role model at both family and community level especially for the boys. Moreover, the

emerging trend is that the girl child and by extension the women are asserting themselves in the society causing the boy child to lose their perceived grip of dominance. According to Robinson (2009) it is not only in the work place where women are showing more aggressiveness and more promise. In our kids' school, parents, teacher and children's meetings, it's always the girls who make comments, ask questions or offer prayers at the end of the sessions. This situation is more pronounced in central province of Kenya. Indeed, in Mukurweini, girls not only surpass boys in enrollment in both primary and secondary education but also in performance (Mukurweini Sub- county Education Report, 2011)

b) School related factors

Societal perception of boys as superior to women, future heads of families, leaders as well as young adults may have a negative effect on their education. Research in Jamaica, a country that deals with issues concerning boys' underachievement and participation in secondary school, has found that female teachers do not discipline boys because they believe that this is the responsibility of a father or another male figure (Jha and Kelleher (2006). The education system in Jamaica allows misbehavior among boys to continue, and there is strong reluctance to restrain such behavior, as it is believed to jeopardize the male identity. According to Castle (1966), boys develop a feeling of independence as they approach adolescent age and also a sense of assertion which leads to anxiety and restlessness. They want to be left alone to explore the world but the school does not provide a leeway to explore because of rigidity hence creating conflicts which affects their academic performance. Obae, (1990) lamented on the same that teachers do not create friendly relationship with children which makes pupils unable to talk freely and on equal terms with their teachers.

A study conducted in Seychelles by Ministry of Education and Youth revealed that there is differential treatment of boys and girls in schools and higher expectations for girls on the part of teachers. The report suggested that girls were more frequently praised than boys, while boys were punished more harshly than girls. Teachers were generally more positive toward girls because they see them behaving better and more serious about their studies. Boys, by contrast, were described as easily distracted, lacking concentration, and constantly seeking the attention of teachers (Chege 2009). This study seeks to investigate whether this applies to Mukurweini.

Lack of boy child role modeling in society is often duplicated in school particularly in the urban areas where men teachers are underrepresented. Moreover qualified professionals, who are mostly men, leave the education sector to pursue better-paying jobs denying the boys the much needed role modeling. A CRRC study (2008) reports that in Armenia, male students particularly those who are prone to juvenile criminal behaviour, lack male role models at school, and are not satisfied with the capacity of their current male teachers to engage them in active and socially constructive activities. Sadly, in Guyana boys will seek negative role models to compensate for gaps in role models at home or at school (Jha and Kelleher 2006). In Kenya there is decreasing number of men taking teaching as a career while those who are already teachers keep changing the career (Changach, 2012). Consequently, boys especially in primary schools lack mentors a situation that may lead to low translation to secondary schools a factor that this study seeks to investigate.

According to Kaguamba 2011, gender of the teacher affects boys' academic performance for it is easier for a boy child to associate with a male than a female teacher. They find them more approachable and understanding. This means that they can approach them when they have academic problems and they would help them

boost their academic performance. Moreover, the male teachers may not necessarily be trained to handle gender issues in regard to boys as gender perspectives and often focus on girl child. This may perhaps result to the development of anti-schooling attitude that prevents educational success. According to Kaguamba 2011, the education level of male guardians affects boys' academic performance. This is because educated male guardians are more interested in boys' education, act as role models, can assist with the home work and they are a source of inspiration to the boys. All these promote good academic performance among boys, if they lack, it may lead to poor performance.

The construction of gender identity during childhood is reinforced by peers and the adolescent reward system (Kitetu, 1998). Peer interactions can reinforce or contradict messages about gender in ways that impact upon academic performance. According to Legewie and DiPrete (2012), boys draw more influence from peers than do girls. The authors argue that, in certain contexts, disruptive behaviour is encouraged by male peers and leads to status gains in the adolescent peer group as a result. Working for academic achievement is thus labelled as feminine and thereby stigmatized (Legewie and DiPrete, 2012). Girls' peer groups, by contrast, do not vary as strongly between different social environments in the extent to which they encourage academic engagement, and they are less likely to stigmatize school engagement as un-feminine. Girls typically view schoolwork as acceptable, for which they also draw encouragement from amongst themselves. Legewie and DiPrete (2012) provide an explanation to this – it is because female identity during adolescent or pre-adolescent is not based on resistance to authority or disengagement from school; rather, it is geared towards conformity.

A Study by Weaver- Hightower (2003) on “The Boy Turn” suggests that boys are more likely than girls to be ridiculed by their peers for working hard at school, and frequently resort to ‘laddish’ behaviour such as challenging authority, drawing attention to themselves and pretending not to care about schoolwork in order to gain acceptance from their peer groups (Weaver- Hightower, 2003). Similar findings are presented in the work of Lengewie and DiPrete (2012) who discuss the role of peers in shaping attitudes towards school and working habits. Their study revealed that due to peer pressure, masculinity is constructed among young boys, at least partly, in terms of resistance to school. This resistance may be partially responsible for male underachievement in school. The construction of female identity and their peer culture, in contrast, is not as closely tied to resistance to school and, indeed, may even support schoolwork as a positive attribute of femininity, with the result being that girls consistently have better working habits and a stronger pro-school orientation (Legewie and DiPrete, 2012). The role of peers is, therefore, significant, for instance, the active policing by peers of boys who are not perceived to occupy appropriate forms of masculinity (Stromquist, 2007). These findings may explain how peers influence male and female students in ways that either support or compromise academic performance.

Boys who do not perform well may be looked down upon by others making them have distaste in education. In Australia, various negative words are used by school-age children to label boys who prefer academic pursuits over team sports, and those who choose to study ‘women’s’ subjects (e.g., literature and the social sciences) over ‘men’s’ subjects (e.g., sciences, math, and technology). This environment of machismo creates peer effects that can perpetuate anti-school beliefs and reduce the likelihood for boys to continue or perform well in school (CRRC 2008, Jha and

Kelleher 2006). In Kenya peer pressure, has been associated with drug abuse, school strikes as well as low perception of education particularly among boys (Safety Standard Manual, 2008, Wangai Report, 2001 and Nacada 2005). Were,(2003) argues that children do not finish school due to such factors as peer pressure which in cases of boy child it drives them to engage in drugs and substance, watch video and even go to discos to dance MOEST, (2003). The study seeks to investigate whether this is a factor influencing the performance of boys in Mukurweini Sub- County.

C) Socio- economic Factors

The social economic environment of school going children has been found to be a critical factor to education access; equity and retention. Governments in Latin America and the Caribbean are becoming more aware that boys and young men from low socio-economic backgrounds tend to become more alienated from school (Jha and Kelleher 2006). UNICEF (2003) contends that even if both genders are negatively affected by such circumstances, low-income boys are more likely to drop out and have greater propensity for crime than girls. Economic necessity forces many teenagers, especially boys, to leave school in the upper-primary grades, and this has severe consequences for tertiary education. At the tertiary level, faculties have reported enrolment rates dropping to the point where entire departments have no boys enrolled. Many of these boys choose to work instead of continuing on to higher education. Some leave the country to seek jobs in countries where they may be paid higher wages, such as Russia (CRRC, 2006).

In Kenya, more than 50% of the population lives below poverty line which limits education access (Economic Survey, 2007) notwithstanding the free education

policies. Indeed, parents have to buy uniforms, cater for personal emoluments as well as feed the children. Consequently, many children are likely to drop from school particularly when these needs are not met. This effect is amplified in poorer communities or household's where boys are often pressured to support their families especially in agricultural farms. These go against good academic performance (Kaguamba 2011). Changach (2012) contends that some parents do not educate their children especially the boy-child so that they work for the family. The boy-child often engages in manual work, attends school irregularly and may altogether drop out of school and is exploited as result of child labor a factor that this study seeks to investigate.

According to UNESCO (2003), many children have either lost one parent or both. As such depending only on one parent or living with grandparents or even on their own. Further to that, though alive many parents are unemployed and therefore have no means of earning a livelihood. Consequently children suffer all kinds of deprivations including food to eat. In such as case they are unable to afford school related costs. Poor household are entrapped in a poverty cycle and lack both capacities and resources to enable them afford adequate and balanced food (Republic of Kenya, 2006), consequently it is the inability of the poor to meet educational costs for their children and the boy-child is mostly affected. This is evidenced when Makabila, (2009) reported in the standard newspaper that 'lack of fees hindered the top KCPE boy from Teso District from joining form one.

A study done by Ngau (1991) on grade repetition and school dropouts in Kenya's primary schools reveals that parent's level of education is important for children's educational support. Peasant parents who are also poorly educated are doubly or even

triply disadvantaged. While these parents try to provide the best education to their children, the priority family goal is “survival” as the family does not even have proper and adequate medical care, food and shelter. The most prevalent argument is that the socioeconomic status of learners affects the quality of their academic performance. Most of the experts argue that the low socioeconomic status has negative effect on the academic performance of students because the basic needs of students remain unfulfilled and hence they do not perform better academically (Adams, 1996). The SES can be deliberated in a number of different ways; it is most often calculated by looking at parental education, occupation, income, and facilities used by individuals separately or collectively. The boys with high level of SES perform better than the middle class boys and the middle class boys perform better than the boys with low level of SES (Garzon, 2006). The achievement of boys is negatively correlated with the low SES level of parents because it hinders individuals in gaining access to resources of learning, and also discrimination in case of a girl presence in the family (Eamon, 2005). The belief that girls are more vulnerable than boys aggravates the situation by the mere presumption that boys are hardy which the study seeks to investigate.

2.2.3 Challenges Encountered by Schools while Improving Academic Performance of Boys.

There are a number of challenges that schools encounter in improving performance of boys. These include:

Poverty has been cited as being one of the factors that negatively impact on boys and girls effective participation in education. According to UNESCO (2003), many children have either lost one parent or both due to HIV/AIDS. As such depending only on one parent or living with grandparents or even on their own. Further to

that, though alive many parents are unemployed and therefore have no means of earning a livelihood. Consequently children suffer all kinds of deprivations including food to eat. In such a case they are unable to afford school related costs. Ubogu, (2004) asserts that lack of basic school needs like learning materials could not provide a stable mind and conducive environment for the pupils to study. Lack of learning materials contribute to poor performance in national examinations. This study seeks to investigate if this is the case in Mukurweini District.

As a result of Free Primary Education (FPE) most schools are understaffed and hence overloading the teaching staff. Many School Management Committees are of the opinion that as a result of the ban of levies, they are unable to recruit extra teachers through the P.T.A and this has seriously affected the pre-school units (Republic of Kenya and UNESCO, 2003). These problems are contributing to higher school dropout and poor performance as they did during the 1974 FPE intervention.

The family institution that was highly valued in the traditional society also faces different challenges, including single parents by choice or circumstances such as divorce, separation, career or death of either of the spouses. In the process, the bringing up of children has been adversely affected. In some cases, the modern man is not in a position to exercise as much authority as in the past based on the ever changing dynamics of the society which is left to school to handle. In the process, the boy-child may lack a role-model. This may lead to a negative trend in performance (Juma, 2009).

There are no clear legal policies on gender issues in schools especially in relation to a boy-child. It is clear that too much attention is drawn towards a girl child leaving boy-child with a belief that they are hardy and can always protect

themselves, (Ouru and Onsarigo 2012). Guidance and Counseling services or departments in schools are keener on looking at the welfare of a girl-child than those of a boy-child. The status of gender equality and equity in basic education has not highlighted challenges facing the boy-child in particular. The challenges in education systems and the resultant boy-child issues are not new, while the decisions to change the education system are done by the authorities at International and National level, legal frameworks are not put in place for implementation and management at the bottom. The schools are left with no choice but to go by the same policies (Republic of Kenya 2006).

It has been noted by stakeholders that the over emphasis on the girl-child education in Central Province has seen the number of boys attending schools going down and has contributed to the decline in boy child performance and enrollment in school. For instance, in some districts like Tetu there is only one boys' boarding school Kimathi Boys. Further to that most mixed secondary schools in the region have been converted into girls' boarding schools that leave the boy-child with few options. Some boy-child has been reported to have dropped out of school to join illegal groups. The situation is worsened when score of father who should be role models to their children have been reported to be consuming too much illicit brew and they have no time for their families. As a result, boys drop out of school due to high poverty level that turns them into working in coffee farms, tea farms, quarries, hawking and rice farms especially in areas like Mwea, Nyandarua and Murang'a. (Education News, 2012).

Good performance is realized when parents work in consultation with the teachers in order to understand their children better. Parents' interaction with teachers enables them to know what their children are encountering in school and what could be done to

deal with the problems. It would also put pupils on alert and study in school as they would know that their parents would inquire about their performance. Parents may not be able to provide much guidance and help their children's performance improve when they are ignorant of what happens in school. Most parents rarely consult the school on performance an indication that they are not bothered with the education of their children Ubogu (2004). This study seeks to investigate whether this applies to Mukurweini Sub-County.

A study conducted in Armenia revealed that deteriorating quality of schooling has been a worsening of teacher working conditions and salaries (Project Harmony n.d.). Qualified professionals, who are mostly men, leave the education sector to pursue better-paying jobs. A CRRC study (2008) reports that Armenian male students, particularly those who are prone to juvenile criminal behaviour, lack male role models at school, and are not satisfied with the capacity of their current male teachers to engage them in active and socially constructive activities. Research in other nations, such as Australia and Lesotho, have provided additional evidence that boys, in particular, value male teachers as role models. As a result, boys develop an anti-schooling attitude that prevents educational success (Kelleher 2006).

According to Chege 2001, underperforming boys are more prone to leaving school and engaging in crime. In some parts of central Kenya especially Kirinyaga County, boys left school to look for jobs as there were concrete economic activities available for boys. Boys also engaged in drugs taking when out of school and so they are not able to go back to school and if they go back, the concentration span become low as compared to that of girls (Fatuma C, 2006). Kenya, with the other developing African countries, has been caught up with the indiscriminate use, abuse and dependence on drugs of various types. Boys face the challenge of drug and substance abuse. A study

on drug abuse in Kenyan secondary schools revealed that alcohol was the most frequently abused drug followed by *Miraa*, *Kuber* (tobacco), bhang and indigenous alcoholic drinks. Alcohol leads in the list of abused drugs largely because most alcohol adverts target men and tend to portray a picture that drinking is masculine. The study revealed that intense peer pressure led students to take drugs, either to have a sense of belonging or to seem more powerful than their peers (Ngesu et al, 2008). There is need for studies that generate knowledge on how to effectively address masculine behaviour and attitudes that negatively impact on boys' education.

2.2.4 Strategies to improve on Performance of Boys

Reviewed literature revealed some of the strategies that could be put in place to improve the performance of boys as: provision of gender friendly environment, good leadership, motivation of students, participation by male parents in school affairs and provision of guidance and counselling services.

a) Gender friendly environment

School environment should provide a conducive environment for learners. It involves the interaction of teachers, students, head teachers, and learning activities with the prime goal of preparing young generation for having successful future (Saeed, 2003). A number of factors affect the learning process or success interactions states as "school, teacher, pupil and parent/community-related – all affect the teaching learning discourse". Other school factors which affect the students' learning include: teachers' qualifications and experiences, teachers' guidance to students, availability of teaching learning resources, physical facilities, students' own cognitive and other abilities, and their socio-economic backgrounds. It is imperative that these factors should properly function for the quality of education (Juma, 2009).

b) Education policy

There has been proliferation of policies to address gender parity and equity in education at local regional and international levels. Millenium Development Goals (MDGs) specifically goal number 3 calls for promotion of gender equality and empowerment while EFA (2000) targeted gender parity by 2005 and gender equality by 2015. Earlier The Convention on the Elimination of all forms of Discrimination against Women (CEDAW) adopted in 1979 and provided a base for equality between men and women through ensuring the women's access to public and political life and equal access to education, and health. Kenya as a signatory to these international commitments, the Sessional Paper 2005, KESSP 2005 as well as gender policy (2007) reiterates the need to bring gender parity and equality in education. However, the policies hardly address the boy child. The documents largely focus on promoting girl child education notwithstanding the emerging evidence that in some countries or some regions the enrollment of girls and performance of girls is higher than boys. Sadly policies such banning of the corporal punishment is seldom implemented as caning is still rampant especially for the boy child (Dawo and Simatwa,2010). In Kenya especially in central region where Mukurweini District falls the widening gap between girls and boys achievement is a cause of concern that demands the attention of both policy makers and researchers.

c) Provision of free primary education

The other effective measure is provision of free primary education. In Kenya, the government re-introduced free primary education with a view of ensuring every school going child enroll in primary education. However making primary education free is not enough because as Achoka et al 2007) note parents, guardians and sponsors are still expected to provide the facilities, uniform, feeding, medical care and other

statutory fees upon which many parents failure to provide financial requirements their children are sent away from school despite the fact that this sector of education is “free”. This impacts on their academic performance negatively. Njeru and Orodho (2003b) noted that in view of the growing levels of poverty, high mortality rates occasional by HIV and AIDS and unfavorable national policies, Many children are dropping out of school at all levels and unless appropriate interventions are urgently put in place the goal of attaining education for all (EFA) by 2015 as envisioned by the Dakar, Senegal 2000, World education Forum will be a mirage. This can be overcome by creating fund to cater for the needy cases in school.

d) Support systems

The need for family and community support systems to assist in dealing with the problem of male underachievement has been identified by Clarke (2007) in his study. He noted that boys who had their fathers highly involved in their lives did well at school. They had a better record of social behaviour; they were less likely to be involved in fights and other anti-social behaviours and more willing to participate in class and to volunteer to help at school.

Parents and community members should give full support to their children’s education. This requires a high level of awareness. However, parents in most cases lack such awareness as a result of not being exposed to education. Bruns et al (2002) argue children of mothers with formal education have better performance compared to children whose mothers did not attend school. Kasonde - Ngalandu (1999) strongly support the argument that parental education and support have a very positive influence on the children participation and performance in education. The community as a whole has the responsibility of giving support to school programs, including the provision of adequate space, time and opportunities for learning. In places whose

involvement in education affairs has gained roots the results are quite encouraging for both boys and girls.

e) School management

Poor performance of Kenya Education System as well as in other developing countries is due to weak managerial capabilities in those systems (Eshiwani1993).

According to Sushila (2004), the head teacher is the leader in a school, the pivot around which many aspects of the school revolve, and the person in charge of every detail of the running of the school be it academic or administrative. The head teacher should be involved in making most of the decisions of the school. It is therefore important that, the head teacher is a leader, a thinker and a decision maker. The head teacher is a good team player upon whom the performance of a school is appraised.

f) Students' motivation

Research and inspection have ascertained that the quality of leadership makes the difference between the success and failure of a school (Millette, 1988). In highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, it is the head-teacher who sets the pace by leading and motivating students and staff to perform to their highest potential. As such, schools make a difference to students' achievement; head teachers' motivational strategies are some of the factors which contribute to students' academic success.

g) Participation of male parents in school affairs

According to Victor (2014), the state of public school indicated that many fathers do not take part at all in matters involving the schooling of their children. More boys are dropping out of school than girls particularly in class seven. This is largely attributed to many factors, one of them being lack of interest by fathers in schooling of their children. Mothers turn out in large numbers for school functions than their male

counterparts. Parents should not detach from their children's education as they play a major role in supplementing their efforts to improve education quality.

h) Guidance and counseling

According to Alice (2010), boys' problems are behavioural in nature and they seek guidance and counselling from such behaviours as smoking, drinking, and general drug abuse, vernacular speaking, noise making, absenteeism, failure to do assignments, inattentiveness, improper dressing, cheating in exams, sneaking out of school and bullying other students. This is in agreement with other studies such as Wango (2006). In addition, the lack of male teachers could have made male pupils fail to seek counseling from females in anticipation of seeking assistance from male teachers who were conspicuously absent. This again is in line with Wango (2006, In Process) who has noted the gendered patterns of maleness in failure to seek help, or seeking help from males. Alice (2010), noted that more male teachers should be recruited and involved in guidance and counseling.

2.3 Theoretical Framework

The theoretical base of this study is drawn from Connell theory of hegemonic masculinity.

According to Connell (1987), the theory of hegemonic masculinity refers to the belief in the existence of a culturally normative ideal of male behavior. Traditional and hegemonic forms of masculinity maintain the privilege of masculinity by differentiating and elevating a young man from females and femininity. As such, many young men gain benefit from identifying with a 'hegemonic masculinity' and may be described as adopting complicit masculine identities. Proponents of hegemonic masculinity point to characteristics such as aggressiveness, strength, drive, ambition, and self-reliance, which they argue are encouraged in males but

discouraged in females. The male ideal that stands out as the 'hegemonic' masculinity in Mukurweini is referred to as the 'breadwinner'. Accordingly, the male earns authority through the practice of providing economically for their female partners and families (Silberschmidt, 2001). Although this study targeted male students who may not already be providing for their families, they are perceived as future breadwinner. This expectation influence parents and teachers' attitudes in terms of how boys are treated and expected to perform at home and school.

Connell further argues that hegemonic masculinity is centrally connected to the subordination of women (Connell, 1978). The theory was thus developed in an attempt to give an account of the sex role framework and the question of patriarchal power and social change. According to Connell and Messerschmidt, (2005), the concept of hegemonic masculinity, has considerably influenced recent thinking about men, gender, and social hierarchy. It has provided a link between the growing research field of men's studies, popular anxieties about men and boys, feminist accounts of patriarchy, and sociological models of gender. Hegemonic practices of masculinity are those ways in which 'approved' modes of being male are produced, supported and resisted. Hegemonic masculinity is conceptualised here as the dominant norms, or standards, of masculine practice (Connell, 1987), which become a point of reference for the socialization and behaviour of boys in primary schools.

The theory of hegemonic masculinity is useful for this study to understand the dynamics of classroom life, including patterns of resistance and bullying among boys. It will also be used to explore relations to the set curriculum and the difficulties in gender-neutral pedagogy. It will further be used to understand teacher strategies and teacher identities among boys and girls in primary schools. Hegemonic masculinity

theory is also relevant in explaining the forces and the pressures experienced by boys in primary schools to conform to the dominant norms and practices of social- cultural hegemonic masculinities. Some of the actions constructed as masculine in Mukurweini include display of courage and confidence, showing emotional invulnerability, independence or self-containment, aggression, strength and risk taking which can positively or negatively affect the academic performance of boys.

2.4 Conceptual Framework

The aim of all learning institution is to offer all learners opportunities to realize their potential and personal development. This should be guided by the policies and guidelines stipulated by the Ministry of Education and education institutions to motivate learners in their education. Consequently, this will lead to improved performance. In the conceptual frame work in figure 2.1 below, Independent variables include factors affecting performance of boys such as school, home, economic and challenges encountered by schools while improving performance of boys such as drug abuse, lack of cooperation by some parents, lack of male role models and failure of male parents to participate in school matters. If these variables are well manipulated, they determine the performance of dependent variable, the performance of boys. Intervening variables refer to abstract processed that are not directly observable but that link independent and dependent variable. In this study intervening variables include strategies to be put in place such as guidance and counseling, motivation of boys, parents' cooperation in school matters and abolishment of corporal punishment in schools. Orodho (2008) defines a dependent as the one that varies as a function of the independent variable. The variable attempts to indicate the total influence arising from the effects of independent variables. In this study, the dependent variable is the performance of boys. The performance may vary with

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedure that was followed in conducting the study. Specifically the Chapter includes a description of the following sub-sections: the research design, location of the study, target population, sampling techniques and sample size, research instruments, data reliability and validity, the data collection procedure and the method of data analysis.

3.2 Research Design

This study followed utilized a descriptive survey design. Kothari (2006) explains research design as a systematic way of solving the research problem whereby a researcher adopts various steps to study the problem along with the logic behind them. Survey methods collect data through questionnaires and interviews and attempts to collect data from members of a population for the purpose of establishing the current status of that population with respect to one or more variables (Orodho, 2005). The survey design was selected for this study because the study was involved in describing, recording, analyzing and reporting conditions, as they currently exist. Descriptive survey design was also used in this study because of its appropriateness in establishing relationships between variables and facilitating the collection of information for determining the population parameter.

3.3 Location of the Study

The study was conducted in Mukurweini Sub-County in Nyeri County. The Sub-County borders Ndia constituency in Kirinyaga to the South East, Mathira and Tetu Constituencies to the north, Othaya constituency to the West and Kiharu and Mathioya constituencies to the south. The Sub-County is divided in three locations

namely Mukurweini North, South and Central. It has 65 public primary schools, 4 private schools, 34 secondary schools and one technical training institute. The Sub-County is divided into three educational zones, namely, Gikondi, Mukurweini North and Mukurweini South. The main source of livelihood in the Sub-County is coffee and dairy farming. The researcher carried out the research in the Sub-County as she is more familiar with the study area. Frankfort (2007) observed that factors such as familiarity to an area, limitations of time, effort and money may influence the researchers' choice of locale. This in part influenced the researcher to choose Mukurweini Sub-County Nyeri for the current study. Secondly, data from the Ministry of Education indicated a unique trend in education that pointed to the fact that the performance of boys was consistently going down. Finally, no such studies had been carried out in Mukurweini Sub-County.

3.4 Study Population

The target schools were all the 65 public primary schools in Mukurweini Sub-County. The distribution of schools according to the education zones is as follows, Gikondi and Mukurweini North has 22 schools each while Mukurweini South has 21 schools. The study respondents were primary schools head-teachers, class teachers, parents teachers association members, male pupils, and education administration officials of Mukurweini Sub-County.

3.5 Sample Size and Sampling Procedure

The sample size was determined as follows:

a) Zones

The three educational zones in the District were included in the study. Mukurweini South had 21 schools, Gikondi and Mukurweini North each 22 schools.

b) Schools

Cluster sampling was employed to select schools for participation by listing down all the schools in the sub-county according to their zones. Simple random probability was used to select twelve schools from sixty five, four schools from each zone. This was because the schools were evenly distributed throughout the three zones. This ensured that all educational zones were involved in the study thus taking into consideration the socio-economic dynamics of the whole Sub-County. The sample of 12 schools represented 20% of the target population of 65 schools from the three zones which is line with Gays (1992) recommendation of at least 10% sample size of educational research.

c) Students

Of the 12 schools selected for the study, all the sampled schools were single streamed, four schools from each zone. Only class eight pupils were selected to participate in the study because it was the class which was about to sit for KCPE. Results for the previous examination that was done for the whole Sub-County were used to determine the respondents. In each of selected classes, ten overall top achievers and ten bottom achievers were picked. This constituted a sample size of 240 male pupils.

d) Head teachers

The head teachers from the sampled schools took part in the study. This is because they oversee curriculum delivery and implementation in schools.

e) Teachers

The study targeted all class teachers for the 4 classes selected for the study in each zone. This gave a total of 12 class teachers. This is because they interact with pupils on day to day basis.

f) Key informants

The key informants included DEO and DQASO and were purposively sampled as

they are in charge of education matters in the Sub-County.

g) Parents Teachers Association members (PTA).

The Parents Teachers Association members were picked to represent the views of the parents because they are involved in the running of schools. Three members from each selected school were randomly sampled. This constituted a sample size of 36 members.

Sample size formula

$$n = \frac{N}{1 + N(e)^2}$$

Where n = sample size

N = sample population

e = precision

Table 3.1: Sample Frame

Category of Respondent	Target Population	Sample Size
Head teachers	65	12
Teachers	72	12
Pupils	540	240
Parents	60	36
Education Officials	2	2
Total	739	302

3.6 Research Instruments

The study utilized both primary and secondary data. Primary data was generated using the following instruments:

a) Interview guide

Interview is a face to face oral communication using a set of predetermined questions involving one or more persons. This method is recommended for a descriptive study as it gives comparability, spontaneous reactions and supplementary information

(Robson, 2007). An in depth interview schedule for parents and key informants allowed probing in greater depth and also permitted the researcher to obtain clarity for the information being sought. This was administered in different sessions (see appendix E and F). It also allowed the researcher to take control of the response situation.

b) Questionnaires

There were two sets of Questionnaires, for class teachers and Head teachers. The questionnaires were used because it has the ability to collect large amount of information in a reasonably quick space of time. The two sets of questionnaires had close ended and open ended questions. Close ended questions were used as they are easy to administer and analyse while open ended are easy to formulate and also helps to collect a more in depth response (See appendix C and D) respectively.

c) Focus Group Discussion Guide

Focus group discussion guide was used to collect data from class eight boys. Separate FGDs were conducted with 10 selected top achievers and 10 selected bottom achievers. This gave a total of two focus group discussion groups per selected schools. The FGD started by creating an activity where the learners were allowed to say something about themselves to create a friendly atmosphere and a sense of trust of the researcher and rest of the group. During focus group discussions, the researcher asked questions and moderated the group to ensure that all the individuals in the group were given a chance to express their views while at the same time keeping the focus on the discussions. After FGD, the participants were provided with rewards of appreciation for their help. FGD are appropriate because through interactions, perceptions and experiences in the topic of discussion are captured. FGD also allowed participants to explore their views, debate issues raised and dialogue with

each other freely. It also made it possible to obtain data required to match specific objectives of the study. This instrument was suited for obtaining data on group attitude and perception.(See appendix B).

d) Secondary data

Secondary data relevant to the study was generated from the school as well as education offices as a supplementary method of gathering information.

3.7 Validity and Reliability of Research Instrument

Reliability of an instrument concerns the degree to which a particular instrument can consistently yield a similar result over a number of repeated trials (Orodho, 2005). According to Robinson (2007), content validity is established by an expert. As a result, the researcher consulted the supervisors to review the contents of the instruments. The comments, concerns and suggestions raised by the experts were adequately incorporated in the final instruments that were administered to the respondents. The piloting was then organised in order to affirm the instruments validity and reliability in generating the expected data. This was important in order to ensure that they yielded reliable and valid data on the basis of which the results, conclusions and recommendations would be drawn.

The instruments were piloted on a population that was similar to the target population; a school from Tetu, the neighbouring Sub- County. To establish validity of the instruments using the pilot study, there were 5 respondents for the pretest, two class teachers, two head teachers and two parents that were randomly picked.

The purpose of having the pilot study was to refine the study's instruments, that is, by participants giving feedback on the clarity of the questions' content, language, relevance of the items to the intended group, redundancy of the questions, difficulty

of the questions, time taken to answer the questions as well as the layout and length of the questions validity could be enhanced. Moreover, it would test whether there was ambiguity in any item; if the instrument could elicit the type of data anticipated and also being appropriately addressed. The pilot study confirmed the validity of the instruments. The researcher discussed the responses with the participants and any item found to be vague was rectified and any grammatical error corrected. The researcher verified all the items to ensure that they were valid and reliable.

To determine reliability of the instruments, Cronbach's Alpha formula was used. The questionnaires were administered to the same group of respondents at two different times. In addition, any items that were found unclear or required to be enhanced upon were further improved. Some of the items were omitted to avoid overloading the respondents. The correlation between the two sets of observation was then computed. According to Orodho (2005), a coefficient correlation (r) of about 0.75 and above should be considered high enough to judge an instrument as reliable. The researcher's value was 0.77 and therefore the questionnaires were considered as reliable for data collection.

3.8 Data Collection Procedure

Permission was sought from relevant officers through a letter of authorization from graduate school Kenyatta University. Subsequent clearance to carry out the study was obtained from the District Education Officer. Permission was also sought from the head teachers of the selected institutions to be involved in the study. The selected institutions were visited before actual data collection for familiarisation and acquaintance with the institutions. During this visit, the head teachers were informed about the purpose of the study and appointments were booked for data collection. Questionnaires were taken to selected schools for the head teachers and class teachers

to be filled and were collected after a week. The members of the Parents Teachers Association were informed about the purpose of the study through the schools' head teachers. Interview schedules were organized and conducted in schools at their convenient time. Focus group discussions were held for male pupils in class 8. They were separately put in groups of ten top academic achievers and ten bottom achievers. The total number of FGDs discussions done was 24, two each from the 12 selected schools. The deputy head teacher helped to converge the two groups for discussion. The researcher also interviewed the DEO and DQASO. The researcher recorded all the responses from FGDs discussions and interviews conducted in a note book in a narrative form. Secondary data obtained on performance from the education offices and from schools was used to authenticate the data.

3.9 Data Organization, Analysis and Presentation

The study yielded both qualitative and quantitative data. After the data was collected, editing, coding and data entry was done to ensure the accuracy of the data and their conversion from raw form to reduced and classified forms that were more appropriate for analysis. Quantative data was categorized, edited, coded and computed using statistical package for social sciences (SPSS) in line with research questions. Frequencies and percentages were calculated, interpreted and analyzed. Data summaries were presented in tables which were followed by interpretations and discussions. Narrative reports from qualitative data were used to enhance the validity of the research study results. The data collected was analyzed in line with the research questions. Data cleaning was done and all responses that were given to open ended questions were grouped according to themes after which they were coded. Numerical data was summarized to produce frequencies and percentages while qualitative data was analyzed using explanations, discussions and citations.

3.10 Logistical and Ethical Issues

The necessary research authorities from Kenyatta University, Education office and schools were consulted and permission granted to carry out the study. Research permit was also obtained from the National Council for Science and Technology.

In this research, all the respondents' information and identity was treated with confidentiality and information gathered was only used for the purposes of the study. Respondents were given due explanations before commencement of the study and a free will to participate and contribute voluntarily to the study. However, since children could not give their own consent to the study, permission was sought from District education officer (DEO) and head teachers from various institutions which were involved in the study.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSIONS

4.1. Introduction

This chapter presents the findings and discussion on determinants of academic performance of boys in Mukurweini Sub -County. The presentation of the results and discussion is guided by the study objectives, and in the light of the reviewed literature related with academic performance of boys in public primary schools in the study Sub- County. Analysed data and discussions are in relation to: Performance of boys and girls in public primary schools in Mukurweini Sub – County from 2010- 2014, factors influencing academic performance of boys, challenges faced by schools while improving the performance of boys and strategies that could be put in place to improve the boys’ academic performance. Also analysed were the demographic characteristics of teachers and head teachers included in the study. The understanding of demographic characteristics could help in explaining some of the determinants of academic performance of boys in public primary schools in Mukurweini Sub- County.

4.2 Demographic characteristics of Head teachers and Teachers

Demographic characteristics of teachers and head teachers analyzed were gender and level of education, which are considered important in understanding the determinants of academic performance of boys.

4.2.1 Gender of the Head teachers

As shown in table 4.1, data analysis revealed that among the head teachers, in Mukurweini North and South, there was gender equity in male and female representation in headship. However in Gikondi zone, there were 75% females and 25% males indicating gender inequity in males and females representation in

headship.

Table 4.1 Gender analysis of the Head teachers

	Mukurweini North		Mukurweini South		Gikondi	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Male	2	50	2	50	1	25
Female	2	50	2	50	2	75
Total	4	100	4	100	4	100

4.2.2 Gender Analysis of Teachers

As shown in table 4.2, in Mukurweini North, 58.3 % were females, 41.7% males while in Mukurweini South, the females were 66.7% and 33.3 % males. In Gikondi zone, females were 77% and 23% males. In most of the schools both in Gikondi and South zone, the female teachers outnumbered the male with a large margin. In some cases, a school would have only one male teacher often the head teacher. In other cases, the female teachers would be as many as eight times more than their male colleagues. There was little doubt that schools, as exemplified by the sampled schools, were becoming progressively more feminised with women teachers being the majority overall. This could have a bearing in academic achievement of male pupils.

Table 4.2: Gender analysis of teachers in the three Zones

	Zone A- Mukurwe ini North		Zone B -Mukurweini -South		Zone C- Gikondi	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Female	7	58.3	8	66.7	10	76.9
Male	5	41.7	4	33.3	2	23.1
Total	12	100.0	12	100.0	12	100.0

4.2.3 Academic qualification of the head teachers

Level of education was considered in this study in order to establish whether the qualification of head teachers could affect the performance of boys. In Mukurweini North, 50% were diploma holders while 25 % had degrees and 25% were p1 teachers. In Mukurweini South, both p1 and diploma holders were 25 % while 50% were degree holders. In Gikondi zone, 50% were degree holders while both p1 and diploma holders were 25% each as shown in table 4.3.

Table 4.3: Academic qualification of Head teachers

	Mukurweini North		Mukurweini South		Gikondi	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Diploma	2	50	1	25	1	25
Degree	1	25	2	50	2	50
P1	1	25	1	25	1	25
Total	4	100	4	100	4	100

4.2.4 Academic Qualifications of Teachers.

As shown in Table 4.4, the Class teachers in the selected schools across the three educational zones had the following qualifications. In Mukurweini North Zone, 50% were diploma holder, 25% were degree and p1 holders each while in Mukurweini south both the degree and diploma holders were 25% and 50% p1 holders. In Gikondi zone, there were 52.8% diploma holders, 22.2 had degrees and 25% were p1 holders. This gives respondents an edge since they have all attained the required qualification for teaching in primary schools and so understands matters concerning performance in their schools.

Table 4.4 Academic Qualifications of Class Teachers

	Mukurweini North		Mukurweini South		Gikondi zone	
	Frequency	Percent	Frequency	Percent	Frequency	Percent
Diploma	6	50.0	3	25.0	7	52.8
Degree	3	25.0	3	25.0	2	22.2
P1	3	25.0	6	50.0	3	25.0
Total	12	100	12	100	12	100

4.3 Performances of boys in relation to girls in Mukurweini Sub-County

The first objective was to establish the academic performance of boys in relation to girls from 2010 to 2014 in public primary schools in Mukurweini Sub County. This period was considered because these were the years when the performance of boys started to decline prompting the need for this study (Mukurweini Sub- county Education Report, 2012). In order to analyze the performance of boys, it was necessary to consider that of girls so as to understand gender disparity in performance. The number of candidates who sat for KCPE examination during this period was also analyzed by gender as it was critical in comparing the performance of the two genders.

Performance was analyzed from the data obtained from the schools' performance records of the public primary schools of the study area as well as education office in Mukurweini Sub County. The performance that informed this study was done in two levels: KCPE performance for the whole of Mukurweini Sub-County from 2010 to 2014 and Mukurweini Sub-County joint examination for class eight 2014.

a) Number of Candidates from 2010 to 2014 by gender

The number of pupils who sat for KCPE by gender in each zone from 2010-2014 was as represented in table 4.5

Table 4:5 KCPE Candidates from 2010-2014 by Gender in Mukurweini Sub-County.

Zone	Years										Total
	2010		2011		2012		2013		2014		
Gender	B	G	B	G	B	G	B	G	B	G	
Number of Pupils	100	80	95	85	90	90	88	90	82	98	910
NORTH											
Gender	B	G	B	G	B	G	B	G	B	G	
Number of Pupils	110	90	105	95	115	100	100	100	95	100	1010
SOUTH											
Gender	B	G	B	G	B	G	B	G	B	G	
Number of Pupils	90	85	98	95	90	92	94	92	90	92	918

Data analysis revealed that there was subsequent drop of the number of boys who sat for KCPE in Gikondi zone each year. However, there was gender equity in terms of gender representation in Mukurweini North and South.

b) KCPE Results from 2010-2014 in Mukurweini Sub-County.

Data analysis of the relevant documents revealed that KCPE performance for boys was better than for girls in the year 2010 and 2011 across the three zones in Mukurweini Sub County as shown in Figure 4.1. This pattern changed in the ensuing years with girls outdoing boys in the study area. The head teacher from Gikondi primary school eager to explain this scenario had this to say;

“...in this school, I would say that girls are performing better across board. Actually girls have turned out very well. We also have boys that are doing

well but girls are doing exceptionally very well...”

This was confirmed by one of the key informants who had this to say;

“...performance of girls in Mukurweini Sub-County has been improving every year since 2010 while that of boys has a downward trend. Boys’ performance has been posting a worrying trend in most schools where gender disparity in performance against the boy child is now a concern...”

Lucianne (2013) noted a remarkable improvement in Kenya Certificate of Primary Education (KCPE) examination as girls shone brighter than boy’s national wide, taking up seven top positions. Twelve candidates managed to the top ten positions having tied in the examination results with girls getting seven slots while boys got five. Further data analysis revealed that in terms of subject performance, boys were performing better in mathematics and sciences than girls. In Mukurweini Sub-County, the only schools where boys were almost at par with girls were Muhito and Maganjo in Mukurweini North, Karaguririo primary school in Mukurweini South and Kiamurathe in Gikondi zone.

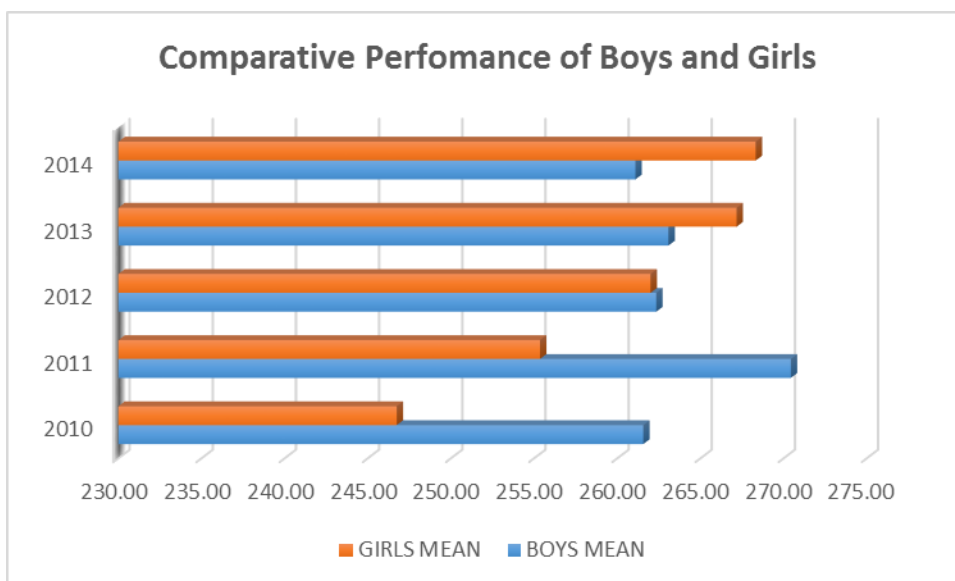


Figure 4.1: KCPE Performances for year 2010- 2014 in Mukurweini Sub-County

c) Mukurweini Sub –County Joint Examination Results Analysis for Class Eight 2014.

In Mukurweini Sub- County, there is a joint examination that is set by subject teachers’ representatives from some schools and administered to all standard eight candidates across the three zones on second term every year. The marking is done at school level for all subjects apart from composition and insha which is done from a common place by language teachers. Ranking is done at zonal level.

As indicated in table 4.6, analysis of the performance revealed that girls were performing better than boys across the three educational zones. Gender disparity in performance was high against the boy child in schools like Ngura and Wangera in Gikondi zone, Kangurwe and Kariara in South and Ningaini in Mukurweini North.

The head teacher from Ningaini explained that;

“...in my school, girls are beginning to outperform boys in overall academic performance. This new trend is likely to be sustained due to presumed overall focus on girls’ education...”

Further data analysis on subject performance revealed that performance of boys in

mathematics and science was better than girls in most schools across the three zones. However, girls trailed behind boys closely with a relatively lower mean score. Girls outperformed boys in English, Kiswahili and social studies in most schools. The only schools where boys outperformed girls in social studies were Maganjo and Muhito in Mukurweini North as shown in table 4.8. This agrees with a report by the Kenya National Examinations Council that girls outperformed boys in literacy by 10 percentage points while they trailed behind the boys with a relatively lower 4 percentage points in numeracy (GoK, 2010).

Male-dominated subjects are generally those that predominately demand either precision or application of mind (Jha and Kelleher, 2006). Feminine-oriented subjects, on the other hand, are considered easy and related to roles like cooking, which are considered socially appropriate for the female gender. In this regard, while girls perform relatively poorly in Mathematics and science subjects, they have an edge over boys in the “feminine” subjects. Hence students’ gender constructs seem to be linked with certain subjects based on attitudes rooted in societal perceptions of women’s and men’s role in society.

Table 4.6: Mukurweini District Examination Results Analysis for Class Eight 2014 by Gender

Zone	Mean score out of 500 marks		Mean deviation between boys and girls
	Boys	Girls	
Mukurweini North			
Maganjo	290.03	292.10	1.8
Muhito	322.20	324.50	2.3
Kagarii	270.50	276.50	6.0
Ninga ini	258.00	265.20	7.2
Mukurweini South			
Karaguririo	328.50	330.50	2.0
Kariara	250.40	260.50	10.1
Kangurwe	278.50	288.80	10.0
Ngamwa	255.00	265.50	10.5
Gikondi Zone			
Ngura	206.00	226.40	4.1
Gikondi	256.40	260.05	10.0
Wangera	244.50	260.01	15.5
Kiamurathe	270.50	272.60	2.1

Table 4.7: Performance of key school subjects in Mukurweini

Performance in English					
	2010	2011	2012	2013	2014
Boys	67.4	61.5	59.6	57.7	61.00
Girls	69.5	64.50	63.7	61.6	63.5
Performance in Mathematics					
	2010	2011	2012	2013	2014
Boys	70.5	70.00	74.4	72.8	71.5
Girls	69.9	69.7	73.00	72.00	70.9
Performance in Science					
	2010	2011	2012	2013	2014
Boys	75.3	70.5	72.3	70.8	72.5
Girls	74.00	69.9	70.8	70.00	72.1
Performance in social studies					
	2010	2011	2012	2013	2014
Boys	67.5	65.3	60.2	63.7	64.0
Girls	68.7	67.2	62.2	64.3	66.8
Performance in Kiswahili					
	2010	2011	2012	2013	2014
Boys	62.0	62.8	61.4	60.8	57.2
Girls	62.4	63.6	64.5	64.00	63.8

4.4 Factors Affecting Academic Performance of Boys

Objective two of the study focused on factors influencing the academic performance of boys in public primary schools in Mukurweini Sub- County. The analysis revealed the factors in the categories of home, school and socio economic related factors.

a) 4.4.1 Home Related Factors

The head teachers and class teachers were presented with statements whose responses demonstrated their perceptions and attitudes on determinants of academic performance of boys in the study area. Data analysis revealed several home related factors that affected boys' performance in the selected schools. As shown in table 4.8, the factors included lack of male role models at home, negative attitude towards education of boys by parents, HIV/AIDS and organized gangs.

Table 4.8: Home related factors

Types of Home related Factors	Mukurweini North		Mukurweini South		Gikondi Zone	
	Frequency	Percent	Frequency	percent	Frequency	percent
Lack of male role models at home	9	68	9	70	10	75
Negative attitude towards education of boys by parents	8	58	10	75	7	54
HIV/AIDS	8	59	5	40	4	31
Organized gangs	3	16	5	48	7	50

The most prominent factor was lack of male role models at home while the least felt factor was boys' involvement in organized gangs.

a) Lack of male role models at home.

The study established that lack of male role models at home was a major factor that affected the academic performance of boys in the study area. This is because some male parents in the area were reported to be engaging on too much alcohol consumption which made boys to lack positive role models whom they could identify with in educational achievement. Socialization of boys at home rotates around moulding them into future breadwinners and socializing them to provide security and leadership. Boys are seen as apprentice fathers because they model and imitate their fathers' roles.

The study further established that there was gender paradigm shift within the family structure in the study area due to economic emancipation of women through women groups. As a result, there was transformation of gender roles as most women dominated in economic arena. The growing incapacity of fathers was attributed to economic emancipation of women. In some situations, such men could no longer be regarded as heads of their families and had put the central role of men as the family patriarchs at risk. As a result, most men turned to idleness and alcohol. Ultimately, boys lacked strong men in their lives to look up to. The lack of male role models to emulate had disadvantaged boys' schooling and academic performance.

This was confirmed by one of the key informants had this to say;

“.....Some male parents in the study area do not play their roles as family heads since they engage in alcohol and drug taking. They are not able to provide for their families and the burden is left to female parents to shoulder. Boys also lack good role models and if left unchecked, they also become the victims of the same....”

In an interview with PTA representatives across the three zones, 32 out of 36 respondents reported that the situation was serious as scores of father engage in illicit brew taking and hence boys lack positive role models to emulate at home. This was confirmed by the head teacher from Gikondi Primary school, who underscored the role of the society in constructing masculinity, saying;

“.....at some homes we are having men who are not doing their duties. Majority of parents are not educated, so they do not take education seriously. Some children, especially boys, are brought up by irresponsible fathers who are often absent, drunk and/or abusive. In such situations, boys do not also see the value for school, and opt to drop out.....”

This agrees with report on Education News (2012) in Central region that scores of fathers who should be role models to their children have been reported to be consuming too much illicit brew and they have no time for their families. As a result, boys drop out of school due to high poverty level that turns them into working in coffee farms, tea farms, quarries, hawking and rice farms. The study findings suggest that both parents are both important role models, and that they have greater influence on male academic performance.

b) Negative attitude towards education of boys by parents

Negative attitude towards education of boys by parents was also cited as a factor that influenced the academic performance of boys. This factor was most felt in Mukurweini South as compared to other zones. All the head teachers and the class teachers, without exception, were of the view that the contemporary family was characterized by parents, mainly mother, who made explicit efforts to not only keep their daughters in school but also motivate them and support them to attain educational success. It was argued that many parents apparently constructed their daughters as worthwhile investments whose economic and material returns to the

parents were guaranteed. Boys were constructed as self-centered and less likely to support their parents after completing school.

In an interview with the PTA representatives from Mukurwe ini South zone, 9 out of 12 representatives stated that they would prefer to educate the girl child than the boy child. One of the female parents from Kangurwe primary school in Mukurweini South had this to say,

“.....girls are worthwhile investments whose economic and material gain to the parents was guaranteed and where resources are not enough, it better to educate a girl than a boy. Boys are constructed as self centered and less likely to support parents after completing school....”

This is inconsistent with a study by Chege and Sifuna (2006) as well as one by Wamahiu and Umbima (1992) that when household were confronted with limited income, parents prefer investing on their sons considering it a more profitable investment. To such parents investing in daughters is a waste of resources and only benefits the family where girls are married to.

This study established a different trend where participants indicated that investing in female education is more profitable because daughters always remember home even after they are married. Respondents argued that most daughters never desert their parents; they are always available to provide moral and financial support whenever needed.

This is in line with a study by Susan Karuti (2013) that the boy-child is provided secondary treatment that may translate to neglect. This is more so where male education is seen as an investment that benefits an individual, with remote spill over to the “investors”, that is, the parents.

Further probing revealed that previously, the society was much up for the boy child but as time came, people wanted a girl child to come up. This socio-gender shift in

favor of girls in the study area was due to the fact that most women acted as family heads which were traditionally a gender role for men. This was because most men were reported to be consuming too much of illicit brews and so they were not able to provide to their families. As a result most parents argued that girls had a promising future than boys hence the need to empower them through education.

This was confirmed by QASO who commented that;

“...Preference of education of the girl child’s education is pervasive especially in Gikondi and Mukurweini South. Where parents do not have enough resources, some prefer to take girls to secondary schools than boys....”

This contends with a study by Eamon, (2005), that the achievement of boys is negatively correlated with the low social economic status level of parents because it hinders individuals in gaining access to resources of learning, and also discrimination in case of a girl presence in the family. The belief that girls are more vulnerable than boys aggravates the situation by the mere presumption that boys are hardy and can fend for themselves.

c) HIV/ AIDS

The study established that HIV/AIDS scourge was another factor that influenced the academic performance of boys in the study area. This factor was most felt in Mukurweini North as compared to Mukurweini South and Gikondi zone. Focus group discussions with students revealed that 5 boys from Mukurweini North had lost both parents due to HIV/AIDS and were left under the care of grandparents.

The study found out that HIV/AIDS scourge made boys to be absent from school especially where they were the eldest to fend for other siblings .This is because boys are socialized to become future bread winners. This was very common in situations where children had lost both parents and were under the care of grand parents or any other family members. One of the boys had this to say,

“.....Sometimes I fail to attend school to look for money to meet family needs as my grandparents are too old to provide support.This negatively affect my performance...”

This was confirmed by the head teacher from Maganjo in Mukurweini North zone who said that;

“....there are cases in this school where both parents have passed on due to HIV and AIDs. In such families, boys act as the family heads especially if they are the eldest.... in situations where there are no proper interventions, such boys fail to go to school so as to look for money to meet the family needs or may drop out of school completely.....”

This was supported by the DEO who commented that;

“....some boys lack basic needs as they are left under the care of grandparents who are too old to support them and hence are not able to concentrate in school....home environment is not conducive for private studies due to lack of lighting, tables, chairs and also they are easily influenced by peers to go for video shows, pools and discos which make them fail to do revision and complete school assignments. This goes against good performance.....”

This is in agreement with UNESCO (2003), that many children have either lost one parent or both due to HIV\AIDS. As such depending only on one parent or living with grandparents or even on their own. As a result where boys are eldest they act as family heads and hence cannot fully concentrate in school.

d) Organized gangs

The outlawed Mungiki Sect, an organized gang, was found to have a large network in Gikondi and south zone and penetration into its schools. The findings were confirmed by the FGDs although most of the participants were reluctant to disclose the presence of the sect as they lived in constant fear of violence.

One of the head teachers from sampled schools said that,

“....boys tend to wear more than one set of clothing mostly the short for

camouflage purposes.... the sect condemns under pantry as it considers it as imperial hence the idea of two shorts. The initiates wear multi-coloured necklaces ideally red, green and black borrowed from the Kenya National Flag, trying to feign patriotism; The associates tend to speak in "pure Gikuyu" and with deep vocabularies, for instance, thiari meaning a friend, nduuri referring to someone who is older and njama meaning a group of young people; The group has got its language which if not well acquainted with, one cannot understand, for instance, handshake is a language in itself used to recognize members; and the items they carry, for instance, tobacco which they sniff and clubs of different sizes depicting rank and status and which may also serve as weapons....."

The boys in Mungiki sect were reported to have a lot of discipline problems in school and were frequently absent from school. During a focus group discussion, one of the participants reported that;

".....Pupils, teachers and school community live in fear of being attacked by the sect members or extortion of money. The associates try to enforce rites and beliefs, for instance, female genital mutilation.... they condemn some clothing practices such as women wearing trouser. These scare the female teachers away opting to live in urban centers far-away from their work stations where they believe there is security; Drugs and substance abuse, for example, tobacco sniffing; recruitment of more members into the sect exacerbating the situation; Absenteeism as majority of the members have low perception of education; Increase of indiscipline cases as teachers cannot correct the errant pupils for fear of reprisal and rebellion....."

The low perception of education by the sect initiates was found to promote absenteeism among boys in school which implied loss of instructional time. The recruits were less engaged in school or class activities due to their frequent absence without good reason. The use of the native language (Kikuyu) impaired the mastery of English as the second language which is the medium of instruction in upper primary. This practice impacted negatively on their construction of grammatically correct sentences, reading, comprehension, and writing skills. The emotional imbalance caused by the sect was a hindrance to boys' good academic performance. The findings concurred with Burnet (1994), that presence of gangs play a significant role in the widespread increase of violence in schools.

4.4.2: Socio-Economic Related Factors

Data analysis revealed several socio-economic factors that affect boys' academic performance in the selected schools. These factors included, low social economic status, level of education of male parents and wage labour as shown in table 4.9

Table 4.9: Economic related factors

Types of Economic related factors	Mukurweini North		Mukurweini South		Gikondi	
	Frequency	Percent	Frequency	Percent	Frequency	percent
Low socio-Economic status	9	70	10	75	9	74
Boys' attraction to early employment	8	60	8	56	8	62
Education level of male parent	7	50	6	48	7	52

Analysed data revealed that low socio- economic status was the most felt factor while wage labour was the least felt across the three zones.

a) Low socio- Economic status

The study established that low economic status of most parents affected the academic performance of boys in the study area. This is because majority of the people in the study area depended on coffee production as their major economic activity which in the recent past had been faced with a lot of challenges leading to very poor prices. As a result people faced a lot of financial difficulties and sometimes were not able to meet their basic needs and also to provide money that was needed in schools. This was confirmed by the head teacher from Kariara primary school who had this to say;

“.....Since the collapse of coffee sector in the area, most people face financial challenges. As a result they are not able to meet their basic needs....in situations where there is a boy and a girl in a family and resources are not enough, the girl child is given first priority. This affects the academic performance of boys negatively....”

In an interview with PTA representatives, 28 out of 36 stated that most parents had low economic status since the collapse of coffee sector in the region which was the main source of income. One of the parents eager to explain this scenario had this to say,

“...boys from poor families sometimes lack learning materials required in school and where resources are not enough, girls are given first priority which goes against good performance of boys...”

High poverty level made some boys to attend school irregularly or drop out completely to seek wage labor to supplement the family income. As a result they turned to working in coffee farms and motor bike riding which negatively affected their performance. This was attributed to the fact that boys are socialized in early stages of life that men are supposed to be bread winners for their families. Such oppression from home and high expectations had greatly contributed to increased cases of boy child labor and abuse in the study area. This agrees with Education news (2012) that there is no clear way to defend the boy-child as compared to the girl-child when it comes to oppression. Speaking during the official visit at Central province, Prof Ongeru appealed to relevant authorities not to neglect the boy-child. He reminded them not to forget that it is their responsibility to ensure the gender gap in access and performance is bridged. He called on the stakeholders to critically look at issues affecting the access of the boy-child in education and arrest the situation before it gets out of hand.

b) Boys' attraction to early employment

Boys' attraction to early employment was cited as another factor that influenced the academic performance of boys. This was common in Gikondi as compared to North and South zone. Data analysis revealed that there were concrete economic activities readily available for the boys in the study area. Boy child-labour was reportedly preferred because it was cheap, boys were easy to control and possibly overwork. Of central importance was attraction to transportation business using motorbikes (boda-boda) for ferrying passengers. Models of young men often primary school dropouts engaging in motorbike transport business was a major attraction to primary school boys in the study area which negatively impacted on male school attendance and performance. This was confirmed by a headteacher from Gikondi zone who had this to say;

“...sometimes boys think that school is not as important as there are other activities which are being done out there.... you see for example we have the boda-boda (commuter motorbike services) issue whereby the motorcycles are introduced to the transport industry. Sometimes you may find the class seven and eight (boys) are being trained on how to ride the motorbikes and maybe one or two days you might find the boys absent because of that...”

Focus group discussions with low achievers revealed that 8 boys in class eight from Gikondi zone sometimes failed to go to school to seek wage labour. This was confirmed by the head teacher from Ngura primary school who commented that;

“.....boy child labour is preferred in this area because it is cheap and boys are easy to control and possibly overwork unlike adults....”

This is in agreement with findings by Changach (2012) that the boy-child often engages in manual work, attends school irregularly and may altogether drop out of school and is exploited as result of child labor which affects their academic performance.

b) Education level of male parents

Education level of male parents was cited as another factor that affected the performance of boys. In establishing the circumstances under which it influenced, the study found that the male parents with high level of education followed up the performance of boys and hence did better in schools than those with low level of education. This factor was most felt in Gikondi and Mukurweini North. This finding was confirmed by one of the key informants who reported that male parents with high level of education followed up the performance of boys and hence did better in schools than those with low level of education.

In an interview with PTA representatives, 28 out of 36 explained that parents with high level of education guided their children in their studies so as to improve their performance. This was confirmed by the head teacher from Ngamwa primary school who commented that;

“...male parents who are educated guide their boys in their homework as they are able to control them as compared to female parents especially when boys attain adolescence stage.... they are also a source inspiration to the boys and act as their mentors. Boys tend to become unruly especially when they attain the adolescence stage especially if they are left under their mothers to discipline them which go against good performance....”

This is in agreement with a study by Kaguamba (2012), that the education level of male guardians affects boys' academic performance because educated male guardians are more interested in boys' education, act as role models, can assist with the home work and they are a source of inspiration to the boys. All these promote good academic performance among boys, if they lack, it may lead to poor performance.

4.4.3 School related factors

Data analysis revealed that there were school related factors that influenced the academic performance of boys in public primary schools in the study area. These factors included lack of mentors, indiscipline, drug abuse, grade repetition and corporal punishments as shown in table 4.10

Table 4.10 School related factors

Types of school related factors	Mukurweini North		Mukurweini South		Gikondi	
	Frequency	Percent	Frequency	percent	Frequency	percent
Lack of mentors	12	90	11	86	12	92
Indiscipline	11	88	11	86	12	92
Drug abuse	7	52	8	60	11	88
Grade repetition	7	52	8	58	8	60
Harsh punishment	8	56	7	48	6	45
Peer influence	7	52	6	44	8	56

Analysed data revealed that of lack of mentors, indiscipline and drug abuse were the prominent factors that influenced the academic performance of boys.

a) **Lack of mentors**

Analysed data revealed that lack of mentors affected the academic performance of boys across the three zones. Observation as well as documentary evidence supported the fact that overall, there were more women teachers in the schools than men. In some of Gikondi schools, all the teachers apart from the head teacher were female while in many others the female teachers constituted up to three-quarters of the workforce. There was an expressed view that many of the female teachers inspired girls to be outgoing, confident, and competitive, while encouraging them to demonstrate their capabilities by taking up school and classroom leadership positions

in responsibilities which traditionally had been the preserve of the boys.

Accordingly, the female head teachers and their deputies raised concerns that while the men teachers were relatively few, they were apparently not interested in connecting with the boys and the boys' interests as men-to-be. As a result, boys lacked male figures who could guide and counsel them in the same way as the girls in their schools, thus resulting in frustration with the schooling career and eventual apathy when the girls 'outdid' them in school work.

This is in agreement with findings by Changach (2012) that in Kenya, there is a decreasing number of men taking teaching as a career while those who are already teachers keep changing the career. Consequently, boys especially in primary schools lack mentors a situation that may lead to poor performance. An interview with key informants confirmed that the number of men taking teaching as a career in the study area was decreasing leading to school workforce in most schools being predominantly female who portrayed explicit enthusiasm of empowering girls through education and sometimes neglect the boy in quest to demonstrate their efforts in enhancing girls' education as per government policy.

This was confirmed by one of the female teachers from Gikondi primary school who had this to say;

“...boys in this school pose a lot of discipline problems which affects their academic performance. They also lack role models in school and so seek negative role models from their peers who have dropped out of school...”

This concurs with a study by Kaguamba (2012) that gender of the teacher affects boys' academic performance for it is easier for a boy child to associate with a male than a female teacher because they find them more approachable and understanding. This means that they can approach them when they have academic problems and they

would help them boost their academic performance.

b) Indiscipline

Data analysis revealed that indiscipline among boys influenced the academic performance of boys across the three zones. Indiscipline cases among boys were very high in Gikondi and South zone. This was due to negative peer influence that made boys to act against school rules and regulations and also social constructions of gender lead to a normative gender identity for males which results in certain level of disadvantage for them within formal education setting. As a result, this made them to be in conflicts with school administration and in some cases, they were suspended from school for some days which negatively affected their academic outcomes. The head teacher from Ngura primary school in Gikondi zone explained that;

“...in this school some boys from upper classes pose a lot of behavioral problems. In some cases they have been suspended from school while girls are left in school learning. This negatively affects their academic performance...”

A female teacher from Ngamwa in Mukurweini South also acknowledged that boys posed a lot of behavioral problems possibly because of teachers' negligence as they focused mostly on girls leaving boys unattended. This contends with research findings by Castle (1966) that boys develop a feeling of independence as they approach adolescent age and also a sense of assertion which leads to anxiety and restlessness. They want to be left alone to explore the world but the school does not provide a leeway to explore because of rigidity hence creating conflicts which affects their academic performance.

c) Grade repetition

Data analysis revealed that although the MOEST abolished grade repetition, it was still pervasive. This factor was prominent in Mukurweini North as compared to other zones. Focus group discussions held with low achievers from Mukurweini North revealed that grade repetition was very common in their schools. One of the low achievers had this to say,

“...pupils who are poor academically are made to repeat in the same grade several times. When girls are made to repeat, they are always counseled by female teachers while overage boys are ridiculed by teachers and their peers especially when they misbehave in class... this further affects their academic performance. In most cases, overage boys opt to drop out of school...”

The head teachers elaborated on this by indicating that boys were more likely to repeat class to improve on their grades. They argued that some parents were reluctant to have their daughters repeat classes because girls mature faster, so keeping them longer in school may be counter-productive. The study revealed that boys were recipients of pressure to excel from various angles. The pressure would emanate from parents, teachers or the general social expectations. A key factor that compelled boys to excel was based on the perception that a male child is socialized to view himself as a future breadwinner, a providers and future head of his family. Subsequently, performing well in school is therefore seen as a gateway to stable employment in the future to enable the male child provide for his wife and other dependents. However, the key informants noted that while repetition was likely to improve one's grade, the possibility of realizing reverse results was not ruled out. Some repeaters scored poorer grades leading to frustrations. Persistent poor grades especially by repeaters had a higher probability of leading to early school withdrawal.

This was confirmed by one of the teachers who confirmed that:

“.....Boys face pressure to perform from all angles. Everyone expects them to excel simply because they are boys. The bar is always higher and this pressure also contributes to their hatred for school.....”

The frustration of not being able to meet these expectations creates stress and may lead to deviant behaviour. Boys, as a consequence, vent their frustrations in various ways such as through indiscipline. As a result they become subjects of constant reprimands and humiliation. Therefore, while the pressure to excel may inspire commitment to school, leading to positive results, the same is likely to lead to resentment. The repercussions could be school dropout and poor performance.

d) Harsh punishment

The study established that despite the government instituting policies that outlawed corporal punishment, most male students claimed that constant harassment and beating was common. This was common in Mukurweini North zone as compared to other zones. Data collected during focus group discussions pointed to the fact that differential corrective measures were meted on pupils based on their gender. It was further stated that teachers were compelled to be rough on boys because they were perceived to be stubborn and in disciplined. The effect of the harsh treatment made boys tensed-up and affected their concentration in class. Focus group discussions held with both bottom and top achievers further revealed that punishments were harsher on boys than girls. One of the boys commented that:

“.....Corporal punishment is very common in our schools. Boys hardly complete a day without being subjected to corporal punishment as they tend to be unruly in class as compared to girls. This causes a lot of fear and anxiety among them. As a result, boys are not free to participate in class which

negatively affects their performance.

The research further established that both classroom and school culture were becoming less friendly to the boys which was often manifested in activities that were relatively friendlier to the girls. For instance, corporal punishment by teachers was harsher on boys, and teachers perceived girls as relatively more serious with academics. Focus group discussions revealed that girls are treated softly and in apparent humaneness while boys are treated harshly. For instance, boys may be ordered to uproot a stem while girls are asked to clean the class even when the magnitude of the mistake is the same. One of the male pupils lamented that;

“.....teachers handle girls more delicately, leniently and humanely way. Boys are treated harshly and their punishments are harsher when compared to girls....”

The effect of disparities in the manner in which boys and girls were treated had a bearing on academic achievement. For instance, because girls were treated with respects, they therefore felt free to consult and seek assistance from teachers. Boys on the other hand were given little attention, hence became withdrawn. These were likely contributors of poor performance and dislike for school. These findings relate to results provided by Dunne and Leach (2005) that teachers perceive girls as relatively serious with academic regimes of the schools and socially mature within and outside the classroom. Conversely, boys were constructed as the ‘the problem’ during classroom learning. Consequently, many teachers expressed the need to discipline boys more in order to instill reasonable controls on what they described as ‘errant behaviour’ (Chege, 2006). This study suggests that effective discipline should be acknowledged and any punishment meted out to boys should be fair and commensurate with the

nature of the offence committed. Guidance and counselling should be strengthened as an alternative disciplinary measure.

e) Peer pressure

The study noted that respondents viewed peer influence as a negative aspect because peers took up a lot of time for study. The most influential peer group were said to be mainly the ones who dropped out to engage in casual jobs and petty businesses. Such activities include, *boda boda* (motor cycles) and coffee picking. Money earned by those outside school dissuades their male peers from engaging in studies or taking schooling seriously, and they, too, eventually follow suit. Overall, boys were reported as the group most affected by peers. In explaining why peers could potentially influence boys negatively, a female teacher had this to say;

“.....peer groups are a bad influence because they are time-consuming and are sources of bad advice for members. Boys engage in truancy and waste a lot of time in that manner. This undesirable behaviour affects their studies in the long run....”

The study findings were in line with the work of Legewie and DiPrete (2012) who noted that boys are more prone to succumb to pressure from peers than are girls. The findings further revealed that due to peer pressure, masculinity is constructed among young boys, at least partly so in terms of resisting schooling. Such resistance may be partially responsible for male underachievement. Weaver-Hightower (2003), argued that boys are more likely than girls to be ridiculed by their peers for ‘being too serious with schoolwork’. As a result, boys frequently resort to ‘laddish’ behavior, such as challenging authority, drawing attention to themselves and pretending not to care about academics in order to gain acceptance. This study’s

finding underscores the need to address the role of peer groups in and out of school, and how they influence academic performance for boys in primary schools.

4.5 Challenges Faced by Schools

Objective three of the study was to determine challenges faced by schools while improving the academic performance of boys. Data analysis revealed several challenges that affect boys' performance. These challenges were; drug abuse, emphasis of girl child in the society, lack of role models, failure of male parents to participate in school affairs and lack of cooperation by some parents and as shown in table 4.11.

Table 4.11 : Challenges faced by Schools

Challenges faced by schools	Mukurweini North		Mukurweini South		Gikondi	
	F	%	F	%	F	%
Drug abuse	52	60	65	80	66	84
Emphasis on the education of girl child in the society	52	60	60	70	61	72
Lack of male role models	53	62	56	66	60	70
Failure of male parents to participate in school functions	50	58	53	62	59	68
Lack of cooperation by parents	38	48	48	56	40	50

Drug abuse, emphasis on the girl child in the society and lack of role models were cited as the major challenges that schools faced while improving the performance of boys in the study area.

4.5.1 Drug abuse

Drug abuse was stated as a major challenge that schools faced in an attempt to improve the academic performance of boys across the three zones in the study area. In an interview with key informants, the DEO explained that some boys in upper classes were abusing drugs. As a result, they were not able not concentrate in class which affected their performance. This was confirmed by the head teacher from Wangera primary school who had this to say;

.....in this school, there are some boys who abuse drugs. Such boys pose a lot of behavioral problems in school and are often absent from school which greatly affect their performance...”

This was associated with the masculine attributes such as risk-taking, high desire to experiment and the unlimited freedom that boys were accorded by parents. It was also attributed to peer pressure since boys are more influenced by their peers. According to Ngesu, et al (2008), the interest and expectation of the peer groups determine on whether or not a person will try dependence-inducing drugs. In addition to peer influence, the study results another dimension of influence where boys took beer to imitate the behavior of their fathers and other male members in the community.

This study established that drugs had a negative influence on boys' academic This study proposed various interventions for addressing the drug abuse menace in schools. For instance, guidance and counselling services ought to be strengthened in all schools in Mukurweini. It is imperative that highly trained guidance and counselling personnel should be put in place to guide students on the effects of drug abuse. Varieties of leisure activities and recreational activities should also be strengthened in learning institutions so that students can avoid boredom and idleness which may make them result to drugsachievement as they had adverse effects on students' behavior,

health and academic performance. Previous studies that revealed similar results include the work of Ngesu, et al (2008) that highlighted alcohol, tobacco, and cannabis were among the most-commonly abused substances amongst Kenyan students. Male students had a higher exposure to abusing alcohol and inhalants (Otieno and Ofulla, 2009).

.4.5.2 Emphasis on the girl child education in the society

This study revealed that the emphasis on girl-child education, though appropriate, may be leading to the neglect of issues promoting boy-child education. Some respondents noted that various legal and policy provisions, such as; affirmative action, school re-admission policies and textbook illustrations, have contributed to inequalities in education. According to key informants, family as well as school cultures tended to support girls more than they did boys. There were instances whereby teachers confessed that they had indeed neglected boys in the quest to demonstrate their efforts in enhancing girls' education as per government policy. In Mukurwe ini south zone, one female class teacher owned up the negligence of school boys saying;

“...we (teachers) forget to talk about the boy but usually there are problems that also affect the boys. We think about the girl very much, contributing in one way or the other, taking care of that girl very much to improve their performance.....”

This was supported by head teacher from Kangurwe Primary school in south zone who had this to say;

“.....so much attention and emphasis has been given to the girl child in the society thus ignoring the issues of the boy child. As a result the boy child is left vulnerable to unforeseeable future. The robust campaign focusing on girl child education which as a result pay minimal or no attention to boys explains this undesirable situation....”

This was supported by one of female teachers who explained that the emphasis of the

girl child as per the policy has seen the boy child being relegated to periphery both in school and at home. This leads to low academic performance of boys. This concurs with a study by Ouru and Onsarigo (2012), that there are no clear legal policies on gender issues in schools especially in relation to a boy-child. It is clear that too much attention is drawn towards a girl child leaving boy-child with a belief that they are hardy and can always protect themselves. This study admits that even though focused attention on girls' education is not entirely negative, it, nonetheless, called for gender-balanced attention to address factors that militate against the boy-child's education. A balanced focus is imperative because boys are just as important players if gender equality in education is to be realized in Kenya. There is thus need for a balanced approach to avoid the risk of reversing gains achieved over the years.

4.5.3 Lack of male role models

According to key informants, boys lacked role models whom they could identify with in educational achievement. One of the key informants had this to say;

“...most of men considered to be successful in the vicinity where boys come from are not highly educated and many of them are known to have failed miserably in school. Yet they are the wealthiest and hence successful in the eyes of people...”

This was confirmed by head teacher from Maganjo who commented that;

“.....qualified professionals, who are mostly men, leave the education sector to pursue better-paying jobs denying the boys the much needed role modeling....”

This contends with a CRRC study (2008) , that in Armenia, male students particularly those who are prone to juvenile criminal behaviour lack male role models at school, and are not satisfied with the capacity of their current male teachers to engage them in active and socially constructive activities. Such boys seek negative role models to compensate for gaps in role models at home or at school (Jha and Kelleher 2006).

4.5.4 Failure of male parents to participate in school affairs

Socialization at home has a bearing on how students construct their gender identities as well as their behaviour. When one or both parents are absent, children may suffer emotionally, intellectually, socially, and behaviourally. A father's absence in particular can be detrimental to the social adjustment of boys, and may be a possible explanation of problems related to academic achievement of boys. The research established that most male parents did not attend school functions. This was left to female parents who turned up in large numbers. As a result boys took advantage of such lee ways to engage in deviance. Focus group discussions held with low and top achievers revealed that most of the male parents hardly attended school functions when called upon. This responsibility was left to the female parents. This was confirmed by the head teacher from Ngamwa primary school who commented that:

“.....When we have school functions, female parents turn up in big numbers as compared to male parents. This responsibility is left to female parents who sometimes find it difficult to discipline their sons.... boys who have their fathers highly involved in their lives do well at school and have a better record of social behaviour; are less likely to be involved in anti-social behaviours and more willing to participate in class.....”

The interviews with PTA representatives across the three zones revealed that most male parents delegated the issue of school functions to female parents. One of the male parents had this to say;

“.....most men delegate school issues to female parents. As a result, they lose touch on what happens in the education of their children. Boys take advantage of this as they know that their fathers will not know how they behave in school and some might engage in antisocial behaviour which poses a lot of challenges to school....”

This is in agreement with a study by Juma (2009), that in some cases, the modern man is not in a position to exercise as much authority as in the past based on the ever changing dynamics of the society which is left to school to handle. In the

process, the boy-child may lack a role-model which may lead to a negative trend in performance.

4.5.5 Lack of parents' cooperation.

Lack of parents' cooperation in school matters was stated as a challenge that schools faced while improving the performance of boys across the three zones. In an interview with the key informants, the DEO commented that:

“.....Some parents fail to participate in matters concerning the school, hence are not able to provide much guidance and help their children's performance improve. They rarely consult the school on performance an indication that they are not bothered with the education of their children.. This mostly affect boys as they pose a lot of discipline problems that affect their performance and take advantage of this since they know that their parents will hardly know how they behave in school....”

In an interview with PTA representatives, it was confirmed that some parents hardly interacted with teachers and hence were not able to know what their children were encountering in school and what could be done to deal with the problems.

This contends with Ubogu (2004), that good performance is realized when parents work in consultation with teachers in order to understand their children better.

4.6 Strategies to Improve Performance of Boys in Public Primary Schools

The fourth objective of the study sought to establish the strategies that could be put in place to improve the academic performance of boys. Data analysis revealed several strategies that included: guidance and counselling, motivation of boys, participation of male parents in school functions, abolishment of corporal punishment, boys to be offered equal chances as girls in education and parents to cooperate in school matters as shown in table 4.12.

Table 4.12: Strategies to improve Performance of Boys

Strategies	Mukurweini North		Mukurweini South		Gikondi zone	
	F	%	F	%	F	%
Guidance and counselling	58	72	59	74	62	78
Motivation of boys	58	72	59	74	60	76
Participation of male parents in school affairs	56	68	59	74	60	76
Abolishment of corporal punishment	52	60	53	62	57	70
Boys to be offered equal chances as girls in education.	50	58	53	62	56	68
Parents to cooperate in school matters	20	26	25	30	35	40

Guidance and counselling, motivation of boys and participation of male parents in school affairs were stated as the main strategies that could be put in place to improve the academic performance of boys in the study area.

4.6.1 Guidance and counselling

Guidance and counselling was cited as one of the strategies that can be put in place to improve the academic performance of boys. The class teachers across the three zones stated that boys rarely sought guidance and counselling. This was attributed to the fact that most counsellors were females and boys were not free to approach them for guidance. The key informants suggested that more male teachers should be involved in guidance and counselling. 10 out of the 12 head teachers further suggested that the guidance and counselling departments should be keen to look into issues affecting the

boy child in particular and establish an elaborate guidance and counselling units with professional counsellors. Ouru and Onsarigo (2012), in their study noted that guidance and Counselling services or departments in schools are keener on looking at the welfare of a girl-child than those of a boy-child and the status of gender equality and equity in basic education has not highlighted challenges facing the boy-child in particular.

Focus group discussions held with top and bottom achievers across three zones revealed that boys fail to seek guidance and counselling services because they are not free to disclose their personal matters to female teachers who were mostly involved in guidance matters. They suggested that schools should have male and female counsellors to cater for both gender. This study suggests the need for effective guidance and counseling programs that are proactive in nature as opposed to reactive approaches to ensure challenges are handled beforehand. Such programs should be designed with the aim of assisting individuals to develop the ability to understand themselves, to solve their own problems, and to make appropriate adjustments to their environment (Lunenburg, 2010).

4.6.2 Motivation of boys

Motivation of boys was stated by 72% of respondents from North zone, 74% from South and 76% from Gikondi zone as a strategy to improve the performance of boys. In an interview with key informants, it was suggested that boys should be motivated to work hard and remain in school. This was supported by 80% of top achievers and low achievers across the three zones who reported that they feel motivated to work harder if they are rewarded when they do well to improve on their studies. The head teachers from various schools across the three zones explained that they note a remarkable improvement in performance when they motivate boys. This is in

agreement with Millette (1988), that in highly effective schools, as well as schools which have reversed a trend of poor performance and declining achievement, motivational strategies are some of the factors which contribute to students' academic success.

4.6.3 Participation of male parents in school affairs

Participation of male parents in school affairs was suggested as another strategy for improving boys' performance. The focus group discussions held with top and bottom achievers suggested that male parents should also participate in school functions. This was supported by QASO who suggested that male parents should actively be involved in education of their sons as it would put them on alert and study in school as they would know that their parents would inquire about their performance. This concurs with a study by Clarke (2007) that boys who had their fathers highly involved in their lives did well at school. They had a better record of social behaviour; they were less likely to be involved in fights and other anti-social behaviours and more willing to participate in class and to volunteer to help at school.

4.6.4 Abolishment of Corporal Punishment

Abolishment of corporal punishment was cited as another strategy that could be used to improve the performance of boys. Focus group discussions held with low achievers across the three zones revealed that corporal punishment was rampant and was often administered to boys. They suggested that non physical disciplinary measures should be used to correct them. This was supported by the DEO who suggested that alternative discipline methods such as positive reinforcement techniques and assigning non abusive physical tasks could be used instead of corporal punishments. This contends with Saeed (2003), that school environment should provide a conducive environment for all learners.

4.6.5 Ensuring there is a gender-balanced attention to both boys and girls

Providing boys with equal chances as girls in education was suggested as a strategy to improve boys' performance. The head teachers across the three education zone suggested that Ministry of Education should come up with clear legal policies concerning the education of the boy child. The DEO further suggested that parents in the study area should be sensitized on the importance of giving both gender equal chances in education. This contends with a study by Ouru & Onsarigo (2012), that there should be clear legal policies on gender issues in schools especially in relation to a boy-child.

4.6.6 Parents to Cooperate in School Matters

Need for parents to cooperate in school matters was suggested as a strategy to improve the boys' performance. The DEO suggested that both parents should be involved in the education of their children. He further suggested that parents should monitor the academic progress of their children and also support the school in terms of instilling discipline in their children.

30 out 36 of the PTA representatives further suggested that parents should regularly consult with the school so as to understand what their children encounter in school and guide them appropriately. Parents may not be able to provide much guidance and help their children's performance improve when they are ignorant of what happens in school Ubogu (2004).

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study findings, conclusion and recommendations. Also presented in this chapter are suggestions for studies that could be carried out by future researchers.

5.2 Summary of the findings

For this study, a total of 302 respondents participated in the study of which 12 were head teachers, 30 teachers, 36 parents, 2 education officials and 240 students. Majority of the class teachers and head teachers were diploma and degree holders and understood matters concerning performance in their schools. The purpose of this study was to explore the determinants of academic performance of boys in public primary schools in Mukurweini Sub-County. Four research objectives were formulated to guide the study.

The first objective sought to establish the performance of boys in relation to girls. The study found out that girls had begun to outperform boys in overall academic performance in most schools. The study further found out that performance of boys in mathematics and science was better than girls for most schools. However, girls trailed behind boys with a relatively lower mean score. Girls outperformed boys in languages and social studies in most schools.

In the second objective, the study sought to examine whether there were factors that influenced the academic performance of boys. The study established that there were home, economic and school based factors. These factors were grounded on theoretical and empirical literature to explore boys' performance. Findings revealed that certain

gendered attributes negatively influenced academic achievement for boys. It can thus be concluded that gender constructions, if not properly defined, influence behaviour, attitude and schooling experiences for boys in diverse ways. Some of the home related factors that influenced the academic performance of boys were lack of male role models at home which made boys to have nobody to look up to. Some parents had negative attitude towards boys' education and as a result where resources were not enough, girls were given preference. This was contrary to previous studies that revealed parents preferred investing in their sons considering it a more profitable investment. This study established a different trend where participants indicated that investing in female education is more profitable because daughters always remember home even after they are married. Participants argued that most daughter never desert their parents; they are always available to provide moral and financial support whenever needed. Based on these perceptions, the boy-child was accorded secondary treatment by some parents that often translate to neglect. This study argues that national and global level gender equality targets will not be achieved if both boys' and girls' needs are not effectively addressed. To achieve gender balanced academic achievement, gender needs for boys should be addressed purposefully, and in the context of gender equality in education. Achieving gender equality would, therefore, require investing in the education of both girls and boys while maintaining a gender-balanced approach.

The main socio - economic factor that influenced the academic performance of boys in the study area was poverty as it made boys to lack basic needs and learning resources. The outlawed Mungiki sect was also found to have a large network in Gikondi zone and penetration into school promoting absenteeism, hence loss of instructional time; instilling fear to the pupils, teaching personnel and school

community, thus emotional imbalance; drug and substances abuse; and violence destroying self esteem and emotional well-being among pupils resulting to low academic achievement.

The study further found out that boys lacked mentors as in most schools the workforce was predominantly female who portrayed explicit enthusiasm in empowering girls. Drug abuse and indiscipline also influenced academic performance of boys as it made boys to remain away from school. These factors stifle academic achievement in diverse ways. For instance, boys who engage in mungiki are mostly absent from school and also engage in drug and substance abuse resulting to low academic achievement. This study proposed various interventions for addressing the drug abuse menace in schools. For instance, guidance and counselling services ought to be strengthened in all schools in Mukurweini. It is imperative that highly trained guidance and counselling personnel should be put in place to guide students on the effects of drug abuse. Varieties of leisure activities and recreational activities should also be strengthened in learning institutions so that students can avoid boredom and idleness which may make them result to drugs.

Fourth objective suggests effective strategies that could be put in place to enhance the academic performance of boys. Some of the respondents suggested that guidance and counseling departments should be keen to look into issues affecting the boy child in particular and more male teachers should be involved in guidance and counseling. This study suggests that effective discipline should be acknowledged and any punishment meted out to boys should be fair and commensurate with the nature of the offence committed. Guidance and counselling should be strengthened as an alternative disciplinary measure.

5.3 Conclusion of the study

The perception that boy's performance is going down compared to that of girls is supported by school data which captures a clearly emerging trend of underperforming boys in terms of academic performance. The most prominent factors that influenced the performance of boys were lack of male role models, drug abuse, indiscipline and poverty. This poses threat to achievement of UPE in the Sub-County.

In view of these findings, it is imperative that concerted efforts should be directed towards reversing the trend of poor performance amongst boys. Teachers, school administrators and parents should be empowered with relevant knowledge and skills that would enhance their capacities to deal with issues affecting boys, both at home and in school. Community should be encouraged to place equal value on education of boys as well as girls.

5.4 Recommendations of the study

Based on the findings, the following recommendations are suggested for improved academic performance of boys in public primary schools:

1. The National government through Ministry of Education should enforce adherence of laid down policies such as corporal punishment, grade repetition and the compulsory free primary education by penalizing those who fail to adhere to laid down policies.
2. Teachers, society and stakeholders at large should shield the boy child from harmful practices such as drug abuse, illegal groupings and other deviant behaviors.
3. Schools should offer psycho-social support to boy child and ensure that they have qualified staff on guidance and counseling.
4. Schools to identify and recognize successful professional men in the Sub-

County who can act as mentors to the boys.

5.5 Suggestions for Further Study

While study investigated determinants of academic performance of boys in public primary schools in Mukurweini Sub-County, the following are suggested future research;

- i) The influence of gender constructions on academic performance in secondary schools
- ii) A comparative study can be conducted in other Sub-Counties to assess the performance of boys in relation to girls.
- iii) Determinants of paternal involvement in pupils education and academic achievement among primary school pupils in Nyeri.

REFERENCES

- Achoka, J.S., Odebero, S.O. Maiya, J.K. and Mualuko, N.J. (2007). *Access to Basic Education in Kenya. Inherent Concerns*. Educational Research and Review, vol. 2 (10) pp. 275-284.
- Ale, L. (2009). *The pandemic explained*. Nairobi: Longhorn Publishers.
- Abagi O.J (1995) *Female education in Africa and role of NGOS.A country report on Kenya* Canada: Universalia
- Abagi O.J(1997).*The impact of politicized educational reforms in the quality of the primary education*. Experiences from Kenya in Watson K. Modgil & Modgils(Eds) in *Education Dilemmas; Debate and Diversity*.Volume 4.London:Cassell;75-87
- Alice 2012. *Gender Dimensions in Guidance and Counselling among Students in Public Secondary Schools in Githunguri District,KiambuCounty*.UnpublishedM.EdThesis.
- Beyengo, M. (1996). *Idols-Ideas-Identities: Women in Society*. Melbourne: AE Press.
- Bossart, E. (1988). *Failing Boys? Issues in Gender and Achievement*. Buckingham, Philadelphia: Open University Press.
- Bratter,E.T (1981). *A Humanistic Approach to Discipline*. Boston; Allan and Bacon.
- Brostrom S. (2000). *Managing Children's Transition to School: Case of Multiple Perspectives*. Paper Presented at CIDREF, Paris.
- Bruns, B. M ingat, A., and Rakotomalala, R. (2002). *Achieving Universal Primary Education by 2015. A chance for every child*. Washington D.C.: World Bank Publications
- Burnett, G.G. (1994). *Gangs in the School*. New York: Erick Digest 99.
- <http://ericweb.tc.columbia.education/digests>
- Callahan, A. (2007). *Educating our youth*. NJ: Prentice House.
- Castle, E. B. (1966). *Growing up in East Africa*. Nairobi: Oxford University Press.
- Changach, (2012). Why Boychild is endangered. *International Journal of Academic Research in Business and Social Sciences, Vol. 2, No. 4, 2012,Moi University*.
- Chevannes B (1999) *What we sow and what we reap*. Problem in the cultivation of male identity in Jamaica. Kingston, Jamaica: Grace Kennedy Foundation.
- Chege, F. (2001) *Gender Values and Transitions to Adulthood: A Study of Myentitale and Female Pupils from Two Urban Primary Schools in Kenya*, unpublished doctoral thesis, University of Cambridge

- Chege, F. (2007). Education and empowerment of girls against gender based violence. In *Journal of Educational Cooperation in Education*, Vol.10, No. 1, 2007, pp.53-70. Hiroshima University.
- Chege, M. (2009). "Unraveling Multiple Dimensions of Gender in the Seychelles." In: E. Page and J. Jyotsna (eds), *Exploring the Bias: Gender and Stereotyping in Secondary Schools*. London: Commonwealth Secretariat.
- Clarke, C. C. (2007). Boys' gender identity, school work and teachers' and parents' gender beliefs. *Caribbean Journal of Education*, 29(1), 126–160.
- Connell, R.W. (1987), *Gender and Power*. Oxford: Polity Press.
- Daily Nation May 29,2014.A Report by National Taxpayers
- David B. (2002) AIDS Shortening Life in 51 Nations. *Washington* .
- Dawo, S. & Sinatwa, W. (2010). *Effects of Girls Focused Programmes on Boys' Schooling*.Paris.
- Deci, E.L. (2005). *Intrinsic motivation*. New York: Plenum Press.
- Devtech Systems Inc. (2004). *Education Research Competencies for Analysis and Application*. Columbus Charles Merrill Publishing Co
- DEO, (2010). Mukurweini North Zone Schools Statistical Report. Unpublished Report. Mukurweini Kenya :DEO'S Office.
- Dube (2005)~ "Long-Term Consequences of Childhood Sexual Abuse: By Gender Victim" *The American Journal of Preventive Medicine*. JAMA, 200; 286:3089
- Economic Survey (2007) 'Improving the Management of Sexual Maturation in Primary School in Kenya Uganda and Zimbabwe, unpublished concept paper.
- Eshiwani, G.S. (1993). *Education in Kenya Since Independence*. Nairobi: Government printer.
- Fatuma N., Francis L, Hellen K & Salome N 2012, *Declining Boys' Participation and Performance in Kenyan Schools: Are Girls' Education Projects Influencing New Forms of Masculinities?* Unpublished M.Ed Thesis. Kenyatta University.
- FAWE, Ministry of Education & Youth (2022). "Gender Differences in Educational Achievement of Boys and Girls in Primary Schools in Seychelles." Victoria, Seychelles, August.

- FAWE, (2009) *Girls Academic Achievement Realizing the full potential*. Nairobi.
- Figueroa, E. (2004). *Failing Boys? Issues in Gender and Achievement*. Buckingham, Philadelphia: Open University Press.
- Frankfort-Nachmias & Nachmias, D. (1996). *Research Methods in the Social Sciences*. London: Arnild.
- Hans. (1997) "Child Labour and International Trade: An Economic Perspective," *Institute for Development Economic*. Europe.
- GEP (2006). *National legal frame work in domesticating education as a human right in Kenya –Nairobi-Research Paper no 2*
- Gay, L. R. (1992). *Education Research Methods In Education: Competences For Analysis and Applications*. Ohio: Charles E. Merrill Publishing Company.
- GoK. (2010) *Office of Public Communications*. Nairobi. Government Printers.
- Garzon, O. (2006) "Constraints Faced by the Kenyan Girl Child in the Struggle for Access to Science and Technology," Paper presented at a conference on Education.Bridge to Sustainable Development: Kenyans, Which way Forward?, Held at Egerton University ,11-14 April
- Jacobs, L. (2002). *Balancing basic and post-basic education: Quantity, quality and inequality. Service provision and productive capacity in securing poverty reduction and growth in Africa*. Center of African Studies: University of Edinburgh.
- Jaugan, V. (1993). *Leaving College: Rethinking the Causes and Cures of Student Attrition*. Chicago: University of Chicago Press.
- Juma J.(2009),*Don it forget Educating the Boys*, ISS Nairobi Office
- Ngesu, L. M, Ndiku , J. and Masese, A. (2008). *Drug dependence and abuse in Kenyan secondary schools: strategies for intervention. Educational Research and Review*, 3 (10), 304-308.
- Njeru, E. and Orodho, J.A. (2003 b) Education Financing in Kenya: The Secondary School Bursary Scheme, *IPAR Discussion Paper Series No. 035/2003*. Nairobi: IPAR.
- Kaguamba,M (2011). *Factors affecting boys' academic performance in public primary schools in Kieni West District, Kenya*. . Unpublished Thesis.Nairobi University.

- Kelleher, W. (2006), *Global Monitoring Report 2006*, Washington DC: World Bank.
- KARI (2011). Gender and the Banana Value Chain in Imenti South District Advancing Agri-practice: Adding Value for Women. Retrieved from <http://www.slideshare.net/ICRW/gender-and-the-banana-value-chain-in-imentisouth-district>. On May 16th 2013.
- Kasonde-Ng'andu, S. (1999). Gender and Primary Schooling in Zambia Ministry of Education Republic of Zambia and IDS, University of Sussex, UK.
- Kibera and Kimonti, (2007). *Foundational of Sociology of Education with reference to Africa*: University of Nairobi Press. Kenya.
- Kitetu, C. (1998). *Gender in Education: An overview of developing trends in Africa*. Retrieved from www.ling.lanccs.ac.uk/groups/crile/docs/crile54kitetu.pdf on April 5th, 2012,
- Kibogy, J. (2001). *A Survey of Dropout Phenomenon of Male Pimary School Students in Keiyo District*. Unpublished M. Ed Project, University of Nairobi.
- Kothari, R. (2003). *Research methodology; Methods and techniques*. New Delhi: Age Publishers.
- Luciane,W. (2013). Issues in Gender and Achievement.Unpublished M.Ed Thesis . Nairobi University.
- Legewie, J. and DiPrete, T.A. (2012). School Context and the gender Gap in Educational Achievement. New Yor: SAGE Publishers. *American Sociological Review*, 77(3).
- Lunenburg, F. C. (2010). School Guidance and Counseling Services. *Schooling, Volume 1 number 1, 2010*, Sam Houston State University
- Mankiw, N.G., Romer,D., & Weil, D.N 1992, A contribution to the empirics of economic growth. *The Quarterly Journal of Economics*, (107) (2): 407-437.
- Maiyo. J. A. & Ashioya, L. A. (2009). *Poverty Alleviation: The Educational Planning Perspective*. Department of Educational Planning and Management, Masinde Muliro University of Science and Technology.

- Mbilinyi, D.A.S. and Omari, B. (1998). *The Existence of Stereotyping in Primary School Textbooks in Tanzania*, Dar es Salaam.
- Mbote, P.K. (n.d.). Gender-Based Domestic Violence In Kenya. Federation Of Women Lawyers (FIDA) Kenya. Retrieve from <http://www.womankind.org.uk/wpcontent/uploads/2012/03/FIDA-Kenya-Report-on-Gender-Based-Domestic-Violence-in-Kenya.pdf>. On May 16th, 2013
- Millette, A. (1988). Tes / Kelle Lectures on Educational Leadership in the Millennium “Professionals, Pedagogy and Leadership”. A lecture given on 3 June 1988.
- MIS/EQUATE (2005) *Factors associated with participation of students in higher education studies at James Cook University*. Unpublished report, School of Education, James Cook University.
- Michael, K. Miguel, E. & Rebecca, T. (2004). *Incentives to Learn, BREAD working paper Number 086*, Bureau for Research and Economic Analysis of Development, U.S.A.
- More, O. (2003). *The learning process*. Ohio: Pearson.
- MOEST, (2001). *Management of the Primary and Secondary Education Curriculum*. Nairobi: Unpublished Education Circular.
- MOEST, (2003) *Free Primary Education: Every child in School*, Nairobi.
- Mugenda, O. and Mugenda (2003). *Research Methods: Qualitative and Quantitative Approaches*. Nairobi: Africa Centre for Technology Studies.
- Muller, (2010). *Literacy- Human Rights Not Privileges D+ C Development Co-operation Berlin German Foundation for International Development*, No 2:17.
- MOEST,(2007). *Delivering Quality Equitable Education and Training to all Kenyans*. Nairobi: Government Printers.
- Mkubwa J. (2012) Education news Central Province
- Nkinyangi, J.A. 1982, Access to primary Education in Kenya: *Contradictions of public policy comparative Education Review* June,1982.
- Ngare-Warue, G. and Njoroge, N.W. (2011). Gender Paradigm Shift Within The Family Structure in Kiambu, Kenya. *African Journal of Social Sciences*,

Volume 1 Number 3 (2011), pp.10- 20.

Ngau, M.M. (1991). Grade Retention and School dropouts in Kenyan Primary Schools. A Critical analysis and Equity Issues in Education. *Unpublished PhD Dissertation*. Standford University.

National Education News brief, (2013, Dec 31st). Girls outshine boys in 2013 KCPE exam. Standard News, Pg 3, col 1.

Ngugi, P. (4th January, 2007). “400,000 Assured of Places ...”. In the Daily Nation. Nairobi: Nation Media Group Ltd.

Obae, R. (1990). *Achieving 100% Enrolments Ration in Secondary Education in Kenya: A projection*. Unpublished M.Ed Thesis. Kenyatta University.

Odaga, P. & Henveld. W. (1995). *Boys and School in Sub Saharan Africa from analysis to action*. Washington, D.C: World Bank.

OECD. (2011). *Education at a Glance 2011: OECD Indicators*. Paris: OECD Publishing.

Ohuche, N. (2008). *Handbook on academic performance*. Chicago: Rand- McNally.

Orodho, J.A. (2005). *Techniques of Writing Research Proposal and Projects in Education and Social Sciences* (2nd Edition). Nairobi: Kanezja HP Enterprises

Orodho, J.A. (2008) *Techniques of Writing a Research Proposal and Reports in Educational and Social Sciences*: Kaneza Enterprises Maseno ■

Otieno, A.O. and Ofulla, A.V.O. (2009). Drug Abuse in Kisumu Town Western Kenya. *Ajfund Online*, Volume 9 No. 3, Page 846-858.

Ouru J.N and Onsarigo M.C.(2012). *Influence of Gender disparity on the management and provision of free primary and secondary education in kisumu countykenya*. Global Journal of management science and Technology.Vol. 1 Issue2.ISSN2277-5978(on line).

Peters, S. J. (2004). *Inclusive Education: An EFA Strategy for All Children*.Washington D. C: The World Bank.

Pintrich, P., & Schrauben, B. (1992). Students’ motivational beliefs and their cognitive engagement in classroom tasks. In D. Schunk and J. Meece

- (Eds.), *Student Perceptions in the Classroom : Causes and Consequences* (pp. 149-183). Hillsdale, NJ: Erlbaum.
- Psachoropoulos, G. & Woodhall M. (1985). *Education for developments : an analysis of investment choices*. Washington DC: World Bank.
- ProjectHarmony.nd. 'Armenia's education system'. <http://www.internationalauk/resources/Recent%20Trends%20in%20Armenian%20HE%20System.pdf> (accessed January 11, 2009).
- Report by National Tax payers Association, (2014 May 28). Fathers detached from kids' education than mothers. Daily Nation, pg 12, col 2.
- Republic of Kenya, (2005). *Millennium Development Goals in Kenya*. Report prepared by Ministry of Planning and National Development, courtesy of the UNDP, Kenya and the Government of Finland
- Silberschmidt, M. (2001). Disempowerment of Men in Rural and Urban East Africa: Implications for Male Identity and Sexual Behaviour. Great Britain, *World Development, Elsevier Science Ltd*, Vol. 29, pp. 657-671.
- Stromquist, N.P. (2007). The Gender Socialization Process in Schools: A Cross-National Comparison. Background paper prepared for the Education for All Global Monitoring Report 2008. *Education for All by 2015: Will we make it?* UNESCO.
- Susan, K. (2013). *Gender Constructions and Academic Achievement in Public Secondary School in Meru County, Kenya*. Unpublished Phd thesis.
- Sushila, B. (2004). Management and evaluation of schools. Nairobi: Oxford University Press, East African Ltd.
- Ubogu, R. E, (2004). *The Causes of Absenteeism and Dropout among Secondary School Students in Delta Central Senatorial District of Delta State*. Unpublished Ph.D Thesis, Delta State University, Nigeria: Abraka.
- UNESCO (2012). World Atlas of Gender Equality in Education. Paris: UNESCO.
- UNESCO, (2003). Gender and Education for All. The leap to Equity, Paris, UNESCO Publishing.
- UNICEF.2008. Education in Armenia. Country Profile. <<http://www.unicef.org/ceecis/Armenia.pdf>> (accessed January 11, 2009).
- UNICEF (2003). Situation Analysis of Women and Children in Kenya Nairobi: UNICEF.

- UNICEF, (2004), *Quality Education and Gender Equity*. Discussion Paper, International Conference on Education, Geneva.
- Wamahiu, S. P. and Ombima, J. (1992). *The Situation of the Female child in Kenya*. Nairobi: UNICEF.
- Wamahiu, S. P. (1995). ‘ Inadequate Access of Girls and Women to Education, Training Science and Technology ‘paper presented to the workshop on ‘ *Kenyan Perspective towards the Effective Implementation of the Beijing Platform for Action*, Nairobi.
- Wanjohi, N. (2001). *Teachers Perception on Factors Influencing School Dropout in Primary Schools in Rongai Division, Nakuru District*. Unpublished M. Ed Project, University of Nairobi.
- Weirisma, W. (1980). *Research Methods in Education: An introduction*. Ithaca Illinois: F.E. Peacock Publishers Inc.
- Weaver-Hightower, M. (2003). The "Boy Turn" in Research on Gender and Education. *Review of Educational Research*, 73, 471-498.
- World Bank, (2005) “Internal Efficiency of and Costs of Higher Education in Kenya” (draft), by E. Ndungutse, Washington, D.C.: the World Bank.
- Reddock RE (ed) (2004) *Interrogating Caribbean Masculinities*. Mona, Jamaica:University of the West Indies Press.
- Robinson W. (2009). ‘The REAL Gender Gap Scandal: Why Boys are now the true Victims of Discrimination’ <http://www.dailymail.co.uk/femail/article-1205106/The-REAL-gender-gap-scandal-Why-boys-true-victims-discrimination.html#ixzz1X9u1DcYr>
- Saeed, G. (2003). *Learning to Survive: How education for all would save millions of young people from HIV/AIDS*. London. Pearson.
- Schunk, D. (1991). Self-efficacy and academic motivation. *Educational Psychologist*, 26(3 & 4), 207-231.
- Wiggins, W. (2000). *Boys and School in Sub Saharan Africa from analysis to action*. Washington, D.C: World Bank.

Appendix I: Introduction Letter

I am a student at Kenyatta University doing a Masters in Gender and Development Studies. I am carrying out an academic research on Primary schools boys' academic performance in KCPE. You have been chosen because you are better placed to tell us the various factors affecting academic performance in the constituency. I hereby promise that all the information offered to me will be treated with the necessary confidentiality and will not be unduly disclosed. All the information will only be used as pertains to this study and not otherwise. Your assistance and cooperation will be greatly appreciated.

Thank you in advance for your assistance.

Yours faithfully

Lucy Wamaita.

Appendix II: Focus Group Discussion Guide for Students

1. In your opinion, how would you compare performance of boys to that of girls in your school?
2. Do you think that there are economic factors that influence the academic performance of boys?
3. Are you aware of boys who don't go to school regularly or have dropped out due to lack of basic items that are needed in school?
4. Do you think that there are home related factors that may influence the academic performance of boys?
5. Do your parents prefer a particular gender to the other when it comes to education issues?
6. Are there school related factors which may influence the academic performance of boys?
7. Are there male teachers that you admire in your school?
8. Do you think that there are challenges that schools face while addressing the performance of boys in your school?
9. Is there need to address the education of boys?
10. What do you think that the following stakeholders should do to address the academic performance of boys in your school? Government, Parents , School head teachers , Teachers, Community and Pupils

Appendix III: Questionnaire for Class Teachers

INSTRUCTIONS

This is a study on “determinants “of declining academic performance of boys in Public Primary schools in Mukurweini District Kenya. Information given will assist in writing my Masters Thesis. The information provided will be treated as confidential and will not be used for any other purpose except for this research. You are therefore asked not to write your name or any other form of identification.

SECTION A: BACKGROUND INFORMATION

SCHOOL CODE_____

1. What is your gender? Male () Female ()

2. Age in years

Between 21-30 () Between 31-40 () Between 41-50 () Above 50 ()

3. What is your highest academic qualification?

Diploma () Degree () Masters ()

Others (specify)_____

4. For how many years have you been teaching?

1-5 () 6-10 () 11-15 () Over 16 years ()

SECTION B: ACADEMIC PERFORMANCE FACTORS

5. Based on your teaching experience how can you rate the performance of Boys in your school?

Very Good () Good () Average () Poor () Very Poor ()

6. In relation to Girls, how are boys performing in your class?

Very Good () Good () Average () Poor () Very Poor ()

7. What would you say about the boys’ performance in KCPE over the past five years?

Greatly improved () Improved slightly () Stagnated () Dropping ()

SECTION C: SOCIO ECONOMIC FACTORS

The table below presents statements about socioeconomic determinants that could influence performance of boys. Based on your experience as a head teacher, indicate whether you agree with each statement by ticking Yes or No on the appropriate column.

	Socioeconomic determinants	Strong	Agr	Disagr
1.	Boys from poor families perform poorly in school than children from better-off families.			
2.	Boys often fail to go to school for wage labour in order to supplement the family income			
3.	Parents with high level of education send their children to schools than those with low education level			
4.	With the introduction of FPE, financial status of households does not influence performance of pupils in public schools			
5.	Though the user charges have been abolished in public primary schools, there are other “hidden costs” hindering access and good performance in education primary school.			

8. Which are the other socio-economic determinants which influence performance of boys in Mukurweini district?.....

SECTION C: HOME RELATED DETERMINANTS

The table below represents statements about home related determinants that could influence performance of boys. Based on your experience as a head teacher indicate to what extent they could influence performance in Mukurweini District.

	Home related Factors	High	Low	No influence
1	Negative attitude towards education by			
2	parent’s level of education			
3	Child labour			
4	Lack of role models at home			
5	H IV/AIDS			

9.a) Are parents in Mukurwe ini District biased in education of their children?

Very Biased [] Biased [] Not Biased []

b) Which gender normally misses school to attend to family issues?

Boys [] Girls [] Both []

c) Which gender do parents prefer to send to school more?

Boys [] Girls [] Both []

10). Which are the other home related determinants that could influence the performance of boys in public primary schools in Mukurweini District?

.....

SECTION D: School based Determinants

The table below presents some school-based factors that could influence boys’ performance. Based on your experience as a head teacher, indicate to what extent they could influence performance in Mukurweini District.

	School based determinants	Strongly	Agree	Disagree
1	School punishments			
2	Grade repetition			
3	Quality of education			
4	Shortage of teachers			
5	Inadequate physical facilities such as			
6	Indiscipline			
7	Drug abuse			
8	Lack of learning resources e.g. text			
9	Poor sanitation			
10	Poor academic performance			
11	Negative attitude of teachers			
12	Lack of mentors			
13	Overcrowding			

11). Which other school-based factors do you find influencing performance of boys in public primary schools in Mukurweini District ?.....

SECTION B: CHALLENGES FACED BY SCHOOLS

11.What are the challenges faced by schools while improving the academic performance of boys?

.....

SECTION F: MEASURES TO IMPROVE PERFORMANCE

12) In your opinion what do you think the following stakeholders in education can do to improve performance of boys in Public primary schools?

a) Government

b) Parents

c) School head teachers

d) Teachers

e) Community

f) Pupils

Thank you for responding

Appendix IV: Questionnaire for Head Teachers

INSTRUCTIONS

This is a study on “determinants “of declining academic performance of boys in Public Primary schools in Mukurweini District Kenya. Information given will assist in writing my Masters Thesis. The information provided will be treated as confidential and will not be used for any other purpose except for this research. You are therefore asked not to write your name or any other form of identification.

SECTION A: BACKGROUND INFORMATION

SCHOOL CODE_____

1 What is your gender? Male () Female ()

2. What is your highest academic qualification?

Diploma () Degree () Masters ()

Others (specify)_____

3 .For how many years have you been teaching?

1-5 () 6-10 () 11-15 () Over 16 years ()

SECTION B: ACADEMIC PERFORMANCE FACTORS

1. Based on your teaching experience how can you rate the performance of Boys in your school?

Very Good () Good () Average () Poor () Very Poor ()

2. In relation to Girls, how are boys performing in your school?

Very Good () Good () Average () Poor () Very Poor ()

3. What would you say about the boys’ performance in KCPE over the past five years?

Greatly improved () Improved slightly () Stagnated () Dropping ()

SECTION C: SOCIO ECONOMIC FACTORS

The table below presents statements about socioeconomic determinants that could influence performance of boys. Based on your experience as a head teacher, indicate whether you agree with each statement by ticking Yes or No on the appropriate column.

	Socioeconomic determinants	Strong	Agr	Disagr
1.	Boys from poor families perform poorly in school than children from better-off families.			
2.	Boys often fail to go to school for wage labour in order to supplement the family income			
3.	Parents with high level of education send their children to schools than those with low education level			
4.	With the introduction of FPE, financial status of households does not influence performance of pupils in public schools			
5.	Though the user charges have been abolished in public primary schools, there are other “hidden costs” hindering access and good performance in education primary school.			

7. Which are the other socio-economic determinants which influence performance of boys in Mukurweini district?.....

SECTION C: HOME RELATED DETERMINANTS

The table below represents statements about socio cultural determinants that could influence performance of boys. Based on your experience as a head teacher indicate to what extent they could influence performance in Mukurweini District.

	Home related determinants	High	Low	No
1	Negative attitude towards education by parents			
2	Illegal sect			
3	Child labour			
4	Parent's level of education			
5	H IV/AIDS			

8.a) Are parents in Mukurwe ini District biased in education of their children?

Very biased [] biased [] not biased []

b) Which gender normally misses school to attend to family issues?

Boys [] Girls [] Both []

c) Which gender do parents prefer to send to school more?

Boys [] Girls [] Both []

9. Which are the other socio-cultural determinants that could influence the performance of boys in public primary schools in Mukurweini District?

.....

SECTION D: SCHOOL BASED DETERMINANTS

The table below presents some school-based factors that could influence boys' performance. Based on your experience as a head teacher, indicate to what extent they could influence performance in Mukurweini District.

School based determinants	Strongly Agree	Agree	Disagree
1. School punishments			
2. Grade repetition			
3. Quality of education			
4. Shortage of teachers			
5. Inadequate physical facilities such as classrooms			
6. Indiscipline			
7. Drug abuse			
8. Lack of learning resources e.g. text books.			
9. Poor sanitation			
10. Poor academic performance			
11. Negative attitude of teachers			
12. Corporal punishment			
13. Overcrowding			
14. Drug abuse			

10. Which other school-based factors do you find influencing performance of boys in public primary schools in Mukurweini District ?.....

SECTION E: CHALLENGES FACED BY SCHOOLS

11. What are the challenges faced by schools while improving the academic performance of boys?

SECTION F: MEASURES TO IMPROVE PERFORMANCE

12) In your opinion what do you think the following stakeholders in education can do to improve performance of boys in Public primary schools?

A) Government

B) Parents

C) School heads

D) Teachers

E) Community

F) Pupils

Thank you for your co-operation

Appendix V: Interview Guide for DEO/DQASO

1. How is the performance of boys in relation to Girls in the KCPE for the last five years in Mukurweini District?
2. From your opinion, do you think boys' performance is influenced by home related factors in Mukurweini District?
3. Do you think that there are school related factors that could influence the performance of boys?
4. Are there economic related factors that could influence the education of boy child in the District?
5. In your opinion, what are some of the challenges that schools encounter while improving the performance of boys in public primary schools?
6. Are there designed programs put in place for uplifting the standards of education of the boy child in Mukurweini District?
7. In your opinion, what do you think the following stakeholders in education can do to improve performance of boys in Public primary schools? a) Government , b) Parents , c) School head teachers , d) Teachers , e) Community and f) Pupils

Appendix VI: Interview Schedule for Parents/Guardians

1. Gender Male [] Female []
2. Age years.
3. What is your level of education?
4. What is your occupation?
5. What are the main factors influencing the academic performance of boy child in primary education?
6. Is there need to focus on boy child education?
7. Are you aware of any challenges that schools encounter while improving the academic performance of boys?
8. What do you suggest the following could do to improve the performance of boys in public primary schools? Government, Parents, Teachers, Head teachers and pupils

Appendix VII: RESEARCH AUTHORIZATION



KENYATTA UNIVERSITY GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 8710901 Ext. 57530

Our Ref C50/ NYI/ PT/ 24578 / 11

10TH April, 2014

The Permanent Secretary,
Ministry of Higher Education, Science & Technology,
P.O. Box 30040,
NAIROBI

Dear Sir/Madam,


**RE: RESEARCH AUTHORIZATION LUCY WAMAITHA MWANGI
REG NO C50/ NYI/ PT/ 24578/ 11**

I write to introduce Ms. Lucy Wamaitha Mwangi who is a Postgraduate Student of this University. She is registered for M.A degree programme in the **Department of Gender & Development Studies**.

Ms. Lucy Wamaitha Mwangi intends to conduct research for a M.A proposal entitled, **"Determinants of Performance of Boys in Public Primary Schools in Mukurweini District, Nyeri County - Kenya.**

Any assistance given will be highly appreciated,

Yours faithfully,


**MRS. LUCY N. MBAABU
FOR: DEAN, GRADUATE SCHOOL**



Appendix VIII: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MS. LUCY WAMAITHA MWANGI
of KENYATTA UNIVERSITY, 238-10103
Mukurweini, has been permitted to
conduct research in Nyeri County

Permit No : NACOSTI/P/14/7329/4282
Date Of Issue : 19th December, 2014
Fee Received : Ksh 1,000

on the topic: DETERMINANTS OF
ACADEMIC PERFORMANCE OF BOYS IN
PUBLIC PRIMARY SCHOOLS IN
MUKURWEINI DISTRICT

for the period ending:
27th February, 2015


Applicant's
Signature



Secretary
National Commission for Science,
Technology & Innovation

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Determinants of academic performance of boys in public primary schools in Mukurweini District,*" I am pleased to inform you that you have been authorized to undertake research in Nyeri County for a period ending 27th February, 2015.

You are advised to report to the **County Commissioner and the County Director of Education, Nyeri County** before embarking on the research project.

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Nyeri County.

The County Director of Education
Nyeri County.