

**SOCIO-ECONOMIC FACTORS INFLUENCING BOY-
CHILD DROP OUT RATE FROM PUBLIC DAY
SECONDARY SCHOOLS IN KILUNGU SUB-COUNTY-
MAKUENI COUNTY**

KAINDI ROSE MUENI

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DECLARATION

This project is my original work and to the best of my knowledge has not been submitted for award of a degree in any other university

Signature..... Date

Kaindi Rose Mueni

E55/WTE/20203/2012

This project has been submitted for examination with our approval as university supervisors.

Signature..... Date

Dr. David Mulwa (PhD)

Department of Education Administration and Planning

School of Education

South Eastern Kenya University.

Signature..... Date

Dr. Redempta Maithya (PhD)

Department of Education Administration and Planning

School of Education

South Eastern Kenya University.

DEDICATION

This project is dedicated to my dear husband Necodemus Muli and my children Marvel Mutheu, Wisdom Wendo, Nissi Ngatho and Shammah Mwailu.

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I give all the glory and honour to my good God who has enabled me to successfully complete this master programme. His grace has been sufficient all through and to him alone all the glory.

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TABLE OF CONTENTS	Page
DECLARATION	i
DEDICATION	ii
ACKNOWLEDGEMENTS	iii
TABLE OF CONTENTS.....	iv
LIST OF FIGURES	viii
LIST OF TABLES	ix
LIST OF ACRONYMS AND ABBREVIATIONS	x
ABSTRACT.....	xi
CHAPTER ONE	1
INTRODUCTION	1
1.1 Background to the Study.....	1
1.2 Statement of the Problem.....	3
1.3 Purpose of the Study	4
1.4 The Objectives of the Study.....	4
1.5 Research Hypotheses	4
1.6 Significance of the Study	5
1.7 Limitations of the Study.....	5
1.8 Delimitations.....	6
1.9 Assumptions of the Study	7
1.10 Operational Definition of Terms.....	8
1.11 Organization of the Study	9
CHAPTER TWO	10

REVIEW OF RELATED LITERATURE	10
2.1 Introduction.....	10
2.2 The Concept of Dropout	10
2.3 Socio-Economic Factors Causing boy-child Dropout in General.....	14
2.3.1 Family Size and School Dropout	15
2.3.2 Parental Level of Education and School Dropout.....	16
2.3.3 Parental Income and School Dropout	17
2.4 Summary of the Related Literature.....	20
2.5 Theoretical Framework.....	21
2.6 Conceptual Frame Work	22
CHAPTER THREE	23
RESEARCH METHODOLOGY.....	23
3.1 Introduction.....	23
3.2 Research Design.....	23
3.3 Location of the Study.....	24
3.4 Target Population.....	24
3.5 Sample Size.....	24
3.6. Sampling Procedure	25
3.7 Research Instruments	25
3.7.1 Questionnaire	25
3.7.2 Document Analysis	26
3.7.3 Interviews.....	27
3.8 Instrument Validity	27

3.9 Instrument Reliability	27
3.10 Data Collection Procedure	28
3.11 Data Analysis Techniques.....	28
3.12 Ethical Considerations	29
CHAPTER FOUR.....	30
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	30
4.1 Introduction.....	30
4.2 Instrument Response Rate.....	30
4.3 General Information on Respondents	31
4.3.1. Class Teachers Respondents	31
4.3.2 Boys Respondents	32
4.3.3. Principals Responses.....	33
4.4 Influence of Family Size on boy-child Dropout Rate	33
4.5 Influence of Parental Level of Education on boy-child Dropout Rate	36
4.5.1 Father’s Level of Education.....	37
4.5.2 Mother’s Level of Education	38
4.6. Influence of Parental Income on boy-child Dropout Rate	41
4.6.1 Father’s Occupation	41
4.6.2. Mother’s Occupation	42
4.6.3 Fathers Income.....	43
4.6.4 Mothers Income	43
4.7 Discussion of the Findings.....	47
4.7.1 Family Size and boy-child Drop Out.....	47

4.7.2 Parental Level of Education and Drop Out (Fathers)	48
4.7.3 Parental Income and Drop Out	50
CHAPTER FIVE	53
SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS	53
5.1 Introduction.....	53
5.2 Summary of the Study	53
5.2.1. Family Size and Drop out Rates	53
5.2.2. Parental Level of Education.....	54
5.2.3. Parental Income	55
5.3. Conclusions from the Study.....	56
5.4 Recommendations.....	56
5.5 Recommendations for further research	57
REFERENCES	58
APPENDICES	64
Appendix 1: LETTER OF INTRODUCTION	64
Appendix 2: Questionnaire for Class Teachers	65
Appendix 3: Questionnaire for the Students.....	68
Appendix 4: Interview Schedule for School Principals.....	72
Appendix 5: Letter of Authorization.....	73
Appendix 6: Research Clearance Permit	74

LIST OF FIGURES

Figure 2.1: Conceptual Framework	22
Figure 4.1: Form 3 Class Teachers Response	31
Figure 4.2: Form 4 Class Teachers Response	32
Figure 4.3: Boys Respondents	32
Figure 4.4: Age Bracket of the Respondents (%)	33
Figure 4.5: Family Members in (%)	34
Figure 4.6: Fathers level of education (%).....	37
Figure 4.7: Mothers Level of Education	38

LIST OF TABLES

Table 1: Number of Respondents 25

Table 2: Response Rate..... 30

Table 3: Family Size and Dropout 35

Table 4: Relationship between Family Size and boy-child Drop Out 36

Table 5: Parental Level of Education and Dropout 39

Table 6: Relationship between parental level of education and boy-child drop
out 40

Table 7: Fathers Occupation 41

Table 8: Mothers Occupation..... 42

Table 9: Father Income 43

Table 10: Mothers Income 44

Table 11: Parental Income and Dropout 45

Table 12: Relationship between parental income and boy-child drop out..... 46

LIST OF ACRONYMS AND ABBREVIATIONS

AIDS: Acquired Immune Deficiency Syndrome

CIA: Central Intelligence Agency

EFA: Education for All

HIV: Human Immuno-deficiency Virus

MOE: Ministry of Education

MoEST: Ministry of Education, Science and Technology

ROK: Republic of Kenya

UNESCO: United Nations Educational Scientific and Cultural Organisation

UNICEF: United Nations Children's Fund

US: United States

WEF: World Education Forum

WFB: World Fact Book

WHO: World Health Organization

ABSTRACT

The government of Kenya has placed certain measures to give basic education to its citizens by introducing Free Primary Education and Free Day Secondary Education. Despite this effort, students both boys and girls have been dropping out of school. School dropout for both boys and girls is a very serious issue not only in Kenya but also in the whole world. The main purpose for the study was to investigate the socio-economic factors that influence boy-child dropout from public day secondary schools in Kilungu Sub-county. The objectives of the study was to find out how family size, parental level of education and parental income influence the drop out of the boy-child from public day secondary schools in Kilungu sub-county. The study adopted descriptive survey research design. The target population was comprised of the 11 principals of the public day secondary schools, 25 class teachers from Form 3 and Form 4 classes in the eleven schools, 550 boys (Form 3 and Form 4 boys only). Simple random sampling technique was used to select a sample size of 6 public day secondary schools out of 11. The principals and the class teachers of the selected secondary schools were selected to be part of the sample while the boys were selected through simple random sampling to a maximum of 300 making a total of 318 respondents. Data was collected using questionnaires, interviews and document analysis (school records like registers). The collected data was analyzed using both descriptive and inferential statistics using the Statistical Package for Social Sciences (SPSS). The findings of the study were that family size influences boy-child drop out from public day secondary schools positively ($r = +0.512$), parental level of education also influence boy-child drop out from public day secondary school ($r = +0.609$) and parental income influence boy-child drop out from public day secondary school ($r = +0.732$) in Kilungu sub county. From the findings of this study the researcher recommended that the parents should be sensitized on the importance of boy-child education, every school should make it mandatory for parents to meet annually and discuss problems faced by boys in schools and that the government should provide funds to support boys from poor families.

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education worldwide is the finest way of attaining self-reliance, economic growth and development (Gathiga, 2010) as education helps people to resolve inequality and poverty (Mukudi, 2004). Education for All (EFA) is a global commitment that strives to ensure that all children have access to education. The Universal Declaration of Human Rights adopted in 1948 declares that “Everyone has a right to education”. The world conference on Education for All (EFA) held in Jomtien, Thailand in 1990 sparked off a new motivation towards education for all.

Education has been cited by early economic experts as the corner stone for all economic and social stability within any country (World Bank, 2005). Furthermore education has the power to alleviate poverty all over the world through developing people’s skills that increase personal income and therefore the best way to attain self reliance in economic growth and development (World Bank, 2004). Education is thus a very basic need and requires good organization so that the set EFA goals may be achieved. However poor organization of EFA resources has made it not to be attained and that’s why the boy-child’s drop out rate is on the increase (Mukudi, 2004).

Kamanja (2012), argues that the boy-child of the 21st Century is faced with many problems which unless properly addressed will result in the society losing him. This tremendous boy-child drop out rate is a global problem and researches are being done to curb it. Although there has been progress in improving school participation since 1990 after the world conference on EFA in Jomtien there are still high rates of drop out especially for boys which may be as a result of socio-economic factors in many African countries (Smith, 2011)

According to Kaner (2004), the problem of boy-child drop out globally is on the rise. He points out that both high and low social classes of people are affected by the drop out of boys from school. According to his study, 30 % of students in United States leave school before completing the intended education cycle. A research carried out by Siddhu (2011) found that India has boy dropout rate of 12% while Asia has boy dropout rate of 5%.

According to Vision 2030, Kenya has declared education as basic to all children. It has been passed as law that each child should attend school and any person who fails to take his/her child to school will have committed an offence and can be taken to court (Business Diary, Feb 12th 2013). Archambault, Janosz, Fallu, & Pagani, (2009), observe that causes of boy-child wastage vary from one place to another. World Bank (2004) called for various studies on drop out to be carried out in various regions and come up with ways of minimizing the drop out rates and improving efficiency in education. Kenya has not been left out in this research of dropout of boys from public day secondary schools. The media carefully pointed out that due to the emphasis on girl education and the rerouting of girls back to school, the dropout rate of girls had declined while that of boys had gone up (Karabo & Natal, 2013)

A report by Aggrey Namisi that appeared in The Standard Newspaper, November 8th 2013 showed that the dropout rate of girls in Kenya is 2% while that of boys is 2.1%. Although this has been observed, not many studies have been done to establish the cause of boy-child dropouts from public day schools, hence creating need for more study in the area of why many boys than girls drop out of secondary school. The high dropout rate of boys means that the resources used for providing education for that particular child are wasted because they have not acquired the necessary skills, knowledge and attitude to effectively participate in the total development of the nation (Parr,

2013). This wastage due to the dropping out of boys from school has caused concern to the government, educators and all other education stakeholders.

According to Mutwol (2013) , overall wastage rates in Kenya ranges from 30% - 40 %. This is very discouraging because the government uses a huge amount of public expenditure on education. According to 2011 economic survey report, the Ministry of Education, Science and Technology (MoEST) takes the lion's share of the budget. For example, in the financial year 2002 – 2003 the ministry was allocated 64.1 Billion shillings, with this figure rising to 193.3 billion shillings in the financial year 2010 – 2011 (Mudemb, 2013).

Findings from the Ministry of Education Science and Technology reveal that not all the students who enroll in secondary schools finish with their education cycle (MoEST, 2007). It is thus clear that some students drop out due to varying individual reasons. It has already been noted that a high number of dropout in the public day secondary schools are boys. Moreover, despite the Constituency Development Fund (CDF) disbursement and bursary allocations to the needy students (boys) in public day secondary schools, students have continued to drop out (MoEST, 2007). This massive dropout of boys is thus a cause for alarm.

1.2 Statement of the Problem

Over the years the boy-child has become vulnerable and endangered as far as education is concerned (World Bank, 2005). A report from the District Education Officer (DEO) Kilungu sub-county education office on enrolment and dropout (2013) indicated that more boys than girls are dropping out of school, a matter of concern for this study. In the last four years (2010 – 2013) there has been a consistently high dropout rate among boys from public day secondary schools within Kilungu sub-county. For example in the year 2010 there were 1,489 boys at the beginning of the year and 1,480 at the end of the year showing a drop out of nine boys in the sub-county. While in 2011 the

number of boys in the sub-county at the beginning of the year were 1,479 and 1,469 at the close of the year meaning 11 boys had dropped out. In 2012 the number of boys at the start of the year were 1,457 and 1,450 at the end of the year an indication that 7 boys dropped out of school whereas at the beginning of year 2013 the number of boys were 1,444 the figure dropped to 1,436 at the end of the year meaning that 8 boys dropped out from school. This trend is an indication that the number of boys in public day secondary schools in Kilungu sub-county is consistently declining and therefore the need to investigate socio-economic factors contributing to the high boy-child drop-out rate in public day secondary schools in Kilungu sub-county.

1.3 Purpose of the Study

The purpose of the study was to investigate the socio economic factors influencing the boy-child's drop out from public day secondary schools in Kilungu Sub-County of Makueni County.

1.4 The Objectives of the Study

The specific objectives of the study are as follows:

1. To find out the influence of family size on boy-child dropout rate from public day secondary schools in Kilungu Sub-County
2. To examine the influence of parental level of education on boy-child dropout rate from public day secondary schools in Kilungu Sub-County.
3. To establish the influence of parental income on boy-child dropout rate from public day secondary schools in Kilungu Sub-County.

1.5 Research Hypotheses

HO₁: There is no relationship between the family size of the learner and boy-child drop out from public day secondary schools in Kilungu sub-county.

HO₂: There is no relationship between parental level of education and boy-child drop out from public day secondary school in Kilungu sub-county.

HO₃: There is no relationship between parental income and boy-child drop out from public day secondary schools in Kilungu Sub-County.

1.6 Significance of the Study

The findings of the study would provide useful knowledge to school administrators, teachers, students and other educational stakeholders on ways of reducing the dropout rates of the boy-child in public day secondary schools. They may be sensitized through the findings of the study on the socio economic factors causing boy-child to drop out from public day secondary schools. The students (boys) would be aware of the consequences of dropping out and may be motivated to complete secondary school cycle of education using information in this study.

The study may also help to identify the problems causing the drop out of boys from public day schools. This would enable the parents to know why their children (boys) drop out of school whereas there is free secondary school education. In addition, the study may provide useful information to the inspectorate and quality assurance team in the Ministry of Education so that they may be able to overcome the problem of boys dropping out from school. The study may help the public day secondary school administration in creating a conducive environment in which to accommodate boys and reduce the dropout rate.

1.7 Limitations of the Study

Some respondents hesitated to provide useful information about boys dropping out because they culturally believed that boys were born strong winners and 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 of the 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 boy-child. Kilungu sub-county is situated in a hilly terrain and transport was a challenge. Many schools could only be reached by foot hence taking a longer time than expected to collect data.

1.8 Delimitations

The research concentrated on the Public Day Secondary Schools of Kilungu sub-county and left out students in public boarding schools and private secondary schools because most of the schools affected by boy-child drop out in Kilungu sub-county were the public day secondary schools (County Office records, 2013).

The teachers who were interviewed during the research were mainly those in administration i.e. the principals and class teachers leaving out the other teachers because the principals and class teachers have the admission and enrolment records. The class teachers also knew the number of students at the beginning of the term and at the end of the term from the class registers.

Form 3 and Form 4 boys were selected to participate in the study leaving the other students because they had stayed longer in schools than the Form 1 and Form 2 and they may have noticed most of their classmates drop out. The study was also delimited to socio-economic factors from among many other factors and further narrowed to three socio-economic factors namely; Family size, parental level of education and parental income.

1.9 Assumptions of the Study

The study made the following assumptions:

1. Selected schools represented all the public day secondary schools in Kilungu Sub-County.
2. Students, teachers and principals who acted as respondents were honest while answering the questionnaires.
3. Family size, parental level of education and parental income as determinants of boy-child drop out applied to all public day secondary schools in Kilungu sub-county

1.10 Operational Definition of Terms

Socio-economic factors - family characteristics in term of moral, ethical, cultural, education and income levels

Boy-child – is a young man who has enrolled in secondary school education

Drop out – any boy-child who leaves school before completing the secondary school cycle

Drop out rate – percentage of boy-child leaving school before completing secondary school cycle.

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

Influence – course of events pushing boy-child to drop out from public day secondary schools.

1.11 Organization of the Study

The study is organized into five chapters. Chapter One focuses on background to the study, statement of the problem, the purpose of the study, objectives, research hypothesis, significance, limitations and delimitations of the study; basic assumptions of the study and definition of significant terms. Chapter Two consists of a literature review of socio economic factors leading to boy-child drop out from public day secondary schools. The factors looked upon are; family size, parental level of education and parental income, where the learner came from. Chapter Three contains the research methodology which comprises of the research design, target population, sample size, sampling procedure, research instruments, reliability and validity of the research instruments, data collection procedure and data analysis techniques. Data analysis, data interpretation and discussions are dealt with in Chapter Four. Chapter Five comprises the summary, conclusions and recommendations of the study.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter deals with the literature review on boy-child drop out from public day secondary schools. Review of the related literature forms a foundation upon which all future works must be built on. The study focused on socio economic factors that caused boy-child drop out from public day secondary schools. These socio-economic factors that were researched were family size, parental level of education and parental income of where the boy-child came from.

2.2 The Concept of Dropout

A dropout refers to a person who leaves school or college before they have finished their studies (Oxford Advanced Learners Dictionary, 2014). It also refers to children who are enrolled but stay out of school for a long time and do not complete the given cycle in school. In some cases it may also mean that enrolled students leave school before completing the intended education cycle. The degree of boy-child dropout varies between and within countries (Abuya, Oketch & Musyoka, 2013). According to Ananga (2011), the boy-child of the 21st century is faced with many problems that make him drop out from school. This problem of boy-child drop out worldwide has pushed many people to do research on why boys drop out of school and try to search for ways of curbing the problem.

In America, educational systems are losing half of the students through school dropout. A recent study by the US Department of Education found that 3% of American students were dropping out or failing to graduate in the nation's largest public district schools (Education Alliance, 2010). School dropout especially for boys is widely recognized as a negative event followed by various life problems. Several factors for dropping out have been identified in the past researches. Saliwanchik-Brown (2009), for example found that family

socio-economic factors, family composition, student engagement in school, retention and age all contributed to boy-child drop out.

Between (2008) in his study on drop out identified how socio-economic status, low parental education, low family income and single parent families led to dropout. However in dropout review done by Pharris-Ciurej, Hirschman, & Willhoft (2012), it was found that grade retention is the strongest predictor of boys dropout. In general status attainment and drop out literature points out three main factors predictive of school success. Foley, Gallipoli, & Green, (2009) says it is parental attainment, Inglis (2009) says it is intelligence while Saliwanchik-Brown (2009) says it is socio-economic status that leads to success in education. Researchers are therefore urged to assess the importance of all these factors and the extent to which they cause dropout of boys from public day secondary schools. This study will investigate the socio-economic factors that contribute to high dropout rates of boys in public secondary schools in Kilungu sub-county

A White House Secretariat office report (2010) quoted president Obama announcing that the rate at which boys were dropping out of school was a question of concern to all the stakeholders in the education sector. He argued that the Americans could not ignore this big problem of the boy-child dropping out of school. He therefore called on all the stakeholders; parents, guardians, teachers, school principals, students, business leaders and elected officials to come up and end the drop out crisis in America.

He noted that for every school day, about seventy school children decide to drop out of school and a total of 1.2 million dropped out without attaining the required grade. When he considered the cause of this high dropout rate he came up with four reform models which included the transfer of the principal and the staff, closing and re-opening of schools and reviewing the managerial skills applied in the affected schools.

According to the White House Secretariat report of 2010, the research which was done on the boy-child drop reported that they dropped out of school because they did not find the school interesting or inspiring. The Obama administration therefore committed itself to curb this problem by emphasizing the importance of investing in dropout prevention and recovery strategies to help make learning more engaging and relevant for learners. He therefore committed \$ 3.5 Million and \$50 Million in transformational changes and prevention strategies respectively.

According to Indian secretariat report of 2010, school dropout rates for boys have remained high. This high boy dropout rate is the main cause for low literacy level in India. In India boys are treated as the sole breadwinners in most low income homes and therefore the boys drop out of school to go and work to earn for their families. According to this report, the ratios of boys drop out to girls in India stands at 61.5% to 58.6% respectively.

Countries in Sub-Saharan Africa have been struggling in finding out ways of improving their educational systems in order to achieve the Education for All goals (E.F.A.). These countries have laid strategies to meet the set goals by 2015. These strategies are like offering free primary education, providing lunch and snacks in marginalized areas and monitoring whether the children attend school regularly. This has motivated children from poor families to go to school (Wang & Fredricks, 2013). This effort eventually has attracted the attention of the donors from various parts of the world especially in the developed countries, who include World Education Forum, UNICEF and WHO (World Bank, 2004). The most affected are boys from poor families and orphans hence drop out from public day secondary schools (Cameron, 2009) a scenario which has prompted the researcher to carry out this study.

School dropout has become a major educational problem in developing countries. It has been noticed that there has been a high enrollment and low completion cycle especially for boys in public day secondary schools (Oteyo & Kariuki, 2009). Drop out rates depend on the number of children enrolled and so in countries where there is low initial enrolment, actual number of students who drop may be lower than where initial enrolment is high (Joshi, 2010).

In Malawi, dropout rates are still high though free primary education was started earlier (Siddhu, 2011) than in any other African country. High enrolment in Malawi led to poor education because there weren't enough teachers to handle the students and therefore temporal teachers were employed to curb this problem. This made many students especially boys, lose interest in school hence dropping out. The main reason of boy-child drop out in Malawi is lack of interest in learning and illness of family members (Smith, 2011).

In Kenya, the dropout of boys in public day secondary schools draws back the achievement of Vision 2030 which was set by the Kenyan government to industrialize the nation and to improve education and training for all (Social-Vision, 2030). This leads to wastage of potential human resources necessary for development (Business Daily, 2013). The initiation of free primary education by the government in 2003 and free day secondary school education in 2008 resulted into increased school enrolment but boys are still dropping out of school due to factors like poverty, insecurity, lack of basic needs and natural catastrophes (Symeou, Martínez-González, & Álvarez-Blanco, 2012).

Dropout of boys in Kenyan public day schools has been on the higher side in spite of the government's effort to attain universal education by introducing free public day secondary education. Providing this free service means that children will be motivated in attending school without being sent back home for lack of school fees. Many Kenyans thought that by doing away with

school fees children would be retained in schools hence minimizing the boy dropout rate (Oteyo & Kariuki, 2009). As much as enrolment of students in Kenyan Secondary Schools is high a major challenge still lies in the ability to retain the enrolled boys in public day secondary schools. In Kenya the national completion rates have been on the decline for the last two decades for boys and not so for girls (The Standard Newspaper, November 8, 2013).

The government of Kenya spends a lot of money on free day secondary education. According to Mutwol (2013) the economic survey of Kenya indicates that MOEST takes the lion's share of the national budget. This is to support free primary education and free day secondary education. Expenditure on education accounts for a significant portion of the county's resources. For example in Kenya 2012-2013 year's budget, education sector was allocated 233.1 billion which is 16% of the total budget of 1,459.9 billion. Among the allocations 8.3 billion went to free primary education, 19.7 billion went to free day secondary education, 1.6 billion went to early child development education, 118.7 billion went to teachers' salaries and 84.8 billion went to other projects including research (Ramsey, 2012). Failure to address issues affecting boy-child school dropout will mean that government resources are wasted and therefore the need for this study.

2.3 Socio-Economic Factors Causing Boy-child Dropout in General

The study investigated the socio-economic factors that influence boy-child drop out from public day secondary schools in Kilungu sub-county. Socio-economic factors are the factors that emanate from societies social and economic way of life that affect the learners schooling (Kimondo, 2007). There are many socio-economic factors that may cause boy-child drop out of school. They include lack of finances to support education, child labour, home responsibilities, parental ignorance, orphanage, peer pressure, drug abuse, HIV and AIDS, parental level of education, parental income, family size and lack of motivation on the learners side. In this study, the socio-economic factors to

be investigated are parental income, parental level of education and the family size where the boy-child comes from. Much has been done on girl child education to the neglect of the boy-child. Much has also been done about dropout in boarding secondary schools but not in public day secondary schools. Therefore there is a for the study, particularly in Kilungu sub-county.

Economics in particular as a subject of study appreciates those resources are few but wants are many. This means that most households have scarce resources while the wants are insatiable. Since The cost of education has almost always been high. Under social economic factors the study will focus on three factors in relation to school dropout namely:-

- i) Family Size
- ii) Parental Level of Education
- iii) Parental Income

2.3.1 Family Size and School Dropout

Having a big family may lead to boys drop out of school especially if the family income is low. Symeou, Martinez & Alvarez (2012) say that many children especially boys from big sized families dropout of school to work for income to support their families. This comes as a result of parents being unable to provide basic needs to their children and hence force the older sons to drop, search for casual jobs and help them (parents) bring up their children in the big family. Once the boys get these casual jobs which they can do after school they feel that they have become adults and therefore drop out completely from public day secondary schools (Oteyo & Kariuki, 2009).

For a big family in these economically constrained times, it is hard to provide the basic needs. This will therefore lead boys' to dropout so that they can help their parents with providing for their siblings. If getting food is a problem, then how would it be possible to cater for education which is more expensive (Mudemb, 2013). This study was to find out how the boy-child's

family size influences his dropout from public day secondary schools in Kilungu sub-county.

Boys from big families may be encouraged by their parents to drop out of school to go to work to supplement the family income and make it easier for the parents to take care of the young siblings (Symeou *et al.*, 2012). Research done by the Ministry of Education (MoEST) in 2006 showed that as boys grow older their needs increase and if they come from a big family their parents may not be able to provide for their needs and therefore they might drop out of school to search for casual jobs so as to cater for their own needs. Most boys in Kilungu Sub-County may be dropping out of school to indulge in casual work like sand harvesting, loading and unloading the sand Lorries.

Sand is being harvested in big rivers around the sub-county like Kaiti River and the sand is taken to construction sites around the county headquarters. This study was done to establish whether family size is a factor that make boy-child drop out of public day secondary school or whether there are other reasons causing the drop out.

2.3.2 Parental Level of Education and School Dropout

Initial academic skills go hand in hand with the home environment where low literacy environment and chronic stress affects the child negatively in his/her academic skills. If the child is affected negatively his/her performance also suffers; this may lead to demotivation within the student (boy) causing him to drop out of school (Alkens & Barbarin 2008). Murugi (2008) observes that over one million children are out of school and in Kenya more than half of this number is boys.

The World Bank (1988) argues that “there is a positive correlation between the education of children and that of their parents” (p. 470). This is very important because the level of education of parents plays a major role in the education of

any child. Osagi (2010) says that the education level of parents is a determiner of how long their children will stay in school and how they will perform and excel in the future. He goes on to say that learned parents are likely to motivate, inspire and be good role models to their children. These parents know the benefits of education and can therefore afford to emphasize the importance of school and hence maintain their children in school thus reducing their sons' dropout. Uneducated parents on the other hand do not see the benefits of education since they did not attend school and are still surviving. Bohon & Garber (2009) in their study discovered that boys whose mothers are uneducated have a 40% dropout.

The uneducated parents cannot give adequate advice, guidance and counseling to their children on the importance of education and hence dropout of their sons from school. A study done by the Ministry of Education (MOEST, 2007) revealed that parents with professional qualifications ensure that their children remain in school. On the other hand parents with low level of education have negative attitude towards education because they do not see its immediate benefits. In addition, educated parents have improved financial status and improved quality of life and therefore they act as role models to their sons and encourage them to remain in school (Polesel, Nizi & Kurantowicz, 2011). This study therefore intends to find out whether parental level of education has any effect on boy-child drop out from public day secondary schools

2.3.3 Parental Income and School Dropout

Parental income according to Englund, Egeland, & Collins (2008), is an important factor in determining whether access to education is costly. Poor economic growth has led to persistent poverty in Kenya, where about 50% of Kenyans live below poverty line and are therefore unable to access basic needs like food, shelter, health and education (National Development Plan, 1997-2001). According to a survey done by World Bank as stated in the Daily Nation of May 8th 2012, 51% of Kenyans live below poverty line. Central

Intelligence Agency (CIA) reviewed this survey on Kenyans living below poverty line and reported in the world fact book on 6th Dec, 2013 that the number of Kenyans living below poverty line had risen to 60%. Barr and Parrett (2007) said that many people find it hard to support education through the paying of fees and this leads to boy-child drop out.

Due to poverty, parents are unable to meet both direct and indirect costs of schooling which forces them to withdraw the boys from the school system so as to contribute to family income. Although education in public day secondary schools in Kenya is free, parents have to incur the costs of uniforms and other educational expenses like the project funds, payment for lunch and purchase of text books (Fall & Roberts, 2012). When the boy stays at home, he contributes to family income through working and therefore the parent weighs the cost and benefits of keeping him at home to work or sending him to school (Souza, 2007). The boys who are not able to pay for fees are normally on and off during the school days and as a result they are bored, unmotivated and eventually drop out of school (Huggins, Randel & Shirley, 2007).

A study done by Yes Pakistan Newspaper in 1977 indicated that 79% of school dropouts are from low income households (Mukudi, 2004). Poor families tend to have lower demand for schooling than richer families. Boys whose parents are poor drop out from school earlier compared to boys whose parents are rich (Kalipeni, 2009), while boys whose parent's income is low drop out of school because this low income from their parents is spent on food which is more basic than education. These boys may drop out of school to assist their parents in the casual work that will provide food for them hence become permanent drop outs (Hardley, 2010). On the other hand students from well to do families are likely to succeed in education because their parents can afford to meet direct costs of education of their sons (Osagi, 2010). UNESCO report (2005), states that the fact that people are not sure whether they will get any income is a barrier to education.

The introduction of cost sharing in education by the Kenyan Government in 1988 had a great negative effect on education. This cost sharing policy shifted a big burden of financing education to individual parents hence making supporting education very hard. From that time, parents were to meet most of the education expenses like paying for lunch, buying of some text books like English and Kiswahili set books, uniforms and other school levies like the project funds; most parents were not able to pay all these costs. As a result the burden has been too heavy for majority of the Kenyans to shoulder since they live below the poverty line.

The students who are not able to pay for the charges are normally on and off during the school days and as a result, they get bored and unmotivated hence dropout of school. Poverty has also made it very hard for the Kenyan parents to provide food, shelter and health let alone education which they refer to as luxury. Jonker (2006) says that the students whose parents cannot afford cost of some of the educational expenses tend to go to school irregularly and in the long run drop out of school. Kirazoğlu (2009) says that parents who are not able to support their sons in education force them to drop out of school and join casual works like, being house boys, gardeners, herd boys all what is termed as child labor because the child had not completed the secondary school cycle.

Most of these casual jobs were mainly done by the boys and that is why more boys than girls drop out of public day secondary schools. UNICEF (2004) outlines the role poverty plays in boys' dropout and points out that governments have become increasingly aware that boys are more likely to be alienated from school if they come from poor economic backgrounds. Poor people tend to give priority to essential needs such as food while education is placed at a distance in the hierarchy of needs since they live from hand to mouth. This study was therefore investigating how parental income contributed to boy-child drop out in public day secondary school.

2.4 Summary of the Related Literature.

In conclusion, the literature related to this study examined various socio-economic factors influencing boy-child dropout rate in public day secondary schools. The chapter has outlined possible socio-economic factors which made boys drop out of public day secondary schools. In this study poverty has been identified as the most serious or overwhelming factor leading to boy-child drop out from public day secondary schools; the low income of the parents cannot support their son's education. The study was to investigate how parental income is a factor contributing to boy-child drop out in public day secondary schools.

The other socio-economic factor was parental level of education. Boys whose parents were educated were motivated to stay in school compared to those boys whose parents have not gone to school. This study was to find out whether parental level of education contributed to boy-child drop out from public day secondary schools.

The boy-child's family size a socio-economic factor may lead to boy-child drop out. Literature showed that boys from big families tended to drop out of school to assist their parents in casual labour to support the other siblings. This was found to be a very serious issue if the parents were poor as it was very tasking for the parent to support a big family. Therefore, parents forced their elder sons to drop out of school and assist in income generation to support the family. The study sought to establish whether family size was a factor that made boy-child drop out of public day secondary school or whether there are other reasons causing the drop out.

2.5 Theoretical Framework

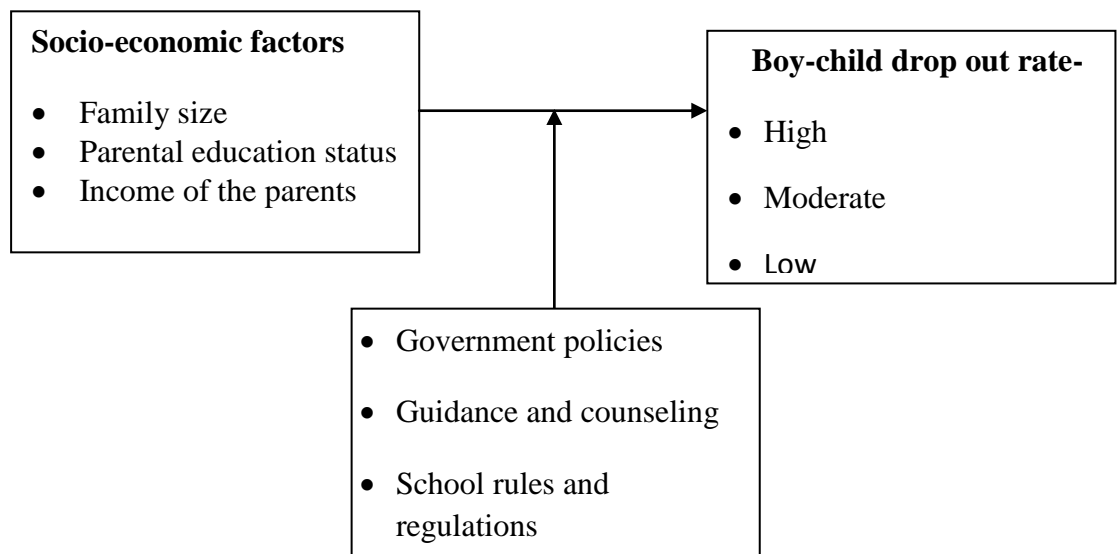
Human capital theory also known as rotten kid theorem of Gary Becker (1930) shows that; education training and medical treatment contribute to the accumulation of human capital (Borjas, 2000). According to this theory, investments in human capital increase the chances for economic success. Completion of secondary school becomes the first step in starting the process of increased human capital investment. By completing secondary school education, people will gain skills and knowledge that will make him perform better in the labour force. This theory emphasizes the importance of investment in human capital such as secondary education for economic success. Economic success therefore comes with completing secondary education.

Majority of the human capital investments that would lead to economic success must be transferred from parents to their children through education. Parents should empower their children by supporting and paying for their fees in secondary schools so as to increase human capital investment. Family socio-economic factors such as family size, parental level of education and parental income that may influence boy-child drop out have much impact on human capital accumulation. Families from low socio-economic class obtain less human capital to pass on to their children hence causing their sons dropout from school. It is therefore concluded that lower family investment in children's human capital due to a lower socio-economic factor would increase the chances of boy-child dropping out of public day secondary schools.

2.6 Conceptual Frame Work

The study was guided by the conceptual framework outlined in figure 2.1 below which showed the relationship between the dependent and the independent variables and the outcome of their interaction.

Independent variables variables



Dependent

Figure 2.1: Conceptual Framework

(Source: Researcher' own design)

Socio-economic factors are interrelated in that each category of factors may influence boy-child to make the decision to either drop out of school or not. The conceptual framework aimed at showing the interrelationship between the variables that determine the dropout of boy-child from public day schools. The independent and the dependent variables related to each other directly as shown in the conceptual framework above. If the intervening variables were applied and enforced to the independent variables then the dependent variable had a positive change.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter focuses on the research design, target population, sampling techniques and sample size, research instruments, validity and reliability of research instruments, data collection procedures and data analysis techniques.

3.2 Research Design

The research adopted a descriptive survey design to investigate the socio-economic factors influencing boy-child drop out in public day secondary schools in Kilungu Sub-County, Makueni County. Descriptive survey design was selected because the study entailed asking a large number of people questions in form of questionnaires. The design according to Mugenda & Mugenda(2012) is a strategic plan that sets out the broad outline and key features of the work to be undertaken in a research study. This means that views, opinions, attitudes and suggestions for improvement of educational practices and institution can be collected by using this research design. It was used to explore the relationship between the independent and dependent variables and allowed generalization across the population.

Rumberger & Rotermund (2012) point out that descriptive survey design is a present oriented methodology and is used to investigate population by selecting samples to analyze and discover occurrences then data obtained can be used to determine specific characteristics of a group. The major goal of descriptive survey study is to offer the researchers a profile or describe aspects of the point of interest from an individual, organization, industry or other perspective (Smith, 2012). A study on boy-child drop out and public day secondary schools are applicable to this case. The design was suitable for the study because it was used to explore and evaluate in details the determinants of boy-child drop out from public day secondary schools. The study also

describes the suggestions, attitudes and opinions of the respondents on relationships among variables.

3.3 Location of the Study

The study was carried out in Kilungu Sub-county, Makueni County. This area was chosen because the boy-child dropout was high as observed by the researcher (Kilungu Sub-County DEO's enrolment report). The researcher had enough information from the DEO's office about enrolment and drop-out rate for the years 2010 to 2013.

3.4 Target Population

Mugenda & Mugenda (2003) define population as a particular entity of people, objects or units to which a researcher can reasonably generalize his or her research findings. They hasten to add; 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 11 Day secondary schools, 11 principals from these schools, 25 class teachers (Form 3 & 4) and 550 boys (Form 3 & 4) in Kilungu Sub-county Makueni County.

3.5 Sample Size

Begi (2009) defines a sample as a small part of a population studied that represents the total population. Mugenda & Mugenda (2012) recommend the use of a big sample to ensure that it is representative. The researcher targeted Forms 3 & 4 boys in the 11 public day secondary schools in Kilungu Sub-County where a sample of 300(55%) boys out 550 boys was randomly selected.

Form 3 and 4 classes were selected because they had stayed in the school longer and were more experienced in providing the relevant information. The 6 principals in the sampled schools were also selected to participate in the

study. Given that some schools have more than one stream, simple random sampling was used to select 12 out of 25 class teachers from Form 3 &4 classes. The sample size was 318 respondents including school principals, class teachers and students as shown in Table 1.

Table 1: Sampling Frame Table

Respondents	Target Population	Sample Size	Percentage
Principals	11	6	54.54
Class Teachers	25	12	48.00
Boys	550	300	54.54
Total	586	318	54.26

3.6. Sampling Procedure

Simple random sampling was used to determine the schools to be selected from the target population. This technique was used so that each and every school in the target population would have an equal chance of participation (Mugenda & Mugenda, 2012)

Kilungu Sub-County has eleven (11) public day secondary schools. Simple random sampling method was used to select 6 schools and subsequently the principals and class teachers from the target population of 11 schools. Simple random sampling method was used to obtain a maximum of 300 boys from the selected schools out of 550 boys targeted for the study.

3.7 Research Instruments

Data was collected using questionnaires, document analysis and interviews.

3.7.1 Questionnaire

Data was collected by use of questionnaires. Self-administered questionnaires were filled by the class teachers, Form 3 and 4 boys. The questionnaires had

both open and closed ended questions. The main reason as to why questionnaires were used is that they are easy to administer and economical to use in terms of time and money since they often have standardized answers that make it simple to compute and analyze data (Begi, 2009). There were two different sets of questionnaires for class teachers and students (Form 3 & 4 boys).

Questionnaires were used to collect data from the class teachers and students. The questionnaire was designed using closed and open-ended questions. In closed-ended questions, the respondents' responses were limited to ticking the correct answer. From the closed-ended questions a specific answer was required from the respondent. The open-ended questions gave the respondent a chance to discuss further on particular issues related to boy-child dropout.

Questionnaires have the advantage of being straight forward and an appropriate way of collecting information needed from numerous respondents. It is also a sensible way of finding out about people's attitude and opinions (Oso & Onen, 2009). Questionnaires are also suitable for the study because it is appropriate to gather information from an extensive area. More so it is relatively cheap and fast method of collecting data (Smith, 2012).

3.7.2 Document Analysis

Document analysis was based on records obtained from the principals' offices in the selected schools. These documents included class registers and admission records for the years 2010, 2011, 2012 and 2013. The main purpose of examining these records was to establish the trend of boys' enrollment in Form one, retention rate in the school and dropout rate in the school in these years. The information gathered was basically made to supplement data collected using the questionnaires and interviews.

3.7.3 Interviews

Semi-structured interview schedule was used to collect data from principals. This guide helped the researcher to collect information on the boy-child drop out from public day secondary schools headed by the principals. The researcher used structured interview with all the principals where questions were asked and responses recorded. Interviews have an advantage over other tools of data collection because the interviewee can be probed further (Mugenda & Mugenda 2012). The data obtained from interviews was used to supplement data obtained through questionnaires and document analysis.

3.8 Instrument Validity

Validity is the extent to which research results can be accurately interpreted and generalized to other populations. It is the extent to which research instruments measure what they are intended to measure [(Oso & Onen, 2009) The researcher consulted the supervisors and other research experts who ascertained the content in the questionnaires; whether they have the right content and if correctly put, hence improving instruments validity.

3.9 Instrument Reliability

Mugenda & Mugenda (2012) define reliability as a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The researcher used the test-re-test method to measure the reliability of the developed questionnaires. This was carried out by giving out questionnaires to some respondents and after a lapse of 2 weeks, the same questionnaires were given out to the same group of respondents under study and calculate the correlation between the two responses. The researcher applied the Pearson's Product Moment correlation to calculate the co-efficient of correlation because the assumption is that the first and the second tests will produce a normal distribution of responses.

3.10 Data Collection Procedure

The researcher personally prepared the questionnaires and delivered them personally to the selected public day secondary schools. The researcher made sure that the class teachers, Form 3 and 4 boys had the questionnaires in good time and arranged with them the date for collecting them. The researcher visited the identified schools for this research for co-ordination purposes with the respective authorities.

Permission to collect data in particular schools was sought from the principals of the concerned schools. The researcher used interview schedule on the principals and also got permission from them to analyze school entry documents like the registers and the admission books. The principals were also interviewed by the researcher. The interviews gave the researcher face to face contact with the respondents and clarified questions that needed clarity and immediate responses.

3.11 Data Analysis Techniques

Before analyzing the data, the researcher first checked how the questionnaires were answered and checked if they were completely filled with accurate answers. The researcher also checked on the uniformity of the interpretations of the questions answered and this helped in the compilation and coding of the data for analysis (Smith, 2012).

The data collected from the field was coded and processed by computer using the Statistical Package for Social Sciences (SPSS). Data was analyzed using both descriptive and inferential statistics. Analyzed data was presented in the form of frequency distribution tables and percentages which were in line with the questionnaires (Nyagah, 2010). Frequency distribution tables, bar graphs and pie charts were used. Percentages were calculated from the responses out of the total study sample response per item. The hypotheses were tested using Pearson's Product Moment Correlations.

3.12 Ethical Considerations

Ethical considerations are issues related to the protection of the subjects in the study. A clearance letter from South Eastern Kenya University (SEKU) through the Dean, School of Education was sought and presented to the National Council of Science & Technology (NACOST) in order to obtain research permit. The respondents consent was sought by the researcher so as to administer the questionnaires.

During this study the researcher sought informed consent from the respondents (Form three and four class teachers, Form three and four boys and principals) and allowed them to participate voluntarily. Respondents were assured of confidentiality of the information to be given during the study and that their names remained anonymous throughout the study. The results were communicated following the right procedure without infringing the rights of the subjects.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The chapter presents an analysis of the data that was collected using the tools of research discussed in Chapter 3. The chapter is organized as follows: instrument response rate: data on the general information of the respondent: socio-economic factors influencing boy-child drop out from public day secondary schools. This is presented in tables and figures and shows the summary of the findings of the study. Lastly summary of the findings and discussion of the findings in relation to literature review is shown.

4.2 Instrument Response Rate

The instrument response rate was defined as the proportion of the sample that participated in the study as intended in all research procedures. Out of the 312 questionnaires administered, 220 were filled and returned. These included 12 questionnaires from class teachers and 208 questionnaires from the students. These 220 filled questionnaires represented 69.1% and the unreturned 98 represented 30%. Those students who did not return their questionnaires were not in school when the questionnaires were being collected for they had been sent home for school fees. This Response rate break down is shown in Table 2 below.

Table 2: Response Rate

Response	Frequency	Percentage
Responded	220	69.19
Not responded	98	30.81
Total	318	100.0

4.3 General Information on Respondents

The respondents for the study consisted of Form three and Form four class teachers, Form three and Form four boys and principals in Public Day Secondary Schools from Kilungu sub-county.

4.3.1. Class Teachers Respondents

The respondents were the Form 3 and Form 4 class teachers. They were 12 in number. They all filled the questionnaires, an indication that they were interested in the study. They were to show whether their classes experienced boy-child drop out and also give intervention measures to be applied to reduce the dropout rate.

Form 3 class teachers indicated that boys in their classes dropped out more than girls while Form 4 class teachers showed that girls dropped out more in Form 4 than boys. In addition 7 (58%) Form 3 class teachers showed that most boys dropped in Form 3 than girls and 5 (42%) Form 3 class teachers showed that girls dropped out in form three concluding that more boys drop out in form 3 than girls. 4 (33%) Form 4 class teachers showed that boys drop out of school in Form four and 8 (67%) form 4 class teachers showed that most girls drop out of school in Form 4 than the boys. This is shown in figure 4.1 and 4.2.



Figure 4.1: Form 3 Class Teachers Response

Form 4 Class Teachers Response



Figure 4.2: Form 4 Class Teachers Response

4.3.2 Students as Respondents

The student respondents in this study were the Form 3 and Form 4 boys. They were to indicate their ages and also indicate whether they knew some of their classmates who had dropped out of school. They indicated that 110 (53%) of the respondents were from Form 3 and 98 (47%) were from form 4. This implies that most form 3's filled the questionnaires than the form 4's, an assumption that the form 4's claimed to be busier in studies than the form 3's. From the findings, majority of the respondents were aged between 17 -19 years which was presented by 186 (89.5 %), where 17 (8.2%) were aged between 14 – 16 years and 5 (2.3%) were above 19 years. This is presented in figures 4.3 and 4.4

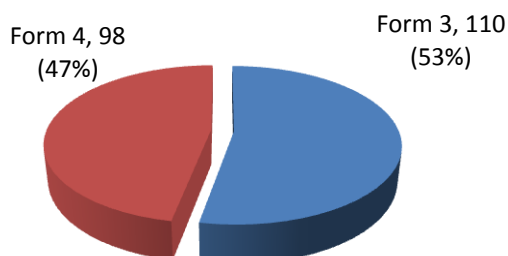


Figure 4.3: Boys Respondents

Age Bracket of the Respondents (%)

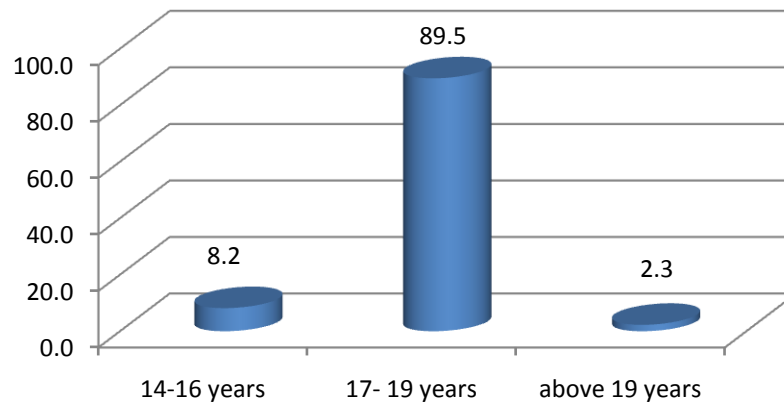


Figure 4.4: Age Bracket of the Respondents (%)

4.3.3. Principals Responses

The 6 principals from the selected schools were to be interviewed but only 3(50%) responded. They were to indicate whether they experienced drop out of boys from their schools, whether the parents experienced hardships in paying school fees, indicate the average number of drop outs and show the interventions taken to curb the problem. All the principals reported that they experienced boy-child drop out in their day secondary schools, 2 (67%) showed that average number of dropouts per year were 6(2%) and 1 (33 %) said average drop out in their school was 4(1%) an indication that boys were dropping out of school. They all reported that parents had hardship in paying school fees and that's why they paid fees in arrears.

4.4 Influence of Family Size on Boy-child Dropout Rate

The first objective of this study was to find out the influence of family size on boy-child drop out from public day secondary schools in Kilungu sub-county. To achieve this objective the researcher investigated the number of members in a family. The respondents were required to indicate the number of family members. The results are presented in figure 4.5 in the next page.

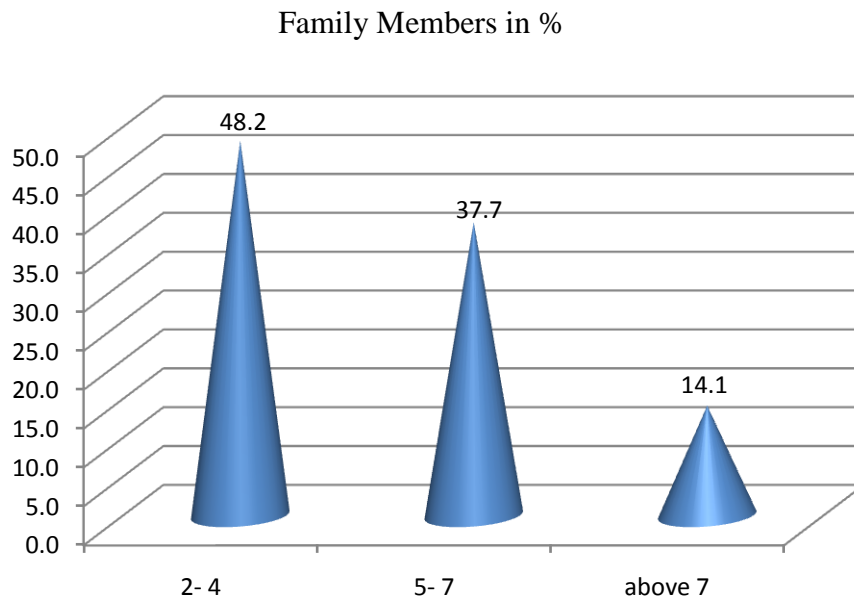


Figure 4.5: Family members (%) in a family

The survey found out that majority of the respondents 100 (48.2%) had between 2-4 members, 79 (37.7%) had between 5-7 members while 29 (14.1%) had more than 7 members. This implies that most families in Kilungu sub-county have between 2-4 members which are relatively not a big number. Family size therefore influences boy-child drop out from public day secondary schools.

Further the researcher requested the respondents to fill a 5 likert scale questionnaire item with Strongly Agree (SA) = 5, Agree (A) =4, Undecided (U) =3, Disagree (D)=2 and StronglyDisagree(SD) = 1. The responses were presented in Table 3.

Table 3: Family Size and Dropout

STATEMENTS	SA	A	U	D	SD	Total
Boys from families of 2-4 members drop out of school	100 (48%)	50 (24%)	5 (2.4%)	30 (15%)	23 (11%)	208 (100%)
Boys from families with 5 and above members don't complete Form 4	140 (67%)	20 (10%)	0 (0%)	30 (15%)	18 (8%)	208 (100%)
Parents with 7 children and above don't pay school fees for their sons	120 (58%)	40 (19%)	0 (0%)	48 (23%)	0 (0%)	208 (100%)
There is likelihood of boys who have all their basic needs met drop out of school before completing Form 4	50 (24%)	50 (24%)	0 (0%)	18 (8%)	90 (44%)	208 (100%)
Mean Response	102.5 (49%)	40 (19.4%)	1.25 (0.6%)	31.5 (15%)	32.7 (16%)	208 (100%)

Table 3 indicates that majority of the respondents 102.5 (49%) strongly agreed with the statements given, 19.4 (40%) agreed, 1.25 (0.6%) undecided, 31.5 (15%) disagreed and 32.7 (16 %) strongly disagreed. This implies that boy-child dropped out of public day secondary schools either from big families or even when all their basic needs are met.

Next the researcher tested the null hypotheses to establish whether there is a significant relationship between family size and boy-child dropout. The HO stated that; there is no significant relationship between family size and boy-child drop out. The relationship in the variables family size and boy-child drop out showed that there is significant relationship between family size and boy-child drop out and thus the null hypotheses was rejected. The results are presented in Table 4.

Table 4: Relationship between Family Size and Boy-child Drop Out

		Family Size	Boy-child drop out
Family Size	Pearson's correlation	1	0.512
	Sig(2 tailed)		0.0023
	N	208	208
Boy-child drop out	Pearson's correlation	0.5120	1
	Sig(2 tailed)	0.0023	
	N	208	208

Correlation significance value = 0.05

Table 4 shows that the correlation coefficient between family size and boy-child drop out is $r = +0.512$ implying that there is a strong positive correlation between family size and boy-child drop out. Big family or small family therefore may influence boy-child drop out from public day secondary schools. This finding rejects the null hypothesis that there is no relationship between family size and boy-child drop out because there is a positive relationship between the variables; family size and boy-child drop out from public day schools in Kilungu sub-county.

4.5 Influence of Parental Level of Education on Boy-child Dropout Rate

The second objective was to determine the influence parental level of education has on boy-child drop out from public day secondary schools in Kilungu sub-county. Parental level of education was assessed in relation to father's level of education and mother's level of education. The findings are shown in figure 4.6.

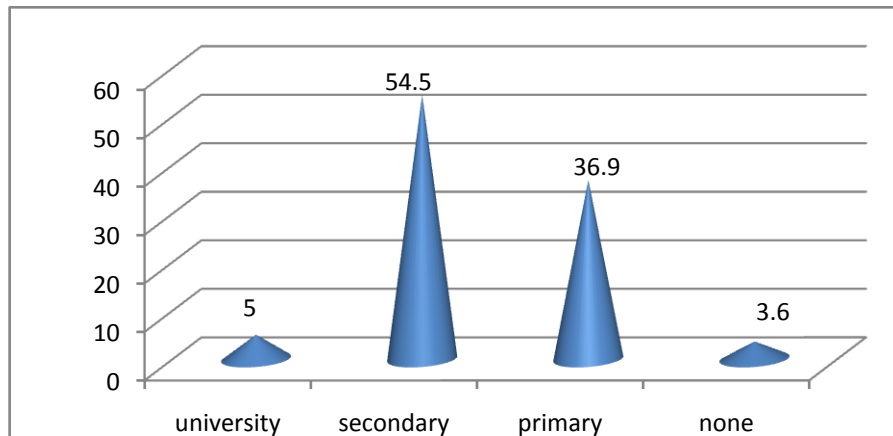


Figure 4.6: Fathers level of education (%)

4.5.1 Father's Level of Education

From the findings and as indicated in figure 7, majority of respondents indicated fathers; 113 (54.5%) had attained secondary education, 77 (36.9%) had attained primary education, 10 (5%) had attained university education while 8 (3.6%) had not joined school. This implies that majority of the respondents' fathers' attained secondary education only that may not be a basis for good employment with high pay that can support their sons education hence drop out of their sons from the school. The father may be the sole breadwinner and therefore supporting his children's education may be a burden leading to boy-child drop out from public day secondary school in Kilungu sub-county.

4.5.2 Mother's Level of Education

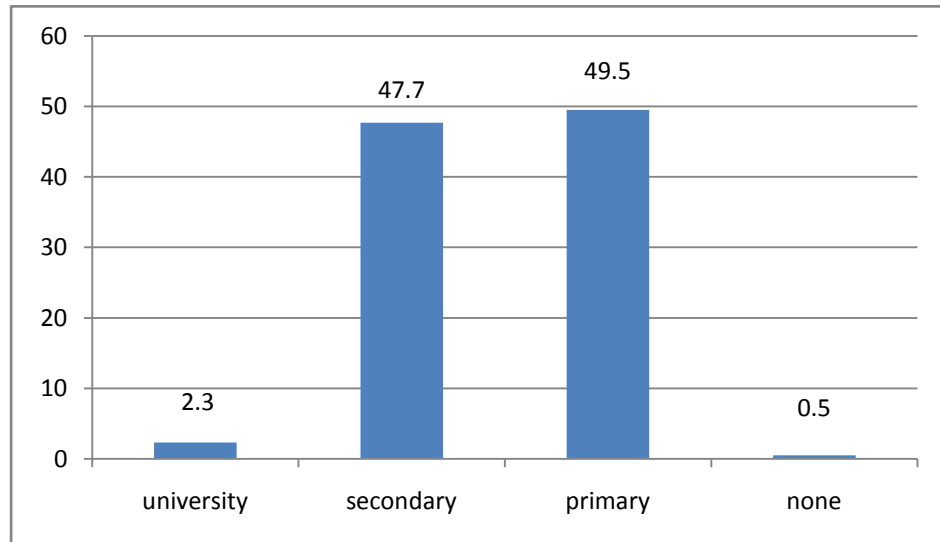


Figure 4.7: Mothers Level of Education

Figure 4.7 above shows the mother's level of education. The study found that the majority of respondents mothers 103(49.5%) had primary education, 99 (47.7%) of the mothers had secondary education, 5(2.3%) of the respondents mothers had university education while 1 (0.5%) of the respondents mothers reported that their mothers were illiterate. This implies that majority of the respondents mothers had attained primary school education and therefore showed that they may not be good role models for their sons hence boy drop out.

Further the researcher requested the respondents to fill a 5 likert scale questionnaire item with Strongly Agree (SA) = 5, Agree (A) =4, Undecided (U) =3, Disagree (D)=2 and Strongly Disagree(SD) = 1. The responses were presented in Table 5.

Table 5: Parental Level of Education and Dropout

STATEMENTS	SA	A	U	D	SD	Total
Uneducated parents don't educate their sons	100 (48%)	48 (23%)	0 (0%)	40 (19%)	20 (10%)	208 (100%)
Children of uneducated parents don't complete secondary education	80 (38%)	40 (19%)	12 (6%)	40 (19%)	36 (18%)	208 (100%)
Most drop outs come from homes whose parents have not gone to school	140 (67%)	60 (29%)	0 (0%)	8 (4%)	0 (0%)	208 (100%)
Uneducated parents encourage their sons to go to school as a way of compensation for their parents education.	40 (19%)	30 (14%)	5 (3%)	70 (34%)	63 (30%)	208 (100%)
Mean Response	90 (43%)	44.5 (21.3%)	4.2 (2.04%)	39.5 (19%)	29.8 (15.3%)	208 (100%)

Table 5 revealed that majority of the respondents 90 (43%) strongly agreed with the parental level of education on drop out statements, 45.5 (21.3%) agreed, 4.2 (2%) were undecided, 39.5 (19%) disagreed and 29.8 (15.3%) strongly disagreed with the statements. This shows that boys from uneducated parents dropped out of school and therefore parental level of education influences boy-child drop out.

The researcher also tested the null hypotheses to establish whether there was significant relationship between parental level of education and boy-child drop out. HO stated that; there is no significant relationship between parental level of education and boy-child drop out. Based on the findings, there is a

significant relationship between parental level of education and boy-child drop out. The results were presented in Table 6 in the next page.

Table6: Relationship between parental level of education and boy-child drop out

		Parental Level of Education	Boy-child Drop Out
Parental Level of Education	Pearson's correlation Sig(2 tailed) N	1 208	0.6090 0.0031 208
Boy-child Drop Out	Pearson's correlation Sig(2 tailed) N	0.6090 0.0031 208	1 208

Correlation significance level=0.05

Table 6 shows that the correlation coefficient between parental level of education and boy-child drop out is $r = +0.6090$ implying that there is a very strong positive correlation between parental level of education and boy-child drop out. That means boy-child drop out may be positively influenced by the parental level of education and therefore a parent with low level of education may lead his/her own son to drop out of school for he or she may not be a good role model to be emulated by the son. The findings reject the null hypothesis which states that there is no relationship between parental level of education and boy-child drop out. From these findings therefore it can be concluded that parental level of education is a determiner of boy-child drop out from public day secondary schools as indicated by the very strong positive correlation between variables; parental level of education and boy-child drop out from public day secondary schools.

4.6. Influence of Parental Income on Boy-child Dropout Rate

The third objective was to establish the influence of parental income on boy-child drop out from public day secondary schools in Kilungu sub-county. This study intended to establish the influence of parental income on boy-child drop out. Under parental income the researcher looked at the parent's occupation and parental income.

4.6.1 Father's Occupation

Fathers occupation means the kind of work the father does for his living. It is presented in Table 7 in the next page.

Table 7: Fathers Occupation

Occupation	Frequency	Percent
self employed	35	16
Salaried	38	18
Farming	43	21
Casual	66	32
None	26	13
Total	208	100.0

The researcher requested the respondents to indicate their fathers' occupation so as to assess their income. Majority of the respondents 66 (32%) indicated that their fathers were casual workers, 43(21%) indicated that their fathers were farmers, 38 (18%) indicated that their fathers were salaried, 35(16%) their fathers were self employed while 26 (13%) were not employed at all. This shows that their earnings were gotten from casual work which may not be enough to meet all the basic needs leave alone education. This little income from casual work may not be enough to support education hence boy-child drop out.

4.6.2. Mother's Occupation

Mother's occupation was also investigated to enable the researcher to assess the level of parental income. Table 8 below shows the presentation of mothers occupation according to data collected.

Table 8: Mothers Occupation

Occupation	Frequency	Percent
self employed	32	15
Salaried	15	7
Farming	34	16
Casual	51	25
None	76	37
TOTAL	208	100

The respondents were requested to indicate their mothers' occupation. Majority of the respondents 76 (37%) indicated that their mothers had no employment, 51 (25%) of the respondents indicated that their mothers were casual workers, 34 (16%) of the respondents indicated that their mothers were farmers, 32 (15%) indicated that their mothers were self employed and 15 (7%) of the respondents mothers were salaried. This implied that most of mothers were housewives and were not earning and probably depended on the fathers income. This explains why mothers could not support their sons education due to lack of resources and income opportunities hence boy-child drop out.

In conclusion this study therefore revealed that lack of resources and income opportunities among parents is limiting their capacity of educating their sons, hence drop out from school. The father being the only breadwinner finds it a burden to provide for the family with basic needs and therefore takes education as an option hence boy-child drop out in public day secondary schools in Kilungu sub-county.

4.6.3 Fathers Income

In this study, fathers' income refers to what the father earns at the end of the month as salary or wage. The respondents were requested to indicate the amount of income received by their fathers. This is presented in Table 9 below.

Table 9: Fathers' Income

Income	Frequency	Percent
below 3,000/=	34	16
3,000 - 5,000/=	77	37
6,000 - 8,000/=	40	19
above 8,000/=	7	4
no income	50	24
Total	208	100

The survey found out that majority of the respondents fathers income, 67 (32%) ranged between 3,000/= to 5,000/= per month, 50(24%) of the respondents fathers had no income,40 (19%) of the respondents fathers earned 6,000/= to 8,000/=, 34(16%) of the respondents fathers earned below 3,000/= and 7(4%) of the respondents fathers earned above 8,000/= per month. This implied that the majority of the fathers of the respondents earned little income or no income at all, hence making it hard to pay for their sons education a fact that may lead to boy-child drop out.

4.6.4 Mothers Income

The study sought to find out the respondents mothers income. The respondents were requested by the researcher to indicate the income of their mothers. The results were presented in table 10 in the next page.

Table 20: Mothers' Income

Income	Frequency	Percent
below 3,000/=	40	19
3,000 - 5,000/=	68	33
6,000 - 8,000/=	65	3
above 8,000/=	34	1
no income	91	44
Total	208	100

From the findings in Table 10 above, majority of the respondents mothers, 91 (44%) had no income, 68 (33%) of respondents mothers earned between 3,000/= to 5,000/= shillings per month, 40 (19%) earned below 3,000/= per month, 6 (3%) of the respondents mothers earned between 6,000/= to 8,000/= per month while 3 (1%) of the respondents mothers earned above 8,000/= per month. This implies that the mothers of respondents in Kilungu sub-county depend on income from their husbands and this may have implication that the income which is very little cannot support education hence boy-child drop out from public day secondary schools. The little income received caters for basic needs only hence sidelining education.

Further the researcher requested the respondents to fill a 5 likert scale questionnaire item with Strongly Agree (SA) = 5, Agree (A) =4, Undecided (U) =3, Disagree (D)=2 and Strongly Disagree(SD) = 1. The responses were presented in Table 11 in the next page.

Table 31: Parental Income and Dropout

STATEMENTS	SA	A	U	D	SD	Total
High parental income goes hand in hand with boy-child drop out	8 (3.8%)	70 (33.6%)	0 (0%)	40 (19.23%)	100 (48%)	208 (100%)
Students who drop out of school come from homes where parents have little income	130 (62.5%)	60 (28.8%)	3 (1.4%)	9 (4.3%)	6 (2.8%)	208 (100%)
Students from well up families have little chances of dropping out of school	160 (76.9%)	30 (14.4%)	0 (0%)	11 (5.2%)	7 (3.3%)	208 (100%)
Students whose parents are stable financially drop out of school because they don't see the need of education since they are provided with all basic needs	50 (24%)	60 (28.8%)	0 (0%)	73 (35%)	25 (12%)	208 (100%)
Mean Response	87 (41.8%)	55 (26.4%)	0.75 (0.3%)	33.25 (15.9%)	34.5 (16.5%)	208 (100%)

Table 11 shows that majority of the respondents 87 (41%) strongly agreed with the statements about parental income, 55 (26%) agreed, 3 (1.4%) were

undecided, 33 (15%) disagreed and 34 (17%) strongly disagreed with the statements. This response implied that parental income influences boy-child drop out i.e. if the parents have no income their sons may drop out of school.

The researcher tested the null hypothesis to establish whether there is significant relationship between parental income and boy-child drop out. The HO stated that; there is no significant relationship between parental income and boy-child drop out. The findings showed that there is a significant relationship between parental income and boy-child drop out. The results were presented in Table 12 below.

Table 42: Relationship between parental income and boy-child drop out

		Parental Income	Boy-child Drop Out
Parental Income	Pearson's correlation	1	0.732
	Sig(2 tailed)		0.0027
	N	208	208
Boy-child Drop Out	Pearson's correlation	0.732	1
	Sig(2 tailed)	0.0027	
	N	208	208

Correlation significance level=0.05

Table 12 shows that the correlation coefficient between parental income and boy-child drop out is $r = +0.732$ implying that there is a very strong positive correlation between parental income and boy-child drop out. This is contrary to the null hypothesis that there is no relationship between parental income and boy-child drop out. From the findings there is a very strong relationship between parental income and boy-child drop out hence conclude that boy-

child may drop out of public day secondary schools due to parental income. The null hypothesis was thus rejected.

4.7 Discussion of the Findings

The researcher discussed the findings from the study against other studies in literature review.

4.7.1 Family Size and Boy-child Drop Out

From the study findings, most families in Kilungu sub-county, 100 people (48.2%) had 2-4 siblings giving an average of 5 siblings and as such this is a big family to cater for. Majority of the principals 2 (6%) also in the interviews indicated that the average number of siblings per family as indicated in the admission records was 5. This is a big family. Findings from this research showed that boys dropped out from school in these families. This finding concurs with what Symeon, Martinez & Alvarez (2012) who argue that many children especially boys from big families drop out of school to work for income to support their big families. From the findings, boy-children who come from big families do not complete secondary education because it may be hard to pay the fees. This goes hand in hand with what Mudembo (2013) argued; that it may be hard to educate children in big families because if getting food is a problem, then it cannot be possible to cater for education which is more expensive.

Boys from big families were found to drop out from school as they grow bigger. This finding was supported by a research done by the MOE in 2006. The research showed that boys from big families may drop out to go and search for casual jobs so as to cater for their needs that increase as they grow. This study found that there is boy-child drop out from a family with 2-4 siblings which is an average of 5 siblings from Kilungu sub-county.

The study also established that the correlation coefficient for the relationship between family size and boy-child drop out from public day secondary school is +0.512 implying that there is a strong positive relationship between family size and boy-child drop out from public day secondary schools. A big family therefore influences dropout of boy-child from public day secondary school and this concurs with Symeon et al (2012) who stated that, having a big family size may lead to boys drop out of school especially if the family income is low. This relation shown here does not concur with the null hypothesis that states there is no significant relationship between family size and boy-child drop out from public day schools. From the findings, it was concluded that boys from Kilungu sub-county dropped out of school especially those from big families due to inadequate resources for the large number of children in school. The findings were also supported by a report from the DEO Kilungu Sub-county (2014) which stated that more boys than girls are dropping out of school. This may be as a result of big families in Kilungu sub-county and inability to pay education expenses for the boy-child.

4.7.2 Parental Level of Education and Drop out (Fathers)

From the findings of this study, majority of the parents in Kilungu sub-county attained secondary education and this was presented by 113 (54.5%) respondents. This is an indication that majority of the fathers did not go beyond Form 4 in their education. Parental level of education is a determinant in their children's education. This study concurs with Osagi (2010) who argued that the education level of a parent is a determinant of how long their children will stay in school, perform and excel in future. The findings also showed that there are fathers who attained primary education 77(36.9%), a few university education 10(5%) while others did not even go to school 8 (3.6%). Having only secondary education of the fathers is not enough to motivate the boys complete their secondary school cycle. This is because the father who had attained secondary school education might not become a professional.

Being unprofessional is a state that will likely not make someone a role model for the boys. This fact concurred with the research done by the Ministry of Education Science and Technology (MOEST 2007) on professionalism and child modeling. This research argued that parents with professional qualifications ensure that their children remain in school, and on the other hand parents with low levels of education have negative attitude towards education because they do not see its immediate benefits. This low level of education of the fathers therefore may negatively influence boy-child drop out from public day secondary schools in Kilungu sub-county.

Findings on mothers level of education showed that majority of the mothers had attained primary education presented by 103 (49.5%), 99 (47.7%) secondary education, 5 (2.3%) university education and 1(0.5%) had not gone to school. Majority of the mothers having attained primary education shows that the mothers had low level of education. This low level of education of the mothers has an influence on boy-child drop out. This agrees with the study done by Bohon & Garber (2009) who argued that boys whose mothers have low level of education have a 40% dropout rate. In Kilungu sub-county, boy-child dropout might have been influenced greatly by the mothers' level of education. It is possible that if the parents in Kilungu sub-county were educated, they would be having improved life in general hence motivate their sons o remain in school as found by Polesel, Niziz & Kurantowitz (2011).

In addition, the findings disagreed with the null hypothesis that there is no significant relationship between parental level of education and boy-child drop out. The findings showed that the correlation coefficient for the relationship was $r = +0.6090$ implying that there is a very strong positive relationship between parental level of education and boy-child drop out. This meant that if the parent had not attained education then the sons are likely to drop out of school. This argument concurs with a research done by World Bank (1988) which argued that there is a positive correlation between the education of

children and that of their parents. From the findings the researcher concluded that most of the boys in Kilungu sub-county may have dropped due to their parents' low level of education.

4.7.3 Parental Income and Drop out

Parental income was evaluated through establishing the occupation of the parents and the amount of income they earned. The occupation of the fathers was looked into and it was found that majority of the fathers were casual labourers which was presented by 66 (32%) respondents, 43 (21%) were farmers, 38 (18%) salaried, 35 (46%) self employed while 26 (13%) were not employed at all. This implied that the farmers got little money from the casual work which might not be enough to pay school fees.

The mothers occupation showed that 76 (37%) had no employment, 51 (25%) were casual workers, 34 (16%) farmers, 32(15%) self employed and 15 (7%) were salaried. This indicated that mothers earned very little and could not support their sons' education.

On the amount of wages the father received, majority earned between 3,000/= and 5,000/= which was presented by 91 (44%) respondents, 50(24%) had no income, 40 (19%) earned between 6,000/= and 8,000= while 34 (16%) earned below 3,000/=. It was found out that the fathers' earnings were very little and could not support education of the children. On the other hand, mothers' income was found to be quite low. This was presented as 91(44%) had no income, 68 (33%) earned between 3,000/= and 5,000/=:, 40 (19%) earned below 3,000/=:, 6 (3%) earned 6,000/= to 8,000/= and 3 (1%) earned above 8,000/=

In general, the income of both parents was found to be low and therefore making it hard to educate boys hence their dropout from public day secondary schools. It was found that majority of the mothers had no income and therefore

they depended on the fathers hence burdening the father a lot. Having such a big burden as a sole breadwinner, it was found that the father's income could not be used to pay tuition expenses (2,800/=) needed in public day secondary schools. This study concurs with a research done by World Bank on poverty in Kenya and reported in the Daily Nation Newspaper of May 2012, that, 51% of Kenyans live below poverty line and later supported by C.I.A fact book 2013 that the number has risen to 60%. From the findings it was clear that majority of the Kilungu sub-county parents live below the poverty line.

This low income influence to dropout found in Kilungu sub-county is also supported by Mukudi (2004) who argued that 79% of school dropouts are from low income households. The findings from the study also concur with Kalipeni (2009) argument that boys whose parents are poor drop out from school easier compared to boys whose parents are rich. They drop out from school because this low income is barely enough to buy food which is more basic than education.

It was also reported by the respondents that parents from Kilungu sub-county force their sons to drop out of school because of their low income. This fact agrees with Kirazoglu (2009) who argued that parents who are not able to support their sons in education force them to drop out of school and join casual workers.

The findings did not support null hypothesis that; there is no significant relationship between parental income and boy-child dropout. It was found that there was a very strong relationship between Parental income and boy-child drop out. This was shown in correlation coefficient of $r = +0.7320$ which implies a very strong positive relationship between parental income and the boy-child drop out. If the income of the parent is low then the boy-child drop out will be high and therefore in conclusion, it is evident that majority of the

boys dropping out from school may be as a result of low income of their parents.

Findings from the interviews with the principals showed that majority of the parents had hardship in paying school fees for their sons because of their low income as indicated in the admission books. The principals also reported that their schools experienced boy-child drop out and were looking forward to a permanent solution to this problem.

The findings from the study matched the theoretical framework based on human capital theory of Gary Becker (1930) according to Borjas (2000). This theory shows that education contributes to accumulation of human capital. This theory argues that investment in human capital increases the chances for economic success. Completing secondary school education is said to be the first step in the process of increasing human capital investment. If there is drop out then there will be no economic success hence going against the theoretical framework.

All the socio-economic factors influencing boy-child drop out discussed in this chapter have much impact on human capital accumulation. The theory argues that families from low socio-economic class obtain less human capital to pass to their children hence boy-child drop out. Any socio-economic factor like family size, parental level of education and parental income may have influence on human capital investment and therefore lead to boy-child drop out. From the findings it can be concluded that if the boy-child continues to drop from school in Kilungu sub-county then human capital investment will be affected negatively and go down.

CHAPTER FIVE

SUMMARY OF THE STUDY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

5.2 Summary of the Study

The research sought to investigate the influence of socio economic factors on boy-child drop out from public day secondary school in Kilungu sub-county.

The following objectives were the focus of the study:

- i) To find out the influence of family size on boy-child drop out from public day secondary schools in Kilungu sub-county.
- ii) To examine the influence of parental level of education on boy-child drop out from public day secondary schools in Kilungu sub-county.
- iii) To establish the influence of parental income on boy-child drop out from public day secondary schools in Kilungu sub-county

Data was collected using questionnaires as the main research instrument and were administered to Form 3 and Form 4 class teachers and Form 3 and Form 4 boys. Personal interviews were used to get information from the principals to complement the data in the questionnaires. The collected data was coded and analyzed using Statistical Package for Social Sciences (SPSS) using both descriptive and inferential statistics. Findings were presented by use of percentages, frequency tables, bar graphs and pie charts.

5.2.1. Family Size and Drop out Rates

The first objective for this study was to find out the influence of family size on boy-child drop out from public day secondary schools in Kilungu sub-county.

The study revealed that most of the families 100 (48.2%) had between 2 – 4 members, followed by 79 (37.7%) with 5-7 members, while 29 (14.1%) had more than 7 members. The principals indicated that the average number of members as given by the parents was 5 per family. It was also established that 102 (49%) of the respondents strongly agreed with the statements; boys from families of 2-4 members drop out of school, boys from families of 5 and above members do not complete Form 4, parents with 7 children and above do not pay fees for their sons and there is likelihood of boys who have all their basic needs met drop out of school before completing Form 4.

In addition the correlation coefficient for the relationship between family size and boy-child drop out was + 0.512 which implied that there is a strong positive relationship between family size and boy-child drop out as shown in Table 5 in Chapter 4.

5.2.2. Parental Level of Education

The second objective for the study was to examine the influence of parental level of education on boy-child drop out from public day secondary schools in Kilungu sub-county. From the findings majority of the fathers had secondary education 113(54.5%), 77 (36.9%) had primary education, 10(5%) had university education while 8 (3.6%) had not gone to school at all. Most of the respondents 103 (49.5%) also indicated that their mothers had primary education, 99 (47.7%) had secondary education, 5 (2.3%) had university education and 1 (0.5%) had not gone to school.

It was also established that most of the respondents 90 (43%) strongly agreed that parental level of education and drop out of boy-child went hand in hand and that boys drop out was influenced by the level of education of the parents. In addition, 44.5 (21.3%) of the respondents agreed that most drop outs come from homes whose parents have not gone to school

The correlation coefficient for the relationship between parental level education and boy-child drop out was +0.6090 implying that there is a very strong relationship between parental level of education and boy-child drop from public day secondary schools.

5.2.3. Parental Income

The third objective for the study was to establish the influence of parental income on boy-child drop out from public day secondary schools in Kilungu sub-county. Most of the fathers were casual workers 66 (32%), 43 (21%) were farmers, 38 (18%) were salaried, 35 (16%) were self employed and 26 (13%) had no employment at all. In addition, most of the mothers 76 (37%) had no employment, 51(25%) were casual workers, 34 (16%) were farmers, 32 (15%) were self employed and 15(7%) were salaried.

Most of respondents also indicated fathers income as ranging between 3,000/= to 5,000/= presented by 67 (32%), 50 (24%) had no income, 40 (19%) earned 6,000/= to 8,000/=, 34 (16%) earned below 3,000/= and only 7(4%) earned more than 8,000/=. Mothers income was also indicated that; 91 (44%) had no income, 68 (33%) earned between 3,000/= to 5,000/=, 40 (19%) earned below 3,000/=, 6 (3%) earned between 6,000/= to 8,000/= and 3 (1%) earned above 8,000/= implying that mothers are possibly dependent on the fathers income.

Most of the respondents 87 (41.8%) strongly agreed, 55 (26.4%) agreed, 0.75 (0.3%) undecided but 33.25 (15.9%) disagreed and 34.5 (16.5%) strongly disagreed with the statements on parental income that; high parental income goes hand in hand with boy-child drop out and that students who drop out of school come from homes whose parents have little income, students from well up families have little chances of dropping out from school and students whose parents are financially stable drop out of school because they do not see the need for education since they are provided with all the basic needs.

The Correlation coefficient for the relationship between parental income and boy-child drop out was +0.732 implying a very strong positive relationship between parental income and boy-child drop out.

5.3. Conclusions from the Study

From the findings of this study the researcher concluded that:

- i. Family size, parental level of education and parental income influence boy-child drop out from public day secondary schools in Kilungu sub-county, Makueni County.
- ii. The majority of residents of Kilungu sub-county live below poverty line, a factor which pushes many boys to drop out from public day secondary schools. This is shown by the findings that most of the parents earn between 3,000 and 5,000 Shillings per month while most of the fathers are casual workers. Most of the mothers had no income at all for they were not working hence conclusion that these parents live below poverty line.
- iii. Majority of the parents attained secondary and primary education only making them unable to get well paying jobs to support their sons education.
- iv. The boy-child in Kilungu sub-county is very much hit by drop out problem and therefore the government should intervene to save the situation.

5.4 Recommendations

The following are the recommendations based on the findings and conclusions of this study:

- i) The parents should be encouraged to come up with new strategies of increasing their earnings so as to increase their income and be able to pay fees for their sons. This can be communicated during

parents meetings in the school. To increase their income they can be trained on practicing alternative farming.

- ii) The parents should be made aware of the importance of boy-child education through compulsory education meetings in school and at the County level.
- iii) The principals of the schools should come up with strategies to promote completion rate among boys in public day secondary schools like motivating the boys, guiding and counseling them and starting boy-child welfare that will look into problems faced by boys in school.
- iv) The government and private agencies should intervene and provide more funds in the schools as bursaries so as to help boys from low income families finish their education.
- v) The Ministry of Health should create awareness on the importance of family planning so that parents can easily manage to educate their children and especially the boy-child in Kilungu sub-county.

5.5 Recommendations for further research

Based on the findings of the study the researcher suggests the following for further research.

- i) A similar study on the socio-economic factors influencing boy-child drop out from public day secondary schools should be done in other regions within Makueni County since the study at hand concentrated on Kilungu sub-county only.
- ii) Other socio-economic factors besides family size, parental level of education and parental income should be studied to check if they have influence on boy-child drop out from secondary schools.
- iii) A study on environmental influence on boy-child drop out from public day secondary schools should be carried out in Makueni County.

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APPENDICES

Appendix 1: LETTER OF INTRODUCTION

South Eastern Kenya University,
P.O. Box 170-90200,
Kitui,
6th January 2015.

Dear Respondents,

I am a Post Graduate Student in South Eastern Kenya University pursuing a Masters of Education Degree in Curriculum Studies. As part of the requirements for this degree I am carrying out a research on the **Socio Economic Factors Influencing Boy-child Drop out of Public Day Secondary Schools in Kilungu Sub-county.**

You have been sampled for the study and you have been selected as a respondent. Please answer the questions as truthfully as possible.

The results of this study will be used for academic purposes only. I request for your cooperation and support. Any information collected will be treated with a lot of confidentiality.

Your faithfully,
Kaindi Rose Mueni

Appendix 2: Questionnaire for Class Teachers

Instructions

- a) Please answer all the questions in the spaces provided after each question by ticking () in the appropriate box.
- b) Please do not write your name on the questionnaire
- c) The information you will give will be treated with a lot of confidentiality

1. Please tick against the years you have been a class teacher and indicate the Form.

- a. 2010 Form
- b. 2011 Form
- c. 2012 Form
- d. 2013 Form

2. Did your class experience cases of students dropping out of school in the last four years?

- a. Yes
- b. No

If yes state the Form and number of students who have dropped out of school.

Form 3 Boys..... Girls

Form 4 Boys..... Girls

3. Among boys and girls which gender has registered high dropout rate in your class?

- a) Boys
- b) Girls

4. How frequent do the parents of affected children come to school to pay school fees during the term?

- a) Once per term
- b) Every Month
- c) Every Week
- d) Never

5. Does the school have intervention measures to stop boys from dropping out of school?

a. Yes

b. No

If yes state the measures.

.....
.....
.....
.....

If no, suggest the measures that should be put in place to ensure that boys do not drop out of school.....

.....
.....
.....

6. How do you relate with your students such that they can open up to you and share their problems?

a) Very well

b) Well

c) Fair

d) Poor

e) Very poor

7. How frequently do you guide and counsel you students?

a) Daily

b) Weekly

c) Monthly

d) Termly

e) Not at all

8. You are required to select one response for each statement by putting a tick ✓ () in the selected response. Answer according to your own opinion. The responses are as below;

- a) Strongly agree (SA)
- b) Agree (A)
- c) Undecided (U))
- d) Disagree (D)
- e) Strongly disagree (SD)

The following socio-economic factors influence boy-child drop out from public day secondary schools in Kilungu sub-county

Factors	SA	A	D	SD	U
1. Big Family Size					
2.Low parental level of education					
3.Low parental Income					
4.Lack of school fees					
5.Child labour					
6.Frequent absenteeism					
7.Indiscipline					
8.Help parents in the Shamba					
9.Sand harvesting					
10. Peer influence					
11. Motor cycle business					
12. Looking after their siblings					
13. Lack of food					
14. Lack of role models					
15. Parental ignorance					
16. Death of parent					
17. Love relationships					
18. Lack of interest in school					
19. Poor performance					
20. Drug abuse					

Appendix 3: Questionnaire for the Students

Instructions

- a) Please answer all the questions in the spaces provided after each question by ticking () in the appropriate box.
- b) Please do not write your name on the questionnaire
- c) The information you will give will be treated with a lot of confidentiality

1. What is your gender?

- a. Male
- b. Female

2. How old are you?

- a. 14 – 16 Yrs
- b. 17 – 19 Yrs
- c. Above 19 Yrs

3. Which Form are you in?

- a. Form 3
- b. Form 4

4. a) Are there any of your classmates who have dropped out of school?

- a. Yes
- b. No

b) If yes, how many? Boys

Girls.....

5. How many are you in the family?

- a. 2 - 4
- b. 5 – 7
- c. Above 7

6. Do you have brothers who have dropped out of school.

- a. Yes
- b. No

7. What is the occupation of your parent (s)?

- i) Mother

- a) Self Employed
- b) Salaried employment
- c) Farming
- d) Casual worker
- e) None

ii) Father

- a) Self Employed
- b) Salaried employment
- c) Farming
- d) Casual worker
- e) None

8. What level of education has your father attained?

- a. University Education
- b. Secondary Education
- c. Primary Education
- d. None

9. What level of education has your mother attained?

- a. University Education
- b. Secondary Education
- c. Primary Education
- d. None

10. What is the estimate of your fathers' income?

- a) Below 3,000/=
- b) 3,000 - 5,000/=
- c) 6,000 - 8,000/=
- d) Above 8,000/=
- e) No income

11. What is the estimate of your mothers' income?

- a) Below 3,000/=
- b) 3,000 - 5,000/=
- c) 6,000 - 8,000/=

d) Above 8,000/=

e) No income

12. You are required to select one response for each statement by putting a tick (✓) in the selected response. Answer according to your own opinion. The responses are as below;

a) Strongly agree (SA)

b) Agree (A)

c) Undecided (U)

d) Disagree (D)

e) Strongly disagree (SD)

A: Family Size

STATEMENTS	SA	A	U	D	SD
Boys from families of 2-4 members drop out of school					
Boys from families with 5 and above members don't complete form 4					
Parents with 7 children and above don't pay school fees for their sons					
There is likelihood of boys who have all their basic needs met drop out of school before completing form 4					

B: Parental Level of Education

STATEMENTS	SA	A	U	D	SD
Uneducated parents don't educate their sons					
Children of uneducated parents don't complete secondary education					
Most drop outs come from homes whose parents have not gone to school					
Uneducated parents encourage their sons to go to school as a way of compensation for their parents education.					

C: Parental Income

STATEMENTS	SA	A	U	D	SD
High parental income goes hand in hand with boy-child drop out					
Students who drop out of school come from homes where parents have little income					
Students from well up families have little chances of dropping out of school					
Students whose parents are stable financially drop out of school because they don't see the need of education since they are provided with all basic needs					

Appendix 4: Interview Schedule for School Principals

1. Do you experience boy-child drop out from your school?
2. What the average number of siblings per family is as indicated in the students entry form?
3. What is the average level of education of the parents who have children in the school as indicated in admission forms?
4. Do the parents experience hardship in the payment of school fees? Explain how the payments are made.
5. Based on your experience, which gender has the highest chances of dropping out of school and why?
6. What is the average number of boys who drop out in your school per year?
7. What strategies are you applying to curb or reduce the problem of boy-child dropout rate if it is there and if it is not there what strategy will you apply to retain them in school?

Appendix 5: Letter of Authorization



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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

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

Ref: No.

Date:

2nd December, 2014

NACOSTI/P/14/4453/4116

Rose Mueni Kaindi
South Eastern Kenya University
P.O. BOX 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Socio-economic factors influencing boy child drop out of public day secondary schools in Kilungu Sub County, Makueni County,*" I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **31st March, 2015.**

You are advised to report to **the County Commissioner and the County Director of Education, Makueni 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.


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

Copy to:


The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

Appendix 6: Research Clearance Permit

THIS IS TO CERTIFY THAT:
MS. ROSE MUENI KAINDI
of SOUTH EASTERN KENYA UNIVERSITY,
304-90130 Nunguni, has been permitted
to conduct research in Makueni County
on the topic: SOCIO-ECONOMIC
FACTORS INFLUENCING BOY CHILD
DROP OUT OF PUBLIC DAY SECONDARY
SCHOOLS IN KILUNGU SUB COUNTY,
MAKUENI COUNTY.
for the period ending:
31st March, 2015

Permit No : NACOSTI/P/14/4453/4116
Date Of Issue : 2nd December, 2014
Fee Received :Ksh 1,000



Applicant's Signature

Secretary
National Commission for Science,
Technology & Innovation