

**SOCIAL FACTORS INFLUENCING THE ATTENDANCE OF BOY CHILD IN  
PUBLIC SECONDARY SCHOOLS IN EMUHAYA SUB COUNTY, KENYA**

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**A Thesis Submitted to the School of Education in Partial Fulfillment for the  
Requirements of the award of Masters of Education in Education Management and  
Policy Studies of Masinde Muliro University of Science and Technology**

**July, 2021**

## DECLARATION

This thesis is my original work prepared with no other than the indicated sources and support and has not been presented elsewhere for a degree or any other award.

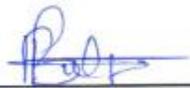
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## CERTIFICATION

The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled “**Social Factors Affecting Attendance of Boy child in Public Secondary Schools in Emuhaya Sub County**”.

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## **DEDICATION**

I dedicate this work to my late beloved father Milton Simiyu Wafula Kisiangani who really looked forward to see me excel in academics. Baba even as you continue to rest your spirit of excellence will remain part of me.

## **ACKNOWLEDGEMENT**

First and foremost, I would like to thank the almighty God for his grace and gift of life.

Secondly, I wish to thank my dedicated supervisors Dr Pamela Buhere and Mr Anthony Sang for their constant corrections and direction in this work. I also wish to extend my gratitude to the entire Department of Education Planning and Management for the useful coursework lessons that made this challenging journey manageable.

To my late dad Milton Simiyu Wafula Kisiangani your push for excellence in education has always been my driving force. May you continue to rest in peace. To mum may God bless you for being an inspiration. I love you so much. My siblings Noel, Millie, Mercy, Aloice, Inno and, Tere, I hope this gives all inspiration you are great gifts to me and your motivation can never be ignored in this journey.

Dr Benard Omondi Omogo my better half, I express my sincere gratitude. Realization of my valid dream has been made possible because of your love for education. Thank you for being a pillar and offering your shoulder at all time. May God bless you immensely for sacrificing your financial comfort to sponsor my master's program.

To my children Cynthia, Ekaterina, Lincoln and May Omogo you have been part of the challenge in this work and I hope this gives you all motivation to excel in education.

Last but not least my friend Edith, Hilda, Fiona, Lucy, Achieng and Lilian thank you for being part of this grace journey.

## ABSTRACT

During Pre-colonial period a lot of emphasis was placed on the boy child education with almost no attention to the girl child. After independence, however, the government in a bid to address social injustice begun to emphasize on the importance of girl child education as a way of promoting gender balance. As a result of this, limited studies have been done on boy child education. This study therefore, examined social factors influencing the boy child school attendance in Emuhaya sub County. The study objectives were; to establish the influence of child labor on school attendance, to examine the influence of drug and substance use on boy child's school attendance, to establish the influence of parental level of income on boy child's school attendance, and finally to establish the influence of cultural initiation process on boy child's school attendance. The education production function theory was adopted because it suggests that inefficiency in provision of schooling can lead to poor outcomes and hence poor school attendance. This study employed descriptive survey design. Emuhaya Sub County formed the study area because of the large number of youths below the age of 18 years who are neither trained nor completed school. The study population consisted of 6613 boys from 34 schools that were both mixed and boys' schools. From the population, the researcher sampled 280 students whereby 10 students from each school were sampled, a deputy principal from the 28 schools that were randomly sampled and a teacher of guidance and counseling was also purposively sampled so as to give reliable information. From the 28 schools, 10 students were purposively sampled because they are key to the study and the sample consisted of 3 form 4s, three form 2s, two forms 2s, and 2 form 1s all sampled according to their class performance. Both teachers in charge of guidance and counseling together with the deputy principals from each school were sampled. The instruments consisted of questionnaire for students, interview guides for teachers and a document checklist. Document checklist helped the researcher to obtain data on student school attendance and hence the dependent variable. Research instruments were validated using Cronbach alpha coefficient correlation value of 0.887. Descriptive data was analyzed using both inferential and thematically by means and frequencies while quantitative data was analyzed by use of Pearson moment correlation so as to determine the relationship between dependent and independent variable. The findings established that boy child both in rural and urban are faced with multiple challenges that hinder their school attendance; drug and substance use greatly hinder boy child's school attendance; there is high level of poverty in Emuhaya and also established that circumcision does not hold a cultural value within Emuhaya sub county. The views and outcomes of the study are instrumental to the education policy makers.

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## **LIST OF ABBREVIATIONS AND ACRONYMS**

<b>EFA</b>	Education for all
<b>GOK</b>	Government of Kenya
<b>HIV/AIDS</b>	Human immune deficiency syndrome/Acquired immune deficiency syndrome
<b>UNESCO</b>	United Nations educational scientific and cultural organization
<b>TSC</b>	Teachers Service Commission
<b>UK</b>	United Kingdom
<b>KCPE</b>	Kenya Certificate of Primary Education
<b>KCSE</b>	Kenya Certificate of Secondary Education
<b>UNICEF</b>	United Nations Children Fund (formally United Nations International Children's Fund)

## **OPERATIONAL DEFINITION OF TERMS**

For the purpose of conducting this research the following terms and concepts will be defined as follows:

<b>Boy child</b>	All boys who are in school within the study area
<b>Drug and substance use</b>	Use of drugs such as bhang, chang'aa and cigarette
<b>Boy child participation</b>	Boy child school attendance.
<b>Cultural initiation process</b>	Boy child circumcision
<b>Child labor</b>	Activities that the boy child engages themselves during school hours
<b>Influence</b>	Impact of social factors to the boy child
<b>Parental level of income</b>	Extent of parent's income
<b>School attendance</b>	Poor school attendance

## **CHAPTER ONE**

### **INTRODUCTION**

#### **1.1 Background to the Problem**

In many African societies, a woman position was specified to be in the kitchen and child bearing. This belief went on until independence when there was need to stabilize our social inequities. By then, a number of nations across the continent considered girls to be a disadvantaged lot and therefore there was a need to empower them. This called for different nations to come up with policies that would create equity between the different genders. In Kenya for example, there was need for gender parity therefore the government came up with a policy that accorded more priority to the girl child. As at independence the boy child's participation in education was significantly higher compared to that of the girl child. The attention that has been placed on the girl child at the expense of both genders is gradually raising concerns.

The implementation and enforcement of the policy for social stability immediately after independence empowered the girls and currently the reverse trend is almost being observed for boys. Participation in education by many boys is declining for various reasons such as dropout and retention rate among others are slowly getting skewed and the results of all these is skewed socialization among the boy child Ouma, (2016).

In Kenya, education is looked at as a necessity since it provides the human capital that speeds up not only economic but also human growth and given that boy child education is part and parcel of these economic growth stringent measures must be put to place. Noteworthy, the dwindling numbers in boy child enrollment and reduced participation in education nationally is a great hindrance to the overall growth of a country. Much focus

has not been given to research in boy child participation in education and as a result, down trending performance in boy child education is being realized (Changach, 2012). A close look at the analysis of KCSE candidature trend by gender in the year 2017 proves that the number of girls was higher than that of boys (Muraya, 2017). Besides this, the analysis of the 2016 KCSE results as reported by the then cabinet secretary of Education, Dr Matiangi, showed that girls performed better than boys and that out of top twenty students in the whole nation sixteen were girls and four boys which is very detrimental. Research suggests that there are a number of social factors such as child labor, drug and substance use among others have affected the boy child's education performance to a greater extent (Changach, 2012).

Kenya is among the nations that accented in Dakar framework for action EFA, (2003) thereby it should be at the forefront in ensuring stability of gender disparity by all means. Furthermore, Kenya is also committed to promoting human rights through provision of education and thus should be at the lead in promoting the stability and enhancing gender parity specifically to the education of its youth. After achieving our independent politically, the state has been keen on policies that will help in achieving social parity and non-discrimination between boys and girls. However, with other girls-oriented policies as discussed earlier, the boy child challenges in education have not been vastly researched (World Bank, 2005). According to Ooko, (2012) society needs to promote initiatives to educate the boy child.

The Kenyan government through the national action plan for EFA (2003) interpreted the significance of EFA goal 5 and looked at a number of priorities in achieving gender stability in education. Among them was the increase retention and completion rate for

girls, improved performance of girls in national examinations alongside others. These recommendations are not in tandem with the wholesome definition of the goal which requires achievement of gender parity. Furthermore, strategies that were put in place to aid in realization of gender balance in Kenya's education, such readmission of girls who drop out of school as a result of pregnancy and even forced marriages at all level focused only on the girl child. It is therefore clear that girl child has been given first priority at the expense of the boy child participation in education. Notably is the fact that the boy child is losing track and the society needs to step up on ways to help the boy child.

Boy child in Emuhaya Sub County is faced with a number of social challenges that have been considered to be what makes them to participate poorly in education G.O.K, (2015) the boy child school attendance is irregular .Boys are often out of school on account of drugs and even as a result of labor alongside other social factors that should be treated with urgency. There is therefore serious need to address boy child's education participation bearing in mind that a boy child education is viewed in a tangled web of social cultural factors (Ooko, 2012)

**Table 1.1: Boy Child School Attendance**

SCHOOL	YEAR	FORM 1			FORM 2			FORM 3			FORM 4		
		T1	T2	T3	T1	T2	T3	T1	T2	T3	T1	T2	T3
MUMBOHA	2018	2.3	4.8	3.2	4.5	7.8	6.7	5.6	4.3	5.4	4.2	7.8	7.9
	2019	1.7	6.4		6.4	7.3		7.4	8.1		6.4	8.1	
ENSONGOLO	2018	1.6	3.2	3.8	4.2	7.6	8.3	4.4	5.6	7.4	4.2	4.5	3.1
	2019	1.4	4.8		2.4	5.6		3.8	4.7		4.1	5.3	
EBUBAYI	2018	2.3	4.5	7.3	4.4	6.4	6.8	4.3	6.7	5.6	3.1	7.6	4.1
	2019	1.8	6.6		2.3	7.4		4.6	7.3		3.4	6.4	
HOBUNAKA	2018	3.8	4.6	6	5.6	7.5	8.4	3.6	7.4	6.3	4.4	5.6	3.2
	2019	2.6	4.3		3.1	4.5		4.2	5.3		3.8	6.4	
ESIANDUMBA	2018	1.9	4.2	6.4	2.1	3.4	2.8	4.5	6.7	8.3	2.8	4.1	5.2
	2019	2.3	6.8		4.3	4.6		8.3	5.4		4.7	4.2	
EKAMANJI	2018	2.9	3.5	4.7	5.4	6.3	7.8	4.5	5.3	6.4	5.6	5.6	4.2
	2019	4.3	5.6		4.8	6.7		3.8	7.3		5.5	5.5	
KHWILUBA	2018	1.6	4.8	3.7	4.5	8.3	7.4	3.4	6.5	5.8	5.4	5.4	3.1
	2019	0.8	5.6		4.1	6.4		3.4	7.8			4.6	
EBUYALU	2018	5.3	4.8	4.6	3.7	5.1	6.4	4.5	6.7	8.3	5.4	7.3	4.1
	2019	4.2	4.9		4	6.8		4.4	11.7		11.5	21.8	
ESSABA	2018	3.2	4.8	5.6	4.5	6.3	7.4	3.8	9.7	11	4.2	5.3	8.1
	2019	4.3	9.7		8.1	11.3		4.2	11.2		4.5	6.3	
ESALWA	2018	4	7.5	6.9	3.8	6.7	7.3	4.1	6.8	7.4	3.7	4.6	2.8
	2019	3.8	11.7		4.6	8.2		5.3	8		4.8	5.1	
ITUMBU	2018	3.9	8.5	11	4.6	9.2	10.7	6.5	12.3	11.8	4.5	4.6	4.1
	2019	4	11.7		5.2	6.2		17	17.7		3.4	3.6	
EBUKOOLU	2018	1.5	1.7	2.3	2.3	2.5	3.4	3.2	4	5.6	5	7.3	8.1
	2019	0.6	2.3		0.4	1.6		1.3	2		2.4	2.5	
EMANYINYA	2018	7.3	11.8	12	8.5	12.5	11.3	12	13.4	14.6	4.8	5.4	3.3
	2019	8.4	12.3		6.7	9.4		11.3	15.8		4.9	5.6	
MUNGOYE	2018	4.2	4.6	5.4	2.3	4.3	6.4	1.6	2.7	3.4	2.5	3.1	2.8
	2019	3.8	7.2		4.3	5.8		3.6	4.6		0.7	14	

**Source: Respective schools, 2019**

The data on Table 1.1 was tabulated from class attendance registers by counting the absent session and dividing by the number of boys in each class with the view of obtaining the mean average absentees among the boy child. The findings established that there is a general challenge on boy child school attendance. A critical look at the means established that the rate of absenteeism was high in term two. Consequently, the rate of absentees in form two was also reported to be very high. This could imply that the boy child is likely to be involved in other activities outside school. It is also important to note that the rate of absentees increases in second term at form one especially after 100% transition. The marginal reduction in absentees comparing years 2018 and 2019 could be due to government funding and the policy of 100% transition.

After determining the mean for all classes, a general mean that represented each class was tabulated from the table as follows Form one was 4.94, Form two 5.83 Form three 6.73, Form four 6.92 thus this represented the classes given. From the findings shown above, it was established that there's a marginal reduction in absentees comparing years 2018 and 2019.

## **1.2 Statement of the Problem**

At the onset of our independence, the boy child education participation was great but within no time the trend has changed to an extent that the girl child is almost overtaking him. It is important to point out that the boy child is being left behind and for us to attain EFA, this gender inequity must be dealt with (Changach, 2012). Ever since we got our freedom from the colonial masters in 1963, the Kenya government has been on the move to achieve the policies aiming at addressing social equality and non-discrimination measures. A study by (Ngutu, 2014) established that Emuhaya has a population of 240000 people who suffer from poverty and crime as a result of poor development. The study by Ngutu, (2014) was conducted within the study area and established that 70% of boys below the age of 18 are untrained or have not completed school. This high percentage of boys out of school could imply that the boy child is likely to be engaged in other activities out of school and therefore poor school attendance. Furthermore, boys in Emuhaya are said to have abandoned school for child labor or on account of drugs; the recent results mirror a downfall trend and tremendous measures must be put in place to correct the trend G.O.K, (2010).

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

This study examined the social factors influencing the attendance of boy child in public secondary school in Emuhaya Sub County, Kenya

### **1.4 Study Objectives**

This study was guided by the following objectives:

1. To establish the influence of child labor on boy-child school attendance in Emuhaya sub county Kenya.
2. To examine the influence of drug and substance use on boy-child school attendance in Emuhaya Sub county Kenya.
3. To establish the influence of parental level of income on boy child school attendance in Emuhaya Sub county Kenya.
4. To establish the influence of cultural initiation process on boy child school attendance in Emuhaya Sub county Kenya.

### **1.5 Research Question**

1. What is the influence of cultural initiation process on boy child school attendance?

### **1.6 Research Hypothesis**

1. There is no statistically significant relationship between child labor and boy-child school attendance.
2. There is no statistically significant relationship between drug use and boy-child school attendance.
3. There is no statistically significant relationship between parental level of income and boy child school attendance.

### **1.7 Limitations of the Study**

This study was limited to the local context and specific to Emuhaya sub county as defined by code 164 .Notably, this study was keen at examining social factors affecting attendance of boy child in public secondary schools however, the findings may not be generalized to reflect situations in different settings such as rural, urban, informal and formal set up but the findings spoke to the residents within the study area for future interventions. This study did not focus on the boys out of school because data was not readily available however, the information sought from the teachers of guidance and counseling together with that of the deputy principal helped the researcher to overcome this. The study employed purposive sampling and the sampling was limited to school set up and thus it relied from responses sought from the interview guides to have a picture of situation of boys out of school. It is also important to note that the researcher intended to analyze documents dating 2017 but was unable due to lack of data from most of the schools which is probably due to delocalization as a result of this, the researcher used 2018 term 1, term2, and term three together with 2019 term one and term two attendance registers to obtain data that was used to gauge school attendance among the boys and also interviewed teachers who had served longer in the stations that had new administrators. Since this study focused on boys who are attending school, the researcher was not able to interrogate boys who had dropped out of school and possibly their parents for proper intervention but was able to interrogate the teachers of guidance and counseling alongside the deputy principal who were also parents given that 54% of them were between 41-50 years and would disseminate the knowledge if not use it for their purpose.

### **1.8 Delimitation of the Study**

According to Orodho (2018) delimitation of the study is the boundary within which the study is to be carried out. The study was confined to public secondary schools within Emuhaya Sub County, of Vihiga County. There are many factors that influence boys school attendance within the study area however, this study only focused on influence of child labor, drug and substance use, parental level of income and cultural initiation process. The unit of analysis was only the boy child undergoing schooling within the study area. The teacher's respondents consisted of the deputy principals and teachers in charge of guidance and counseling in the specific sampled schools. These respondents had almost accurate information which enabled the researcher to use the findings to make general conclusions.

### **1.9 Significance of the Study**

This study examined the fate of the boy child given the social factors and boy child's school attendance. From the challenges emanating in accessibility of attendance register, this study will help to reinforce the policy that entails handing and taking over of school. The study findings may also be used to help the department of labor to enforce a number of labor policies so as to be in line with the international treaties such as the rights of a child. In addition, the findings may help Nacada to review the drinking age given that 70% of the boy child going through schooling in the study area fall between the age of 17-20 thus protected by the laws of the usual 18yrs drinking age. Further the findings will serve to motivate the county governments to come up with practical skills of eradicating poverty among its people. Finally, the study findings will help the gender department with information on the situation of the boy child for proper implementation of gender-based

policies as a way of maintaining gender parity. Last but not least this study will also help schools to reinforce the policy on absenteeism with the view of improving school attendance among the boy child.

### **1.10 Scope of the Study**

This study was confined to Luanda and Emuhaya Constituency which was defined by code 164 before the splitting into Emuhaya and Luanda constituencies after the 2010 boundary review (Ananda et al, 2010). This study focused only on the boy child who are both in mixed school and boys boarding. The respondents consisted of students, deputy principals and teachers of guidance and counseling. The sample was collected from the 34 schools that only consisted of boys however it did not interrogate girls in the sampled schools because they were not key to the study. The study purposively sampled 28 (82.3%) schools out of 34 that fall within the study area. According to Cooper and Schindler (2003) a sample size of more than 10% is statistically acceptable for social science study. The study was focused on the social factors such as boy child labor, drug and substance use, parental level of income and cultural initiation process.

### **1.11 Assumption of the Study**

This study was carried out on assumptions that teachers of guidance and counseling together with the deputy principals from the 28 schools sampled have dealt with the students on daily basis and were well aware of a number of challenges the boy child had been experiencing while undergoing schooling. The study also held the assumption that form 3 and form 4 students have stayed in school long thus have interacted more with the social factors affecting school attendance. Finally, in the situation where the teacher of

guidance and counseling were serving less than five years, a senior teacher or long serving teacher would also give reliable information concerning the boy child challenges.

### **1.12 Theoretical Framework**

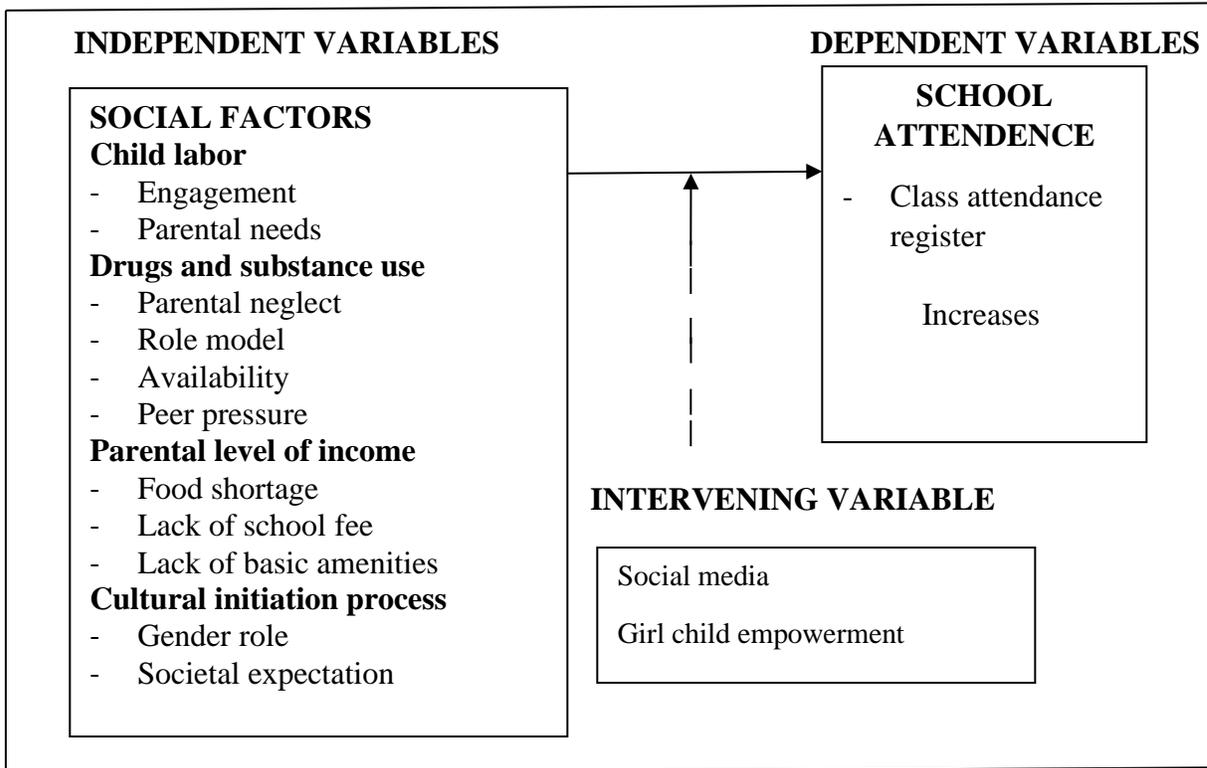
The study used education production function theory. The theory was found relevant since it suggests that inefficiency in provision of schooling is likely to result to poor school outcomes and thus poor school attendance (Amdany, 2017). This theory is anchored on the general production role that is crucial in giving the relationship between inputs and outputs of an institution. This study aimed to investigate how school outcome is a result of variety of inputs put to educational process. In this case, school attendance can only be good if a number of social factors are moderated this thus implies that the energy exerted to minimize challenges that emanate from social factors such as child labor, drug and substance use, parental level of income and cultural initiation process among the boy child will in the long run maximize good school attendance. The report showed that the education process is the achievement of individual student directly linked to a number of inputs.

Given that education output is a function of a number of inputs such as time and quality of the resources, these factors determine the education output such as a measure of internal efficiency in an education which may be achieved in assessing student's school attendance in education system as a function of social factors. The study assumed that the out puts of education could be a measure in terms of students who attend school. These students are retained in order to achieve internal efficiency. The study also assumed that this factor works interdependently and independently to influence school attendance of students in a school system. The effects of social factors may influence the rate of school attendance

differently such that when social factors are severe among the boy child e.g. an increase in child labor at the extent of schooling, an increase in drug use at the expense of schooling, parental level of income and cultural initiation process, are likely make the boy child to record poor school attendance and vice versa.

### **1.13 Conceptual Framework**

This study was guided by a conceptual framework that represented a relationship between social factors and boy child school attendance. Social factors are the independent variable and specifically looked at child labor, drug and substance use, parental level of income and cultural initiation process. On the other hand, boy child school attendance was the dependent variable and it examined boy child school attendance by analyzing school attendance registers. Given the dependent and independent variable, intervening variables such as girl child empowerment and social media were also brought on board.



**Figure 1.1: Conceptual Framework**  
**Source: Researcher, 2019**

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1. Introduction**

This chapter presents literature review that shaped and informed this study on social factors affecting boy child's school attendance. The chapter looks at the social factors affecting boy child's school attendance by looking at social factors such as boy child labor, drug and substance use, parental level of income and cultural initiation process on boy child's school attendance with Emuhaya Sub County as the study area. The literature was obtained from relevant journals aimed at identifying the knowledge gap and justifies the need for this research.

#### **2.2. Boy Child Participation in Education**

Education as the main tool of development cannot be delinked from the gender debate since it forms the basis for mental development .As both boys and girls are put on a similar ground to learn in schools, girls seem to be given a lot of advantage e.g. university entry points for girls some years back was different to that of boys given that boys had been given a different target from that of girls at the same time girls are given a much lower entry. This is discriminative on grounds that they are all at the similar play field. This plus other considerations given to the girl is creating a gender gap. In the just concluded KCPE analysis results the best student nationally was a girl who received a lot of recognition and appreciation like being in attendance in the inauguration ceremony for president Uhuru Muigai Kenyatta as a way of acknowledging her exemplary performance forgetting just to mention the boy child who emerged at position two nationally. Changach

(2012) argues that the 21<sup>st</sup> century boy is faced with problems and a measure needs to be put in place to ensure this is corrected.

Amdany, (2017) study revealed that the rate of participation and retention among the boys is average. This points out to the fact that there is percentage of boys who are unable to go to secondary school in Baringo. The study further established that a number of socio-economic factors have affected boy child's school attendance and retention. Such factors include poverty, and desire for quick earnings. The boy child participation is low ranked because there are scarce resources given to basic survival and education is seen as luxury. Research has pointed out that boy child participation in education is getting skewed and that unless proper intervention strategies are put in place the situation is likely to get worse. Studies have pointed out that boy child underperformance in education hinges on a number of factors and not universal. The failure to perform well is propelled by certain factors. If these factors can be looked into, then the boy child is likely to be protected from further challenges (UNICEF, 2006). Changach, (2012) study lists down a number of sociocultural factors that have hindered the boy child from transiting. Among them is drug and substance use and abuse, child labor, traditional circumcision, customs and beliefs, unemployment, HIV/AIDS pandemic, parental negligence, social factors among others. Similarly, the boy child in Emuhaya is being left behind (G.O.K, 2010).Emuhaya news states that boys enrollment rate is down trending and thus detrimental. Boys are believed to drop out due to use of drugs, child labor among others.

For us to interrogate why the boy child's participation in education is going down wards, we need to address the sociocultural factors affecting them under the following subheadings.

### **2.3 Boy Child Labor**

Boys are perceived to encounter multiple problems to schooling processes. Report by the CRRC on child poverty in Armenia (2006) states that a number of boys aged between 15-19 are more likely to be considered for job opportunities than females. Further statistics on temporary, seasonal and personal work report looked at a labor force report sample survey from 2004 and found out that 5.15% of children 7-17 years of age are known to report to work. On the other hand, 4.5% are reported to be working by their parents it is important to note that 7.1% of the aforementioned group were boys while 1.8% were girls. It can easily be inferred that boys who are out of school working at this age are not only likely to be absent but also drop out of school so as to work. (Bharlota, 2000) points out that working hours compete a lot with child activities. Given the fact that it is not common for Pakistan children to blend both work and school. This indicates that wage work strives to struggle with schooling. A major form of child labor is exposed to the boy child right at home by their parents. The report tries to consider parents as responsible for this menace. This study is keen at looking if child labor is imposed to the child from home.

A study by (Abdi Noor, 2007) notes that 5(71.4%) of head teachers attested that domestic chores affected boys performance while 2(28.6%) were of the contrary opinion. The data also suggested that 3(60.0%) of the respondents who agreed considered engagement of students in domestic chores to be partly what affected their concentration in school and even commitment in school work. Given that most students affected by this are known to be day scholars, it is important to note that parental selfishness contributes a lot to child labor since children who work give a certain amount of their wage to serve as household income. Boys give close to 30% and the girls give at least 15% thus making it evident that

there's some dependence to child's participation in household income (Bhalotra, 2000). From the foregoing, boy child labor is greatly attributed to parental negligence. It cannot be ignored however that most researchers on boy child labor have paid little attention to other factors that might drive the boy child to work.

Another perspective of child labor is seen to arise due to attraction for money. A report by UNICEF, (2008) found out that some young children embark in trading at the expense of schooling since they are motivated by monetary package earned from petty trade such as bodaboda riding. A number of young schools drop outs agreed that their cause of being out of school is to collect some money only to proceed with formal schooling later. This is from the elasticity of the school program. In countries with unstable economy, children are known to give a greater contribution to their household livelihood. Whereas the mothers will be out looking for food, boys would be herding cattle while girls are likely to step in for their mothers a thing that will impede on school attendance. Though this study provided useful insights into various perspectives on child labor among the boy child limiting it to reasons as to why the boy child stays away from school to look for money would not give a clear picture of other reasons that make him absent from school. This study broadened the scope of other factors that impede the boy child from participating in school.

A study by (Ooko, 2012) demystifies child labor lucrative venture for boys in the slum set up. Most boys are said to engage in small scale collection of steel, plastics and other wares required by the artisan industries in the slum in order to earn money. It's also notable that their employers have certain minimum inputs per day. It is only upon meeting this target that one would go to school. Worse still, wealthy homes were also noted to offer casual

cleaning jobs to the slum boy regardless of them being aware that these boys are supposed to be in school. Ooko, (2012) study explored on some factors that have worked to remove the boy child from school in Kibera slums. Children are known to tire hard so as to get a livelihood. It is important to remember the fact that employers ignore their constitutional rights to be in school by giving them work as illegal employees.

This menace is not just driven by poverty but by ignorance of the people involving themselves in children labor. Of great concern to note is that this practice of child labor may not be propelled by ignorance of the children perpetrators but is vastly influenced by the supply of the child. Ooko, (2012) reported that a good number of children are in search for money and other things which are important for family use. State of poverty was also noted to push the boy child into what their common folks in astute areas will not do to earn a living. This unstable lifestyle in the slum drives children to look for any work that will pay them in cash so that they can live as per their earnings. It is important to note that it's unworthy to rebuke the employers whereas both the employer and the employee are in need of business. Ooko, (2012) study also established that Involvement of children working at a tender age in the slums is to earn a living. The boy child finds himself as family sole provider since he falls short of options other than to stay to what they deem valuable and socially accepted means of earning a living. It is very important to explore the reasons why this boy child is out searching for money.

A study by Soussi, (2017) disregarded that poverty is a major reason that pushed children out to work but other factors such as family characteristics and the head of the household job. The study pointed out that the role of a father as the sole provider in a family played a crucial role in minimizing child labor otherwise if the father was not there and only the

mother then the rate of child labor would go up. Furthermore, the study established child labor to be a significant contributor to grade repetition because it slowed the academic progress given that children who were reported to be working were less likely to repeat the same grade. The chance of repeating a year when the child was working while the rest of the variable stood at the average mean of 67%. The study also established that at least 3 girls out of 10 students who are out working this meant that boy child is the one who suffers the effect of child labor more than girls. The findings revealed that boys partake jobs that are very demanding in the 49 to 70 hours interval, boys account for 11.3% against 4% for girls. It is worth noting if family characteristics also play a role in boy child labor and the extent of family characteristics.

To add on the above assertion, Iversen, (2000) juxtaposed that it is motivation and not poverty that drives children to work. Furthermore, Jonkoping, (2017) pointed out the new trend of motorcycles known as bodaboda. The new group is dominated by boys who work just like taxis since they hang in roads and form gang's. It was noted that one can find a group of five or ten this bodabodas who to some extent are involved in crimes such as robbery or even killing people.

A study by Friedrich, (2008) on child labor and school attendance reported that boys are likely to be in school than girls this thus shows an aspect of gender disparity. A further postulation established from teachers responses pointed out that 90% of the boys are said to be absent in schools as a result of child labor. The study further pointed out that rural children are seen to have problems with school attendance as compared to those in the urban area this thus agreed with Friedrich,(2008) and hence contradicted Soussi, M (2017) study which established that child labor is severe in urban areas. This could

however imply that child labor is a menace both in the rural and even urban areas and that it knows no Geographical location. Furthermore, it also noted that child labor is linked to parental level of income whereby children who hail from poor homes are likely to work than children from rich households. The scatter plot showed that there's an exchange between child labor and school attendance such that countries that registered minimal rate of child labor had high school attendance. When Regression analysis was run, it was noted that a 10point increase in child labor was associated with 7.6 point reduction in school attendance at the national level.

The study also found out that child labor emanates in cases where adult wages are seen to be inadequate to keep the household even though this choice is influenced by other factors such as characteristics of the child e.g. age and gender, characteristics of parents e.g. educational attainment, employment, marital status, composition of the household, age and sex of the house head, number and age of household members, location of the household e.g. urban or rural area, geographical region in a given country, social and cultural beliefs among other factors. Friedrich, (2008) further posited that the demand for labor among the children is likely to be the influence of structure of local economy and the extent of enforcement of labor standards among other things. This notwithstanding the truth parents are desperate on their children's well-being thus when a household has both parents a positive influence on the likelihood of school attendance and the opposite on likelihood of work. The households head educational level is directly linked to child labor such that the more the parents education, the higher the chance that child labor is minimized and this is the case with most house heads who have attained at least secondary education.

On other hand, Suossi, *et al.*, (2017) study confirmed Ooko,(2012) study that child labor is the likely cause of school dropout among children that child labor may exert pressure on young ones who are already attending school and consume a lot of their time that is required of them to use in school work. This situation is likely to propel the child to drop out of school.

A number of issues on child labor have been adequately addressed however the influence of child labor on boy child participation in school has not been exhausted. It is important to note that a study by Ooko (2012) examines forms not only forms of child labor in the informal urban set up and to drop out boys but also explores on reasons using interview schedules to obtain data in urban informal settlement this study explores the use of questionnaire, interview guide and document analysis. Similarly, Jonkoping study is focused in the rural Kenya with the social workers both male and female as the main respondents. This study is keen at investigating boys who are going through schooling unlike Ooko, (2012) study and Jonkoping, (2017).

#### **2.4 Drug and Substance Use**

Studies concerning the inception and development of adolescence substance use denote that most young ones start by mere experiments on number of drugs such as alcohol and cigarette smoking at their early adolescence. This early indulgence that comes as a result of experimentation results to later massive use of drugs. Griffin et al (2003) reaffirms that the people who did experiment with cigarette smoking at an early age are likely to be chain smokers later in life unlike the ones who did not try with tobacco at early ages. Early indulgence of substance use can be a recipe for persistent indulgence in illicit drug use. Griffin et al,(2003) study points out that the young ones who explore cigarettes and

alcohol are likely to venture also in depressants, stimulants, hallucinations, narcotics, and other addictive drugs. From this, it can be inferred that initiation of drug use is followed by various additional negative results in later adolescence and early old age thus causing violent and mischievous character, poor physical health and mental barriers. Griffin, (2003) study affirms that experience with cigarette smoking at an early age has rendered the boy child into being chain-smokers this study is keen at establishing if experience with drugs at an early age affects the boys in Emuhaya.

A study by Muoti, (2014) considers drug abuse to be the precursor and a reason for boy child drop out. The study found out that effect of drug use on school participation in learning among the boy child poses severe challenges to his school attendance. As a result of drug use by school going boys, they are reported to have bad relationship with other students, poor level of concentration, poor performance and also students are likely to express no interest to schooling activities and cases of truancy alongside other effects reported. The study denotes that despite the fact that 82% live with their parents, boy child stress is said to emanate from lack of fees frustrations at home, family break ups, and conflicts among parents has also contributed to boy child initiation to drug use. This study seeks to confirm the extent of these results in Emuhaya using both student's respondents and teacher respondents.

Ooko, (2012) study points out that a number of young boys are misdirected into venturing in drug as an economic activity and a means of earning livelihood just to end up abusing the same. As a result of this, some of the boys are expelled from school bearing the fact that the authorities cannot put up with this socially deviant behavior which can cause havoc in the school. The study also points at poverty as a major driver to trading on drugs

amongst school boys because it puts food to the table especially in homes where parent's source of income is unstable. It is important to note that Emuhaya is a farming community where people are sustained by their subsistence farming the livelihood is not as expensive as in town settlement where boys peddle drugs to supplement family income yet the number of boys who are supposed to be in school but are seen out in the streets does this suggest that this case is universal. Muoki, (2014) points at participation in terms of drop out this study looks at participation by exploring on boy child daily school attendance.

It can therefore be inferred that indulgence of boys in substance trade and succeeding drop out is vastly exercised because of the ever-increasing desire to raise family income. It was noted that there's a number of boys dropping out of school due to substance misuse yet they come from stable homes. This notion can be viewed as a result and an outcomes of a boy child's drop out .Further, the conclusion established that the number of school going boys drop out of school to be part of drug peddling since it's the fastest way of getting money that can help to subsidize family earnings as well as fulfilling family needs. This study will widen the scope to other reasons that drive boys out of school even though they hail from stable homes.

Parenting is also highlighted to have a great influence in drug and substance abuse among adolescents. A study by Paul Yip et al (2011) explored the notion direct and indirect influence of family structure on adolescent and substance abuse. It is believed that a child conforming to parenting is key mediator to adolescent substance abuse. Similarly, it's important to recognize the role of mother in protection of adolescent's substance abuse as compared to father. Considering this study what role do mothers play to curb drug use in Emuhaya? The influence is whereby children whose parents are divorced or separated are

likely to encounter drug abuse problem in comparison to the children whose parent's marital status is intact. Parenting in this case has accounted for some drug and substance usage it's important to inquire if this case is also applicable to Emuhaya.

Similarly, Yip, (2011) postulates that the ones whose both parents have died are likely to encounter drug abuse problem than those with both parents. Above all, adolescents who are endowed with satisfaction to their family life are likely not to encounter drug abuse problems than the one who are not satisfied with their family life. A further postulation pointed out that children whose parents have better relations are least likely to have problems with drug abuse than the ones with bad relations between parents. Further it was noted that adolescents who heed to parental instructions are likely not to encounter drug abuse problem but the ones who are not complacent to parental instructions are likely to encounter drug abuse challenges.

Still within the same framework, it was established that indirect influence of family structure on adolescent drug abuse can also be displayed in various ways. A good example is the fact that having parents who are divorced or separated is a likely cause of introduction to drug abuse and this is likely to arise from non-conformance to father or mothers instructions .Consequently, the relationship between having parents who are divorced or separated and introduction of drug abuse can be mediated by bad relationship with father and mother. It is also unfortunate that death of parents or a parent can lead to introduction of drug abuse especially if the children are unable to heed the surviving parents or guardians' instructions. Study findings also noted that having good relationship with one's mother can help to enhance good relationship with father and thus hinder introduction of drug abuse. Similarly, good relationship with mother can help in

improving good relationship with fathers parenting and initiation of drugs and acceptance to mothers parenting can help to improve acceptance to fathers parenting and drug abuse control.

Some of the underlying causes of young people's drug use are as a result of the relations children have with their family and this are amongst the core results, among them is peer, personal choice and curiosity. A number of young adolescents have attributed their introduction to drug use as being related to peer influence and also an issue of personal choice. Curiosity is also a factor since young ones would want to explore the unknown. The argument that drug use is a result of family relations is either here nor there since various people have attributed drug use to peer influence. The reason is because one does exist in isolation but in group of peers or friends and therefore it's about oneself hanging with others. Dysfunctional communication in family has also played a role in drug use. This is especially seen when parents pay less attention to their children. Claims that lack of effective communication with young people in families result in extreme negative experiences. Parents are held responsible in spoiling their children emotionally and financially e.g. Buying children cigarettes when they are still too young to buy and also parent's realization that children are using drugs and still go ahead and avail money to buy drugs.

It is also important to note that economically deprived families have rendered children to drug use due to economic instability, parents have to work long hours thereby giving little or no attention to young ones at home. By doing this, they are likely to be away from their children. Not only are parents busy looking for money but also too busy to even fail to afford dining with their families this in the long run kills family connection. In this

situation negative experience drive the children out of home and expose them to peer influence just as in Ooko,(2012) .Parents can acknowledge how lack of time contributes to lack of knowing and understanding their children better. While they are out to look for economic boost to the family, in the process they find themselves sacrificing family development and relations. (Paul Yip 2011) study also looked at consequences of drug abuse on family in form of stages and summed that immediate effects on parents included emotional e.g. feeling of worry, shock and multiple negative mood, physical one like weight loss. This study will explore influence of drug and substance use by the boys who are going through schooling within the study area.

Ongoing impacts included confusion, uncertainty of where and who to salvage the issue, spouse relationship etc. Further it noted that family relations improved greatly after the treatment services. That the energy of the whole family regained after rehabilitation programs and the program not only mediated on the substance use but also the family relations. Among the strategies needed to curb drug use is strengthening the family and also provision of structures for holistic youth policy. Ability of parents to take notice of the early signs. Also having motivations aspirations and life goals, being affiliated to a number of extra-curricular activities e.g. church activities, sports games etc. This will help to kill time unlike drug using teens that showed anxiety and inability to kill time. On drug using teens considered.

Among the results of drug use is impaired judgment among abusers where a good number of drug users are reported to have HIV/AIDS. They perpetrate gender-based violence through sex. It is evident that most of the drunk persons do not feel shy to indulge in violence in the presence of their children a very disheartening indeed Eliud, (2014).It is

important to note that the drug prevalence in school adolescents is about 5% to 7% for boys and 3% to 4% for girls and the influence from substance abuse is severe in boys.

A study by Jonkoping, (2017) points out that drug usage and deviant behavior is intermingled and as a result of this, a good number of school going boys aged between 14, 15 and 16 abandon school as they begin to take drugs and abuse thus affecting their social lives .Drug abuse is among the things that worsen the life of a boy child after dropping out of school . It is therefore important to have knowledge of handling these boys immediately they are exposed to alcohol and drugs. The boys are believed to develop bad behavior as an aftermath of drug use. The study points out that whenever the boys drop out of school, they have nobody to take charge of them other than the influence fetched from their peers. It is important to note that if the peers use drug, the possibility that this drop outs are likely to use drugs is very high. This study points out that if the boy child has something to occupy his mind, he will not have time to do this. At the same time there are boys who have dropped out and have income generating activities yet use drugs and engage in deviant behaviors.

It is also alleged that boys create bad behaviors since there's no one to speak to them for they are normally left alone .There's the assumption that the boy child has no one to control him since the father who is the head of the home is always drunkard and normally wakes up early for his daily routine leaving the boy child confused and the only thing they think about in this case scenario is to sell family property so that they can buy cigarette, bhang, alcohol and drink. This study is keen at looking at the contribution of parenting in the boy's dropout rate. It is believed that the use of alcohol or drugs is to pass time since this is the only thing left to do. The boys lack a form of motivation to keep them going as

compared to the urban set up .This study further points out the fact that rural set up is much better for the boy child than the urban set up since there are array of activities to be done .This activities include rearing of goats, cows, farms to cultivate etc. In town the picture is known to be different such that lack of land can lead the boys to social crimes such as robbery among many others. It is important to note that Emuhaya is a rural set up with farms to cultivate, animals to rear yet despite all this there is still over increasing number of restless and idle youths involving themselves in drug and substance use.

A study by Njoki, (2009) found out that a good number of students misuse drugs. Most of them pointed the use of chang'aa, muratina and other brands such as wines and spirits which are normally packed in sachets. Tobacco was also found to be in their domain. This study further pointed out that drugs are used on a regular basis by the school going. Furthermore the study found out that drugs find their way into the school compound through the school fence and that this only takes place under the collaboration of students and the villagers especially during breaks and also is brought in by students who sneak out of school and also students who report from holidays and outings. It was also noted that school workers such as watchmen and relatives conspire to bring drugs in school. The study also holds that availability of drugs in school is a major cause of the increase in drug abuse in school. Looking at this situation, we note that drugs can access the school compound in numerous way .Since the study trued to picture the situation in boarding school since we could see visiting among others .This study is keen to establish if there is inception of drug in the compound in both day and boarding and if so how, who are these perpetrators.

Njoki, (2009) also reported that a very strong correlation exists between the frequency of drug use in the family and frequency of drug usage at school. This posits that in any case the family uses drugs; students are likely to emulate and use those most often. Peer influence was also cited to contribute to drug abuse just as Muthikwa, (2016) which found out that peer influence was one major reason for drug use among the primary school pupils. Too much pocket money was also cited in Njoki, (2009) students engage more on drugs as compared to students with less pocket money thus a correlation between pocket money and drug abuse. Further the study indicated that students who hail from unstable families are likely to engage more in drugs.

A study by Okari,(2018) revealed some of the causes of drug abuse are peer influence, drug availability ,money availability ,family background, influence of social media, family stress and curiosity as the main causes for drug abuse .It also established that drug abuse brings up some level of truancy among its users and as a result ,poor self-control, lack of interest in school work, poor performance, dropout rates, and lack of interest in co-curricular activities. Furthermore, Njeru, (2014) also established that peer pressure and curiosity also influences children to drug use and that 52% poor performance cases are as a result of drug use. This study also seeks to establish if peer pressure is a factor that leads to boy child drug use in the study area and if both teachers and students view peer pressure a precursor to boy child drug use.

Drug abuse also affects academic as it trends on academic performance of the students negatively. This was noted by teachers and principals. It was also noted that it affects the social development negatively. Student's social development especially their psychological and emotional aspect is affected by drug use. Furthermore, the abuse of

drugs was noted to be higher in boy schools than in mixed and girl school. Emuhaya consists of majorly mixed schools and very few boys' schools but still faces serious challenges of drug abuse among its residents.

## **2.5. Parental Level of Income**

A number of studies have been done on poverty and education. A study by Amzat, (2014) found out that there is a link between poverty and education. This is seen by parents who were not able to take their children to school due to low income whereas only able to send their children to public institutions since this is what they can afford. The study also found out that public schools in Nigeria are seen to be left alone by the government thus affecting education negatively. As a result of this parents desire to see their children obtaining quality education is shuttered. The study was keen at looking if our public schools are well equipped to offer quality so as to conform to every parents dream to offer the best for their kids. The fact that it's hard to achieve the basic needs of some parents especially on situations where hunger strikes deeply is the education of the boys in Emuhaya affected with situations such as hunger.

The study by Amzat, (2014) pointed out to the fact that education minimizes the rate of poverty thus resulting to nation development. The poor or low education promotes poverty. In the same light, Amdany, (2017) found out that a correlation exists between parental level of income, occupation and education the study established that parents with income have relatively higher levels of parental participation thus bringing about better performance of the boy child. Furthermore, it found out that low parental level of income in Baringo is ranked at 61.3% and this affects the boy child's participation in education. Looking at Amzat,(2014)&Amdany,(2017),it can be inferred that parental level of income

affects academic performance and participation among students however, this study explored other challenges brought up by poverty that have hindered the boy child's education participation. From Amdany, (2017) study, the level of poverty is the main cause of lack of access to secondary school education given that at the face of extreme poverty education is being treated as a luxury because resources are channeled towards basic survival. The rate of poverty has therefore denied the boy child access to education to a greater extent. Furthermore, the number of siblings also pose a great challenge when it comes to school access the study established a significant relationship between socio-economic factors, participation and retention. This notwithstanding, the level of poverty was also believed to have made the boy to seek for wage earnings and thus his participation to schooling denied. This study wishes to explore if poverty is a major precursor of boy child poor school attendance.

Lacour, (2011) demystifies poverty as the hindrance to resource availability. Given the fact that it greatly affects student's achievement among issues such as source of income, mother's education level among others. A study by Lakowannama, (2016) also found out that low family income and the level of family income is correlated to education (enrollment, retention and outcomes). The study pointed out poverty in UK is a factor that hinders enrolment and retention in education. This study is key in finding out if family income has contributed to other challenges affecting boy child education participation.

A study on Education and poverty pointed out that there is a relationship between education and welfare matters. This study showed that the children's skills are seen to be weaker as their family gets poor. This means that poverty has an immense role in education. On contrary to this, education and work force development task force, (2016)

report showed that socio economic challenges pose a lot of influence to academic achievement. The study disagreed that students from low socio-economic status families experienced little academic success. There are other factors which are important to education such as education of parents, and psychological factors among others. This study seeks to explore other factors other welfare factors that affect the boy child school attendance by exploring the teacher's views and those of the student's respondents.

Further studies have considered the influence of poverty on student behavior to be very paramount Greever, (2014). Students that live in adverse poverty undergo serious physical, psychological and educational deficit. Poverty among the adolescents is likely to bring the rise of crime, violence and truancy. Family conflict also poses serious impact to student's behavior. It is from this assertion that poverty is seen to pose serious challenges to student's performance and as a result poverty brings rise to poor performance or middle grades among pupils. Other issues brought about by poverty are minimal exposure to foods which help in mental growth and also minimal vocabularies (Murphy &Tobin, 2011).

A study by Ngutu, (2014) found out that a relationship exists between financial standards of people and their criminal trends e.g. involvement in drugs, murder, stealing, embezzlement, white collar crimes, burglary, shoplifting, prostitution among other crimes related to money. The study also pointed out that poverty exerts a lot of pressure on criminal activities that results from employment, illiteracy, lack of property e.g. land, investments and basic need that can help eradicate hunger. The study found out that there is a relationship between poverty and crime i.e. level of employment, education, financial standing, property ownership, social structure, social support and tendency of people to

commit crime. A study by Ngutu, (2014) used chi square to establish the relationship between poverty and crime rate. This study used Pearson moment correlation to establish the relationship between boy child school attendance and parental level of income.

Another study conducted by Armstrong, (2015) explored the teacher's responses on poverty among students. The study pointed out that teachers have knowledge of how poverty has affected their students. Among the influence that teachers established in school participation are anxiety stress related frustrations and lack of involvement which was rated at 94% by the teachers. The findings also established that 81% do not have adult mentorship and other barriers such as preschool experience among others. Further, poverty was said to have affected homes given that issues such as domestic violence homelessness and addiction by parents or other members of the family. Among the educational barriers were low school attendance, poor nutrition and emotional concerns. This study was carried out in Emuhaya and examined closely the effect of poverty on crime and the study specifically targeted school drop outs. This study seeks up to interrogate the school going boy child in secondary school in Emuhaya and specifically to look if there is a relationship between poverty and social factors. The study used not only student's opinions but also sought the opinions of teachers of guidance and counseling alongside the deputy principals' responses.

## **2.6. Cultural Initiation Process**

Every community has a culture so is every institution. Culture sets the environment within which action should take place. It is good to mention that every person coexists in a given culture and therefore lives with some beliefs to guide every day's activities. It can therefore be put clear that individuals have a specification of cultural expectations. Some

of these expectations are positive whereas some are negative. The negative cultural activities have posed a great challenge to participation in schooling. With this regard, a number of cultural activities have hindered the boy child's participation in education among which is boy circumcision. A study by (Johan et al 2012) puts that approximately 82.4% accented that customs and beliefs such as traditional circumcision has resulted in poor transition of boys in secondary school. Some studies have also pointed out that traditional circumcision is a challenge to education participation. This study tried to establish if cultural initiation process is a hindrance to boy child school attendance.

A study by Jonkoping, (2017) points out those boys are born with obligation to life but upon circumcision they get an obligation to be men and thus need to behave in a certain manner. As a result, a boy child falls prey to dropping out of school. The boys become comfortable staying home since they can be part of decision making. They believe that girls will get married at some point and they will remain behind to inherit their parent's property or even be given pieces of land. The study exemplifies African culture to be the means of how the boy should be perceived. The rite of passage through circumcision has become part and parcel of the boy child in traditional African society. It is only through the cut that one is considered a man. It is at this point where boys learn new fallacies.

The research considers the ceremony after circumcision a menace to boy's social growth. It is believed that upon circumcision, boys are assembled in the bush with old men who act as tutors to induct them how to be men. They are oriented on the cultural expectations and their traditions among many other things. This is very bad since if boys of as young as 14 years can be entrusted with older men who probably have not had a formal education

giving them a lot of information with their traditional view point without putting into consideration the changing trends in the modern world.

Furthermore, it is noted that when the initiates return from this ceremony, they despise everything. It's not good for them to learn with children making some of them to drop out as a result of this. Also, a good number of them tend to disrespect teachers by daring to fight some of them. Some of the respondents noted that circumcision is good but the traditional ceremony after circumcision is what destroys the boy child completely. A suggestion was made that the cut be retained but the ceremony needs to be modified to be in tandem with the social changes. Changach, (2012) also points out that 82.4% of people agree that customs and believes such as traditional circumcision greatly affect transition of boys to secondary schools. This study wishes to examine the extent of circumcision to school attendance and wishes to explore if there's existence of manhood education exposed to the boy child after initiation.

For us to fully talk about cultural expectations it's imperative to explore the notion gender norms, socialization and role. Gender role is key in molding the belief of a boy child. The way we act and reason is the final product of socialization (Isabella, 2003). Gender socialization is said to have its origin at birth with the pronouncement baby boy or baby girl (Gleitman et al, (2000)). It is therefore notable that the main agents of socialization in society are family, peer groups, schools and media and each of them could built it negatively and positively.

A study by (Isabella, 2003) looks at characteristics that drive definition gender role in a family. The characteristics have been broken down into three variables namely status, age,

self-esteem The findings of the study established division of work at home alongside the variables can help to define gender role, It can be inferred that the traditional gender of mother is driven by that of a father and also gender attitude is driven by housework division .In this regard, if the mother is young and of high profile her gender attitude is likely to fade away. Similarly, the more rigid the parents are with ideas, the more they are likely to impart on their children's attitude. The study holds that cross gender relations among parents and children is significant in determining traditional /nontraditional attitude. The relationship with a parent of opposite sex is a strong factor in reducing attitudes and beliefs whereas relationship with the same gender tends to re-emphasize power on tradition that exists. This gender socialization creates a clash between male and female gender. Boys are seen to stay in line with masculine gender identity thus logging horns with feminine education. It is noted that the way boys socialize is the way they will become. In other words, socialization defines ones formation (UNICEF, 2006). Given that a number of factors affecting participation are stemmed not only from school but also back at home.

A study by Promquist, (2007) looks at gender as an entity which is socially constructed and susceptible to be altered socially. In the study, schools are believed to have their identity constructed from classroom beliefs, teacher's beliefs and anticipations of the unseen work. It is notable that most of gender formations in learning institutions are built by small ideas of gender beliefs. This assertion agrees with Gill&Star, (2000) notion that the school is not naïve on the issue of gender since it sets the stage for a variety of behavior which is over exaggerated in gender roles. This formation is common in all classes of education and builds up as time in learning institutions expands. It is important to look at

the extent of gender roles in Emuhaya and how it has affected their education. The idea that boys are seen to control time and space is a thing that tries to overpower girls and equalizes the divergence in either male or female. We should bear in mind the fact that both boys and girls are getting at a similar ground in terms of academic performance but the issues on various specialization and occupation that amount to classification by gender are still intact in our mindset.

Since individuals are striving for social identity, peer is therefore seen to give a lot of effort in setting the classroom environment and the effects some of this social role. Research has found out that most teachers are women and they are likely to be short of professional training in issues related to gender. This in turn hinders the advocacy on gender justice. Of great concern is that a number of policies enacted by the public have failed to look at the role of socialization in school and they also lack ways of addressing this menace through counter measures.

## **2.7. Literature Gap**

From the foregoing, boy child labor is greatly attributed to parental negligence just as pointed out by Abdinoor, (2007).A study by Ooko, (2012) demystifies child labor a lucrative venture for boys in slum set up whereas as it also explored on reasons and forms of boy child labor .Furthermore, Iversen, (2000) juxtaposed that its motivation and not poverty that drives the boy child to work. In his study, Jonkoping, (2017) pointed at forms of child labor among the boy child. Moraa, (2018) study pointed out that family pressure is a major driver to boy child labor it employed the use of focus group discussion while this study used questionnaires, interview guides and document checklist whereas Ooko, (2012) employed the use of interview schedules. Various studies as seen above have given

meaningful insights to boy child labor. This study broadens the scope to many other challenges posed by boy child labor in the study area by using questionnaires, interview guides and also document checklist. It also seeks to examine child labor in the rural set up with special attention to the boy child undergoing schooling in the study area.

A study carried out by Muthikwa, (2016) on effects of drugs and substance use on primary school pupil's academic performance in Kakuma Refugee camp explored on effects of drug use and academic performance. In the same light, Muoti study (2014) looked at drug and substance abuse on academic performance among secondary schools in Kathonzweni district. Both these studies did not give special attention to attendance. This study seeks to examine the influence of drug and substance use on school attendance among secondary school students in Emuhaya given that Muoti, (2014) study did not focus on school attendance but on participation in terms of drop out retention and performance. This study will look at participation in terms of school attendance. Furthermore, the opinions of teachers of guidance and counseling alongside those of the deputy principals together with the student's respondent's opinion on themselves were sought.

Several studies have been conducted on the influence of poverty on education. A study by Ngutu, (2014) on the influence of poverty on crime among the Abanyole of Emuhaya district established that 60 % of teenagers below the age of 18years have neither trained in any college nor completed high school. The report indicated that majority of this percentage have not attended any schooling. This can easily be attributed to the high levels of poverty within the study area. The findings further established that 70% of residents within Emuhaya live in abject poverty. Ngutu, (2014) study looked at a relationship between poverty and crime levels by using chi square to establish the relationship between

level of education and crime among others however, the study did not look at relationship between poverty and boy child's school attendance. This study sought to examine the relationship between boy child school attendance and poverty by using Pearson moment correlation coefficient to establish if there is a significant relationship. Furthermore Amdany, (2017) study used regression analysis whereas Ngutu, 2014 used chi square this study used Pearson moment correlation to establish the relationship between poverty and education.

A number of researches have been done on how boy child circumcision has affected boy child schooling. Among which is Jonkoping, (2017) which found out that circumcision changes the boy child by inculcating a form of manhood education even at an early age. A study by Changach, (2012) on why the boy child is endangered found out that customs and beliefs affect the transition of boys to secondary schools pointed traditional circumcision a challenge to school transition among the boy child. Moraa, 2018 study used focus group discussion to establish that traditional beliefs placed a lot of responsibility to the boy child at an early age. Boys are given sense of entitlement to be men thus raising much expectation to them. This study was keen at finding out the extent of cultural initiation process to boy child who is undergoing schooling in Emuhaya and to establish the extent to which cultural initiation process and boy child socialization has affected boy child school attendance in Emuhaya by using questionnaires, interview guides and document checklist.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter presents research methodology that was employed for conducting the research on social factors affecting boy child's school attendance in Emuhaya Sub County. The procedure included: research design, study area, target group, sampling procedures, sample size, data collection methods, validity, data analysis techniques and ethical considerations.

#### **3.2 Research Design**

Akhtar (2016) considers research design to be a structure of research and glue that holds all the elements in a research project together. A further postulation into this considers research design a conceptual framework within which research is conducted specifically exploring blue print for collection, measurement and analysis of data. For the purpose of this study, descriptive research design assisted in collection of data on social factors and boy child school attendance. The questionnaires, document checklist and interview guides helped the researcher to establish the relationship between the dependent and the independent variables. The research design helped to collect data which was analyzed using descriptive and inferential statistics.

#### **3.3 Study Area**

This study was conducted in Emuhaya Sub County. Emuhaya is among the five sub counties in the larger Vihiga County of the Nzioa region formerly Western province (Appendix I). The Sub County initially identified itself with the code 164 before its division into Luanda and Emuhaya constituencies after the 2010 boundary review

(Ananda et al 2016). It is bordered by Siaya County to the South East and Kakamega County to the North West. The area was chosen because it has a population of 240,000 people amongst which 60% of them live in abject poverty of barely a dollar a day thus exerting a negative influence on the massive population. This poverty has brought about inequality thus bringing about social imbalance and emergence of deviant activities. It is also notable to point out the ever-increasing number of youths and young ones who are unemployed, idle and restless in this community. Research has pointed out that 70% of the young boys below 18 years have neither trained in any tertiary college nor completed school (Ngutu, 2014). This could be as a result of poor attendance in school by the boy child given that there's low attendance in form two and a general view of the findings shows that boys tend to be absent in school in term two. Furthermore the study reported that as a result of unemployment, a number of criminal offences have been reported among them being assault, murder, banditry, theft, burglary, armed gangsters, trade in illicit drugs e.g. bhang and chang'aa.

### **3.4 Study Population**

Study population is a general population from which the sample population is selected while the sample is the special group that has been selected from the general population (Mugenda et al, 2003). This study targeted all boys in school within Emuhaya Sub County, a deputy principal in each school and a teacher in charge of guidance and counseling. The sub county has a total of 38 schools and out of 38 schools 4 are girl's schools thus leaving us with 34 schools. The study targeted 34 schools with a population of 6,613 boys. From this 34 schools, 28 schools (82.3%) were randomly sampled from the study population and 10 students purposively sampled according to their classes and distribution of

performance. Mugenda &Mugenda, (2003) adopted Cochran 1963 formula and established that 7% level of significance is statistically acceptable.

### **3.5 Sampling and Sampling Procedure**

Sample size is defined as a small part of the total population which is being studied and this small size represents the total population (Begi,2009).In this study, purposive sampling method was used to sample the boy child from the general population because they are key and reliable to the study. Purposive sampling is whereby a group of individuals within the target population are sampled with a belief that they will provide a reliable feedback (Kombo&Tromp 2006). Purposive sampling was also used to pick the best performing students, the average and the least performing students to represent the actual distribution in performance.

On the other hand, simple random sampling was used to select schools to be used in the study, in this case, 28 schools out of 34 were sampled (82.3%).A maximum of 280boys from the selected schools were sampled from 6613boys as per Mugenda&Mugenda, (2003) study that adopted Cochran 1963 formula and established that 7% level of significance is statistically acceptable. Similarly, random sampling had also been used to sample 14 schools (50%) for document analysis so as to obtain the mean average attendance for boys per school. Simple random sampling of documents was done at the onset of problem identification and thus used to inform on the dependent variable. The study purposively sampled 10 boys from each school and this 10 were distributed according to their class such that three students were each sampled from form 3 and 4. Each of the three students were sampled according to the distribution of the performance.

In other words, each student was selected from the best performing boys, the average and the least performing boy. The study was not only limited to form three and four as done by (Kaindi, 2005) but also extended to forms one and two because they might have experienced the same challenges even before joining form one. Given this, two students from form 1 and 2 were sampled in similar way as explained above. In each school, a deputy principal and a teacher in charge of guidance and counseling were also sampled purposively given that they both deal with student's challenges directly and have stayed in the station for a long time thus stand a chance of giving reliable information.

### **3.6 Data Collection Instruments**

This study was conducted using questionnaire for students, document checklist for the researcher alongside interview guides for deputy principals and teachers in charge of guidance and counseling. Primary quantitative data was collected using questionnaires while primary qualitative data was collected using interview guides. At the same time the researcher also used Secondary quantitative data that was collected using document checklist from the attendance registers within the sampled schools.

#### **3.6.1 Questionnaires**

The questionnaires (appendix III) enabled the researcher to obtain primary quantitative data. They were administered to students. Questionnaire is the most suitable means of gauging peoples view point and attitude (Oso & Onen, 2009). Questionnaires were used to solicit data from students on social factors affecting boy child's school attendance in Emuhaya. The questionnaires were divided into four objectives that sought information on boy child labor, drug and substance use, parental level of income and cultural initiation

process. The questionnaires were structured closed items which were accompanied by appropriate but limited options from which the respondents were to select the responses which determined the extent to which social factors have influenced boy child school attendance. The importance of this was to allow respondents to select their responses thus giving standard answers to questions (Kothari, 2008).The structured questionnaire consisted of guidelines scale where respondents indicated the degree to which variables were on a four point Likert scale namely strongly agree (SA), agree (A), disagree (D), and strongly disagree (SD) Garner, (2010).Maximum score for SA was four points, Agree had three points, Disagree two points, and strongly disagree one point. Questionnaire was the most suitable in this study since it's the most appropriate in gathering information from an extensive area and more so it was the only relatively cheap and fastest method of collecting data (Smith, 2012).A total of 280 questionnaires were administered to the student respondents because the study population was large and widely spread geographically. Given that students could read and write, it was the most convenient tool.

### **3.6.2 Interviews**

The researcher also used interview guides (appendix IV) to collect qualitative data. Interview guides had a general plan that the interviewer followed and were used to collect data from deputy principals and teachers in charge of guidance and counseling. The interview guides contained items covering all objectives of the study. The interview guides allowed researchers to clarify and elaborate the purpose of research to the respondents thus enabling them to give important information Mugenda &Mugenda, (2003).Through the interviews, teachers of guidance and counseling together with the deputy principals were able to offer information on the influence of social factors

affecting boy child's school attendance in Emuhaya. Unstructured interview guides were used to ask questions or make comments intended to lead the respondents towards giving data to meet study objectives. Given that unstructured interview guides are open in nature, probing was used to get deeper information. The guides sought for the social factors such as boy child labor, drug and substance use, parental level of income and cultural initiation process. Through the interview guides, the researcher also had the opportunity to read the facial communication from the head teachers as they got engaged in the interview. The interview guides were administered to all teachers of guidance and counseling together with deputy principals in the 28 schools that were sampled for the study. The data obtained from interviews was used to supplement data obtained from questionnaires.

### **3.6.3 Document Analysis**

The researcher employed the use of document analysis to collect data on boy child school attendance in education. Document analysis is the study of communication that is preserved such as books etc. Barbie, (2010). It is also a method that helps to analyze content from documents in order to establish perceptions based on study measurements. Document analysis was used to measure boy child school attendance. In this study, attendance registers from 14(50) According to Gay (1987) & Hilton1995), a sample of 40% is considered statistically acceptable if the population is smaller and thus reliable. Schools within Luanda and Emuhaya were sampled randomly, analyzed and means recorded .The registers were picked since they are perceived to offer reliable information on boy child school attendance even though they could not offer the reasons as to why various boys were absent on various days however, this information was sought from the information gathered by teacher of guidance and counseling and that of the deputy

principal. From the document analysis, the number of absent sessions were counted and divided by the number of boys in each class so as to determine the mean average for absentees in various classes within the sample schools. From the analysis it was established that there is a general challenge on boy child school attendance as seen on table 12 the data shows that generally there's a problem with boy child attendance in school. Absenteeism was seen to be at high rate in term two furthermore the rate of absentees in form two was also very high. This could imply that the boy child is involved in other activities outside school. From the document, the rate of absentees was seen to increase in second term at form one especially after 100% transition. The marginal reduction in absentees comparing years 2018 and 2019 could be due to government funding and the policy of 100%transistion. The average mean for all the classes were established. The mean for each class was also tabulated as follows Form one was 4.94, Form two 5.83 Form three6.73, Form four 6.92 thus this represented the classes given. From this average means per class a common mean was calculated and used to measure school attendance against the various social factors in finding the correlation. Document analysis helped to infer that absentees increases from form one towards form four thus affecting boy child school attendances.

### **3.7 Pilot Study**

A pilot study is a small version of a study in preparation for the full study. It can be a specific pre-testing of research instruments such as questionnaire or interview guides Teijlingen, &, Hundley, (2001). It is important to carry out pilot study because through piloting vague questions and unclear instructions in the instruments can be amended. Pilot also helps to capture comments and suggestions from the respondents that enable the

researcher to improve on the efficiency of research instruments. In this research, pilot was done in four schools and the schools were exempted from the main study. According to Mugenda & Mugenda (2003) a pilot study with a sample of a tenth of the total sample with homogeneous characteristics is appropriate for the pilot study. Following the pilot study, important observation was made in that there was ambiguity in two questions and as a result, questions were modified to reflect the correct questions as intended by the researcher.

### **3.7.1 Validity of Research Instruments**

This is the extent to which the study measures what it is supposed to measure (Oso&Onen, 2009). In this study, content validity was used in validating the questionnaire. Data collection tools were exposed to expert judgment so as to check how well they covered the construct of interests. The content validity of questionnaires and interview guide was based on research objectives and were determined by experts' judgment as supported by Fraenkel & Warren, (2000).

Validity of the interview guide was done through methodological processes such as meticulous records keeping, assuring respondents confidentiality, and capturing all the spoken and non-spoken such as gestures and facials of the respondents all these were done so as to ensure trustworthy Golafsehani, (2003).

### **3.7.2 Reliability of Quantitative Data**

Reliability is the assessment of the degree of consistency between multiple measures of a variable. It demonstrates the extent to which the operations in a study such as data collection can be repeated and similar results obtained and the attributes being measured

are believed not to have changed in the interval between measurements even if the test was administered by different people using same or alternative forms of the test. A measure is deemed reliable if an individual's score on the test is the same when given more than once in similar test and under similar circumstances. A reliable instrument or test must meet two conditions; it must measure a single dimension and it must have a small random error.

In this study, Cronbach's alpha coefficient which is the most common measure of scale of reliability was used to measure reliability of the questionnaire. This test was selected over the other tests on the strength that it has been applied to similar studies, Venkatesh et al, (2003). The generally agreed lower limit for Cronbach's alpha is 0.7, Davis, (1989). If the value obtained in any test is below 0.7 the test is normally considered not to be reliable. The method of internal consistency for establishing reliability is mainly on finding out how the respondents responded on all items or a group of items on the questionnaire. The reliability estimates generated by this method is known as coefficient of internal consistency. The alpha scores the scores were obtained when all the items in the questionnaire were subjected to Cronbach's alpha test in order to check on the internal consistency based on inter-item correlation.

The scores were obtained when all the items in the questionnaires were subjected to Cronbach Alpha test in order to check on the internal consistency based on inter item correlation .The questionnaire items obtained the recommended alpha score of above 0.7.The reliability analysis results in table two shows that alpha coefficient of 0.870, is considered to be very good score. Based on these results, it's evident that the questionnaire was a reliable measuring instrument for learning.

**Table 3.1: Reliability Test of items in Questionnaire**

Cronbach's	Cronbach's Alpha Based on Standardized Items	No. of Items
0.855	0.870	265

**Source: Researcher, 2019**

### **3.7.3 Validity and Reliability of the Qualitative Data**

Reliability of the interview guides was done through methodological strategies to ensure trustworthiness. Golafshani, (2003). In qualitative research, reliability and validity is looked from the point of view of the researcher. While credibility in quantitative research relies on instrument construction, in qualitative research the researcher is the instrument Patton, (2001). In this case, the researcher used methodological strategies such as accounting for personal bias which may have influenced findings, meticulous record keeping, seeking informed consent, the researcher took a neutral stance , acted as a facilitator and also coded the instrument into numbers and not names, the researcher did not edit grammar from their responses.

The triangulation of data from questionnaires, interview guides and document analysis were very key to this study since the results from one data helped to build and refine other data so that conclusion obtained from the study was not only meaningful and precise but also representative Verma & Mallick, (1999). In this case, the data obtained from document analysis was conducted first and helped to inform of the problem of school attendance thus dependent variable, the data from questionnaire and interview guide helped to establish the extent of social factors (Independent variable) on various objectives of the study. Triangulation also helped the researcher to improve the validity and

reliability of research findings. Furthermore, the multiple and various sources of information helped researcher to obtain a convergent view and thus enhancing validity Creswel & Miller, (2000).

### **3.8 Procedure for Data Collection**

The researcher obtained a letter of authorization from Masinde Muliro University of Science and Technology (MMUST) to proceed to data collection. After clearance from the University, the researcher obtained a research permit from National Council of Science and Technology that permitted the researcher to proceed for data collection in Emuhaya Sub County. The researcher then presented introductory letter to Emuhaya education officer who then permitted the researcher to go on and research in public schools.

Before administering the instruments, the researcher explained the purpose of the study to the respondents. Questionnaires were administered to students and interview guides were administered to the deputy principals and teachers in charge of guidance and counseling.

### **3.9 Data Analysis**

This refers to looking at what has been collected in research and making deductions and inferences which was done by cross checking if the data was completely filled with accurate answers. The researcher also checked if the interpretation of the questions answered was appropriate and thus it helped in compilation and coding of the data for analysis (Smith, 2012).

Qualitative data from interview guide was analyzed into key themes based on each objective in the study. The data was presented in textual form. Narrative passages were used to convey the findings because the researcher was interested to analyze information

in a systematic way in order to come to some useful conclusions and recommendations. The researcher obtained detailed information about the phenomenon under study and then established patterns, trends and relationships from the gathered information Mugenda & Mugenda (1999).

Quantitative data from the closed ended items in the questionnaire were analyzed descriptively using Statistical Package for Social Sciences version 17.0. It was presented in form of descriptive statistics which was presented in numerical, graphical tables and tabular forms such as pie charts, graphs and tables. Given that the variables assumed interval scale and are continuous variables, Pearson moment correlation was used to find out the relationship between social factors and boy child school attendance Mugenda& Mugenda, (1999).

### **3.10 Ethical and Legal Consideration**

Before embarking for data collection, the researcher acquired an introductory letter from Masinde Muliro University of Science and Technology. A Permit was also obtained from National Council for science and Technology before embarking on research. The respective copies of the permit were presented to the authorities where research was conducted. In order to protect the respondent while in the field, the researcher first sought their consent so that they would participate voluntarily, secondly the researcher assured the respondents of confidentiality of the information received from them and finally protected the physical anonymity of the respondents by using numbers on questionnaires and interview guides so as to keep their identity anonymous. The researcher also sensitized

the respondents on their rights to academic freedom and thus got open and unrestricted atmosphere for free exchange of ideas and information.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND DISCUSSION

#### 4.1. Introduction

This chapter presents analysis, presentation, interpretation and discussion of qualitative and quantitative data on social factors affecting boy child's school attendance in Emuhaya. Data was collected using the research tools discussed in chapter 3. Data analysis was done through SPSS version 17.0 software. Descriptive statistics was used to analyze data. This chapter is organized as follows: first, instrument respond rate data on the general information of the respondent is presented followed by the social factors affecting boy Childs school attendance in Emuhaya. The latter is presented in tables and figures and shows the summary of the study findings were discussed in line with literature review and the results presented based on the following specific subsections:

- i. To establish the influence of boy child labor on boy child's school attendance in Emuhaya
- ii. To examine the influence of drug and substance use on boy child's school attendance in Emuhaya
- iii. To establish the influence of parental level of income on boy child's school attendance in Emuhaya sub county
- iv. To establish the influence of cultural initiation process on boy child's school attendance in Emuhaya.

## 4.2 Questionnaire Data Presentations

### 4.2.1 Response rate

As given in Table 4.1 out of the 280 questionnaires that were administered, 272 were filled and returned while 8 were not returned. Out of this, seven of the questionnaires were not correctly filled and thus left us with 265. This resulted in a response rate of 95%. A response rate of 50% and above is adequate for social studies (Idrus and Newman, 2002). The high response rate demonstrates a willingness of the respondents to participate in the study. The other 15 questionnaires were either incorrectly filled or not returned to the researcher and therefore were disqualified. The eight questionnaires were not returned due to the fact that some of the respondents took the questionnaires home and unfortunately even after persistent follow-up, there was no positive response from them. The findings were presented using frequency tables for ease during analysis and interpretation. Statistical analysis of the findings was done using the Statistical Package for Social Sciences (SPSS) Version 17.0.

The response was then analyzed as shown in Table 4.1

**Table 4.1 Questionnaire Response Rate**

	<b>Deputy</b>	<b>Guidance &amp;counseling</b>	<b>Students</b>
<b>Frequency</b>	28	28	272
<b>%</b>	100	100	97.1
<b>Non response</b>	0.0	0.0	0.03

**Source: Researcher, 2019**

#### 4.2.2 Demographic Information of the Respondents

The study sought to find out the age distribution of student respondents who stand a chance of falling victims of social challenges.

**Table 4.2 Distribution of Respondents by Age**

Age bracket	Frequency	Percentage %
Below 16	62	23
17-20	185	70
21-23	17	6
24 and above	1	1
<b>Total</b>	<b>265</b>	<b>100</b>

**Source: Researcher 2019**

The data presented in table 4 found out that 70% of the respondents were between 17 and 20. This implied that most students have mature entry to secondary school and mature enough to make informed decisions. This percentage of boy child joining secondary with mature entry is good enough to inform us that boy child participation in education is encountered with many challenges. It was also found out that 23% are aged below 16 while 6% fall between the age of 21-23 and 1% of the respondents are 24 years and above.

#### 4.2.3 Demographic Data of the Respondent's Parent

The student respondents were asked to fill in the details of their parents demographic data. The data on parent's respondents revealed that 78% of parents are unemployed while only 22% are employed. This agrees with Ngutu,(2014) study thus points out the likelihood of poverty as a major social set back in this community. Despite the high level of unemployment within this study area, 58% of the student's respondents are said to have

both parents even though the data suggests that poor school attendance are a big menace. The fact that most children have both parents yet still report poor school attendance is likely to point out that there is some level of parental negligence and can also point to the level of truancy among the boys who are in school within the study area. To add on that, the bigger percentage of boys who had both parents yet were still poor is also likely to point out the way the boy child is left alone without guidance and follow up just as reported in Ooko, (2012) study. Furthermore, the monthly income points out the level of poverty given that 66% earn below 0.2999. In addition to this, 47% of parents have attained secondary education and thus should be at the fore front in promoting school attendance among the boy child .Given the 41% of parents who have only gone to primary schools and stopped there could imply that parents inability to attain secondary education is likely to affect poor school attendance among the boy child in secondary school this could imply that the level of parents education also affects boy child school attendance to some extent. The data presented in Table 4.3 summarizes demographic data of the respondent's parents.

**Table 4.3 Demographic Data of the Respondent's Parents**

<b>Characteristics</b>	<b>Option</b>	<b>Frequency</b>	<b>Percentages%</b>
Occupation status of the parents	Employment	58	22
	Unemployment	207	78
	<b>Total</b>	<b>265</b>	<b>100</b>
Family background	Single parents	110	42
	Both parents (married)	155	58
	<b>Total</b>	<b>265</b>	<b>100</b>
Monthly income (Kshs)	0-2,999	176	
	3,000-5,999	58	
	6,000-6,999	21	
	10,000 and above	10	
	<b>Total</b>	<b>265</b>	<b>100</b>
Parents education background	Primary school	108	41
	Secondary school	125	47
	Tertiary	16	6
	Others	16	6
	<b>Total</b>	<b>265</b>	<b>100</b>

**Source: Researcher, 2019**

The information in Table 4.4 shows that male teacher respondents are 71% while female deputies are (29%). This implies that most teachers entrusted with discipline and nurturing boys challenges are male furthermore (54%) of the respondents fall within 41-50years this means that most are mature and experienced to handle issues given that they are likely to

have stayed longer in the teaching profession thus are likely to be in a better position to mentor the boys with their cumulated experience .A further postulation established that 71% of the boy child within the study area are students in sub county schools while only 29% are students in county schools. The high percentage pointing that most boys' schools within the study area are Sub County schools is likely to point out other school related factors that have disadvantaged the boy child within the study area. The data presented in Table 4.4 summarizes data on demographic data of the interview guide.

**Table 4.4 Demographic Data of the Interview Guide**

<b>Characteristics</b>	<b>Option</b>	<b>Frequency</b>	<b>Percentage %</b>
Gender	Males	20	71
	Females	8	29
	<b>Total</b>	<b>28</b>	<b>100</b>
Age	Below 30 yrs	2	7
	31-40yrs	5	18
	41-50 yrs	15	54
	Above 50 yrs	6	21
	<b>Total</b>	<b>28</b>	<b>100</b>
School category	Sub county	20	71
	County	8	29
	Extra county	0	0
	<b>Total</b>	<b>28</b>	<b>100</b>
Respondent category	Deputy head teacher	17	60
	Guidance and counseling	11	40
	<b>Total</b>	<b>265</b>	<b>100</b>

**Source: Researcher, 2019**

### 4.3 Influence of Child Labor on the Boy-Child School Attendance

The first objective of this study intended to establish the influence of child labor on boy child school attendance. To address this objective, student respondents were asked to indicate the extent to which child labor affects them in a four-point scale. The results are tabulated in Table 4.5

**Table 4.5 Influence of Child Labor on the Boy-Child School Attendance**

CL	Statements	SA%	A%	D%	SD%
CL1	I prefer working to get money than being in school	3	7	28	62
CL2	I am supposed to work to supplement my parent's income at the expense of schooling	15	25	35	25
CL3	Working hours always compete with school activities so I alternate	12	28	28	32
CL4	We are poor and unable to pay fees I work to offer this solution	50	20	13	17
CL5	I have seen my friends dropping out of school to seek employment and they live better	11	18	27	44
CL6	I get idle after school thus work	7	20	37	36
CL7	No one questions when I work other than being in school	11	17	23	49

Key; SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

**Source: Researcher, 2019**

To establish influence of child labor, on boy child school attendance, 60% respondents disagreed that they work to supplement parental income while 40% pointed out that they supplement family income. The studies also found out that (90%) of the respondents do not prefer to work than being in school while only 10% prefer working than being in school. This means that child labor is not what drives the child out to work. Given that 40% prefer work to supplement parental income, the boy is likely to be pushed by

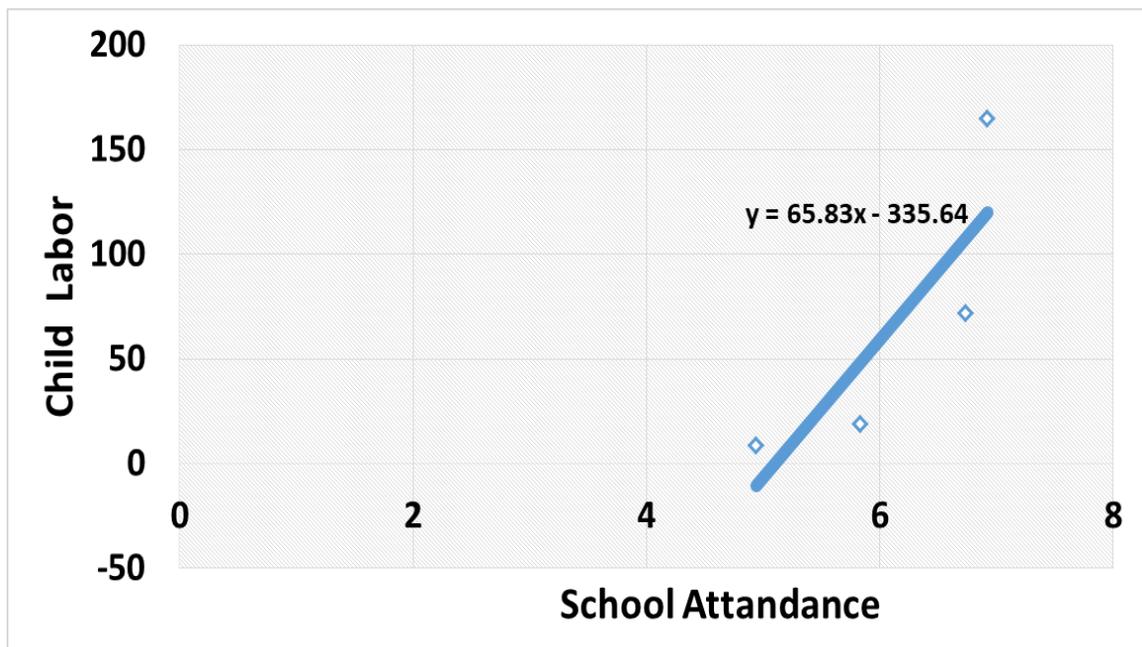
circumstances to work and end up recording poor school attendance. Further it was also established that poverty is the main driver of the boy child out of school so they work to offer a solution to their poverty while 30% disagreed that poverty is not their reason to be out of school.(29%) of the respondents agreed that they have seen their friends dropping out just to seek for employment while 71% disagreed that they have seen their friends dropping out of school to seek for employment which could mean that they have seen their friends dropping out but it's not work or employment that made them to drop out of school. The study further established that 27% of the boy child attributed their drive to work to their idleness whereas (73%) disagreed that idleness is not motivation for work among the boy child. Finally, it was also found out that only (28%) of the respondents agree that they are questioned when they are out of school working while (71%) are not questioned.

#### **4.3.1 Hypothesis testing**

A Pearson moment correlation was used to determine the relationship between social factors and boy child school attendance. The degree of Pearson correlation is presented quantitatively by coefficient of correlation. Its values range from -1.00 to +1.00. A value of 1.00 describe a perfect positive correlation while a value of -1.00 describes a perfect negative correlation between two variables. Smaller values like 0.00-0.19 describe weak correlation whereas bigger values e.g. 0.60-0.79 describe strong correlation it is important to note that 0.80-1.00 describes a very strong perfect correlation between variables

HO1: There is no relationship between the influence of child labor and boy-child school attendance.

A Pearson product-moment correlation was run to determine the relationship between child labor and boy-child school attendance. The results were computed and the average mean of school attendance among the boy child across all classes established and correlated with child labor. Pearson moment correlation coefficient was preferred because the data was interval and continuous variables. The results established strong positive correlation exists between boy child labor and boy child school attendance thus statistically significant .Given that our calculated  $r=0.840, n=4$   $p=0.005$  at the level significance of 0.05 we rejected the null hypothesis and thus the more the boys became absent from school the more they engaged in child labor.



**Figure 4.1: Influence of Child Labor on Participation**  
**Source: Researcher, 2019**

#### **4.4 Influence of Drug and Substance Use on Boy Child School Attendance**

The second objective of this study intended to establish the influence of drug and substance use on boy child school attendance. To address this objective, student

respondents were asked to indicate the extent to which they believed that child labor affects them in a four-point scale. The results are tabulated in table.

**Table 4.6 Influence of Drug and Substance Abuse on Boy Child School Attendance**

CL	Statement	SA%	A%	D%	SD%
DSA1	I found my self using drugs because my friend in school use them				
DSA2	I see some of my friends dropping out of school due to drugs				
DSA3	My parents are always out to look for money thus no time to monitr my studies.				
DSA4	Separation of my parents rendered me o drugs while in school				
DSA5	I experimented with drugs at an early age that is why I still use them yet I am a student				
DSA6	I am in school yet I use drugs I have seen my parents using				
DSA7	Lack of parental guidance has made me to use drugs while in scchool				

Key; SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

**Source: Researcher, 2019**

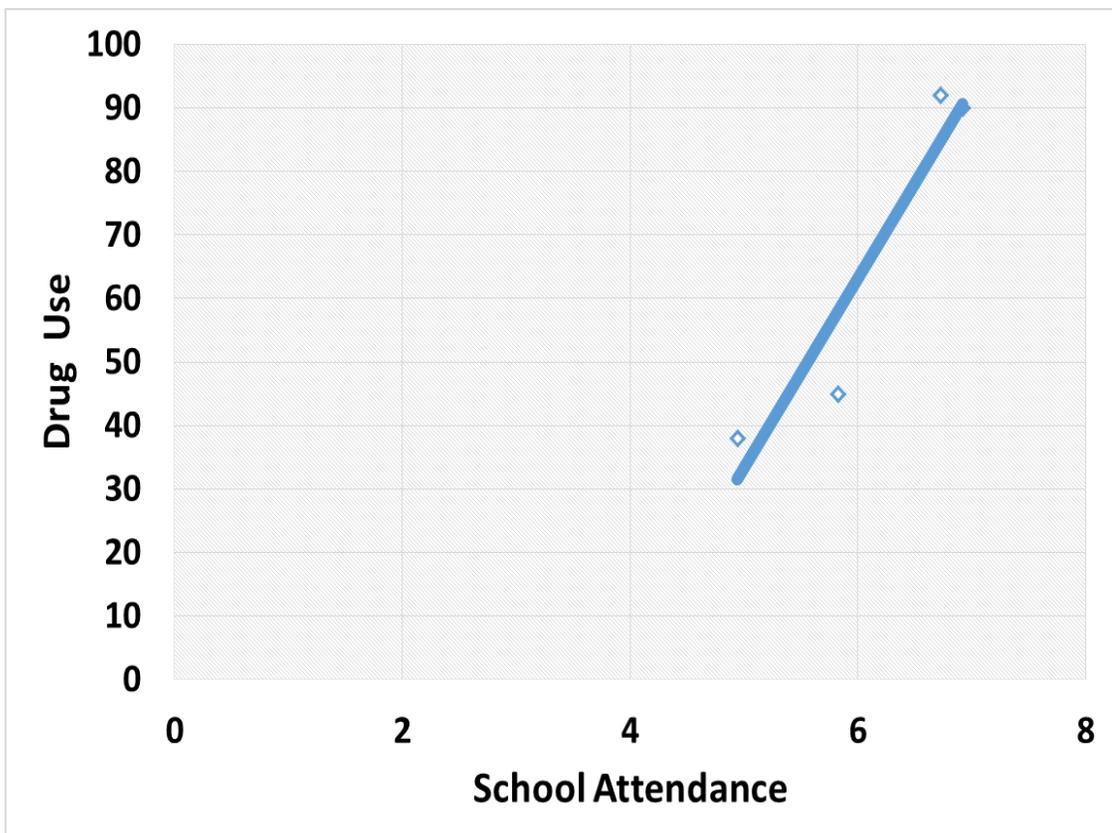
To establish the influence of drug and substance use on boy child participation in education student respondents were asked to indicate the extent to which different statements in regard to drug use influences participation in education as seen in table 8.

The study found out that 90% of respondents who use drugs attribute it to influence from friends who also use drugs while in school while 10% disagreed. This means that they could be using drugs because of their own reasons or they could not be using drugs at the same time. 82% of the respondents agreed that they have witnessed drug use resulting on their friends to drop out of school whereas 18% disagreed. This still means that this 18% might have dropped out of school due to other reasons or remained in school and did not drop yet use drug and if this is something to go by then it could account for cases of truancy. The study also found out that lack of parental guidance drives the boy child to use drugs since 77% agreed while 23% disagreed. A number of respondents also attributed drug use while schooling to their parents separation. As a result of parental separation, 80% the boys attributed parental conflict to poor boy child school attendance. Experimentation with drugs at an early age was also found out to be significant in boy child use of drugs. 72% pointed out that experimentation with drug at early age resulted to massive drug use later. The 28% that disagreed could imply that some boys use drugs for the sake of it. Further the study established that 82% of boys use drugs yet still in school since they see their parents using them only to end up copying. This means that the boy child in this region is a reflection of their parents. Last but not least, it was also established that lack of parental guidance has driven the boy child to use drugs since 82% agreed and 18% disagreed.

HO2: There's no relationship between drug and substance use and boy child school attendance

#### 4.4.1 Hypothesis Testing

A Pearson product-moment correlation was run by computing the calculated average mean for school attendance among the boy child and correlating with child labor given that the data was interval and on continuous variables the results established a significant relationship since ( $r = 0.945$ ,  $n = 4$ ,  $p = 0.005$ ) at significance level of 0.05. There was a strong positive correlation between boy child school attendance. Therefore, we reject the null hypothesis. This thus implied that the more the boys became absent the more they engaged in drug use.



**Figure 4.2: Influence of Drug and Substance Use on Boy Child Participation in Education**

**Source: Researcher 2019**

#### 4.5 Extent of Parental Level of Income on Boy Child Participation in Education

The third objective of this study intended to establish the influence of parental level of income on boy child school attendance. To address this objective, student respondents were asked to indicate the extent to which they believe that child labor affects them in a four point scale. The results are tabulated

**Table 4.7 Extent of Parental Level of Income on Boy Child Participation in Education**

P1	Statements	SA%	A%	D%	SD%
P11	My parents find it hard to sustain my education due to low income	38	44	16	2
P12	My families low income affect my studies greatly in school	24	39	25	12
P13	I have seen fellow students dropping out of school due to lack of school fees	42	41	12	5
P14	I am regularly out of school due to lack of school fees	22	40	29	9
P15	I am always absent from school due to lack of school fees	12	34	34	20

Key; SA: Strongly Agree A: Agree D: Disagree SD: Strongly Disagree

**Source: Researcher 2019**

Respondents were asked to indicate the extent to which different statements in parental level of income influence the boy child's school attendance.

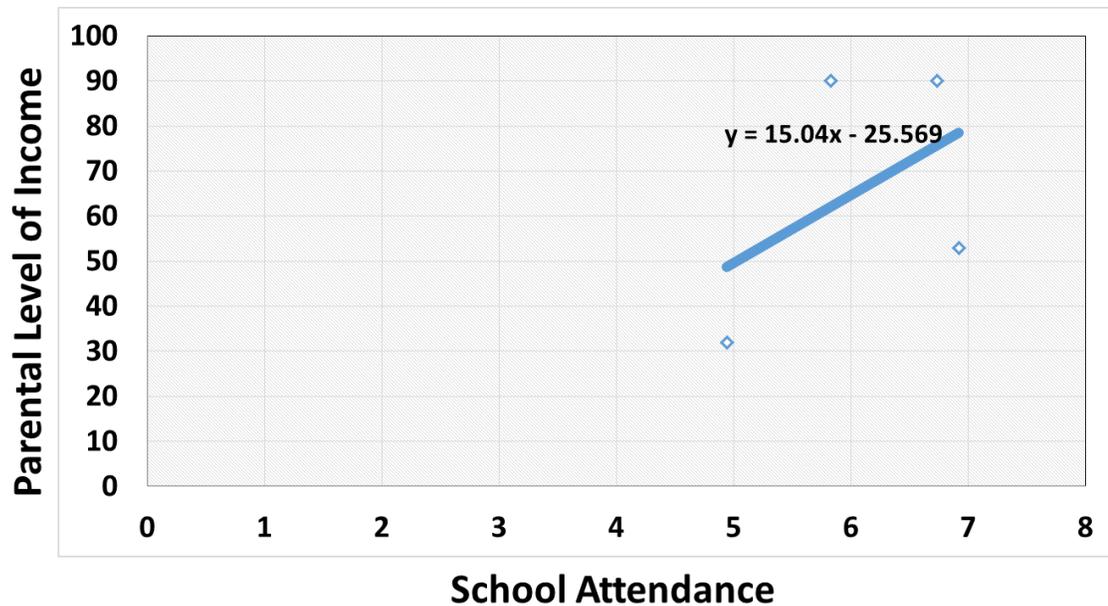
The study found out that 82% of respondents agreed that they have parents who have difficulties to sustain their education while 18% disagreed, 63% of respondents agreed that their families low income affects their studies in school. The study also found that 83% of boys agreed that boys dropped out of school as a result of lack of school fees while 17% disagree. The study further established that the boy child is always absent from school not

because of lack of school fees since 54% disagreed while 46% agreed as shown in (Table 4.7).

HO3: There is no relationship between parental level of income and boy child school attendance

#### 4.5.1 Hypothesis Testing

A Pearson product-moment correlation was run to determine the relationship between parental level of income and boy-child school attendance by computing the average mean for school attendance among the boy child and correlating with parental level of income the results showed that there is a statistically significant relationship between parental level of income and boy child school attendance ( $r=0.969$ ,  $n=4$ ,  $p=0.031$  at significance level of 0.05) Thus we reject the null hypothesis. There was a strong, positive correlation between parental level of income and boy-child school attendance.



**Figure 4.3: Influence of Parental Level of Income Boy on Child Participation.**  
Source: Researcher, 2019

#### 4.6 The Influence of Cultural Initiation Procession Boy Child Participation in Education

The fourth objective of this study intended to establish the influence of cultural initiation procession boy child school attendance. To address this objective, student respondents were asked to indicate the extent to which they believe that child labor affects them in a four-point scale. The results are tabulated in Table 4.8.

**Table 4.8 The Influence of Cultural Initiation Procession Boy Child school attendance**

CL	Statements	SA%	A%	D%	SD%
C11	I have undergone the circumcision and I consider myself better than the girls	60	26	10	4
C12	Because I am a boy, I am respected even if I drop out of school	8	26	51	15
C13	We are taught how to be men after circumcision and so I feel rebellious in school	9	28	43	20
C14	There are roles assigned to me in school which belong to the girl child.	33	38	21	8
C15	My peers influence me to be a man while in school so I get rebellious	13	34	35	18

Key; SA: Strongly Disagree A: Agree D: Disagree SD: Strongly Disagree

**Source: Researcher, 2019.**

Study findings established that 86% of the boy child have undergone the cut but do not consider themselves better than girls after while 14% of the respondents have not undergone the cut yet they feel that they are not better than the girls. This could imply that manhood is not defined not by circumcision in this area. Only 14% disagreed thus implying that either they are cut and that the cut is not what makes them consider themselves more powerful than the girls or they are not cut completely. The study also

found out that 37% of the respondents agree that upon circumcision they are taught how to be men and roles are assigned to them. This implies that the boy child assumes some roles at a younger age and hence being denied their rights and privileges as children. This could also account to some level of rebellion both in school and at home. Despite this, 29% of boys disagree that the roles assigned to them while in school belong to the girls. The study also points out that 53% of the students respondents attribute the feeling of being men while in school to peer influence this thus could mean that part of rebellion in school is attributed to manhood thus skewed socialization .From the data, 47% disagree that peer influence is not what makes them overate this manhood this could imply that a good number of students can make their informed decision without being influence.

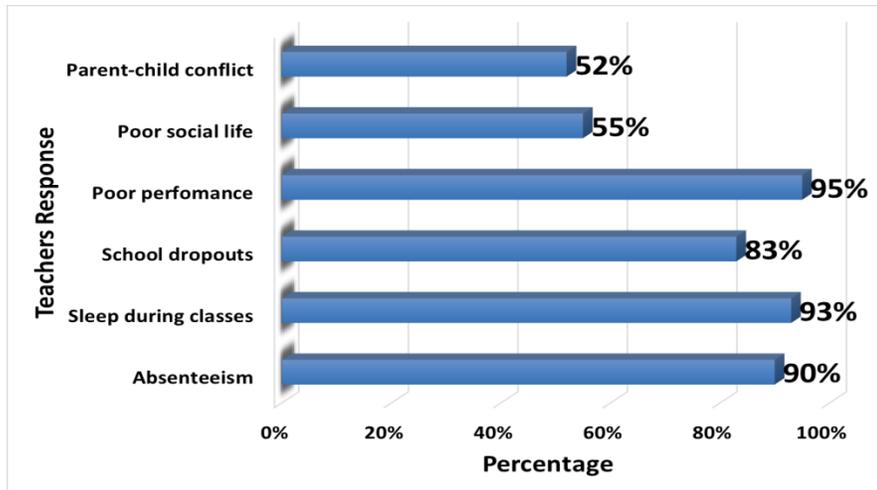
#### **4.7 Interview guide Data Presentation**

Interview guides were administered to both the teacher in charge of guidance and counseling and the deputy principal in the 28 schools. The researcher used interview guides to collect data on social factors affecting boy child's education participation. The results were as presented below

##### **4.7.1 Child Labor on Boy child Education**

The teachers in charge of guidance and counseling and deputy principal were asked to give their opinion of boy child labor and their responses were as presented below in Figure

4.4

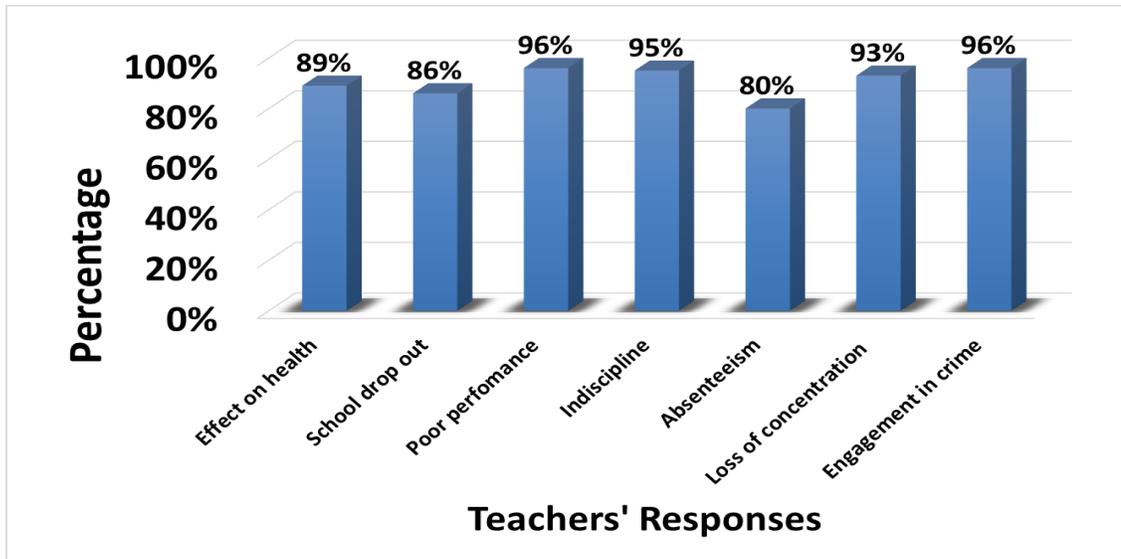


**Figure 4.4: The Influence of Child Labor on Boy Child Participation in Education**  
**Source: Researcher, 2019**

From the figure above, it is indicated that poor performance is a major issue among the boy child this thus means that as a result of child labor, the boy Childs performance is compromised given that (95%) perform poorly in class. This thereby means that when the boy child is lost in working their studies are compromised. The research also found out that 93% of the boy child also sleeps a lot in class. From the study, 83% of students are reported to drop out of school because of child labor. Furthermore, (55%) point out poor social lives of the boy child to emanate from child labor whereas 52% attribute child labor to parent-child conflict. Absenteeism is also an influence of child labor since 90% of the boy Childs are reported to be absent as a result of child labor.

#### **4.7.2. Drugs and Substance Use on Boy child Education**

The figure below presents teachers of guidance and counseling views on boy child drug and substance use.



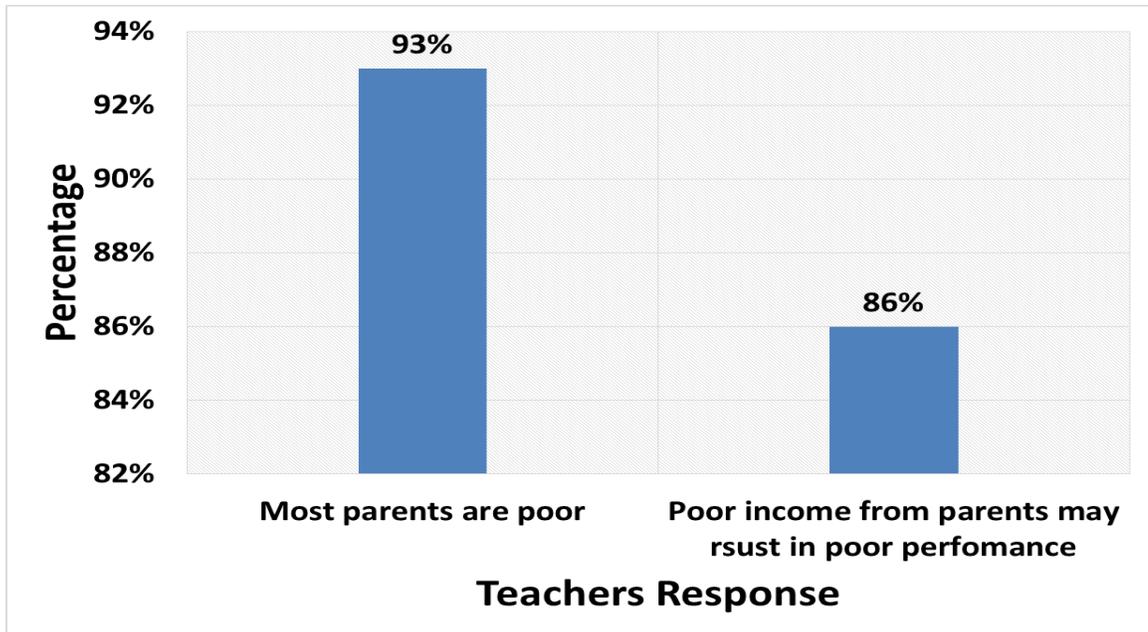
**Figure 4.5: The Influence of Drugs and Substance Use on Boy Child Participation in Education**

Source: Researcher, 2019

From the findings, it is indicated that poor performance and engagement in bad behaviors are the greatest challenges posed by drug and substance use since they are both at 96%. 95% of students are said to be undisciplined because of drug and substance use while 93% are reported to have lost their concentration in class work, (89%) have issues of health stemming from drug usage 86% are reported to drop out and 80% are absentees.

#### **4.7.3 Extent of Parental Level of Income**

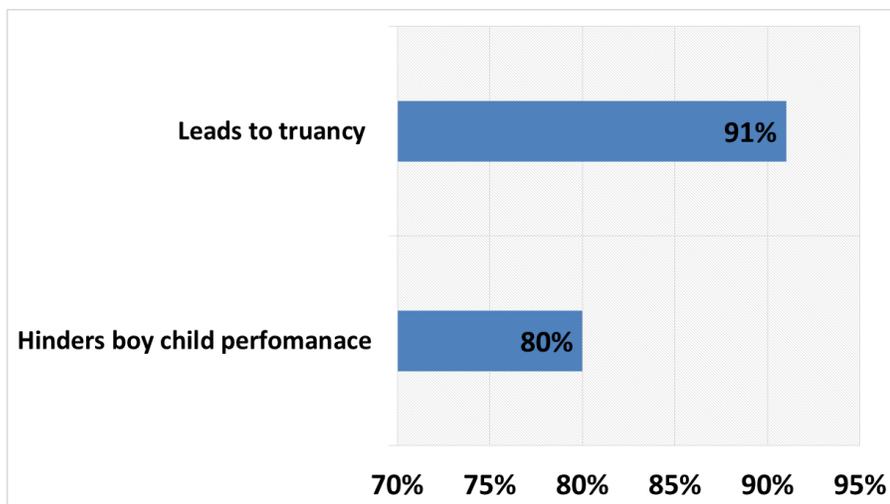
Figure 4.6 established that (93%) of respondents have poor parents are poor whereas 86% record poor performance is a result of their parent's poor income. This implies that there's a link between poverty and academic performance thus when parents income is low students' performance is likely to go down. It could also point out that resource availability hinders school performance.



**Figure 4.6: The Extent of Parental Level of Income on Boy Child**  
**Source: Researcher, 2019**

#### **4.7.4 Cultural Initiation Process on Boy Child**

The figure below indicates influence of cultural initiation process on boy child's education participation.



**Figure 4.7: Influence of Cultural Initiation Process on Boy Child Education**  
**Source: Researcher, 2019**

The figure above shows how cultural initiation process affects boy child participation in education. 91% of the respondents found out that cultural initiation process leads to truancy while 80% hinders boy Childs performance in education.

The table below gives the suggestions offered by the teachers in charge of guidance and counseling and the deputy principals on strategies to improve boy child’s education participation.

**Table 4.9 Strategies to Improve Boy Child School attendance**

<b>Strategies to improve boy child education participation</b>	<b>Frequency</b>	<b>Percentage</b>
Awareness of effects of drug abuse	34	61
Guiding and counseling the students engaged in drug abuse	45	80
Stop selling of illicit drug around learning institutions	51	91
More parental participation in their children affairs	45	80
Need to motivate boy children	46	82
Mentorship programs	50	89

**Source: Researcher, 2019**

The table above indicates that 80% preferred guidance and counseling a strategy to improve boy child school attendance and also more parental participation in their children's affairs. 91% of respondents were for the opinion that illicit drug should not be sold around learning institutions while 89% recommended mentorship programs for the boy child, 61% call for awareness on the boy child.

#### **4.8 Discussion of the findings**

##### **4.8.1 Influence of child Labor and boy child participation in education**

The findings of this study established that working hour's does not compete with boy child school attendance given that 60% respondents disagreed. This results are contrary to Bharlota, (2000) which found out that working hours competed with schooling and that boy child would be out working rather than being in school .Given that only 40% pointed out that working hours competed with schooling activities and the findings reported a contrary opinion could imply that the boy child is likely to be out of school probably for their own reasons and thus there's need to reinforce policies on boy child labor. A critical look on these points out that the boy child is at will to be out of school for his own reasons and therefore enforcing a policy on absenteeism is likely to help solve this problem.

Further, the findings found out that 50% of the boy children are not driven to work to supplement their family's earnings. This thus posts a divergent opinion with Ooko, (2012) study that found out that boy child is driven out of school so as to supplement parental income. It is important to note that Ooko, (2012) study focused on the boy child out of school while this study looked and only interrogated boys who are in school. From the

findings we can therefore infer that the boy child is pushed to work while in school and also while out of school.

It is important to note that the findings also established that 90% of the boys do not prefer being away from school to work and that only 10% of the boys preferred working other than being in school. This means that boy child does not wish to be out of school working but is pushed by circumstances beyond. Furthermore, 70% agree that parental level of income drives them to work while 30% are driven to work by their own motivation. This can therefore imply that circumstances push them out of school to look for employment thus still being in tandem with Ooko, (2012) study.

This notwithstanding, 60% of the respondents disagreed that working hours competed with school hours and thus the alternation between school and work. Whereas 40% agreed that working hours competed with school hours and thus the alternating was very important so that they lose none. A study by Ooko, (2012) found out that boys got absent from school to trade on drugs to supplement their Families income and thus ending up abusing them. This study found out that 50% of boys respondents disagreed that their absence from school is to sell drugs so as to earn some income to supplement parental income thus they could be out working to get their own money for their own use. We can therefore conclude that boys absence from school to work is self-motivated and their reasons are within themselves since 40% work to supplement family income.

In addition to this, Bharlota, (2000) posits that there's some dependence to child's participation in household income. It can be inferred that from this study the truth that boy child labor is individually motivated t by their parents to work is neither here nor there.

The fact that a good number disagreed that working hours competed with schooling hours means that the boy child is a victim of circumstance and thus his inconsistency in school is a design of the challenges placed to him by other factors e.g. poverty among other challenges.

Furthermore, a study by UNICEF, (2008) found out that children embark on trading at the expense of schooling since they are motivated by monetary package got from the trade such as bodaboda. This study established that children are not only motivated by monetary package but also factors beyond their control drive them to work.

This notwithstanding, Ooko, (2012) found out that child labor is a lucrative venture for boys in slum set up. This study reports a contrary opinion that child labor is not a lucrative venture for boys in Emuhaya rather child labor in Emuhaya is a challenge in their social make up. It is also important to note that unlike the urban settlement, this study found out that child labor in rural settlement is majorly driven by factors beyond individual own volition and not that its influenced by the supply.

From the study, it can also be inferred that poverty has pushed the boy child to work given that 70% of the boy child are believed to be out working so as to raise their own school fees. Looking of the child just like Ooko,(2012). This study further established that child labor is imposed to the child in rural settlement unlike in urban where the boy child drives himself to it just like Iversen,(2000)who found out that its motivation and not poverty that drives the boy to work. This study found out that its circumstances and not motivation that drives the child to work. At the percentage of the boy child out who are working to

pay their school fees it can be said that most of the boy children sponsor their own education whereas only 30% of the boy children are being sponsored by their parents.

In addition, Boy child is also known to work so as to supplement parental income at the expense of schooling (40%). This confirms a study by Soussi, (2017) that established boy child is propelled to child labor especially when there's scarcity of adult wages even though this is propelled by other factors such as education attainment, employment, marital status, head of the household age sex of household members, location rural or urban. With regards to educational attainment, it was established that parents who have gone up to secondary education valued education and therefore would try to avoid exposing their children to child labor. This study found out that 47% have secondary education even though the level of poverty is very high and school attendance very poor. Similarly, the head of the house hold was also considered to be a factor in that households with fathers as the heads were expected to have less labor activities among the children because the father is a main provider. This was contrary to this study because 58% of boys have both parents yet are still having challenges with school attendance. It should also be known that the findings established that Boy child does not drop out of school to seek for employment and better their lives since 71% disagreed to this thus implying that it is not the desire of boy child to drop out of school so as to get money. Rather they drop out of school due to factors beyond themselves and end up living deplorable life which messes their lives later. This is because only 29% drop out to seek for employment. The fact that child labor is exposes the boy to drop out of school was pointed out in Soussi, (2017) revealed that child labor is likely to impose some form of pressure on children who are attending school and are likely to have given sometime to work are likely to drop out of

school furthermore, child labor is severe in urban areas. A study by Soussi, (2017) also found out that poverty is not a main motivation of boy child labor rather child labor is a result of factors such as family characteristics such as the role of parents in provision of basic needs at home. This study established that child labor is also evident in the rural set up. This thus disagreed with this study that established that child labor is not the main cause of boy child drop out.

Idleness was also ruled out by 73% as a reason that makes the boy children to work this however affirmed that the boy child does not lack what to do when they end up working this could mean that they find themselves at crossroads and thus end up working.

Further, the study found out that 72% of the boy child disagreed that they are questioned when they work other than being in school while 28% are questioned .This thereby implies that people are not concerned about their absence in school and could imply that it's a thing that is being accepted thus becoming a norm gradually. The responses sought by the interview guide established that boy child labor posits a lot of challenge to the boy child such as poor performance which is said to attribute 95% among the boy child,83% of boys are said to drop out of school because of boy child labor,93% cases of boys who sleep during classes is also attributed to boy child labor, poor social life among the boy child to the extent of 55% .All this factors among others have combined and as a result also cause parent child conflict because 52% are said to have poor relationship with their parents because of boy child labor. This could imply that some parents are against this menace. One of the respondents who was interviewed on influence of child labor on boy child's school attendance responded

*‘It’s painful when I see young boys working as boda boda yet they are supposed to be in school. To make matters worse this boys do not own this motorbikes but are given by people who are old enough to protect them. Furthermore, their parents are aware but they can’t question them.’*

The society is not concerned about the boy’s educational fate because a good number of the people do not question why the boy child is out of school working. This implies that the society is gradually abandoning its interest on the boy child and if not looked keenly its likely to graduate into a norm.

A Pearson product-moment correlation was run to determine the relationship between child labor and boy-child performance in education. There was a strong, positive correlation between boy child labor and boy-child school attendance, ( $r = 0.840$ ,  $n = 4$ ,  $p = 0.005$ ). From the findings, there is a very strong relationship between the influence of child labor and boy child school attendance. This thereby concludes that the more the boys became absent from school, the more they engaged in child labor.

Whereas student questionnaires found out a myriad of issues with regards to boy child participation in education, a lot of consequences were noted by the teachers and deputy principal to be the outcomes of boy child labor and school participation. It was noted that boy child labor contributed poor performance in class. School dropout is also seen to be a menace created by boy child labor given that 83% believe that boy child dropout rate is a mainly attributed by boy child labor. 93% of boys are believed to be sleepy during class time and this is probably linked to the labor. This notwithstanding, absentees’ level is at 90% as a result of child labor and also because of boy child labor, parent child conflict is an issue among the boys in Emuhaya this could therefore imply that boys feel entitled and can therefore equate themselves to their parents. Finally, boy child labor has given rise to poor social life thus instability in school attendance. From the study findings, boy child

school attendance are seen to be at a threat given that there school attendance is mixed there's need to enforce a policy on school attendance for the boys to participate fully in school.

#### **4.8.2. Influence of Drug and Substance Use on Boy Child Participation in**

##### **Education**

Boy child is said to be immensely affected by drug use given that 89% of respondents are said to have bad health. A study by Moraa, (2018) indicated that drug use is the greatest menace affecting boys and young men. This study found out that drug is a major hindrance to schooling among the boy child in Emuhaya by establishing that 90% of the boy child begun using drugs after seeing some friends in school thus also agreeing with Muthikwa, (2016) study.

From the findings it was established that 82% of student respondents associated drug use responsible for boy child drop out. The opinions from teachers reported that 86% of boys drop out of school emanates from drug use. This therefore implies that drug use contributes greatly to boy child dropping out of school in Emuhaya. These findings agreed with Muoti, (2014) study that found drug a main precursor for boy child dropping out of school. The results further pointed out that boy develop delinquent behavior out of drug usage which makes them truant not only in school but also out of school. The opinions sought from interview guides reported that 95% of boys who use drugs while in school are highly indiscipline. This agrees with Jonkoping, (2017) & Okari,(2018) study also pointed aspects of truancy emanating from drug use among the students this

thus concluded that drug use and deviant behavior are intermingled and at the end worsens the life of these boys.

This report further established that 96% of boys are said to record poor performance in school as a result of drug usage just as in Muthikwa, (2016).

*“Generally, boy child’s performance in school is poor. This is mainly due to drugs and specifically bhang. Bhang is the most common drug used by boy children in this area. It is also because of bhang that undisciplined and absenteeism cases come up”*

Similarly, a teacher in charge of guidance and counseling said,

*“It is sad to see young boys dropping out of school after experimenting with drugs their lives are ruined physically emotionally and even academically, they underperform. The same boys get rebellious and cannot be managed by school authorities and even fellow students fear them.”*

It is important to note that Ooko (2012) justified that drug use among boys in urban settlement posed negative effects since it placed the boy child at an awkward state through giving rise to other negative societal challenges this study found out that drug use be it rural or urban exposes the child to a lot of harm. The responses sought by teachers established further that 96% of criminal cases are linked to drug use, 93% lack of concentration in class is attributed to drug use and that 80% leads to absentees this Furthermore drug poses 89% of healthy related challenges. This agreed with Okari, (2018) which found out that drug use among students brings up poor self-control, lack of interest in school work, drop out cases and disinterest to co-curricular activities. With regards to this, policy makers should provide and oversee services given to students who show signs of behavioral difficulties while the school admin should help to nurture decision making. Teachers on the other hand are also supposed to help in instilling positive relations with

students and families and further parents should make follow up on behavioral issues among their children.

Lack of follow-up among parents is said to hinder in curbing social challenges like drug use since 77% of respondents pointed it out. Lack of follow-up is likely influencing the boy child participation in education through absenteeism. The fact that the study considered lack of follow up a challenge to boy child participation it confirmed a study by Paul Yip *et al.*, (2011) which pointed to parenting as a great influence in drug and substance use among adolescents. As a result of low economic status, parents are often out to fend for their children and this absence is more severe since they travel to cities and big towns to look for a form of livelihood .Because of their absence the boy child lacks proper guidance and indulges in drug use which later interferes with their participation in education and destroys their social lives in the long run.

Similarly, Single parenthood or separation of parents is also believed to have rendered the boy child to drug use since 80% of the respondents agreed in contrary 20% disagreed as seen in .This study confirmed that children whose parents are either divorced or single encounter drug use and end up abusing drugs as compared to the ones whose marital status is intact It is good to note that despite the fact that 58% of the students have both parents, they still use drugs. This is clear indication that parents have neglected their roles in taking care of the boy child. A study by Paul Yip *et al.*, (2011) reported that parenting is said to have high influence on drug and substance use among the adolescents. Furthermore, it pointed out that both parents have a role to play in curbing adolescents and substance use. It was so because 77% of students found themselves in drug use as a result of parental negligence.

Experiment with drugs at an early age has created addiction to the boy child since 72% agreed that they adopt it as a continuous habit thus resulting to addiction. This agrees with Griffin *et al.*, (2003) that experimentation with drugs at young age later leads to massive taking and persistence indulgence in illicit drug use and addiction. If boys can begin to take drugs at an early age, they are likely to partake more of it in their old age thus resulting to addiction.

Furthermore Eliud.N, (2014) points out that most of the people who are drunk do not feel shy to indulge in violence in the presence of their children and thus this can only mean that their children end up picking the behaviors. It is important to point out that this study established that 82% of the boy child copied drinking habit from their parents while 18% did not. A postulation by Njoki, (2009) study found out that drug use imparts greatly on student behavior this study found out that indiscipline was noted to affect the boy child by 95%. It is thus important to note that given that Njoki, 2009 found out that drug use imparts greatly to student behavior, Jonkoping, University, (2017) found out that drug usage and delinquent behaviors is intertwined .This study did not only explore that but reported that drug use is a great menace that affects the boy child to drop out of school in Emuhaya thus agreeing with Muoti,(2014).

From the findings of this study, we can conclude that drug usage is not the major thing that pulls the boy child out of school neither the boys lack anything to occupy them but other factors. It is also important to note that boys also create bad behaviors since they have no one to speak to. This study found out that 82% attributed drug usage among the boy child to lack of parental guidance while 18% disagreed. The boy child is said to imitate their parents and therefore it becomes hard for the parents to guide them in return. Given

that boys see their parents using drugs it can therefore be inferred that parents who use drugs are likely not to guide their children behavior. The boy child therefore ends up lacking models to emulate thus being a reflection of their parents /caregivers .As Jonkoping University (2017) established that idleness of the boy child drives them to use drug, this study points out that idleness is not a factor that pushes the boy child to drug use rather other factors such as parental negligence, peer influence, separation, divorce or death of parents among others.

While Ooko, (2012) found out poverty as a major driver to drug use amongst boys in urban settlement, this study found out that poverty is not the main driver to drug use among the boy child rather there are other factors such as parental negligence, peer pressure among many other factors that have served to pull the boy child out of school. It is important to note that while 58% of these boys have both parents there is still a challenge on boy child drug use. This is likely to portray some level of parental negligence.

The study also established that there is a correlation between drug use and boy child school attendance is hence implying that there is a strong perfect correlation between drug use and boy child participation in education this therefore means that the more the boys become absent from school ,the more they engage in drug use. A critical look at the respondent's age noted that 70% of boys within the study area fall within 17-20 years. This imply that a good number of them are 18 years and above thus considered adults who can make informed decisions. As a result of this we can infer that boys feel entitled to drink freely because they have attained maturity and hence no one should question them .Furthermore the recommended age for drinking in Kenya is 18years.To help curb this, the government should review the policy on appropriate age for drinking alcohol or taking

hang by either moving the drinking age to 21 or enforcing the policy of selling drugs to students.

#### **4.8.3 Extent of Parental Level of Income on Boy Child Participation in Education**

The research findings established that parental level of income plays a good role to the boy child school attendance. Demographic information pointed out that 78% of the respondent's parents are unemployed while 22% are employed. From this; it is evident that there's some struggle in taking this student to school. A study conducted by Ngutu, (2014) within the study area reported that 70% of boys below the age of 18 are untrained or have not completed school. This high percentage of boys out of school could imply that the boy child is likely to be engaged in other activities out of school and therefore poor school attendance.

This study findings established that 66% of the respondents are said to earn below 2999 and this is likely to show the extent of poverty within Emuhaya thus agreeing with Ngutu,(2014) .Additionally, Its worthy noting that the extent of parental level of income in Emuhaya is so severe given that 78% are unemployed .Despite the fact that 47% of the parents have gone up to secondary school the level of income is still very low .Furthermore,47% of parents have gone to school yet the school attendance among their children is very low this could point out to the level of poverty within the study area . Amzat study demystified this study because it established that a link exists between poverty and education since most parents are unable to take their children to school. To add on that, Amdany (2017) also established that a correlation exists between parental level of income, occupation and education. This study established that 66% earn below

3000 Kenya shillings and thus the extent of poverty is high within the area. This means that there are no better places to offer them good jobs that can sustain their living. A study by Ngutu, (2014) found out that 60% of residents in Emuhaya are poor. This study reported that not only are 93% of people in the study area poor but also poor income from parents results to poor performance in school. The study further agreed with Lacour, (2011) that there's a general problem with resources emanating from poverty within the study area. This study also agreed with Armstrong, (2015) study that revealed negative impact of poverty to school attendance given that the students register a number of emotions such as anxiety, stress related issues.

From the study, the level of poverty is at high ranking in that majority of parents are seen to be living below a dollar a day just as Ngutu, (2014) posits .Furthermore teachers respondents confirmed that 93% of boy child are very poor and that parental level of income has greatly affected students' performance as seen to a greater extent. This therefore means that there's struggle right from home. A community where poverty is the order of the day exposes its children to suffer a lot .It's important to note that only 4% of the people in Emuhaya work for 10000 shilling and above while 66% of the populations earn utmost 2999 this thus confirms that the level of poverty in Emuhaya is high-ranking.

From this study, it was also established that 82% of patents find it hard to support their children education while only 18% can manage this thus agrees with Amzat, (2014) study which found out that poverty has negative effects in education furthermore, Amzat, (2014) & Amdany, (2017) established that a relationship exists between poverty and education and this was also indicated in this study findings. This notwithstanding, the level of poverty is far more worse given that 83% of boys attribute dropping out of school to lack

of fees while only 17% hold contrary opinion. It should also be noted that that majority of parents are very poor since 66% are said to earn as less as below 2999 per month whereas only 4% can afford 10000 and above.

This study further established that low family's income affected boy child participation in Emuhaya 63% only 37% disagreed that it is not the case hence dropping out of school could be a result of other factors. We can infer from the study findings that a number of challenges e.g. lack of resources, basic needs, and emotional instability among others has affected the boy child's school to a large extent.

The results also found out that the boy child is regularly out of school due to lack of school fees given that 60% agreed that their regular absence of school is attributed to lack of school fees to a greater extent 38% disagreed that their absence is not attributed to poor parental level of income and thus 38% might be either out of school as a result best known to them or other factors and not lack of school fees this is a with Ooko, (2012) study which found out that the boy child is out of school due to lack of school fees.

It is also important to note that 54% of the boy child disagreed that they are always out of school due to school fees while 46% agreed that they are always out of school as a result of school fees. This means that Lack of school fees is not the main reason as to why the boy child is always out of school thus there could be other factors known to him. This notwithstanding 60% of the respondents agreed that they are regularly out of school due to lack of school fees whereas 38% disagreed. This confirms a study by Ooko, (2012) that the boy child is pushed out of school due to lack of school fees.

The study findings also pointed 63% of students as being affected by their families low income. This statistics notwithstanding, 54% of respondents disagreed that they are always out of school due to school fees reasons this could therefore mean that that the absence of boy child from school could be attributed to other factors beyond school fees .Due to this we can therefore infer that the assertion that boy child being always out of school looking for school fees is neither here nor there. From the interview guides it was established that most parents are poor given that 93% of respondents found it that way this thus agrees with Ngutu, (2014) who found out that the level of poverty in Emuhaya is so severe. Consequently, the data found out that, poor income from parents may result in poor performance since 86% of the respondents agreed. This could mean that as a result of low level in parental income the boy child might be absent from school. At the same time, the boy child denies that he is out of school because of poverty to 62%this could imply that he has his reasons to be absent from school even though the parents find it hard to sustain boy child's education was seen to be 82% the boy child does not believe this reason for being out of school.

Even though this partly agreed with Education and Work Force Development Task Force, (2016) that established that low socio economic status of the family has little to do with education achievement instead other factors such as environmental and psychological factors thus the findings established that there's no link between family income and education success thus other factors should be considered. This study revealed that a link exists between poverty and school participation to a greater extent. This is significant indicator to guide policy decisions and programs that can uplift academic participation in struggling counties.

When Pearson moment correlation coefficient was computed, a strong positive was established between parental level of income and boy child school attendance thus the more the boy's parental level of income went low the more they got absent in school. This thus concurred with Lakowanama, (2011) study which established that there's a relationship between family income and education participation (enrollment, retention and outcomes) even though this study looked at participation in terms of attendance, we can infer that poverty in Emuhaya poses great challenges to the boy child. Given that poverty is among the main challenge to people within Emuhaya, there's need for the county government to come up with practical solutions that can help remedy this social challenge. A respondent commented this on parental level of income.

*“Poverty in Emuhaya is the order of the day most of our parents cannot afford the basic necessities for a student even after the government has decided to chip in. Our students come from extreme poor homes and this affects their schooling”*

#### **4.8.4 Influence of Cultural Initiation Process on Boy Child Participation in Education**

This study established the belief that boy child is said to feel more superior to their counterpart's girls just after cultural initiation process. 86% of boys believe that they are superior to the girl child. It can therefore be inferred that a lot of significance has been placed on the cultural initiation process otherwise referred to as male circumcision. This has however been overrated thus making them to put a lot of weight on it. Of great importance is to note that Jonkoping, (2017) found out that circumcision gives boys some sense of entitlement. He posits that this is fallacy imposed to them naturally upon circumcision. It should be clearly noted that unless the boy child rises beyond such

fallacies that grant them some form of entitlement; they are likely to find themselves at crossroads.

Despite the fact that circumcision gives them some form of entitlement, 66% of the boys know that being a boy does not earn them more respect even when they drop out of school. This is good since boys know and understand the value of education is worthwhile and that school is the place to be in this region.

This study also established that boys do not go through men education after initiation this thus brings up the idea that circumcision might not be a yard stick to manhood in this community though it's a rite of passage which is basically attached to other issues e.g. health. 63% of boys disagree that circumcision renders them rebellious since they feel that they have become men. This study disagreed with Jonkoping education which makes them socially different after returning from the cut. This notwithstanding, the data obtained from teachers found out that as a result of circumcision, truancy is noted to be at the rise given that 91% resort to truant behavior. It is important to note that whereas the boys do not consider circumcision to be an aspect that brings about truant behavior, teachers noted that there's some good level of truancy when the boys underwent the cut. This could however mean that some of this behavior could not be their making but an aspect of skewed socialization picked unconsciously from the environment that makes them feel entitled. Consequently, this study found out that boy's rebelliousness is not attached to traditional circumcision at all thus living us with the idea Changach (2017) which found out that traditional circumcision renders boys to manhood through some form of that the rebellion might be as a result of other factors other than circumcision. Furthermore, teacher's respondents reported that 91% of boy child have developed truancy after

undergoing the cut. This means that boys could be suffering a menace created unconsciously by the society. On cultural initiation process this is what a respondent had to say.

*“Circumcision in this area is an issue that has affected the boy child participation in education because cases of truancy among the boy child are common.”*

It is worth noting that boys strongly feel that some roles assigned to them belong to the girl child this helps us to conclude that boys are a product of society that believes there are certain roles that are a preserve of different genders since 71% holds this feeling of entitlement. Boy child is a product of society and that society has initiated them to think in certain ways. Bearing this in mind, Moraa, (2018) indicated that some traditional cultural beliefs have placed a lot of responsibility to the boy child at an early age no wonder the boys feel some form of entitlement amidst their counterparts girls. This is very detrimental especially living in a society where everyone is supposed to take full responsibility of their actions. Ooko (2012) puts that boy child is entangled in a sociocultural web and unless they break loose from it they are likely to suffer at crossroads.

Finally, the results from the study established that traditional circumcision contributes a lot to deviant behavior thus agreeing with Jha et al, (2012) who found out that traditional circumcision posed threat to schooling among the boy child since 91% of respondents pointed out truancy among the boy child to be an effect of circumcision furthermore 80% considered circumcision to be among what has hindered the boy child to perform well in school. The study on circumcision and boy child school attendance is thus viewed from a

two-edged sword by both the boy child and the teachers. There's need to come up with policies that will help mentor the boy child against cultural initiation processes that do not add value a positive to their socialization.

## **CHAPTER FIVE**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.1. Introduction**

This chapter presents a summary and makes conclusions and recommendations for future intervention on the social factors affecting boy Childs school attendance in Emuhaya. This chapter begins with a summary of findings under the research objectives and hypothesis. It is then followed by conclusions based on the findings on each research question. Finally, the chapter presents recommendations based on the conclusions of the study and further areas of research.

#### **5.2 Summary of the Study**

The purpose of this study was to establish the influence of social factors on boy child on boy child school attendance. Four objectives guided the study; to establish the influence of child labor on boy child school attendance, to establish the influence of drug and substance use on boy child school attendance, to establish the influence of parental level of income on boy school attendance and to establish the influence of cultural initiation process on boy child school attendance. The study adopted descriptive survey design. The study targeted thirty-four secondary schools in the larger Emuhaya Sub-County. Research instruments used were questionnaires for students interview guide for a teacher of guidance and counseling in each school and a deputy principal and also document analysis was used to gather data for boy child school attendance thus informing of the problem. Instrument reliability was ascertained by Cronbach alpha Co-efficient and the value of 0.855 was obtained hence ensuring reliability. Statistical package for social scientists

(SPSS) and excel were used to aid in data analysis. Data was presented in percentages and charts. The findings enabled the researcher to establish the recommendations of the study. Findings are summarized as indicated in the subsection below.

### **5.2.1 Influence of Boy Child Labor on Boy Child School Attendance**

The study established that boy child both in the rural and urban set up undergoes multiple challenges and his challenges cannot be attributed to one particular thing. It pointed out that the boy child is pushed by various circumstances within their social make up. The findings revealed that 90% of the boy child dislikes being out of school to work. 50% disagreed that they work to supplement parental income while 40% work to supplement parental income. On the other hand, 70% agreed that it is poverty that drives them out of school. 71% of respondents disagreed that students do not drop out to seek for employment. Rather they find themselves out because of circumstances beyond their desires. Further, the study indicated that 73% disagreed that idleness is not the boy's motivation to work. The study also showed through the interview that boy child labor has so many consequences to the boy child some of the challenges pointed out include parent child conflict 52%, poor social life 55%, poor performance 95% school drop outs 83%, sleep during classes 93% and absenteeism 90%. There's a strong positive relationship between boy child labor and boy child school attendance thus the more the boy got absent from school, the more they engaged in child labor. One of the respondents who were interviewed on influence of child labor on boy child's school attendance responded,

*‘It's painful when I see young boys working as bodaboda yet they are supposed to be in school. To make matters worse this boys do not own this motorbikes but are given by people who are old enough to protect them. Furthermore, their parents are aware but they can't question them.’*

### **5.2.2 Influence of Drug and Substance Use on Boy Child School Attendance**

Study findings revealed that drug and substance use greatly hinder the boy child's school attendance in Emuhaya sub county just as in any other place as reviewed in literature. The findings established 90% of students who use drug have been influenced by friends at school .82% of boys attribute drug use to peer pressure. Parental negligence was also found to contribute 77% of drug use, parent's separation contributes 80%, experiment with drugs 72% and 82% are said to use drugs while in school since they see their father using and misusing drugs at home thus, they end up copying. The study further established out that drug and substance use pose very many challenges to the boy child thus affecting his participation to education. It was noted that drug use affects the boy child's health to 89%, it leads to boy child drop out 86%,96% of poor performance is attributed to drug use,95% to indiscipline,80% to absenteeism,93% to loss of concentration and 96% are said to engage in criminal activities. The study further found out that a strong positive relationship between drug use and boy child school attendance thus the more the boys got absent in school the more they engaged in drug use. One of the deputy principal who was interviewed on influence of child labor on boy child's school attendance said,

*“Generally, boy child's performance in school is poor. This is mainly due to drugs and specifically bhang. Bhang is the most common drug used by boy children in this area. It is also because of bhang that undisciplined and absenteeism cases come up”*

Similarly, a teacher in charge of guidance and counseling said,

*“It is sad to see young boys dropping out of school after experimenting with drugs their lives are ruined physically emotionally and even academically, they underperform. The same boys get rebellious and cannot be managed by school authorities and even fellow students fear them.”*

### **5.2.3 Influence of Parental Level of Income on Boy Child School Attendance**

This study confirmed Ngutu, (2014) study which reported high level of poverty in Emuhaya. It also established that parental level of income is a menace that has combined with other factors to deprive the boy child his rights and privileges. Study findings revealed that 82% of the respondents have parents who find difficulties in financing their education, A majority 63% are said to be affected academically due to their families low income, 83% of boys attribute the dropping out to lack of school fees and finally 54% says that the boy child is ever absent because of other factors and not school fees challenge as presumed by others. The study also established that 93% agreed that most parents are poor and also found out that 86% attributed poor income from parents brings about poor performance. A Pearson moment correlation coefficient established that a very strong positive correlation exists between parental level of income and boy child school attendance thus the more the boys got the challenge of poverty the more they stayed home. A respondent commented this on parental level of income.

*“Poverty in Emuhaya is the order of the day most of our parents cannot afford the basic necessities for a student even after the government has decided to chip in. Our students come from extreme poor homes and this affects their schooling.”*

#### **5.2.4 Influence of Cultural Initiation Process to Boy Child School Attendance**

The study findings revealed that Circumcision in Emuhaya does not hold cultural value to the students respondents even though the interview findings found out that circumcision affects the boy child transition just as in other studies reviewed however there are some social roles reserved for specific gender in Emuhaya sub county .This implies that boys have been socialized to feel some sense of entitlement as they feel that being a man is something to pride in and it makes them more superior to the girls .The Study further revealed that 86% of boys feel superior to their counterparts girls after undergoing the cut.63%disagree that they are taught to be men after circumcision while 71% agree that there are roles assigned to them but the roles belong to the girls finally peer influence makes them feel they are men while in school thus some level of rebellion is emitted. The study also found out that teachers attribute 91% of boys to be truant after undergoing the cut and 80% suggested that boy child performance is greatly affected by cultural initiation process. On cultural initiation process this is what a respondent had to say.

*“Circumcision in this area is an issue that has affected the boy child participation in education because cases of truancy among the boy child are common”.*

#### **5.3 Conclusion**

Boy child participation in education is a big challenge that must be addressed so as to save him. The attendance pattern for the boy is a great issue that needs to be looked into if we must save him from further challenges. From the study, it was indicated that the rate of

absentee's increases towards form four this means that it is not only their participation affected but also their performance as reported in the study.

As regards to influence of boy child labor on school attendance, the study concluded that the boy child both in rural and urban set up is faced with multiple challenges that push him to work thus it is not their preference to being out of school working. A half of the boy child involved in child labor disagree that they work to supplement their Families income meaning that they work for their own reasons. It was also concluded that poverty is the main driver that drives the boy child out of school since most of them drop out to seek for employment. Further the study confirmed that idleness is not among the factors that cause the boy child out of school. The difference in percentage of the factors was as a result of other factors. A majority of boys out of school are not questioned why they are working and not at school and thus they are propelled to be out of school because of other factors. A strong positive correlation exists between boy child labor and their school attendance.

As concerns the influence of drug use on boy child participation in education, it was concluded that drug and substance use greatly hinder boy child's school attendance in Emuhaya Sub County just as in any other place. The study indicated that one of the main drivers to drug use among boys in school is peer influence. Similarly, the study noted that a great number of boys witness their friends dropping out of school due to drug use. It was also confirmed that parental negligence plays a significant role in initiation of drug use and abuse among the boy child. Consequently, Parental separation also pushed the boy child to use drugs only to abuse it later .in another instance, experimentation with drugs greatly rendered the boy child to use drugs since boys who use drugs are said to have

experimented with drugs before. Finally, a correlation exists between drug use and boy child school attendance.

With regards to parental level of income, it was noted that poverty is a major hindrance not only to resource availability within the study area but also an issue that combined with factors to deprive the boy child his rights and privileges. This study also confirmed that residents in Emuhaya live below a dollar a day thus imparts negatively to education participation of the boy child within Emuhaya. Further, the study not only established that a majority of parents find it very hard to sustain their children's education but also confirmed that boys drop out of school due to family's low income. Boy child is also said to be dropping out of school due to lack of school fees. In addition, a good number of boys are always absent not because of lack of school fees but probably other factors best known to them. It is also important to note that the study confirmed that majority of people within the study area live in abject poverty since they operate with below a dollar a day and that a majority of parents are unemployed. The study noted that the level of poverty has affected students' performance from the correlation established.

As pertaining cultural initiation process on boy child school attendance, the study established that traditional circumcision does not hold much value and significance like other places reviewed e.g. Marakwet as established by Changach (,2012) however there was some level of entitlement felt by the boy child to dominate and feel powerful than girls. The study findings also confirmed that boys are not taught to be men after the cut thus any rebellion stems from their own and not fueled by the traditional circumcision. It was also confirmed that boys believe there are special roles that belong to them while other roles are reserved for their counterpart's girls. Peer influence is not a contributor of sense

of entitlement to the boy child while in school. Truancy is also said to come up and boy child's performance is greatly affected.

Finally, the boy child is part and parcel of our society and falls challenge of numerous social challenges. Boy child is said to be entangled in a web of social factors that have impaired his school attendance therefore it's important to address the social factors that affect his participation in education.

#### **5.4 Recommendations**

- i. The government should reinforce policies on child labor in order to curb the menace of boy child labor for school attendance to improve.
- ii. The government should review the drinking age from 18 to 21 so that boys can stay away from using drugs and have regular school attendance.
- iii. The government should come up with ways of empowering its members financially this will help in curbing challenges that emanate from poverty thus hindering school attendance.
- iv. Schools should come up with boy child mentorship programs so as to empower the boy child on social factors that have affected their school attendance.

#### **5.5 Suggestions for Further Research**

- i. A study to be undertaken on the influence of child labor on boys who are out of school within the same study area.
- ii. A study to be undertaken on the role of classroom teachers on boy child participation in education within the same study area.

- iii. A study to be undertaken on influence of female teachers of guidance and counseling on boy child school performance.
- iv. A study to be done on influence of young teachers to boy child schooling.

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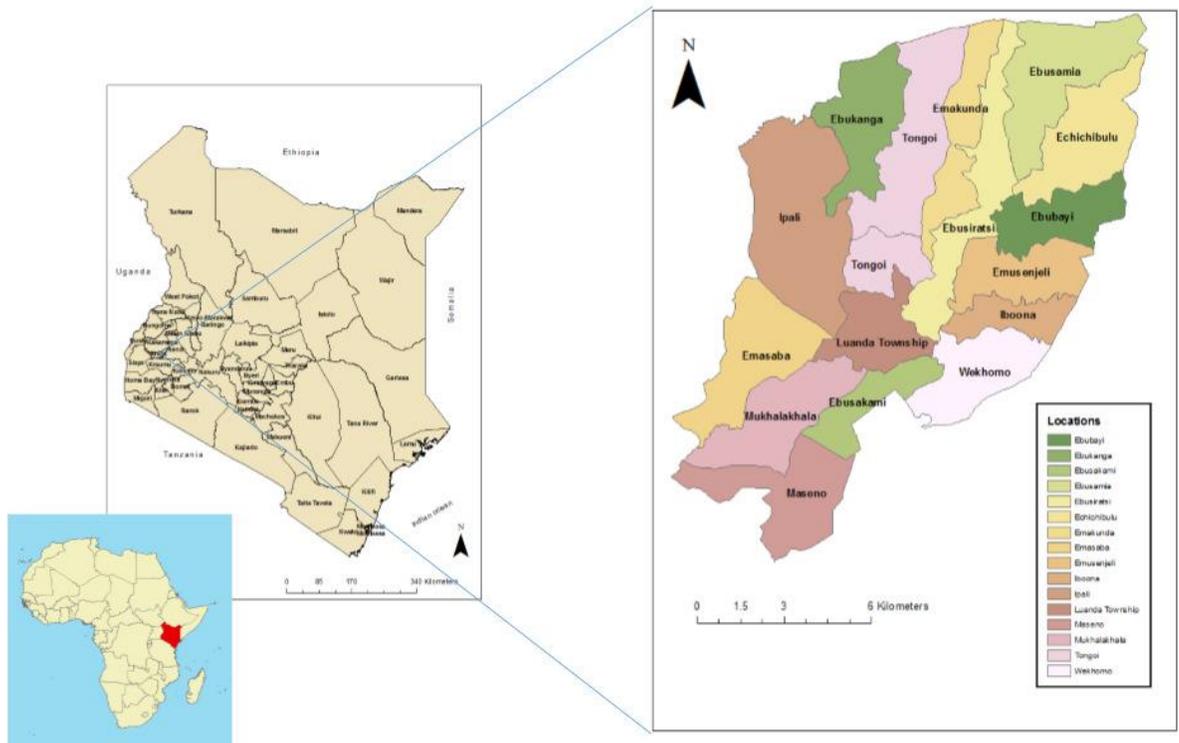
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## APPENDICES

### Appendix I- Map of the Study Area (Ananda et al 2016)



## **Appendix II- Letter of Introduction**

Date.....

Respondent's Name. (OPTIONAL).....

Dear Sir/Madam,

My name is Dorine Munyasia Kisiangani. I am a master's student in Masinde Muliro University of Science and Technology in the department of Education Management and Planning. I hereby tender my request to carry out research on the social factors affecting boy child participation in education within Emuhaya Sub County.

I also wish to assure you that this questionnaire is to help me gather information mentioned above. The information you provide will not be used elsewhere other than for this research

Yours faithfully,

Dorine Munyasia Kisiangani (Researcher)

## **Appendix III-Questionnaire**

Dear respondent,

This questionnaire is to guide in gathering information on the social factors affecting boy child participation in education in Emuhaya sub county. The information you provide will not be used elsewhere other than for this research.

### **Section A**

Demographic Data

Kindly fill or tick appropriately on the spaces provided.

**Age:** Below 16[  ] 17-20[  ] 21-23[  ] 24 and above [  ]

**Cass category:** Form 1[  ] Form 2 [  ] Form 3 [  ] Form 4 [  ]

**Occupation of parents:** Employed [  ] Unemployed [  ]

**Parental level of income:** Below 3000[  ] 3000-5999[  ] 6000-6999[  ] 10, 000 and above

**Family background:** Single parent [  ] Married [  ]

**Parents education Background:** Primary level [  ] secondary level [  ] Tertiary [  ] others[ ]

**Section B**

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. The following are influences of child labor on the boy child

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
I prefer working to get money than being in school				
I work to supplement my fees				
Working hours have intercepted school attendance				
I work to pay for my school fees				
I have seen my friends dropping out of school to seek employment and they live better				
I get idle after school thus work				
No one questions when am out of school working				

B. The following are influences of drug and substance abuse on boy child participation in education

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
Boys drop out of school due to drug use				
Boys poor performance is associated with drug use				
Most cases of absentism are attributed to drug use				
Boys indiscipline in school is associated to drug use				
Boys experiment drugs while they are still in school				
Peer pressure in school initiates boys to use drugs				
Boys Lack of parental guidance and mentorship leads to drug use in school				

C. The following are the extent of parental level of income on boy child participation in education

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
My parents find it hard to sustain my education due to low income				
My families low income affects my studies greatly				
I have seen my fellow students dropping out of school due to lack of school fees				
I am regularly out of school due to lack of school fees				
I am always absent from school due to lack of school fees				

D. The following are the influence of cultural initiation process on boy child participation in education

<b>Statement</b>	<b>SA</b>	<b>A</b>	<b>D</b>	<b>SD</b>
I am taught to respect teachers				
Initiation intercepted with attendance to school				
My performance has improved after initiation				
I comfortably perform my roles while in school				
Initiation changed my perception of fellow students and some teachers				
Initiation has made me to be more responsible in school				
Initiation has made me more responsible to my studies				

What are the strategies to improve boy Childs education participation in Emuhaya Sub County?

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**Appendix IV–Interview Guide for Guidance and Counseling Masters and Deputy Principals**

Dear Respondent

This interview guide is to assist the interviewer with gathering information on social factors affecting boy child education participation in Emuhaya Sub County.

Kindly fill appropriately on the spaces provided

**Gender:** Male [  ] Female: [  ]

**Age:** Below30yrs [  ] 31-40yrs [  ] 41-50yrs [  ] Above 50yrs [  ]

**School Category:** sub county school [  ] county [  ] Extra county [  ]

**Respondent Category:** Deputy Head teacher [  ] Guidance and counseling [  ]

1. What is the influence of child labor on boy child participation in Education?

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2. What is the influence of drug and substance use on boy child participation in Education?

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3. What is the extent of parental level of income on boy child participation in Education?

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4. What is the influence of cultural initiation process on boy child education participation in Education?

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.....

5. What are the strategies to improve boy Childs education participation in Emuhaya Sub County?

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

## Appendix V- Emuhaya/Luanda Sub-County Secondary Schools Enrolment

TEACHERS SERVICE COMMISSION



**EMUHAYA/LUANDA SUB-COUNTY SECONDARY ENROLMENT BY CLASS AS AT FEBRUARY 2017**

S/NO	SCHOOL	FORM 1			FORM 2			FORM 3			FORM 4			GRAN TOTAL		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL									
1.	BUNYORE GIRLS	0	401	401	0	374	374	0	364	364	0	294	294	0	1433	1433
2.	EBUBAYI SEC SCHOOL	69	56	125	71	64	135	74	55	129	96	68	164	315	233	553
3.	EBURANGA SEC SCHOOL	48	61	109	54	60	114	54	46	100	48	51	99	204	213	422
4.	EBURHAYA SEC	25	44	69	24	55	79	22	41	63	28	38	66	95	176	277
5.	EBURKOLE SEC SCHOOL	34	10	44	16	15	31	20	16	36	22	17	39	97	58	150
6.	EBULONGA SEC SCHOOL	47	63	110	30	64	94	31	45	76	32	38	70	140	210	350
7.	EBURANGWE BOYS	135	0	135	108	0	108	48	0	48	30	0	30	321	0	321
8.	EBUSAKAMI GIRLS	0	156	156	0	186	186	0	181	181	0	164	164	0	687	687
9.	EBUSILOLI SEC	82	101	183	98	121	219	93	73	166	81	58	139	354	353	707
10.	EBUSIKATSI GIRLS	0	124	124	0	105	105	0	101	101	0	102	102	0	432	432
11.	EBUSSAMBA SEC	124	18	142	18	35	53	17	24	41	23	19	42	182	99	278
12.	EBUSUYUTI SEC SCHOOL	13	22	35	19	26	48	20	29	49	27	15	42	79	95	174
13.	EBUYALU SEC SCHOOL	16	29	45	27	27	54	17	16	33	11	20	31	71	92	163
14.	EBWALI SEC	47	33	80	53	50	103	77	32	109	55	37	92	232	152	384
15.	EBWIRANYI SEC	20	20	40	18	39	57	16	14	30	8	15	23	62	88	150
16.	EKAMANJI SEC	10	10	20	22	32	54	15	18	33	10	25	35	57	83	140
17.	EKWANDA SEC SCHOOL	83	52	135	70	52	122	73	36	109	56	40	96	282	180	462
18.	EKANYINYA SEC	72	74	146	67	102	169	50	56	106	56	56	112	245	288	533
19.	EMATSULI SEC	60	56	116	57	64	121	39	48	87	29	37	66	185	205	390
20.	EMMATSU SEC SCHOOL	20	34	54	32	48	80	24	32	56	25	16	41	108	130	231
21.	EMMUKUNZI SEC	18	28	46	16	33	49	11	29	40	21	14	35	66	104	170
22.	EMUSIRE BOYS	158	0	158	172	0	172	174	0	174	127	0	127	631	0	631
23.	ESALWA BOYS	140	0	140	105	0	105	122	0	122	103	0	103	470	0	470
24.	ESANDUMBA SEC	11	16	27	26	47	73	25	25	50	29	28	57	91	116	207

S/NO	SCHOOL	FORM 1			FORM 2			FORM 3			FORM 4			GRAN TOTAL		
		BOYS	GIRLS	TOTAL	BOYS	GIRLS	TOTAL									
25.	ESIBEYE SEC	61	61	122	53	89	143	47	44	91	47	48	95	208	213	421
26.	ESIBILA SEC	81	80	161	106	86	192	65	68	133	79	55	134	331	259	620
27.	ESSABA SEC	32	26	58	25	34	59	23	33	56	21	21	42	101	93	194
28.	ESSONG'OLO SEC SCHOOL	57	74	131	83	84	167	69	82	151	47	64	111	256	204	500
29.	ROBUNAKA BOYS	214	0	214	154	0	154	150	0	150	110	0	110	628	0	628
30.	ROBUNAKA GIRLS	0	110	110	0	118	118	0	89	89	0	87	87	0	404	404
31.	IBUBI GIRLS	0	115	115	0	104	104	0	108	108	0	82	82	0	409	409
32.	ITUMBU SEC	56	74	130	49	62	111	53	62	115	34	33	67	192	281	423
33.	KHWILIBA SEC	45	59	104	62	52	114	37	39	76	33	25	58	177	173	350
34.	KILINGI SEC	0	106	106	0	103	103	0	102	102	53	81	134	53	392	445
35.	MUMBOHA SEC	16	18	34	36	34	70	36	28	64	49	47	96	137	127	264
36.	MUNGOYE SEC SCHOOL	17	20	37	14	23	37	19	24	43	12	23	35	62	90	152
37.	MWITUHA SEC	49	77	126	47	90	137	49	42	91	38	49	87	183	253	441
38.	ST CLARES EBURUYA	3	4	7	4	7	11	4	4	8	0	0	0	11	11	26
TOTAL		1222	1099	2321	1272	1272	2544	1272	1272	2544	1272	1272	2544	5116	4613	9729

**Appendix VI- Emuhaya District Secondary Schools Enrolment**

**EMUHAYA DISTRICT**  
**R E: SECONDARY SCHOOLS ENROLMENT**

YEAR	FORM ONE		FORM II		FORM III		FORM IV		TOTAL		GRAND TOTAL
	B	G	B	G	B	G	B	G	B	G	
2010	1206	1381	1192	1367	1362	1356	1043	1069	4803	5173	9976
2011	1299	1459	1345	1460	1201	1402	1156	1246	5001	5507	10568
2012	1570	1910	1453	1583	1451	1450	1245	1257	5719	6200	11919
2013	1570	1910	1453	1583	1451	1450	1245	1257	5719	6216	11935
2014	1554	2041	1610	1886	1519	1538	1317	1261	5966	6703	12669
2015	1718	2181	1536	2008	1572	1826	1336	1335	6080	7440	13515



## Appendix VII- Research Permit from NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: <b>728409</b>	Date of Issue: <b>21/August/2019</b>
<b>RESEARCH LICENSE</b>	
	
<b>This is to Certify that Ms., Dorine Kisiangani of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Vihiga on the topic: SOCIAL FACTORS AFFECTING BOY CHILD'S EDUCATION PARTICIPATION IN EMUHAYA SUB COUNTY for the period ending : 21/August/2020.</b>	
License No: <b>NACOSTI/P/19/1071</b>	
<b>728409</b> Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
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The Grant of Research Licenses is Guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014

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1. The License is valid for the proposed research, location and specified period
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4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies
5. The License does not give authority to transfer research materials
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