

**FACTORS INFLUENCING DROPOUT RATE AMONG BOYS IN PUBLIC  
PRIMARY SCHOOLS IN SABOTI SUB COUNTY TRANS NZOIA COUNTY,  
KENYA**

**CHEROTICH JUDITH CHENEKET**

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award of the Degree of Master of Arts in Project Planning and Management,  
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**DECLARATION OF THE STUDY**

I declare that this research project is my original work and has not been presented to any other University.

Sign .....

Date: .....

Cherotich Judith Cheneket

L50/12547/2015

This research project report has been submitted for examination with my approval as the University supervisor.

**Sign:** .....

**Date:** .....

Dr. Patrick Cheben Simiyu

Lecturer,

Department of open and Distance Learning

University of Nairobi

## **DEDICATION**

I dedicate this work to my parents Moses W. Cheneket and Rosemary Chemtai Cheneket who encouraged me and never got tired to pray for my success in life.

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## **LIST OF ABBREVIATIONS**

<b>AEO</b>	: Area Education Officer
<b>CC</b>	: County Commissioner
<b>ECDE</b>	: Early childhood Development Education
<b>EFA</b>	: Education for ALL
<b>KCPE</b>	: Kenya Certificate of Primary Education
<b>KHRC</b>	: Kenya Human Right Commission
<b>MOEST</b>	: Ministry of Education Science and technology
<b>NCST</b>	: National Council for Science and Technology
<b>NGO</b>	: Non- Governmental Organization
<b>PDO</b>	: Professional Development Officer
<b>SCEO</b>	: Sub-County Education Officer
<b>UNESCO</b>	: United Nations Education Science and Cultural Organization.
<b>UNICEF</b>	: United Nations International Children Education Fund
<b>UPE</b>	: Universal Primary Education

## **ABSTRACT**

The purpose of this study was to find out factors influencing boys to drop out of school in Saboti Sub-county, Trans Nzoia County, Kenya. The main objective of this study were to determine the influence of learner's characteristics to establish the influence of Socio-cultural activities, to investigate the influence of Socio-economic factors and to investigate the influence of geographical factors on the drop-out rate amongst boys in Saboti Sub-county, Trans-Nzoia County, Kenya. Abraham Maslow's Theory of Hierarchy of needs guided this study. The study was conducted in 32 public primary schools in Trans-Nzoia west District using descriptive survey. The study comprised of 32 head teachers, 256 class teachers and 880 boys in standard eight 2016 totaling to a target population of 1168. The sample size was 10 head teachers 76, class teachers and 264 standard 8 boys in 10 schools. Reliability of the instruments was determined by piloting instruments in the neighboring Endebess Sub-county and validity was enhanced by requesting research methods experts from the University of Nairobi in the area of research who examined the instruments for content validity. Qualitative and quantitative data was analyzed and presented in tables of frequencies means and percentages. The key findings revealed that broken families, poverty in households and poor supervision by parents affected retention of boys in school. This findings can help head teachers ministry of education officials, teachers service commissions and any other interested parties in developing sustainable interventions to keep the boy child in school, based on the various factors that influence there dropout rates. It was recommended that: Learners should be encouraged so as to have high self esteem and self motivation to learn no matter the circumstances surroundings their families. The teachers should also learn how to handle the students so as to make them concentrate in their studies leading to enjoyment of learning. Culture should be appreciated at all costs but it should not be an impediment to education. Education should be used as a way out of poverty. The learners should only engage in income generating activities during free time as opposed to during school sessions. The government should improve the roads so as to encourage the learners to attend schools in all seasons. Schools should also be built in the community to avoid the learners having to walk long distances to get to school.

# **CHAPTER ONE**

## **INTRODUCTION**

### **1.1 Background to the Study**

Education is the process through which individuals are made functional members of their society(Ocho, 2005).Education has been described as the most important aspect of human development and key to successful living especially among the youth (Mikael, 2011.) United Nations (1993) and children Act (2001) recognizes that education is a basic human right that every child must enjoy. Education is an important tool for imparting knowledge, skills and value from one generation to another (Oluoch 1982). The importance of education as an agent of social – economic development is underscored, yet learners continue to dropout from schools. The universal declaration of human rights 1948 states categorically that education is a fundamental right for all and is protected through various international conventions. UNESCO 2000 also emphasizes that all children have the right to benefit from education in order to meet their basic learning needs in the best and fullest sense of the term.

According to the World Bank (2001), an educated population is essential for economic growth and, more generally, for a higher quality of life. Basic Education Coalition (2004) contend that education is one of the most effective development investments countries and their donor partners can make, hence education is the driving force behind any strong economy and a prerequisite for social and economic growth (Lock heed & Verspoor,1991). It creates opportunities and provides societies with a skilled workforce that is necessary for stimulating development (Govender & Steven, 2004.) It is also generally considered a key factor in reducing poverty and child labour. The other benefits

include, but are not limited to; promoting democracy, peace, tolerance and development (UNICEF, 2002)

In an effort to provide Basic Education, Universal Primary Education ( UPE) policy has been entrenched in the education systems of many countries in Sub – Saharan Africa (SSA) as a strategy for achieving Education for All (EF A) goal since the mid – 1990s (A Venstrup, Liang, & Nellemann, 2004). The EFA goal has been recognized as an international commitment with an intention of bringing the benefit of education to “every citizen in every society”.

UNESCO global monitoring report on progress of UPE achievement released in 2005 found out that 22 countries in SSA were far from achieving the Education for All (EFA) goals. According to that report, most countries had low enrollments in primary Education and gender ratios were highly unequal. Moreover, there was widespread illiteracy, poor educational quality and high school dropout rates. Since 2010, Kenya’s constitution buttresses the right of every Kenyan child to have a quality and compulsory education (Gordia, 2013) and to strengthen its education in the country’s new development blue print which covers the period 2008- 2030 which aims at making Kenya a new industrialized, middle income earning country, providing high quality life for all of its citizen by the year 2030. Education is among the six pillars upon which the development agenda is based on.

Sabates, Akyepong, West brook and Hunt (2010) reported that children are starting primary school in greater numbers than ever before but dropout rates are significant and this leads to low levels of primary school completion in many countries. United Nations Summit (2010) reported that in Sub – Saharan Africa, more than 30% of primary school

pupil dropout before reaching the final grade. Bruneforth (2006) reports that more than a half of all children aged 10 – 19 who had already left primary school and did so without completion in Burkina Faso, Ethiopia, Kenya, Mali, Mozambique and Ghana.

The patterns and process of school dropout are likely to be substantially different for boys and girls. Different social norms, values, believe traditions and practices have strong discriminatory elements militating against girl's educational persistence and performance. (Colclough, Rose & Tembon, 2000). The Eastern African countries recognize education as an important sector which contributes to social – economic, political and cultural development. In many areas dropout from education is disproportionately experienced by girls though there are an increasing number of locations where boys dropout more frequently, especially where there are income earning opportunities (Hossain, 2010.)

Trans-Nzoia County in Kenya is one such location where boys' dropout more frequently as compared to girls, the primary completion rate is low and dropout rates is high for boys. The Ministry Of Education estimates that dropout rates , though varying by gender and region, continue to be of great concern to places such as Trans –Nzoia, Garissa , Wajir and Mandera counties, which had recorded the highest dropout rates from 2009 – 2013. Western region recorded the lowest dropout rates followed by central and Eastern. Boys in Trans – Nzoia County are estimated to dropout more frequently than girls as shown in the table below. The data on completion rate and dropout rates by gender and region is summarized on table 1 and 2 respectively.



**Table 1: Primary Education Completion Rate by Gender and Region 2009-2013**

Region	2009		2010		2011		2012		2013	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>Central</b>	82.5	84.4	91.5	92.1	91	89.8	85.8	82.3	87.3	85.1
<b>Coast</b>	59.5	40.2	69.2	47.3	73.7	80.2	80.2	53.2	88	58.8
<b>Eastern</b>	73.2	71.3	83.5	79.1	85.4	78.5	82.3	75.9	88.3	80
<b>Nairobi</b>	75.1	69.8	84.1	76.6	88	79.8	88.1	78.1	93.5	82.2
<b>North</b>	42.1	37.8	47.3	49.6	48.0	49.9	50.2	52.3	53.1	56.8
<b>Eastern</b>										
<b>Nyanza</b>	80.2	63.7	88	69.8	89.3	69.7	86.7	68	89.9	72
<b>Rift</b>	39.3	45.2	43.3	46.6	46.4	50.8	48.5	52.4	53.7	57.2
<b>Valley</b>										
<b>Western</b>	72.2	66.9	84.5	75.5	85.9	74.9	85.7	75	92.9	81.6

**Source: Ministry of Education, Trans Nzoia County. 2009 – 2013**

Data on table 1.1 show that primary education completion rates for boys in Trans-Nzoia is lower than that of girls. In the year 2009, 39.3% of the boy's completed primary education compared to 45.2% of the girls. The same trend of more girls completing primary education compared to boys is repeated across the years. These data points towards more boys repeating or dropping out of school compared to girls.

**Table 2: Primary Education Dropout Rate by Gender and Region 2003- 2013**

Region	2009		2010		2011		2012		2013	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
<b>Central</b>	1	0.8	5.2	3.9	3.5	3.2	4.6	2.2	2.2	1.6
<b>Coast</b>	1.9	1.8	5.6	8.5	7.7	6.7	7.3	8.5	5.4	5.9
<b>Eastern</b>	2.4	2.4	6.6	7.8	5.6	4.4	9.9	9.6	1.1	2.1
<b>Nairobi</b>	2.3	2.2	6.5	7.2	4.7	4.3	6	5.3	3.3	3.6
<b>North</b>	2.3	3.1	12.2	21.4	6.4	8.1	8.7	15.9	4	6.1
<b>Eastern</b>										
<b>Nyanza</b>	2.8	3.1	6.5	9.2	3.9	5.3	6.4	5.7	2.3	4.4
<b>Rift</b>	1.9	1.4	5.7	5.6	6.3	5.7	7.5	5.6	4.2	4
<b>Valley</b>										
<b>Western</b>	2.4	2.4	6.6	7.8	5.6	4.4	9.9	9.6	1.1	2.1

Source: Education Statistics Booklet MoE, 2009 – 2013

Table 2 confirms the data of Table 1, showing that more boys in Trans – Nzoia county dropout of school at a higher rate compared to girls for instance, in the year 2010 more boys, 7.5%, compared to 5.6% of the girls dropped out of school.

The Minister of Education while releasing the Kenya Certificate of Primary Education (KCPE) Examination results for the year 2012 reported that there were more girls than boys who sat for the Exam in Rift Valley, Eastern and Central regions. He went further to say that in these regions there is need to start worrying about the boy child before the issue becomes a challenge.

Debson (2001), in his book ‘Bringing up Boys’ outlines that for three decades steps are being taken to address the issue of girls being discriminated against sexually harassment, disrespect and given little consideration in school. He goes on to state that boys compared to girls in America are three times more likely to be registered as drug addicts.

Four times more likely to be diagnosed as emotionally disturbed and are at a greater risk for autism, sexual addiction, alcoholism, and criminal behavior. He traces the issues to their roots within the family and the poisonous atmosphere of modern culture.

Hightower (2008) reveals that boys dominate in disciplinary referrals, suspensions and expulsions. Despite the many issues that appear to affect the boy child, the focus of this study will be on factors influencing the dropout of boys in schools. Failure to complete a basic cycle of primary school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education (Sabates, Akyeampong, Westbrook and Hunt 2010). This study will therefore be directed towards the factors influencing dropout of the boy child in basic schools in Saboti Sub – County, Trans – Nzoia County, Kenya.

## **1.2 Statement of the Problem**

Enrolment of girls in any primary school could not beat that of the boys nationally and it was higher than that of the girls as compared in recent years (UNESCO, 2003) This challenge pro-habits the achievement of the universal primary education for all [EFA 2003] and millennium development goal number two that states that by the year 2015 boys and girls are equally to complete primary school. However, in the recent years after the fight an girl child education, the trend has become a reverse boy child who has now become an endangered species as concerns his education (world bank, 2005).

The recent report from county education board is warring and the rate of the boy child dropout in public primary schools. Boys retention in school has started becoming a challenge but bearing fruits for girls. It is from this back drop that this research endeavored to investigate on the boy child dropout rate in public primary schools in Saboti Sub-County, Trans-Nzoia County.

### **1.3 Purpose of the study**

The purpose of the study is to investigate on the factors influencing dropout rate among boys in public primary schools in Saboti sub-county, trans-Nzoia County.

### **1.4 Objectives of the study**

The study was guided by the following objectives;

1. To determine how learner characteristics influence dropout rate amongst boys in public primary schools Saboti sub county, Trans Nzoia county Kenya.
2. To establish how social- cultural activities on the boy child dropout in public primary schools Saboti sub county, Trans Nzoia county Kenya.
3. To assess the extent to which social economic factors influence dropout rate among boys in public primary schools Saboti sub county, Trans Nzoia county Kenya.
4. To establish how geographical factors influence the dropout rate amongst boys in public primary schools Saboti sub county, Trans Nzoia county Kenya.

### **1.5 Research Questions**

The study answered the following questions

1. How does a learner characteristic influence the dropout rate of the boy child in public primary schools in Saboti Sub County, Trans Nzoia county Kenya?
2. How does a socio-cultural factor influence the dropout rate of boys in public primary schools in Saboti Sub County, Trans Nzoia county Kenya?
3. To what extent does a social- economic factor influence the dropout rate amongst boys in public primary schools in Saboti Sub County, Trans Nzoia county Kenya?
4. How does a geographical factor influence the dropout rate amongst boys in public primary schools in Saboti Sub County, Trans Nzoia county Kenya?

### **1.6 Significance of the Study**

The significance of the study was to find out information through research that would retain boy child in public primary schools until they completed their cycle of education successfully. By investigation the factors influencing dropout rate among boys in public schools would be unearthed and be easier to control. It was hoped that it would enable education policy-makers to implement and research on the mitigation factors needed to address the problem of the dropout rate among boys in public schools and its influences on academic performance.

The results were hoped to enlighten curriculum developers by providing essential information on economically affordable education for all Kenya children this was to form a base on which other studies would be undertaken to develop education policies in future that may look into factors influencing dropout rate among boys child in public primary schools and their challenges. The affected parents would be able to use the law to safeguard their children from the menace.

The concerted efforts by the area administrators, the politicians, the teachers, parents, the law to enforcers and the clergies would be of great importance if they massively intervened. It was hoped that meaningful information would be found that would be help stop the ever cases of dropout. The immediate beneficiaries would be the learners as they would be able to realize their dreams of completing their education which will allow them transit to the next level of education. There would be no longer dropouts as they would trains in boys' meaningful fields to allow them to live a better life together with their families.

The parents would also benefit in the sense that their children could be able to reduce the economic burden through gainful employments. The taxpayers would also benefit by being relieved of the burden of rising taxation rates. This would give room to the children to attend classes regularly and hence uplift their parents from the circle of pregnancies and challenges that are experienced from boy child dropout rate from public primary schools would be evaded. The schools management committees will concentrate on school development and assist teachers in the improvement of the school quality standards than wasting time searching for whoever is absent due factors influencing dropout rate among boys in public primary schools.

This would enable the teachers have much time to attend to the children wholesomely and enable them to fully attend the classes and realize good examinations results. By so doing, teachers would get motivated to have the urge of concentrating on teaching the children. The school management committees being eyes of the community would sensitize parents on the importance of boys attending classes regularly. They would also convince the parents setting up the school culture on pupils' school attendance that would

be binding to every school community member. The politicians would directly benefit because the people in the constituency would be enlightened hence would be employed to reduce crimes.

### **1.7 Assumptions of the Study**

The study was guided by the assumptions that the respondents would be willing to give reliable information about drop outs among the boy child. It was also assumed that that the respondents would be willing to take part in the study to the end.

### **1.8 Limitations of the Study**

The main limitation of this study was the gathering of an adequate sample size of the boys who had dropped out of school. This was because some had acquired employment elsewhere and were not willing to be associated with school and the research work. Some respondents hesitated to provide useful information about boys dropping out because they culturally believe that boys were born strong but this problem was overcome by creating good rapport with them. The study was also limited by the respondents' unwillingness and cooperation to give answers to the questionnaires and this problem was overcome by assuring them of confidentiality. Some respondents were not honest in giving answers to the questions in the questionnaires hence the researcher was not able to get the exact problems faced by the boy child. Saboti sub-county is situated in a hilly terrain and transport was a challenge, many schools could only be reached by foot hence taking a long time than expected to collect data.

## **1.9 Delimitations of the Study**

Trans Nzoia county has five sub – counties but this study was only limited to Saboti Sub County. The study was confined to boys who had dropped out of primary school, boys in standard Eight (8) 2015, education officers, Head teachers, class teachers and Parents[fathers and mothers]of Saboti sub – county. The study only focused on factors influencing dropout rate among boys in public primary schools of Saboti sub-county.

The teachers who were interviewed during the research were mainly those in administration thus the Head teachers and class teachers leaving out the other teachers because the Head teachers and class teachers have the admission and enrollment records. The class teachers also knew the number of learners/ at the beginning of the term and at the end of the term from the class registers. The standard eight boys were selected to participate in the study leaving the other learners because they had stayed longer in schools than standard 1-7 boys and they may have noticed most of their classmates dropout.

## **1.10 Definition of Significant Terms**

**Dropout:** any boy child who leaves school before completing the primary school cycle.

**Drop-out Rate** – percentage of boy child leaving school before completing primary school cycle.

**County** – A political and administrative division of a state, providing certain local governmental services.

**Community** – A group of people living in the same place or having a particular characteristic in common.



**Culture** – A characteristic and knowledge of a particular group of people, defined by everything from language, religion, social habits, music and arts.

Geographical factors-

**Socio-economic factors** – characteristics of family in terms of moral, cultural, ethical education and income levels.

**Investigation** – The act or process of investigating a careful search or examination in order to discover facts.

**Social** – of or relating to human society and its modes of organization; social classes; social problems and social issue.

**Public primary school** – A type of a school that is developed and maintained by public funds obtained from government, parents and communities, where pupils come to school in the morning and go home in the evening.

### **1.11 Organization of the Study**

The study was organized in five chapters. Chapter one consist of the background to the study which was composed of the following sub-topics ; the background to the problem ; statement of the problem ; purpose of the study; objectives of the study; research questions; limitations of the study; basic assumption; significance of the study and the organization of study. Chapter two consists of the literature review. Chapter three consist of the research methodology under the following sub – heading ; Introduction, Research design, target population; sample size, sampling procedures; the research instruments; validity of the research instruments; reliability of the research instruments; data collection procedures; and data analysis techniques. Chapter four covered data analysis and

discussion of findings. Chapter five included summary of the research findings, conclusion and recommendations of the study.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

This chapter reviews literature on the concept of dropout, learners' characteristics, Socio-cultural activities, family socio-economic factors and effects of girl child education influencing school dropout. Theoretical framework for the study also provided a summary of the reviewed literature and gaps in the review. Finally, the chapter provided a conceptual framework for the study.

#### **2.2 Concept of boy child school dropout rate**

Oxford advanced learner dictionary 2014 states that a dropout pupil is a person who leaves school or college, before completion of his/her studies. It also refers to children who are enrolled but stay out of school for a long period of time and who do not complete the given cycles in school. Further, in some cases it may also mean that enrolled pupil leave school before they finish the intended education cycle. The dropout rate amongst boy-child vary within and between the countries as is observed by (Abuyo & Musyoka 2013) The boy child of the 20<sup>th</sup> century has been faced with many problems that make him dropout of school (Ananga, 2011) such problems include demotivation, over-stretched by adolescence suppress by over-praising girls and overburdened by outdoor activities. This is a worldwide problem of the boy child dropout that has forced the researcher to study the boy child dropout of school and find out ways of controlling the boy child dropout.

### **2.3 Influence of learner characteristics on boy child dropout rates**

Motivation of learners can be characterized by their willingness to initiate learning activities, their continuous involvement in a learning task, and their long term commitment to learning. Learners need to be motivated both in the home and school environment. Teachers and parents should be aware that motivation in the home environment and school is an important factor to encourage learners to continue with their studies. When learners are motivated, they manage stress and are also eager to initiate learning activities, they are willing to take tasks, they remain involved in a learning task and they show a commitment (Coetzee, Louw & Hawksley, 2002).

The older the boy is, the greater the chances of not completing the basic cycle of basic school (Cameron, 2005). This is due to the fact that for older children, the opportunity cost of schooling increases significantly and with this a pressure to work or to get married (UNESCO, 2005). Boys who performed poorly tend to stay away from school more frequently; weak academic performance often leads to grade repetition; repeaters and underachievers attend school intermittently; and this somewhat circular chain of events is eventually broken when learners dropout of the Education system (Hunt, 2008).

The World Bank (2007) points out that far from being safe havens for learning, schools are often sites intolerance, discrimination and violence. Girls are disproportionately the victims. Many girls who surmount the barriers preventing from attending school face harassment and sexual abuse from their peers or from teachers once they are enrolled. Aggressive and intimidating behaviour and unsolicited physical contacts such as touching and groping assault, conceive sex and rape, or constitutes forms of sexual abuse that force girls out of school. This view is supported by MOE (2007) which point that such

incidences occur in school. Gender differentiation and its oppressive tendencies especially on the girl child and woman started right from birth. From the time babies are born treat boys and girls differently (Kibera and Kimokoti, 2007). There is documented evidence that female education is one of the most important forces of development (King, 1999). While it is important to educate both boys and girls FAWE enumerates a number of reasons in favor of educating the girl child because it has the highest return in the developed countries; it has multiplier effects and empowers women to bring about other necessary changes like family size increased income and market productivity. Although it is agreed that educating female brings more benefits to society than educating males, more males especially in less industrialized economies of Africa continue to go to school and work their way up the ladder (Muller, 1990). Most societies worldwide prefer to educate boys to girls. The society does not put a lot of emphasis on the education of girls. It is argued that a woman does not need to be educated because unlike the man who is the head of the family and bread earner is expected to be a wife, home maker and a mother (Kibera, Wairimu and Kimokoti, (2006). This –practice ignores the practice that over 30 percent of families worldwide, Kenya included are now headed by women (McKenzie, 1993). According to the study conducted by (Tumti, 1985) girls aspiration is energized by guidance and counseling.

The older the boy is, the greater the chances of not completing the basic cycle of primary school (Cameron, 2005). This is due to the fact that for older children, the opportunity cost of schooling increases significantly and with this a pressure to work or to get married (UNESCO, 2005). Boys who perform poorly tend to stay away from school more frequently; weak academic performance often leads to grade repetition; repeaters and

underachievers attend school intermittently; and this somewhat circular chain of events is eventually broken when pupils drop out of the education system (Hunt, 2008).

Boys who suffer from ill health and poor nutrition are inclined to attend school irregularly, are more likely to repeat grades, and eventually drop out. Poor health makes it impossible for boys to maintain motivation and sufficiently high levels of concentration; and has also been found to result in poor cognitive function (Roso & Marek, 1996).

High levels of indiscipline at school are indicative of boys becoming disengaged with school and this eventually leads to drop out. In a study by Wamalwa (2011) on indiscipline cases reported among boys in Dagoretti District, 35.2% of the teachers who participated in the study reported that the boy child was abusing drugs and substances, 54.5% reported that the boy child played truant, 19.3% reported that the boy child demonstrated aggressive behaviour such as bullying and fighting.

Disadvantaged boys, who are popular in violent groups, are much more prone to dropping out of school when compared with other youths. Involvement with such groups reportedly provides an additional factor that pulls young males away from school. Results showed a negative association between peer acceptance and school dropout, and that acceptance into a violent group compromises educational attainment with disadvantaged boys (Staff and Kreager, 2008). Even though individual factors are personal, they could be affected by other factors, such as teacher-learner interactions, school rules and interactions with parents (Ou and Reynolds, 2008).

## **2.4 Influence of socio - cultural factors on the boy child dropout rates**

Hunter and May (2003) describe a ‘particularly notable’ relationship between family background and dropping out. Here, boys from poor families, from single-parent families, boys of poorly educated parents and those with fewer role models in higher education, were more likely to drop out.

Poverty and economic challenges of the time contribute to lack of motivation, negative self-concept in terms of academic abilities, failure at school, domestic violence, delinquency, and higher dropout rates (Prinsloo, 2004). The changing nature of the family affects schooling access (Edet and Ekegre, 2010). Boys whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school (Russel, 2001).

The number of children within a household is important in many cases and can be a ‘significant determinant’ of access (Boyle, Brock, Mace, and Sibbons, 2002), but research differs on the impact of household size on access and drop out. Some studies indicate that with larger household sizes (and in particular numbers of children) the financial burden/potential workload is greater; children are less likely to attend school, and often dropout. However, with more children in the household, jobs can be spread between them and siblings more likely to attend, e.g. in Ethiopia (Colclough et al, 2000).

Children living in large households are less likely to dropout than children living in a household with three or fewer members (Chernichovsky, 1985).

Bereavement amongst family members and in particular parents often makes children more vulnerable to dropout, non-enrolment, late enrolment and slow progress (Nyamukapa and Gregson, 2005). Orphan-hood often exacerbates financial constraints for poorer households and increases the demands for child labour and dropout. This is more pronounced in the era of HIV/AIDS (Hunter and May, 2003)

Ersado (2005) talks of ‘the widely accepted notion that parental education is the most consistent determinant of child education (and employment decisions)’. Higher parental/household head level of education is associated with increased access to education, higher attendance rates and lower dropout rates (Ersado, 2005). A number of reasons are put forward for the link between parental education and retention in school. Some researchers indicate that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Pryor and Ampiah, 2003).

Cultural practices have always favored boys in the African community. These include practices such as inheritance, being the head of the family, owning assets etc. Boy child dropout can there be attributed to the notion that the boy child is the inheritor of the property in the home leads to the boy child dropout.

Cultural practices such as live stock farming influence the boy learner dropout so as to take care of the parents’ animals. Other cultural norms were; it wrong for a boy to show any form of weakness and emotions is unacceptable. May lead to emotional strife hence leading to the boys dropping out as they are not expected to show or share their problems. On the other hand, crusaders of equity have placed a lot of on girl child education in many countries so as to meet the (EFA Goals, 2000) leading to the ignoring of boy child education.



Social factors such as diseases also lead to boy child dropout. According to Coetzee, Hawksley & Louw (2002), the Human Immune Virus (HIV) affects different people in different ways. Coetzee, Hawksley & Louw (2002) state that most young people living with HIV and Acquired Immune Deficiency Syndrome (AIDS) in Kenya contracted the virus through sexual intercourse, As Broadus and Bryan, (2008) point out; orphans may put pressure on older relatives who become their primary care givers. However, in most cases the older relatives get tired due to poverty and the older siblings are forced to take the adult roles. This leads to school dropout among the boys.

In some cases the learners may be forced to relocate from their familiar neighborhood; and siblings may be split apart, all of which can harm their schooling leading to dropouts. Boys are more affected because they are told to behave in a mature manner right from their childhood and at the adolescence and more so after circumcision despite their age, they can be asked to take care of their young siblings in a mature way (young parenting).

Some religious beliefs and doctrines if not well monitored and evaluated can cause indiscipline cases among boys especially adolescents (Roderick, 1995).

Circumcision has ancient roots among several ethnic groups in sub-equatorial Africa and is still performed on adolescent boys to symbolize their transition to warrior's status or adulthood. In Africa, the distribution of circumcision and initiation rites through Africa and the frequent semblance between details of ceremonial procedure in areas thousands of miles apart, indicate that the circumcision rituals has an old tradition behind it and in its present form is a result of long process of development. The Niger-Congo speaking people predominantly have and had male circumcision which occurred in young warriors initiation schools.

Certainly, the warrior schools with male circumcision were part of the ancestral societies and cultural repertoire. In Lesotho, reports say there is a spike in the number of boys as young as 12 years old are enrolling at traditional initiation schools. These schools train boys for 3-4 months in the mountains away from their homes preparing them to be circumcised. However, after the boys return to their villages, officials say they rarely continue with their education because they are viewed as men and because they are indebted to the initiation schools the boys have to work to repay their debts, leading to boys dropping out of schools.

A study by Oxfam (2004) carried out in Kenya, Uganda and Tanzania revealed the cultural practices of withholding girls from enrolling or discouraging those enrolled from continuing with further studies due to beliefs. In Kenya, enrollment in secondary school education level has grown by 18.3 percent from 882,390 students in 2003 to 1,043,467 in 2006. However, disparities in gender have persisted. In 2004, the national completion rate was 91.5 percent for boys and 87.5 percent for girls registering a gap of between 4 percent in favour of boys Oxfam (2004). In Masaba North district, Masaba district development plan (2002 – 2008) reveals that the provision of education facilities and opportunities exhibits gender bias. According to this document, there were low enrolment levels and high dropout rates among girls. Efforts are therefore required to enhance enrolment and discourage dropouts in both day and boarding secondary schools. At primary level, the boys and girls are given equal opportunities. However, in cases of limited financial resources, boys are given preference (Masaba District Development Plan, 2002 – 2008).

According to the latest Kenya Demographic Health Survey (KDHS), 40 percent of adolescent girls without any education are either pregnant or have already become mothers. This is in spite of the fact that there is a return to work program, a policy introduced by the government to allow girls who have already fallen pregnant to return to school. According to the latest survey in Masaba North District, the rate of drop out in public day secondary schools for girls is more alarming than public boarding secondary schools, (Education Report, 2009). The percentage for day secondary schools ranges between 40 percent and 45 percent in the last five years while in boarding is between 35 percent and 40 percent, (MNSR, 2011). According to UNICEP (2003), non-discriminating education benefits both girls and boys and thus ultimately contributes to more equal relationship between women and men. Equality of access to and attainment of qualifications is necessary if more women are to become agents of change. Literacy of women is an important key to improve health, nutrition and education in the family and to empowering women to participate in decision-making in society. Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic returns, has proved to be one of the best means of achieving sustainable development and economic returns, (UNICEP, 2004 and World Bank, 2005).

## **2.5 Socio economic factors and boy child dropout rate**

Investigation was done on the socio-economic factors that influence boy child dropout from public primary schools, in Saboti sub-county. The socio-economic factors that emerge from societies social and economic systems of life affect learners greatly, making boy child dropout of school. Poverty as an extreme human condition has always evoked immense social interest poverty is a single major cause of child labour; this is a major

contributing factor and has many dimensions. The phenomenon of child dropout clearly demonstrates vicious cycles of poverty and unemployment.

These factors include financial income that can provide assistances to education achievement, domestic responsibilities, and parental level of education the size of the family, drug abuse, peer pressure child labour and lack of motivation to the boy child on his learning conditions. It is from this that the study may discover the causes of boy child dropout and why boy child education seems to have been neglected. Scarce resources may cause the boy child to drop out of school as they lack the same support as those of girls to keep them in school throughout the schooling years. This means that more households have scarce resources while the needs are insatiable since the cost of education has almost always been high, parental level of education and parental incomes relation to school dropout. Hence parents are unable to provide basic needs to their children and these forces the older sons to drop out of school for casual jobs so as to help parents bring up their children in the big families. Once the boys gets those casual jobs they feel that they have become adults and hence dropout off school completely (Oteyo and Kariuki, 2009). This was also echoed by (Mudemb, 2013) who found that It is hard to provide the basic needs for big families in the current economically constrained times, and these lead boys to dropout so that they can help their parents in bringing up their siblings. The study by Holmes (2003) found out that overall female learners receives less education than males and they tend to dropout or are withdrawn earlier for both economic and socio-cultural reasons. However this is the opposite in Saboti Sub County where the boys' dropout and girls are supported to continue with their schooling.

The study further argued that the opportunity cost of sending females children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. This led to the girls finding support to further their education and to be rescued from early marriages leaving the boys vulnerable to the dropouts. Similarly (Kasente, 2004) found out that with regards to the impact of parents education on schooling of children show that the children of more educated parents are more likely to be enrolled and retained in schools as opposed to those whose parents with less or no education at all. He further said that this was because the parents were in a position to afford the school levies hence maintaining the learners in school. Holmes (2003) showed that the education of the father increases the expected level of school retention of boys and that of the mothers enhances the educational attainment of girls.

This is because the father as the head of the family caters for the learners academic needs while serving as a role model to the boys. Hunter and May (2003) describe a “particularly notable” relationship between family background and dropping out. Here, boys from poor families, from single- parent families, boys of poorly educated parents and those with few role models in higher education are more likely to dropout. Income uncertainty acts as a barrier to education attainment in rural areas (UNESCO, 2005). Social and economic returns to investment results from children receiving education, social benefits are seen as economic growth and stability of the community. Household income according to (Crofft, 2002) is an important factor in determining access to education as schooling potential attracts arrange of costs. It determine when children start school, how often they attend, whether they have a temporarily withdraw and when they have to dropout

(UNICEF, 2005). For example in rural India (Banglore) the income of the father was linked to the continuity or dropout of the child in school with the father of most dropouts are not employed. Poverty and economic challenges of the family contribute to lack of motivation negative self-concept in terms of academic abilities, failure at school, domestic violence, delinquency, and higher dropout rates (Prinsloo, 2004). United Nations children education fund (UNICEF1999, MOEST (1995), Government of Uganda (GOU, 1999)

Horn (1992) all demonstrate that parental guidance do affect children retention. pupils whose parents monitor and regulate their activities provide emotional support encourage independent decision making and are generally more involved in their schooling are less likely to drop out of school(Astone and mclanalan 1991:Remberge et al,1990 Rumber 1995 :Odaga and Heneveld 1995 :and Russel 2001 taking into account of the gender dimension of dropouts. Boys in primary schools are mainly adolescents. Hence they find it difficult to communicate to their parents and may lack the necessary psychosocial support required to keep them in schools hence leading to drop out of the boys.

Bereavement amongst family members and in particular parents often makes children more vulnerable to dropout, non-enrolment, late enrolment and slow progress (Nyamukapa & Gregson, 2005). Orphan-hood often exacerbates financial constraints for poorer households and increases the demands for child labor and dropout. Due to ignorance, parents of working children often have little faith in the quality of education available to them and may perceive little use in schooling where prospect remains uncertain. Cultural and traditional believes is another factor because most traditional families believe that a child is born to them to earn more for the family. A child is just

another source of income and traditional business family in fact put child into business rather than sending them to school under the pretext of training them they make the child to work for many hours. This is another method of making the boy child dropout of school.

The incidence of poverty was estimated at 56 percent of the Kenya population, where 82 percent of the poor live in rural areas and 18 percent in urban areas. Nyanza province had a poverty incidence of 46.5; about half of the province population is currently living in poverty (NADA 4. and EDI, 2005/2006). Masaba North District has a poverty incidence of 46 percent as at 2006; this shows extreme poverty in the areas which is a factor to girls' dropout in the district. Child labour was another result of poverty that hurts education. According to UNESCO (2010) there were estimated 166 million child laborers in the world, the report indicate that child labor ranged in scope from young to girls collecting water and firewood with their mothers to young boys tending cattle and engaging in paid work and to more extreme and dangerous forms of work. The report indicated that with labour activities taking up an average of thirty-seven hours a week. Young girls from the poorest households were less likely than boys to combine school and work forcing them to drop out of school.

Cultural and traditional values stood between girls and their prospects for education can address some of societies deeply rooted inequalities, which condemn millions of girls to a life without quality education, therefore also too often to life of missed opportunities improving opportunities for girls and women help them to develop skills that allow them make decisions and influence community change in key areas. In Uganda, Nammuddu (1999) argues that poor performance of girls has relations with greater demand on their

time to perform house chores including fetching water and wood, cooking and the care of younger siblings. One reason for denying girls and women their right to education is rarely articulated by those in charge: that is their fear of the power that girls will have through education. There is still some resistance to the idea that girls and women can be trusted with education.

One of the main benefits of acquiring education is that it improves prospects for employment. The socio-economic status of the client of the education system can effect the demand for education (Lockheed et al, 1994) poor economic growth in Kenya has led to persistent poverty among Kenyan household 50% of Kenyans live below poverty lines and are therefore unable to access basic services like food, shelter, health and education (National Development Plan, 1997 2010). Due to poverty, parents or guardians are at times unable to meet both the direct and indirect costs of schooling which forces them to withdraw their children from the school system.

While education is free, families incur the costs of uniforms and transportation (Stromquist 2001) many families do not have the income to supply their items for the duration of all their children's education. In poor families, there is often a sacrifice in providing children with an education (Stromquist 2001). This is manifested in the fact that when a child stays at home to work, he or she contributes to family income as a result a family must weigh the cost and benefits of keeping the child at home to work of sending the child to school (Schultz, 1961, Souza, 2007). Socio-economic status of parents contributes immensely to school dropout.

Pupils that come from well to do and educated families try to preserve in the primary school programme overcoming all odds on the way to success, while those from poor and



uneducated families do easily succumb to and thus drop out of the school system (Osagi, 2010). Pupils from low income families are more likely to drop out of the school than are children middle and high income families. All these are due to direct cost of education on parents, which includes cost of uniforms, transportation and a meal.

The ability of each parent to be able to meet the needs of their children will determine the stability in the school for pupils in rural areas transportation cost can easily become the most expensive element of private cost of education. No school bus is provided pupils walk or use public transportation, ride bicycles or use motorcycles. Furthermore, income is now highly significant in explaining school attendance. In vast majority of rural households operate at or near the subsistence level and are most likely to be engaged in informal income generating activities (U.N.Hs, 2004). As a result many children are used as laborers in the fields or other activities to help supplement household income despite subsidized school fees. The opportunity cost of sending a child to school may be too high for rural families that require the extra labour.

For their livelihood leading to school dropout, children whose parents perceive to be more mature or more likely to both be sent and assigned work at home. Income uncertainty act a barrier to education attainment in rural areas (UNESCO, 2005) social and economic returns to investment result from children receiving education. Social benefits are seen in the improved living situation and environment of the population, economic benefits are seen as economic growth and stability of the nation or community. Household income according to (Croft 2002) is an important factor in determining access to education as schooling potentially attracts a range of costs. It determines when children start school, how often they attend, whether they have a temporarily withdraw

and when they have to dropout (UNICEF, 2005) for example in rural India (Banglore the income of the father was linked to the continuity or discontinuity of the child in school with the father of most dropout not employed. If income levels are low, children may be called on to supplement the households income, either through wage-earning employment themselves or taking on additional task to free up other household members for work, (Seethuramu, 1984, Chugh, 2004). This is more apparent as children order and the opportunity cost of their increases.

Poor households tend to have lower demand for schooling than richer households. Whatever the benefits of schooling and the costs according to (Colclough 2000) there is a link between income and schooling retention. Children in rural areas and poorer homes drop out of school earlier dropout in great numbers and fails to make the transition to high schools compared to their peers in richer homes, the rural poor spend the major part of their income on food, since they consume more food than they produce. They are highly dependent on the local food market, the necessity for children to perform economically important tasks that support household survival limits participation in education especially in rural groups (Lockheed and Verspoor 1991).

Many children begin working at very early ages. They spend their time mending their siblings, working on the estate farms, family fields and herding. They also have pressure o them to work which often clash with traditional schooling timetables. Temporary withdrawals in planting, weeding and harvest times among agricultural communities pull children away from school leading to more permanent dropout of school to more permanent dropout of school (Hadley 2010). The dropout of pupils in school over a

given period of time reflects the impact of the various socio-economic factors originating from the community and homes/families of the pupils (Russel, 2001).

As children grow older, the opportunity cost of education is even larger hence increasing their pressure for children to work and earn income for the household as opposed to spending time in education (Colclough et al, 2001). The biggest cause of dropout for boys in the Sub-Saharan African Countries is income generating attractions. As boys get older the opportunity cost of attending school increases, they become more able to contribute towards the survival of their families through their labour on farms and even in other forms of income generating activities. This has implications on the age at which children are enrolled in school and late entry could therefore be closely linked with school dropout. When households are confronted with a negative income shock, parents may opt to have children engage in immediate income generating activities, presumably at the cost of less time allocated to education. If time allocation operates at a margin, it may lead to lower attendance rates without children dropping out from school. Exposure to a negative income shock may induce permanent or temporary interruptions parents may decide to take their children from school so as to generate income (Sawada 2003). In the long run, whatever the case attendance rates and early dropout would translate into lower number of years of education completed.

The availability of cheap job opportunities influences the pupils' decision to withdraw from school and thus dropout. Some children, especially boys opt to engage in quick income generating activities than waste their time in schools. According to Rumberger (1983) communities can influence dropout rates by providing employment opportunities

during school. A pupil can dropout when he regularly works over 14 hours per week for example in rural areas where farmers keep cattle, boys become cow herders.

This results to absenteeism from classes and eventually dropout caused by demand for income generation. A buoyant job market and the ability to earn good money is a motivating force behind decisions to leave school (Dachi and Earnet, 2003, Duryea 2003). However a depressed job market might act as a deterrent to dropping out and may encourage children to stay in school longer. Therefore over age boys of 14-16 years old are more likely to leave school as local labour market condition become more favourable. Children are more likely to be working in areas with thriving labour markets. The labour markets compete children's time, the pull of the labour market as opposed to the push of poverty can be a main factor in boys dropping out of school in some context the labour of boys tend to be higher than that of girls. For example in rural areas boy-child work for an average of 26 hours as opposed to 20 hours for the girl-child this increases pressure on boys to drop out. Boys are more likely to be involved in physical forms of labour and as they grow older changes to their physical growth make them more marketable and usable. The temporary withdrawal of boys from school while carrying out some seasonal tasks such as farming increases the likelihood of dropout.

There are substantial numbers of boys who have entered in the informal working economy many of whom are regular absentees from school or dropout. A higher number of boys leave school because earning money and attaining adult status is more attractive to them. In rural areas, higher child wages have the effect of increasing the probability of boys dropping out and decreasing the likelihood that girls will dropout (Bredie and Beehary, 1998) while boys may be the first to be enrolled in school, in time of economic

crisis, when waged employment is available, they may also be first to be withdrawn. This study therefore intends to investigate the influence of income generating attraction activities such as motor cycle and bicycle passenger ferrying (Boda boda), cow herding, petty businesses, sugarcane harvesting and weeding, hawking in the local markets, brick baking, loading and unloading and sand mining, on the dropout of boys in public primary schools.

## **2.6 Geographical factors and the boy child dropout rates**

Another important factor of perpetuation of boy child dropout is children whose schools are situated in very remote areas and are not accessible due to the topography and the distance that needs to be covered to and from school. (A threat to human rights volume 5(2006).

Evidence on the impact of geographical constraints on these decisions is, however, very limited. Becker and Siebern-Thomas (2007) find that the supply of high schools is higher in urban areas in Germany and this pattern motivates their use of living in urban vs. rural areas during childhood as an instrumental variable for educational attainment in earnings equations. To our knowledge, the only paper providing a detailed investigation of the effect of distance between home and school on upper secondary education participation is Dickerson and McIntosh (2010), using data from the U.K. On average, the closeness to the nearest school does not affect the decision to participate in full-time upper secondary schooling. The authors find, however, that distance matters for pupils whose grades were mediocre during compulsory education: as the distance to closest school providing academic education increases, they are less likely to participate in post-compulsory

education in general and tend to switch to vocational education. Similarly, they find evidence that distance matters for individuals that have disadvantaged backgrounds.

Our study differs from the Dickerson and McIntosh study in some important aspects. First, we study graduation from upper secondary education rather than participation one year after the end of compulsory education. Second, our study is based on register data for a complete cohort. Third, we use driving time corrected for speed limits along the road as our distance measure. Dickerson and McIntosh (2010) measure distance “as the crow flies”, which arguably may differ substantially from real travel distance in the cross-section. If the hypothesis is that close proximity to schools increases educational attainment due to decreasing costs, the relevant measure is the real travel time.

While the evidence on distance effects on upper secondary attainment is limited, there is a literature studying how distance between home and higher education institutions affects education participation and outcomes. Using U.S. data, Card (1995) finds that individuals living closer to four-year colleges attained more years of education than those living further from such institutions. Koedel (2011) finds that states with fractionalized public higher education systems in terms of many small institutions have higher overall university participation, but they also have a higher exit rate from in-state public institutions to private and out-of-state institutions. The latter finding suggests that a geographically decentralized supply of education may come at the cost of reduced quality.

For the U.S., Do (2004) finds that low-income individuals are more likely to attend a good public college if there is one nearby. Griffith and Rothstein (2009) find similar

results using data from the National Longitudinal Survey of Youth 1997. Frenette (2009), using Canadian data, finds that creation of a university in an area increases university participation of local youth, especially among students from lower-income families. For the U.K., Gibbons and Vignoles (2009) find that distance from home to university has a small effect on higher education participation, while distance is the most important factor affecting university choice given participation. The evidence from the Netherlands in Sa et al. (2006) indicates that geographical proximity to universities and professional colleges increases the probability for school leavers to continue education at the post-secondary level. Using detailed geographical data from Sweden, Kjellström and Regnér (1999) find that higher distance between area of residence and nearest university has a small but statistically significant negative effect on university enrolment.

While the existing evidence clearly suggests that distance matters for participation decisions, numerical effects vary substantially between different studies. In addition, there is very limited evidence on the impact of distance and travel time between home and upper secondary schools.

## **2.7 Theoretical Framework**

This study was based on the theory of Abraham Maslow 1954, who viewed the operation of human needs accruing at different levels from the most basic needs to those at the highest levels. That the basic needs which were physiological had been catered for before achieving those at the higher levels. School dropout was high due to the increasing poverty levels of households hence deter their ability to meet the costs. It is therefore an issue of concern as there is a struggle between the opportunity cost and time to be in school.

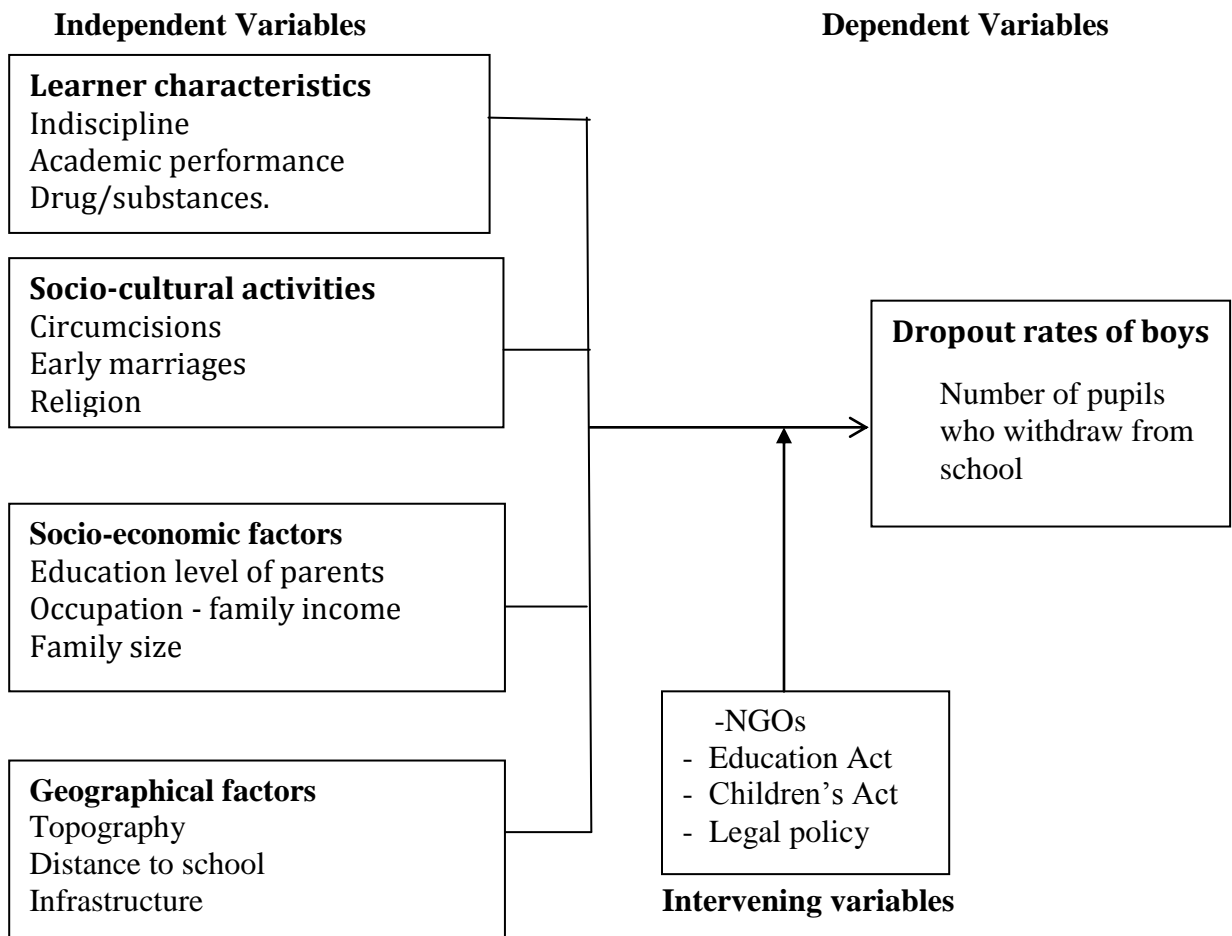
Jon (2005) defines theory as a set of interrelated concepts, assumptions and generalization that systematically describes and explains regularities in behavior. Jon (2005) further adds that research is inextricably related to theory; therefore, many of misconceptions and ambiguities surrounding theory are reflected in the interpretation of the meaning and purpose of research. Therefore it was explicit that a suitable theory be identified to guide the study as hereunder expounded.

The society also contributed to dropout rate among boys by providing income generating opportunities to school-age going children. All these was due to the poverty that derails the parent's efforts in providing the physiological needs such as food, clothing, shelter and health as Maslow put it. As such these needs became a burden to households; provision of school necessities equally became a problem resulting to temporary withdrawal, which in the long run led to permanent dropout. Boys who suffered from ill health and poor nutrition were inclined to attend school irregularly, were more likely to repeat grades, and eventually dropout. Poor health made it impossible for boys to maintain motivation and sufficiently high levels of concentration; and had also been found to result in poor cognitive function Roso & Marek, (1996).



## 2.8 Conceptual framework

Figure 1 Conceptual Framework



## 2.9 Knowledge gaps

Most of the studies have been carried out on the girl child and factors that contribute to them dropping out of school. Consequently, the boy child has been neglected. However, reports have shown that the boy child is consequently threatened and the boy child feels left out. Hence the research sought to determine the factors that are leading to the drop out in the boys from schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section focused on research design, target population, sample size and sampling techniques, sample size, sampling procedure, research instruments, pilot testing of the instruments, validity and reliability of the instruments, data collection and data analysis techniques and ethical issues for the study.

#### **3.2 Research Design**

Research design is the structure of research; it was the "glue" that holds all of the elements in a research together. Kathuri, N. J., & Pals, A., D. (1993) defines research as an organized and systematic way of carrying out research. This study employed a descriptive survey design. According to Kothari (2004) descriptive survey design is suitable where the researcher needs to draw conclusions from a larger population. This survey designs were concerned with finding what, where and how of a phenomenon.

Descriptive survey was used since it usually involves large samples which were characteristic of this study. The design was appropriate for this study because the study sought to obtain data that enabled the researcher to describe the occurrence of events under study.

#### **3.3 Target Population**

Mugenda & Mugenda (2003) defines population as a particular entity of people, objects or units to which a researcher can reasonably generalize his or her research findings. This includes all members of a real or hypothetical set of people, event or objects to which a

researcher wishes to generalize the results of the study. The target population for the study was 32 public primary schools, 288 teachers, and 880 boys currently in standard totaling to 1,168 subjects in Saboti sub-county Trans-Nzoia County.

### **3.4 Sample Size and Sampling Procedure**

#### **3.4.1 Sample Frame**

A sampling frame is the actual set of units from which a sample is drawn and it contains properties that can identify every single element to be included in the sample (Kothari, 2004). The study adopted stratified random sampling techniques since two areas of study were considered as well as the children were sampled according to gender (male or female). This was accomplished by selecting individuals at random from subgroups of Saboti Sub County.

According to Orotho and Kombo (2002), sampling is a procedure a researcher uses to gather people, places or things to study. It is a process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group. According to Mugenda & Mugenda (1999), for descriptive survey 10% is enough sample to be used but the researcher used simple random sampling to identify the head teachers and class teachers to participate in the study. Class eight boys were purposefully sampled to participate in the study. This was because they had been in the schools long enough to observe patterns of dropout among their peers and therefore were better placed to provide data on factors influencing dropout rate among boys.

### 3.4.1 Sample Size

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements of the characteristics found in the entire group. (Mugenda and Mugenda, 2003). In this study the sample was selected as follows: The respondents were randomly selected. A sample of 30% was considered ideal because Gay (1992) recognizes a sample of 30% of the total population as being appropriate for studies in social sciences. Once the sample size was known, simple random sample techniques was used to get those who will participate in the study (respondents). A summary of the sample size is as shown in table 3.1.

**Table 3 Sampling Frame work Table.**

<b>Respondents</b>	<b>Target population</b>	<b>Sample size</b>
Head teachers	32	10
Class teachers	256	76
Std 8 boys in schools	880	264
<b>Total</b>	<b>1,168</b>	<b>350</b>

### 3.5 Pilot testing of the instruments

A pilot study is a standard scientific tool for 'soft' research, allowing scientists to conduct a preliminary analysis before committing to a full study to test the feasibility, equipment and methods of the larger research design. According to Mugenda & Mugenda 2003, 10% of the sample was used for the pilot study. Piloting was carried on standard 8 boys and teachers in public primary school from the neighbouring Endebess Sub County on boy dropout rates and 35 respondents were used for piloting.

### **3.5.1 Validity of Instruments**

According to Mugenda (2003), research instruments need to be valid and reliable in order to produce useful results. Validity of research instruments is achieved when they measure what they are intended to measure. According to Leedy and Ormrod (2001) and Silverman (2005) content and construct validity is supposed to be established by referring the instruments for professional judgment to check whether it measures what it claims to measure. The instruments were checked by the supervision to ascertain whether the items are clear and could lead to obtaining relevant data.

### **3.5.2 Reliability of Instruments**

Reliability of an instrument is the degree of consistency with which a research instrument measures whatever it was intended to measure and yields consistent results. It thus refers to the extent to which findings can be replicated by another researcher (Silverman 2005). According to Kerlinger 1999), reliability is a measure of how consistent the results from a test are. The study will use test retest technique to ascertain research instruments reliability. (Kerlinger, 2000).

### **3.6 Data Collection Procedure**

Data collection procedure simply refers to the steps that are used in the study while collecting the data from the respondents. It was a step by step process that guides the study while the field work is being undertaken (Kothari, 2004). Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from the University.

The researcher then sought permit from Kenya Research council, which was administered to the sub-county commissioner for authority to conduct research. Data collection refers to gathering of information to serve or prove of some facts. The secretary of each sampled group was approached to provide preliminary information which would guide the pace of filling the questionnaires by all the concerned respondents. Three research assistants one for each ward was recruited and trained on the use of instruments in order to assist the researcher in collection of data in the sampled schools.

### **3.7 Data Analysis Techniques**

The data from questionnaires is coded, entered, cleaned and analyzed using statistical formulae, cross tabulations to discover and analyze the phenomenon between the factors and the boys dropout rate. The output was presented in frequencies, percentages, means, tabulations and graphs. The interview and observation is subjected to content analysis to describe, decode, translate, and develop understanding through a detailed description of the situation.

### **3.8 Ethical Considerations**

Before the administration of the questionnaire, the researcher sought to be granted permission to conduct the study. Thus, after clearance from the School of Continuing and Distance Education, the researcher will apply for a permit from the National Council of Science and Technology (NACOSTI). The permit was a requirement by the NACOSTI for all research projects are used to seek permission from the participants. Informed consent was sought from all respondents before data collection. The researcher ensured confidentiality of the data and individual names of the respondents

### 3.9 Operationalization of variables Table

**Table 4 Operationalization of Variables**

<b>Objectives</b>	<b>Variables</b>	<b>Indicators</b>	<b>measurements</b>	<b>Scale</b>	<b>Tools of analysis</b>
<b>Dropout rates</b>	<b>Dependent variable</b> Dropout rate among boys	-low attendance	Number of learners who have dropped out of school	Ordinal	Descriptive analysis; frequency percentage, cross tabulation
<b>Influence of learner characteristics</b>	<b>Independent variables</b> Training	-discipline cases - absenteeism -truancy	-number of times engaged in indiscipline cases.	-Ordinal - Nominal	Descriptive analysis
<b>To establish the influence socio cultural activities</b>	<b>Independent variables</b> Loan sizes	- number of learners affected by socio cultural factors	-number of students circumcised	-Ordinal	Descriptive analysis
<b>To determine the influence of socio economic factors</b>	<b>Independent variables</b> <b>Monitoring process</b>	-number of learners engaged in income generating activities	Parental socioeconomic status.	Ordinal nominal	Descriptive analysis
<b>To investigate the influence of geographical factors</b>	<b>Independent variable</b> Joint liability	-learners fatigued by the distance.	-teachers comments on progress reports	Nominal	Descriptive and content analysis

## **CHAPTER FOUR**

### **DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSIONS**

#### **4.1 Introduction**

This chapter discussed the questionnaire return rate, background characteristics of respondents, data presentation, interpretation and discussions.

#### **4.2 Questionnaire Response Rate**

350 (100%) questionnaires were given out to the respondents in the respondents to fill. Of these questionnaires, 298 (85.14%) were returned for analysis. However, 18(6.04%) questionnaires were incomplete and therefore could not be analyzed. The remaining 280 questionnaires account for 79.10% response rate. According to Mugenda and Mugenda (1999) a response rate of 70% and above is sufficient therefore it allowed for the researcher to continue with data analysis.

#### **4.3 Background characteristics of teachers**

##### **4.3.1 Gender of teachers**

The class teachers and head teachers were asked to indicate their gender. The table 4.1 shows the distribution of respondents by gender.



**Table 5 Distribution of teachers by gender**

<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
Male	30	42.86
Female	40	57.14
<b>Total</b>	<b>70</b>	<b>100</b>

The findings showed that 30(42.86%) of the teachers were male while the female teachers were represented by 40(57.14%). This implied that the female teachers were more and acted as role models to the girls in schools as opposed to the few number of male teachers. It was also a reflection of the study where many boys dropout while the girls finish school and go on to find careers.

#### **4.3.2 Distribution of respondents by age brackets**

The study found it necessary to analyze the ages of the teachers so as to determine if there were large gaps in the ages hence causing breakdown in communication due to the generation gap.

**Table 6 Distribution of respondent's teachers by age**

<b>Description</b>	<b>Frequency</b>	<b>Percentage</b>
18- 28 years	20	28.57
29-39years	27	38.57
40 and above years	23	32.86
<b>Total</b>	<b>70</b>	<b>100</b>

The findings of data analysis showed that 20(28.57%) of the teachers were between 18-28 years of age. A further 27(38.57%) of the teacher were in the 29-39 years age bracket while 23(32.86%) of the teachers were in the 40 and above years age bracket. This

implied that there was a generation gap and the pupils could not easily open up to the teachers. At the same time the teachers could not understand the learners leading to misunderstandings between the two groups. Due to the volatile nature of the adolescent emotions, most of them chose to drop out of school.

### 4.3.3 Distribution of respondents' academic qualification

Both the head teachers and teaching staff were asked to state their highest academic qualifications in order to find out the relationship to boys dropout rate. Table 4.3 in the next page shows the results.

**Table 7 Distribution of class teachers and head teachers**

	<b>Frequency</b>	<b>Percentage</b>
P1	21	30.00
Diploma	19	27.14
Degree	20	28.57
Masters	10	14.29
<b>Total</b>	<b>280</b>	<b>100</b>

The findings indicated that 21(30%) of the teachers were P1 holders while 19(27.14%) of the teachers were diploma holders. A further 20(28.57%) of the teachers held degrees in education while only 10(14.29%) had masters degrees. This showed that the majority of the teachers were below the degree level and therefore they had low self esteem compared to the other teachers who had degrees and masters. Such teachers may have found it difficult to deal with student issues effectively leading to low motivation amongst the learners leading to their eventual dropout.

#### 4.3.4 Learners' characteristics and school dropout rate among boys

The teachers were asked to rate the importance of multiple items related to learners' characteristics and other individual characteristics influencing dropout rates among boys

**Table 8 Influence of learners' characteristics on school dropout rate among boys**

	Yes	Not sure	No	Total
Attachment of boys to negative peer groups leads to school dropouts	60 85.71	- 0.00	10 14.28	<b>70 100</b>
Low self esteem due to low academic performance of the boys leads to school dropout	40 57.14	05 07.14	25 35.71	<b>70 100</b>
Low self-motivation to learn by the boys leads to school dropouts	50 71.14	03 4.29	17 24.29	<b>70 100</b>

The findings of data analysis showed that 60(85.79%) agreed that attachment of the boys to the wrong peer groups led to dropouts amongst boys. None of the teachers were unsure while, 10(14.28%) said it was not true. This implied that the wrong peer group had a great influence on the dropout rates of the boys. For those who engaged in the wrong peer groups but did not dropout, other factors such as self motivation to learn must have played a role hence not influencing their dropout. On low self esteem, 40(57.14%) of the teacher agreed that it had an influence on the drop of the boy learners. on the other hand, 25(35.71%) disagreed to the same. This showed that low self esteem influenced dropout amongst boys to a greater degree than in retained them in school. Boys who were not motivated to learn easily dropped out of school. This is as shown by 50 (71.14%) of the teachers who agreed to the same as to learn leads learners to drop out of school. The

study agrees with Cameron, (2005) who found out that the older the boy is, the greater the chances of not completing the basic cycle of primary school due to indiscipline cases. These findings also concur with UNESCO, 2005 who argue that the opportunity cost of schooling increases significantly and with this a pressure to work or to get married altogether.

#### 4.4 Socio-cultural activities and school dropout rate among boys

**Table 9 Influence of socio-cultural activities on school dropout rate among boys**

	Yes		Not sure		No			
Circumcision leads dropout of boys	40	57.14	10	14.29	25	35.71	<b>70</b>	<b>100</b>
Inheritance of family assets contributes to school dropouts by boys	45	64.29	08	11.43	17	35.71	<b>70</b>	<b>100</b>

On socio cultural issues, the teachers were asked if circumcision had an influence on the dropout of the boy learners. The findings of data analysis showed that 40(50.14%) of the teachers agreed to this while 25(35.71%) disagreed to the same. On the other hand, 45(64.29%) agreed that the cultural practices of inheritance of family assets influenced the boy learners to drop out of school. However, 17( 35.71%) disagreed to the same. This implied that cultural practices such as circumcision and the inheritance of family assets by boys influenced them to drop out of school early as they felt they had become adults and hence they could use the family assets in a way they thought best. However, some of the teachers felt that both factors did not lead to the boys dropping out of school. This is because, all the boys were exposed to the same cultural practices and yet they chose to pursue their studies. This findings correlate to finding by Cultural practices such as live stock farming influence the boy learner dropout so as to take care of the parents' animals.

Other cultural norms were; it wrong for a boy to show any form of weakness and emotions is unacceptable. May lead to emotional strife hence leading to the boys dropping out as they are not expected to show or share their problems. On the other hand, crusaders of equity have placed a lot of on girl child education in many countries so as to meet the (EFA Goals, 2000) leading to the ignoring of boy child education.

The study too agrees with early studies which indicate that circumcision has ancient roots among several ethnic groups in sub-equatorial Africa and is still performed on adolescent boys to symbolize their transition to warrior's status or adulthood. In Africa, the distribution of circumcision and initiation rites through Africa and the frequent semblance between details of ceremonial procedure in areas thousands of miles apart, indicate that the circumcision rituals has an old tradition behind it and in its present form is a result of long process of development. The Niger-Congo speaking people predominantly have and had male circumcision which occurred in young warriors initiation schools.

#### 4.5 Socio-economic factors and school dropout rate among boys

**Table 10 Influence of socio-economic factors on school dropout rate among boys**

	Yes	Not sure	No	Total				
Fathers level of education contributes to school dropout by boys	25	35.71	8	11.43	37	52.86	70	100
Parental income levels have an influence on the boy child dropout rates	40	57.14	5	07.14	25	35.71	70	100
Desire to contribute in the family's income generation leads to dropouts by boys	35	50.0	5	07.14	30	42.86	70	100

On whether the fathers level of education had a contribution to the boys dropping out of school, 25(35.71%) agreed while 37(52.86%) disagreed. This showed that the level of education had no influence as there were learners whose parents had not stepped in a class yet there children did well in school. On the other hand, the teachers were asked to comment if parental income had an influence on the dropout rates of the boy learners, The findings indicated that 40(57.14%) of the teachers agreed while 25(35.71) disagreed to the same. this implied that the income level of parents enabled them to either pay the school levies or not. The ability to pay therefore ensured that the learners were in school whereas the inability to pay the levies meant the learners dropped out of school. Poverty levels are rampant in Saboti Sub County. When the teachers were asked, if the boy learners opted to drop out of school as a desire to help contribute in the family's income generation, 35(50.00%) of the respondents agreed with 30(42.86%) of the teachers

disagreeing. This showed that, most learners dropped out to contribute in the family's income through casual work such as herding, farm helps and motorcycle riders. The findings concur with Oteyo and Kariuki whose findings found out that once the boys gets casual jobs they feel that they have become adults and hence dropout off school completely. This was also echoed by (Mudemb, 2013) who found that It is hard to provide the basic needs for big families in the current economically constrained times, and these lead boys to dropout so that they can help their parents in bringing up their siblings. Similarly (Kasente, 2004) found out that with regards to the impact of parents education on schooling of children show that the children of more educated parents are more likely to be enrolled and retained in schools as opposed to those whose parents with less or no education at all. He further said that this was because the parents were in a position to afford the school levies hence maintaining the learners in school. Holmes (2003) showed that the education of the father increases the expected level of school retention of boys and that of the mothers enhances the educational attainment of girls.

#### 4.6 Geographical factors and school dropout rate among boys

**Table 11 Geographical challenges and school dropout rate**

	Yes	Not sure	No	Total
The long distances influence school dropout rates	50 71.42	05 07,14	15 21.42	<b>70 100</b>
The hilly topography contributes to school dropout by the boys	55 78.57	05 07.15	10 14.28	<b>70 100</b>
Poor road network contributes to the school dropout rate	30 42.85	05 07.15	35 50.00	<b>70 100</b>

On the geographical challenges, 50 (71.42%) teachers agreed that long distances influenced school dropout. This implied the shortest distances to the nearest schools were long and it required walking long distances to the same schools. Due to the poverty levels of the parents, most of the learners could not afford to use means of transport like motorbikes or even bicycles. This led to the dropouts. 15(21.42% of the teachers disagreed with the same. this showed that distance was not a reason for dropping out of school. A self motivated learner would beat all odds to attend school.

55 (78.57%) teachers agreed that hilly topography influenced the drop to out rates of the learners. However, 10(14.28%) of the teachers disagreed. This showed that the topography influenced the dropout rates of the boys. Poor road network did not influence the dropout rates of the learners as shown by 35(50%) of the respondents who disagreed to that poor road network influenced the boys to drop out of school. On the other hand, 30 (42.85%) of the respondents agreed to the same. this showed that as much as it had an influence, it did not apply to all the learners. The findings on distance slightly agrees with



evidence on the impact of geographical constraints Becker and Siebern-Thomas (2007) found that the supply of high schools is higher in urban areas in Germany and this pattern motivates their use of living in urban vs. rural areas during childhood as an instrumental variable for educational attainment in earnings equations. The findings too correlate with a U.S. data, Card (1995) which found out that individuals living closer to four-year colleges attained more years of education than those living further from such institutions. Koedel (2011) finds that states with fractionalized public higher education systems in terms of many small institutions have higher overall university participation, but they also have a higher exit rate from in-state public institutions to private and out-of-state institutions. When correlated to university education, the findings agree with Frenette (2009), using Canadian data, finds that creation of a university in an area increases university participation of local youth, especially among students from lower-income families.

#### **4.7 Questionnaire to Class 8 Boys**

The boys in the current class 8 were asked to give their views on the boys who had dropped out of school

##### **4.7.1 Distribution of respondents by age**

Both categories of boys were asked to indicate their ages. The table 4.5 shows the distribution of boys sampled by age.

**Table 12 Distribution of respondents by age**

	<b>Frequency</b>	<b>Percentage</b>
Below 15 years	150	71.43
Above 15 years	60	28.57
<b>Total</b>	<b>210</b>	<b>100</b>

The findings showed that 150(71.43%) of the learners were below 15 years while 60(28.57%) of the respondents were above 15 years of age. This showed that there were some learners who were slow learners in the schools and hence were behind their milestones. This was an indicator of low academic performance and hence a pointer to repetition in some of the classes. It also shows motivation to learn as most learners give up when they are behind their peers in academics.

#### **4.7.3 Distribution of Class attended to by respondents**

**Table 13 Class attained by boys who dropped out of school**

	<b>Yes</b>	<b>Not sure</b>	<b>No</b>	<b>Total</b>				
Between class 1- class 3	50	23.81	10	4.76	150	71.43	210	100
Between class 4- class 6	90	42.85	15	7.14	05	50.00	210	100
Between class 7 – class 8	135	64.28	10	4.76	25	30.95	210	100

The learner respondents agreed that 50(23.81%) of the boys who had dropped out of school were between class 1 -3. On the other hand, 150(71.43%) of the learners disagreed to the same. this implied that most learners did not drop out of school at the lower primary level.

#### 4.7.4 Learners' characteristics and school dropout rate among boys.

**Table 14 Influence of learners' characteristics on school dropout**

	Yes		Not sure		No		Total	
Low motivation led to the boys dropping out of school	125	59.52	10	4.76	75	36.19	<b>210</b>	<b>100</b>
Low self esteem due to frequent repetition led to the boys dropping out of school	163	77.62	17	8.10	30	14.28	<b>210</b>	<b>100</b>
Involvement with the wrong peer groups influenced their dropping out of school	159	75.71	11	5.24	40	19.05	<b>210</b>	<b>100</b>

On low motivation, 125(59.52%) of the learners agreed that the learners who had low self motivation to learn dropped out of school as opposed to those with high motivation to learn. This is shown by 75 (36.19%) of the learners who disagreed to the same. when they were asked whether low self esteem of the learners influenced the dropout rates, 163(77.62%) agreed that it had an influence. 30(14.28%) of the learners disagreed that low self esteem influenced the school dropout of the boy learners. peer groups influenced the dropout rates of the earners. This is evident as shown by 159 (75.71%) of the learner respondents who agreed to that. However, 40(19.05%) of the respondents disagreed with the same. this concurred with the teachers findings where some of the teachers also disagreed that peer group influence does not lead to dropout as long as the students are self motivated.

#### 4.7.5 Socio-cultural activities on dropout rate among boys.

**Table 15 Influence of socio-cultural activities and dropout rate among boys**

	Yes		Not sure		No		Total	
The boys dropped out after circumcision	141	67.14	09	4.29	60	28.57	<b>210</b>	<b>100</b>
Helping parents at home contributed to boys school drop.	113	53.81	25	11.90	72	34.29	<b>210</b>	<b>100</b>
Societal beliefs such as boys being stronger than girls contribute to emotional turmoil leading to boys dropping out of school.	87	41.43	09	4.29	114	54.29	<b>210</b>	<b>100</b>
Inheritance of parents property led to boys dropping out of school	<b>91</b>	43.33	10	04.76	109	51.90	<b>210</b>	<b>100</b>

The learners were asked if the boys dropped out of school after circumcision. The responses showed that 141(67.14%) agreed while 60(28.57%) of the respondents disagreed. This implied that there were learners who were circumcised and still continued with their schooling. Influence of socio-economic factors on dropout rate among boys. On whether helping at home contributed to the boys dropping out of school, 113(53.81%) of the respondents agrees while 72(34.29%) disagreed to the same. this implied that the learners were overwhelmed with the chores to a point where they opted to drop out of school all together. For the ones who were not overwhelmed, they helped at home but still attended school as usual hence they did not drop out of school.

Inheritance played a lesser role in the school dropout by boys. This is as shown by 91(43.33%) of the respondents. On the other hand, 109(51.90 %) of the respondents who disagreed. Hence inheritance was not a reason for the students to drop out of school. This

is because, the inheritance came much later in life when the learners had become adults and so it was not an immediate motivator to drop out of school.

Societal beliefs of boys being stronger than girls did not play a big role in the school dropouts. This is shown by 87(41.43%) who agreed and 114(54.29%) who disagreed with the same. Hence the societal beliefs helped the boys in trying to prove themselves that indeed they were stronger. However, when they were defeated by the girls, they had a low self esteem that eventually led to them dropping out of school. This shows well when girls are given leadership positions instead of boys in schools.

#### **4.7.6 Dropout of boys and income generating activities**

The researcher sought the information on what the dropout boys did to earn a living. This was included in the questionnaire for boys still in school.

**Table 16 Income generating activities engaged by boys who had dropped out**

	<b>Frequency</b>	<b>Percentage</b>
Casual worker	40	19.05
House boys	50	23.81
Farm work	50	23.81
Boda boda driver	60	28.57
None	10	04.76
<b>Total</b>	<b>210</b>	<b>100</b>

When the students were asked about the income generating activities, 40(19.05) of the respondents said they were casual laborers, 50(23.81%) said they were house boys, 50(23.81%) said they were boda boda riders, and 10(4.76%) said they did not engage in

any activity. This showed the desire for the learners to earn an income either for themselves or for the family. This was an indicator of high poverty levels in their homes.

**Table 4.9 Parental Level of Education and Dropout**

#### **4.7.6 Parents Occupation**

Fathers' occupation means the kind of work the father does for his living. The researcher found it necessary to analyze the fathers' occupations so as to determine the economic positions of fathers in the larger Saboti sub county.

**Table 17 Distribution of respondents by occupation**

	<b>Frequency</b>	<b>Percentage</b>
Self employed	50	23.81
Salaried	59	28.10
Casual	48	22.86
Unemployed	43	20.48
<b>Total</b>	<b>210</b>	<b>100</b>

When the students were asked about the income generating activities, 40(19.05) of the respondents said they were casual laborers, 50(23.81%) said they were house boys, 50(23.81%) said they were boda boda riders, and 10(4.76%) said they did not engage in any activity. This showed the desire for the learners to earn an income either for themselves or for the family. This was an indicator of high poverty levels in their homes. This implied that most of the parents were living below the poverty line and were living from hand to mouth lifestyle. This was an indicator to poverty and hence they required the help of the children, who were learners. This forced them to drop out of school.

#### 4.8 Geographical factors and school dropout rates among boys

**Table 18 Influence of geographical factors on school dropout rates**

	Yes	Not sure	No	Total
Topography makes it difficult for the learners to access school leading to dropouts	97 46.19	13 6.19	100 47.62	210 100
Poor road infrastructure leads to learners to drop out of school	40 19.05	25 11.90	145 69.05	210 100
The long distance to school de-motivates the learners from accessing schools leading to dropouts.	103 49.05	10 04.76	97 46.19	210 100

When the learners were asked if the topography had an influence on the dropout rates of the learners, 97(46.19%) agreed while 100(47.62%) disagreed. This shows that topography had a little influence in the dropout rates of the boy learners. Poor road infrastructure does not lead to school dropout. This is shown by 40(19.05%) of the respondents who agreed compared to 145(69.05%) of the respondents who disagreed. However, long distances led to school dropouts. This is as shown by 103(49.05%) of the respondents who agreed and 97(46.19%) who disagreed to the same. hence the long distances de-motivated the learners influencing them to drop out of school.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSIONS AND RECOMMENDATION**

#### **5.1 Introduction**

This chapter looked at the summary, conclusion, recommendations, and suggested areas for further research in the following sub themes.

#### **5.2 Summary of the study**

The study was organized in five chapters. Chapter one mainly looked at the background to the study. This looked briefly at studies from other parts of the world and how motivation affects the job performance of employees in organizations.

Chapter two was the literature review and it reviewed the works of other scholars in detail. Some of the works were then cited to form a comparison or an argument to what the researcher was studying. A theoretical framework was used to try and explain the phenomenon that was under study. The researcher then came up with a conceptual framework as conceptualized by the researcher to try and explain the phenomenon.

Chapter three was on the research methodology that was used in the study. A descriptive research design was used in this study; the target population was the teachers and the standard 8 pupils who were in school. 280 respondents were used in the analysis, with the teachers being 70 and the learners 280. Methods of data analysis included use of frequencies and percentages. Ethical issues were adhered to throughout the study. In this study the descriptive survey was used with questionnaires being the research instruments of choice.



Chapter four was on the analysis of data and presentation of findings. The data collected was categorized as per objective and then analyzed by use of tables. Frequencies and percentages were the statistical measures used to analyze the data.

Chapter five was on the summary of findings, these were presented below.

### **5.3 Summary of findings**

Based on the data and other information obtained and analyzed to answer the research questions of the study, a number of research findings were presented in chapter four. The findings are summarized in this section.

The findings of data analysis showed that 20(28.57%) of the teachers were between 18-28 years of age. A further 27(38.57%) of the teacher were in the 29-39 years age bracket while 23(32.86%) of the teachers were in the 40 and above years age bracket. The findings also showed that 150(71.43%) of the learners were below 15 years while 60(28.57%) of the respondents were above 15 years of age.

The findings indicated that 21(30%) of the teachers were P1 holders while 19(27.14%) of the teachers were diploma holders. A further 20(28.57%) of the teachers held degrees in education while only 10(14.29%) had masters degrees.

The findings showed that 30(42.86%) of the teachers were male while the female teachers were represented by 40(57.14%).

### **5.4 Learners' characteristics and boy child dropout rates**

The findings of data analysis showed that 60(85.79%) agreed that attachment of the boys to the wrong peer groups led to dropouts amongst boys. None of the teachers were unsure while, 10(14.28%) said it was not true. On low self esteem, 40(57.14%) of the

teacher agreed that it had an influence on the drop of the boy learners. on the other hand, 25(35.71%) disagreed to the same.

On low motivation, 125(59.52%) of the learners agreed that the learners who had low self motivation to learn dropped out of school as opposed to those with high motivation to learn. This is shown by 75 (36.19%) of the learners who disagreed to the same. when they were asked whether low self esteem of the learners influenced the dropout rates, 163(77.62%) agreed that it had an influence. 30(14.28%) of the learners disagreed that low self esteem influenced the school dropout of the boy learners. peer groups influenced the dropout rates of the learners. This is evident as shown by 159(75.71%) of the learner respondents who agreed to that. However, 40(19.05%) of the respondents disagreed with the same. this concurred with the teachers findings where some of the teachers also disagreed that peer group influence does not lead to dropout as long as the students are self motivated.

### **5.5 Socio cultural characteristics and boy child dropout from school**

On socio cultural issues, the teachers were asked if circumcision had an influence on the dropout of the boy learners. The findings of data analysis showed that 40(50.14%) of the teachers agreed to this while 25(35.71%) disagreed to the same. On the other hand, 45(64.29%) agreed that the cultural practices of inheritance of family assets influenced the boy learners to drop out of school. However, 17(35.71%) disagreed to the same.

The learners were asked if the boys dropped out of school after circumcision. The responses showed that 141(67.14%) agreed while 60(28.57%) of the respondents disagreed. On whether helping at home contributed to the boys dropping out of school, 113(53.81%) of the respondents agrees while 72(34.29%) disagreed to the same. hence,

Inheritance played a lesser role in the school dropout by boys. This is as shown by 91(43.33%) of the respondents. On the other hand, 109(51.90 %) of the respondents who disagreed. Societal beliefs of boys being stronger than girls did not play a big role in the school dropouts. This is shown by 87(41.43%) who agreed and 114(54.29%) who disagreed with the same. When the teachers were asked, if the boy learners opted to drop out of school as a desire to help contribute in the family's income generation, 35(50.00%) of the respondents agreed with 30(42.86%) of the teachers disagreeing.

### **5.6 Socio economic factors and boy child dropout rates**

On whether the fathers level of education had a contribution to the boys dropping out of school, 25(35.71%) agreed while 37(52.86%) disagreed. The findings indicated that 40(57.14%) of the teachers agreed while 25(35.71) disagreed to the same. this implied that the income level of parents enabled them to either pay the school levies or not.

When the students were asked about the income generating activities, 40(19.05) of the respondents said they were casual laborers, 50(23.81%) said they were house boys, 50(23.81%) said they were boda boda riders, and 10(4.76%) said they did not engage in any activity. This showed the desire for the learners to earn an income either for themselves or for the family. This was an indicator of high poverty levels in their homes.

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## **5.7 Geographical factors and boy child dropout rates**

On geographical factors, 50(71.42%) teachers agreed that long distances influenced school dropout. However, 15(21.42% of the teachers disagreed with the same. this showed that distance was not a reason for dropping out of school. A self motivated learner would beat all odds to attend school. On the hilly topography, 55(78.57%) teachers agreed that it influenced the dropout rates of the learners. However, 10(14.28%) of the teachers disagreed. On the other hand, 30(42.85%) of the respondents agreed to the same. this showed that as much as it had an influence, it did not apply to all the learners.

When the learners were asked if the topography had an influence on the dropout rates of the learners, 97(46.19%) agreed while 100(47.62%) disagreed. Poor road infrastructure does not lead to school dropout. This is shown by 40(19.05%) of the respondents who agreed compared to 145(69.05%) of the respondents who disagreed. distances led to school dropouts. This is as shown by 103(49.05%) of the respondents who agreed and 97(46.19%) who disagreed to the same

## **5.8 Conclusions of findings**

### **5.8.1 Learners' characteristics and boy child dropout rates**

Learner characteristics influence the dropout rate of boys in primary school. A boy with learning difficulties lacks the motivation to remain in school. This is because it leads to low self esteem hence leading to demotivated learners that drop out of school.

### **5.8.2 Socio- cultural factors and boy child dropout rates**

Cultural practices such as circumcision and inheritance contribute towards the boys dropping out of school. This is because the boys believe they are adults once they are circumcised and so may not feel like they fit in the school system any more hence make them to drop out. This is especially common in learners who are older for the class and hence other factors also come into play.

### **5.8.3 Socio-economic factors and boy child dropout rates**

Poverty in the family backgrounds influences the learners to drop out of school so that they can also play a role in the income generation activities. This may be either for the family or for themselves. The learners drop out due to nonpayment of school levies by the parents hence making them to be sent home for the same. This may be discouraging to the learners hence making them to opt to drop out of school.

### **5.8.4 Geographical factors and boy child dropout rates**

Topography, infrastructure and the distance influence the way the learners get to school. Hard conditions make the learners to keep away from school and eventually drop out of school.

## **5.9 Recommendations**

### **5.9.1 Learners' characteristics and dropout rate**

Learners should be encouraged so as to have high self esteem and self motivation to learn no matter the circumstances surrounding their families. The teachers should also learn how to handle the students so as to make them concentrate in their studies leading to enjoyment of learning.

### **5.9.2 Socio- cultural and dropout rate among boys**

Culture should be appreciated at all costs but it should not be an impediment to education. They should go hand in hand. The community elders should be advised to encourage the circumcised children to attend school even after the practice. Children should also not inherit property early so as to help keep them in school at all costs. They should be encouraged to study so that they can in future buy their own assets.

### **5.9.3 Socio-economic factors and dropout rate among boys**

Education should be used as a way out of poverty. The learners should only engage in income generating activities during free time as opposed to during school sessions. Advocacy should be carried out to encourage the boy learners to keep off from casual labour and motorcycle riding during school days.

### **5.9.4 Geographical factors and boy child dropout rates**

The government should improve the roads so as to encourage the learners to attend schools in all seasons. Schools should also be built in the community to avoid the learners having to walk long distances to get to school.

## **5.10 Contributions to the body of knowledge**

### **5.10.1 Learners' characteristics on dropout rate among boys**

Boys have the same challenges as girls and they also need proper care so as to prevent them from dropping out of school at all costs. Boys too can get emotional and they need to be understood so as to have high self esteem and be motivated to learn no matter the circumstances.

### **5.10.2 Socio- cultural factors and dropout rate among boys**

Cultural practices though good should be practiced in moderation so as to help the boys to understand it's a rite of passage but not an indicator of adulthood. Consequently, the boys should not take on adult roles and remain in school throughout their studies.

### **5.10.3 Socio-economic factors and dropout rate among boys**

Poverty contributes to dropping out of school. This is because, unless the basic needs for the learners are met, they may not be motivated to seek education. Consequently, the parents need to take their parental roles seriously and keep their children in school.

### **5.10.4 Geographical factors and boy child dropout rates**

Harsh topography, long distances and poor infrastructure lead to learners dropping out of school. This is more prevalent if coupled with poverty and negative learner characteristics.

## **5.11 Suggestion for further research**

The following are the recommendations for further study by the researcher.

1. The study only examined learners within Trans-Nzoia West District hence may not be easy to generalize the entire county. Thus future studies should consider factors including all sub-counties across the county.
2. The study examined only four variables, namely; learners' characteristics, socio-cultural factors, socio-economic factors geographical factors. In future, other variables should be considered such as teacher related activities.



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## **APPENDICES**

### **APPENDIX I: LETTER OF INTRODUCTION**

The University Of Nairobi

P.O Box 30197

Nairobi.

15<sup>th</sup> May 2016.

Dear Respondent,

I am a post graduate student in the University of Nairobi pursuing a Masters of Project planning and management studies. As part of the requirements for this degree I am carrying out a research on the Factors Influencing Dropout Rate among Boys in public primary schools in Saboti sub-county, Trans-Nzoia County, Kenya. You have been sampled for the study and you have been selected as a respondent. I kindly request you to honestly and faithfully complete this questionnaire since the information given will be treated with utmost confidentiality.

The results of this study will be used for academic purpose only.

Yours faithfully,

Cherotich Judith Cheneket

## APPENDIX II: QUESTIONNAIRE FOR TEACHERS

Please note:

1. Tick where appropriate.
2. Do not write your name.
3. All the responses were treated strictly in confidence.

### A. Background Characteristics of company employees'

#### a. Gender of respondents

Please indicate your age bracket

Description	
<b>Male</b>	
<b>Female</b>	
Total	

#### i. Age bracket of respondents

Age group	
18- 28 years	
29-39 years	
40 and above years	
Total	



ii. Academic qualifications of respondents. Please indicate your academic qualifications

Academic qualification	Tick where appropriate
P1	
Diploma	
Degree	
Masters degree	

**B. Learners' characteristics and school dropout rate among boys**

	Yes	Not sure	No	Total
Attachment of boys to negative peer groups leads to school dropouts				
Low self esteem due to low academic performance of the boys leads to school dropout.				
Low self-motivation to learn by the boys leads to school dropouts				

**C. Socio-cultural activities and school dropout rate among boys**

	Yes		Not sure		No			
<b>Circumcision leads dropout of boys</b>								
<b>Inheritance of family assets contributes to school dropouts by boys</b>								

**D. Socio-economic factors and school dropout rate among boys**

	Yes		Not sure		No		Total	
Fathers' level of education contributes to school dropout by boys.								
Parental income levels have an influence on the boy child dropout rates								
Desire to contribute in the family's income generation leads to dropouts by boys								

**E. Geographical factors and school dropout rate among boys**

	Yes		Not sure		No		Total	
The long distances influence school dropout rates								
The hilly topography contributes to school dropout by the boys								
Poor road network contributes to the school dropout rate								

**APPENDIX III: QUESTIONNAIRE TO CLASS 8 BOYS**

**A. Background characteristics of the respondents**

**i. Age of respondents**

<b>Below 15years</b>	
<b>Above 15years</b>	
<b>Total</b>	

**ii. Class attained by boys who dropped out of school**

	Yes	Not sure	No
Between class 1- class 3			
Between class 4- class 6			
Between class 7 – class 8			

**B. Learners’ characteristics and school dropout rate among boys.**

	Yes	Not sure	No	Total
Low motivation led to the boys dropping out of school				
Low self esteem due to frequent repetition led to the boys dropping out of school.				
Involvement with the wrong peer groups influenced their dropping out of school				

**C. Socio-cultural activities and dropout rate among boys**

	Yes	Not sure	No	Total
The boys dropped out after circumcision				
Helping parents at home contributed to boys school drop.				
Societal beliefs such as boys being stronger than girls contribute to emotional turmoil leading to boys dropping out of school.				
Inheritance of parents property led to boys dropping out of school				

**a. Economic factors and boys dropout rates from school**

Casual worker	
House boys	
Farm work	
Boda boda driver	
None	
Total	

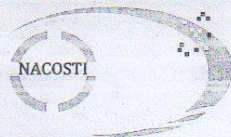
**b. Parental Level of Education and school Dropout rates**

Self employed	
Salaried	
Casual	
Unemployed	
Total	

**D. Geographical factors and school dropout by boys**

	Yes		Not sure		No		Total	
Topography makes it difficult for the learners to access school leading to dropouts.								
Poor road infrastructure leads to learners to drop out of school.								
The long distance to school de-motivates the learners from accessing schools leading to dropouts.								

## APPENDIX IV: AUTHORIZATION LETTER



### 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

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

Ref. No.

Date:

24<sup>th</sup> August, 2015

**NACOSTI/P/15/9183/7278**


Judith Cherotich Cheneket  
University of Nairobi  
P.O. Box 30197-00100  
NAIROBI.

#### RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing dropout rate among boys in public primary schools in Savou Sub-County, Trans-Nzoia County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Trans Nzoia County** for a period ending **11<sup>th</sup> December, 2015**.

You are advised to report to **the County Commissioner and the County Director of Education, Trans Nzoia 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: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner  
Trans Nzoia County.

The County Director of Education  
Trans Nzoia County.

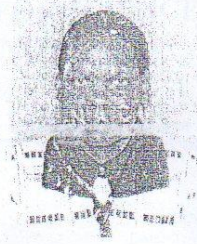


**APPENDIX V: RESEARCH PERMIT**

THIS IS TO CERTIFY THAT:  
**MS. JUDITH CHEROTICH CHENEKET**  
of UNIVERSITY OF NAIROBI, 1017-30200  
Kitale, has been permitted to conduct  
research in *Transzoia County*

Permit No : NACOSTI/W/16/0168/170  
Date Of Issue : 24th August, 2015  
Fee Received :Ksh. 1000

on the topic: **FACTORS INFLUENCING  
DROPOUT RATE AMONG BOYS IN PUBLIC  
PRIMARY SCHOOLS IN SABOTI  
SUB-COUNTY, TRANS-NZOIA COUNTY,  
KENYA**



for the period ending:  
**11th December, 2015**

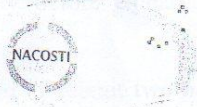
*Judith Cheneket*  
.....  
**Applicant's  
Signature**

*[Signature]*  
.....  
**Director General  
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 0008

CONDITIONS: see back page