

Abstract

Education is the foundation of the economic development of human resources. A country that provides free access to quality education for all its citizens is far more likely to reduce poverty, promote economic growth, lower child and maternal mortality and achieve social inclusion. Despite efforts by the Kenyan government to attain gender parity in access and participation in school by both boys and girls, there are still gaps in Trans Mara East Sub-County, Narok County, with boys' participation being low. This study aimed at establishing the influence of the Kipsigis' cultural values on participation rates among boys in selected public day primary schools in Trans Mara East Sub-County, Narok County. The study used a descriptive survey research design. The study was conducted in twelve public day primary schools selected randomly from sixty primary schools in Trans Mara East Sub-County. The target population for this study was 10,060, comprising 120 parent representatives, 60 Headteachers, 9600 pupils in classes six, seven, and eight, and 240 class teachers. Simple random sampling was used to select 144 pupils, while purposive sampling was used to select 12 head teachers, 31 class teachers, and 12 parent representatives, from which a sample of 199 participants was achieved. A pilot study was carried out in the Mogondo zone that was not part of the actual study involving 33 respondents. The reliability of the instruments was tested using Cronbach's Alpha, and a reliability coefficient of 0.758 was obtained. The quantitative data was analysed using descriptive statistics and inferential statistics with the help of Statistical Package for Social Sciences version 25.0. The descriptive data was presented using tables of frequencies and percentages, while the Spearman Rho Correlation Coefficient was used to infer the relationship between Kipsigis cultural values and primary school participation among boys. The findings of the study showed that there is a moderate positive correlation between Kipsigis' cultural values and participation rates ($r = 0.587$). The study concluded that Kipsigis' cultural values greatly influenced primary school participation among boys in public day primary schools. Based on the study, the researcher recommends positive cultural values to be used as instrumental tools to instil positive values in enhancing the participation of boys in primary schooling. It is hoped that the findings of this study may be useful in helping primary school administrators and managers, the Ministry of Education, and other key educational stakeholders in coming up with ways of strengthening primary school participation among boys.