

**SOCIO-ECONOMIC FACTORS CONTRIBUTING TO THE HIGH RATE OF  
BOYCHILD DROPOUT IN PUBLIC DAY SECONDARY SCHOOLS, KIHARA,  
KIAMBAA SUB-COUNTY, KIAMBU COUNTY.**

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# DECLARATION

This research project is a product of our original work. It has not been presented to any other institution of higher learning for the award of a degree or any similar purpose.

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## **DEDICATION**

This project is dedicated to the resilient boy child striving against odds and to every boy who ever dreamed beyond limitation. We are deeply grateful to God, the silent architect behind every step of this journey. To our parents, for their endless support. We also dedicate this work to all educators who have guided us thus far and to all our close friends who have worked with us throughout this journey, for their love and encouragement.

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## **ABBREVIATIONS AND ACRONYMS**

KNBS: Kenya National Bureau of Statistics

UNESCO: United Nations Educational, Scientific and Cultural Organisation

FPE: Free Primary Education

FDSE: Free Day Secondary Education

## **OPERATIONAL DEFINITION OF TERMS**

This means that abstractions are reduced to recognizable procedures that can be applied on site.

Socio-economic factors: It is that mix of social as well as economic factors that determines where a particular individual or a class stands in society.

Boy-child: A young boy or a child who is male.

Dropout: An individual who drops from a study course before finishing.

Dropout rate: This is defined as the rate at which students abandon education without obtaining a certain grade level.

Public Day Secondary School: The school is supported partially with government funding, parents' funding, just like society funding, with students going to school every morning and then returning home in the evening.

Influence: This refers to having an impact on someone's feelings or thoughts.

## **ABSTRACT**

This research explored the socio-economic causes of school dropout among boys from government day secondary schools, with emphasis on Kihara Location in Kiambaa Sub-County, Kiambu County, Kenya. The rate of dropout of boy child in the Kenyan day schools has been high in the last few years. Despite policy changes aimed at enhancing the retention rate, boys still face different socio-economic issues, which hinder their learning process. This study aimed at exploring the underlying socio-economic reasons that lead to boy child dropout and determining its underlying impacts through participation in schools. The research also sought to suggest viable methods for enhancing retention. A descriptive survey was adopted, and information recorded in the form of questionnaires which was distributed to students and teachers, interviews were also conducted with the school principal. Analysis of the results indicated a number of important factors. Low household income and poverty forced many boys to work in tea and coffee farms, which consumed much time and energy to attend school. Peer pressure also came out as a strong candidate, and in most cases, it draws the boys into unproductive activities, and they end up not caring about education. Students who had a disadvantaged background would have lead to child labour derailing their education. Also, there was cultural pressure which put boys to earlier responsibilities, urging them to think of school as a secondary priority. This study revealed that there should be an intensified school-based counselling program, bursaries and meals should be given to the at-risk students, and there is a need to start a mentorship programs done together with the local communities. The study also sought to increase partnerships between schools, government, and non-profit organisations to ensure that boys are helped not only in school but also in society. Lastly, it encouraged the review of the existing education policies towards representing the unique demands of boys more accurately in pursuit of equality and a brighter future for young men in Kihara Location and the rest of the country.

## **CHAPTER ONE: INTRODUCTION**

### **1.0 Introduction**

This chapter included background of study, research problem statement, study purpose, conceptual framework, research questions, study objectives, research hypothesis, study significance, delimitations, study limitations and assumptions of study.

### **1.1 Background of the Study**

Education has been appreciated as one of the most crucial pillars of national development. It can empower people, drive economic advancement and increase evenness between men and women. This is a force of change, which, according to UNESCO (2005), entails changes as much in attaining knowledge as in values and behaviour that are needed in fulfilling sustainable development. In Kenya, education is considered the foundation of change in regard to social as well as economic advancement. The government initiatives, such as Free Primary Education (FPE), which was launched in 2003 and Free Day Secondary Education (FDSE) in 2008, were touted in such a sense that access was to be scaled up to every individual, including those who are marginalized.

In spite of this challenge of school dropout from boys who reach secondary schools in public day secondary schools is still a source of concern even to date, particularly within less advantaged settings such as Kihara Location within Kiambu County. The UNESCO (2017) further reveals that socio-economic disadvantages like poverty, child labor, and cultural expectations persist to be a barrier to the educational achievements made by boys in most developing countries.

Public day secondary schools are a vital opportunity for low-income families to educate their boys in a cheap way. Pupils in such schools are normally children of families who live on subsistence farms, informal trade or low income jobs. The government subsidizes the direct tuition costs, but the rate of direct costs covers only part of the cost burden; school uniform costs,

textbook costs and examination fees remain a burden to these families. This applies to most boys who will not have to attend school because they have to take care of their families.

The World Bank (2020) explains that poverty is a severe deprivation of well-being, which incorporates the country to fulfill basic needs, such as food, education and shelter. In that regard, poverty is one of the most apparent explanations of school dropout. It is also worsened by child labor, which according to the International Labour Organization (2022) is work forced on children and which denies them their childhood, that which they could grow up to be or their dignity. Boys get responsibilities of an adult earlier in life thus focusing in school becomes a task. They are also influenced by the cultural norms. Traditional gender roles also make young boys expected to become breadwinners at a very early age, a practice embraced in most communities. Connell (1995) develops the view that social constructs of masculinity frequently hold that manhood is equivalent to paying bills, self-reliance, and strong personality.

Major role is played by the cultural norms. Conventional gender roles to the young boys are so likely to be breadwinners at the young age which is accepted commonly by several people. Kato and Kratli (2016) research and others show how identities of masculine selves associated with power and provider can compel boys to quit school for them to be accepted or earn money.

Survey shows that most boys grow up in households with volatile parents or in single parent families and they usually fail to receive parental support. Otherwise, without good role models or mentors, they will tend to get emotionally distressed, absent, be delinquent, or even expelled. According to Hill & Tyson (2014), parents were considered to be an essential catalyst in the engagement, motivation, and academic milestone of the student. Therefore making it a problem which does not belong to an individual person only, but to society as a whole. Poor school completion leads to loss of chances of formal employment and to more poverty, and it could

even lead to more crime. The Kenya National Bureau of Statistics (2022) regards the prevalent dropping rates among men as very dangerous to the future developmental state of Kenya because it reduces human assets and lowers the development towards Sustainable Development Goal 4, which advocates for enjoyable quality education.

Although the international and national initiatives to boost the girl child education are necessary and admirable, the issues affecting boys have never had enough attention. The non-addressing of these two can lead to the growing gap between the educated men and women, which can be detrimental to national advancement in the future. Empowerment of the girl-child is important as much as we need to emphasize on the special weaknesses that boys have in school. It is especially risky that boys in Kihara drop out of school because of poverty, a deficiency of school resources, poor mentorship, and gender traditions. The majority of the boys here have marginalized backgrounds, whereby access to basic amenities is limited. This study was driven by the need to unravel the socio-economic grounds under which boys drop out and to recommend viable solutions which are used to sustain them in schools.

In Kihara, boys are highly exposed to risks of dropping out due to poverty, scarcity of resources, scanty mentorship and gender expectations. Most of them are from a marginalized background with limited access to basic services. It is thus based on this need that the research was carried out to discuss the socio-economic factors that contribute to drop out and suggest some practical strategies for promoting boys' retention.

Education is ranked one of the most profitable investments that a country can make in terms of social and economic growth (Psacharopoulos & Patrinos, 2009). The boy dropout crisis is not merely a school issue, but it is also a national issue. The results of this research seek to steer the

teachers, policy makers, and community leaders towards interventions that help the boy child and lower the rate of dropouts in the Kenyan public day secondary schools.

### **1.2 Statement of Problem**

In Kenya, the rate at which boys drop out of secondary schools has become a concern, and Kihara Location in Kiambaa Sub-County is among the regions affected by this issue. Even with the efforts of the government in encouraging access and school retention, a significant number of boys are dropping out early. The problem remains a barrier to national objectives of equality in education and long-term achievements. School dropout has been a studied topic but not much has been tackled with regard to some challenges that the boys encounter. This study dug deeper into socio-economic factors.

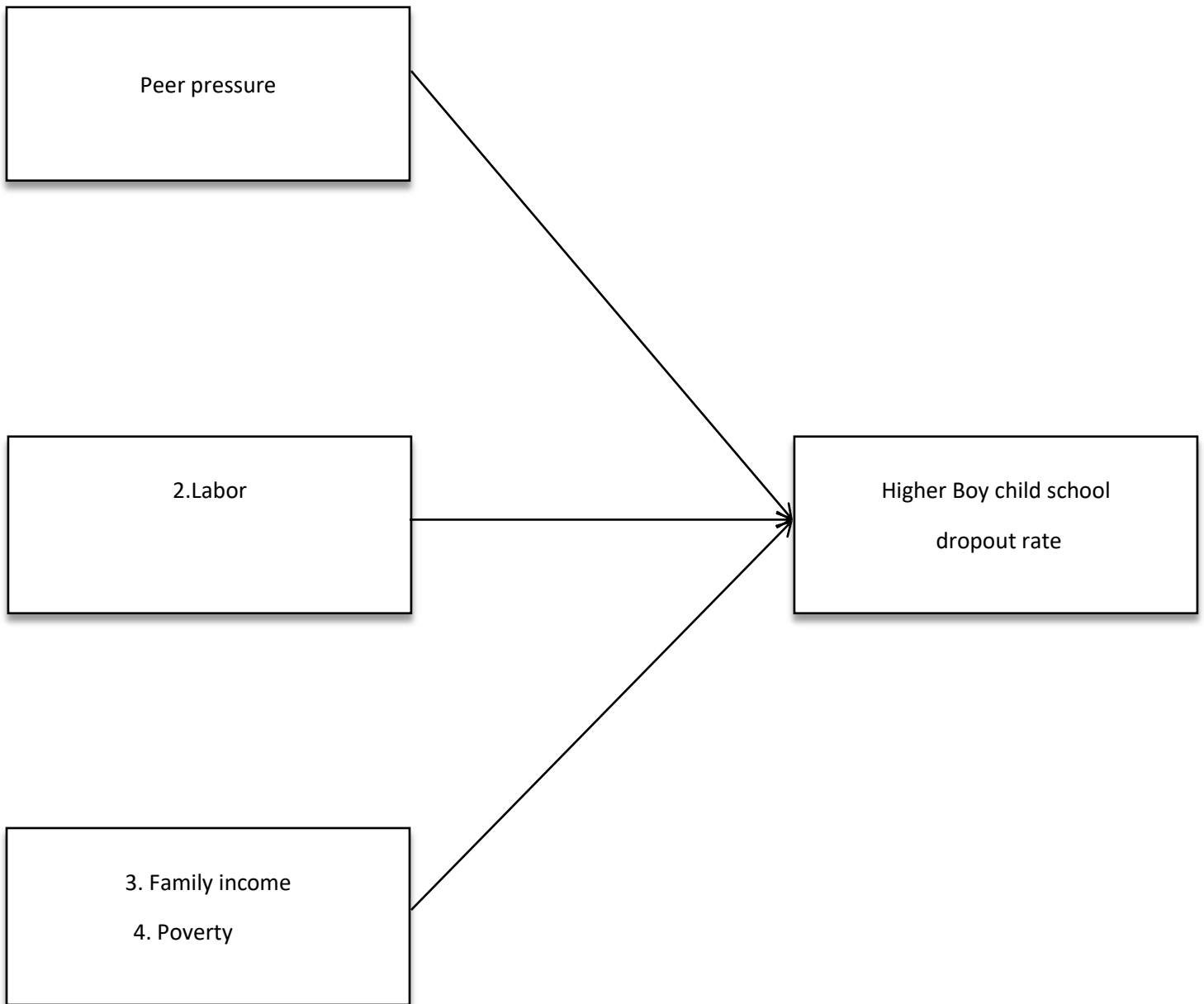
### **1.3 Purpose of the Study**

This research aimed to identify factors that contributed to boys dropping out . It tried to find the major economic and social problems, e.g. poverty, child labour, family instability and cultural expectations. This study aimed to provide insights that could inform effective interventions and policy recommendations to help curb the problem of dropout, encourage retention, and promote academic achievement among boys in day secondary schools.

## 1.4 Conceptual Framework

### Independent Variables

### Dependent Variables



## **1.5 Research Questions**

1. What roles does family income contribute to the boy dropping out of school in a public day secondary schools in Kihara Location of Kiambaa Sub-County?
2. How does societal pressure contribute to boys' peer pressure and dropout decisions?
3. How does child labor affect boys' school attendance.

## **1.6 Objectives of the Study**

### **1.6.1 General Objectives**

The main research aim was to scrutinize the socio-economic factors leading to the dropping off of the boy child from the day secondary schools in Kihara Location within Kiambaa Sub-County in Kiambu County with a view to finding solutions that can be undertaken to reverse the situation

### **1.6.2. Specific Objectives**

1. To explore the impact of peer pressure on the dropout rates of boys from day secondary schools in Kihara Division.
2. Research examines the effects of child labour on boys' attendance at schools in Kihara Location.
3. To establish whether it is parental income that is causing school continuation among boys from day secondary schools in Kihara Location

## **1.7 Research Hypotheses**

### **Hypothesis 1: Dropout Rates and Peer Pressure**

**Hypothesis:** Peer pressure also affected boys, and those who stuck to it were most likely to quit school in comparison to those who were not affected much.

**Rationale:** Peer pressure had a major impact on the attitudes towards schooling by the boys. Other boys were linked to those who downgraded schooling, truancy, using drugs or other

juvenile delinquents, and this made them overlook their academic duties. Boys who did not have any guidance or mentorship on their side, their peers usually did the detangling and made the effort to push them out of their studying and into the risk of dropping out of school.

### **Hypothesis 2: Child Labor**

**Hypothesis:** Boys involved in labor activities- either at their own expense or the expense of others were more likely to skip school because of tiredness, conflicting interests that resulted in the increased number of dropouts.

**Rationale:** A large number of boys in the study area, in Kihara, were engaged in part-time or casual jobs to help their families. This dual load had an adverse impact on their attendance during lessons and feelings. Having to balance school and work added a lot of pressure, increasing the risk of dropping out.

### **Hypothesis 3: Financial stability and Parental Employment**

**Hypothesis:** Children who experienced growing up within a household whose parents were neither employed nor those who held insecurely and underpaying jobs were likely to drop out of school as compared to those who are growing up within a household whose parents held securely and highly paying jobs.

**Rationale:** Failure to earn enough money resulted to most parents being unable to cover basic school expenses like uniforms, school transport, and school supplies. As education did not guarantee an immediate financial gratification, some of the boys had to choose between work and education in order to contribute to the family welfare, hence leading to high numbers of dropouts.

### **1.8 Significance of the Study**

The findings of this research contribute to understanding how poverty, family income, and peer influence lead to school dropout of boys in public day secondary schools. It brings into the spotlight the little-known issues affecting boys. It provides some insights into establishing enabling policies and interventions that help boys attain better school retention and academic success.

### **1.9 Delimitations of the Study**

This study narrowed down to the schools in the Kihara Location of Kiambaa Sub-County, as counted by the Kiambu County, studying in public day secondary school and not including students (of the same rank) still in the public boarding and the privately owned secondary schools. This was grounded to the fact that rate of boys dropping out was remarkably increased in public day schools than in other forms of educational residential institutions.

The research targeted Form 3 and Form 4, excluding Form 1 and Form 2, because a senior student was more knowledgeable and probably worthwhile to give information on the pattern of dropout among their colleagues.

The study also limited its participation to a number of socio-economic factors, i.e., peer influence, child labour, and parental income, as being the main determinants of the factors that resulted in the withdrawal of the boy child.

### **1.10 Limitations of the Study**

In this study, time limited its applicability because socio-economic conditions tend to change over time, which may render the results of little use in future research regarding boy child dropout.

Some other limitations were due to the demerit of unwillingness or dishonesty of some respondents in the case of interviews and questionnaires. Some respondents might respond partially or incorrectly, thus it weakens the validity of the data.

Even though the Kihara Location of Kiambaa Sub-County was highly populated with a large number of schools, the researcher could not establish a high number of schools because time and other resources were very limited. Although schools were quite accessible, the large quantity of possible participants led to the inability to cover all schools in the study itself.

Another limitation was the issue of respondent cooperation. In other instances, the members of the community would not trust or be keen on what was going on with the research and the researcher at the time of conducting the research could have malicious motives. This sometimes posed as a hindrance in accessing the data, particularly in those areas where trust had not taken full effect.

### **1.11 Assumptions of the Study**

1. The sampled schools at Kihara Location were considered to present the views of all public day schools in Kenya facing such a boy child dropout issue.
2. They assumed that all the respondents, who would include the class teachers, principals, Form 3 and 4 students, gave very honest and correct information concerning the causes of why boys drop out of school.
3. The research estimated that drop-outs among boys from Kihara public day secondary schools considered socio-economic factors such as peer pressure, child labor and finally income from the family as predictors.

## **CHAPTER TWO: LITERATURE REVIEW**

### **2.1 Introduction**

This chapter provides a description of the literature review aims, highlighting its scope and focus points. It looks at how literature is present as well as its capacity to provide direction on factors leading to boy child abandoning school at secondary levels

### **2.2 Review of Literature Related to the Main Concept**

Several research studies investigated the correlation of socio-economic factors with school drop-out among boys and reported that poverty, child labour and lower earning of the household significantly affect the education of the boy. UNESCO (2012) and Echaune et al. (2015), a family may not afford the educational expenses due to financial difficulties leading to the boy dropping out of school accordingly. Research conducted by Makhoka et al. (2018) and Smith et al. (2021) reveals that child labour disrupts education because it leads to absenteeism and low performance. There is also peer pressure, as suggested by Ryan and Patrick (2001). In other cases, boys who are influenced by a peer group that does not value education are more likely to detach themselves from education. Parental work status and family earnings are also of the essence according to Sirin (2005) and Gutman & McLoyd (2000), where boys whose parents are single or have unstable relationships are at a more susceptible position to drop out. The cultural expectation factor that Connell (2005) identifies also creates a situation where boys are pressured into assuming early adult responsibilities, which is another factor in the issue of dropping out of school. On balance, the literature supports the point that the solutions to the interrelated socio-economic issues can be considered the solution to the issue of school retention of boys.

### **2.3 Influence of Poverty on School Dropout Rates**

Poverty has continuously been mentioned as one of the principal reasons for school dropout among boys. The concept of poverty, according to the World Bank (2020), is a form of extreme deprivation of well-being and a lack of access to education. The authors state that

Psacharopoulos & Patrinos (2004) pose that because of the kind of poverty that families have, they place most of their needs above their education, necessitating many boys to be taken into casual occupations as opposed to education. Considering the Kenyan scenario, boys who belong to poor families, especially in places like Kihara location, are usually forced to work in tea and coffee farms to help their families and end up missing classes and consequently drop out.

#### **2.4 Influence of Family Income on Boy Child Dropout Rates**

Family income has been largely considered as a major determinant in the continuity of education, which, in particular, is the case of a boy child. Most of the families in Kihara Location of Kiambaa Sub-County struggled, and this has had a direct effect on their ability to secure education fees, uniforms, transport and learning materials. In a study in Busia Sub-County, Makhoka et al. (2018) found that the lure of making money drives boys to quit school to find jobs or connect with their families by providing them sustenance through odd jobs. Such opportunity costs (where boys are supposed to provide some household income) result in a situation in which education is placed second.

#### **2.5 Influences of Peer Pressure and Dropout Rates**

The issue of peer pressure has also greatly increased the number of school dropouts among boys in day secondary schools. According to the works by Ryan and Patrick (2001), relationships among peers affect the behaviour of students and their motivational levels. Peer pressure, which may include truancy, drug abuse or antisocial practices, tends to deter boys from attending and participating in schools. The boys who strive to remain education-focused are at times mocked at by their peers, and this results in emotional strain, demotivation, and ultimately school dropout. This problem is also worsened by the fact that schools do not have the proper guidance and support system, thus giving affected students no chance to fight the negative influence of peers..

## **2.6 Influence of Child Labor on Boy Child Dropout Rate**

Child labour contributes significantly to school dropout and absenteeism among boys. A study by Flores et al. (2021) in the Philippines established that the pressure exerted on children regarding the involvement in informal work is usually achieved through absenteeism, school failure, and early school dropouts. It is common in Kenya to find the family demanding that the boy play the role of providing necessities to the family, especially during periods of economic difficulties like droughts or a rise in living expenses. This notion disrupts regular attendance at schools and eventually causes early dropout. Smith et al. (2021) found that students who do not technically have to work and thus manage a workload have higher chances of remaining in schools owing to unhindered learning in the schools and concentration on studies.

## **2.7 Theoretical Framework**

The study looked at the influence of peer pressure, employment-related pressures and the income of parents on the rate of dropout among boys in government day secondary schools in Kenya. The model was based on two fundamental theories, which included the Model of Organizational Structure and Social Capital Theory, which provided details on the socio-economic factors, which encircled school dropout.

### **1. Organizational Structure Model**

In this study, The Organizational Structure Model was applied owing to the fact that it emphasizes that the students first need their fundamental needs which are food, shelter, and safety to be met to be able to perform in school academically. Poverty, low family income and child labor where rampant among a significant population of boys enrolled in public day secondary schools in Kihara Location of Kiambaa Sub-County and has interfered with the academic concentration of most of the students besides exposing them to the risk of dropping out.

This theory was suitable because the study was able to comprehend dropout as a result of failure to meet basic needs instead of the absence of discipline and motivation. It assisted in contextualizing the problems that boys experienced and allowed for the examination of the impacts of socio-economic adversities on attendance in schools. Recommendations by the model were also created in line with the model, including school-based support programs, bursaries, feeding schemes and emotional counseling in order to deal with these underlying factors to the promotion of retention.

## **2. Social Capital Theory**

Social capital, as narrated in the Theory of Social Capital, reveals the connection that exists between the relationships in the sphere of family, school, community, and educational results. It was employed in this study to demonstrate how inefficient social support systems have contributed to the cause of dropouts in boys in the government (public) day secondary schools.

The sons of lower-income families had experiences with poor parenting and were forced into working conditions at an early age to help their families. This made them have less time and attention for school. The pressure of peers also contributed to such a way as to get many people to act out negatively, particularly where there was no proper role model. There was also poverty and lack of funds in the family, and this meant that education was not a priority, resulting in a loss of interest in school.

The theory assisted the study to understand the implications of impairing the social network and support of enhancing more dropouts, and also pointed out the importance of tightening the knots of the school, family, and society to ensure the education of boys.

## **Linking Factors**

Peer influence: There was a peer influence where boys were influenced by peer pressure that reduced the importance of being educated, and as a result, he was deactivated and dropped out of school at a tender age.

Labor Needs: Other boys dropped out of school to take up side jobs or to practice agriculture in order to get direct money.

### **2.8 Overview of Gap Filled in the Regarded Literature**

Though the previous literature provided useful information as regards what was posed as the factors that determined the level of school dropout, there were still some loopholes, especially as regards Kihara Location of Kiambaa Sub-County:

#### **1. Limited Study of Socio-Economic Factors of the Region:**

Majority of research done had concentrated on general factors that may cause a child to drop out but little investigations had been done on how poverty, family arrangement and access to education affected the boy child in Kihara in particular. Economic peculiarities of the region, including subsistence agriculture, casualized labor, and lack of support mechanisms, needed targeted research.

#### **2. Lack of Adequate Inquiry on Cultural and Social Expectations:**

While research had been conducted on the issue of cultural constraints to girls education, hardly had anyone evaluated the impact of traditional gender roles and social expectations on the schooling of boys. The manner in which cultural norms and family expectations managed to mold the educational ambitions of boys in Kihara was insufficiently studied.

### **3. The Ignorance of Peer Pressure as a Psychological Element:**

In as much as the psychological factors like motivation have been used whenever discussing matters related to psychology, very little has been conducted to determine how the school retention of boys, especially in rural or semi-urban settings such as Kihara Location, was established. Emotional difficulties- like the desire to conform, the fear of ridicule, or the need to belong to society was something that remained unexplored.

### **4. Insufficient Interventions by the Government:**

Although many education policies and programs existed that targeted at eliminating the dropout rate, most of them were not tested for their effectiveness in the Kihara setting. There was lack of research about whether these policies were quite effective in addressing boy drop out.

## **CHAPTER THREE: RESEARCH METHODOLOGY**

### **3.0 Introduction**

In this chapter, socio-economic circumstances that led to dropouts amongst boys who are learning in Government day secondary schools in Kihara Location, Kiambaa Sub-County of Kiambu County were outlined. This was the area of research interest and it is endowed with special socio-economic difficulties and high incidences of male students dropping from school, especially from day schools. In this chapter research design, study area, target population, sampling methods used, sample size, research tools used, methods of data collection as well as methods of analyzing data as well as ethics that are involved when undertaking research study were outlined.

### **3.1 Research Design**

Following (Kothari,2004), research design is a structured outline that can be adopted to determine research collection as well analysis. Descriptive research design was used ,It was best appropriate for qualitative and quantitative data on boy dropout in the Kenyan public day secondary schools. This research design is meant to describe systematically the features of a population or phenomenon by describing data that is gathered with surveys.

### **3.2 Area of the Study**

It was carried out at ACK Kihara Secondary School in Kihara, Kiambu County. The school was selected because many people are present and each school is a whole community. There is varied studentship and it is a good representation of the community. Boy-child dropout is also perceived as an issue in the highly developed region despite the prevalence of concern regarding over dropout in the ordinary schools. The school was a good ground to explore socio-economic factors that deter boys' education.

### **3.3 Study Population**

The will include;

250 male students of ACK Kihara Secondary School.

Class teachers dealing with Form Three and Four.

The principal of the school.

### **3.4 Sampling Techniques**

Stratified random sampling was combined with purposive sampling to make the selection of participants both fair and relevant.

#### **3.4.1 Stratified Random Sampling:**

Under this approach, the students were first stratified (divided into groups) depending on the level of classes (Form Three and Form Four). The participants were then randomly selected within each group.

This approach put into consideration to create even representation among various academic levels. It facilitated the sampling bias and allowed all students in each level of the classes the same chance of being sampled. Given that the study was carried out to check the factors of dropout, the need to concentrate on the upper classes was critical since drop-outs also tend to rise as students advance in school.

#### **3.4.2 Purposive Sampling:**

The technique implied choosing specific people who were supposed to be knowledgeable or directly concerned with the issue at hand, in this case, class teachers and the principal.

These participants are specifically chosen due to close connection with students and the experience with issues related to dropouts. From the management and academic point of view, they shed some light on the major causes and trends of dropout among boys; their understanding was very important.

### **3.5 Determination of Sample Size**

Form three and Form four boys were sampled as there were 30 (15 from Form 3 and 15 from Form 4) out of our total population of 250 boys in ACK Kihara Secondary School. This was deemed an appropriate number, considering it would be easy to handle yet big enough to provide significant insights. It was intended to target the Form Three and Four students because those are key academic stages when there is a threat of dropping out. It was possible to select the same number of representatives of each group and compare them. This was done to make sure that the data gathered would be pragmatic and statistical in their analysis concerning the issue of the drop-out.

### **3.6 Measurement of Variables**

#### **Independent variables**

In this study, the significant socio-economic indicators of boy child dropout were measured. The family income was defined as an income bracket in determining the impact of economic hardship on attendance at the school. The peer pressure was assessed in terms of the behaviour and other aspects, such as school commitment in boys. Child labour was quantified using the amount of time that students gave to income-generating activities during school sessions, which, in most cases, interfered with learning. Cultural expectancies were evaluated by isolating those norms in the society that compelled boys to assume adult roles at an early age, thereby forcing them out of schools. These variables were useful in understanding the main factors that might have led to this rate of dropout in the Kihara Location of Kiambaa Sub-County.

#### **Dependent Variable:**

The risk of dropout, which was the core subject of this analysis, was affected by a number of socio-economic aspects. Boys used to quit school to join the workforce to sustain their families due to low family income. Some were influenced by peer influence to do something wrong, which dragged them out of academics. They had no time to waste in school due to child labour, which consumed their energies. Also, culture compelled the boys into adulthood at a tender age, forcing them not to pursue education. Such an amalgamation of factors led to a great extent to school dropout among boys.

### **3.7 Research Instruments**

Data was namely by questionnaires and unstructured interviews.

**Closed-ended questionnaires:** students and teachers were provided with questionnaires, where open-ended questions were included, like how financial problems, peer pressure, or cultural demands might affect the attendance of school. This allowed for detailed personal responses.

**Unstructured interview guides:** the principal was interviewed through unstructured interviews to yield additional information regarding why dropouts are occurring, as well as regarding maladaptive behaviour on school premises. This approach allowed for the facilitation of loosely

structured, in-depth conversations in describing rich qualitative data that was pertinent to the study

### **3.8 Data Techniques.**

Questionnaire: They were conducted with the help of respondents to make it clear and complete. (closed-ended questions)

Interviews were conducted face-to-face with the principal. (unstructured interviews guided)

### **3.9 Data Analysis**

Data analysis method made use of qualitative and quantitative methods. In quantitative data, frequencies as well as percentages were used to summarise and present the results effectively. In contrast, the text data collected through interviews was thematically coded with the aim of revealing common ground and surprises. The results also came in a pictorial form as charts as well as tables; thus, it is effective to interpret and grasp the data.

### **3.10 The Logistical and Ethical Aspects**

Relevant educational authorities were granted permission. All the participants were supplied with informed consent. There was anonymity and confidentiality maintained. It was also voluntary, and the participants had the freedom to stop at any time. There were no personal details, such as names, written or posted

## CHAPTER FOUR: DATA PRESENTATION, ANALYSIS AND INTERPRETATION

### 4.1 Introduction

This chapter is where the analysis, interpretation and discussion of research findings is presented as per study objectives. The study sought to develop the association between boy child dropout from public day secondary schools in Githunguri Sub-County of Kiambu County and socio-economic factors. The findings were presented as per the main research goals, and both qualitative and quantitative data were discussed and analysed. The theories used included Social Capital Theory as well as Organizational Theory, which aided in interpreting trends that were observed.

### 4.2 Description of the Findings

The research took measures of a random sample of 30 students, 6 class teachers and the school principal. Its findings revealed low family income, peer pressure and child labour as the top socio-economic reasons for the dropout of boy children. Results obtained were consistent with previously reported literature and highlight the importance of these two aspects, an absence of social capital (networks, support systems, and community ties) and institutional structure (school policies and family-school collaboration), to the dropout trends.

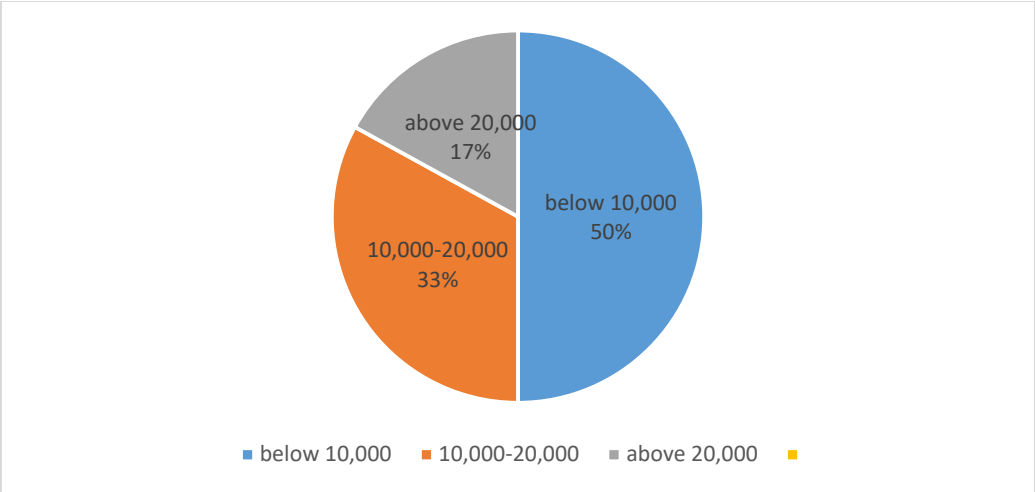
### 4.3 Quantitative Results

#### 4.3.1 Objective 1: Influence of Family Income in Dropping Out

Table 1: Monthly Money Earning of Respondents

Income range (KES)	Frequency	Percentage (%)
less than 10,000	15	50%
10,000 20,000	10	33%
More than 20,000	30	17%
The total	30	100%

Figure 1: Family Income Distribution



**Discussion:**

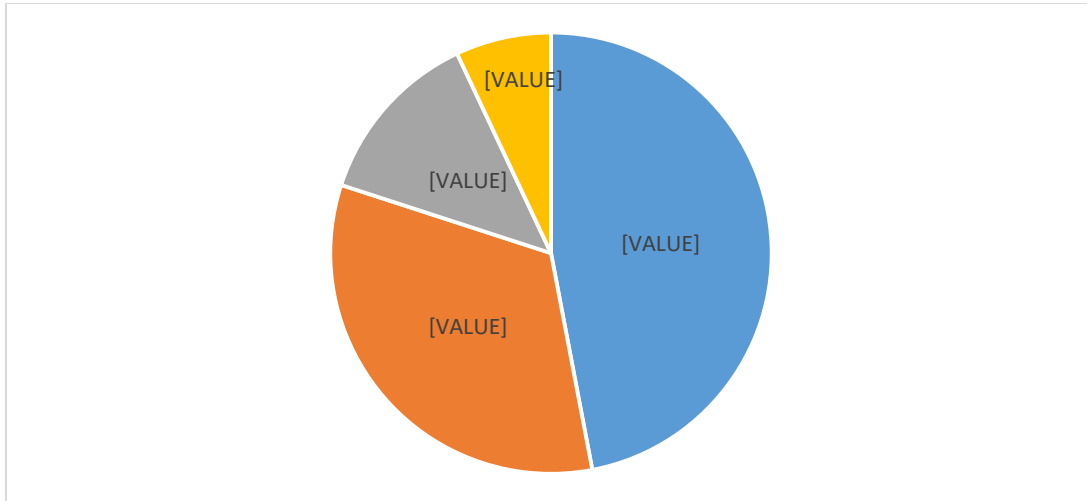
83% respondents were a part of households with a monthly income of below KES 20, 000. According to Social Capital Theory, families of low income do not have connections and support systems that help carry boys through school. Organizational Theory also indicates that, these schools in these kinds of communities lacked means to retain financially weak students. The level of low income exposes one to the risk of dropping out because they cannot afford school fees, learning materials, and sustenance of learning.

**4.3.2 Objective 2: Impact of Peer pressure on the dropout rates**

**Table 2: Peer Pressure as one of the Factors in Dropouts**

Review	Frequency	Percentage (%)
Agree	14	47%
Agree	10	33%
Not Agree	4	13%
Strongly Disagree	2	7%
Weighted Total	30	100%

Pie Chart 2: The Conception of students about peer pressure:



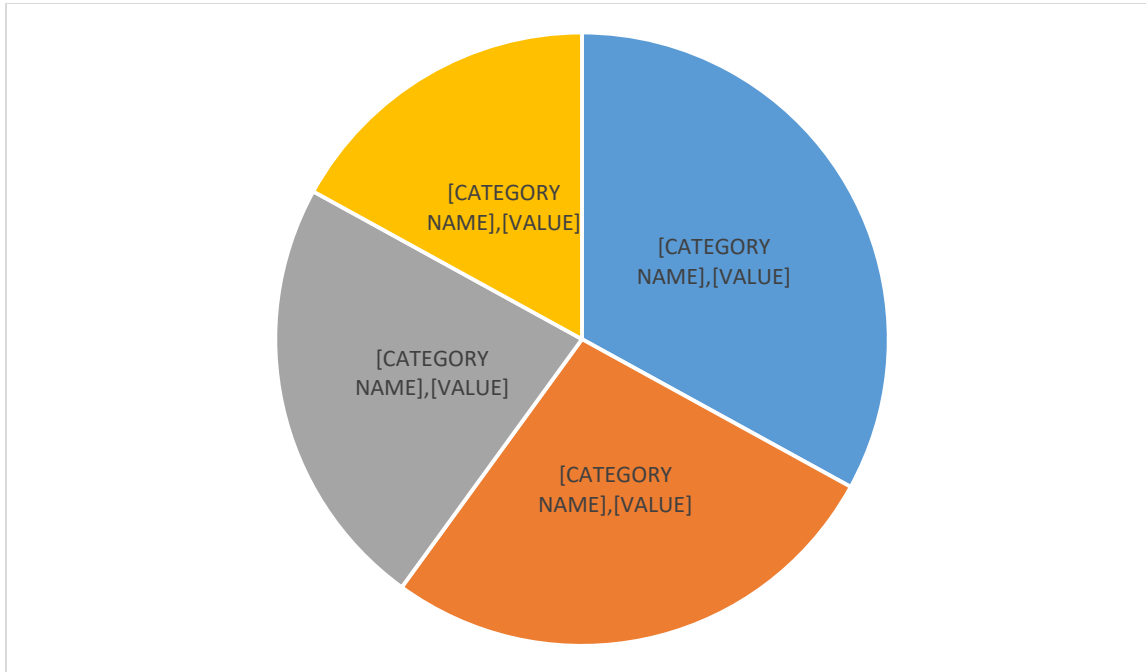
**Discussion:**

80% of them strongly agreed to the argument that peer pressure had influenced to drop out. Majority Indicated that they were affected by their friends who promoted truancy or work rather than school. From Social Capital Theory, interconnected weak ties to the academic mentors and strong ties to the non-school system peers promote detachment. Organization Theory emphasizes on peer lack of support among the schools, which cannot avoid such social withdrawal.

**4.3.3 Objective 3. Child Labor and Impact on School Retention**

**Table 3: Child Labor**

Type Of Activity	Frequency	Percent (%)
Tea/ Coffee Picking	10	33%
Boda Boda Assistant	8	27%
Market Work	7	23%
House Help/Errands	5	17%
<b>Total</b>	<b>30</b>	<b>100%</b>



**Discussion:**

More than 75% of the boys indicated that they were engaged in income-generating activities, mostly during school hours. This called for the need for the family in complementary earnings. Social Capital Theory views this to be a deterioration of communal and familial assistance with schooling. The School Systems under economic pressure require flexibility to be established and to support the students' programs that must be addressed by the Organizational Theory.

**4.4 Qualitative Result**

The study attempts to question the role of socio-economic factors in dropout of boy child. Using interviews with the school principal, the research linked the results to the Organizational Theory and Social Capital Theory by focusing on the unattainability of the support system and institutional allegations towards these dropouts.

The principal said:

“There are boys who are dragged out of school to join the boda boda to give rides or drivers working in the residential tea farm. Some of them go to the point of declaring that they are fed up with school, as their peers are getting rich on the outside.”

The findings were consistent with the Social Capital Theory that posits that the absence of any form of adult support, guidance and mentorship, as well as school-community, does not help the

educational outcomes of boys. According to the Organizational Theory, structured interventions in schools are absent (e.g. counselling, scholarships, flexible programs) and they contribute to the dropout issue as well.

#### **4.5 Trends and Interpretations in General**

The findings show a consistent pattern: low socioeconomic status is associated with high levels of dropouts in boys. The correlation between child labour, poor parental income, peer pressure and the levels of dropouts is high. The data indicate the low interaction mechanisms of schools and the community-school interaction. No significant exceptions were observed--in the majority of the cases of dropout, at least two socio-economic factors were observed.

#### **4.6 Policy and Practice Implications**

These findings show that there is an urgent need to involve the stakeholders, school, family, government and community leaders to establish the means of support like the bursary scheme, government-sponsored mentorship schemes and peer group education. The Social Capital Theory helps to establish a network that is appreciative of education, and Organizational Theory advises that the reforms at the school level be undertaken to facilitate retention.

## **CHAPTER FIVE: SUMMARY:CONCLUSION AND RECOMMENDATIONS**

### **5.0 Introduction**

This chapter consists of the summary of the findings, the conclusion of the objectives and the recommendations of the research

### **5.1 Summary of the Findings**

First objective was to explore peer pressure's impact on school dropouts among school-going boys within Kihara, Kiambaa Sub-County. The research revealed that peer pressure was among the leading factors that encouraged bad behaviour like truancy, use of drugs, and lack of interest in academic work. A good number also fell under the pressure of their peer groups who were not well oriented towards education, and as a result, they performed poorly and ended up dropping out. And most of the time, boys who have tried to focus on education in classrooms were being mocked or ostracised by other peers, and this made them feel bad as well as caused them to weaken in their determination towards their education.

The second one was aimed at exploring the impacts of child labor on the school attendance of boys. It was revealed that many boys were undertaking casual labor especially in tea and coffee plantations or other cash earning activities to take care of their families. This combined load of school and work led to tiredness, absenteeism, and lack of concentration in lessons leading to an elevated rate of school drop-outs. The only way that was associated with child labour was poverty, where, out of economic needs, the boys would be forced to go into economic roles at an early age at the cost of their education.

The third goal was to find out how parental factors (employment and financial stability) affect school retention of boys. The study concludes that family income is the greatest area in the world of influencing dropout rates since low income is the parent factor. Most parents were not able to meet the cost of school-related expenditure like uniforms, transportation and learning materials. Parental employment was too volatile, especially the informal or seasonal employment, which provided unreliable financing of education. The boys were thus either left the university voluntarily to reduce the pressure on the family finances or even compelled to go out to work on their own, thereby halting their education.

## **5.2 Conclusion**

This study came to the conclusion that peer pressure is also quite significant in stimulating negative practices like skipping, drug taking, and failure to engage in academic activities. Boys who relate with a group of friends who do not care about education tend to lose their interest in school, score low grades and ultimately drop out. Academically centered boys are ridiculed within the social system, thereby serving to deter commitment to school.

It was concluded that one of the major school participation interference problems is child labour, which in most cases is a product of poverty. Boys involved in informal work, especially those working on the farm, face fatigue, poor attendance and loss of focus in school, which are the factors that lead to high cases of drop out.

After sampling, the study identified low family income and irregular employment of the parents as factors that prevent them from paying the educational expenses. Boys in this kind of families have a higher tendency of dropping out of school, whether they leave on their own wish to lower the cost burden or are forced to start working, thereby discontinuing their education.

## **5.3 Recommendations**

On the basis of results, the following recommendations are suggested that:

1. Peer Mentorship and counseling: Schools are supposed to enhance peer counseling and mentorship systems to help counter the bad peer influence and foster good academic behavior.
2. Economic support to vulnerable families: Government and non-governmental bodies should embark at developing bursaries or financial support to the boy child, especially the ones living in low-income families to relieve the family of economic burden of schooling.
3. Child labor should be controlled and observed through the local authorities to work together with the school and communities to reduce the child labor making sure that the boys are not involved in income generating activities.

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## APPENDICES

### Appendix I

#### Questionnaire for Students and Teachers

Title: Socio-Economic Determinants of Boychild Dropping Out of Public Day Secondary

Schools in Kihara, Kiambaa Sub-County

Instructions:

Do your best to respond to these questions truthfully with your preferred choice of appropriate box. The answers are confidential and are used for educational purposes only.

#### Section A: Background Information

1. What's your gender?

Male                       Female

2. What class do you belong to?

Form 3                       Form 4

#### Section B: Family and Economic Background

3. Does your family have a stable source of income?

Yes                       No

4. Is your household income below KSh 10,000 per month?

Yes                       No

5. Do you sometimes miss school because your family can't afford fees, uniform, or books?

Yes                       No

6. Are you involved in any kind of work to support your family (e.g., farming, hawking, boda boda)?

Yes                       No

7. If yes, does this work interfere with your school attendance or homework?

Yes             No

**Section C: Peer Influence**

8. Do your friends or classmates ever encourage you to skip school?

Yes             No

9. Do you feel pressure from your peers to engage in activities that affect your learning (e.g., drugs, truancy)?

Yes             No

10. Have you ever considered dropping out of school because of peer influence?

Yes             No

**Section D: Cultural Expectations**

11. Are boys in your family expected to work instead of learning?

Yes             No

12. Do you face pressure to leave school in order to support your family?

Yes             No

13. Are there cultural beliefs in your community that discourage boys from continuing education?

Yes             No

**Section E: School and Community Support**

14. Does your school provide counselling or mentorship programs for boys?

Yes             No

15. Are there teachers or staff members who support and motivate boys to stay in school?

Yes             No

16. Does the school offer feeding programs or bursaries for needy students?

Yes                       No

**Section F: Open-Ended Questions**

17. In your opinion, what are the reasons why boys drop out of school in this area?

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18. What solutions would you suggest to help boys stay in school and succeed?

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**Appendix II**

**Interview Guide for Principal**

Title: Socio-Economic Factors Influencing Boy Child Dropout in Public Day Secondary Schools in Kihara, Kiambaa Sub-County

Instructions:

This guide is meant to facilitate informal yet structured interviews with teachers and the principal. Responses will help explore experiences and perspectives on the reasons for boy-child dropout.

1. What are the most common causes for boys to drop out of school in your experience?
2. How does child labour affect boys' school attendance and academic performance?
3. What role does peer pressure play in boys' decisions to leave school?
4. Are there cultural or community expectations that contribute to boys dropping out?
5. What interventions has your school implemented to support boys at risk of dropping out?
6. Are there any existing mentorship or guidance programs for boys?
7. What kind of support (from the government, NGOs, or community) would be most helpful in retaining boys in school?
8. Have dropout trends among boys changed over recent years? If so, how?

9. Are parents supportive of boys' education in this community?

10. What would you recommend as long-term strategies to improve boy-child retention in school?