

**FACTORS RESPONSIBLE FOR PRIMARY SCHOOL DROP-OUT AMONG
BOYS IN KIHARA EDUCATIONAL ZONE (2003-2012)**

BY

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DECLARATION

This project is my original work and has not been presented for a degree in any other University.

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This project has been submitted for the review with my approval as university supervisor.

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DEDICATION

To my late mother Rachael Wambui Maina

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I would like acknowledge the entire staff of the University of Nairobi, Institute of Anthropology Gender and African Studies especially my supervisor Isaac Were for his support during the entire process. I would also like to thank to my entire family for their support. Finally I would like to appreciate my friends whose contribution and words of encouragement were valuable during the process.

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LIST OF ABBREVIATIONS AND ACRONYMS

ASA	American Sociological Association
CBOs	Community Based Organizations
CIDA	Canadian International Development Association
DFID	Danish Fund for International Development
ERWEP	Economic recovery for wealth and empowerment paper
EDCG	Education donor co-ordination group
EFA	Education for All
EMIS	Education Management Information System.
FPE	Free Primary Education
GER	Gross Enrollment Rate
IDS	Institute for Data and Statistics, Center
ILO	International labour organization
UNODC	The United Nation Office on Drugs and Crime
UNDCP	United Nations International Drug Control Programme
UNHCR	United Nation High commission for Refugees
UNICEF	United Nation International Children Education Funds
UNESCO	United Nation Education Scientific Cultural Organization
MOE	ministry of education
MOEST	ministry of education science and technology

UNDP	united nation development programme
USAID	united state agency for international development
UNDAF	united nation development assistance framework
UIS	UNESCO institute for statistics
NCES	National center for education statistic.
NCE	National conferences on education
NGOs	Non- governmental organizations
NICE	Nijmegen center for Economics
NER	Net Enrollment Rate
PRSP	Policy Papers on Poverty Reduction Strategic Plan
UPE	Universal Primary Education
SWAP	sector wide approach
KESSP	Kenya education support program
USA	United States of America
TIQET	the total integrated quality education and training education commission

ABSTRACT

The importance of education as an agent of socio-economic development cannot be underscored; yet, pupils continue to drop out of primary school despite basic education being free in several nations, including Kenya. Documented information show that both boys and girls drop out of school, with gender disparity in dropout rate from region to region. In spite of this, previous researchers addressing education issues related to enrolment, retention and dropout rate are often skewed towards the girl child. This means that, there is scarcity of information on challenges facing boys in education including their dropout rate. This study sought to address this gap by investigating factors responsible for boys dropping out of primary school in Kihara Educational Zone of Kiambu County, Central Kenya. The study explored boys' characteristics that predispose them to drop out of school. It investigated family, community and school aspects that are responsible for boys dropping out of primary school.

The study was guided by social capital theory which posits that social relationship and interaction with significant others influence on individual's behaviour and decisions they make in life. The study used descriptive survey design. It focused on boys who had dropped out of primary school since 2009 to date as well as head and class teachers. The sample size was 56, however, 54 responded. Methodologically, information was collected using in-depth interviews, key informants and survey as a way of gaining insight to factors responsible for boys' dropout rate. Quantitative data was coded and analyzed. Qualitative data was organised to sets of observations and presented thematically according to study objectives. The findings indicate that most boys dropped out of school in upper primary, several had abused drugs and had been exposed to money at an early age. It also established that the boys were truant, had poor academic performance and low education aspiration. The findings showed that boys who had dropped out of school were from low socio-economic status, majority lived with both parents who had attained only primary school level of education and were working in the informal sectors. These parents had low value for boys education and gave more preference to girls expecting that boys can fend for themselves. The study found out that the community contributed to boys' dropout by having a materialistic approach to life instead of education; it provided illiterate role models and converted mixed secondary schools to girls only schools; it has variety of economic activities that do not require education and high immorality that lured boys out of school. The findings also indicated that schools have some push out factors that affect boys such as, teachers sidelining boys who were weak academically, boys being sent away from school, boring lessons, boys being laughed at and humiliated by other pupils for being poor, harassment and harsh punishment especially from teachers who settle score with boys because of having conflicts with their parents in the village. The study concludes that boys who drop out of school have certain characteristics that predispose them to withdraw from school. Similarly, there are family, community and school factors that influence boys to drop out of school. As such, there is need to address issues affecting boys' education just like it is done for the girl child. Therefore, the study recommends social change to promote and strengthen the understanding among families of the value of educating boys. It also recommend equity policies to address the separate needs of boys and girls, while still promoting gender equality as well as strategies to address the particular needs of boys as may be required.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The importance of education has been emphasized throughout the world. Education is the pathway to economic development of any society. It is a tool for shaping the thinking and behavior of people to conform to their aspirations and goals and enable them take up their roles in the society (Chege & Sifuna, 2006). The United Nations introduced a Universal Declaration on Human Rights that embraced education as a basic human right in 1948 on a realization of the importance of education in economic development and the role it plays in enhancing political and social well being.

The United Nation Educational, Scientific and Cultural Organization (UNESCO) has been instrumental in enhancing education in its member states. The member states are under pressure to implement the Millennium Development Goals, among which is the attainment of Education For All (EFA) by 2005, and Universal Primary Education (UPE) by 2015. Developing countries are given grants and loans by the World Bank and developed countries to fund various educational projects including free basic education for its citizens (UNESCO, 2002). With these supports, the countries are expected to attain gender parity and to register high rates in enrolment, retention, survival and completion of basic education.

These efforts are aimed at reducing the number of children dropping out of primary schools. Despite intensified and deliberate measures put in place by United Nations member states to uplift their education sectors, enrolment and high dropout rate continues to pose a major challenge (UNESCO, 2008). Primary school dropout rate is rampant the world over; pupils continue to drop out of primary school globally at a rate of 15 %, with little difference between boys and girls. Boys drop out of primary school at a rate of 14.9% compared to 15.5% for girls (UNESCO, 2008).

Kenya primary school Gross Enrollment Rate (GER) has been relatively higher than that of the neighboring countries (Uganda, Tanzania, Ethiopia, Sudan and Somalia) and Net

Enrolment Rate rose from 77% in 2002 to 87.7% in 2006, with boys at 88.7% as compared to girls at 86.6% (Economic Recovery Strategy, 2003–2007). Despite the enrolment rates, the primary cycle still faces challenges. For instance, about 1.7 million children of school-going age are not attending school. In addition, up to 13,000 pupils are dropping out of primary school every year with observable regional and gender disparity (Kenya Demographic and Household Survey, 2006; MoEST, 2006). Some regions experience higher dropout rate among boys than girls. For instance, 1998 the primary school retention and completion rate for girls surpassed that of boys. That year, the average completion rate was 47.2%, with girls registering 48.1% compared to 46.4% for boys (MoEST, 2000). EMIS School data returns from 2003 to 2012 computing dropout rates based on enrolment flow rates (MoE, 2013) indicates that it is only Central Kenya that registers a higher dropout rate among boys compared to that of girls. For instance in 1999 Central Province registered boys' dropout rate of 23.5% compared to 17.3% for girls. In 2003, the province registered a 20% dropout rate among boys compared to 17.5% among girls (MoE, 2008). By December 2008, Kiambu East Educational Division had recorded a total of 203 pupils of which 119 were boys compared to 84 girls who had dropped out of primary school since January of the same year (MoE; 2008).

Boys' dropout rate is an emerging serious phenomenon in the Kenyan system of education. Huebler (2008) notes that the phenomenon where more boys than girls' drop out of primary school contradict the existing notion that has always documented a higher dropout rate among girls. Waugh (2008) suggested that school dropout for boys should be investigated. In spite of such calls, studies on primary school dropout rates even when they address both boys and girls, tend to be skewed towards girls. Others are gender specific in that they only address girls' dropout rate. This shows that, factors responsible for drop-out rate among boys in primary schools have not been adequately addressed, leaving a glaring gap. This study therefore, investigated factors responsible for drop-out rate among boys in primary schools in Kihara Education Zone of Kiambu County.

1.2 Statement of the Problem

Since the introduction of formal education in Kenya, the system has always registered above 50% primary school dropout rate, with girls constituting a higher % of dropouts

than that of boys (Bogonko, 2002). Therefore, NGOs and previous researchers have all along directed their attention to issues affecting girl child education in Kenya. Issues affecting boy child education-- including dropping out of primary schools--have tended to be ignored, yet, both boys and girls have continued to drop out of primary schools.

According to Stearns and Glennie (2006), out-of-school employment, family responsibilities, disciplinary policies, conflicts with teachers and staff lead to school drop outs. Other studies addressing school drop outs are Fredricks, et al (2004) on pupil engagement that guided much of the research on school drop outs. Rumberger and Lim (2008) on emotional behavior, individual pupil's background as well as family, community and school factors (Allensworth and Easton, 2007; Lee and Burkham, 2003) on low levels of attendance as a strong factor responsible for dropping out.

In 2002, boys dropout rate was higher compared to that of girls in all the provinces except North Eastern and Nyanza Provinces (Chenge and Sifuna, 2006). Still, in spite of the introduction of free primary school education in 2003, pupils have continued to drop out of primary schools. Documented data from the MoEST(1999) , MoE (2009) and Ministry of Education EMIS Data (2007-2012) indicate that from 1998 to date, primary schools in the Central Kenya have had a higher dropout rate among boys compared to that of girls (Republic of Kenya, 2003; Achola, 2007; Huebler 2008; MoEST,1999; MoE,2008). Causes of this emerging phenomenon have not been investigated. Most scholars have concentrated their studies on girls, boys are ignored. That means there is little literature that has been documented on boys' education especially that of their dropout rate in primary schools. As such, there is great need to turn our attention to boy child's education and address the gap left by scholars. If this is not done, boys will continue dropping out of school without appropriate intervention. The study addresses this glaring gap by investigating factors responsible for drop-out rate among boys in primary schools in Kihara educational zone, Kiambu County.

1.3 Objectives of the Study

General objective

- To identify factors responsible for primary school drop-out among boys in Kihara educational zone.

Specific objectives

- To explore boy's characteristics that predispose him to drop out of primary school
- To investigate community and family factors responsible for drop-out among boys in primary schools of Kihara educational zone.
- To identify school factors responsible for drop-out among boys in primary schools of Kihara educational zone.

1.4 Research Questions

- What boy's characteristics predispose him to drop out of primary school in Kihara educational zone?
- Which are the community and family factors responsible for drop-out among boys in primary schools of Kihara educational zone?
- Which school factors are responsible for drop-out among boys in primary schools of Kihara educational zone?

1.5 Research Assumptions

The research was guided by the following research assumptions:

- Drug abuse contributes to boys' dropping out of primary schools in Kihara educational zone.
- Lack of parental support contributes to boys dropping out of primary schools in Kihara educational zone.
- Poverty is the main cause of dropout rate among boys in primary schools in Kihara educational zone.
- Poor teacher- pupil relationship contributes to boys dropping out of primary schools in Kihara educational zone.

1.6 Justification and Significance of the Study

Should the findings be adopted by the Ministry of Education, the information generated is useful in revising and developing new strategies for addressing dropout rate among boys and ensure that gender parity is attained in primary schools by 2015. The findings of this study contribute to the advancement of knowledge in the gender and development studies. The findings adds to the existing data on factors responsible for pupils dropping out of primary school, particularly those that cause boys to drop out of school and open up new areas for further research.

1.7 Scope/ Limitation of the Study

The study limited its scope to boys who have dropped out of primary schools from 2009 to date. Therefore, it focused on a relatively current period for which records could be easily retrieved, or in the absence of such recorded information, memory by teachers would still be fresh and could easily be recalled for the purpose of the study. Moreover, the scope of this study was limited to identifying factors responsible for drop-out among boys only in public primary schools sampled from Kihara Educational Zone. Therefore, the inferences and conclusions were only limited to the area of the study. It was not concerned with drop-out among boys in private primary schools or girl dropouts, for these aspects, though important, are not considered essential for achieving the principle objective of the study.

1.8 Definition of Terms

Completion rate: In this study it refers to the ratio of the total number of pupils who successfully complete and graduate from a cycle in a given year to the total number of children of official graduation age in the population

Dropout: Person who leave school before completing his/her education

Drop Out: Withdrawal of children from school at any stage before completion of primary education class 8 and does not re-enroll.

Dropout rate: This is the proportion of pupils enrolled in a given class during an academic year and who leave the school system in the course of the academic year.

Enrollment: Refers to an act or state of making someone officially a member of a group, society or organization through registration.

Enrollment rate: This refers to an enrollment of an official age group of a given level of education expressed as a percentage of the corresponding population.

Gender: This refers to the socially determined power relations, roles, responsibilities and entitlements of men and women, girls and boys.

Gender equality: This refers to equal treatment of women and men, boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.

Gender equity: refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially the elimination of all forms of discrimination based on gender.

Gender parity: This is a numerical concept that refers to an equal number of girls and women, boys and men relative to their respective numbers in the population.

Gender roles: These are socially assigned roles and responsibilities as opposed to biologically determined functions.

Primary Schools: All the educational institutions providing education to the pupils of class 1 to 8

Public primary Schools: All the primary schools run by central government

Repetition: This is going back to an educational level already covered.

Repetition rate: The proportion in percentage of going back to an education level already covered.

Retention: The ability to keep pupils from leaving school.

Retention rates: This is the proportion of keeping pupils from leaving school.

Substances or drugs abuse: This refers to intoxicating chemical substances (powder, leaves, liquid, roots, capsules or tablets) that have damaging effects and hallucinatory effects on the individual.

CHAPTER TWO

LITERATURE REVIEW

2:0 Introduction

Although a lot has been written about school dropouts, this study prioritizes literature on factors responsible for boys dropping out of primary schools. But before looking at that, we look at literature on school dropout rate in Kenya. The review summarizes what the literature says, points out existing gaps and illustrates how literature is related to the study. It will discuss the theoretical framework upon which this study was based and coined to suite the study.

2:1:1 Overview of Primary School Dropout Rate in Kenya

Since her independence in 1963, Kenya has had an escalating dropout rate of pupils from primary schools, ranging from 20% in 1963 to 43.4% in 1999. During this period girls registered a higher dropout rate compared to boys. The dropout rate heightened with the introduction of “cost sharing” that was implemented in 1989. Between 1989 and 2002 most parents could ill afford the levies, and other financial requirements, which led to a decrease in enrolment rate and an increase in dropout rate. Many children were sent away from school for failure to pay fees, but only a few pupils managed to go back. Most of them opted to drop out of primary schools altogether (Ngau, 1991).

Information from the Ministry of Education and Human Resource Development, on primary school completion rates by gender shows that in 1998, the completion rate for girls was higher compared to that of boys that is 48.1% and 46.4% respectively, with an average of 47.2% for both boys and girls (MoEST report, 2002). This implies that more boys dropped out of primary schools than girls that year. A lower retention rate among boys compared to that of girls was a new phenomenon, which is contrary to expectation in developing countries (Were, 1982). A similar trend recurred in 1999, where girls’ completion rate surpassed that of boys by 0.1%. In spite of these lower completion rates among boys, no local scholars got inspired to investigate factors causing boys to drop out of primary school.

A survey carried out in eight thousand (8000) primary schools by the Ministry of Education in 2002, established that more boys than girls were dropping out of school in all the provinces except North Eastern and Nyanza provinces (MoEST, 2002; Chege and Sifuna, 2006:44). In 2003, after the implementation of free and compulsory primary school education, Kenya witnessed a tremendous increase in enrolment rate, with 85% for girls and 99% for boys (MoEST, 2004). The Net Enrolment Rate in primary schools increased from 73.7% in 2000 to 84.2 % in 2006 (Edward Sambili, PS, Ministry of Planning, 2007). There has also been a notable increase in the completion rate, from 68.2% in 2003 to 77.6% in 2005 and 84.2% in 2006 (MoEST, 2008). Despite the notable increase in completion rate, pupils still drop out of school at a rate of 15.8 % nationally (MoE, 2008), with a very small margin existing between boys' and girls' dropout rates (IPPF, 2008). There exist regional disparities in primary school enrolment, survival and completion rates. However, at national level females are showing a higher survival and completion rate than boys. This is supported by Huebler (2008), who indicates that girls' survival rate stands at 70% compared to 63% for boys. That is a 37% dropout rate for boys compared to 30% for girls, 7% higher among boys than girls. Waugh (2008) stated that the dropout rate is higher between Standard Six and Eight with more boys than girls dropping out, the dropout rate being 57% and 53% respectively. Huebler (2008) and Waugh (2008) quoted contributing factors to dropping out as boredom; being ill prepared to sit for examinations; or a combination of adolescence and hostile school environment (Huebler, 2008; Waugh, 2008).

Although the duo have noted that boys are registering higher dropout rate than girls nationally, their findings contradict the Ministry of Education data on primary school completion rate by gender and province. The latter recorded a constantly high completion rate among boys compared to that of girls from 1999-2005 in seven of the provinces. Only Central Province registered higher completion rate for girls compared to that of boys (MoE, 2008). That means it is only central province where more boys than girls are dropping out of primary schools. Still, despite this emerging phenomenon of more boys than girls dropping out of primary school in central province, no scholar has addressed it. Okoth (2005) concentrated on factors causing primary school dropout among girls in different provinces of Kenya. So far no one has addressed the causes of boys dropout rate

in primary schools. The study to address the glaring gap by investigating factors contributing to boys dropping out of primary schools in Kihara Educational Zone. It gave insight to factors responsible for boys dropping out of primary schools. These findings can guide the educational stakeholders and researchers to come up with strategies to reduce gender disparity in dropout rates.

2.1.2 Primary schools dropout rate by gender and province, 2003-2012

Education Management Information System (EMIS) school data returns from 2003 to 2012 computation of drop out based on enrolment flow rates by the Ministry of Education (2013) affirm that it is only Central Kenya that registers higher dropout rate among boys compared to girls, as is depicted in Table 2. 1 below:

Table 2.1: Primary school dropout rate (%) by gender and province, 2004-2012

Province	2004			2005			2006			2007			2008			2009			2010			2011			2012		
	Boys	girls	total	boys	girls	total	boys	girls	total	boys	girls	Total	boys	girls	total	Boys	Girls	Total	Boys	Gils	Total	Boys	Girls	Total	Boys	Girls	total
Coast	5.6	8.5	6.9	7.7	6.7	7.3	7.3	8.5	7.9	5.5	5.9	5.6	7.7	6.7	7.3	5.6	8.5	6.9	5.5	5.9	5.6	7.3	8.5	7.9	1.9	1.8	1.8
Central	5.2	3.9	4.5	3.5	3.2	3.4	4.6	2.2	3.4	2.2	1.6	1.9	3.5	3.2	3.4	5.2	3.9	4.5	2.2	1.6	1.9	4.6	2.2	3.4	1.0	0.8	0.9
Eastern	5.7	5.6	5.6	6.3	6.7	6.5	7.5	5.6	6.6	4.2	4.0	4.1	6.3	6.7	6.5	5.7	5.6	5.6	4.2	4.0	4.1	7.5	5.6	6.6	1.9	1.4	1.6
Rift Valley	6.5	7.2	6.9	4.7	4.3	4.5	6.0	5.2	5.6	3.5	3.6	3.6	4.7	4.3	4.5	6.5	7.2	6.9	3.5	3.6	3.6	6.0	5.2	5.6	2.3	2.2	2.2
Nairobi	2.7	2.7	2.7	0.1	0.2	0.2	3.2	2.1	2.7	7.6	6.9	7.3	0.1	0.2	0.2	2.7	2.7	2.7	7.6	6.9	7.3	3.2	2.1	2.7	1.6	1.3	1.5
Western	6.6	7.8	7.2	5.6	4.4	5.0	9.9	9.6	9.7	1.1	2.2	1.6	5.6	4.4	5.0	6.6	7.8	7.2	1.1	2.2	1.6	9.9	9.6	9.7	2.4	2.4	2.4
Nyanza	6.5	9.2	7.8	3.9	5.3	4.6	6.4	5.7	6.1	2.3	4.4	3.5	3.9	5.3	4.6	6.5	9.2	7.8	2.3	4.4	3.5	6.4	5.7	6.1	2.8	3.1	2.9
North eastern	12.2	21.4	15.3	6.4	8.1	7.0	8.7	15.9	11.1	4.0	6.1	4.7	6.4	8.1	7.0	12.2	21.4	15.3	4.0	6.1	4.7	8.7	15.9	11.1	2.3	3.1	2.6
grand total	6.1	6.9	6.5	5.0	4.9	4.9	6.8	5.9	6.4	3.2	3.7	3.5	5.0	4.9	4.9	6.1	6.9	6.5	3.2	3.7	3.5	6.8	5.9	6.4	2.1	2.0	2.0

Source: EMIS school data returns from 2004 to 2012 computation of drop out based on enrolment flow rates.

Table 2.1 depicts primary school dropout rate (%) by gender and province based on enrolment flow rates from 2003-2012. According to the data, in 2003 national dropout rate in primary schools was 2.0%. Out of the total number of pupils who had enrolled that year, 2.1% boys and 2.0% girls dropped out. It can be noted that years 2005, 2006, 2011 and 2012 experienced more boys than girls dropping out of primary schools nationally, with varying gender disparity from one province to the other as can be observed in Table 2.1 above. Central Kenya, on the other hand, has a relatively lower dropout rate among both sexes compared to other provinces in Kenya. However, it is the only province that registered a constantly higher dropout rate among boys compared to that of girls between 2003 and 2012, a factor that motivated the researcher to investigate factors responsible for higher dropout rates among boys in Kiambu County.

It is against this background that Waugh (2008) suggested that the boy dropout rate be investigated for a solution to be found in order to close the gender gap in primary schools for Kenya to achieve progress toward education equality. This study intends to react to these calls by investigating factors contributing to boys dropping out of primary schools in Kihara Educational Zone of Kiambu County. The investigation was carried out in Central Kenya because it is the only region with a constantly higher dropout rate among boys compared to girls. Thus, it is hoped that the study gives valid findings. Majority of the studies carried out on primary school dropout in Kenya are general or have been skewed towards girls. Several factors may be responsible for boys to drop out of primary schools. These factors are broadly categorized into boys' characteristics, family/household, community and school factors. These factors are reviewed below.

2.1.3 Individual boys' characteristics

The child related factors are closely associated with the family, community and school related factors. Financial constraints and inappropriate school environment tend to demotivate the children, making them lose interest in their studies and thus leading to their eventual dropout. Further household circumstances and academic failure increased pupils' alienation from school, leading to absenteeism, which also influenced their dropping out of school. However, Rush & Vitale (1995) found that family income and

parental support are less important than academic achievement, age, or retention in predicting dropouts.

Pupils' attitude towards school is an important aspect toward their completion or not (Berndt, 2000; Papalia, 1999). Pupils who drop out are more likely to perceive the school setting as non supportive and /or irrelevant. Leislle (2006) suggest that the pupils psychological attachment to school and investment in learning are key to academic and social success, and consequently key to remaining in school. Similarly, poor academic performance such as poor grade and low test score increase pupils frustration and reduce motivation to stay in school. Failing grades are strong correlates of drop out. Poor performance may discourage the pupils from proceeding with education. They may get frustrated and may want to leave school to avoid the frustrating situation (Papalia, 1999).

Long absence or irregular attendance of classes many lead to below average performance (Kimaro, 1981). Wako (1980) posits that habitual absenteeism result to dropout. Similarly a child who does not actively get engaged in school is likely to dropout. Drug and substance abuse is a major problem for the boy child that contributes to high dropout among boys (United Nation Office on Drugs and Crime (UNODC), 1998). Research has shown that the amount of involvement in extracurricular activities in school has a negative relationship with dropout rates (Kronick and Hargis, 1998). Participating in such activities provides potential dropouts with motivation to come to school. These are findings of a general study done on both boys and girls.

2.1.4 Family characteristics and community factors

Family characteristics are divided into social, financial, and human capital factors. Social factors related to dropping out include quality of parent relations with the school, the family structure, and the quality of mother-child relationships. Farmer & Payne (1992) indicate that pupils from families with poor relations with the school, lack of parental involvement, and single-parent homes are more likely to drop out. Goldschmidt & Wang (1999) state that students from single-parent homes have parents with less time and resources to devote to their children's education as well as transmit positive values to

their children. This notion was affirmed by a study done on causes of primary school dropout in Othaya division of Nyeri district by Gachambi(1990), who established that boys more than girls tend to form the majority of children who drop out of primary school from single parent households. She attributed it to the fact that boys might dropout because they need a job to help the single parent pay the bills. Though done in primary school of central Kenya, this study was carried out in a general sample comprising boys and girls. The current study will specifically establish the relationship between single parents and boys dropping out of primary schools in Kihara Educational Zone.

Factors of human capital include parental education. According to the social capital theory (Coleman, 1988) children model the skills and competencies of their parents and they base their expectations for their own success on the successes of their parents. Parent level of education and work situation might influence the degree to which schooling is valued in the household. Children from better educated parents more often go to school and stay in school (UNESCO, 2005) .Parents who have reached a certain educational level might want their children to achieve at least the same level. Papalia, (1999) posits that a pupil whose father dropped out is 1.4 times more likely to drop out than that whose father completed secondary level education.

In financial capital, family income is an indication of whether a child drops out of school or not. Children who live in poverty are more likely to drop out (Goldschmidt & Wang, 1999). The number of children within the household is an important factor in determining if a child drops out of school education (Boyle et al, 2002: 4). Some studies indicate that families with larger numbers of children have high dropout rate. This is because families with many siblings share the available resources among them, leaving very little to invest in education.This is supported by a study conducted by NCIES (2007) in Slovakia on primary school dropout. They found out that 63% of dropout children come from large families whose parents have 4 or more children. Odhiambo (2005) established that in Ujanga division, students whose parents had many children had a higher dropout rate than others with fewer siblings. Children whose older siblings have dropped out of school tend to emulate them and drop out. Supporting this notion is Leislle (2006) who stated

that pupils with siblings who have dropped out of school are likely to drop out of schools themselves.

Bereavement amongst family members and in particular parents often makes children more vulnerable to drop out. Orphan hood often exacerbates financial constraints for poorer households and increases the demands for child labour and drop out. The notion was confirmed by UNICEF (2000: 30) report on twenty countries which shows that the average difference between enrolment rates for orphans and non-orphans is 19 percentage points. HIV/AIDS brings about loss of parents and guardians, depriving many children off their primary care taker. Therefore the HIV/AIDS pandemic denies many Kenyans access to basic education as victims fall sick and /or are orphaned. In this way some children drop out of school to take care of the sick loved ones. Others are left as family heads and therefore are forced to drop out of primary school to fend for their younger siblings (Sifuna, 2003).

2.1.5 Community factors

In addition to the impact of a students' family poverty level, the poverty of the neighborhood also affects dropouts. The pupil's community can also contribute to the desire to remain in school or drop out. Vartanian and Gleason (1999) states that neighborhood in which pupils live affects boys more than girls, possibly because girls are more likely to have stricter curfews conditions which also directly affect the children's educational achievement. Communities that place less emphasis on completing school as needed for adulthood have higher number of dropouts than those that place demand on pupils to complete basic education (Papalia, 1999). Employment opportunities for unskilled workers might encourage dropouts, while communities that clearly value education and encourage school-community partnerships are more likely to establish programs and foster attitudes that maintain pupil engagement in schooling. Studies conducted on the problem of primary school dropout have tended to emphasize in collecting views on parents, teachers, dropouts and administrators (Gachambi, 1990; Ngau, 1999; Mwikali, 2005), very little attempt has been made to unearth community factors contributing to primary school dropout at least in the Kenyan context. Therefore the findings contribute new set of data that can be used by all

stakeholders to redress those community factors responsible for boys dropping out of primary school.

2.1.6 School factors

Factors within schools, for example, practices and schooling relations determine whether a child drops out of primary school (Papalia, 1999). If teachers are not effective then pupils might drop out of school. Teachers' effectiveness is influenced by teachers' quality and academic performance, teaching load, availability of basic facilities and resource and teacher pupil ratio (Sifuna, 2003). He also stated that uncondusive school environment ejects pupils out of school, e.g poor performance, repetition, corporal punishment, uncompromising teaching staff and lack of facilities can cause school dropout. Pupil-teacher ratios were significant predictors of dropout rates. According to McNeal (1997) larger pupil-teacher ratios may increase a pupil's likelihood of dropping out by decreasing the number of interactions between pupils and teachers. Schools with larger ratios may make it difficult for at-risk pupils to seek help. McNeal (1997) found that the pupil/teacher ratio at a school significantly affects a student's likelihood of dropping out. Although there is extensive research done on school push factors (Rono, 1990; Kirui, 1982; Ngau, 1990; Gachambi, 1990), few have specifically concerned themselves with how they influence boys to drop out of school. Therefore, this study establishes how school environment contributes to boys dropping out of primary schools.

2:2 Theoretical Frameworks

The study was guided by social capital theory developed by James Coleman in 1988. Coleman defined social capital as a resource inhering in the relations between and among actors. He argued that resources that facilitate the wellbeing and development of children are borne of these relationships. According to Coleman, social capital is a resource available to individuals, much like human capital or monetary capital.

Coleman posits that social capital theory includes multiple concepts and that each concept produces a desirable outcome within a relationship among different people. Each person included in the relationship places value on the desired outcome. This value is the intangible resource that Coleman refers to as social capital. Coleman (1988) defined

social capital by describing its basic components; the most basic components being the numerous relationships and interactions among various people who are associated with one another. Coleman talks of four components of relationships in social capital theory which include:-

1) *The relationships available to individuals* in all aspects of life: home, work, school, church, and community, among others.

2) *Information channel*

This component involves interaction between people who know one another. Information channels provide a mechanism for gaining knowledge, which is a resource leading to action. The actor in the interaction must determine how to react to the information based on the perceived trustworthiness of the channel through which it was obtained.

3) *Norms and sanctions developed through relationships*

Norms and sanctions provide a rationale for certain actions, promoting some and inhibiting others. Within the confines of relationships, rewards and consequences are established based on the accepted value placed on the actions of the parties within the relationships. Dropping out of school is not a social norm.

4) *Trust and obligations.*

As a high level of trust is recognized by parties within the same network, support and positive interactions are established. Within relationships in the network, expectations of reciprocity evolve from the interactions and the development of trust and obligations arises. The expectations of reciprocity promote actions within the relationships that result from the feelings of obligation.

Within these relationships, individuals develop networks of information channels for gathering data upon which action is based. Whether an individual acts upon the information depends upon the level of trustworthiness placed on the source. Trustworthiness is established and maintained through norms and sanctions accepted by individuals and networks. Through relationships, individuals develop a sense of whom they should trust. Groups form as individuals learn to trust others in their social network. In addition, individuals build up obligations to others based on the needs met by other

individuals in the social network. These obligations form a type of non-monetary credit that can be called social capital.

Within the setting of education, these interactions may take various forms, including parent-child interactions, parent-school interactions, child-school interactions, and parent-parent interactions. Commenting on social capital theory and education achievements, Israel and Beaulieu (2004) broke social capital into three dimensions: family social capital, school social capital, and community social capital.

2.2.1 Relevance of social capital theory to the study

Social capital refers to social networks and social interaction that facilitates educational attainment. The reasonable assumption is that the home produces the first and perhaps most important influence on the mental development of the child. The family environment is only part of the total network of forces acting upon the pupil, a network that includes the home, the school and the community. Wagenaar (1987) attributes family environment as a factor that can be used to explain dropping-out behavior of an individual. He also postulates that community and other structural variables are useful in showing how individual decisions can be affected substantially by social structure.

Insight on factors contributing to pupils dropping out of primary school will be drawn from the three dimensions of social capital mentioned above, which will be looked at as school-related, social-related, and family-related. School-related factors include school size, school climate, policies, practices, location, programs, teacher quality, curriculum, absenteeism rates, and grade retention rates (Allensworth, 2005). Social-related factors include substance abuse, sex, attitude towards education, role models among others (Bryk & Thum, 1989; Goldschmidt & Wang, 1999). Family-related factors include socioeconomic status, mobility, family structure, parental education, and parental involvement (Goldschmidt & Wang, 1999).

The forms of social capital that contribute to boys' dropout rate, then, are relationships. For example, a family provides one form of social capital. Other social capital is relationships with people at school or in the neighborhood. Relationships with teachers

can afford access to information and opportunities that enhance the educational performance of children. These forms of social capital may lead to ultimate decision to stay in or drop out of school.

Dropping out of primary school is not simply an event. Rather, it is the culmination of a longer process of disengagement from school. Some conditions traditionally associated with the process of school disengagement are low academic achievement, truancy, disruptive behavior, and low educational aspirations (Jordan, Lara, and McPartland, 1996). The social capital theory is found adequate for this study because it provided parameters through which one is able to understand how family related, school related and social related factors contribute to boys' dropout rate. Collectively, the theory serves as a lens through which it is possible to explain the link between interrelated education structures and their effect on pupils' dropout rate. Social capital theory focuses on the role played by each social capital in the education structure and its contribution to boys dropping out of primary school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter describes the methodology and design of the study. It also explains the procedures and strategies used and the area where the research was conducted. It focused on sample selection procedures, target population, the development and administration of research instruments, data collection procedures and methods of data analysis and presentation.

3.1 Research Design

In order to achieve the objectives of this study, a descriptive survey design was used. Descriptive survey designs are used to allow the researcher to gather information, summarize, present and interpret it for the purpose of clarification (Orodho, 2002). It therefore involves description of the state of affairs as it exists (Kombo and Tromp, 2006). Descriptive survey design entails detailed examination of characteristics of an individual unit, a single subject, a clique or a community with similar events (Cohen and Manion, 1989). The purpose of choosing descriptive study design was to probe and analyze intensively the multifarious phenomena that constitute the life cycle of the unit, with a view to establishing generalizations about the wider population to which the unit belongs (Cohen and Manion, 1989). This was done by probing the boys who have dropped out of primary schools located in Kihara educational zone, and its findings formed a basis for generalization to other regions.

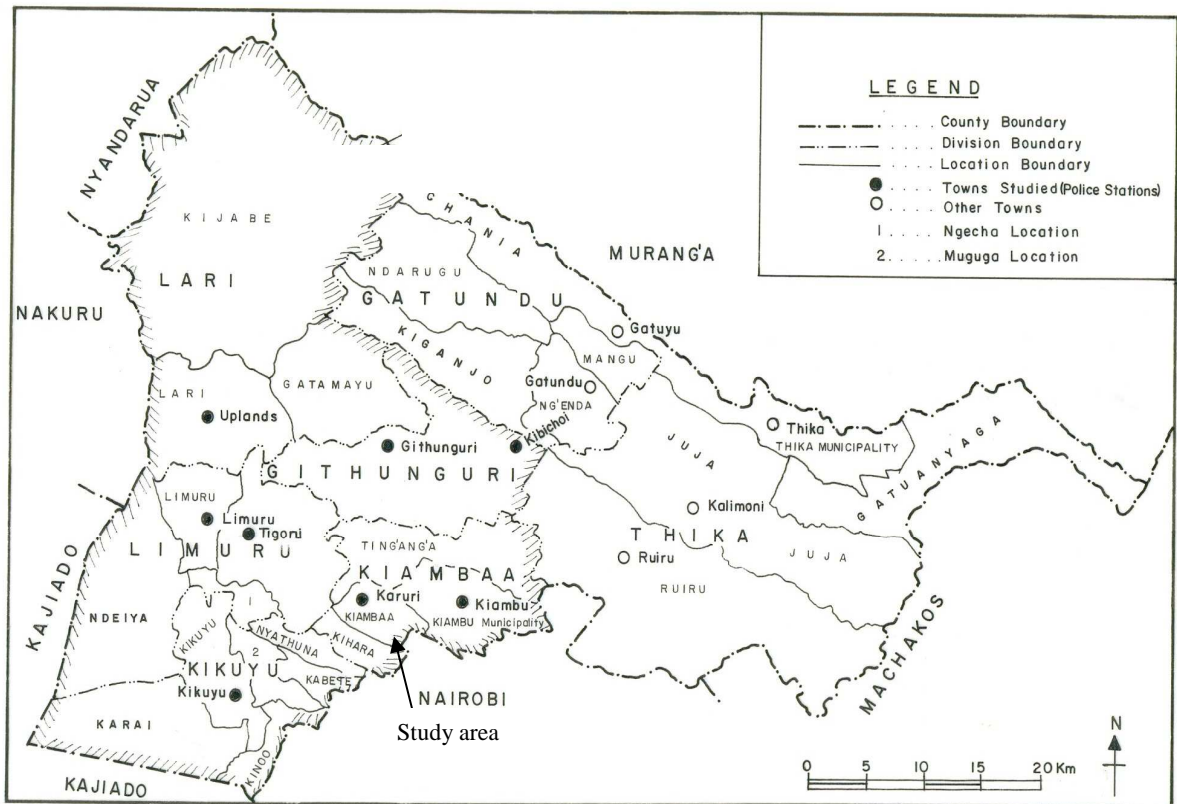
3.2 Location of the Study

Because of the nature of the study, the researcher preferred to use Education administrative divisions instead of the political administrative boundaries. Therefore, field research was conducted in the Kihara Educational Zone of Kiambu County. Kihara Educational Zone is one of the three educational zone of Kiambu East education division. The other two are Karuri and Ndumberi Educational zones. Kihara Educational zone is found in a peri- urban region that borders the posh Nairobi estates of Runda, Closeburn,

Rosslyn, Nyari, Kitisuru and New Muthaiga to the south. To the North, it borders Githunguri and Limuru regions, Kikuyu to the west and Ruiru to the east.

This is depicted on the map below.

Figure 3.1: A map of Kiambu County with the arrow pointing at Kihara Educational Zone



Source: Survey of Kenya 2010

Kihara Educational Zone has eleven (11) public primary schools. These are: Gacharage, King’othua, Muthurua, Muya, Ndenderu, Wangunyu, Karura, Kamuiru, Kihara, Lower Kihara and Gachie primary schools.

3.3 Study Population

The target population comprised of boys who have dropped out of primary schools in Kihara Educational Zone since 2009 to-date as well as primary school head and class teachers.

3.4 Sampling Procedure

Since the area of study is expansive, the researcher found it necessary to narrow it down to a smaller region, hoping that the findings would be generalized to the whole county. Narrowing down was done through multistage sampling as follows:-

1st stage- selection of educational division

Educationally, Kiambu County is divided into four educational divisions (namely Kiambu East, Kiambu West, Thika and Githuguri educational division). Since the area is found to be extensive, simple random sampling was applied and Kiambu East education division was selected.

2nd stage selection of an educational zone

Kiambu East education division is divided into three Educational Zones namely Kihara, Karuri and Ndumberi Educational zones. It has 40 public mixed-primary schools and several private schools spread across the zones. Kihara zone has 11, Karuri zone has 15 and Ndumberi zone has 14 public primary schools. The study population was drawn from the public primary schools, which are distributed into its three Educational Zones. Because these three Educational Zones are considered to be extensive for this study, the researcher decided to narrow down to one educational zone. Such a decision is supported by Mwiria and Wamahu (1995:124) who said that 'in qualitative research, narrowing down a wide research locale into manageable research sites and cultural scenes is essential for the sake of manageability and collection of in-depth data.' To make sure that each of the zones had equal chances of being selected, probability sampling method was applied (Cohen, 1989; Kombo & Tromp, 2006). Through random selection, Kihara Education Zone was selected. This was done by writing the names of individual zones on a separate piece of paper. The three papers are then folded, put in a tin, thoroughly shaken and then one paper (Kihara) is picked. It is felt that one zone would represent the others.

3rd Stage Selection of schools

As mentioned above, Kihara Educational Zone has eleven (11) public primary schools. These are: Gacharage, King'othua, Muthurua, Muya, Ndenderu, Wangunyu, Karura,

Kamuiru, Kihara, Lower Kihara and Gachie primary schools. Out of the eleven primary schools, the study randomly sampled 4 schools to be included in the sample. These are Gacharage, Karura, Ndenderu and Gachie.

4th Stage Selection of respondents

The study population was drawn from the 4 sampled public primary schools in Kihara educational zone. In this stage the study employed purposive sampling and snowball sampling.

In purposive sampling, cases of subjects are handpicked because they are informative or they possess the required characteristics. Purposive sampling allows the researcher to use all cases that have the required information with respect to the objective of the study (Kothari, 2004). As such the 4 head teachers of the 4 selected primary schools were interviewed. The head teachers were in a position to give information on dropouts, such as boys' identity i.e. personal details and family background, including where their homes are. They also gave opinions based on reports given by class teachers and his/her observations on the reasons for more boys compared to girls dropping out of primary schools in the region.

In each primary school, the study purposively selected class teachers from Std. 1-8 to make a sample size of 32 teacher respondents from the school component. These teachers responded to a questionnaire since their education background was well known. They were selected on the basis that they are currently serving as class teachers for Standards 1-8, or have served as one since the implementation of Free Primary Education in 2003. These teachers had general information on why boys and girls drop out of school. Hence, they were in a position to point out the contemporary issues facing boys that are responsible to their dropping out of primary schools.

Another component consisted of the key informants. These comprised of 20 boys who have dropped out of primary schools, 5 from each school. The researcher employed non-probability sampling, especially snowball sampling to reach 20 boys who have dropped out of primary schools from 2009 to date. In snowball sampling, initial subjects with desired attributes are identified using purposive sampling technique (Mugenda &

Mugenda, 2003; Grix, 2004). The researcher located boy dropouts who have been identified by the class/head teacher. After locating and interviewing one, the researcher requested him to name and directs her to other boys whom he knew they had dropped out of primary school in the village. The process was repeated until the researcher got the number of cases she required (Grix, 2004). This enabled an in-depth understating of factors contributing to boys dropping out of primary schools.

Purposive sampling allowed for effective coverage of factors responsible for boys to drop out of primary schools. This is an element that cannot be achieved by use of random sampling. It is felt that a sample size of 56 respondents i.e., 4 head teachers, 32 class teachers, and 20 boy dropouts, is a realistic sample for the required validity since it surpasses the stipulated minimum sample size of 30 respondents (Cohen & Manion, 1989). It is felt that 56 respondents would give sufficient evidence to substantiate the results and yield research data that can be generalized to a larger population (Kombo & Tromp 2006). However, 54 respondents responded as summarized on table 3.1 below

Table 3.1: Summary of the sampled population

Sample	Each school	Sample size	Total respondents
Boys dropouts	5	20	18
Teachers	8	32	32
Head teachers	1	4	4
Total	14	56	54

Source: Author 2013

3.5 Methods of Data Collection

Different data collection methods were employed in order to look at the topic under investigation from different points of view. This is deemed necessary so as to help validate observations and information. The methods of data collection are discussed below.

3.5.1 Survey Method

Self- administered questionnaires with open- ended questions (Appendix- A2) were filled by class teachers. The questionnaires were taken to sampled schools by the researcher. To

secure confidentiality, respondents were not required to write their names or personal employment numbers. The questions elicited information on boys, school, society and family factors that are responsible for boys to drop out of primary schools. 32 teachers duly filled in the questionnaire.

3.5.2 Key Informant Interview

The interview guide (Appendix- A3) was used in order to obtain standard data. It contained open-ended questions on boys, family, community, school and teacher factors that are responsible for boys dropout rate. Head teachers also gave a list of boys who had dropped out of primary school in their stations. 4 head teachers were interviewed.

3.5.3 In- Depth Interviews

In-depth interview was held with boys who had dropped out of primary schools using an interview guide with open- ended questions (Appendix- A1). The questions were designed to capture relevant data that would provide a rich insight on demographic characteristic and reasons that they think disposed them to drop out of primary school. This technique was used to explore the individual factors, school factors, peer factors, family and community factors that caused him to drop out of primary school. The open-ended questions provided room for thorough probing, detailed information and helped unearth their emic perspective as to why boys dropout of primary schools. The researcher used various evocative skills, such as developing good rapport by according boys an unconditional positive regard. In this way, it was hoped that they opened up and gave personal reasons as to why they dropped out of primary school. Although the study hoped to interview 20 boy drop-outs, only 18 were interviewed.

3.6 Data Collection Procedures

Data was collected from boys who have dropped out of primary school, teachers and head teachers of the schools of Kihara Educational Zone. After getting the official research permit, the researcher worked through the help of the head teachers of the 4 selected public primary schools. They assisted in organizing class teachers to fill in the questionnaires. They also provided a list of names of boys who had dropped out of their stations since 2009, together with direction to their homes.

3.7 Validity and Reliability

By splitting the pilot target sample into two and comparing the answers, the researcher established reliability index. At the same time it was possible to eliminate those questions that elicited other data than the desired. On obtaining the results the researcher discussed the findings with the supervisor to establish content validity.

3.8 Data Analysis

Since both qualitative and quantitative data was collected for the study, quantitative data was done by use of statistical packages for social sciences (SPSS).The data was then interpreted and presented in graphics and descriptive statistics especially, charts and frequencies. Such tables are used for the comparison of results and for showing emerging trends.

Qualitative data from interviews conducted on head teachers and in-depth interviews from the boys was organized to reduce it to a more manageable and intelligible set of observations which were categorized and appropriately coded. The emerging patterns were presented thematically according to research objectives.

3.9 Data Management and Ethical Consideration

A research permit was obtained from the Ministry of Higher Education, Science and Technology. In addition, the education administrators, teachers and boys were informed on the proposed research project. This ensured proper coordination and reduced suspicion. The respondents took part in the study voluntarily and were assured of strict confidentiality of both the information they provided and their identities. Data collected was coded, edited, entered and stored at a safe place in case the need to cross-check arose.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION

4.1 Introduction

This chapter presents the results of the data collected on factors responsible for boys dropping out of primary school. The research was conducted on 18 boy dropouts, 32 class teachers and 4 Headteachers sampled from 4 selected public primary schools in the Kihara Educational Zone. In-depth interviews were held with boy informants who had dropped out of primary schools. The technique was also applied to obtain information from the Headteachers. In addition, questionnaires were utilized to elicit data from the sampled class teachers. The information is presented according to the research objectives.

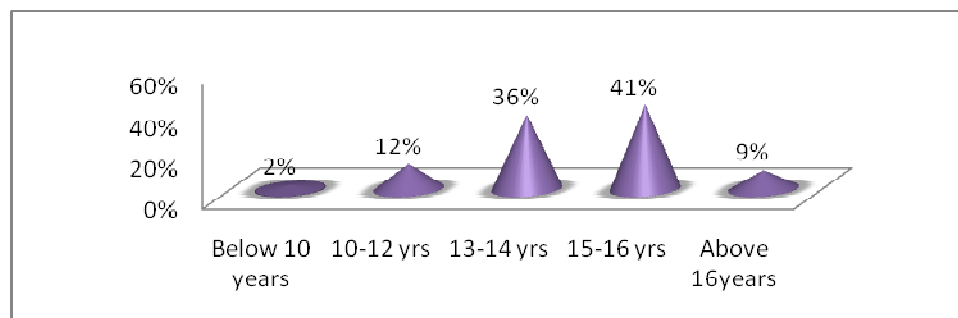
4.2 Research Objective 1: To explore boy's characteristics that predispose him to drop out of primary school

The study examined boys' characteristics that predispose them to drop out of primary school. To address this objective, data on boys; age, class from which they dropped out, friends who had dropped out, general age of their classmates, year at which they dropped out of school and class repetition was analyzed.

4.2.1 Analysis of Age at which boys dropped out of primary school

The boy informants were asked the age at which they dropped out of primary school. The analyses of the findings are presented in Figure 4.1 below.

Figure 4.1: Age at which boys dropped out of school



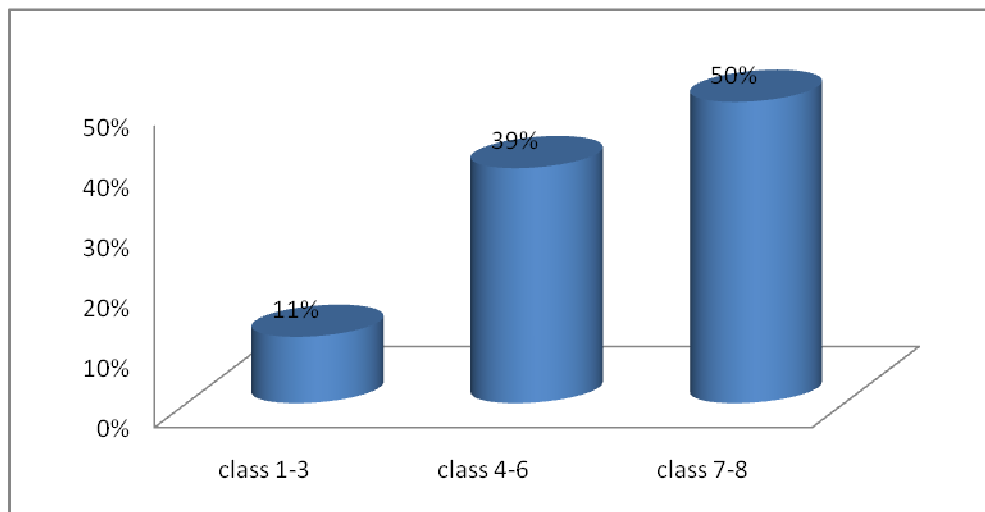
Source: Author 2013

Most of the boys (41%) reported that they dropped out of primary school at the age of between 14-16 years, 36% between 12-14 years, 12% at 10-12 years, 9% over 16 years, while 2% had left school when they were below 10 years. This implies that majority of the boys had dropped out of primary school at the age of 12-16 years, which is the age category of most pupils in upper primary school falling between Class Six and Eight. In addition, the study analysed the ages of most pupils in the dropouts' class. Over three quarters (77.8%) of informants said they were the same age as other pupils in their class, 16.7% were younger, while 5.6% were older. Majority of the boy dropouts being of same age with their classmates shows that boys drop out of school from other factors rather than because they are older than their classmates.

4.2.2 Class at which boys dropped out

Boy informants were asked at which class they dropped out of school. A half (50%) of boys informants said they dropped out of primary school in class 7-8, 39% in classes 4-6, while 11% dropped out of school in class 1-3 (see Figure 4.2 below). This implies that most of the boys in the Kihara educational zone dropped out of school either because they fear national examination which is done in class 8, or due to experiences of turbulence during adolescent.

Figure 4.2: Class at which the boys dropped out of school



Source: Author 2013

4.2.3 Year when the boy informants dropped out of school

The study examined the year during which the boy informants had dropped out of school. Table 4.1 below present the findings.

Table 4.1: Year of drop-out for the informants

	Frequency	Percentage
2009	5	28
2010-2011	8	44
2012-2013	5	28
Total	18	100.0

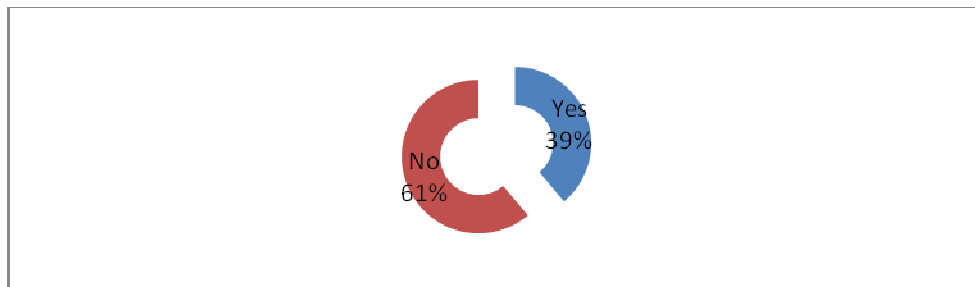
Source: Author 2013

44% of the boy informants reported that they had dropped out of primary school between 2010- 2011, while 28% had dropped out in 2009 and between 2012- 2013 respectively. This implies that despite the pupils learning under the Free Primary Education period, there is still a high number of dropouts in Kihara educational zone. As such, boys do not drop out because of lack of school fees but due to other factors that are discussed below. The high number of dropout is also attributable to the trickling effect of 2007-2008 post-election violence which resulted in massive displacements.

4.2.4 Class repetition

To establish whether class repetition contributes to boys dropping out of school, the study assessed whether boy dropout informants had repeated any class. Figure 4.3 below present the findings.

Figure 4.3: Class repetition



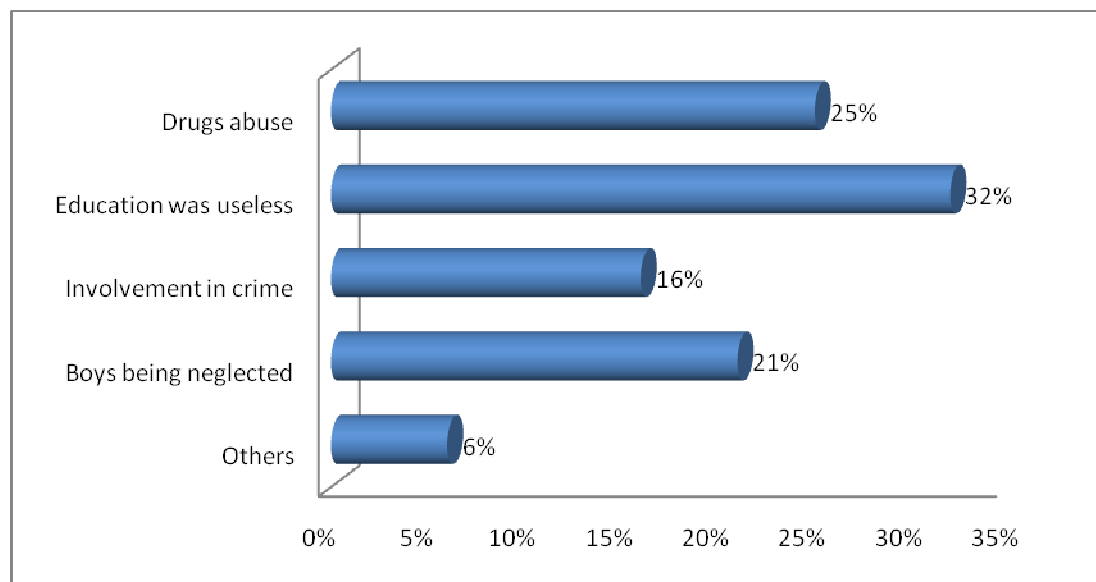
Source: Author 2013

A large number (61%) of boy informants reported they had not repeated any class while 39% had repeated. When asked if repeating classes made them dropout of school, those boy informants who had repeated a class said it lowered their self-esteem because they were labelled stupid by teachers and fellow pupils. Since they never fitted in well in the new class, they started absenting themselves and ended up dropping out of school. Key informants also indicated that once boys repeat their performance greatly deteriorates, they become indisciplined, truant and eventually drop out of school. This indicates that boys are greatly affected by repeating classes and are discontented with their advanced age as compared to other pupils. Because they are aware of these facts, the key informants said that unless it's a boy's initiative to repeat a class, they allowed them to proceed and complete school instead of making them repeat classes.

4.2.5 Boys' response on why they dropped out of primary school

Boy informants were asked what caused them to drop out of school. Figure 4.4 below presents an analysis of their responses.

Figure 4.4: Boys' response on reasons for dropping out of school



Source: Author 2013

About a third (32%) of the infomants reported they dropped out of school because they felt that education was useless, 25% reported they had engaged in drug -taking, 21% said

they were neglected by either their parents or the school administration, while 16% reported they dropped out of school because of involvement in crime. On the other hand, 6% indicated that they dropped out of school due to other factors that included hunger, lack of school uniform, lack of a guidance, and perception that those who are educated don't get proper jobs but perform odd jobs that can be done by uneducated persons. Others dropped out of school because they felt that they were not performing well in education, hence preferred to collect scrap metal, or engage in other small businesses.

Teacher respondents had different opinions from boy informants on why boys dropped out of school. slightly over a half (51%) of teacher respondents indicated that boys dropped out of school because they lacked role models, 19% indicated that boys were influenced by their peers who had also dropped out of school, 14% indicated poor performance while 9% stated that boys dropped out due to influence of adolescence. Only 7% of teacher respondents concurred with some informants that boys dropped out of school because they were disobedient, abused drugs, lacked interest in school and lacked basic needs. Key informants gave a deeper insight on why boys dropped out of primary school. They said that boys dropped out to engage in crime, gambling or small businesses such as selling drugs and scrap metal to get money for survival. They contended that boys who engage in economic activities at a young age get used to having their own money early such that they do not aspire for education.

4.3 Research objective two: To investigate community and family factors responsible for drop-out among boys in primary schools in the Kihara Educational Zone

This section presents the analysis of findings on family and community factors responsible for drop-out among boys in primary schools in the Kihara educational zone.

4.3.1 Family Factors responsible for boy dropouts from school

The study was interested in household characteristics of boy dropouts that may give inferences on factors responsible for their dropping out of primary schools.

4.3.1.1 Whom the boys lived with

Boy informants were asked whom the boys lived with. A large number (55.5%) of the boy informants reported they lived with both parents, while 22.2% and 11% said they lived with their mothers and grandparents respectively. The findings are summarized in Table 4.2 below.

Table 4.2: Whom the boys lived with

Person boys lived with	Frequency	Percentage
Parents (Both)	10	55.5
Grandparents	2	11.1
Alone	1	5.6
Mothers only	4	22.2
Fathers only	1	5.6
Total	18	100.0

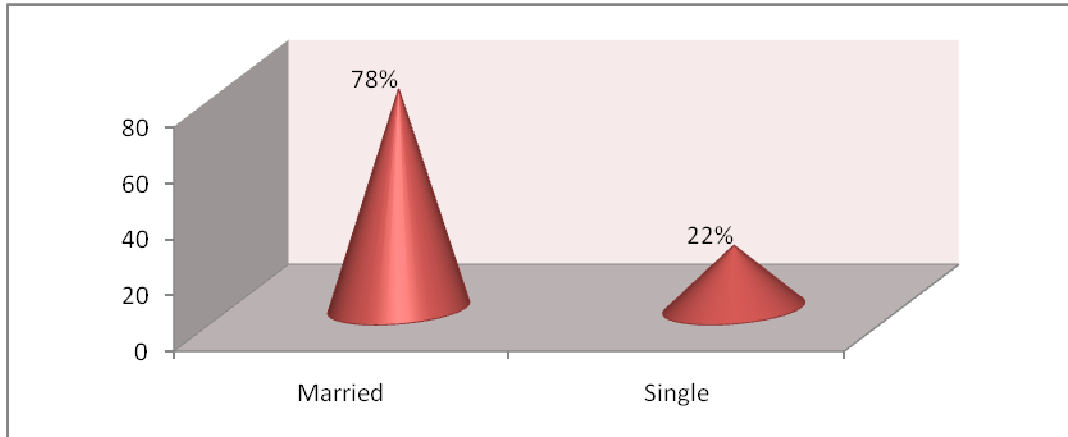
Source: Author 2013

This indicates that majority of the boys who had dropped out of school in the Kihara educational zone lived with both parents. This implies that children who live with both parents face some challenges that push them out of school. Either, none of the parents is willing to take up responsibility for children, or points to diminishing role of fathers in the families.

4.3.1.2 Marital status of the parents

The study wanted to assess if parents' marital status contributed to boys dropping out of school. Boy informants were asked to state the marital status of their parents. Analysis of their responses are presented in Figure 4.5 below.

Figure 4.5: Marital status of the parents



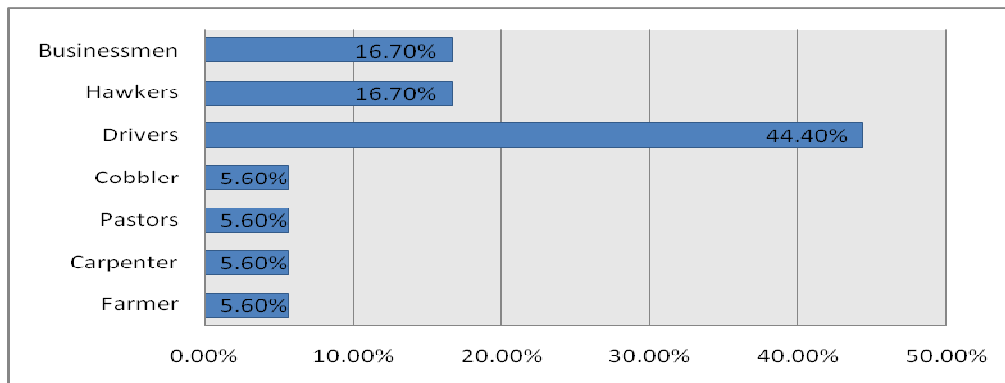
Source: Author 2013

Over three quarters (78%) of the boy informants said their parents were married, while 22% stated that their parents were single. This means that it is boys from parents who are married who mostly drop out of primary schools. Majority of the boy informants openly wished they were born of single mothers. They said that unlike children of both parents, single mothers take good care of their children and even take them to private school.

4.3.1.3 Parents' Occupation

The study sought to establish if occupations of the boys' parents is an important determinant of dropping out of school. Boy informants were asked to name their fathers occupation.

Figure 4.6: Father's Occupation

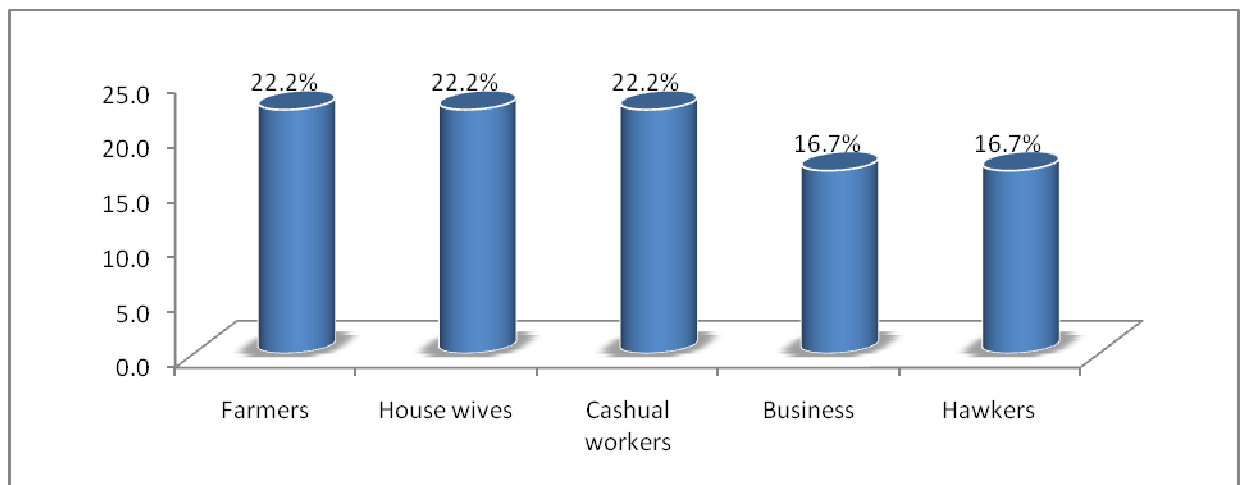


Source: Author 2013

44.4% said their fathers were drivers, 16.7% businessmen and hawkers respectively, while 5.6% indicated that their fathers were cobblers, pastors, carpenters and farmers respectively. This implies that majority of the fathers in the Kihara educational zone whose boys had dropped out of school were drivers. The findings depict a trend of low job profile for adult men in the zone, where majority are involved in informal employment. This has an overall effect on the boy child who lacks mentoring on how to pursue education and attain formal employment as doctors, nurses, teachers or pilots as their role model (fathers) have not assumed such titles.

The study further examined occupation of the boys' mothers. Figure 4.7 below presents the findings.

Figure 4.7: Mother's Occupation



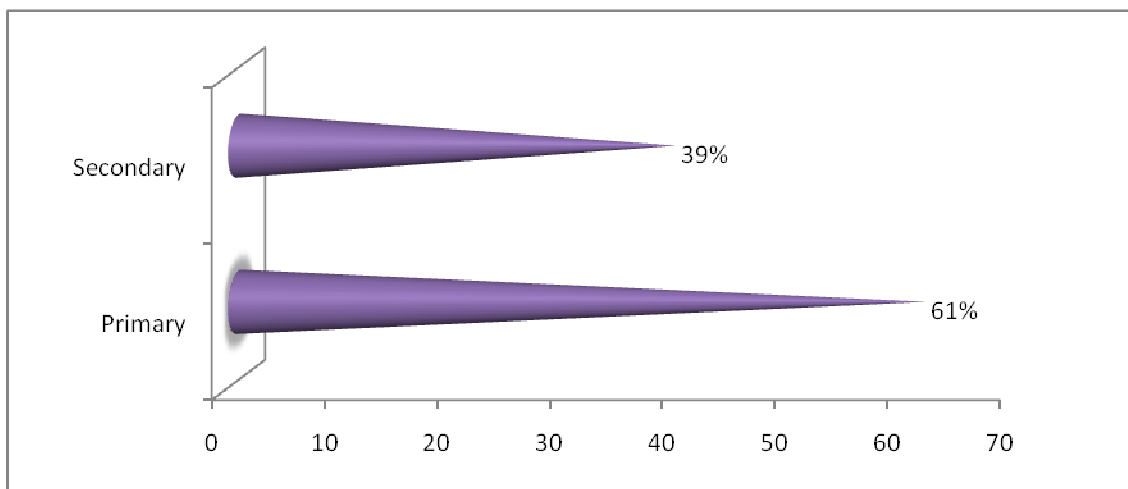
Source: Author 2013

Mothers for 22.2% of the dropouts were either farmers, housewives or casual workers while 16.7% reported that their mothers were business women or hawkers respectively. This implies that majority of the mothers in the Kihara educational zone whose boys had dropped out of school were farmers, house wives or casual workers. This also depicts a low -scale job profile for boys' mothers who are also in informal employment and consequently a diminished role model influence to the boys in terms of career guidance.

4.3.1.4 Parents' educational attainment

The study investigated if parents' educational attainment can be used as predictor of boy dropouts. Boy informants were requested to state if their parents had attended school. Majority (83%) of the informants said their parents had attended school while 17% had not. The study further examined parents education levels. Boy informants were asked to mention their fathers' and mothers' educational levels. Figure 4.8 below presents fathers' educational level.

Figure 4.8: Education level of the fathers

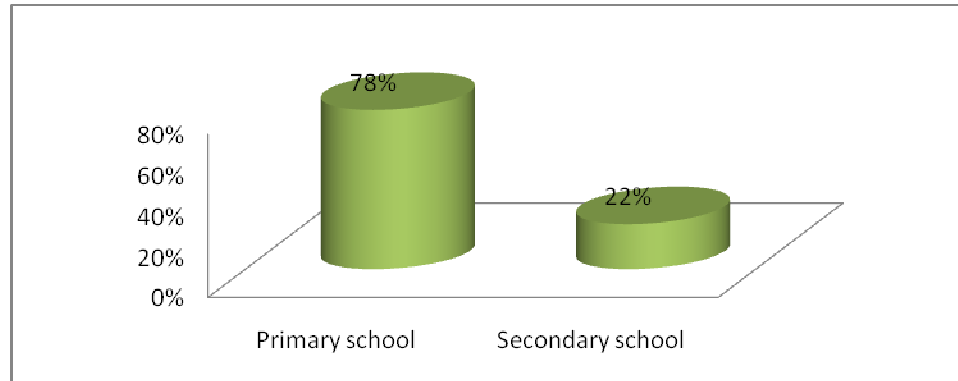


Source: Author 2013

Majority (61%) of the informants' fathers had primary school education while 39% said that their fathers had attained secondary school education. This implies that majority of the fathers whose boys had dropped out of school in the Kihara educational zone had up to primary school education level. Hence, they could not attain better formal employment and consequently, had low income and also low influence on the boy child's education achievements. Teacher respondents and key informants maintained that because of their low education, most of the boys' fathers saw education as irrelevant and were never concerned about their children's academic progress.

Boys' mothers education was also assessed. Figure 4.9 below presents the findings.

Figure 4.9: Education level of mothers



Source: Author 2013

Most (78%) of the boy informants reported that their mothers had primary school education while 22% said that their mothers had secondary education. This implies that majority of the mothers whose boys had dropped out of school in the Kihara educational zone had primary school education as their highest level of education. Teacher respondents maintained that mothers of the dropouts were busy with other chores (such as hawking food, clothes and vegetables) that they had no time for their children’s education or to understand the development and changes taking place in their children.

4.3.1.5 Family factors that contributed to dropping out of school

The study asked boy informants and teachers to indicate the family- related factors that contributed to boys dropping out of school. Analysis of boy informants responses are presented in Table 4.3 below.

Table 4.3: boys’ responses on family related- factors for dropping out of school

	Frequency	Percentage
Parents favoring girls than boys	5	28
Lack of money to educate the boy child	3	17
Poverty	3	17
Separation of parents and family wrangles	2	11
Parent does not value education	4	22
Many children in the family	1	6
Totals	18	100.0

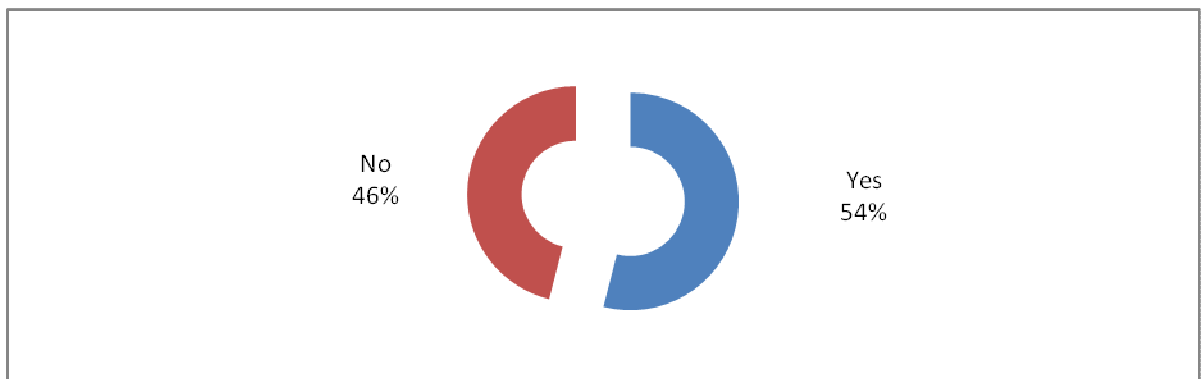
Source: Author 2013

From the table above, slightly over a quarter (28%) of boy informants indicated that parents favouring girls than boys was the main factor for boys dropping out of school. 22% said that parents don't value education, 17% indicated lack of money to educate the boy child, a further 17% cited poverty (lack of food, lack of money to buy school equipment such as books, pens and poor clothing such as torn, dirty clothes and lack of shoes) while 11% and 6% cited separation of parents and family wrangles, and there being many children in the family, as the family- related factors responsible for boys dropping out of school in the Kihara educational zone. Majority of teacher respondents concurred with boys' reasons for dropping out of school. They maintained that parents neglect and abuse of the boy child lowers their self- worth to the extent of dropping out of school. They also cited child labour and family problems (fighting, poverty, and uncaring attitude) as well as unstable employment as the aspect which compelled boys to drop out.

4.3.1.6 Parents' Concern for the education of their children

Teacher respondents were asked whether parents showed concern for the education of their children in the school. Analysis of their responses are presented on Figure 4.10 below

Figure 4.10: Parents' Concern for the education of their children



Source: Author 2013

Most (54%) of the teacher respondents felt that parents were concerned about the education of their children, while 46% indicated otherwise. When further asked about parents' attitude towards boy child education, respondents stated that parents have very

low attitude towards education leaving the child's education wholly under the teachers' care. They stated that most of the parents value money more than education. They, however, added that parents encourage girls to get education while boys seem to be ignored, which contributed to their dropping out. Key informants said girls are given more attention because they are obedient, caring and ready to learn, while the boys are always a disappointment to their parents. Girls' education in the Kihara educational zone is therefore valued because unlike boys, girls help their parents upon receiving good education and subsequent formal employment.

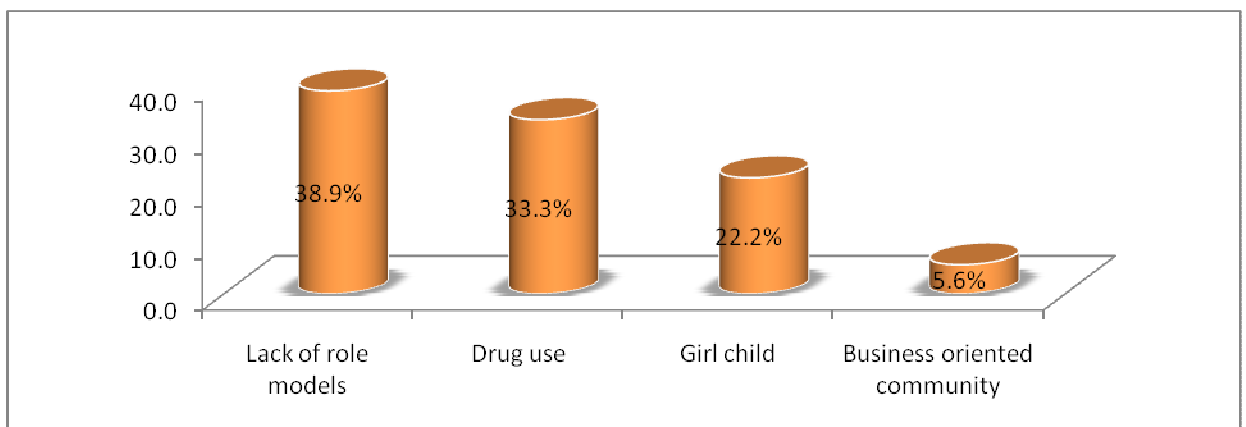
4.3.2 Community Factors that contribute to boys' dropping out of school

To establish influence of the community on boys to drop out of school, the respondents were asked to mention community factors that contributed to boy dropout, such as their attitude towards education and the type of role models they offered.

4.3.2.1 How community contributes to boys dropping out of school

Respondents were asked to state community factors responsible to boys dropping out of primary school. The study examined from boy informants and teachers how the community contributed to boys dropping out of primary school. Figure 4.11 shows the analysis of boys' responses.

Figure 4.11: boys' responses on how community contributes to boys dropping out of school



Source: Author 2013

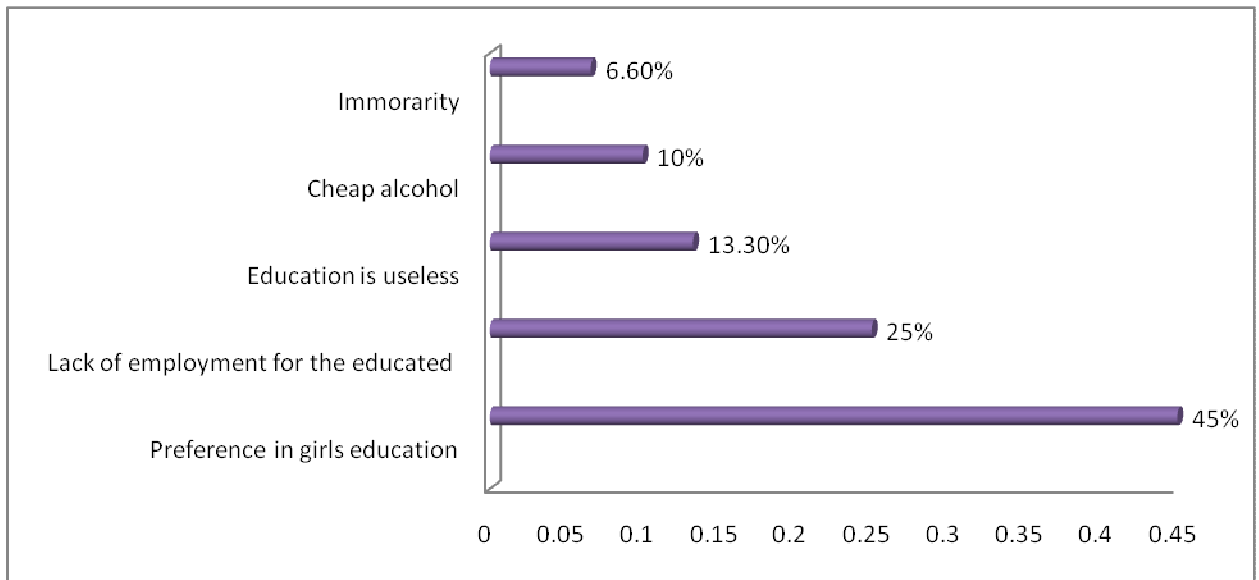
Over a third (38%) of boy informants said that the community lacked educated role models to be emulated by the boys, 33.3% cited a high rate of drug and alcohol use, 22.2% indicated that the community valued girls more than boys while 5.6% reported that the community emphasized more on trading and business than education. Most informants reported that the community accepted boys who dropped out of primary school in the cheap labour market (such as cleaning and fetching water for hotels) thus exploiting them, while others took advantage of their ignorance.

Concurring with boy informants' views, several teacher respondents cited negative attitude towards educating a boy child and supporting girls' more than boys' education as contributing to boy dropouts. Key informants added that nobody bothers to find out the problems boys undergo, but they are humiliated and belittled for minor offences which tends to kill their ego and desire for education. Some teacher respondents noted that the community preferred educating girls to boys and neglected the boy child encouraging them to drop out of school, with the perception that education was not of much importance; after all the wealthiest men were illiterate. Supporting this view key informants reported that the community has transformed most of the schools in the area from mixed secondary schools to girls only schools. This has impacted negatively on the boy child's education in the area. They explained that while majority of the boys in the area pass exams, they are taken to day schools unlike girls who are taken to boarding schools even when they have lower marks than the boys, with the motive of protecting the former. Also, shortage of formal employment de-motivates many boys from staying in school because they see it as a waste of time. Therefore boys prefer to take up the available money generating activities such as collecting and selling scrap metal, collecting garbage, gambling, hawking and matatu touting, doing casual jobs, fetching water for hotels, cleaning hotel plates and floors and joining illegal gangs. Such activities influenced more boys to drop out of school than girls.

6.6% indicated immorality as a community factor that makes the boys to drop out of school. Many boys in the area get married/'kept' by old rich women who have a lot of money, affecting their learning. Boys in this region undergo early circumcision. Once this is done boys are expected to fend for themselves. Therefore, they get involved in all

manner of activities including immorality and crime to make it in life. These findings are summarized in Figure 4.12.

Figure 4.12: Teachers' responses on community's factors responsible for boy dropout



Source: Author 2013

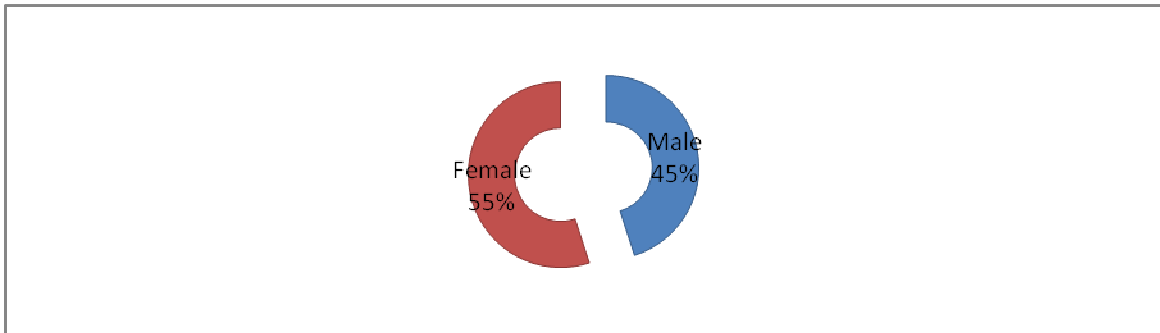
4.4 Research objective three: To identify school factors responsible for drop-out among boys in primary schools in the Kihara Educational Zone

The study investigated school factors that were responsible for boys dropping out of school. Different indicators such as class size, school leadership and teacher composition by gender were sought. Also sought from the informants and respondents were opinions on school factors that could push boys out of school. These are analyzed below.

4.4.1 Gender of class teachers

The study asked the class teachers in the sampled schools to indicate their gender. Figure 4.13 below presents the findings.

Figure 4.13: Gender of class teachers



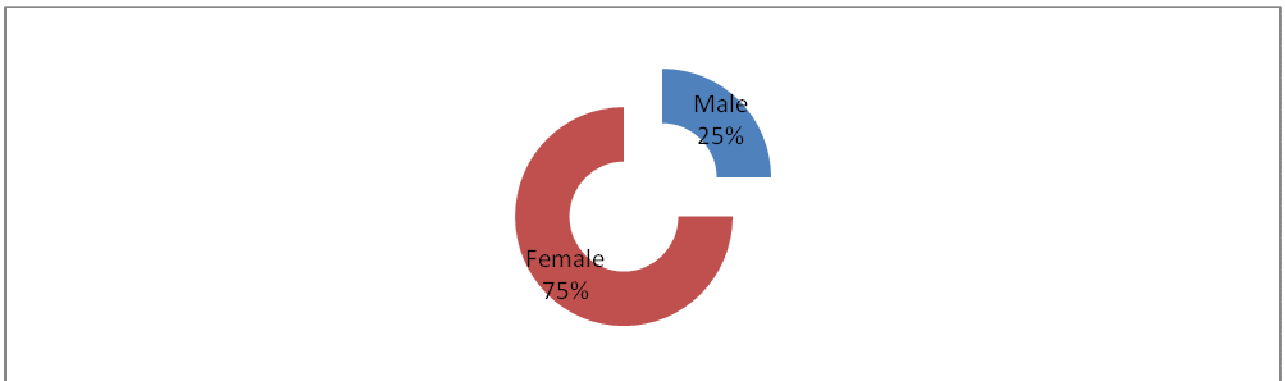
Source: Author 2013

As illustrated in Figure 4.15, majority (55%) of the class teachers in the Kihara educational zone were females while 45% were males. This is also an illustration of gender disparity in primary schools in the Kihara Educational Zone. From the findings, it can be implied that within the primary education system in the zone, the low number of male class teachers negatively affects boys' completion rate.

4.4.2 Gender of the teachers in school

The head teachers of the four sampled schools were asked to state the number of male and female teachers in their schools. The analyzed of their report on gender of the teachers is presented in Figure 4.14 below.

Figure 4.14: Gender of the teacher



Source: Author 2013

Three quarters (75%) of the teachers in the Kihara educational zone were female while 25% were male. This implies that there is sharp disparity in gender representation, with

more female teachers than male, and consequently boys lack adequate male role models. This is a great disadvantage to boys because they lack mentors in character formation. In addition, majority of the headteachers (75%) were male while 25% were female. This shows that majority of headteachers in the Kihara educational zone are male. In spite of female teachers being over- represented in primary schools, they are underrepresented in the administrative positions. Leadership is given to minority the group- men- and could bring discontentment among teachers and contribute to hostile learning environments which may push boys out of school.

4.4.3 Number of streams

In order to assess the capacity of the schools in the Zone, the study asked the headteachers to cite the number of class streams in their schools. Table 4.4 below presents the findings.

Table 4.4: Number of streams

Streams	Frequency	Percentage
1-2	3	75
3 and above	1	25
Total	4	100

Source: Author 2013

The number of streams per class in majority of the primary schools in the Kihara Educational Zone as indicated by Headteachers ranged between 1 and 2 streams. Therefore, there is an indication of low children population in public primary schools within the region under study. Probably children of middle class to upper socio-economic status are enrolled in private primary schools. In addition, majority of the schools in the Kihara educational zone (75%) had more than 40 pupils per class while 25% had between 25-40 pupils. Therefore, majority of the schools in the zone are overcrowded and have high pupil/ teacher ratio. This means that teachers in public primary schools in the region under study may be overworked, making them unable to give individualized attention especially to academically weak and undisciplined pupils. Some pupils may feel ignored and perceive going to school as a waste of time.

4.4.4 Number of pupils who had dropped out of school (STD 1 to 8) from 2004-2012

The study examined the number of pupils who had dropped out of school (STD 1 to 8) from 2004-2012. Table 4.5 below presents the findings.

Table 4.5: Number of pupils who had dropped out of school (STD 1 to 8) from 2004-2012

	Boys		Girls	
	Frequency	Percentage	Frequency	Percentage
2004	25	50	2	6
2005	9	18	1	3
2006	34	68	1	3
2007	10	20	0	0
2008	24	48	0	0
2009	11	22	5	15
2010	21	42	9	26
2011	29	58	10	29
2012	15	30	6	18
Total	184	68%	34	26%

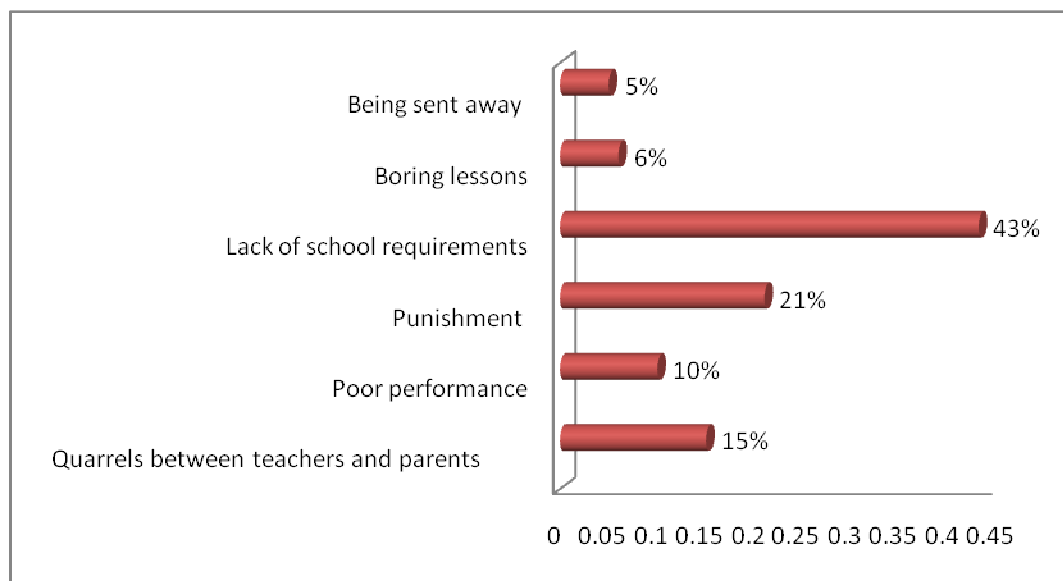
Source: Author 2013

It was noted that there were more boys (68%) who dropped out of school compared to girls (26%). This implies that boys dropped out of school more than did girls. When further asked what could account for this trend, majority of the headteachers cited community devaluation of the boy child and his education, lack of attention at home, poor parenting and poverty while others said availability of small businesses and trading in such items as scrap metal dealings contributed to low education aspiration among the boys.

4.4.5 School issues responsible for boys dropping out of primary school

From boy informants, the study sought to find out the school-related factors that make boys drop out of school. Figure 4.15 below shows the findings.

Figure 4.15: School- related factors that make boys drop out of school



Source: Author 2013

From the results, 43% of boy informants said that they lacked school requirements such as books, pens, rubbers, pencils, school uniform, food and money for extra tuition that made them be sent away from school often. 21% reported that they left school due to hard punishment especially given by female teachers for minor indiscipline cases (like wearing dirty or torn uniform or not having done homework which is often too much to complete). 15% further indicated that since teachers are their neighbours at home, if they quarrel with their parents, teachers settled scores with the pupils in school. They said teachers who were their neighbours at home abused and discriminated against them; some teachers belittle and humiliate pupils in front of others by relaying very personal information about their parents. Such tendencies make life very difficult for the child who ends up dropping out. 10% said they dropped out of school because of poor performance where the school does not have space for academic non-performers with fellow pupils and teachers laughing at them for being foolish. 6% cited boring lessons whereby in some subjects teachers taught the same topic over and over again. They felt subject content was irrelevant in their lives. Such pupils felt bored because they were not challenged to learn new things and thought it wise to seek more relevant and interesting things to do, other than attend school and learn nothing. 5% indicated they were sent

away from school and never found it necessary to go back. Teacher respondents gave insight on why pupils were sometimes sent away from school. Some cited pupils' indiscipline, absenteeism, failure to do homework, lack of uniform and truancy as some reasons, while others stated untidiness, lack of learning materials, theft, bullying and laziness as reasons for pupils being sent away from school.

Boy informants also mentioned other push out factors which include competition among schools, lack of love and appreciation from teachers, non-recognition, lack of motivation, and lack of encouragement from teachers especially if they lack learning materials. They further indicated that they were forced to repeat classes unnecessarily by teachers who also favored some pupils especially girls. Boys were given more masculine jobs like carrying desks while girls were given simple duties like wiping of tables and arranging the books or papers. Other pupils humiliated and discriminated against boys who were from poor families for lack of food and for wearing torn and dirty clothes. This coupled with peer pressure negatively influenced boys to drop out of school.

Teacher respondents' opinions of school factors responsible for boys dropping out of school were consistent with those of the boy dropout informants. However, the key informants gave additional information on the issue. They said that more female teachers in the institutions acted as role models for girls but not boys, which may discourage boys from pursuing education. Some teachers felt that older boys tend to despise the female teachers and dropped out if most of their subject teachers were females. They also mentioned that keeping pupils for long hours in the school, coupled with strict discipline in contrast to what they experience at home, make boys drop out of school.

4.4.6 How to curb school drop -out among boys

The study sought to find out what could be done to curb school drop- out among boys. This question was posed to head and class teachers as well as boy informants. Responses from teachers are presented in Table 4.6 and those for boys on Table 4.7 below.

Table 4.6 Increasing retention rate among boys

	Teachers		Head teachers	
	Frequency	Percentage	Frequency	Percentage
Eradicating and arresting drug peddlers	12	31	2	50
Encouraging boys and appreciating them	21	43	1	25
Loving boys	5	11	1	25
Total	32	100	4	100

Source: Author 2013

From the teachers and head teachers perspective, eradicating and arresting drug peddlers and alcohol brewers, as well as encouraging and appreciating boys, would increase retention rates among boys. This would involve all stakeholders who deal with boy child issues. The community should be enlightened on the importance of education for both genders. In addition the community should be encouraged on enhancing cooperation between teachers, parents and pupils. Further, parents should eradicate child labour, motivate boys to love school and nurture their talents for their improvement.

Table 4.7: Boys' response on curbing dropout

<i>Boys' responses on what can be done to curb dropout</i>	<i>Frequency</i>	<i>Percentage</i>
Build more good boys secondary schools	11	61.1
Counseling for boys on drug use	3	16.7
Come up with relevant curriculum and encourage talent development	4	22.2
Total	18	100.0

Source: Author 2013

The boys (61.1%) suggested that the government should build more boys secondary schools and that parents should value boy's education, while proper counseling for boys on drug use should be enhanced. In addition, the government should come up with a relevant curriculum that is suitable to boys to reduce boredom. Also, talent development and technical skills should be tapped in polytechnics so that those who don't make it to

secondary schools can continue with education. Further, sporting activities should be developed, equipped and maintained to give boys avenues to release their energy, develop careers in sports and kill boredom in school. The stakeholders should be sensitized on treating both boys and girls equally.

CHAPTER FIVE

DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings in relation to the study objectives. Following the discussions, conclusions are drawn and recommendations made.

5.1.1 Boys' characteristics

The study found out that majority of the boys had dropped out of primary school at the age of 12-16 years, which is the age category of most pupils in upper primary school falling between class six and eight. Boys change their attitude towards school as they reach upper primary and, in consistence with social capital theory, they take up the aspiration spelled on them by the family and society as future heads. In this way boys imitate community role models and focus on economic activities in order to improve their future social-economic status. At these classes, several biological processes take place in the boys' development and would require male teachers as role models to assist them undergo the stage contractively. However, this is not the case in the Kihara Educational Zone, where majority of the teachers are female. This implies that boys lack male teachers as role models to guide and counsel them and may dropout especially if they resent female teachers. The boys' characteristics may have resulted from their gender socialization, in that in traditional African society, boys are taught to be hard, not to waver in times of crises. They are prohibited by societal norms to cry or share their challenges (Kenyatta, 1938 /2004). So when in difficulties they prefer to hide them for fear of disapproval. They might adapt a coping mechanism which may include abusing drugs and /or exhibit antisocial behavior that might cause staying in school very difficult. In this way the boy might be expelled for indiscipline, or he might perceive the school environment as threatening and opt to drop out (Papalia, 1999; Santrock, 2000).

Peer pressure and dropout

The study established that several boys had friends who had dropped out of school; with 61% agreeing that their friends had influenced them. This is consistent with social

capital theory whereby people like to associate with others and build up obligations to others based on the needs met by other individuals in the social network. Children benefit in several ways from doing things with peers. In groups, children may learn good or bad habits depending on the type of people who constitute the group. People with bad behavior may influence others. The recipients of such influence may follow suit. Papalia (1999) stated that children who have trouble getting along with peers are likely to develop psychological problems, become delinquent and/or drop out of school.

Class repetition and low performance

The study found out that most of the boys who drop out of school had not repeated classes in spite of their low performance. The headteachers said that they allowed boys to proceed and complete school instead of repeating classes, because unless it's a boy's initiative to repeat a class, their performance greatly deteriorates and they eventually drop out of school. The finding is contrary to other research findings such as those of Ngau (1990) who found out that pupils who were retained in the same grade due to poor performance were three times likely to drop out than non-retained pupils in primary schools in Machakos and Nairobi. The study also found out that boys who perform dismally end up dropping out of school. This finding is consistent with Gachambi's (1990) finding in her study of primary school dropouts in Othaya. She found out that 60% of dropouts were pupils of below average performance, 36% were of average performance and 4% were of above average performance. Similar findings were recorded by Nderitu (1987) and Esewo (1983) who assert that less endowed individuals get frustrated and may want to leave school to avoid frustrating situations. Poor academic performance such as poor grade and low test score increase pupils' frustration and reduce motivation to stay in school. Poor performance may discourage the pupils from proceeding with education. Leslie (2006) notes that poor grades and low test scores increases students' frustrations and reduce motivation to stay in school.

Aspirations/Uncertainty about the future in education aspiration

The study established that most of the boys (32%) indicated that they dropped out of school because they felt that education was useless. They prefer to engage in small

businesses , doing odd jobs, and getting involved in crime and other economic activities that ensure they have their own money at an early age. As such, they see going to school as a waste of time. Education in Kenya trains pupils for white collar jobs. Therefore, both parents and pupils have a preconceived aim that education is a means by which the pupil can climb the social economic ladder through employment. People want to get education to uplift their social economic status, unless there is a reason to see otherwise. For example, pupils seeing their predecessors (those who have gone to college or finished secondary and gone to university) jobless and perhaps loitering in the streets can demotivate them to stay in school. If they also observe that the social economic status of the educated is not any better than for those who have not gone to school, then education may lose or lack meaning. Such pupils may see their future chances of getting secondary education or getting employed as minimal. The future to success through education is seen as bleak and a waste of time. Sakwa (2006) stated that students in Kenya do not see education as a means to alleviate poverty, because they realized that having more education does not guarantee a job or higher income. With this realization, boys in Kihara educational zone may easily decide to drop out of school and seek salaried employment or engage in gainful activities rather than pursue primary school education.

Drugs abuse and dropout

The study established that 25% of boys dropped out of school because of abusing drugs and alcohol. Pupils turn to drugs out of curiosity, or a desire for sensation because of peer pressure, or as an escape from overwhelming problems (Myers, 1989). Drugs endanger their present and future physical and psychological health. Although drug and substance abuse is a major problem for the boy child, it is not such an acute problem for the girl child. This may be explained by the fact that the girl child's movement is more controlled and also social expectations scare them. The United Nation Office on Drugs and Crime (UNODC, 1998) noted that in most African communities, the cultural traditions prohibit women and girls from using drugs. Boys have freedom to roam; they therefore engage in drugs without much restriction and ultimately dropout of school.

Absenteeism

This study found out that those who had dropped out of school were truants and absented themselves often. Absenteeism may arise from poor health, suspension, looking after siblings or sick parent or being frequently sent home to bring required items (Waka, 1980). Papalia (1999) in her book '*A Child's World Infancy: through Adolescence*' states that school dropouts have a higher rate of truancy than others, and that daily school attendance reflects pupils' motivation and parents' support. Long absence or irregular attendance of classes may lead to below average performance (Okoth, 2005). Bright pupils may get discouraged by performing below their expectation. Their Poor performance may lead to repetition, or they might opt to drop out.

5.2.2 Family and Community Factors responsible for school drop out

5.2.2.1 Family Factors

Family is a social capital that was found to determine whether a boy remains in school or drops out of primary school.

Parents Education Level

The study found out that majority of the fathers and mothers whose boys had dropped out of school in the Kihara educational zone had up to primary school education level, and hence could not attain better formal employment, had low income and also low influence on the boy child's advancement in education. This finding concurs with those of the National Center for Education Monitoring (CIES, 2007) which established that majority of drop out children in Slovakia had parents who had only 8 years of schooling and that only 1% of children from low educated parents attended school for 16 years.

To establish which parents' education level influenced that of the boy child, Huisman and Smith (2009) conducted a household survey on 130,000 children in 322 districts of 30 developing counties. They measured the effects of women's education on households in Nicaragua. A woman's power within the household was measured by the number of years she went to school relative to her husband. They found that mother's educational level always had a positive effect on boy's educational outcomes. Peters and Mullis (1997)

affirm that the level of education attained by the child is closely associated with the parents' education attainment levels as well as their economic status in the society. However, if both parents' education attainment and economic status declined, children's level of education participation and final level tended to decline too.

Parent employment and boy's dropout

Majority of the boys (44.4%) dropouts had fathers who were drivers, 16.7% businessmen and hawkers respectively, while 5.6% indicated that their fathers were cobblers, pastors, carpenters and farmers. Also, most of the boys (22.2%) dropouts indicated that their mothers were either farmers, housewives or casual workers, while 16.7% indicated that their mothers were business women and hawkers respectively. These findings were consistent with those of a study carried out by Huisman and Smith (2009) on parents' employment status and how it influenced that of the boy child. They conducted a household survey on 130,000 children in 322 districts of 30 developing countries, and found that in Turkey children from self employed fathers are more likely to drop out of school.

Marital status and dropout

Most of the boys (44.4%) lived with both parents and their parents were married. Only 22% indicated that their parents were single. This finding is contrary to those of several scholars such as Papalia (1999) who states that children from single parents, whether poor or affluent, are more likely to drop out of school than those living with both parents. It also contradicts Nderitu's (1987) and Gachambi's (1990) findings in their study of causes of dropout in Kirinyanga and Nyeri districts respectively. Also, unlike single women who have freedom to empower themselves economically by getting involved in various economic activities which enable them to fend for their children, married women are restricted by their husbands. In homes with both parents, children's needs may be neglected as neither of the parent is willing to take up the children's burden and responsibilities.

Parents' education aspiration and boy dropouts

The study established that parents in the Kihara Education Zone have a very low education aspiration. Parents' attitude to education and their occupation are causal factors of primary school dropout (Papalia, 1999). Those with professional qualifications tend to ensure that their children remain in school. Parents with differing social backgrounds have differing aspirations for their children in both education and career. Lower class families have lower aspirations for their children than upper class ones (Papalia, 1999). Whatever the case, parents take their children to school for better occupational opportunities.

Parents and children estimate future employment prospects by looking at the current trend in the local labour market situation. Therefore, parents' expectations of their children's education are private returns of prospective earnings, mostly calculated in financial terms. If such prospects are lacking in society, then there is likelihood of parents not sending their children to school. They might see schooling as a waste of time and resources and withdraw their children, or fail to encourage them to return to school once they have dropped out. However, Datta (1992) differs slightly by saying that enlightened parents do look at other advantages that are likely to result from formal education.

Parent attitude towards boy child education

Most of the respondents (28%) indicated that parents favouring girls than boys was a reason for boys dropping out of school. 22% indicated that parents don't value boys' education to the extent that they preferred buying school equipment for girls and not for boys. Devaluation of the boy child and his education contributes to their increased dropout rate. Parents in the Kihara educational zone invest in girls' education and sideline boys. This finding is contrary to expectation where boys are taken to school at the expense of the girl child. Most communities in Kenya view girls as a source of wealth, literate or illiterate (Wanjohi, 1981). Emphasis is put on boys education because of their ultimate role as family heads and bread winners (Wamahiu, Otieno and Karugu, 1992) and again the myth that boys are more intelligent than girls (Odhiambo, 2005) .

The difference could be attributed to gender preference in favour of girls because they are more responsible than the boys and they provide for their parents in old age. In Kenya, children are expected to provide for their parents in old age. That is why parents would consider educating the child who will bring returns to self and them (Datta, 1984). Therefore in cultures where sons are considered to look after their parents in old-age, parents will be more inclined to invest in their sons. They might not invest in educating girls because they will get married and benefit future husband's family (Bill, 1986). However in families which are less patriarchal, parents are more likely to invest in educating girls and encourage them to stay in school (Wanjohi, 1981; Datta, 1984). This is supported by findings of Rankin and Aytac recorded in NICE (2006). The duo found out that in Turkey which is a matriarchal society, parents invest more in girls' education because they will take care of them in old age.

Parents' Social economic status and dropout

The study established that most boys who had dropped out of school come from families living in abject poverty, in that they lived in rented houses and lacked food, uniform and other items required for comfortable learning. This finding is consistent with Okoth's (2005) finding in his study in Kuria district. He established that majority of the dropouts come from poor families, those that are not able to buy their children school uniform, pens and other items. Similarly, it is consistent with Huisman and Smits (2006) in their education survey of 322 districts in developing countries which found that economic constraints create problems of completion even for children whose parents are aware of the importance of education. The notion is affirmed by Fitzsimons (2002) who found a very strong relationship between household income and school attendance in a study carried out in primary schools located in the Fortaleza district of North Eastern Brazil where the poverty level is highest in the country.

Family involvement and school dropout

The study established that parents of boys who have dropped out of school rarely involved themselves in their son's education. This finding concurs with Myers'(1998) and Leslie's (2006) views that parents of dropouts are more likely to view school

negatively, have minimal involvement with the school and place little value on school attendance and achievement. Family involvement is the most important contributor to school completion and success. This is because parents can exert positive influence in preparing children for success in school as well as help them cope with difficulties both personal and academic.

From the foregoing, we can say that parents' social capital does influence whether boys remain or drop out of school. Sociologist James Coleman argued that human capital (parental education) and financial capital (parental income) were sufficient to explain the connection between family background and school success. He argued that social capital, which is manifested in the relationships parents have with their children, other families, and the schools, also influence school achievement independent of the effects of human and financial capital (Coleman, 1988).

5.2.2.2 Community Factors

The community is the other social capital that contributes significantly to the education system. The society should be willing to invest in education and produce good role models. It should play an inculcating role through its members putting preference to formal education before other demands.

Participation in school projects and dropout

Teachers cited that the community preferred educating girls and neglected the boy child, thereby encouraging him to drop out of school with, the perception that education was not of much importance - after all the wealthiest men are illiterate. As noted, the community has transformed most of the schools in the area from mixed secondary schools to girls only schools which has impacted negatively on the boy child education. For example, Senior Chief Koinange, Wangunyu, Muthurwa and many other Presbyterian Church of East Africa (PCEA) sponsored schools are now girls only, even though they started off as mixed schools. To add on that, it's only girls secondary schools that have been started since 1990 within the district. This result in few chances of boys gaining form one admission within the district. With these limited chances of transiting to form one the boy child might feel demotivated to continue with his primary education.

He might opt to withdraw and engage in productive activity than waste time in primary school with no promising job or form one position in future.

This finding is shocking since the former Central and Nyanza provinces have a history of early school development than other provinces in the country. Boys have always had a head start in education in all the provinces (Wamahiu et al., 1992) because the majority of schools in Kenya during the colonial period enrolled boys (Sifuna, 1990). Central Kenya was privileged in that after independence the schools were taken over by the government (Datta, 1984). Today's disparities in education are demarcated along region and gender, with more girls than boys enrolling, surviving and completing primary level education. More boys are dropping out of primary school than girls in this region.

Labour market and dropout

The study established that the community accepted boys who had dropped out of primary school in the cheap labour market (such as cleaning and fetching water for hotels, gambling, touting and scrap metal dealing), exploiting them in the process, while others took advantage of their ignorance. This is consistent with the World Bank report (2005) which noted that worldwide, an estimated 352 million children aged 5 to 17 are engaged in economic activities and that, economic activities of boys and girls differ by country and region. Girls tend to perform more household chores than boys. But boys have a higher participation rate in economic activities than girls, though girls have a higher total work participation rate at all ages. Boys are more likely than girls to get involved in economic activities such as agriculture, manufacturing, trade, restaurant and transport while girls are more concentrated in personal service (UNHCR, 2006). As a result, child labour is a rampant practice that has continued to keep pupils out of schools, denying them a chance to education. Studies carried out in Kenya by the United State Department of Labour (2006) and cited by UNHCR (2006) states that rural children were more likely to work in coffee, tea, sugar, pyrethrum and rice plantations.

Breakdown of social fabric and immorality

The study established that one of the major influences in the society is the recruitment of school boys into illegal groups. The boys are lured to join such groups to satisfy psychological or social needs such as those for belonging and receiving attention and affection. In such a group, individuals are denied access to sensitive or restricted information held by a group until they are admitted into full membership (Baron, 1994). Groups contribute to social identity and the more prestigious the group to which an individual is admitted the more his self-concept is bolstered. Groups often exert powerful effects upon the behavior and cognition of their members. Mungiki is one of the illegal groups mentioned in connection with enticing or coarsing school boys to join. Boys who are recruited in such groups may end up dropping out of school. This finding is consistent with a recent report by the United Nations Centre for Human Settlements (HABITAT, 2008) which states that many boys are abandoning school and joining criminal gangs.

The study found out that immorality is another community factor that makes the boy drop out of school. Boy informants said that several boys drop out of primary schools because they have been 'kept' by old rich women who have a lot of money. They explained that some women lure boys in upper primary and secondary school through offering small gifts of money, nice clothes and food and perhaps promises of starting a business for them.

5.3.0 School Factors and Dropout

School is the other social capital of the primary school education system. Facilities must be adequate, and a conducive studious atmosphere be created. In this way the school will perform its role in preparing pupils for achieving their academic goals or lead to dissatisfaction and therefore drop out.

Grade retention and dropout

The study established that majority of informants had not repeated a class. Teachers affirmed that class repetition made pupils truants and eventually drop outs. Consequently, boys are promoted to the next level regardless of performance in order to complete their

schooling and look for other alternatives. The finding of the present study differs with Ngau's (1991) findings of her research on grade retention and dropout in Nairobi and Machakos primary schools where she found out that it is pupils who had repeated that drop out more than those who had never repeated. The difference could be attributed the fact that in Nairobi and Machakos parents and teachers have a tendency to encourage and push boys to work hard and perform better than they do to girls. Therefore boys who perform below average might be forced to repeat, while a girl below average performance is acceptable and promoted to the next grade. Gender disparity in grade retention reveals the different outlook these counties have towards education and its role on future socio-economic status of boys as the future heads of families. Boys and their parents in the Kihara educational zone are aware that the educated are not getting the few white collar jobs. This leads to their frustration because money is in the hands of the uneducated. There is no inspiration to high education so if boys are requested to repeat they might opt to drop out and engage in a more economically viable venture.

School environment and dropout

School effectiveness is likely to depend more heavily on factors that encourage attendance and retention than on those more directly linked to the development of cognitive competences. School quality, particularly those aspects affecting retention, may have gender dimensions. There are different aspects that matter more for boys and for girls. Boys and girls may have different experiences in the same school because of differences in environment. For instance, this study established that boys dropped out of school because they were being laughed at by fellow pupils, discriminated against for lack of good food and clothes, sidelined due to poverty, or discriminated against for wearing torn clothes. Several boys had dropped out for being unfairly humiliated by being compared to the children of their father's mistress who were smart, yet their father had neglected them to the extent of going to school hungry and in torn dirty uniform. Because of embarrassment and frustrations faced, they drop out of school.

This study established that boys dropped out of school because the teachers were boring and taught one thing every time. If teachers are not effective then pupils might drop out

of school. Teachers' effectiveness is influenced by teacher's quality and academic performance, teaching load, teacher/ pupil ratio as well as availability of basic facilities and resources. If there is shortage of teachers in a school, teachers might be assigned to upper grades leaving the lower grades unattended to, yet the lower grade is the foundation of future success.

School composition and dropout

The study found out that there were more female teachers in the institutions in the Kihara Educational Zone, which may discourage boys from pursuing education. It was also established that keeping pupils for long hours in the school, coupled with strict discipline in contrast to what they experience at home, makes boys drop out of school. These findings are contrary to various studies that show that the sex ratio of teachers is a dimension of school environment that is said to be more important for girls enrolment given the potential importance of female professional role models in gender-stratified society to their encouragement and success (Papalia,1999). Going by the findings of this study, we can contend that every child requires a professional role model. Therefore overrepresentation or underrepresentation of a particular sex may lead to drop out of the gender whose role models are under- represented.

5.4.0 How to curb drop out among boys

From the teachers' and head teachers' perspectives eradicating and arresting drug peddlers and alcohol brewers, alongside encouraging and appreciating boys, would increase retention rate among boys. This would involve all stakeholders who deal with boy child issues. The community should be enlightened on the importance of education, gender matters and enhancing cooperation between teachers, parents and pupils.

The boys suggested the government should build more boys secondary schools; that parents should value boy's education, and that proper counseling for boys on drug use should be enhanced. In addition, the government should come up with a relevant curriculum that is suitable for boys to reduce boredom. Also talent development and technical skills should be tapped in polytechnics so that those who don't make it to secondary schools can continue with education. Further, more sporting activities should

be developed. The stakeholders should be sensitized on the need for equal treatment of boys and girls.

5.5.0 Conclusion of the study

Based on the study, several conclusions were made. To begin with, the study concludes that the relationship in form of social capital invested by family, school and community that interact with boys, determines if they drop out or remain in school. The study concludes that majority of the boys who dropped out of school in the Kihara educational zone had not repeated any class and dropped out between standard 7 to 8 during adolescence. Such boys were easily influenced by their peers to drop out of school. Most of them dropped out because they were abusing drugs or had involved themselves in crimes and other economic activities that introduced them to handling money at a young age. Having their own money at such tender age led to their low value and aspiration for education, such that they got bored with school and preferred to engage in more interesting activities, among them doing small business, playing video games and watching pornography, that require no education skill. Such plays a big role in enhancing school drop out.

The study concludes that parents' education attainment and occupation affected boys' education aspiration and influenced their dropping out of school in the Kihara educational zone. This is because majority of parents of boys who had dropped out of school had primary school education as their highest level of education and low profile jobs. Boys' drop-outs had parents who showed little concern for their child's education, valued money more than education because they were very busy to have time for their children. Some were financially unstable while some were absentee parents and did not even know about their children's progress. Additionally, parents of boy dropouts lacked the money to educate the boy child, or valued girls' education than boys.' The parents were abusive to the boys because of taking illegal brews and drugs, which made them lose focus on their childrens education and pushed boys out of school. Similarly, poverty and parents separation were the reasons why most boys dropped out of primary school.

The study concludes that the community has activities that encourage boys to drop out of school. Such activities include: high rate of drug abuse, acceptance of boys in the cheap labour market such as casual laborers in tea and coffee plantations, hotels and bar businesses, matatu touting and casual works like car wash. Additionally small boys left school because they were involved in small business and trading while they ran errands for grownups who exploited them while others took advantage of their ignorance. Others joined criminal gangs, while others turned to stealing to cope with the challenges they face. Boys lacked role models and some married old rich women. The community emphasizes girls' education than that of boys and has thus converted most of the mixed secondary schools to girls only schools a factor that has contributed to boys low aspiration for education for they are not assured transition to secondary level education.

The study also concludes that an unsuitable school environment has push-out effects on boys. For instance, teachers(female teachers) encouraged boys to drop out of school by mistreating them on very minor omissions or commissions. They gave them too much homework and hard punishments, while they abuse and humiliate them for having conflicted with their parents in the village. Boys also dropped out due to boredom especially where teachers repeated one thing every time. Teachers concentrated only on the bright children, leaving behind others mostly from poor families. Boys dropped out of school for being sent home every time for minor offences or for wearing torn or dirty uniforms. The study also concludes that being laughed at by fellow pupils, discrimination for lack of good food and clothes as well as being sidelined due to poverty also encouraged boys to drop out of school.

5.6.0 Recommendations of the study

The study recommends that all the stakeholders should direct focus on boy child issues just like they have done for girls, so as to save the boy child from the dangers he is exposed to. The government should also eradicate and arrest drug peddlers and alcohol brewers in the community to provide a conducive environment for education, mostly for the boy child who is involved in drug and alcohol taking as well as employment in such illegal businesses, prompting them to drop out of school. On the other hand, parents

should love boys just like girls and treat them equally. Boys should also be encouraged and motivated to continue with education.

The study also recommends that the community be enlightened on the importance of education, so that it can encourage the boys to perform well in school alongside acting as role models to be emulated by the boys. On the other hand, parents should take responsibilities and provide boys with basic needs like food, clothing and shelter so that they can feel comfortable in school and prevent them from being humiliated by fellow pupils. The study also recommends that parents should follow up their boys' education progress, eradicate child labour, motivate boys to love school, as well as identify their talents and improve on them.

The study further recommends that teachers should act as role models to the boys, providing them with guidance and counseling so that they can be comfortable in classes. Teachers should also be friendly and stop punishing boys for no good reasons, and should encourage them to change their behaviour so that they can fit well in the community after they clear their education. Teachers should also treat boys equally with girls and stop seeing them as a source of problems. The teachers should also keep the boys more active all round (academically and in co-curricular activities). Schools should also have feeding programmes.

The study further recommends that sponsors be sought to assist those boys who could not get access to education. The government should also build more good boys secondary schools so that boys who leave class eight can get places in high school to prevent them from being idle. Recreation facilities should also be built in many parts of the country to engage boys who are mostly idle to prevent them from engaging in illegal activities. The government should also come up with more interesting education programmes which are accommodative to pupils to stop them from dropping out of school.

The study further recommends that the government should create incentives for households to send boys to school e.g. by providing a curriculum relevant to their future roles, ensuring a secure school environment and adequate sanitation facilities and hours that enable boys to carry out their home duties; strengthening school-parent relations,

convincing parents of the importance and relevance of education for boys; providing in-service training for teachers on the problems boys face and providing gender-fair classroom management, and to overcome their gendered expectations of pupils' abilities as well as provide male teachers for boys as role models and counselors.

The study further recommends that boys should be included in the debate about gender equality in education. Social change should be promoted to strengthen the understanding among families of the value of education for boys. In some instances, families may place a high value on education, but have only a limited understanding of the policies and benefits that may already be in place. Advocacy with and through boys should also focus on increasing the awareness of already existing policies and benefits.

In addition, proper attention should be given to gender issues throughout the education lifespan, including from birth, through early childhood education approaches. Education policies should examine and redress gender imbalances in the education system and actively promote gender equality. Equity policies can address the separate needs of boys and girls, while still promoting gender equality. Strategies to address the particular needs of boys may be required. These might include the exploration and careful examination of the pros and cons of single sex schools, the promotion of active learning styles and the review of curricula for gender stereotypes. In these contexts, it is also particularly useful to plan and implement interventions with a 'gender lens' where planning and analyses focus on the specific needs of young boys.

Counseling and mentoring can help boys to develop during their adolescent years and mature into men who are non-judgmental and are themselves advocates for gender equality. Role models can provide positive examples of masculinity, and promote an environment that questions stereotypes. Guidance within schools is also vital to ensure that pupils undertake appropriate learning, and remain within the education system. Boys whose educational needs are not being met should be transitioned into more suitable contexts, such as those that promote mother tongue based education, and vocational or technical schools. Schools need formal career guidance mechanisms to complement

informal mentoring. Boys can also be recruited as partners and allies in the process, and can be effective mentors and advocates for gender equality in education.

5.7.0 Recommendations for further study

Further research is necessary as the findings were based on a relatively small sample that may have influenced the nature of results that were obtained. There is need to expand on the sample size and carry out similar research in other areas. The descriptive analysis that was used is always not sufficient to draw conclusions on a phenomenon, and to provide adequate information that can be used for policy development. Further research focusing on factors responsible for drop-out among boys in primary schools need to be carried out.

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b). Do you have any of your siblings who has ever dropped out of primary school?-----
----- c). If yes, how many dropped out before completing primary school

Brothers.....

Sisters

13. What did you estimate was the general age of most pupils of your class?

1. Younger than you

2. Same age as you

3. Older than you

14. Did you have friends who had dropped out of school? -----

b). If YES, how many?-----

16. Did they influence you to drop out and join them in their activities?-----

17. What made you want to drop out of primary school?

Anything else?

Probing further

18) How did the following persons make you drop out of school?

Teachers,-----

Other pupils-----

Parents-----

Neighbors-----

Community role models-----

What else?-----

Explain any other activities that made you drop out of school? E.g school activities,
employment opportunities-----

Thank you for your response

APPENDIX A2:

QUESTIONNAIRE FOR CLASS TEACHERS RESPONDENTS

General information

Name of the school-----

Date-----

Sex of the respondent-----

Number of years you have worked-----

What is the average number of pupils in your class?-----

At what level do most boys drop out of school?-----

Factors contributing to low retention rate among boys in your school

1. In your opinion, what factors contribute to low retention rate among boys in primary schools Anything else?-----

-

2 What are the general characteristics of mothers of the boys who have dropped out?

b) What are the general characteristics of fathers of those boys who have dropped out of school?

3. In your opinion, do parents show concern for the education of their children in your school?

4. Do parents of your pupils consult with you about the progress of their children?

5. What is the general attitude of parents toward education?

6. What makes parents want to educate girls than boys in this community?

7. What is the general characteristic of boys who drop out of school?

a) What can we say about the performance of boys who drop out compared to the others?

b) What can we say about the repetition of boys who drop out compared to the others?

c) What can we say about their involvement in school activities compared to the ongoing boys?

- d) What can we say about the general discipline of boys who dropout compared to the others?
8. What are some of the reasons why pupils are sometimes sent away from school?
 9. Boys would feel more comfortable being taught by male teachers, comment.
 10. What are some ways boys adopt to cope with the challenges they face?
 11. In what way do you think the community contributes to more boys dropping out than girls?
 12. What are some reasons boys give for sometimes staying away from school?
 13. What is the community's attitude towards education?
 14. What type of role model does the community exonerate?
 15. What are some school- related factors that make the boy drop out of school? e.g. facilities, participation, teacher composition etc
 16. Comment on some activities in the community that may encourage boys to drop out of schools.
 17. Can you elaborate if the community is encouraging boys to join outlawed groups?
 18. In what ways has the peri -urban location influenced more boys to drop out of school than girls?
 19. What can be done to increase retention rate among boys?

APPENDIX A3

INTERVIEW SCHEDULE FOR HEADTEACHERS

General information

Name of the school-----

Date-----

Sex of the respondent-----

How many complete streams are there in your school?-----

How many pupils are there in your school?-----

What is the total number of teachers in your school?

How many are Female-----

How many are Male-----

4. How long have you been in your current appointment?

5. How many pupils have dropped out of school (STD 1 to 8) from 2004-2012

	boys	girls
2004	3, 2	2,
2005	2,1	1
2006	1	1
2007	1	
2008	1	
2009	2,1,2	1,3,1
2010	2,18,1	1,7,1
2011	1,5,2	10
2012	1,3,1	5,1
total	8	4

6. What can account for more boys than girls to drop out of primary school in your school?

b) What are some school- based factors that contribute to more boys than girls dropping out of primary schools?

c) What are some parent- based factors that contribute to more boys than girls dropping out of primary schools?

d) What are some pupil- based factors that contribute to more boys than girls dropping out of primary schools?

e) What are some communities- based factors that contribute to more boys than girls dropping out of primary schools?

7. What can you say about parents' attitude toward boy child education?

8. What are some challenges facing primary schools in your area that can contribute to more boys than girls dropping out of school?

9. How has the peri- urban location of Kihara contributed to more boys than girls dropping out of primary schools?

10 . what is parents reaction to in education projects within the region?

b) What are the major priorities accorded by parents and the community?

11. Elaborate on the community leader support on school projects

12. Comment on the community priorities that can contribute to boys dropping out of school?

13. Generally, what is the community's value of education?

14. What are some of the communities - based activities that contribute to more boys than girls dropping out of primary schools?

15. What are some of the schools- based activities that contribute to more boys than girls dropping out of primary school?

16. What are some of the pupils-based activities that contribute to more boys than girls dropping out of primary schools?

17. What are some of the teachers -based activities that contribute to more boys than girls dropping out of primary schools?

18. Elaborate on the effect of teachers' composition to boys' dropout rate?

19. In your view, what can be done to curb the menace?