

**SCHOOL BASED FACTORS INFLUENCING RETENTION OF
BOYS IN SECONDARY SCHOOLS OF MAARA DISTRICT,
THARAKA NITHI COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This research work is dedicated with love, respect and appreciation to my wife, Kellen Muthoni and our daughter, Joy Mwende.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------------|---|
| CBE | Curriculum Based Establishment |
| EFA | Education for All |
| GER | Gross Enrolment Ratio |
| GOK | Government of Kenya |
| IIEP | International Institute of Educational Planning |
| MDGs | Millennium Development Goals |
| MOE | Ministry of Education |
| UNDP | United Nations Development Programme |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| UPE | Universal Primary Education |

ABSTRACT

Education represents the only way out of a life of entrenched poverty for most of the Africa's children. The boy child now makes up a marginalized group; there were more female students than males enrolled in Maara District secondary schools in the period 2008 -2012. The purpose of the study was to investigate school based factors influencing retention of boys in secondary schools in Maara District of Tharaka Nithi County. This study sought to determine the extent to which teachers' attitudes towards male students, repetition, adequacy of physical facilities and principals support for guidance and counseling influenced retention of boys in Secondary Schools of Maara District. The study adopted a descriptive research design and targeted 40 principals, 510 teachers and 7,693 boys in 5 boys' schools and 35 mixed secondary schools in Maara District of Tharaka Nithi County. Stratified sampling was used to come up with a sample of 20 principals, 102 teachers and 769 students. The data was collected using self-administered questionnaires. Descriptive statistics (frequencies and percentages) were used to analyze data with the help of SPSS software. The findings were presented in form of tables and figures. Majority of the principals in the study indicated that boys' school dropout was a big problem in their respective schools. Majority of the teachers indicated that there existed cut-off points which students had to attain in order to be promoted to the next class failure to which a student was forced to repeat the same class. A significant number of the students indicated that their teachers encouraged, inspired, motivated them, created an exciting atmosphere and paid equal attention to the weak and bright students. Majority of the students in the study indicated that their schools' physical facilities were good. A significant number of students in the study indicated that their respective schools had guidance and counseling teachers. Teachers' attitude towards male students had a weak positive correlation ($r=0.118$, $df=97$, $p>0.05$) with retention of boys. Repetition($r=0.641$, $df=97$, $p<0.05$) had a strong positive correlation with boys' retention in secondary schools. Adequacy of physical facilities had a weak negative correlation ($r= -0.296$, $df=97$, $r>0.05$) with retention of boys. Principal's support for guidance had a weak negative correlation ($r= -0.118$, $df=97$, $p>0.05$) with boys retention. The researcher concluded that repetition of boys in school contributes to a very large extent in poor retention rates and high boys' dropout rates in public secondary schools. The researcher recommended that repetition should be banned by the ministry of education; instead, structures should be put in place that identify weak students and offer them special programmes. The researcher also recommended that principals and teachers should desist from making weak students repeat as a method of improving performance.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The United Nations Universal Declaration of human Rights, article 26, indicates that everyone has a right to education and that basic education shall be compulsory. This is in the realization that education contributes greatly in improving people's lives in many ways; helping people become more productive and earn more; improving health and nutrition; enriching lives directly and promoting social development through strengthening social cohesion and giving more people better opportunities (UNESCO, 2000). Education statistics in the late 1980s compiled by UNESCO showed that the figure of illiterate people was standing at 960 million. Equally stressing was the fact that millions of children on the globe had no access to education and the government expenditure on education in third world was declining (Republic of Kenya, 1990).

As a result of this realization, UNESCO, United Nations Children Fund (UNICEF), United Nations Development Programme (UNDP) and World Bank sponsored a world conference on education with the aim of sensitizing governments and donors on the urgent need to mobilize more resources and forge new alliances for providing basic education. This world conference on education was held in Jomtien, Thailand. On this occasion of the adoption of the World declaration of Education for All (EFA) as a common goal of the international society, an opportunity was provided to re-examine why the universalization of the basic education had not been achieved. It also came to the fore that developing countries lagged behind because of the problems they faced though they looked towards the same education to solve their

problems of unemployment, population explosion and environmental degradation (Republic of Kenya, 1990).

The central role education played in human development was also emphasized in year 2000 when 189 countries in their Millennium summit adopted the Millennium declaration whose main objectives was to define a common vision of development by 2015. The vision of the Millennium Development Goals (MDGs), is a set of eight qualified and time bound goals for reducing poverty by 2015 (Republic of Kenya, 2005). Goal number two was on the achievements of universal primary education (UPE) with the corresponding target of ensuring all children completed full course of primary education for boys and girls, while third goal aimed at promoting gender equality and empowering women, with a corresponding target of eliminating gender disparity in both primary and secondary education by 2005 and at all levels of education by 2015 (UNESCO, 2000).

According to UNESCO (2000), no other investment has such a lasting effect as education of children. Children who go to school are healthier, more self-assured and can more easily assume a profession. Education represents the only way out of a life of entrenched poverty for most of the Africa`s children and the central role played by education in Kenya is captured prominently in various Government Policies. There is empirical evidence, based on endogenous growth models to show that education is a key determinant of economic growth. Sustainable development is only possible if there is a critical mass of skilled people. Studies on poverty in Kenya indicated education is an important factor in poverty reduction. In addition, there was a strong positive relationship between human capital and earnings as well as the overall

productivity. Other studies also confirmed that individuals benefit greatly from the education of others (Republic of Kenya, 2005). These findings highlight the importance of an educated population. The constitution of Kenya, also underscore the importance of education by guaranteeing the right of every child to compulsory basic education (Republic of Kenya, 2010). This study therefore focuses on retention of boys in Maara District of Tharaka Nithi County, Kenya in an attempt to reduce gender disparity which is currently skewed in favour of girls. Available data from District Education Office indicated that in 2012 the District had a total of 50 secondary schools. Five boys, ten girls and thirty five mixed secondary schools with enrolment as indicated in table 1.1.

Table 1.1 Secondary schools’ population in Maara District, 2008 – 2012

| Year | Boys | % | Total | Girls | % | Total | Gender parity | Total |
|-------------|-------------|----------|------------------|--------------|----------|------------------|----------------------|--------------|
| | | | enrolment | | | enrolment | | |
| 2008 | 5,174 | 42.91% | | 6,883 | 57.9% | | 1.33 | 12,052 |
| 2009 | 5,110 | 41.31% | | 7,231 | 58.69% | | 1.42 | 12,371 |
| 2010 | 5,542 | 41.78% | | 7,731 | 58.82% | | 1.39 | 13,273 |
| 2011 | 6,555 | 44.36% | | 8,220 | 55.64% | | 1.25 | 14,775 |
| 2012 | 7,044 | 45.00% | | 8,610 | 55.00% | | 1.22 | 15,654 |

Source: District Education Office; Maara District (2013)

Table 1.1 indicated that the gender parity index in the five years was more than one, indication that there were more female students than males enrolled at the secondary schools. The rate of enrolment for boys was lowest in 2009. Everything possible should be done to ensure boys who enrolled are retained in school.

The study hypothesizes that four factors influence the retention of boys in secondary schools in Maara District. These are: teachers' attitude, repetition, physical facilities and the principals' support for guidance and counselling.

Rono (1990) found out that 63 percent of drop out cases in Nandi District were due to poor attitude of teachers. Teachers attitude towards their work and students, their classroom management and their interaction with the students have overwhelming impact on the academic attainment and retention of students. According to UNESCO (1998), many teachers do not act responsibly in any way for their students' performance. Instead, they believe that learning abilities are innate, so they tend to ascribe failure primarily to students low intelligence or family background. Such teachers regard their duty as merely transmitting knowledge instead of carefully guiding students through learning process (UNESCO, 1998).

Studies done in the United States of America examining student's adjustment and achievement through high school and beyond reported assorted negative outcomes associated with forced repetition. When students who were forced to repeat were compared with the under-achieving but promoted peers, research indicate that students who repeated had lower levels of academic adjustment. They were also likely to drop out of school by age 19 (Jimerson, 1999). Repetition was found to be one of the most powerful predictors of secondary school drop out with those made to repeat two or more times more likely to drop out of school than the promoted students (Jimmerson, 2002).

American Association of school Administration (1999) reported that students were more likely to prosper when their environment was conducive for learning.

Environmentally responsive heating, air conditioning, and ventilating systems provided a more comfortable environment.

Poor school facilities tend to contribute to deviance and low academic performance which is a pre-cursor to drop out. Schools with unsatisfactory environmental condition such as poor lighting and broken fences among others attract protests from students which is likely to be manifested in strikes and riots disrupting school programs (voelkel (1999). According to Akande (1985), learning can occur through one's interaction with one's environment. Environment refers to facilities that are available to facilitate students learning outcomes.

According to Ministry of Education (2001), establishing effective guidance and counselling in schools by the principals is one way of managing students smoothly. This ensures that students remained focused. School counsellors can create a conducive learning environment by providing services to all students. A large number of students drop out of school due to lack of guidance and counselling. Guidance and counselling is important for better adjustment of the students.

1.2 Statement of the problem

Shadows (2010), has indicated that the need to improve education for girls has greatly benefited the girl child at the detriment of the boys. He further adds that the boy child now make up a marginalized group. The girls are more likely to be promoted to the next class out of sympathy while boys are retained or even expelled for being inactive, insufficiently motivated or uncooperative. This treatment has resulted to low retention of boys (Shadows, 2010). The neglect of issues affecting the boy child is

apparent in education and no special programme has been put in place by the government to specifically address the plight of boys.

In the study on drop out among boys and girls in Keringet, Nakuru, Soi (2001) noted that while girls dropped out of school mostly due to early marriages and pregnancies, boys dropped out due to forced repetition, peer influence and indiscipline. Low retention amounts to wastage of financial and human resources in addition to the time spent in school by those who drop out. It becomes a dangerous source of individual frustration, social maladjustment, discontent and political instability (Raju, 1981).

Research on boys education and interventions programmes that address their needs were scarce and there was no evidence that a research has been done in Maara District to analyze the school based factors influencing retention of boys in secondary schools. The study therefore endeavored to point out and analyze school based factors that have led to low retention of boys in the secondary schools of Maara District in Tharaka Nithi County and seek possible remedies to alleviate the problem.

1.3 Purpose of the study

The purpose of the study was to investigate school based factors influencing retention of boys in secondary schools in Maara District of Tharaka Nithi County.

1.4 Objectives of the study

The research was guided by the following specific objectives:

- i) To determine the influence of teachers' attitude towards male students on retention of boys in secondary schools in Maara District.

- ii) To determine the influence of repetition on retention of boys in secondary schools in Maara District.
- iii) To establish how adequacy of physical facilities influence retention of boys in secondary schools in Maara District.
- iv) To determine how principals' support for guidance and counselling influence retention of boys in secondary schools in Maara District.

1.5 Research questions

The study attempted to provide answers to the following questions:

- i) How does teachers' attitude towards male students influence retention of boys in secondary schools in Maara District?
- ii) How does repetition influence retention of boys in secondary schools in Maara District?
- iii) How does adequacy of physical facilities influence retention of boys in secondary schools in Maara District?
- iv) How does principals' support for guidance and counselling influence retention of boys in secondary schools in Maara District?

1.6 Significance of the study

The aim of the study was to investigate school based factors that influence retention of boys in secondary schools in Maara District. An immediate concern of the study was to provide information that would be a base for corrective measure to arrest the boys' retention issue before it runs out of hand.

1.7 Limitations of this study

According to Best and Kahn (1998), limitations are conditions beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations. Mugenda and Mugenda (2012) defines limitations as the characteristics of design or methodology that constrain the extent to which results can be generalized. One of the main limitations of the study was that the findings may not be a reflection of the entire county or the country. Maara District is a rural area and the findings need to be generalized with caution in urban areas.

1.8 Delimitation of the study

The study was conducted in Maara District of Tharaka Nithi County, Kenya. It was confined to boys and mixed secondary schools in the District. It was based on boys in all forms, school principals and teachers who were also respondents because they interacted with the students most, in major issues which contribute to access and retention.

1.9 Basic assumption of the study

The following were the assumptions of the study;

- i) The respondents would be willing to co-operate and comment honestly and truthfully about education of the boy child.
- ii) The study assumed that the educational stakeholders were concerned about the retention of boys in the secondary schools in Maara District.
- iii) All Principals were trained on administration and managerial skills

1.10 Definitions of significant terms

Basic education refers to both primary and secondary education cycles in Kenya.

Drop out refers to a student who quits studies before officially completing the four years secondary course and examinations offered at the end of education cycle.

Physical facilities refer to basic facilities and equipment needed for functioning of a secondary school.

Repetition refers to the situation where a learner voluntarily or is forcibly remains in the same grade he/she was in the previous year.

Retention refers to ensuring that students enrolled in a secondary school stay until they complete the form four without wastage.

Teachers` attitude refers to beliefs and feelings displayed by the teachers towards male students in a secondary school.

1.11 Organization of the study

The study is organized into five chapters. Chapter one consists of the background to the study, statement of the problem, purpose of the study, objectives of the study and research questions. It also includes significance of the study, basic assumptions, definitions of key terms, and the organization of the study. The second chapter comprises the review of literature under four themes namely: teachers' attitude and retention of boys, repetition and the retention of boys, physical facilities and the retention of boys, and principals' support for guidance and counseling and the retention of boys in secondary schools. Included also is summary of literature review, the theoretical framework and the conceptual framework. The third chapter deals with the research methodology encompassing the research design, target population, sample size and sampling procedure. It also has research instruments, validity and

reliability as well as data collection procedures plus data analysis techniques. Chapter four will focus on data analysis, presentation and interpretation, while chapter five will have the research summary, conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discusses the literature related to retention of students in school. It reviews the related literature under the following; teachers' attributes, forced repetition, physical facilities and principals support for guidance and counseling as factors influencing the retention of boys in secondary schools. This is followed by summary of the literature review, theoretical and conceptual framework.

2.2 Concept of retention

Retention refers to ensuring that students enrolled in secondary schools remain in school until they complete their course without dropping out. Hyde (1995) asserts that dropouts are children leaving school and not re-enrolled in that or any other school before they have completed a cycle. What the act of dropping simply means is premature departure from school. Rumberger (1987) has added that a dropout is someone who was once in an educational institution as a learner but did not complete the course. More so, did not go back to continue with the education to the end of the course.

According to Ankomah, Koomson, Bosy & Oduro (2005), as cited by Wesonga (2010) once student have been enrolled, it is crucial to ensure that they are retained at school long enough to complete the curriculum and acquire basic skills. Rumberger (1983) identified four broad categories of reasons why students drop out of school as school based, economic, family background and social-cultural. He indicated that school based factors accounted for 44% of the school dropout.

Lewin and Caillods as cited by Musau (2007) indentified differential rates for boys and girls and concluded that boys dropped out of school mainly because of school based factors while girls drop out of school due to family factors.

Bennel and Sayed as cited by Gachoki (2007) stated that school based factors contributed to low retention of learners in Uganda more than anything else. Safina, as cited by Musyoka (2014), indicated that school based factors were significant in influencing retention of students in Kenya secondary schools. Orodho, as cited by Musau (2007), stated that only a minimal percentage of students enrolling in class one ever reach the end of secondary education in Kenya.

2.3 Teachers' Attitude and retention of boys in school

Teachers play key role in provision of education and the education of the boy child squarely rests on the quality of the teachers who operate formal system of education, (UNESCO, 1998). A teacher's expectation of any student academic performance can have a powerful effect on how students feel about themselves and how they perform in their subjects. Unfortunately teachers unwillingly tend to interact more positively and favourably with students they perceive to be brighter (Sawar, 2004).

Fishes, as cited by Maina (2011), explains that one of the major problems facing teachers is how to give positive feedback without making other students not performing well feel they are failures because the experience is often painful. The students who feel that they are consistently doing less well than their peers make less effort to succeed. Furthermore students who do poorly academically compensate by establishing a self image away from their peers in other goals such as misbehaviour

which often land them in problems with the school administration. This is often a prelude for dropping out of school.

Ayuma (1996) pointed out that some pupils have the desire to learn but are academically poor. This calls for the teacher to keep the desire burning in the learner through introduction of a variety of learning experiences that attract the learner in the process of learning. Castle (1976) says children are interested when they feel that what is to be observed is something that they want to know more about. It is the desire within that want satisfaction. This desire can be strengthened by stirring their curiosity and wonder hence teachers should know what students are interested in, so that they can appeal to interest already awakened in their pupils. It is these that the teachers must appeal. Rono (1990) found out that 63% of drop out cases in Nandi District were due to poor attitude of teachers. Abagi (1997) concluded that teachers' attitude towards their work and students, their classroom management and their interaction with the students have overwhelming impact on the academic attainment and retention of students.

According to UNESCO (1998) many teachers do not act responsibly in any way for their students' performance. Instead, they believe that learning abilities are innate, so they tend to ascribe failure primarily to students low intelligence or family background. Such teachers regard their duty as merely transmitting knowledge instead of carefully guiding students through learning process. Chimombo, as cited by Ndururi (2010), observes that teachers' attitude, behaviour and teaching practices have significant implication for students' retention and academic performance. He further asserts that societal beliefs which teachers bring to the classroom also have

profound implication on learning achievement. Cultural believes that boys have higher ability than girls if brought to the classroom may lead to marginalization of boys who perform poorly. This may also de-motivate them in their academic performance and cause low retention of boys in a mixed school.

Obae (2004) lamented that teachers did not create friendly relationships with students which would make them to talk freely on equal terms and consult their teachers in areas of difficulty. The World Bank (1990) noted that where teachers in their personality traits do not display emotional stability, extroversion and dependability Students' academic performance tended to be affected. Mc Dil (1985) reported that many male students dropped out of school because they were unable to get along with their teachers. Wanjohi (2012) agrees and adds that teacher-students conflicts in school influences repetition and premature withdrawal from school.

2.4 Repetition and boys' retention in schools

Repetition is a situation where a learner has to spend one or more years in the same class covering the same course of study and is an indicator of inefficiency in an education system. An effective education system should enable students to complete and graduate within the time frame prescribed (Eiseman, 1997). Heyman (1982) as cited by Musau (2007) argued that in developing countries, proponents of repetition on account of academic performance hold that students fail to reach the minimum standards set for a certain grade. However, critics of repetition according to Ngau (1991) argue that repetition does not improve the achievement of the slow learners but hurts their self image and their prospects of future success. It extends the duration of study, thus raising the cost of school.

Studies done in the United States of America examining student's adjustment and achievement through high school and beyond reported assorted negative outcomes associated with repetition.

Anderson (2002) contends that the pressure caused by repetition may increase students stress levels and surveys of students rating of twenty most stressful life events in the 1980's showed that students feared repetition most after loss of a parent and going blind. When the study was replicated in 2001, repetition was rated as the single most stressful life event, higher than the loss of a parent or going blind.

Analysis of multiple studies of repetition indicate that students affected by it experienced lower self esteem and lower rates of school attendance relative to promoted peers. In addition an adolescent experiencing repetition is predictive of other health compromising behaviour as smoking, alcohol and drugs abuse; engage in sexual activity while under the influence of drugs or early onset of sexual activity. Students who repeat classes are more likely to display aggressiveness and to have a history of suspension, numerous school changes and absenteeism (Anderson, 2002). According to the National Association of School Psychologist (2002) more boys are made to repeat than girls. This corresponds with the data from MOE at the national level as indicated in table 2.1 below:-

Table 2.1 Secondary School repetition rates by sex: 1999 -2003

| Province | 1999 | | | 2003 | | |
|---------------|------|-------|-------|------|-------|-------|
| | Boys | Girls | Total | Boys | Girls | Total |
| Coast | 1.4 | 0.5 | 1.2 | 2.9 | 1.1 | 2.1 |
| Central | 1.3 | 0.7 | 1.0 | 0.6 | 0.4 | 0.5 |
| Eastern | 1.3 | 0.7 | 1.0 | 0.9 | 0.7 | 0.8 |
| Nairobi | 1.9 | 8.9 | 4.8 | 0.7 | 0.5 | 0.6 |
| Western | 1.4 | 1.3 | 1.4 | 1.5 | 1.2 | 1.4 |
| Nyanza | 1.9 | 2.0 | 1.9 | 2.8 | 2.2 | 2.6 |
| North Eastern | 2.5 | 0.9 | 1.1 | 1.1 | 1.0 | 1.1 |
| National | 1.7 | 1.5 | 1.6 | 1.5 | 1.1 | 1.3 |

Source: Ministry of Education, 2007

Although the repetition rate for boys reduced from 1.7 in 1999 to 1.5 in 2003, on average boys recorded higher rate than girls over the period under review.

According to Nduku (2003) studies in Kenya have shown that repetition problem in school has been influenced by the need to perform better in the National examinations. Secondary school ranking after the results of Kenya Certificate of secondary education was thought to encourage schools perform better, the practice has however, been found to be detrimental to both the teachers and the students. The practice encouraged schools administration to use unethical approaches to achieve

good grades including forced repetition. A good number of those made to repeat cannot endure more frustration and drop out of school diminishing retention.

According to the MOE (2014) school principals were warned against forced repetition and expulsion of students on the basis of academic performance. The ministry noted that cases of students being forced to repeat had received attention from the local media and that some schools even set grades for children to achieve before they were allowed to proceed to the next class while in others such students were forced to look for alternative schools. Forced repetition was contrary to the Basic Education Act (2013) and the constitutional rights of children to education which clarified that no student admitted in a school was to be held back in any class or expelled from school. In some instances issues of students forced to repeat landed in court. The *Daily Nation Newspaper* on 30th January, 2014 reported that the High court in Nakuru ordered a school in the county to re-admit two students it had expelled for defying a directive to repeat. The parents of the two students sued Mary Mount Secondary School after the administration refused the pair to proceed to form four. The parents argued that the decision to repeat form three was illegal and designed to deny the students a chance at education and ruin their future.

According to Psacharopaulas (1985) repetition has no educational advantage to the low academic achievers. It was done for reasons that have no educational benefits to the learners. Holmes and Mathews (1984) found out that secondary school repetition had negative psychological effect because it makes the learners attitude toward education less positive. Levy, (1974) as cited in Nduku, (2003) demonstrated that the

only educational variable significantly related to dropout rate was the average rate of repetition. Proportionally the higher the repetition rate, the higher the dropout rate

UNESCO (1998) indicates that neither automatic promotions nor repetition policies by themselves can solve the problem of children who experience difficulty in learning. Students who move on to the next grade without material mastery of the previous level are likely to have trouble learning new subject matter. Students who are unable to learn what is presented to them in a particular class are unlikely to have much success through the same experience a second time. The effective approach would be to provide teaching interventions which are tailored to the needs of each individual learner.

2.5 Physical facilities and boys' retention in school

Availability of adequate physical facilities contributes to the comfort of the students and comfortable students have nothing to complain about (Wright, 2007). Poor school facilities tend to contribute to deviance and low academic performance which is a precursor to drop out. Schools with unsatisfactory environmental condition such as poor lighting and broken fences among others attract protests from students which is likely to be manifested in strikes and riots disrupting school programs (voelkel, 1999).

According to Akande (1985) learning can occur through one's interaction with one's environment. Environment refers to facilities that are available to facilitate students learning outcomes. According to Oni (1992), facilities constitute a strategic factor in organizational functioning. This is so because they determine to a large extent the smooth functioning of any social organization or system including education. He

further states that their availability, adequacy and relevance influenced efficiency and high productivity. Writing on the role of facilities in learning, Balogun as cited by Musyoka (2013) submitted that no effective Science Education Programme can exist without equipment for teaching. This is because facilities enable the learners to develop problems solving skills, scientific attitudes and when facilities are provided to meet relative needs of a school system, individual students will learn at their own paces.

According to Obae (2004) how much students learn and how many are retained or unsuccessfully complete education cycles depend on policies that determine the amount of resources allocated to education and how efficient these resources are used. Wesonga (2010) adds that it is common for the schools with all the needed physical facilities; laboratories, libraries and well equipped co-curricular departments to do well in examinations. Schools mostly in rural areas that have the principal as the only trained personnel and lack basic physical facilities, have their form one students report after the well equipped schools have already admitted the Kenya certificate of primary education (KCPE) cream.

Livodo (1992) states that students' retention was relatively higher in boarding schools than in day schools and this variance was due to the distribution of education resources. Kaufman (2002) observed that lack of boarding facilities constituted a barrier among the marginalized communities and that students who attended day schools were more likely not to remain in school because they walked long distances which was tiresome. UNESCO (1998) pointed out that boys who attended day schools were more likely to drop out of school because of involvement in working for

financial assistance for their parents. Matanya (2011) quoting UNICEF (2003) noted that poor learning environment in third world countries has been singled out as one of the major factors that lead to poor performance in secondary schools mainly because of increased enrolment without corresponding expansion of physical facilities. The situation leads to overstretching of the available resources which further affects the teaching and learning process resulting in poor performance of students and low retention.

According to UNESCO (2008) reason for low retention in schools are multiple and complex and may depend on a country's level of development. The report states that the factors include unsafe, overcrowded and poorly equipped schools. Limited or lack of physical facilities in schools affects students' dropouts. Rono (1990) found that most public schools started without prior planning, so majority of them lacked teaching facilities such as laboratories, libraries and classrooms. A study carried out by Human Right Watch (2001) in Tharaka District found out that pit latrines were inadequate in some schools and others were in poor conditions. The study also found that schools in Kibera, Nairobi lacked adequate classrooms and those available were usually congested, some schools were even without playgrounds for students.

2.6 Principals' support for guidance and counseling and retention of boys in school

According to Okumbe (2001) the administrator should provide services which seek to help students adjust better to the school, develop more effectively as social and emotional persons, become better learners and develop skills for dealing with the

future beyond the school. He advises that an educational administrator should show continuous concern and drive towards students achievement through teaching and learning, constantly communicate appropriately and effectively to students, solve problems speedily, equitably and consciously, take disciplinary measures consistently and timely to motivate student and show respect for and economy in time management. The school administration has a role to play in influencing retention positively. The principal should seek to establish working relations with parents, school personnel and resource agencies. The administration should understand learners needs, interest and help them achieve emotional stability (IIEP, 1999). Weng (1988) indicated that in effective schools where the principals showed effective leadership styles, male students involved in the use of drugs had a better chance of completing education compared with those in less effective schools. According to Wooding (1989) the principal should be able to protect the teachers and students from the unbecoming world. The principal should also focus on family and personal characteristics of those who are likely to drop out of school and the administration may address the issues of each learner with a view to assisting him complete the school. Teaching and learning should be structured on the academic goals contributing to students' achievements and high retention rates.

Guidance and counselling is focused on assisting students through understanding their behaviour and progress. This is effective for learning and better performance. Kamau (2012) asserts that behind success of guidance and counselling program there is an effective school principal who is committed and in position to provide guidelines to the teacher counsellors. The principal should also make them aware of the expectations of the school in making counselling program a success. In addition, the

principal should provide appropriate materials and a conducive working atmosphere where both the teacher and the students participate in guidance program. The principal also ensures that boys with significant problems do not go unnoticed and uncounselled by working closely with teacher counsellors (Nganda, 2000).

Peer counseling is also available to the principal. Denga (2001) states that peer counseling involves encouraging concerted effort to harness the capacity which group members sharing common interest may console, appease, befriend, mediate and reconcile those who are alienated from one another informally without resulting to discipline or depending on professionals or those in authority within organization or institution. He further adds that peer counsellors are selected from the group to be served, trained and given ongoing supervision to perform some key functions. In a school situation these are students appointed by their colleague or the school administration in an effort to open greater link between individual students. When supported and developed by the school administration they may become the best to reach out to the needy Students (Gladding, 1999). Such natural helpers when provided with counselling skills may be of greatest assistance to the administration where professional services may be inadequate or not readily available. It is for this reason that in the school situation students are likely to contact fellow students when they experience problems and concerns they consider embarrassing such as sexually transmitted infections among others (Henderson, 2000). The principal requires giving support in form of resources to train student counsellors to compliment guidance and counselling teachers working with them. The peer counsellors have the advantage of being able to interact with their colleagues in class, games, and hostels or at any time there is opportunity.

It has been observed that principals who take these approaches get to save boys who would have otherwise dropped out of school because of say indiscipline since they share many things in common; have their own language code and trust each other more. Their age and shared common experiences become handy in solving problems before they explode (Denga, 2001). As the principal runs the school it is worth noting that Coleman (1976) asserts that the nation does not need laws that force adolescents to go to school but needs schools and programs that make adolescents wish to go to school. The principal should therefore provide an enabling environment that ensures release of maximum potential of the students by developing a warm environment for the students in order to see the institution as the best place to be in.

2.7 Summary of the literature review

The study has reviewed the school based factors that influence retention of boys in the institutions. The literature has revealed that key among those factors are professionally qualified, adequate and motivated teachers with caring and positive attitude towards boys; prompt grade promotion as opposed to forced repetition, provision of adequate physical facilities and effective support for guidance and counselling by the principal. These create conducive environment for the retention of boys. It has also emerged that low retention of boys has severe consequences to the country and to the boy child himself.

2.8 Theoretical framework

The theoretical framework of the study is based on Interaction Theory conceived by Vincent Tinto on student retention in 1975. The premise of this framework is that individual student possesses pre-entry schools characteristics, which affect their

decision to persist or depart their institutions. Tinto, (1993) has categorized theories of students' retention into five types; psychological, social, economic, organizational and interactional. Organizational theories of student departure show attrition as indicating the impact that an organization has on the socialization and satisfaction of students. Factors considered include; bureaucratic structure, teacher student ratios, institutional resources and goals. Organizational theories of students' departure inform us on the important effect that the organization of educational institutions have on students' persistence behaviour (Tinto, 1993).

The study is based on the theory because it focuses on students' beliefs as a key component of academic motivations; this is on the assumption that beliefs that student develop and hold to be true about themselves are important forces in their success in school. The theory stresses the importance of the institution to look at the learner in a holistic perspective and create a conducive environment for learning in order to enhance enrolment and retention. Tinto's theory lays a good foundation as the researcher recognizes that school based factors, to a large extent, determine student retention in school.

2.9 Conceptual framework on school based factors and retention of boys

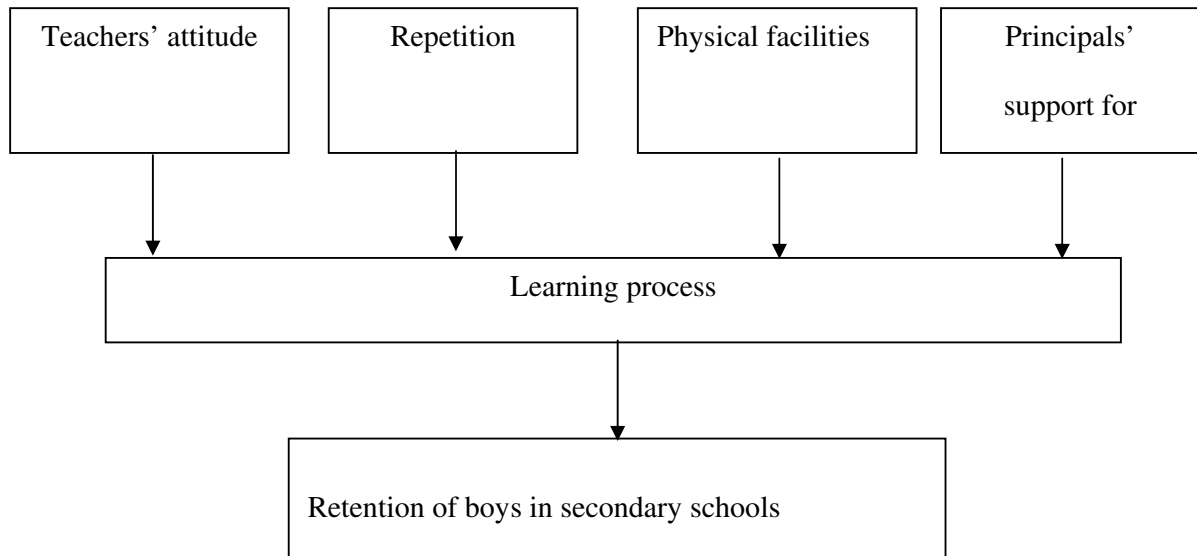


Figure 2.1 Conceptual framework

The conceptual framework indicates the intervening school based factors; teachers' attributes, forced repetition, principals' support for guidance and counselling and provision of physical facilities which predict students retention. When the factors are applied progressively they create conducive learning environment which raises the self-esteem of learners, motivating them to remain in school while attracting others to enroll. Once the boys land in schools, decision to either remain or to drop out of the institution will mainly be determined by the mentioned School based factors.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research methodology under the following subheadings: research design, target population, sample size and sampling procedures research instrument, validity and reliability, data collection procedures and data analysis techniques.

3.2 Research design

The study employed the descriptive research design. Descriptive research design is a branch of social science investigation which studies large and small populations by selecting and studying samples chosen from the population to discover the relative incidences, distribution and relationships (Kerlinger, 1973).

This design was preferred because the subject would be observed in a completely natural and unchanged environment. Descriptive survey has the advantage of securing evidence of current situation and may be used to explore the situation as it is. The study focused on 40 secondary schools; 6 boys and 34 mixed schools in Maara District.

3.3 Target population

According to Mugenda and Mugenda (2012), target population is defined as the particular entity of people, objects or units to which a researcher may reasonably generalize his or her research findings. The target population of this study was 40 secondary schools (5 boys' schools and 35 mixed secondary schools). This added up

to 40 principals, 510 teachers and 7,693 boys in Maara District of Tharaka Nithi County as shown in the table below:

Table 3.1 Target population

| Zone | No. of schools | No of principals | No of teachers | Boys enrollment |
|-------------------|-----------------------|-------------------------|-----------------------|------------------------|
| Mitheru | 6 | 6 | 68 | 866 |
| Muthambi | 7 | 7 | 98 | 1,527 |
| Ganga | 6 | 6 | 75 | 1,203 |
| Chogoria / Murugi | 13 | 13 | 218 | 3,044 |
| Kiera | 8 | 8 | 51 | 1,053 |
| | 40 | 40 | 510 | 7,693 |

Source: Maara District Education Office, 2014

3.4 Sample size and sampling procedure

Sample size is defined as the number of units, subjects, objects or items in the sample. (Mugenda & Mugenda, 2012). In selecting the number of schools to be involved in the study, the guidelines given by Orodho and Kombo (2000), that the sample should be proportionate to the target population were used.

The research used stratified sampling using the five zones in table 3.1 to select 20 secondary schools for this study which was 50 percent of the target population. Borg and Gall (1989), states that 10 percent sample can represent a population, however, the bigger the sample the more representative the sample becomes.

Table 3.2 Sampling frame

| Zone | Principals population | Sample | Teachers' population | Sample | Boys' population | Sample |
|--------------------|----------------------------------|---------------|---------------------------------|---------------|-----------------------------|---------------|
| Muthuru | 6 | 3 | 68 | 13 | 866 | 87 |
| Muthabi | 7 | 4 | 98 | 20 | 1,527 | 153 |
| Ganga | 6 | 3 | 75 | 15 | 1,203 | 120 |
| Chogoria / Murungi | 13 | 7 | 218 | 44 | 3,044 | 304 |
| Kiera | 7 | 3 | 51 | 10 | 1,053 | 105 |
| | 40 | 20 | 510 | 102 | 7,693 | 769 |

In selecting principals, teachers and students proportional random sampling was used to select 102 teachers (20 percent) and 769 students (10 percent) and 20 principals (50 percent) for this study. Each zone contributed principals, teachers and students proportionately to the size of their population. This was based on the principle that the larger the population of the schools in a zone, the more principals, teachers and students would be included in the sample size for better results as shown in table 3.2.

3.5 Research instruments

The study used questionnaires developed by the researcher which were used to collect data from principals, teachers and students in the secondary schools in Maara District. The questionnaires were used in the study because they present an even stimulus to large number of people simultaneously and provide the investigation with an easy accumulation of data. Gay (1992), states that questionnaires afford respondents freedom to express their views or opinion and also to make suggestions to collect data on the strategies they employed to encourage retention of boys. Teachers'

questionnaires were used to obtain data on factors influencing retention of boys in secondary schools. Students' questionnaires were used to collect data from male students on the conditions that influence retention of boys in secondary schools. The questionnaires contained structured questions.

The questionnaires were set such that question number [1] answers questions about teachers' attitude; [2] answers questions about repetition; [3] answers questions about physical facilities and [4] is about principals' support for Guidance and Counselling. Question number [5] collects opinion about all the four factors as a support for the other four and is asked to all participants while question number [6] is about drop out which was used to compare with the responses in [1], [2], [3] and [4] to check on their correlation. In order to test on the validity and reliability of the research instruments, this study was subjected to a pilot study ten days to the actual administration of the instruments.

3.6 Validity of the Instrument

According to Borg and Gall (1989), validity is the degree to which a test measures what it purports to measure. All assessments of validity are subjective opinions based on the judgment of the researcher. The pilot study helped to improve face validity of the instrument. Borg and Gall (1989) further adds that validity of an instrument is improved through expert judgment. In this regard the researcher consulted experts in the field of research including the supervisors.

3.7 Reliability of the instruments

Reliability refers to the degree to which instruments yield consistent results after repeated trials (Mugenda & Mugenda, 1998). Reliability is a necessary condition for validity. In order to increase the reliability of the data collected the study employed test-retest method where the same instrument was administered twice to the pilot sample within an interval of one week and the researcher compared the two sets for each respondent to find out whether the response are consistent. A correlation coefficient (r), for the two tests (x and y) will be calculated using Pearson correlation coefficient to check reliability as shown below:

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

A correlation coefficient of 0.8 was obtained and the instruments deemed reliable since Gay (1992) recommends a correlation coefficient of 0.7 and above.

3.8 Data collection procedures

The researcher obtained an introduction letter from university of Nairobi and research permit from the National Council of Science, Technology and Innovations (NACOSTI). The County Commissioner's office was informed of the study to be carried out in the District. The researcher booked appointments with the principals, teachers and students to give instructions and assurance of confidentiality after which the questionnaire were administered. The researcher then collect filled questionnaires once completed.

3.9 Data analysis procedures

The completed questionnaires were checked for completeness as part of preparation for analysis. The data was then coded using Statistical Package for Social Sciences (SPSS) version 17.0 Descriptive statistics was used to analyze quantitative data after which findings were presented in frequency table and graphs. According to Kothari (2008), descriptive statistics enable the researcher to meaningfully describe a distribution of scores or measurement using few indices or statistics. Qualitative data generated from open ended questions were organized into themes, categories and patterns pertinent to the study and analyses using descriptive statistics. Pearson correlation co-efficient (r) was used to test for relationships between the independent variables and the dependent variable

CHAPTER FOUR

DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter presents findings from the analysis of the data collected on school based factors that influence retention of boys in secondary schools in Maara District. The discussion of the findings is also presented in this section. The findings presented include the response rate, the bio data of principals, teachers and male students. The other findings are presented in the order of study objectives which were: to determine the degree of influence of teachers' attitude on retention of boys; determine influence of repetition on retention of boys; establish how physical facilities influence retention of boys and to determine how principals' support for guidance and counselling influence retention of boys in secondary schools in Maara District.

4.2 Response rate

Table 4.1 shows the questionnaire return rate.

Table 4.1 Questionnaire return rate

| Population | Number of questionnaires distributed | Number of questionnaires returned | Response rate |
|---------------|---|--|------------------|
| Principals | 20 | 20 | 100% |
| Teachers | 102 | 99 | 97% |
| Male students | 769 | 735 | 96% |
| Total | 891 | 854 | 96% |

The researcher distributed 891 questionnaires to principals, teachers and students; 854 questionnaires were returned. This accounts for a response rate of 96 percent which is well above the 70 percent threshold recommended by Mugenda and Mugenda (2008).

4.3 Socio-demographic information

The study collected the bio data of the principals, teachers and male students who participated in the study. The bio data included gender, age, level of education and job experience. This information was important to enable the study establish who is responsible for implementing school based factors that influenced retention of boys. The findings are presented in this section.

4.3.1 Distribution of principals and teachers by gender

The respondents in the study were asked to indicate their gender. The findings are presented in Figure 4.1

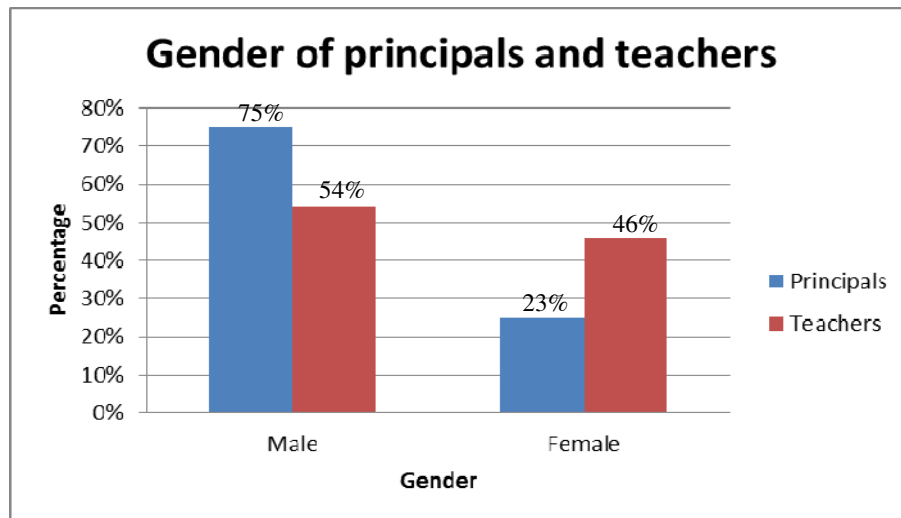


Figure 4.1 Distribution of principals and teachers by gender

Findings in Figure 4.1 indicate that a significant number of respondents were of male gender; majority of the principals as well as majority of teachers were male. The gender disparity in the study population and more so among the principals is quite large. This could be due to the fact that the study involved boys' and mixed schools and ignored girls' only schools. Existing research shows that teachers' gender can influence students retention and or achievement. Dee (2005) found that that the gender dynamics between teachers and students amplify boys' large underperformance in reading while attenuating the more modest underperformance of girls in math and science.

4.3.2 Distribution of respondents by age

4.3.2.1 Distribution of principals and teachers by age

The principals and teachers in the study were asked to indicate their age. The findings are presented in Figure 4.2.

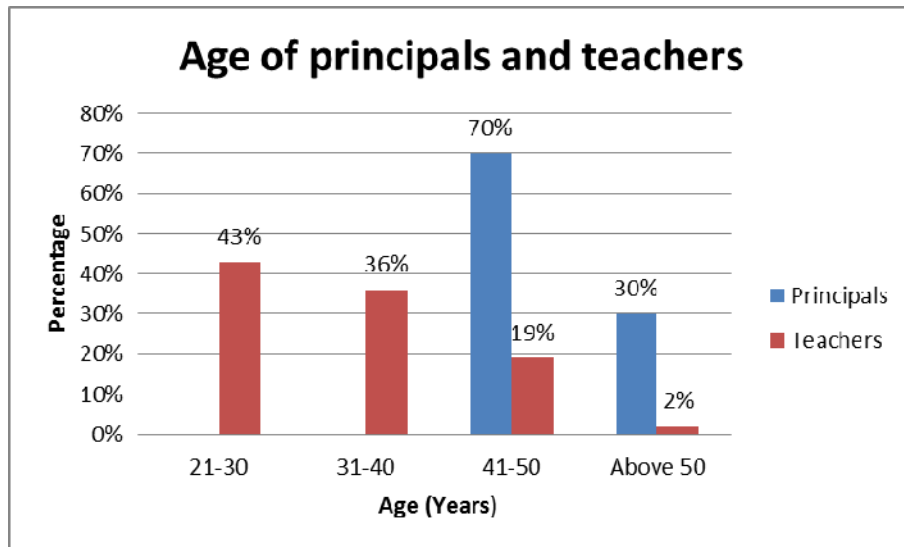


Figure 4.2 Distribution of principals and teachers by age

Findings in Figure 4.2 indicate that majority of head teachers were aged between 41 and 50 years while majority of the teachers were aged below 40 years. The findings show that the school based factors affecting boys retention were implemented by more elderly principals and relatively young teachers. The elderly principals brought in experience from their many years of experience while the young teachers bring in new knowledge on strategies on boy child retention in school. Studies show that teachers' age can affect retention and performance of students for example Ololube (2013) found that students had negative perceptions of young teachers.

4.3.2.2 Distribution of students by age

The students in the study were asked to indicate their age. The findings are presented in Table 4.2

Table 4.2 Distribution of students by age

| Age (years) | Frequency | Percentage |
|--------------|-----------|------------|
| 12 -17 | 433 | 59% |
| 18 and above | 298 | 41% |
| Total | 731 | 100% |

Majority (59%) of the male students in the study were aged between 12 and 17 years. This shows that most of the male students in public secondary schools in Maara District were attending school at the right age. Ideally, under the 8-4-4 system, a student should enroll for Form 1 when aged around 14 years and finish when aged 18 years. However the age of students vary since some join preschool late while others don't join preschool at all thereby joining Form 1 a bit late or early respectively.

4.3.3 Distribution of principals and teachers by education level

The principals' and teachers in the study were asked to indicate their education level. The findings are presented in Figure 4.3.

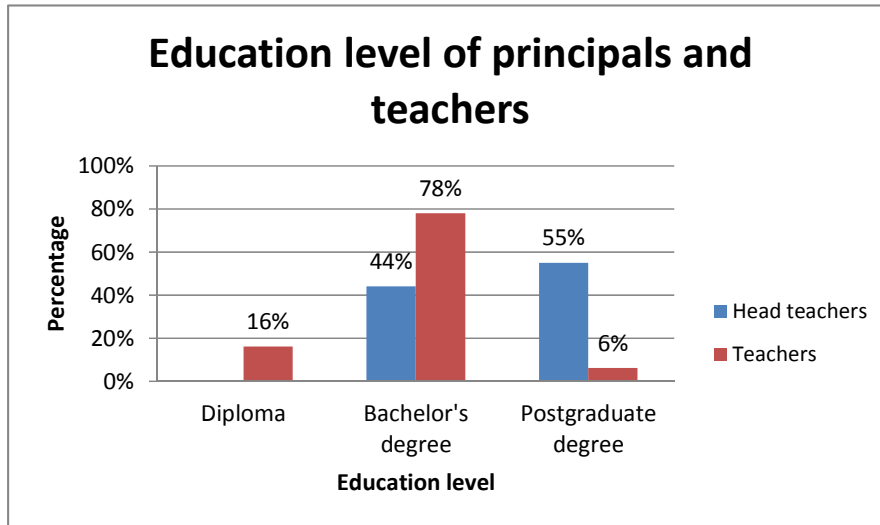


Figure 4.3 Education level of principals and teachers

A significant number of the teachers had a bachelor's degree while majority of the head teachers had a post graduate degree as their highest level of education. The findings show that the principals and teachers in public secondary schools in Maara District were highly educated with all of those in the study having acquired higher education. The implication of these findings is that majority of the principals and teachers were knowledgeable about the problem of poor retention of the boy child and the possible strategies to mitigate the problem. The consensus among majority of researcher is that trained teachers produce better results in students achievement and are able to effect student retention. Farooq and Shahzadi (2006) found that that the students taught by trained teachers showed better results in Mathematics.

4.3.3 Distribution of principals and teachers by teaching experience

The principals and teachers in the study were asked to indicate the number of years they had taught. The findings are presented in Figure 4.4

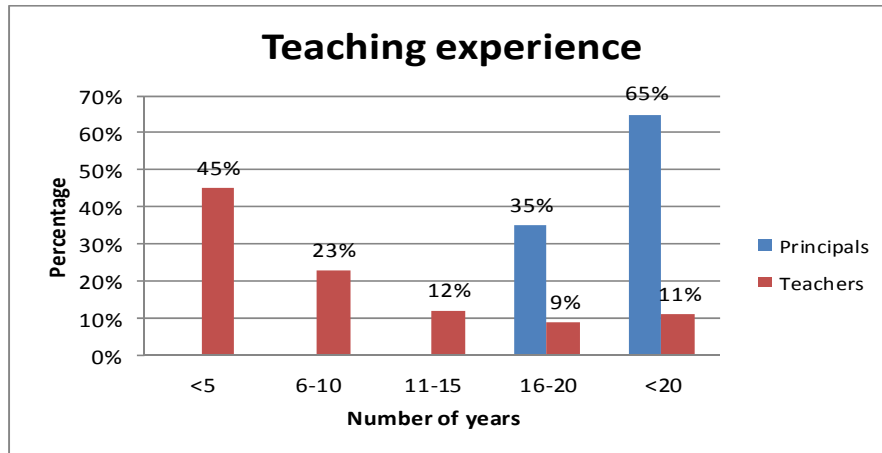


Figure 4.4 Teaching experience of principals and teachers

A significant number of the principals had a teaching experience of over 20 years. The teachers had relatively little teaching experience with majority having an experience of below 10 years. This can be attributed to the difference in age of principals and teachers where the principals were much older (over 40 years) therefore are likely to have more experience in teaching. Rice (2010) indicates that in education, experience promotes effectiveness; teacher experience is probably the key factor in personnel policies that affect current employees.

4.3.4 Distribution of principals and teachers by teaching experience in current school

Since the principals and teachers would be giving information on boys' retention in the schools that they were teaching at the time, The researcher sought to find out the number of years principals' and teachers had worked in their current schools. The findings are presented in Figure 4.5

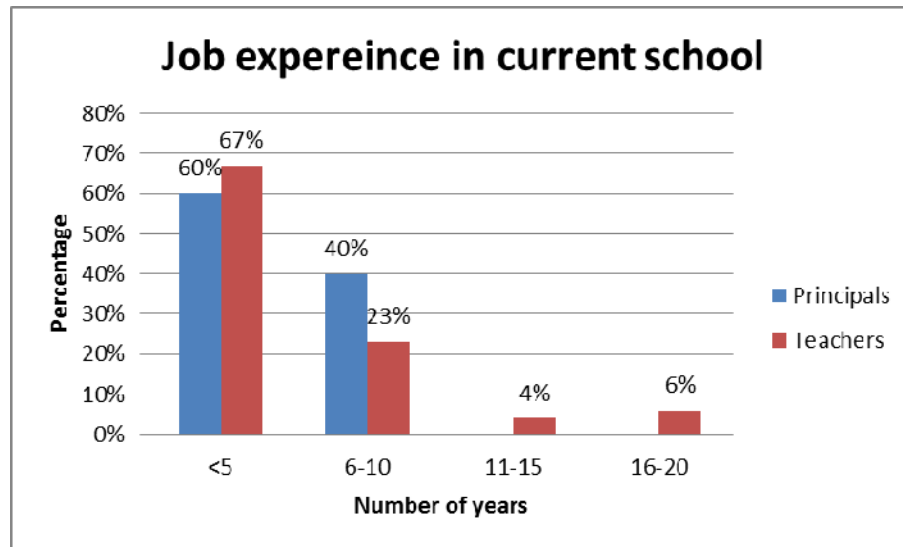


Figure 4.5 Principals and teachers job experience in current school

Findings in Figure 4.5 show that majority of principals as well as majority of teachers) had an experience of below 5 years. This shows that majority of the participants had little experience working in their current schools. This can be attributed to the fact that over the last decade (from 2004) many new secondary schools have been built and the existing ones expanded to accommodate the increased enrollment of students from primary schools due to Free Primary Education (FPE).

4.4 Retention of boys in secondary schools of Maara District

The purpose of the study was to investigate school based factors influencing retention of boys in secondary schools in Maara District of Tharaka Nithi County. To achieve this researcher sought to find out the retention rate in the schools in the study.

4.4.1 Principals' rating of retention of boys

The principals' in the study were asked to rate the extent to which boys' drop out rates were a problem in their current school.

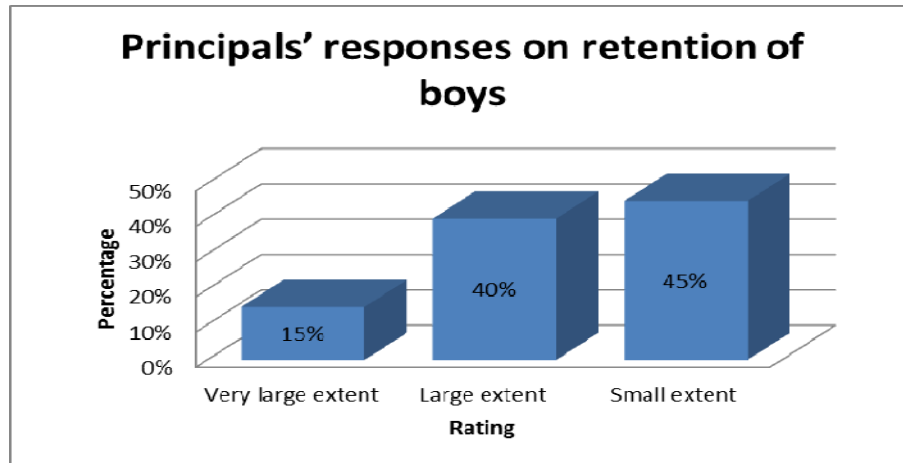


Figure 4.6 Principals' rating of retention of boys

Majority of the principals in the study indicated that boys' school dropout was a big problem in their respective schools. The findings are in agreement with those of Shadows (2010) who found that the boy child now makes up a marginalized group. The girls are more likely to be promoted to the next class out of sympathy while boys are retained or even expelled for being inactive, insufficiently motivated or uncooperative.

4.4.2 Number of students dropped out

To establish the retention rates of boys in Maaara District, the students in the study were asked to indicate the number of students they had witnessed dropping out of school.

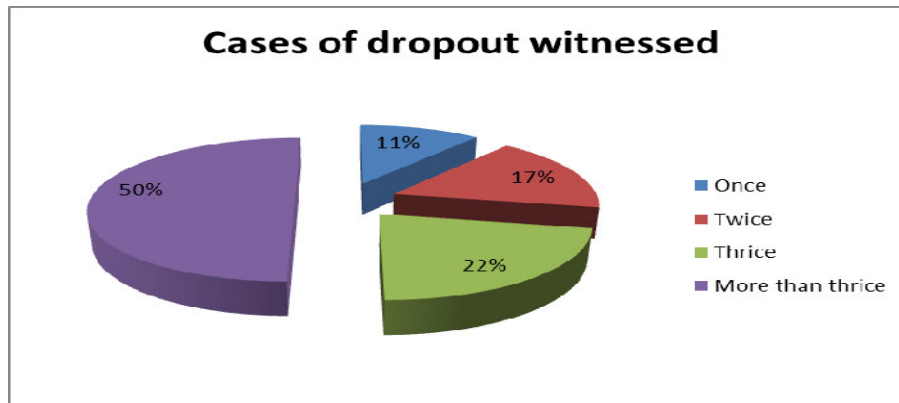


Figure 4.7 Number of students dropped out

Majority of the students had witnessed 3 or more cases of boys dropping out. This shows that the dropout rates in Mara district were high. The findings are in agreement with Kuria (2012) who indicate that even with Free Secondary Education (FSE), boys continued to drop out of schools.

4.5 Teachers’ attitude towards male students

The first objective of the study sought to determine the influence of teachers’ attitude towards male students on retention of boys in secondary schools in Maara District. The findings are presented in this section.

4.5.1 Principals’ responses on teachers’ attitude towards male students

To establish the influence of teachers’ attitude towards male students on retention of boys, the principals in the study were asked whether teachers were in need of change of attitude in the way they relate to or handle boys in their respective schools. The findings are presented in Figure 4.8

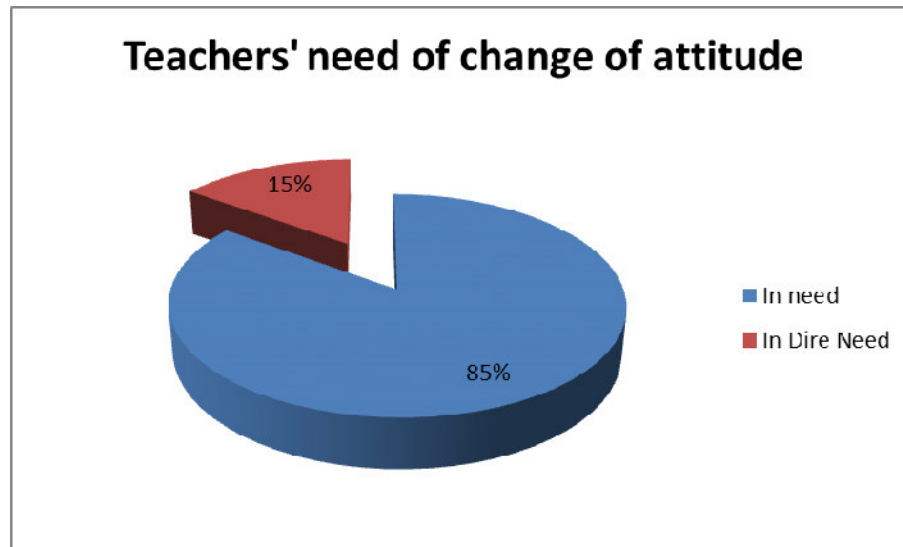


Figure 4.8 Principals' responses on teachers' attitude

A significant number of the principals in the study indicated that most teachers were in need of change of attitude in the way they relate to or handle boys in their respective schools. These findings show that majority of teachers in public secondary schools had negative attitudes towards boys. The findings are in agreement with Obae (2004) who lamented that teachers did not create friendly relationships with students which would make them to talk freely on equal terms and consult their teachers in areas of difficulty.

4.5.2 Teachers responses on teachers' attitudes towards male students

To establish the degree of influence of teachers' attitude towards male students on retention of boys, the teachers in the study were asked whether teachers in their respective schools had the right attitude to support boys holistic well-being in school. The findings are presented in Table 4.3.

Table 4.3 Teachers responses on teachers' attitudes

| Response | Frequency | Percentage |
|-------------------|-----------|------------|
| Strongly agree | 57 | 58% |
| Agree | 39 | 39% |
| Disagree | 2 | 2% |
| Strongly disagree | 1 | 1% |
| Total | 99 | 100% |

Majority of the teachers indicated that most of the teachers in their respective schools possessed the right attitude to support boys' holistic well-being in school. The findings indicate that most teachers had positive attitudes towards boys' education. However the findings are in conflict with those of the head teachers (Figure 4.6). Since this information was coming from the teachers themselves, they were unlikely to have cast their colleagues in bad light by saying that some teachers had bad attitudes towards male students. Therefore, the researcher put the same question to the students in the study.

4.5.3 Students' responses on teachers' attitudes

To establish the influence of teachers' attitude towards male students on retention of boys, the students in the study were asked whether teachers in their respective schools encouraged, inspired, motivated them, created an exciting atmosphere and paid equal attention to the weak and bright students. The findings are presented in figure 4.9

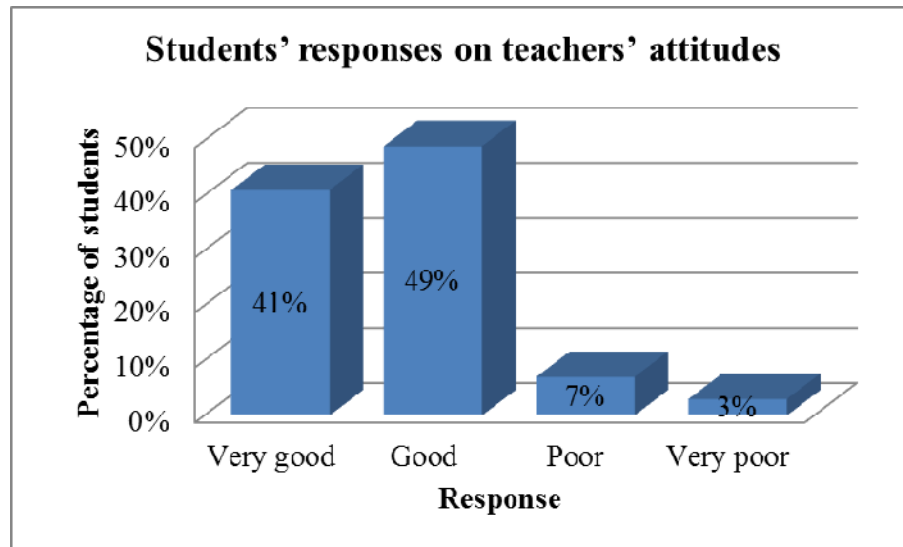


Figure 4.9 Students' responses on teachers' attitudes

A significant number of the students indicated that their teachers encouraged, inspired, motivated them, created an exciting atmosphere and paid equal attention to the weak and bright students. If teachers have positive attitudes towards boy education, they will encourage the boys to perform better, on the other hand, if teachers' have negative attitudes, they will not encourage the students since they (the teachers) have no belief in their purpose for study. The findings therefore indicate that most teachers had positive attitudes towards boys and boy education. The findings are therefore in disagreement with McDil (1985) and Wanjohi (2012) who reported that many male students dropped out of school because they were unable to get along with their teachers.

4.6 Repetition

The second objective of the study sought to determine influence of repetition on retention of boys in secondary schools in Maara District. The findings are presented in this section.

4.6.1 Principals responses on repetition

To establish the influence of repetition on retention of boys in secondary schools in Maara District, the principals in the study were asked whether they felt it was necessary for academically weak boys to be asked to repeat so as to improve on their grades. The findings are presented in Figure 4.10

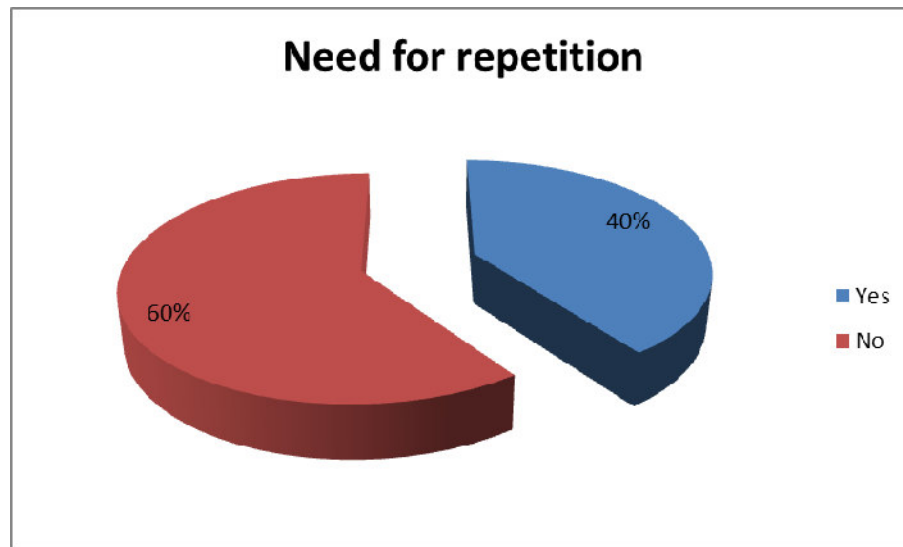


Figure 4.10 Need for repetition

Majority of the principals felt that it was not necessary for academically weak boys to be asked to repeat so as to improve on their grades. Repetition demoralizes students as they are mocked and looked down by the fellow students and this may make them perform poorly or drop out of school all together as indicated by Jimerson, (1999) who in a similar study found that when students who were forced to repeat were compared with the under-achieving but promoted peers, research indicate that students who repeated had lower levels of academic adjustment. They were also likely to drop out of school by age 19

4.6.2 Teachers responses on repetition

To establish the influence of repetition on retention of boys in secondary schools in Maara District, the teachers in the study were asked whether in their schools there were cut-off points which students had to attain in order to be promoted to the next class. The findings are presented in Figure 4.11.

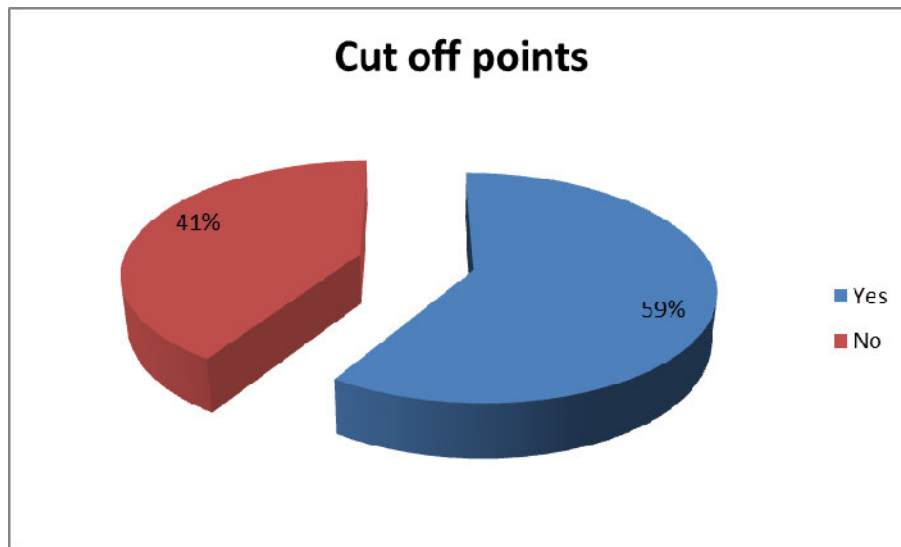


Figure 4.11 Cut of points for promotion to next class

Majority of the teachers indicated that there existed cut-off points which students had to attain in order to be promoted to the next class. While these cut-off points can act as targets to encourage students to study harder, they could also demoralize students who do not achieve them. The findings are therefore in agreement with Heyman (1982) as cited by Musau (2007) who argued that in proponents of repetition on account of academic performance hold that students fail to reach the minimum standards set for a certain grade.

4.6.3 Students' responses on repetition

To establish the influence of repetition on retention of boys in secondary schools in Maara District, the students in the study were asked whether they had ever repeated a class in secondary school, the number of times repeated and reason for repeating.

4.6.3.1 Repetition in secondary school

Figure 4.12 shows the number of students who had ever repeated a class.

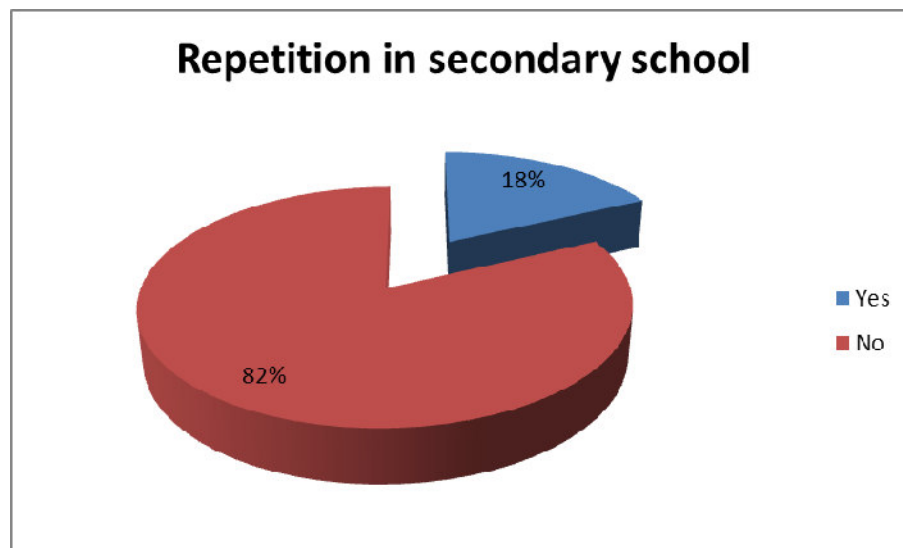
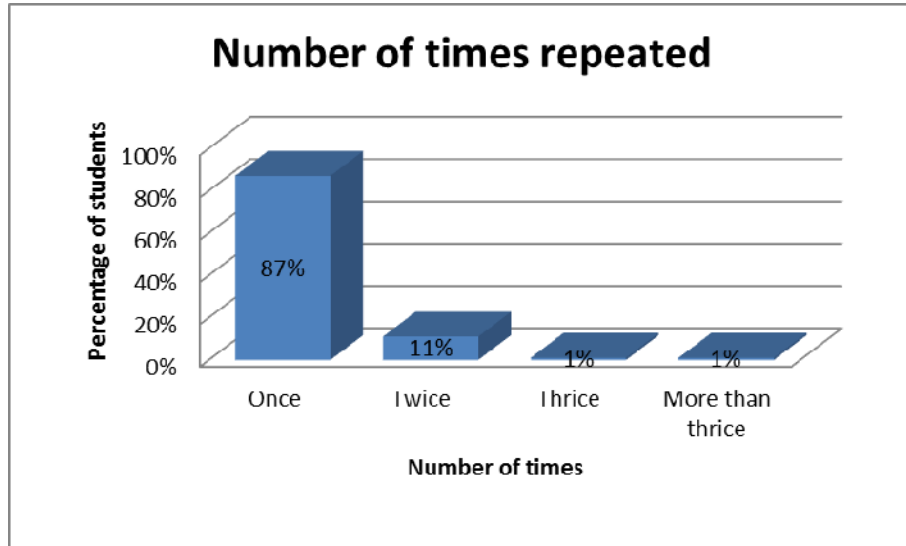


Figure 4.12 Repetition in secondary school

A significant number of male students in the study had never repeated a class in secondary school.

4.6.3.2 Number of times repeated

For the students who had ever repeated a class in secondary school, the researcher sought to find out how many times they had repeated. The findings are presented in Figure 4.13.



Mean=1.15

Figure 4.13 Number of times repeated

Findings in Figure 4.13 indicate that a significant number had repeated only once.

4.6.3.3 Reason for repeating

For the students who had ever repeated a class in secondary school, the researcher sought to find out their reason for repeating.

Table 4.4 Reason for repeating

| Reason | Frequency | Percentage |
|------------------------|-----------|------------|
| To improve performance | 78 | 58% |
| Influenced by teachers | 33 | 25% |
| Missing exams | 12 | 9% |
| Others | 11 | 8% |
| Total | 134 | 100% |

Findings in Table 4.4 indicate that majority repeated so that they could improve their performance to enable them join university or get enrolled to the course of their preference.

4.7 Adequacy of school physical facilities

The third objective of the study sought to establish how physical facilities influence retention of boys in secondary schools in Maara District. The findings are presented in this section.

4.7.1 Principals' responses on adequacy of physical facilities

To establish how physical facilities influenced retention of boys in secondary schools in Maara District, the principals in the study were asked to rate the adequacy of class rooms, sanitation, sports and recreation and boarding facilities. The findings are presented in table 4.5

Table 4.5 Principals' responses on physical facilities

| Facility | Response | | | | | | | |
|----------------------------------|----------------|-----|----------|-----|------------|-----|-----------------------|-----|
| | Quite adequate | | Adequate | | Inadequate | | Critically inadequate | |
| | N | % | N | % | N | % | N | % |
| Class rooms | 3 | 15% | 9 | 45% | 8 | 40% | | |
| Sanitation facilities | 1 | 5% | 7 | 35% | 8 | 40% | 4 | 20% |
| Sports and recreation facilities | 7 | 35% | 9 | 45% | 4 | 20% | | |
| Boarding facilities | 2 | 13% | 5 | 33% | 6 | 40% | 2 | 13% |

Majority of the principals indicated that the classrooms were adequate. A significant number indicated that sports and recreation facilities were adequate. Majority rated sanitation facilities and Boarding inadequate. The findings show that majority of schools in Maara district had poor sanitation and boarding facilities. This is more so for sanitation facilities where 20% of the principals indicated that they were critically inadequate.

4.7.2 Teachers responses on adequacy of physical facilities

To establish how physical facilities influenced retention of boys in secondary schools in Maara District, the teachers in the study were asked to rate the adequacy of physical facilities in the school. The findings are presented in Figure 4.14.

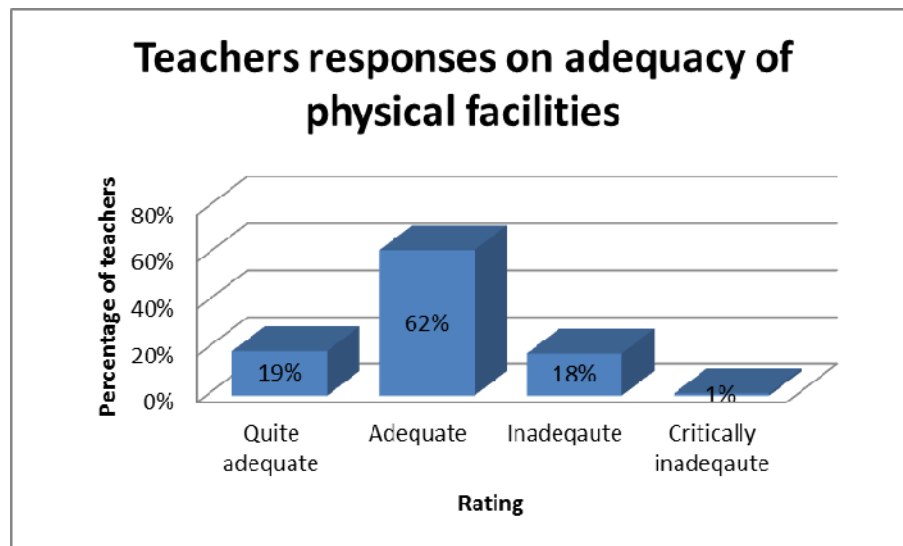


Figure 4.14 Teachers responses on adequacy of physical facilities

Majority of the teachers in the study indicated that the school's physical facilities were adequate. The findings are in agreement with American Association of school Administration (1999) who reported that students were more likely to prosper when their environment was conducive for learning. Environmentally responsive heating,

air conditioning, and ventilating systems provided a more comfortable environment. However, these findings were in contrast with those from the principals (Table 4.7) therefore the researcher sought to find out from the students on adequacy of physical facilities in the schools.

4.7.3 Students responses on adequacy of physical facilities

To establish how physical facilities influenced retention of boys in secondary schools in Maara District, the students in the study were asked to rate their schools' physical facilities for example class room space, laboratories toilets and library. The findings are presented in Table 4.6

Table 4.6 Students responses on adequacy of physical facilities

| Response | Frequency | Percentage |
|-----------|-----------|------------|
| Very good | 124 | 17% |
| pGood | 339 | 47% |
| Poor | 175 | 24% |
| Very poor | 91 | 12% |
| Total | 729 | 100% |

Majority of the students in the study indicated that their schools' physical facilities were good. This was in terms of class room space, laboratories toilets and library. The findings show that majority of boys in public secondary schools were satisfied with the schools physical facilities. The findings are therefore in agreement with The findings are in agreement with American Association of school Administration (1999)

who reported that students were more likely to prosper when their environment was conducive for learning

4.8 Guidance and counseling

The fourth objective sought to determine how principals' support for guidance and counseling influenced retention of boys in secondary schools in Maara District. The findings are presented in this section.

4.8.1 Principals' responses on Guidance and counseling

To determine how principals' support for guidance and counseling influenced retention of boys in secondary schools in Maara District, the principals in the study were asked if guidance and counseling was offered in their schools, rate the importance of guidance and counseling and rate the extent to which guidance and counseling has helped boys.

4.8.1.1 Use of guidance and counseling

The principals in the study were asked whether guidance and counseling was provided to students in their schools. The findings are presents in figure 4.15.

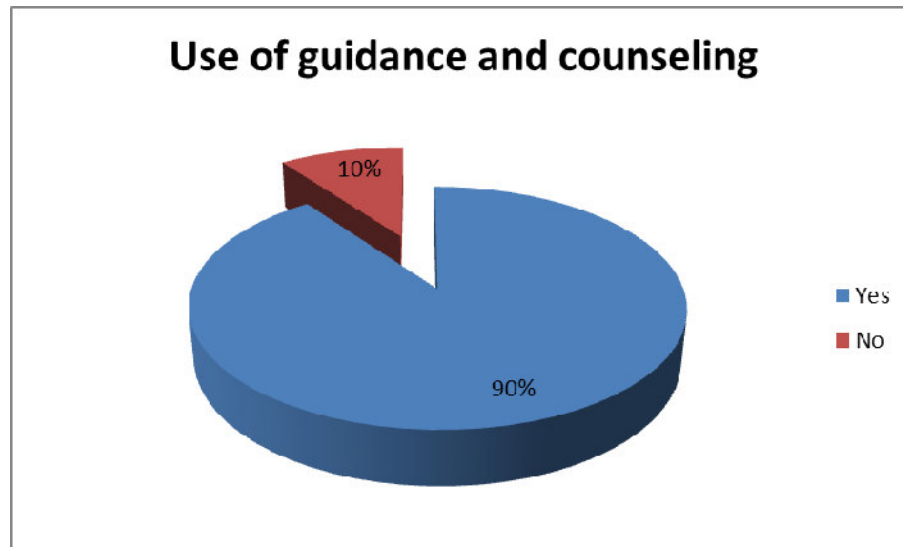


Figure 4.15 Use of guidance and counseling

A significant number of principals indicated that guidance and counseling was used in their respective schools as a behaviour modification tool. The findings show that guidance and counseling was widely used in public secondary schools in Maara District. School counselors can create a conducive learning environment by providing services to all students. A large number of students drop out of school due to lack of guidance and counseling. Guidance and counseling is important for better adjustment of the students.

4.8.1.2 Importance of guidance and counseling

The principals' in the study were asked to rate the importance of guidance and counseling in their schools.

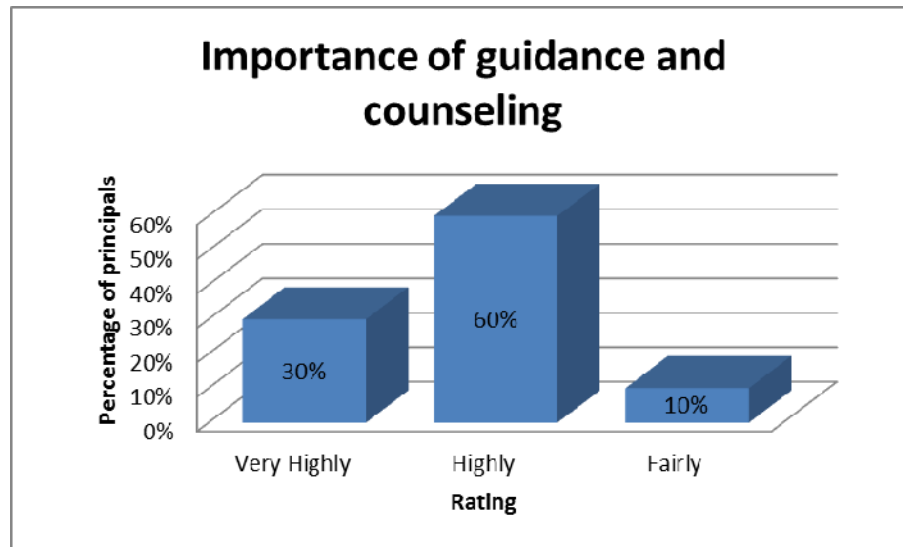


Figure 4.16 Importance of guidance and counseling

Majority of the principals indicated that guidance and counseling was highly important as a therapeutic and behaviour modification tool. This shows that principals of public secondary schools in Maara District had positive attitudes towards use of guidance and counseling; the principals were therefore in support of its use among boys to avoid drop outs.

4.8.1.3 Effect of guidance and counseling on boys

To determine how principals' support for guidance and counseling influenced retention of boys in secondary schools in Maara District, the principals in the study were asked to indicate how helpful guidance and counselling was in improving boys' retention in school. The findings are presented in Table 4.7

Table 4.7 Effect of guidance and counseling on boys' retention

| Response | Frequency | Percent |
|---------------|-----------|---------|
| Quite helpful | 7 | 35% |
| Helpful | 13 | 65% |
| Total | 20 | 100% |

All the principals in the study indicated that guidance and counseling had been helpful in assisting boys with variety of problems and difficulties to cope in school. This shows that the use of guidance and counseling as a behaviour modification tool in public secondary schools in Maara District had helped improve retention of boys in school. The findings are in agreement with Ministry of Education (2001) who indicated that guidance and counseling is important for better adjustment of the students.

4.8.2 Teachers responses on use of guidance and counseling

To determine how principals' support for guidance and counseling influenced retention of boys in secondary schools in Maara District, the teachers in the study were asked if guidance and counseling was offered in their schools and to rate the principals use of guidance and counseling in their school.

4.8.2.1 Availability of guidance and counseling in schools

The teachers in the study were asked whether guidance and counseling was offered in their schools. The findings are presented in figure 4.17.

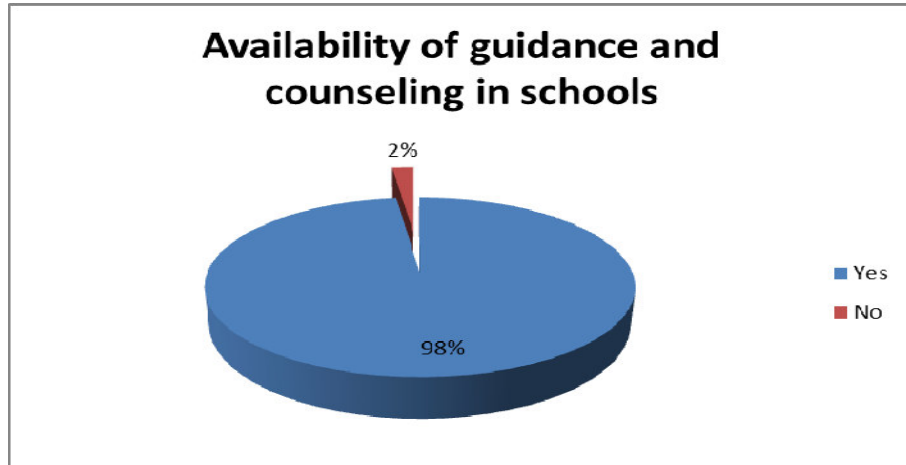


Figure 4.17 Availability of guidance and counseling in schools

A significant number of teachers indicate that guidance and counseling was offered in their schools. These findings support those from the principals (Figure 4.15) which show that guidance and counseling was widely used in secondary schools in Maara District.

4.8.2.2 Principals' rating of guidance and counseling

The teachers in the study were asked to reveal the importance with which their respective principals attached to guidance and counseling. The findings are presented in Table 4.8

Table 4.8 Principals' rating of guidance and counseling

| Response | Frequency | Percentage |
|-------------|-----------|------------|
| Very highly | 43 | 44% |
| Highly | 38 | 39% |
| Fairly | 17 | 17% |
| Total | 98 | 100% |

A significant number (83%) of teachers indicated that their respective principals had a high rating of the use of guidance and counseling. These findings show that principals and teachers in Maara District secondary schools appreciated the significance of guidance and counseling as a behaviour modification tool. The implication of these findings is that the principals' encouraged guidance and counseling in schools.

4.8.3 Students' responses on Guidance and counseling

To determine how principals' support for guidance and counseling influenced retention of boys in secondary schools in Maara District, the students in the study were asked if there were guidance and counseling teachers in their schools, the frequency with which their principal talked about guidance and counseling and whether the school had peer counselors.

4.8.3.1 Availability of guidance and counseling teachers

The students in the study were asked whether guidance and counseling was offered in their schools.

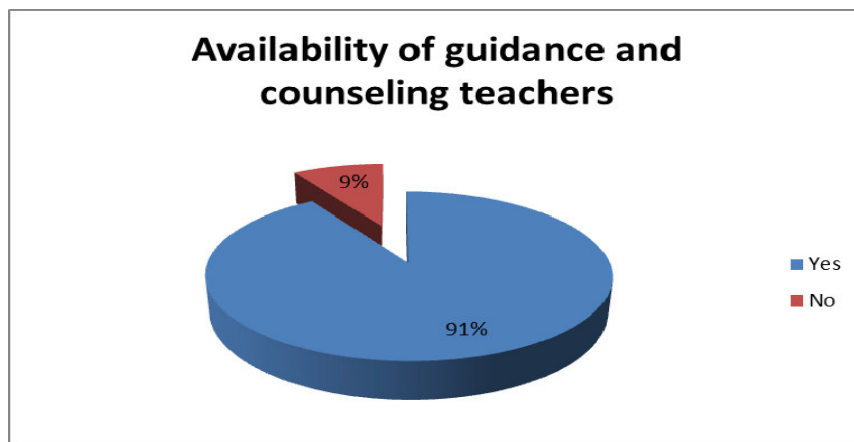


Figure 4.18 Availability of guidance and counseling teachers

A significant number of students in the study indicated that their respective schools had guidance and counseling teachers. The findings support those from the principals and those from the teachers which showed that guidance and counseling was widely used in public secondary schools in Maara District.

4.8.3.2 Number of times which principal talks about guidance and counseling

To determine principals' support for guidance and counseling, the students in the study were asked to rate the number of times their principal talked about guidance and counseling.

Table 4.9 Number of times which principal talks about guidance and counseling

| Response | Frequency | Percentage |
|------------|-----------|------------|
| Very often | 276 | 39% |
| Often | 256 | 36% |
| Rarely | 132 | 19% |
| Never | 39 | 6% |
| Total | 703 | 100% |

A significant number of students indicated that the principal talked about guidance and counseling often with most of them saying the principal talked about guidance and counseling very often. The findings support those from the teachers which indicated that principals in Maara District secondary schools appreciated the significance of guidance and counseling as a behaviour modification tool.

4.8.3.3 Availability of peer counselors

The students in the study were asked whether there were peer counselors in their respective schools. The findings are presented in figure 4.19.

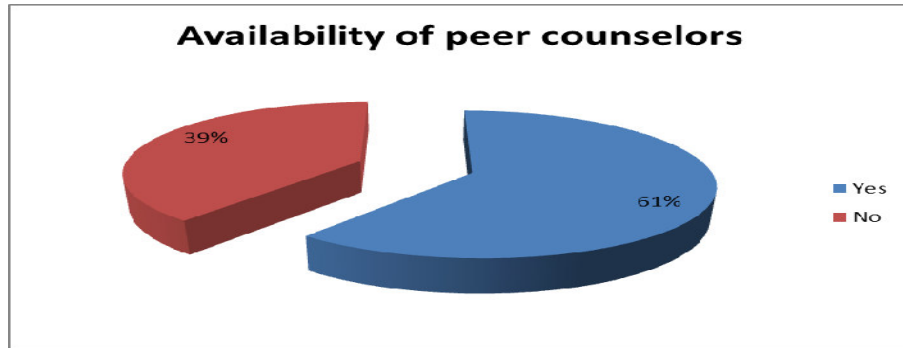


Figure 4.19 Availability of peer counselors

Majority 61% (n=426) indicated that there were peer counselors in their schools. Peer counselors are important as they help solve students' problems without teachers being involved so that students feel more comfortable to talk without fear of reappraisal or punishment.

4.9 Influence of school based factors on boys dropping out

The purpose of the study was to investigate school based factors influencing retention of boys in secondary schools in Maara District of Tharaka Nithi County. To achieve this, the researcher asked the respondents to rate the four variables (teachers' attitude, repetition, adequacy of school physical facilities and use of guidance and counseling) on the extent to which they influenced boys dropping out.

4.9.1 Principals' rating of influence of school based factors on boys dropping out

The researcher asked the principals in the study to rate the four variables (teachers' attitude, repetition, adequacy of school physical facilities and use of guidance and

counseling) on the extent to which they influenced boys dropping out. The findings are presented in Table 4.10.

Table 4.10 Principals’ rating of school based factors on boys dropping out

| Factor | Response | | | | | | | |
|----------------------------------|-----------------|-----|-------------|-----|--------------|-----|------------|-----|
| | Greatest extent | | Less extent | | Least extent | | Not at all | |
| | N | % | N | % | N | % | N | % |
| Teachers’ attitude | 1 | 6% | 9 | 50% | 6 | 33% | 2 | 11% |
| Repetition | 5 | 26% | 8 | 42% | 3 | 16% | 3 | 16% |
| Adequacy of physical facilities | 2 | 10% | 4 | 20% | 7 | 35% | 7 | 35% |
| Lack of guidance and counseling. | 3 | 16% | 8 | 42% | 4 | 21% | 4 | 21% |

Repetition was the factor rated by most principals to have the greatest effect on boys dropping out while inadequacy of physical facilities was rated by most as having the least effect on boys dropping out of school.

4.9.2 Teachers’ rating of influence of school based factors on boys dropping out

The researcher asked the teachers in the study to rate the four variables (teachers’ attitude, repetition, adequacy of school physical facilities and use of guidance and counseling) on the extent to which they influenced boys dropping out. The findings are presented in Table 4.11.

Table 4.11 Teachers’ rating of influence of school based factors on boys dropping out

| Factor | Response | | | | | | | |
|----------------------------------|-----------------|----|-------------|-----|--------------|-----|------------|-----|
| | Greatest extent | | Less extent | | Least extent | | Not at all | |
| | N | % | N | % | N | % | N | % |
| Teachers’ attitude | 2 | 2% | 11 | 11% | 36 | 37% | 49 | 50% |
| Repetition | 8 | 8% | 24 | 25% | 39 | 40% | 27 | 28% |
| Adequacy of physical facilities | 1 | 1% | 12 | 12% | 24 | 24% | 62 | 63% |
| Lack of guidance and counseling. | 3 | 3% | 8 | 8% | 31 | 32% | 56 | 57% |

Repetition was rated by most teachers as having the highest influence on boys dropout rates, adequacy of physical facilities was rated by majority as having the least effect on boys’ dropout rates. These findings are in agreement with those of the head teachers (Table 4.10) where repetition was found to have the greatest influence whereas adequacy of physical facilities had the least influence on boys dropping out.

4.9.3 Students rating of influence of school based factors on boys dropping out

The researcher asked the students in the study to rate the four variables (teachers’ attitude, repetition, adequacy of school physical facilities and use of guidance and counseling) on the extent to which they influenced boys dropping out. The findings are presented in Table 4.12.

Table 4.12 Students rating of influence of school based factors on boys dropping out

| Factor | Response | | | | | | | |
|----------------------------------|-----------------|-----|-------------|-----|--------------|-----|------------|-----|
| | Greatest extent | | Less extent | | Least extent | | Not at all | |
| | N | % | N | % | N | % | N | % |
| Teachers' attitude | 225 | 32% | 164 | 24% | 144 | 21% | 162 | 24% |
| Repetition | 273 | 39% | 147 | 21% | 126 | 18% | 149 | 21% |
| Adequacy of physical facilities | 101 | 15% | 120 | 18% | 157 | 21% | 303 | 45% |
| Lack of guidance and counseling. | 110 | 16% | 74 | 11% | 110 | 16% | 388% | 57% |

Repetition was the factor rated by majority (39%) of students as having the greatest effect on boys dropping out of school while guidance and counseling was rated by majority (57%) of the students as having the least effect on boys dropping out. This shows that repetition was an important factor influencing boys dropping out of school.

4.9.4 Correlation analysis

To investigate school based factors influencing retention of boys in secondary schools in Maara District of Tharaka Nithi County, the researcher carried out a correlation of the independent variables (teachers' attitude, repetition, adequacy of school physical facilities and use of guidance and counseling) with boys' retention as indicated by

dropout rates. The analysis was done in SPSS at 95% confidence level. The findings are presented in Table 4.13.

Table 4.13 Correlation analysis

| Variable | r | df | p |
|---|--------|----|---------|
| Teachers' attitudes towards male students | 0.118 | 97 | 0.07 |
| Repetition | 0.641 | 97 | 0.007** |
| Adequacy of school facilities | -0.296 | 97 | 0.532 |
| Principals' support for guidance and counseling | -0.118 | 97 | 0.62 |

***Significant at 95%.

The findings indicate that repetition ($r=0.641$, $df=97$, $p<0.05$) had a strong positive correlation with boys' retention in secondary schools. This means that the schools where many male students were forced to repeat had more drop outs. This shows that among the school based factors, repetition was the most important factor in predicting boys' retention rates. These findings are in agreement with Anderson (2002) who contends that the pressure caused by repetition may increase students stress levels and lead to drop out. The findings are also in agreement with Ngau (1991) argument that repetition does not improve the achievement of the slow learners but hurts their self-image and their prospects of future success

4.10 Other causes of boys' drop out

The researcher sought to find out other causes of boys drop out from schools. This information would enable the researcher understand better the school based factors

influencing retention of boys in secondary schools in Maara District of Tharaka Nithi County. The findings would also enable the researcher make recommendations for policy and practice.

4.10.1 Teachers responses on other causes of boys' drop out

According to majority 67% (N=65) of the teachers in the study, the greatest cause of boys' drop out of school outside the school based factors was the lack of school fees.

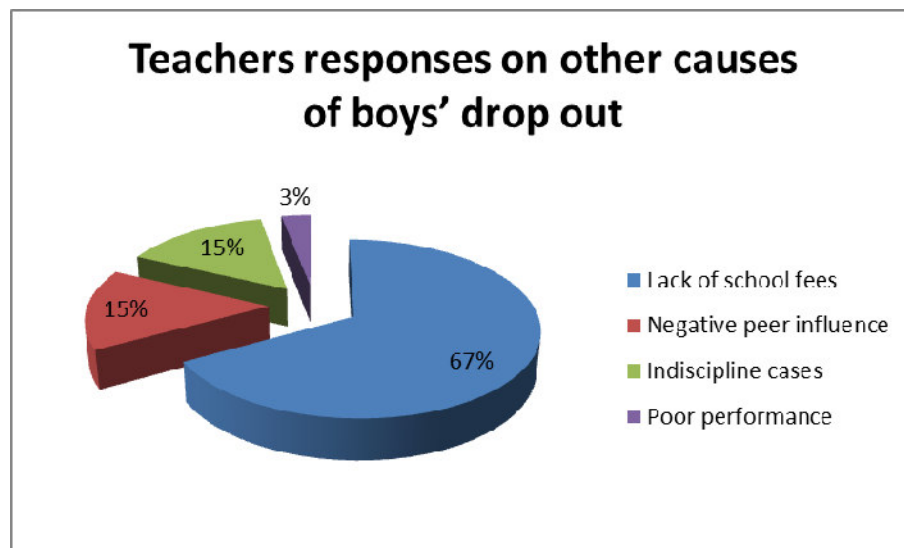


Figure 4.20 Teachers responses on other causes of boys' drop out

4.10.2 Students' responses on other causes of boys' drop out

The students in the study were asked to name other causes of boys dropping out of school.

Table 4.14 Students' responses on other causes of boys' drop out

| Cause | Frequency | Percentage |
|--|-----------|------------|
| Lack of school fees | 423 | 40 |
| Caning | 233 | 22 |
| Supplementary exams after closing school | 198 | 19 |
| Drug abuse | 105 | 10 |
| Poor performance | 98 | 9 |
| Total responses | 1057 | 100% |

***Students could give more than one response

Most (40%) of the male students cited lack of school fees as one of the major reasons why boys dropped out. The findings are in agreement with those of the teachers which indicate that lack of school fees was a prime cause of poor retention of boys in secondary schools in Maara District.

4.11 Remedies for poor boys' retention

The researcher sought to find out from the principals possible strategies that could be employed to reduce boys' dropout rates. This information would enable the researcher understand better the school based factors influencing retention of boys in secondary schools in Maara District of Tharaka Nithi County. The findings would also enable the researcher make recommendations for policy and practice.

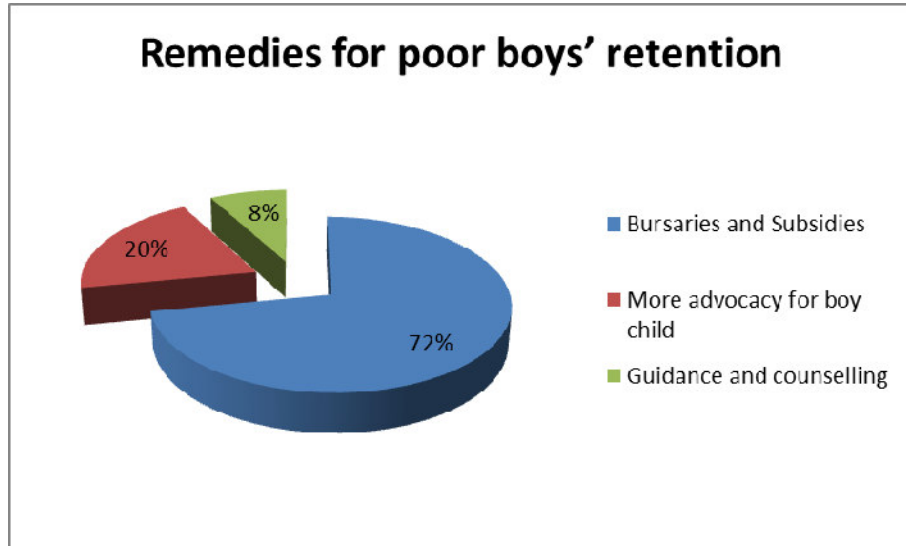


Figure 4.21 Remedies for poor boys' retention

Majority of the principals in the study recommended that the government should provide more bursaries and subsidize school fees for boys. This is because lack of school fees was found to be an important factor causing drop out of boys' from schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This section presents a summary of the major findings of the study. In addition, the section presents conclusions made from the findings in relation to the school based factors that influence retention of boys in secondary schools in Maara District.. Recommendations made by the researcher are also presented.

5.2 Summary of the study

The purpose of the study was to investigate school based factors influencing retention of boys in secondary schools in Maara District of Tharaka Nithi County. The objectives of the study were to determine the degree of influence of teachers' attitude on retention of boys; determine influence of repetition on retention of boys; establish how physical facilities influence retention of boys and to determine how principals' support for guidance and counseling influence retention of boys in secondary schools in Maara District. The data was collected using 891 questionnaires from principals, teachers and students sampled from 40 secondary schools (5 boys' schools and 35 mixed secondary schools) in Maara District of Tharaka Nithi County. Descriptive statistics (frequencies and percentages) were used to analyze data with the help of SPSS software. The findings were presented in form of tables and figures. The following is a summary of the findings based on the objectives of the study.

On the retention of boys' in school, the study found that (55%) of the principals in the study indicated that boys' school dropout was a big problem in their respective

schools. Majority (50%) of the students had witnessed 3 or more cases of boys dropping out.

On the influence of teachers' attitude towards male students on retention of boys, the study found that a significant number 85% (n=17) of the principals in the study indicated that most teachers were in need of change of attitude in the way they relate to or handle boys in their respective schools. Majority (58%) of the teachers indicated that most of the teachers in their respective schools possessed the right attitude to support boys' holistic well-being in school. A significant number 90% (n=653) of the students indicated that their teachers encouraged, inspired, motivated them, created an exciting atmosphere and paid equal attention to the weak and bright students. Teachers' attitude towards male students had a weak positive correlation ($r=0.118$, $df=97$, $p>0.05$) with retention of boys.

On the influence of repetition on retention of boys in secondary schools, the study found that majority 60% (n=12) of the principals felt that it was not necessary for academically weak boys to be asked to repeat so as to improve on their grades. Majority 59% (n=56) indicated that there existed cut-off points which students had to attain in order to be promoted to the next class. Majority (58%) of the male students repeated so that they could improve their performance to enable them join university or get enrolled to the course of their preference. Repetition($r=0.641$, $df=97$, $p<0.05$) had a strong positive correlation with boys' retention in secondary schools.

On how physical facilities influence retention of boys in secondary schools, the study found that majority (60%) of the principals indicated that classrooms were adequate.

A significant number (80%) indicated that sports and recreation facilities were adequate. Sanitation facilities and Boarding were rated inadequate by majority (60%) and 53% respectively. Majority 62% (n=61) of the teachers in the study indicated that the school's physical facilities were adequate. Majority (64%) of the students in the study indicated that their schools' physical facilities were good. Adequacy of physical facilities had a weak negative correlation ($r = -0.296$, $df=97$, $r > 0.05$) with retention of boys.

On how principals' support for guidance and counseling influenced retention of boys in secondary schools, the study found that a significant number 90% (n=18) of principals indicated that guidance and counseling was used in their respective schools as a behaviour modification tool. Majority 60% (12) indicated that guidance and counseling was highly important as a therapeutic and behaviour modification tool. All the principals (n=12) in the study indicated that guidance and counseling had been helpful in assisting boys with variety of problems and difficulties to cope in school. A significant number (83%) of teachers indicated that their respective principals had a high rating of the use of guidance and counseling. A significant number (75%) of students indicated that the principal talked about guidance and counseling often with 39% of them saying the principal talked about guidance and counseling very often. Principal's support for guidance had a weak negative correlation ($r = -0.118$, $df=97$, $p > 0.05$) with boys retention.

Repetition was the factor rated by most (26%) principals to have the greatest effect on boys dropping out while inadequacy of physical facilities was rated by most (35%) as having the least effect on boys dropping out of school. Repetition was rated by most

(8%) teachers as having the highest influence on boys dropout rates adequacy of physical facilities was rated by majority (63%) as having the least effect on boys' dropout rates.

5.2 Conclusion

The researcher concludes that repetition of boys in school contributes to a very large extent in poor retention rates and high boys' dropout rates in public secondary schools. Boys who are made to repeat feel demoralized and the situation is made worse by the mocking from their fellow students. This leads to most of them abandoning school. The researcher concludes that most public secondary school teachers have positive attitudes towards boys education and majority of school are not ideal but are well equipped with amenities and facilities. In addition, almost all the public secondary schools have some form of guidance and counseling be it in the shape of existence of guidance and counseling teachers or peer counselors. These three factors encourage a majority of students to stay in school. The researcher also concludes that school based factors influence poor retention rates to a small extent; the greatest factor influencing boys' dropout rates remains to be lack of school fees.

5.4 Recommendations

Teachers training should involve content that aims to change any underlying beliefs that may lead a teacher to have negative attitudes towards boy education. This will enhance productivity of teachers in encouraging boys and reducing their drop out rates. Repetition should be banned by the ministry of education; instead, structures should be put in place that identify weak students and offer them programmes tailored

to assist each student. Principals and teachers should desist from forcing academically weak students from repeating.

The government, non-governmental organizations and the community should continue to support public secondary schools in terms of infrastructure to make the physical facilities more accommodating thereby creating a comfortable learning environment for boys. When employing or transferring teachers, the Teachers Service Commission should ensure that every school has a guidance and counseling teacher. Every guidance and counseling teacher should then ensure that the school has counseling structures that involve peer counselors so that boys can have their personal issues that may lead to drop out addressed.

5.5 Suggestions for further research

The current study only focused on teachers' attitude, repetition, adequacy of school physical facilities and use of guidance and counseling. Other school based factors such as duties, curriculum and distance to school were not addressed due to financial constraints. Future studies should assess how other factors such as those mentioned influence boy's dropout rates.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION

UNIVERSITY OF NAIROBI,
KIKUYU CAMPUS,
P.O. BOX 92,
KIKUYU.
2nd May 2014

Dear Principal,

RE: SCHOOL BASED FACTORS INFLUENCING RETENTION OF BOYS IN SECONDARY SCHOOLS OF MAARA DISTRICT, THARAKA NITHI COUNTY

I am a post graduate student in the University of Nairobi, pursuing masters of education degree course. I am carrying out a research on the school based factors influencing retention of boys in Secondary schools in Maara District, Tharaka Nithi County, Kenya.

Your school has been selected to participate in this study and you are kindly requested to respond to all the items in the instrument provided. The responses will generate information that will help improve retention of boys in secondary schools in Maara District.

The identity of the respondents will be treated with utmost confidence.

Yours faithfully,

Karati Moses Njue

APPENDIX II: PRINCIPALS' QUESTIONNAIRE

Instructions:

This questionnaire is designed for a study of the influence of the school based factors on retention of boys in secondary schools in Mara District. The researcher requests for your honest opinion on the various issues and factors concerning retention of boys in schools.

Please do not write your name on this questionnaire. The information given shall be treated as confidential information. Kindly answer all questions by ticking in the brackets () or writing your response in the spaces provided.

Section A: Background information

1. What is your gender? Male () Female ()
2. What is your age in years? Below 30 () 30-40 () 40-50 () Above 50 ()
3. What is your professional qualification
4. For how many years have you been a teacher?
5. For how many years have you been the principal of your current school?

Section B:

[1]. (a) (i) How many teachers are there in your school? Males.....Females

(ii) Are they adequate? Yes () No ()

(b) To what extent do you think that most of the teachers in your school are in need of attitude change in the way they relate to and handle boys in your school?

1. Dire need () 2. In need () 3. Uncertain () 4.No need ()

[2]. Do you think extremely weak boys should be asked to repeat classes so as to improve on their grades? Yes () No ()

[3]. What would you say about the adequacy of the following physical facilities in your school? (Tick appropriately).

| Physical facilities | 1. Quite Adequate | 2. Adequate | 3. Inadequate | 4. Critically Inadequate |
|----------------------------------|-------------------|-------------|---------------|--------------------------|
| Classrooms | | | | |
| Sanitation facilities | | | | |
| Sports and recreation facilities | | | | |
| Boarding facilities | | | | |

[4]. (a) (i) Is Guidance and Counselling used as a therapeutic and behaviour modification tool in your school? Yes () No. ()

(ii) If yes, how would you rate the importance of Guidance and Counselling as a therapeutic and behaviour modification tool?

1. Very Highly () 2. Highly () 3. Fairly () 4. Not sure ()

(b) To what extent has Guidance and Counselling assisted boys with variety of problems and difficulties to cope in your school?

1. Quite Helpful () 2. Helpful () 3. Not Helpful () 4. Not Sure ()

[5]. To what extent do the following factors contribute to boys dropping out of your school?

| Factors | 1. Greatest Extent | 2. Less Extent | 3. Least Extent | 4. Not at all |
|---------------------------------|---------------------------|-----------------------|------------------------|----------------------|
| Teachers' attitude | | | | |
| Repetition | | | | |
| Inadequate physical facilities | | | | |
| Lack of Guidance and Counseling | | | | |

[6]. (a) Boys' school dropout has become a major issue of concern in Kenyan secondary schools. To what extent do this statement apply to your school?

1. Very large extent () 2. Large extent () 3. Small extent () 4. Very small extent ()

(b) What are the possible remedies that can be taken to ensure retention of boys in school until they complete form 4?

APPENDIX III: STUDENTS' QUESTIONNAIRE

Information:

This questionnaire is intended for academic use only. Any information will be treated with utmost confidentiality. Kindly answer all the questions truthfully.

Instructions:

- I. Please do **not** write your name anywhere in this questionnaire
2. Tick inside the brackets or write in the spaces provided as the case may require.

Section A: (General Information)

1. Name of your school:.....
2. What is your gender? Male () Female ()
3. What is your age? 12-17 years () 18 years and above ()

Section B:

[1]. How would you describe your teachers in terms of the way they encourage, inspire and motivate you, create an exciting learning atmosphere and pay equal attention to the weak and the bright students alike?

1. Very Good () 2. Good () 3. Poor () 4. Very Poor ()

[2]. (a) Have you ever repeated a class in secondary school? Yes () No ()

(b) If yes in (a) above;

(i) What are the number of times you have repeated

(ii) What was the cause of your repeating?

[3]. What would you say about the physical facilities such as classroom space, laboratories, toilets and library in your school?

1. Very Good () 2. Good () 3. Poor () Very Poor ()

[4]. (a) Does your school have Guidance and Counselling teachers? Yes () No () (b)

If yes, how often does your school principal talk about Guidance and Counseling?

1. Very Often () 2. Often () 3. Rarely () 4. Never ()

b) Are there a peer counselors in your school? Yes () No. ()

[5]. To what extent do the following factors contribute to boys dropping out of your school?

| Factors | I.Greatest Extent | 2. Less Extent | 3. Least Extent | 4. Not at all |
|---------------------------------|--------------------------|-----------------------|------------------------|----------------------|
| Teachers' attitude | | | | |
| Repetition | | | | |
| Inadequate physical facilities | | | | |
| Lack of Guidance and Counseling | | | | |

[6] (a) Name the number of cases you can remember of students dropping out of your school. .

(b) Name three main reasons for the cases of boys' dropping out

.....

Thank you very much

APPENDIX IV: TEACHERS' QUESTIONNAIRE

Introduction:

This questionnaire is designed for a study of the influence of the school based factors on retention of boys in secondary schools in Mara District. The researcher wants to know your honest opinion on the various issues and factors concerning retention of boys in schools. The information provided can be used to reduce drop out phenomenon particularly in Maara District.

Instructions:

Please do not write your name on this questionnaire

The information given shall be treated as confidential information

Kindly answer all questions by ticking in the brackets () or writing your response in the spaces provided.

Section A: (Background information)

1. What is the name of your school.....
2. Please indicate your gender Male () Female ()
3. Please indicate your age in years: years
4. Indicate your professional qualification.....
5. For how many years have you been a teacher?.....years
6. For how many years have you been a teacher in your current school?years

Section B:

[1]. (a) To what extent do you agree that most of the teachers in your school possess the right attitude that would support boys' holistic well being in your school?

1. Strongly Agree () 2. Agree () 3. Disagree () 4. Strongly Disagree ()

[2]. Is there a cut-off point that students must attain in order to be promoted to the next class in your school, Yes () No ()

[3]. What is your opinion about the adequacy of physical facilities in your school?

1. Quite Adequate () 2. Adequate () 3. Inadequate () 4. Critically Inadequate ()

[4]. (a) Does your schools offer Guidance and Counseling services to boys? Yes () No ()

(b) If yes, how does your principal rate Guidance and Counseling in your school?

1. Very Highly () 2. Highly () 3. Fairly () 4. Lowly ()

[5]. To what extent do the following factors contribute to boys dropping out of your school?

| Factors | I.Greatest Extent | 2. Less Extent | 3. Least Extent | 4. Not at all |
|---------------------------------|--------------------------|-----------------------|------------------------|----------------------|
| Teachers' attitude | | | | |
| Repetition | | | | |
| Inadequate physical facilities | | | | |
| Lack of Guidance and Counseling | | | | |

[6]. What are the reasons, starting with the most common, for boys dropping out of your school?

.....

.....

.....

Thank you very much for your cooperation

APPENDIX V: RESERCH AUTHORIZATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No.

Date:

16th June, 2014

NACOSTI/P/14/4459/1942

Moses Njue Karati
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School based factors influencing retention of boys in secondary schools of Maara District, Tharaka Nithi County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Tharaka Nithi County** for a period ending **31st May, 2016**.

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

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


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
The County Director of Education
Tharaka Nithi County.

APPENDIX VI: RESEARCH PERMIT

**THIS IS TO CERTIFY THAT:
MR. MOSES NJUE KARATI
of UNIVERSITY OF NAIROBI, 64609-620
NAIROBI, has been permitted to conduct
research in Tharaka-Nithi County**

**on the topic: SCHOOL BASED FACTORS
INFLUENCING RETENTION OF BOYS IN
SECONDARY SCHOOLS OF MAARA
DISTRICT, THARAKA NITHI COUNTY,
KENYA**

**for the period ending:
31st May, 2016**



**Applicant's
Signature**

**Permit No : NACOSTI/P/14/4459/1942
Date Of Issue : 16th June, 2014
Fee Received :Ksh 1,000**



**National Secretary
National Commission for Science,
Technology & Innovation**

CONDITIONS

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

RESEARCH CLEARANCE PERMIT

Serial No. A 1932

CONDITIONS: see back page