

**INFLUENCE OF BOY-CHILD EDUCATION VULNERABILITIES ON
SUSTAINABLE DEVELOPMENT IN KAKAMEGA SOUTH SUB-COUNTY,
KENYA**

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**A Thesis Submitted in Partial Fulfillment of the Requirements for the
Conferment of the Degree of Master of Science in Disaster Management and
Sustainable Development of Masinde Muliro University of Science and
Technology**

November, 2024

DECLARATION AND CERTIFICATION

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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The undersigned certify that they have read and hereby recommend for acceptance of Masinde Muliro University of Science and Technology a thesis entitled '**Influence of Boy-Child Education Vulnerabilities on Sustainable Development in Kakamega South Sub-County, Kenya.**

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DEDICATION

This thesis is dedicated to my parents, Mr. Shadrack Chonge and Mrs. Agnes Khisa for their financial and moral support, my lovely Children Lorene, Britney, Esther, Isaac, and Joy, for their moral support, and to the people of Kakamega South Sub-county for allowing me to carry out this research.

ACKNOWLEDGEMENTS

I thank the Almighty God for making it possible for me to undertake and complete this research. This work was accomplished with contributions from other people, and I will always thank them for their support, encouragement, and constructive criticism. Special thanks go to my supervisors, Prof. Janet Kassilly and Dr. Ruth Simiyu, of Masinde Muliro University of Science and Technology, for their expert guidance and patience as they read this work. I also appreciate the input of the entire School of Disaster Management and Humanitarian Assistance (SDMHA) staff and my classmates, friends, and mentors for their significant input. Special gratitude goes to; Dr. F. Nabiswa, Dr. Sussy Kimokoti, Dr. Maurice Pepela, Mrs. Jane Munika, Dr. James Omondi, and Dr. D. Otwor, for their scholarly and significant input to this thesis. I also wish to thank my research assistants for collecting data, the boy-child respondents, household heads, teachers, government administrators, religious leaders, and local leaders whose invaluable contributions made this study successful. I am grateful to my family members for bearing with my busy schedule during the research and; to my siblings, Lydia, Jared, and David, for their unconditional support, prayers and constant encouragement never to give up.

ABSTRACT

Education holds strategic advantages for meeting Sustainable Development Goals and vision 2030. However, globally, there has been a trend of deterioration in primary education attainment level among boys due to school dropout, with little research on their learning experiences and how it may affect the 2030 global agenda. Despite the government of Kenya putting in place strategies and relevant education policies to ensure Education For All, gender-based education imbalance still exists, signifying low returns on investment. This study sought to examine the influence of boy-child education vulnerabilities on sustainable development in Kakamega South Sub-county, Kenya. The specific objectives were to: establish causes of boy-child education vulnerabilities to access and retention in public primary schools; determine the relationship between boy-child education vulnerabilities and sustainable development; examine the contributions of boy-child education on sustainable development and evaluate strategic measures for enhancing boy-child education and sustainable development in Kakamega South sub county, Kenya. The research was guided by modernization theory and the theory of masculinities vis-à-vis feminism; and adopted descriptive and correlation research designs. The study population comprised household heads, boy-child school dropouts, School Boards of Management, Education officers, Probation officer, Primary school Head teachers, children's officer and county development officer. Probability sampling was used for the 384 household heads who were selected using random technique. Quota sampling method was used for the 24 Board of Management and 12 boy-child school dropout discussants who were selected through snowballing. 27 Key informants were sampled through purposive and cluster random procedure. Primary data was collected by use of questionnaires, interview schedules, observation checklists, Focus Group Discussion guides and feedback sessions, while secondary data was collected by document analysis. Quantitative data was analyzed using Statistical Package for Social Scientists (SPSS) Version 22 whereby descriptive statistics particularly frequencies and percentages were used to summarize data and correlation tests were used to explain relationships among the variables. The results were presented in tables and figures. Qualitative data was analysed by narrative reports using thematic techniques and presented as verbatim quotations. The research established that family related factors (35%), socioeconomic factors (25%) and Socio-cultural factors (23%) were the major causes of boy-child education vulnerabilities to access and retention. Relationship between boy-child education vulnerabilities and Sustainable Development is through economic issues (84.2%) and Management of family and environmental resources (80%). Results indicate that education contributes to improved ethics, (89%) and poverty alleviation (76%) on strategic measures, all stakeholders have a role to mitigate boy-child dropouts and reduce education imbalance (98%) and there is need for stimulation of inclusive economic growth through community projects (92%) and economic and institutional reforms (78%). Overall conclusion was that education access for the boy-child in Kakamega South is satisfactory but retention to completion has not been achieved due to school dropout occasioned by family related, social cultural and socio-economic factors. The study recommends that policy makers should re-evaluate existing policies and ensure affirmative action for the boy-child, the government of Kenya should reinforce child labor laws, strengthen and enforce education policies at the grassroots and education awareness campaigns to address both genders without any form of bias.

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OPERATIONALIZATION OF KEY TERMS

Basic education	Refers to class 18 of primary education.
<i>Boda Boda Business:</i>	Is a nomadic transport where people and goods are transported by use of motorcycles or and bicycles
Boy-child Education:	The instructional and learning system that seeks to open a boy-child's mind to learn new things and pursue different options that eventually lead to personal and community advancement by harnessing available human and natural resources.
Boy-Child:	A male human of age between 5-18 years in Kakamega South-Sub-county.
Completion:	Refers to the process of finishing the last year of basic primary education.
Cultural practices:	the manifestation of a culture in regard to the tradition & customary practices of a particular ethnic groups.
<i>Disco matanga:</i>	Refers to the local disco that involves partying at a funeral and normally happens at night.
Dropout:	Leaving school of pupils without completing basic primary school education
Education:	Is the act of teaching and receiving knowledge in Primary schools
Education Vulnerabilities	These are prevailing challenges faced by the boy child in the effort to acquire education
Family:	a group of persons united by the ties of marriage, blood, or adoption, constituting a

	single household and interacting with each other in their respective social positions
Free Primary Education:	Refers to a learning process where no child can be denied access to school or doing examinations because he or she is unable to pay fees
Gender:	Social and cultural distinctions between men and women where distinctions refer to roles, relations, and identities associated with sex.
Girl-child:	A female human between 5-18 years
Retention:	holding on until you achieve various learning levels up to desired completion.
Socio-economic activities:	These are activities practiced by the community for financial gains in.
Socio-economic status:	This is a social standing or class of a group or an individual measured by education, income, and occupation.
Status of the boy-child education:	refers to the level of enrolment and retention in school for the boy-child.
Sustainable Development:	This is the development educational attainment for sustainable livelihoods in order to improve the level of education, economic and social well-being for the current and future generation without compromising available resources.

Transition:	Refers to completing primary school education cycle and moving to secondary school then proceeding to the tertiary/ university.
Vulnerabilities:	These are the risks and challenges that make the boy-child susceptible to dropping out of school,.

ABBREVIATIONS AND ACRONYMS

AGI-K	Adolescents Girls Initiative, Kenya
BOM	Board of Management
CFSI	Child-Friendly Schools Initiative
EFA	Education for All
EFS	Education for Sustainability
ESD	Education for Sustainable Development
GER	The gross enrolment ratio
GoK	Government of Kenya
GBV	Gender Based Violence
ILO	International Labour Organization
KCPE	Kenya Certificate of Primary Education
KCHS	Kenya Counties Household Survey
KNBS	Kenya National Bureau of Statistics
KNEC	Kenya National Examination Council
MDGs	Millennium Development Goals
MOES&T	Ministry of Education, Science and Technology
NER	Net Enrolment Ration
NFE	Non- formal Education
NGEC	National Gender and Equality Commission
PTA	Parents Teachers Association
SD	Sustainable Development
SDGs	Sustainable Development Goals
SE	Sustainable Education

SES	Social economic status
UNDAF	United Nations Development Assistance Framework
UNESCO	United Nations Educational, Scientific and Cultural Organization
UNICEF	United Nations International Children’s Emergency Fund
USAID	United States Agency for International Development

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The United Nations Agenda 21 defines education as a crucial tool for achieving sustainable development and outlines specific action areas for action (United Nations, 1992). Ojiambo (2009) emphasizes that higher levels of educational attainment lead to increased wealth generation and better income distribution, influencing the overall pace of economic growth in society. Additionally, Lutz (2008) connects a country's level of educational attainment to the quality of its governance and the effectiveness of its institutions.

Husna Afriani (2021) highlights that good performance in education, training, and research is critical to improving human capital, which in turn enhances productivity. As a result, a country that fails to develop and efficiently use its population's talents and knowledge would not accomplish economic growth and development (Cypher, 2014). Hanushek and Woessmann (2010) concur that a population's cognitive skills are inextricably related to long-term economic success and social improvement.

In September 2015, the United Nations (UN) General Assembly adopted education as the fourth of the 17 global goals within the Vision 2030 Global Agenda. The goal is to bring about policy changes that will ensure quality and equitable education for all by 2030 (UN, 2015). This led to a global commitment by the heads of all signatory

countries to achieve Education for All (EFA) by investing in and developing gender-sensitive policies that ensure a school environment is friendly to everyone (Global, 2010). However, both the global South and global North are experiencing a decline in education attainment among boys (UNESCO, 2018). In countries such as the United States, the United Kingdom, Brazil, Mongolia, Malaysia, the Philippines, and Thailand, it has been observed that boys tend to underachieve in national examinations. They are more likely to drop out of school and are also more susceptible to corporal punishment while in educational settings (Zimba, 2015).

Sub-Saharan Africa has made significant strides in primary school enrollment, increasing from 52 percent in 1990 to 78 percent in 2012, according to a UNESCO report from 2018. However, the report also indicated that dropout rates remain high across the region, with boys being more likely than girls to leave school (Ullah & Ullah, 2019). According to Keeley and Little (2017), disparities in school dropout rates begin around age 10 for boys to age 15 to 17, where approximately 19.2% of boys drop out of school compared to 8.5% of girls during the same period. The reasons for dropping out of school differ from region to region. The trend of boys dropping out of school began with a cohort of 620,000 boys and 586,000 girls who entered standard one in 2005. By 2010, the number of boys remaining in school had decreased to 558,000 and 562,000 for girls. This was the first time that national enrollment of girls in primary schools exceeded that of boys (UNESCO, 2012).

In Tanzania, gender inequality in education has been increasingly observed year after year, despite ongoing teaching and learning processes (MOEVCBEST, 1998-2012). While researchers focus on investigating various factors that affect academic

performance, poverty an important variable contributing to the decline has been largely overlooked (Twaweza, 2013).

In Kenya, research has shown an educational imbalance among counties based on their geographical locations (Horvath, 2017). To address the growing gender gap, the government of Kenya has committed to making significant investments in education. This includes developing gender-sensitive education systems and policies aimed at promoting social equality and non-discrimination, to achieve free, quality, and equitable primary education by 2030 (Ackah, 2019). As a result of these efforts, there has been nearly complete gender parity in primary school enrollment. However, disparities in retention still exist between different regions based on geographical location. This indicates that the investments made have not yielded equal benefits across all areas (Owano, 2014).

Imana (2020) links education vulnerabilities to political interference in the education process and replacing policy-making apparatus without proper consultation with all the stakeholders. On the other hand (Nganga & Kambutu, 2019) indicates family-related factors, School-related factors and culture as having an immense influence on the boy-child dropout. For instance, in the central part of Kenya, the boy-child chooses to engage in existing economic activities like *boda boda* business and drug trafficking, as opposed to going to school. In Eastern Kenya, the boy-child prefers to take up *miraa* farming as it is more lucrative than being in school. In counties within the Rift Valley, and western Kenya, Socio-cultural factors, customs, and beliefs such as traditional circumcision influences the boy-child Education (Anne, 2019).

In Kakamega County, the region being sugarcane farming and processing zone, the boy-child doubles up school and manual work like weeding, cutting loading of sugarcane, and other work in the factories that don't require specialized skills to supplement their family income (Wasike, Kiprop & Ndaita 2020). According to NGECE (2015), combining child labor through part-time or casual jobs with school causes boys to have less time for important studies, which ultimately affects their academic achievement.

The 2011–2013 completion rate evaluation in Kakamega County revealed a gender-based educational disparity, prompting the then-cabinet secretary for education to launch a probe (GOK, 2014). In 2013, for instance, a total of 37,680 students took the KCPE exams; 18,224 of these candidates were male, and 19,456 were female. In the studied region of Kakamega South Sub-county, there was a significant gender gap; of the 1963 candidates that took the exam, 893 were males and 1070 were girls, indicating gender parity (KNEC, 2014).

Most households in Kakamega South sub-county earn less than Ksh. 3,252 per month, indicating that they are considered to be in poverty, according to KNBS (2019) and data from KCHS used to compute various socio-economic indicators necessary for monitoring SDGs and National Development plans. Despite the availability of resources like land and gold that, if properly used, might spur economic growth, the poverty level in Kakamega South sub-county is likewise high, with a poverty score of 53%, higher than the government's poverty rating of 49% (KNBS, 2019). In light of this, the study aimed to examine the influence of boy-child education vulnerabilities to access and retention in school on sustainable development in Kakamega South Sub-county Kakamega County, Kenya.

1.2 Statement of the Problem

Free Primary Education refers to the provision of primary education for all children aged 5 to 17 years, as well as for adults over 18 who have not had the opportunity to attend school (Naomi, 2010). The Kenyan government has implemented strategies to achieve Goal 4 of the 17 Global Goals, which aims to ensure inclusive and equitable quality education and promote lifelong learning opportunities for everyone (Elfert, 2019). The guarantee to access education equity and quality plays a critical role in the attainment of social justice and empowerment of people irrespective of their social, economic, political, and cultural backgrounds, hence giving them a chance to improve their lives and get out of the poverty cycle (Nderitu, 2016).

However, the initiative to achieve gender parity has been faced with various predicaments that include the widening gap between the rich and the poor and over-emphasis on girl-child education through girl-child empowerment campaigns, donor agencies, and non-governmental organizations. The advocacy through policies, capacity building, gender mainstreaming campaigns, education scholarships, and the adoption of 11th October as the International Day for the girl-child has yielded gains for the girl-child with minimum gains due to the boy-child making him vulnerable (FAWE, 2019; Plan International, 2015; 2018).

The effects of boy-child not being directly addressed in the gender equality agenda is likely to be manifested in increased conflicts with the law and low self-esteem that may end to violence, truancy and drug and substance abuse. The net effect to the country will be low skills development and impaired development and socially, there will be failed marriages, dysfunctional families and high incidences of Gender Based Violence (GBV) (Kiruki, Kendagor & Vundi, 2021).

The 2014 Basic Education Statistical Booklet highlighted a gender imbalance in the completion of basic primary education, primarily due to high dropout rates in the final two classes of the primary education cycle. The dropout rates for boys were 13.6% and 23.1%, respectively, and these rates varied by region (Ndegwa, 2019). Additionally, studies have shown that despite the introduction of Free Primary Education (FPE) and subsidized day secondary education, the transition rates from primary to secondary schools in Kakamega South Sub-county remain low. The average transition rate is only 31.7%, significantly lower than the national average of 70.8% (Imana, 2020).

The significance of this trend in a patriarchal culture, which traditionally views the boy-child as the future head of the household responsible for making key development decisions, could have far-reaching effects. This perspective may pose a significant obstacle to achieving Sustainable Development Goal (SDG) 4, which is essential for realizing the 17 global goals that support the Vision 2030 agenda. In addition, the majority of households in Kakamega South Sub-county earn less than Ksh3,252, making them people who live in poverty with a poverty index of 53%, higher than the government's poverty index of 49%, according to an analysis of data from KNBS (2019) and KCHS that is used to compute various socio-economic indicators necessary for monitoring SDGs and National Development plans on the sub-county development (KNBS, 2019).

Akeri (2015) indicates a significant relationship between household socioeconomic level and school dropout. Yet research in Kenya has primarily concentrated on the learning experiences and outcomes of the girl child, without a systematic analysis of the contexts in which boys engage with learning. This oversight misses the potential

impact that boys can have in breaking the vicious cycle of poverty and dropout rates. Therefore, this study aims to examine how the vulnerabilities faced by the boy child in education influence sustainable development in Kakamega South Sub-County, Kenya.

1.3 Research Objectives

The study was guided by the following objectives:

1.3.1 Overall Objective

The overall objective of this study was to examine the influence of boy-child education vulnerabilities on sustainable development in Kakamega South Sub-county, Kenya

1.3.2 Specific Objectives

The specific objectives were to;

- i. Establish the causes of boy-child education vulnerabilities to access and retention in public primary schools in Kakamega South Sub-county, Kenya.
- ii. Determine the relationship between boy-child education vulnerabilities and sustainable development in Kakamega South Sub-county, Kenya
- iii. Examine the contributions of boy child education on sustainable development in Kakamega South Sub-county, Kenya.
- iv. Evaluate strategic measures for enhancing boy-child education and Sustainable Development in Kakamega South Sub-county, Kenya.

1.4 Research Question

The research was guided by the following research questions:

- i. What are the causes of boy-child education vulnerabilities to access and retention in Kakamega South Sub-county, Kenya?

- ii. What is the relationship between boy-child education vulnerabilities and sustainable development in Kakamega South Sub- County, Kenya?
- iii. How does the boy-child education contribute to Sustainable Development in Kakamega South Sub- County, Kenya?
- iv. What are the strategic measures to enhance the boy child education and Sustainable Development in Kakamega South Sub-County, Kenya?

1.5 Justification of the study

1.5.1 Academic Justification

Education plays a crucial role in achieving the Sustainable Development Goals outlined in the Vision 2030 global agenda. It is a right that is universally recognized and protected by legal and policy frameworks, such as the Convention on the Rights of the Child (CRC), which promotes the right to quality and non-discriminatory education (Comment, 2013). However, there is a concerning trend of educational imbalance, particularly in the completion of basic primary education. According to the 2014 Basic Education Statistical Booklet, high dropout rates have been observed among boys in the final two classes of the primary education cycle, with rates of 13.6% and 23.1% respectively varying by region (Ndegwa, 2019).

In 2014, Kakamega South Sub-county exhibited a significant gender disparity in education. Out of 1,963 candidates who sat for the exams, 893 were boys and 1,070 were girls. This situation placed the county among the 21 that were highlighted for an investigation into why the boy child was falling behind (NGEC, 2015). Notably, research in Kenya has predominantly focused on the learning experiences and outcomes of the girl child, neglecting to systematically analyze the contexts in which boys engage with learning. Additionally, there has been little to no research on the

vulnerabilities faced by the boy-child in education and their impact on Sustainable Development. This study was motivated by this knowledge gap and aims to provide future researchers with valuable insights.

1.5.2 Policy justification

This study aims to assist policymakers in developing new policies and reassessing existing ones to ensure more effective implementation in Kakamega South Sub-County. Its goal is to promote equal opportunities for all and to focus on how policies are translated into action. This is particularly important for addressing the educational vulnerabilities that affect boys and for achieving Vision 2030.

1.6 Scope of the study

The study was conducted in public primary schools in Kakamega South Sub-county, Kakamega County, Kenya. It examined the influence of boy-child education vulnerabilities on sustainable development in this region. The target population consisted of boy dropouts from primary schools, specifically those aged between 12 and 18 years, along with their household heads. The primary respondents were the household heads, and the unit of analysis focused on the boy dropouts.

To effectively peruse the study the researcher narrowed down to a periodization of between 2003 when FPE was implemented in Kenya and 2015 when the first cohort of free primary education were expected to have completed Primary education. The major stakeholders in the study included, School head teachers, Sub-county Director of education, County Director of education, BOMs; PTA chairs and School sponsors, County children officer, County probation officer and County development officer.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher evaluated reports, journals, and books with information on how boy-child education affects society's sustainable development. It also formed the foundation and assisted in identifying the gaps in knowledge and weaknesses in previous studies on the influence of boy-child education vulnerabilities on sustainable development in Kakamega South Sub-county, Kenya.

The main areas of coverage were to establish the causes of boy-child education vulnerabilities to access and retention in school, determine the relationship between boy-child education vulnerabilities and sustainable development, examine the contributions of boy-child education on sustainable development, and evaluate strategic measures for enhancing boy-child education and sustainable development (social, economic, environmental, and human pillars), in line with the SDGs and vision 2030 global agenda.

2.2 The Concept of Education and Sustainable Development

Education is a collection of skills and competencies that contribute to a country's human capital and economic growth (WEF 2016). It is universally recognized as a human right that is safeguarded by various legal and policy frameworks (Ackah, 2019). The United Nations identifies education as Goal 4 of the 17 Sustainable Development Goals (SDGs) and sees it as a crucial tool for achieving all 17 global goals for sustainable development (UN, 2015). Additionally, education encompasses the knowledge, skills, and understanding gained from attending school, which ultimately enhances the quality of life (Mundi, 2008). Mundi goes on to say that

education is a continuous process that offers chances to engage with individuals from various backgrounds and results in a deeper comprehension and exposure to the ways that people around the world live and think.

Education has a far more profound significance than just memorizing facts or following a set of rules; it also involves allowing oneself to be open to new ideas and possibilities (UNESCO, 2006). A clearer vision and a greater openness to change and reform are two benefits of choosing higher education.

Basha (2017) notes that education leads to cultural changes, resulting in transitions and alterations within society, as seen in various aspects of human culture. These changes include shifts in values, norms, cultural ideas, family relationships, and both democratic and political practices. Furthermore, Basha (2017) emphasizes that education fosters leadership and governance at local, regional, and national levels through social activities that enhance individuals' abilities and attitudes. Thus, education plays a crucial role in human development, providing knowledge that drives innovation and the implementation of new ideas for societal growth. It enables individuals to evolve from mere survival to truly living life.

Countries around the world are increasingly focused on developing their human capital to compete for jobs and attract investments in a globalized economy, as well as to enhance creativity in problem-solving. For instance, in Western education, men have often been socialized to be the primary breadwinners and decision-makers in their families. To meet social expectations, many traditional African families prioritize the education of males, both formally and informally. Every family and community strives to raise boys who are productive, healthy, and well-rounded in

mental, social, psychological, and physical aspects. This development enables them to care for their families and contribute positively to society.

Ojiambo (2009) emphasizes that the wealth of nations is largely determined by their ability to develop human resources rather than relying solely on physical resources. He argues that a country that fails to cultivate the skills and knowledge of its population and apply them effectively in the national economy will struggle to achieve overall development. This recognition of the crucial role of education in society has sparked concerns regarding the quality of education being offered in schools, families, and communities. Education and training are essential tools for accelerating social and economic development, particularly for industrialization in the 21st century (Republic of Kenya, 2003). Against this backdrop, this research focuses on the boy-child education vulnerabilities and their contribution to sustainable development in Kakamega South Sub-County.

2.2 The current state of education for boys

In today's world, formal education is a value promoted by society and is often prioritized over informal education. In 1990, the Education for All (EFA) initiative was launched to ensure that by 2015, all children would have access to education (UNESCO, 2006). However, this effort has encountered several challenges related to access and retention in schools. According to Mwangi (2004), although the introduction of free primary education led to increased enrollment, retaining students until completion remains a challenge in many parts of the world. A significant number of boys, in particular, still end up out of school, facing educational disadvantages.

Recent reports indicate that girls are beginning to outperform boys in literacy by as much as 10%, according to the Kenya Government Report (GoK, 2010). Fortunately, the challenges faced by boys are not being overlooked. Public attention, along with media and academic discussions, has started to focus on this issue. There is a recognized "boy crisis" and a growing gender gap between boys and girls, as highlighted in recent headlines and studies. A 2015 report by the Kenya National Bureau of Statistics (KNBS) on enrollment trends and age predictions for children aged 6 to 13 shows that boys are becoming marginalized, while girls are increasingly taking charge in schools.

Pike, (2020) attests that more women are taking up the providence role and expanding their influence in the society on the political and social front, as witnessed in majority of day to day life activities that appears to be run by the girls. Therefore if the emerging gender gap is not addressed the boy-child will form an endangered species, lagging behind in every aspect of life. Perhaps as a way of trying to find some foothold in life, boys are commonly starting to identify with gangs such as Mungiki in Central Kenya, Chinkororo in Kisii, Msumbiji in Western Kenya, MRC at the Coast and many others which exist to serve their members for criminal purposes, of course not forgetting international terror groups such as Al shaabab or Al queida (UNGEI, 2015). Makori (2014) attests that while girls are busy in school working hard and creating more space for themselves, the boy child appear to be wandering around and becoming victims of militarism, political hooliganism, jails and violence among others. This begins to reveal the collapse of societal systems responsible for proper formation of the boy-child.

According to Orodho (2014) enrolment of girls increased in the last 15 years but the participation of boys in education has reduced in many regions. This is corroborated by Chege (2011) close analysis on education between years 2007-2011 that revealed that even where enrolment is higher, the boy-child who drop out of school is higher too. (Juma, 2019) notes that those who manage to end up as university graduates do not have much to celebrate as many of them are frustrated and suffer unemployment. Hence discouraging the young boy-child who appear to feel that even if they go to school and attain degrees, these degrees have no meaning since they don't get formal employment. As a result, many opt to drop out of school only to end up competing for manual jobs. This will impact on socio-economic and political development (UNESCO, 2005).

2.3.1 Causes of boy-child education vulnerability

In 2015 Commonwealth Education Ministers had a Conference to examine the factors contributing to boys' underperformance in education and developed recommendations. The conference established factors such as biological differences being an influence to capacities and interests, systemic gender biases that discourage boys from taking up what is perceived to be "feminine" skills and activities, languages and reading, teaching methodology and family socio-economic such as income, family structure and parental education contributed to education vulnerabilities for the boy-child (Cuttance & Thompson, 2008). Other factors cited were the home environment, poverty, school environment, and peer pressure during adolescence.

Further, UNESCO's new report Leave no Child Behind (2018): indicates a global phenomenon of child labor and poverty prevent boys from engaging fully with

learning and contribute to repetition and dropout. In addition lack of a protective legal framework for a minimum employment age contributes to school dropout, it was established that out of 146 countries, only 55 countries have aligned minimum age of employment to above 15 and stipulated years of compulsory education. The shortcoming is that the minimum age for employment is reinforced in formal employment and little is derived to informal employment.

The United Nations Children Fund (UNICEF) concluded that both in the global south and global north, children from the low income households are at higher risk to be out of school than those of the wealthiest households. Across 65 high and middle-income countries, by 2015, 14% of the boy-child and 9% of girl-child did not attain the baseline level of proficiency in reading, six out of ten students who did not attain the baseline level of proficiency was the boy-child (OECD, 2015).

In Nigeria for example, an evaluation of the Girls Education Programme revealed gender variations in enrolment and attendance patterns in the 6 GEP States of Northern Nigeria. Attendance rates for boys decreased from 19.6% in 2005/2006 to 15.4% in 2006-2007, on average dropout rate stood at 7.1% between 2005 and 2007 (GEP, 2006). In Uganda, culture among the Karamojong pastoralist is prioritized and parents are torn between their children's education and keeping livestock as the family's primary source of livelihood and identity resulting in the loss of boy-child education (Namukwaya & Kibirige 2014).

In Kenya, Inganga (2012) identifies factors that increase boy-child education vulnerability as home and school related factors. Hamasi (2012) ascertains that the boy child education vulnerability is worrying not only in marginal areas but all over

Kenya and most of the boy-child abandon school to engage in illegal activities like child labour. Maku (2005) agrees that home related factors such as socio-cultural factors, family related factors, the size of the household, income of parents, education level of parents and type and level of interaction between parents and children with regard to schoolwork either increase or reduce education vulnerability. The causes are discussed in the following subsections;

2.3.1.1 Family Related Factors

According to Orodho (2014) family related factors like broken family structures consistently lead to education difficulties for the boy-child. The US center for marriage and family released a study that established that children from non- intact families have significantly high rates of difficulty with consistency in education. The research further indicates that children exposed to domestic violence are at an increased risk of dropping out of school since they develop cognitive and attitudinal problems which affect the academic performance (Child Welfare Information Gateway 2009).

According to Wangudi (2019) academic performance, for boys from intact families with a present and supportive father figure is better compared to those from absentee father or non-supportive father figures. Wangudi further notes that boys from the later families suffer vulnerability to drugs and substance abuse while seeking identity with their peers which may lead to education vulnerability.

2.3.1.2 Socio-economic Status (SES)

Socio-economic status is determined by an individual's achievements in education, employment, occupational status, income and wealth generation (Considine, 2002). According to Margetts (2000) low-income households have less educational chances

than their high- or middle-income counterparts. Margetts further notes that the boy-child from low socio-economic status families is likely to exhibit lower school retention rates since they exhibit higher levels of problematic school behavior like absenteeism and are less likely to further their education levels. This then exposes them to have less successful school-to-labour market transitions.

According to Cardoso (2007) family income is an important factor in determining access to education hence low family income increases the boy-child education vulnerability. A study carried out in Malawi on basic education in developing countries indicated that households with low income in the rural and urban squatter engage the boy-child to informal economic activities like child labour in order to support household survival. This then limits their retention in school. Poor economic growth in Kenya has led to persistent poverty among Kenyan households where majority of Kenyans live below the poverty line and are therefore unable to access basic services like food, shelter, health and education (Republic of Kenya, 2002).

Although the government of Kenya has subsidized primary education, there are direct and indirect Levis that are supposed to be met by parents. Moyi (2011) established that children from poor family settings combine schooling and other economic activities such as household chores, farm work, work outside homes and family business in order to earn income to pay school extra levis and meet other school requirements. According to Kadenyi and Kamuyu (2006), majority of children who combine education and economic activity typically perform poorly in school. Consequently, the Kenya Institute of Public Research Household Analysis (2003) affirms that household poverty levels often pushes the boy-child to do menial jobs to supplement the meager family income and in the process they are not able to balance

school and work whereby most of them end up preferring the manual jobs to education and eventually they drop out of school.

Jentsch & Reiter (2018) demonstrates that social background remains one of the significant sources of educational inequality. The success in education for the boy-child depends very strongly on the socioeconomic status of the household head. However, Jentsch notes that some families with high SES too suffers education dropout because the boy-child is assured of inheritance of properties from parents and he feels contented at the expense of education, yet parents may have a low income and a low occupation status but transmit high educational aspirations to their children.

Akeri (2015) conducted a study in; Nairobi, Kajiado, Kiambu, Kilifi, Busia and Siaya established that patterns of failing or dropping in the KCPE closely followed variations in economic development of each county. The study noted that developed sub-counties had least dropouts with high percentage of progression to secondary for both sexes. Morgan, Farkas, Hillemier and Maczuga (2009) affirms that children from low social economic status households and communities are slow in developing academic skills compared to children from higher social economic status. In other words, the social and economic components of socioeconomic status may have distinct and separate influences on educational outcomes. The gap identified is the effect of education on socio-economic development.

2.3.1.4 Education Level of Parents

Education level of the household heads is influential in determining the education level of the children (Ersado, 2005). Thus, household heads with professional qualifications ensure that their children attend school by creating conducive environment at home for learning activities and encouragement (MOE, 2010). A

study done in England and Wales, established that parental encouragement is important in determining the educability of the children where by parents with high level of education are role models and encourages the children to take after them hence education is consistent while parents with low level of education, most children struggle to complete school (Ndaruhutse, 2008).

2.3.2 School-related Factors

According to Brostrom (2000), retention and transition of the boy-child can also be affected by school environments and school related factors like availability of school learning resources, long distance from home to school, teachers attitude and school extra Levis. Ndaruhutse (2008) notes that lack of mentors; absenteeism, victimization, inadequate facilities, and poor academic performance increase the boy-child education vulnerabilities. According to Kiriikua (2010) children from poor families reach school late because of long distance walk or at times engaging in domestic chores before going to school. This then attracts punishment at school which make school environment to be perceived as hostile and may lead to school dropout. In Kenyan rural areas pupils are expected to engage in domestic chores after and before going to school, hence may not be able to do school homework or be absentees from school because they fear punishment from teachers. This research sought to determine mitigation strategies for boy-child education in the Kakamega South sub-county.

2.3.3 Political Interference and policy implementation

Amutabi (2003) established that Political interference in the education process, policy environment, and political rhetoric replacing policy-making apparatus with decrees has been characterized by a lack of popular consultation, and the education sector has been seriously affected. Over the years, this has initiated an uneasy relationship between the political establishment and various educational stakeholders which has

negatively impacted policy formulation and implementation of educational programs. Additionally, the Ministry of Labour and Social Security and the children's department has failed to monitor the implementation of the labour policy on both formal and informal employment, a reason why young boys within the age of compulsory education are found doing informal jobs like *bodaboda* riding, working on farms, and hawking because of there is no strict enforcement of the policy.

2.4 Status of Boy-Child Education in Kenya

Over the years, the Kenyan government has vigorously expanded access to a quality and relevant education system offering equal opportunity to all, thereby ensuring equity and Education For All (EFA). This has been done by developing policies geared towards social equality and nondiscrimination in the educational sector. Furthermore, the government adopted the Kenya Education Sector Support Program (KESSP, 2005) to ensure equitable access to quality education and development of competent manpower. In addition, the Kenya Government has adopted Vision 2030 in which education is enshrined as a driving force to its achievement. These Education reforms are geared towards making the country globally competitive through providing competent workforce and developing realistic gender-sensitive benchmarks (EFA, 2015).

Despite the fore mentioned efforts by the Government to ensure education for all, the number of boys who join and remain in school have been going down in virtually all counties in Kenya (Maicibi, 2005). The Kenya Institute for Public Policy Research and Analysis (KIPPRA) Report (2009) established that gender disparities in Kenya differ by region. Statistics from the Ministry of Education show that the number of boys retained in school is less than that of girl's in the past ten years at the ratio of

48% and 52%, respectively (GoK, 2014). Oxfam (2005) indicates that EFA may not be achieved due to the most innovative and enterprising initiatives that are biased toward promoting girl-child education with little attention to the challenges that directly affect the boy-child of the same age.

Akinyi (2012) concurs that while the girl-child is offered support from many organizations and school; the boy-child is not seen in the same light and is not given the same level of support. Onsarigo (2013) established that the over emphasis on the girl-child education in Central Counties in Kenya, led to the decline of the boy-child enrolment and completion of school. Due to readily available illicit income generation work force like working in coffee farms, tea farms, quarries, hawking and on rice farms especially in areas like Mwea, Nyandarua and Murang'a.

In the western region, boy-child education is endangered with the rate of the boy-child school dropout. For instance, in Bungoma County, most young men in informal business popularly known as *bodaboda* are school dropout either at primary level or secondary level (Wachie, 2011). Other factors that increase boy-child education vulnerabilities include drug abuse, where by the boy-child is exposed to drug abuse is noted to register low levels of concentration, have bad relationships with other students, and record poor performance (Muoti, 2014). Eliud (2014) attests that other young boys are misdirected to venturing into drugs as an economic activity and finds it more lucrative despite the risk factors, and they end up dropping out of school to concentrate on the venture. Jonkoping (2017) argues that drug usage and deviant behavior are intertwined since students are seen to abandon school as they begin to use drugs.

On the other hand, Muthikwa (2016) conjoins drug use to peer pressure and cultural activities among the adolescent boy-child. UNICEF (2006) & Changach (2012) posited that several factors that increase boy-child education vulnerabilities have stemmed from home environment to school-related factors where parents are more concerned about the whereabouts of the girl-child in the evening than the boy-child. This is based on the assumption that the boy-child can take care of themselves. This freedom has made the boy child vulnerable to drug abuse.

Other factors according to Wasike *et al.* (2020) are the level of education attained by the parents, increases the chances of enrolling and sustaining the child through monitoring and provision of school requirements instead of perceiving that boys are able to take care of themselves. Symeou *et al.* (2012) agree that most parents without permanent jobs depend on casual employment and they may consider their children as economic assets.

2.5 Interventions by the Government of Kenya in achieving gender parity in education

The history of education in Kenya is traced back to the railway expansion from Mombasa to Uganda, which began in 1896 and reached Kisumu on the shores of Lake Victoria in 1901. This encouraged missionaries to establish schools that played a significant role in the growth of education in Kenya. Kenya has been committed to providing basic education since its independence in 1963. This is shown in the many interventions made through education policies, including the 2010 Constitution, Education Bills, Children's Rights Bills, Economic Plans, Sessional Papers, and other development plans (Education for All Global Monitoring Report 2014). However, four decades later, a significant percentage of pupils in arid and semi-arid areas are

unable to attend school (UNESCO 2000). As a result, additional interventions were implemented to reach the UPE goal. Interventions include:

2.5.1 The Millennium Development Goals (MDGs)

In September 2000, Kenya joined 189 country heads that signed the Millennium Declaration in which they committed to achieving eight measurable goals (MDGs of which education is one of them). Education was formally recognized as a necessary component for fulfilment of political, economic, social and civil rights (Margaret & Ngugi *et al.*, 2015). These led to endorsement of EFA goals by the MGDs with set targets to ensure that free and compulsory primary education for all was to be attained by 2015.

The MDGs are recognized as having significantly shaped the global policy debate and resource allocations for development cooperation by raising the profile of critical aspects of development (UNESCO, 2015). At the national level, the government of Kenya generated new data that helped to build greater commitment to achieving UPE hence, introduced free primary education (FPE), as a fundamental right of all children articulated in the Children's Act of 2001 (RoK 2003a).

Watkins 2013 and Darrow (2012) indicate that the lack of attention to governance in the MDG framework translated into a lack of focus on issues of education inequality and poverty, undermining the achievement of the goals. On the other hand, Waterhouse R. (2007) posits that the government emphasis on affirmative action to compensate for historical and emerging inequalities and disparities in all areas in Nation Building, concentrated on the girl-child empowerment, as opposed to the boy-child creating new inequalities in society. For instance, Goals 3 & 5 were biased to the girl child and women in education and development (2015; UN, 2000).

2.5.2 Free Primary Education Policy, 2003 in Kenya

In 2003, the Government organized the National Conference on Education and Training that brought together different players in education to review the education policies and how much they have contributed to achieving UPE. This then led to identifying key concerns on access, retention, equity, equality, relevance, and internal and external efficiencies. These led to realization that the cost sharing policy was a challenge and affected education access and retention since most low and middle income families were not able to sustain the initiative.

Hence the government of Kenya introduced the Free Primary Education (FPE) policy. FPE was launched in 2003 to ensure every Kenyan child access education in public primary school without paying any school Levies. The Free Primary Education was to ensure that school fees requirement no longer blocked children from low income family to access primary education. The specific goals were to ensure Free Primary Education, increase transition from primary to secondary by 70% and reduce education disparities. It aimed at improving equity, access to quality education at the primary school level (Republic of Kenya, 2004).

This initiative brought about quantitative growth of the education sector at all levels, from primary through secondary to tertiary level, leading to the government of Kenya to be listed as one of the countries in Sub-Saharan Africa that had achieved gender parity in primary education (UNESCO 2004). However, it faced many predicaments like lack of funds and other political factors that made the progress towards provision of compulsory and free education agonizingly slow hence the objective was not met as a sizeable number of children, especially the boy-child find themselves out of school (Mwangi, 2014). The Child Labour Analytical Report, 2008 established that

about 25% of children who enrolled in school did not complete primary education, according to the reports, as the number of children in school increased, so did the number out of school. The report further identified factors that led to the boy-child dropout of school as home environment. Munene and Ruto (2010) attributed the boy-child school dropout in Kenya to poverty-related factors and adult-induced domestic child labor where, children from low-income households often skips school for child labor.

2.5.3 The Constitution of Kenya 2010

The constitution of Kenya was promulgated in 2010 and Article 53 1(b) of the Constitution provides for free and compulsory basic education as a human right to every Kenyan child. The Constitution too offers a solid foundation for the government to commit to extensive education reforms in policy, legislation, and curriculum aspects which is another intervention on education by the government of Kenya (Constitution of Kenya 2010). However, the Constitution has put more emphasis on girl-child education with minimum specific emphasis on the boy-child which this research sought to undertake.

2.5.4 Basic Education Act of 2013

Despite the afore-mentioned government efforts, the government of Kenya has continued to experience disparities in access, retention and transition in schools (Inganga, 2012). To deal with the gaps, the The Basic Education Act, was introduced in January 2013 with a vision of to ensure implementation of free and compulsory basic education and to create an environment where all children in Kenya enjoy their fundamental right to education regardless of gender (Education Act 2013). Specific sections were designed in the act to cutter for specific objectives of the Act: Section 28 of the Act provided for the establishment of pre-primary and primary schools, section 29 provides for free education in public schools and section 32 prohibits

levies in form of admission fees, section 30 ensures compulsory and nondiscrimination Primary education stipulating that a parent who fails to take their child to school commits an offense , section 35 provides that pupils shall be given appropriate incentives like lunch in school to learn and complete basic education (Education Act 2013). The Kenyan government committed the Act to ensure that decisions taken by individual parents and guardians on behalf of the children do not affect the realization of EFA.

2.5.5 Implementation of the Information Management System

UNESCO (2015) review of the FPE policy 2003, whose specific goals was to ensure attainment of EFA by 2015, established that despite making education free and compulsory, 32.4% of the boy-child aged 7-14 combine work and schooling by working on tea, coffee, rice, sisal, sugarcane and tobacco plantations. Others offer services like herding, fishing, construction, quarrying, mining, making bricks and sand harvesting or offers services in domestic work, transporting goods and scavenging to support family income. Inganga (2012) established that the boy-child who doubles work and school risks dropping out of school.

Therefore, the government of Kenya went further to implement an information management system to provide real-time data that allows the government to monitor indicators such as attendance, enrollment, and staffing transparently and reliably. As much as this has transformed education delivery in Kenya, gender parity and diversity still unfold (Kileva Foundation, 2011 & Wanjohi, 2011). Chege *et al.* (2012) noted that the interventions were implemented with more attention to the girl-child while the boy-child is left vulnerable with little attention being paid to the issues affecting him. This has therefore led to the boy-child dropout being witnessed in some regions of Kenya.

2.5.6 Gender Policy in Education in Kenya

To push for the goal of reducing gender disparities in education, the gender policy was further reviewed in 2015 to align it with the Constitution of Kenya 2010. Unfortunately these interventions led to more campaigns for the girl-child retention in school, with little specific address to the boy-child (UNESCO, 2018). The National Gender and Equality Commission (2015) report on the status of the boy-child in Kenya established that over concentration on the girl centered campaigns has led to the boy child miss in the gender equality agenda.

2.5.7 Embracing Vision 2030

The Vision2030 acknowledges education as a component of the social pillars and it is goal number 4, the overall goal is to reduce illiteracy by increasing access to education, improving transition from primary to secondary schools and raising the quality and relevance of education to improve the quality of life for all Kenyans (Journal of Education and Practice Vol.6, No.33, 2015).

The goal adopts an extensive perspective of equality to include all gender rather than focusing only on girls and women. The goal also aims to and addresses education vulnerabilities, such as disparities in enrolment, retention and transition by creating a conducive teaching and learning environment for girls and boys. In addition, the goal addresses the harmful sociocultural practices and attitudes which inhibit access to schooling, stereotyping, and dropout as central move o the achievement of EFA.

The steps implemented to accomplish Vision 2030 have resulted in nearly equal gender enrollment at the primary level. However, gender discrepancies in retention across regions based on physical location remain elusive. Political interference in, the

education sector has initiated an uneasy relationship between the political establishment and various educational stakeholders which has negatively impacted policy formulation and implementation of educational programs.

Table 2.1: The Internal Efficiency Indicators (2003-2014) for Primary Education in Kenya

Class	Enrolment/Promotion Rate			Repetition Rate (%)			Dropout Rate (%)		
	Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
Std 1	89.8%	92.5%	91.1%	6.1%	5.2%	5.7%	4.1%	4.1%	3.2%
Std 2	94.0%	94.7%	94.3%	5.5%	4.7%	5.1%	0.5%	0.6%	0.5%
Std 3	94.1%	94.7%	94.3%	5.4%	4.5%	4.9%	0.5%	0.8%	0.7%
Std 4	90.6%	93.2%	91.9%	6.0%	5.1%	5.5%	3.5%	1.7%	2.6%
Std 5	91.3%	93.2%	92.4%	5.5%	4.9%	5.2%	3.2%	1.7%	2.5%
Std 6	88.0%	91.8%	89.9%	5.8%	5.4%	5.6%	6.2%	2.8%	4.5%
Std 7	78.7%	78.7%	78.7%	8.1%	7.4%	7.8%	13.2%	14.0%	13.6%
Std 8	75.2%	74.8%	75.0%	2.2%	1.8%	2.0%	23.7%	22.5%	23.1%

Source: Ministry of Education, Science, and Technology (2014)

Among the cohort that joined Grade 1 in 2003 when FPE was implemented to 2014 when they are supposed to have completed primary and a target year for the MDG to have met the education goal, more boys (23.7%) dropped out of school compared to girls (22.5%) (MOEST, 2014). This indicates that girls showed a higher survival rate in primary education within that cohort compared to boys. After the MOE realized that there was a decline in the completion of basic education for the boy-child as per the KCPE results (GOK, 2014). The ministry carried out internal efficiency indicators for primary and secondary, on enrolment, promotion, repetition, and the dropout rate for the year 2013 and 2014. According to the analysis, the promotion rate at primary level remains within the range of 90% for classes 1 to 5 and drops to below 90% for

classes 6, 7, and 8. Furthermore, the promotion rate for the boy-child is low across all classes except class 8. Consequently, the boy-child posted higher repetition and dropout rates in the last two classes of the primary cycle.

Table 2.2: Primary Enrolment (2013-2014) by Class in Kakamega County

Class	Boys	Girls
One	39,007	38,572
Two	38,554	38,121
Three	38,719	37,398
Four	37,948	38,537
Five	35,862	37,039
Six	34,387	36,779
Seven	30,843	33,130
Eight	20,126	22,085
Total	275,446	281,661

Source: Ministry of Education, Science, and Technology (2014)

The data reveals that the enrolment of the boy-child and retention in school to completion of primary education (class 8) has been reducing over the years from class one to class eight and the proportion of candidature in class 8 for the boy-child was low between 2013-2014 (KNEC 2014). The data indicates that the boy-child access to school was high in class one and had been reducing in transition to the next class, but the decline is highly recorded between classes 6-8. Data on school attendance by gender in sub-Saharan Africa are reported to be scarce and Kenya is not an exception (di-Marco 2016).

Uwezo-Kenya (2016) reported that school absenteeism is not uncommon in Kenya's primary schools. For instance, the percentage of enrolled pupils attending school was 88.6% (90.7% and 86.6% for girls and boys, respectively), more boys (13.4%) than

girls (9.3%) missed schools, highlighting the disadvantage boys face. Although enrolment of boys and girls in Kenya is at par or at times higher for boys in the early years of schooling, dropout rates for boys is higher in upper classes and this reduces the number of boys who sit for KCPE examinations (Pike, 2020).

Table 2.3: Statistics on Enrolment and Completion of School in Kakamega South Sub-county

Year	Level of Education	Boys		Girls	
		No. Enrolled	No. Completed	No. Enrolled	No. Completed
2013	Primary	17052	893	18378	1073
2014	Primary	17500	1080	19112	1260
2015	Primary	18472	1076	19713	1274

Source: County Education Office Kakamega South Sub-County (2021)

An analysis on enrollment and completion between 2013 when the country started noting disparity and 2015 when EFA was to be achieved, as Kakamega south noted increased enrolment rate so as the dropout rate for the boy-child increased. This forms the basis of this research, to examine the causes of boy-child education vulnerabilities to retention in school in Kakamega South Sub-county.

2.6 Importance of Education on Sustainable Development

Sustainable development is defined as development that meets current needs while preserving future generations' ability to meet their own. Sustainability envisions a future in which environmental, social, and economic factors are balanced while seeking development and enhanced quality of life (Fulgham, 2009). The wellbeing of a society is intertwined with the pillars of sustainable development in that a healthy, prosperous society relies on a healthy environment to provide food and resources, safe drinking water, and clean air for its citizens (Hanifah, *et.al*, 2020).

According WEF (2016) education is the stock of skills and competencies contributing to a country's human capital and economic growth that helps economies move up the value chain beyond manual tasks and simple production processes. Therefore, education plays an instrumental role in a country's economic growth through economic production and social change by increasing the collective ability of the workforce to carry out existing tasks more quickly, facilitating the transfer of knowledge about new information, products, and technologies created by others by increasing creativity. Barro and Lee (2010) established that education improves a country's ability to create new information, products, and technologies required for long-term economic development. Thus, disregarding the economic dimension of education will jeopardize future generations' prosperity, with far-reaching consequences for poverty, social exclusion, and the viability of social security systems (Woessman, 2015; UNESCO, 2012).

Importance of education on improving quality of human lives cannot be doubted, healthy and well-educated children make up safe and sustainable societies in which children's voices, choices, and participation are critical for a sustainable future (UNICEF, 2013). Fulgham (2009) indicates that education improves the capacity to diversify assets and activities through access to information and enhances human agency. For instance, when education levels are low, economies are often limited to resource extraction and agriculture.

The development of new technology has enhanced globalization and transformed the world into one big village in that they are not confined in their countries and comfort zones. Thus, education makes people explore and learn new things, different cultures, or events occurring at the other end of the world at a particular time (Mkhize, 2021).

This not only adds to the literacy bank but also instils in us humane qualities. For example, when society in some other part of the world has accepted HIV patients and do not stigmatize them, then other parts will emulate and support them too. Consequently, education can change our thought processes for the better and help people to be more tolerant and adapt to different situations (Abate, 2008).

Education forms the basis for any society; imparts knowledge for making discoveries and implementing them hence improving the economic, social, and political growth and development. The thread of growth in a society depends upon the quality of education being imparted. Thus quality education breeds better people who learn to utilize available resources and make reforms that lead sustainable development. Therefore, countries', level of basic education influences development of new options and plans for a sustainable future (Hopkins, 2015).

Hopkins, (2015) further attributes that the relationship between education and Sustainable development is key to a nation's ability to develop and achieve sustainability targets like agricultural productivity, population growth rates, environmental protection, and improved standard of living. Literacy and numeracy allow farmers have a higher hand in practicing intensive farming to adapt to new agricultural methods, cope with risk, and respond to market signals. Knowledge and skills increase environmental stewardship and sustainable land use, a combination of higher education, research, and life-long learning is necessary for a nation to shift to a knowledge-based economy fueled by less imported technology and more by local innovation and creativity (Bennett & Whitty, *et.al.* 2018). Educated farmers will correctly use and dispose chemicals, reducing the risks to the environment and human health. Basic education also helps individuals gain ownership to their land and apply

for credit at lending institutions and use the loans on development projects that improve the economic returns and the living standards (Mkhize, 2006).

The boy-child in most cultures is the head of the family, and a major decision maker in a society's development options; hence, investing in the boy-child is investing in cohesion and prosperity (Horvath, 2017). If the boy-child is well-educated he will influence sustainable decisions that will improve a society's well-being. This study therefore sought to examine the influence of the boy-child education on Sustainable development. Education directly affects sustainability plans in several ways as shown in the following subsections;

2.6.1 Implementation of Sustainable Development options

Implementation sustainable development options like the National sustainability plan can be enhanced or limited by the level of education attained by citizens of a nation. Countries with high illiteracy rates and unskilled workforces have fewer development options and are forced to buy energy and manufactured goods on the international market at hard currency (McKeown-Ice, 2000). An educated workforce is a key to moving beyond an extractive and agricultural economy, building confident, well-molded, and visionary young men who recognize and unlock their potential to drive growth in the country.

2.6.2 Decision-making on Socio-economic Development

Good community-based decisions that affect social, economic, and environmental well-being depend on educated citizens. Education directly affects sustainability plans through decision-making and development options expand as education increases (Breslow, Allen, *et.al*, 2017). Furthermore, educated citizens can also act to protect their communities by analyzing reports and data that address community issues and help shape a community response. For example, a community with abundant skilled

labour can persuade a corporation to locate new information technology software in their region. They can also argue and resist or fight against development projects that can cause socio-economic and environmental degradation, like pollution of water sources (Gonsalvez, 2013). From this backdrop, this research sought to examine the influence of boy-child education on sustainable development in Kakamega South Sub-county that has a rich mineral (Gold) which has potential to improve the economy of the county and country at large.

2.6.3 Improving Quality of Life for a Sustainable Community

Education plays an essential role in human development by empowering people to improve their well-being and participate actively in nation-building. Providing education opportunities to all Kenya's children is central to GoK's Plan for Economic Recovery and Poverty Reduction Strategy (GoK, 2014). Investing in centers of knowledge and learning increases educational attainment for the next generation, raises the economic and social well-being of families, lowers infant mortality, and enhances society growth. For the country to realize its full potential, both genders should be empowered, since an extra year in school increases earnings by 10% (World Bank, 2005).

Xue, Cheng, & Zhang (2021) ascertains that 0.1% improvement in a country's education equality can, over 40 years, raise its per capita income by 23%, decrease in the risk of war by 3%. Cutler & Lleras-Muney (2012) established that education leads to better health. Educated people understand the importance of a balanced diet, hence reducing cases of malnutrition. Education equips people with knowledge to lead healthy and productive lives, understand how to prevent sickness and disease. Subsequently literate people are more likely to participate in the democratic process and exercise their civil rights. However, the gap identified is that while education is

the cornerstone for overcoming poverty, poverty keeps many children from gaining access to education. This study sought to examine strategic measures for mitigating boy-child education in the Kakamega South sub-county.

2.6.4 Education and the Global Goals

Education is essential to the success of every one of the 17 Global Goals for sustainable development summarized in to four: to end extreme poverty, fight inequality and injustice, and protect our planet by 2030. Basic education will help people develop basic reading skills; learn new ways of surviving and lifting families from poverty (UNESCO, 2015). The SDGs however emphasizes on the girl-child, goal 5 aims to Achieve Gender Equality and Empower all Women and Girls (UN, 2015). The over emphasis make the boy-child vulnerable. Kakamega County has numerous mobile money agents and bank agents offering financial services across the whole county. When people are educated, they will understand how to get loans and grants that can be used for development. The county, too, has favourable agricultural soils and rainfall but still suffers food insecurity. Most farms in Kakamega south have open pits and quarries left after mining that are no longer useful. Hence, Education help understand the NEMA regulations on environmental restoration to ensure the land is not degraded.

According to the Kakamega County Development Plan, 2018-2022 agricultural practices, including an increase in the use of chemicals in the agriculture sector and wastewater by industries, tend to pollute the water as it flows downstream. Hence an educated population can address this dilapidated infrastructure of the distribution system and illegal water connections.

2.6.5 Education Drives Sustainable Growth

As a country's inhabitants become better educated, they are more likely to make cities and human settlements inclusive, safe, resilient, and sustainable. Biomass energy is predominantly used in Kakamega County, the main forms being fuel wood and charcoal. Production of charcoal is increasing to cater to the energy need of the increasing number of rural and peri-urban households. However, most of it is produced in traditional kilns with very low efficiency.

A rising population and demand for food security mean that lower potential and ecologically fragile areas are being converted into agricultural land. Wetlands have not been spared as they are increasingly threatened by over-exploitation. With an agro-based economy and rapidly growing industrial sector, the demand for water of good quality and sufficient quantity is constantly rising. To meet the demand for various and often conflicting uses, available water resources must be managed sustainably. Hence, the study sought to examine the relationship between boy-child education vulnerabilities on sustainable growth in Kakamega South sub-county.

2.6.6 Education Help Us Protect the Planet

Educated citizens are more inclined to build and maintain clean energy infrastructures, show more concern about the environment's well-being, and use energy and water more efficiently. According to (KNBS,2019), Kakamega County, the significant contributors to environmental degradation are poor waste management initiatives, lack of a designated waste disposal site, quarrying, poor land use practices, low degree of enforcement of the environmental laws, and encroachment on the gazetted forest land, hilltops, and slopes.

Ecological degradation has had adverse effects on the lives of people. This includes declining water volumes/ levels, drying of many springs and streams, unreliable weather patterns resulting in reduced farm yields and a general temperature rise. Poor gold mining and sand harvesting technologies pose challenges in the areas of Ikolomani. This results in large open pits left behind after the mining, sand harvesting, and quarrying activities that increase land degradation and poses a health risk. For example the open pits during rainy season are breeding places for mosquitoes exposing the population to malaria pandemic.

2.7 Pillars of Sustainable Development

The concept of sustainable development is built on four pillars, representing four fundamental objectives of Sustainable Development. Sustainability indicates programs, initiatives, and actions to preserve a particular resource by incorporating four distinct areas: human, social, economic, and environmental pillars of sustainable development (Ashrafi & Adams, *et.al*, 2018).

2.7.1 Human Pillar

According to Benn *et al.* (2014), the ability of a society to maintain and improve human capital goes hand in hand with investing in the health education systems which include access to services, nutrition, knowledge, and skills. Rapid population growth has led to limited natural resources and spaces hence there is a need to balance continual growth with health improvements and economic well-being for everyone. An educated society will gain new skills, knowledge, and human capacity to promote the community's well-being and values that respect human capital and sustainability. Education will not only help the boy-child to acquire knowledge but will help him to be able to incorporate the knowledge, talents and abilities to make a positive impact

and contribute to the community and the world. The knowledge and skills will help him to be creative and be a role model to inspire others to do the same.

2.7.2 Economic Pillar

The economic pillar allows society to attain and maintain capital to improve living standards. This is achieved by maintaining a high and stable level of economic growth both in quality and quantity. Education provides skills and knowledge that enable a society to produce riches to satisfy the needs of its population (Benn *et al.* 2014). Kakamega South sub-county has diverse resources that when a boy-child is educated, he will gain the relevant knowledge and skills to produce reaches through skilled labour in gold mining, diverse agriculture, and improve the economic growth of the county. Once society achieves economic sustainability, it will be able to maintain the capital and improve the standard of living of its people through efficient use of resources to maintain sustainable growth (Annual Report 2000, January 2001). Maintaining a high and stable level of economic growth is one of the critical objectives of sustainable development which is inclusive of natural capital (ecological systems) and social capital (relationships amongst people) (Benn *et al.* 2014).

2.7.3 Social Pillar

Social sustainability focuses on maintaining and improving social quality with concepts such as cohesion, reciprocity, honesty, and the importance of relationships among people. It aims to preserve social capital by investing and creating services that constitute the framework of our society. A society with educated people will be able to network, acquire new ideas and accommodate a larger view of the world. It also means preserving future generations and acknowledging that what we do can impact others and the world.

Education equips the boy-child, who is viewed as a decision-maker in patriarchal society, with the knowledge, abilities, and self-assurance to support laws, information, and ideas, as well as to employ quality resources for the benefit of society.

Furthermore, the most cultures view the boy-child as a continuation of the family line and uphold the family name for wealth and continuity. Thus, education teaches students the value of strategic decision-making and measured risk-taking, as well as empathy, which enables them to support the growth of others around them. The economy, society, and ecological system are interdependent in order to ensure sustainable development and equitable progress, as the sustainable development principle tackles social and economic advancement that preserves the environment and promotes equality (Diesendorf, 2016).

2.7.4 Environmental Pillar

Environmental sustainability refers to the appropriate and balanced use of natural resources to meet current demands without jeopardizing the ability of future generations to meet their own requirements (Tietenberg & Lewis 2018). According to Koehn and Uitto (2014), education gives information and skills to ensure that societal projects and programs are environmentally sustainable, and that the population's demands are addressed without jeopardizing future generations. The environmental pillar seeks to increase human welfare by safeguarding natural capital such as land, air, water, and minerals. For example, in Kakamega South, sub-county education will help the community understand how to use resources responsibly and generate positive economic outcomes while causing no short or long-term environmental impact. Boy-child education will help him to learn to live together with the environment and to transform oneself and society.

Environmentally sustainable society incorporates the notion of sustainability, which states that everything is interdependent. Hence, the pillars work together to promote sustainable development thus, a society that is socially stable must also be environmentally, economically, and humanely stable. This can only be improved with equitable education for all to ensure adequate comprehension and collaboration.

Differences in education level increase the human and social gap and promote economic inequality and classes, economic classes worsen the social classes. In addition to being wealthy, a community that is economically stable is more resilient to natural disasters, preserves the environment, and upholds social and human harmony. Financial instability causes poverty, disaster susceptibility, environmental degradation, and social network disruption, all of which increase the wealth gap (Adams, 2012). The interaction between the pillars of SD is shown in Figure 2.1.

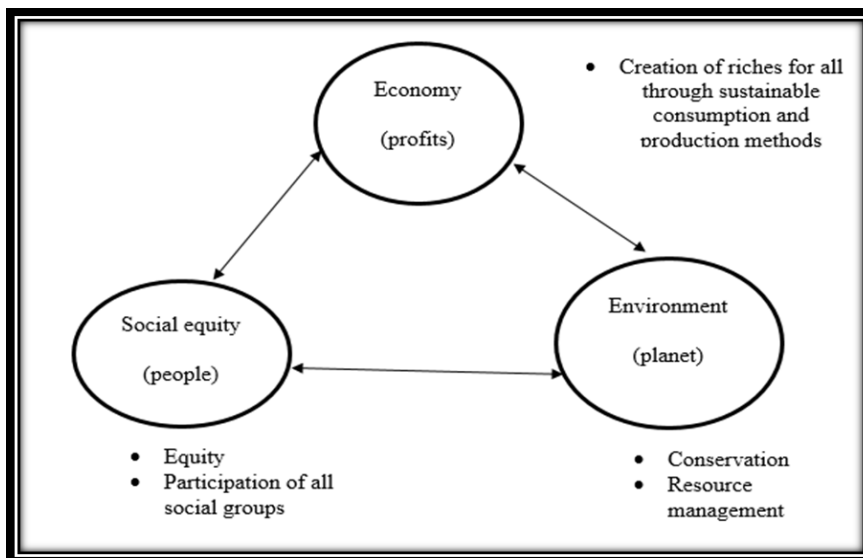


Figure 2.1: Sustainable Development Triangle

Source: Abdi (2003)

The pillars work hand in hand as indicated in Figure 2.1, success of one pillar leads to implementation and success of the other. Social development comprises of social equity and equal participation. According to Abdi (2012), development education

would connote the instructional and learning systems that deliberately or otherwise seek and eventually lead to personal and community advancement by harnessing available human and natural resources. Abdi further argues that education; an ongoing process consists of so much that effectively function or de-function in our lives. There are no distinctly related roles for boy education to development as it is distinctly elaborated for the girl-child and women. This forms the basis form need to the study, to examine the effect of boy-child education on socio-economic development in Kakamega South sub- County.

2.8 Strategic Measures to Enhance Boy-child Education and Sustainable Development

Fabian (2002) indicates that for children to make sense of school with its institutional ways, they will need support and the opportunity to talk through what school means. Home and school can work together to achieve this by providing children with positive experiences as they are initiated into school and building good memories of this particular ‘rite of passage’. The contribution of parents in that process, such as parents’ values, beliefs, socio-economic status, and their own experience of education, will affect how the transition is experienced. Margetts (2000) notes that transition programs should be based on the philosophy that children’s adjustment to school is easier when children are familiar with the situation. Parents are informed about the new school, and teachers have information about children’s development and previous experiences.

Much less research details the transition process from the perspectives of parents and families. This is despite the strong recognition within the educational community and in policy statements that family engagement with schools facilitates educational

success. According to Yoshikawa *et al.* (2013), teachers and school administrators be empowered with the relevant knowledge and skills that would enhance their capacities to respond to the qualitative aspects of gender issues in their schools. Such capacities would have to entail skills in ensuring the nature of the school culture is gender friendly, and that gender relations be equitable between teachers, parents and pupils and among the school community actors at various levels.

Improvement in boys' education requires implementing policies targeting the cost, accessibility, quality, and gender stereotypes in schools. Although the government pays for school tuition, interventions aimed at particular socio-economic groups and minorities would be most helpful in addressing increasing drop-out and absenteeism rates among boys (Williams, 2006). This will likely mitigate the achievement of differences observed between the boy-child and the girl-child in Kakamega south sub-county. Additionally, it is necessary to address the issue of child labour to minimize the number of boys who do not attend school or drop out by offering other alternatives income generating activities to families that rely on the support of their boys (UNICEF, 2008a).

Both boys and girls are entitled to the right to education that offers academic learning skills necessary to be successful in their particular environment. In this context, it is important to change expectations of low income families that the boy- child can take care of himself and support the family through cheap labour into the notion that education can contribute to economic stability and growth. However the connection between education and a good job should be addressed in line with the need for a regular wage (Adelman & Szekely 2016).

2.9 Conceptual framework

To effectively examine the influence of boy-child education vulnerabilities on Sustainable Development in Kakamega South Sub-county, the study was guided by Modernization theory by Francis (2006) and the theory of masculinities vis-a-vis femininities (Kimmel, 2000).

2.9.1 Modernization theory

Modernization is a social economic theory which has got the acceptance as the development theory of education where formal schooling, integration of traditional and modern cultures, and primary education is mainly focused to modern thinking to bring about a modern 'man'. Baek & Baek (2018) opines that the path to achieving development is largely underpinned to the society's distinctive endogenous process which is grounded in the complexities of sustainable and technological innovation. The theory states that new inequality dynamics in development encompasses the interaction between economic, social, and environmental dimensions. Hence a society becomes modern after its population adopting modern values, attitudes and belief that focuses on a linear movement from a traditional past to a modernized future addressing the issue of how to shape the economies of states and development along innovative lines.

The theory casts development as a uniform evolutionary route that all societies follow, from traditional societies to postindustrial, urban modern forms. It envision that no economic development can occur until people embrace values favourable to transformative growth (Dunphy, 2000). However, the theory only focuses on modernization and how education can help to achieve development without factoring in the role of gender and the challenges each gender face to attaining modernization.

It is on this gap that the research employed the theory of masculinities vis-a-vis femininities to address the influence of boy-child education vulnerabilities on Sustainable development.

2.9.2 Theory of Masculinities *vis-a-vis* Femininities

Masculinity is boyishness, while femininity is girlishness. Kimmel (2000) insinuates that gender masculinities and femininities are ‘socially constructed in the context of schooling than being biologically given and driven. The social construction of masculinities and femininities is located within the education processes whereby enrolment, school attendance, performance, completion, and transitions provide insights into the meaning of success for boys and girls. In addition, insights into families' and communities' roles are entwined (Pattman, 2002). The theory terms education as having the highest returns investment in developing countries. It empowers women to bring about other necessary changes like family size, increased income, and market productivity, and defines the role of men and boys in achieving gender equality, a key component in achieving socio economic development (Connell, 2002). The theory successfully synthesizes gender construction at the individual body/mind level with broader social structures and potential power to produce. Therefore, educating both males and females brings more benefits to society.

However, there is no clear way to defend the boy-child compared to the girl-child regarding oppression, making the boy-child vulnerable. Masculinity is dependent on femininity so masculinity cannot exist on its own, the construction of the weaker sex (female) who needs the law to protect her whilst, the boy is assumed to be the original and therefore stand above the rest in that the ‘original’ doesn’t need to be protected leads to the neglect of the boy-child (Iversen 2011). This forms the basis of this study to examine the causes of boy-child education vulnerabilities and relationship between

boy-child education vulnerabilities to Sustainable Development. The theories indicate that for a society to develop, it needs to be modernized and identify the distinct role of each gender towards development and for a society to do away with traditional socio-cultural practices and economic barriers that hinder sustainable development, it should have education quality and equity producing individuals equipped with knowledge and skills that embrace the new technology and world-paced globalization.

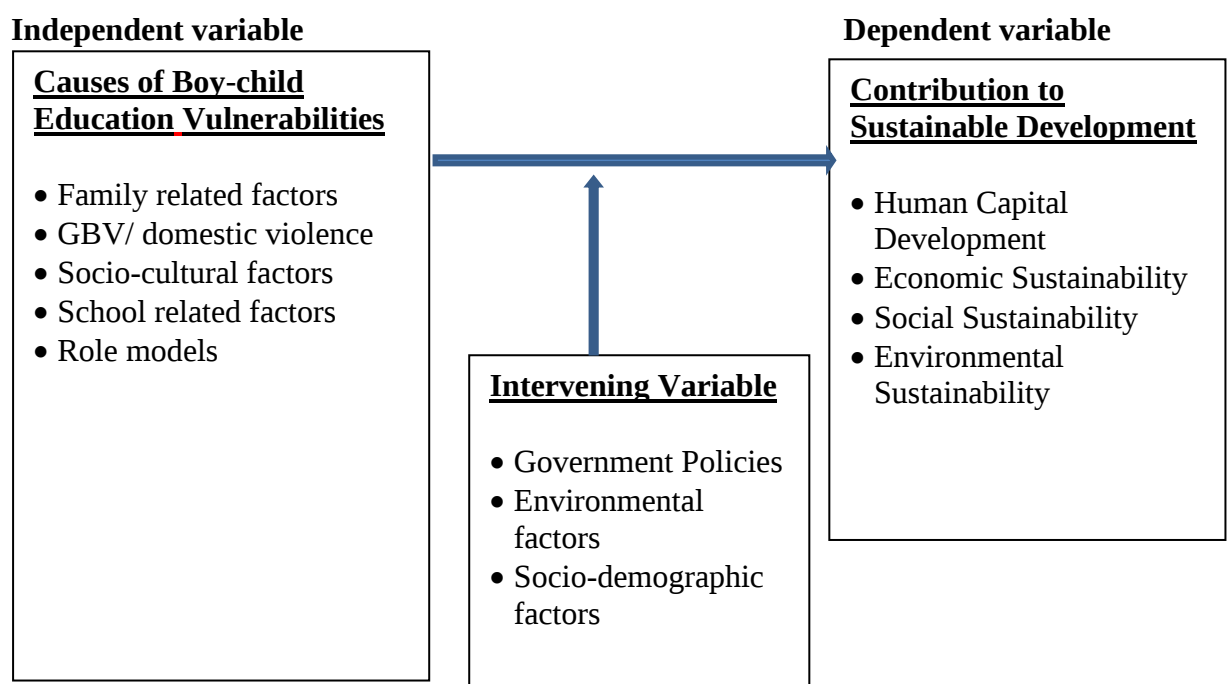


Figure 2.2: Conceptual Model Showing the Interaction of Variables

Source: Researcher, 2021

2.9.3 The Relationship between Boy-child Education Vulnerabilities and Sustainable Development

The independent variables have either a positive or negative influence on the dependent variables. The causes of boy-child education vulnerabilities increase the vulnerability for the boy-child to drop out of school and cause adverse effects on sustainable Development (AfDB, 2014). The socio-economic factors that include occupation, education, income, wealth, and where one lives influence the

development of a society and development on the other hand; creates growth, progress, positive change, or the addition of a society's physical, economic, environmental, social and demographic growth (Hollings, 2015). Hollings further argues that cultural factors that embrace values and attitudes affect the boy-child positively or negatively. For example, a culture that encourages learning help to improve learning abilities since the boy-child grows up knowing that learning is essential and vis-à-vis.

Additionally, social factors like peer pressure, drug and substance abuse, and early sexual relationships affect learning abilities and concentration since they affect the mental health of the learners (Schmeck *et al.*, 2013). Thus, if learners are too much involved in socio-economic and cultural activities, it will negatively impact on their education. Therefore for a society to achieve socio-economic development, it has to have people who can make deliberate decisions and implement a sustainable development agenda with regard to sustainable development goals (Forestier & Kim, 2020).

The UN recognizes that achievement of the sustainable development global agenda 2030 is geared by the goal No.4 of the SDGs which is perceived as one of the most important ways to manage and derive economic prosperity and social well-being while protecting the planet earth. Therefore, achieving inclusive quality Education for All is a dynamic force to achieving sustainable development. It is on this basis, the researcher sought to examine the influence of boy-child education vulnerabilities to Sustainable Development in Kakamega South Sub-County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research methodology used to gather, analyze, and present information on the influence of boy-child education vulnerabilities to sustainable development in Kakamega South Subcounty, Kenya. It describes the research strategy, target population and sampling, research instruments, and data collection methods that were employed. The researcher also describes the study location and how sampling was carried out, as well as piloting, validity, and reliability.

3.2 Research Design

A research design is the procedure for collecting, analyzing, interpreting and reporting data, (Creswell and Creswell (2018)). Thus, the research design lays down the procedure(s) that will be used to delve in to the main issue. To better understand the influence of boy-child education on sustainable development in Kakamega South Sub-county, the study adopted descriptive and correlation research designs. Creswell and Creswell, (2018) describes descriptive research design as a design used to paint a picture of a phenomenon, show how things relate to each other and as they naturally occur. Hence to better understand the relationship between boy-child education and sustainable development the research design was used to provide a further insight of the status of boy-child education, causes of education vulnerabilities to access and retention in school and the contribution of boy-child education to the pillars of sustainable development. Correlation research design was used establish the relationship between boy-child education and sustainable development in Kakamega South Sub-county (Mugenda & Mugenda, 2012).

3.2 Study Area

The study was conducted in Kakamega South Sub-county. This is one of the twelve sub-counties in Kakamega County, Kenya. The Sub-county lies between longitudes 34° 20' and 35° E and latitudes 0° 15' and 1° N of the equator. The average temperature in Kakamega south is 20.9 °C. Approximately 1860 mm of precipitation falls annually and experiences a very short dry season in January (KNBS, 2019). This makes the County favourable for both agriculture and livestock production. It covers a land area of Area 143.60 Sq. Km. the sub-county consists of four wards; namely, Idakho South Ward which has a population of 20,917, Idakho East Ward which has a population of 26,757; Idakho North Ward has a population of 25,861, and Idakho Central Ward has a population of 31,134. The sub-county is inhabited by the Luhya community, mostly Isukha and Idakho ethnic groups. The Sub-county, the total number of people is 111,743, comprising 53,219 males and 58,524 females with 26,964 households (KNBS, 2019) Fifty four percent of the population lives in absolute poverty, with a poverty index of 53% (KNBS, 2019).

The major agricultural activities are maize, beans, millet, bananas, tea, and sugarcane while dairy, beef, and poultry production are the major livestock activities. The socio-cultural activities are bullfighting, Isukuti dance, and circumcision. The major economic activities are gold mining, quarrying, *Bodaboda* business and sand harvesting. Kakamega South Sub-county offers an appropriate setting, allowing the researcher to examine the influence of generalizable and specific issues regarding the boy-child education and sustainable development.

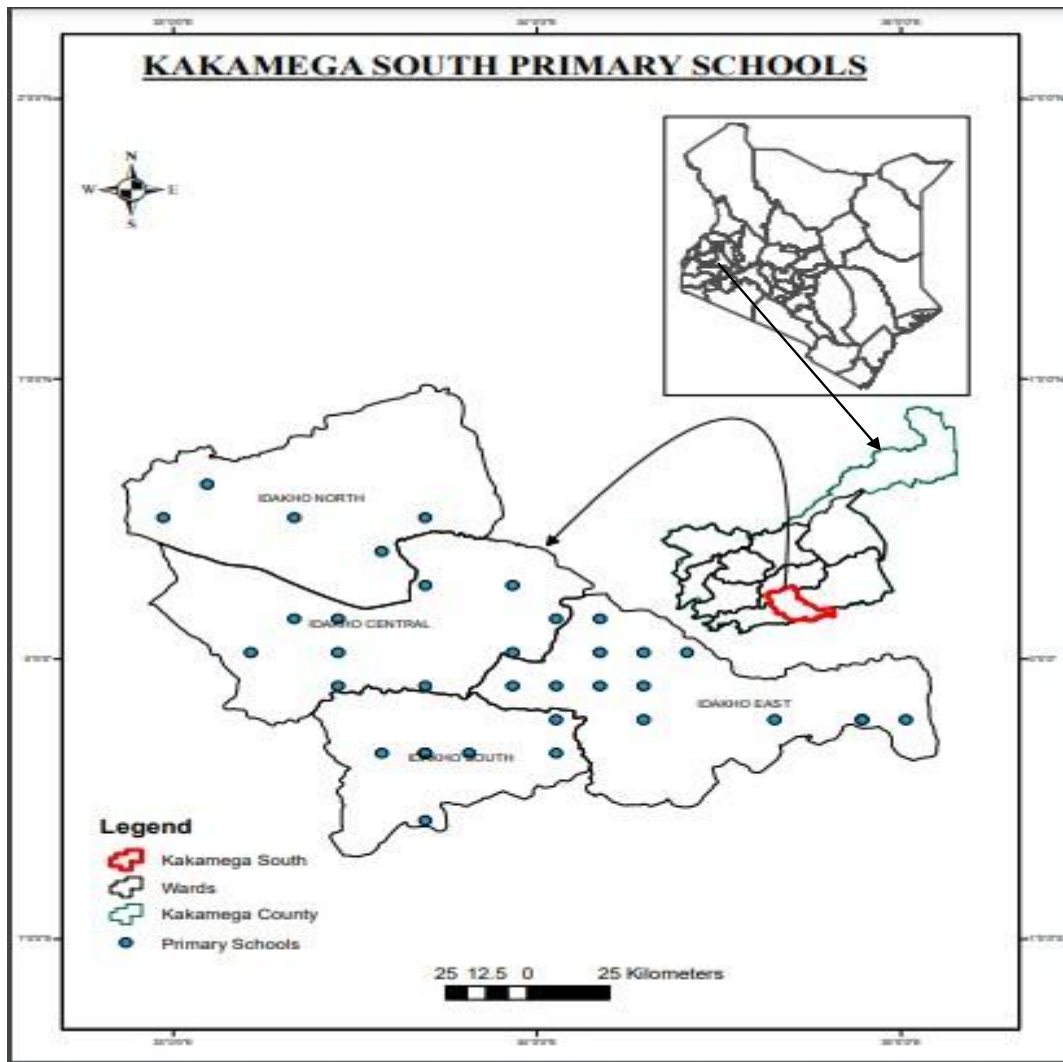


Figure 3.1: Map of the study area

Source: Researcher, 2021

3.2.1 Rationale for Choice of the Study Area

The choice of Kakamega South Sub-county was informed by it being a Sub county in one of the 21 counties on the spotlight by the GOK to investigate why the number of boys sitting for national examinations was going down at the boy to girl ratio of 48% and 52%, respectively (Tonny Mukere, Tuesday 21/2018). (KIPPRA report 2013) indicated that though the NER for primary school in Kenya was 92.3% for girls and 90.6% for boys. Statistics from the Ministry of Education show that retentions, completion and transition ratio for boys and girls was at 48% and 52%, respectively (GoK, 2014). In addition, Chege and Likoye (2015), established low transition rate

averaged at 31.7%, from a comparative study with Kakamega East and Kakamega South. Furthermore, KNBS (2019) and Data from KCHS used for computation of various socio-economic indicators required for monitoring SDGs and National Development plans reported that most household earn less than Ksh3,252 per month cited as people who live in poverty with a poverty index of 53% which is higher than the government's at 49% (KNBS, 2019).

3.3 Study Population

According to Fraenkel and Warren (2019), a population is the total number of people or events that share the criteria in question. The sub-county has 99 public schools, whereby 73 are primary schools and 26 are secondary schools. The study was conducted in 73 Public primary schools. The study's target population included Head teachers of the sampled schools, Household heads, the boy-child school drop-outs, the local administrators and the school board of Managements (BOMs); chair persons of School Parent Teacher Association (PTAs) and School Sponsors in the area. Key informants for the study were County Director of Education Officer, Sub-county Director of Education Officer, County Development Officers, Probation Officers and Children's Department Officers. Table 3.1 shows the various target groups and their population.

Table 3.1: Target Groups for the Study

Target groups	Number
Public Primary schools Head teachers	73
Households heads	26,964
Boy child school dropouts	12
School BOM (PTA chairs & School Sponsors)	73
Local administrators (Chiefs, Assistant chiefs & Village Elders)	49

Source: Researcher, 2021

3.4 Sample Size Determination and Sampling Procedure

A sample is a smaller group of participants chosen from the overall study population with the aim of deriving conclusions about the population studied (Kathori and Garg 2014). To ensure equal representation, the study used mixed sampling methods to arrive at the sample size. The four (4) Wards with five (5) Locations were purposively selected. Systematic random sampling was used to select twenty-two (22) Public Primary Schools in the Wards. Simple Random Sampling was used to Select seven (7) Sub-locations, Proportionate sampling and simple random sampling was used sample households and Probability random sampling was used to sample 384 household heads in the seven sampled sub locations. Quota sampling and snowball sampling was used to sample boy-child school dropouts and 30% census method and convenience was used to select PTA chairs and School sponsors.

3.4.1 Sampling of Study Sites

Kakamega South Sub-county comprises of four wards with administrative boundaries (KNBS, 2019); Idakho East ward, Idakho South Ward, Idakho Central Ward, and Idakho North ward. All the wards were selected to ensure proper representation in the whole Sub-county. Each ward has one location except the Idakho South ward that has two Locations and Simple random sampling was used to sample one location from Idakho South Ward. The following locations were sampled; Shikumu location in Idakho South ward, Isululu Location in Idakho Central Ward, Iguhu Location in Idakho East ward and Shisele Location in Idakho North ward. Consequently, simple random sampling was used to select two sub-locations from each location within the Sub-county based on the 30% formula (Mugenda & Mugenda, 2003) as presented in Table 3.2.

Table 3.2: Summary of Sampling Strategy for Sub locations

Sub-county	Wards	Locations	Sub-locations	Sampled Sub- locations
Kakamega South	Idakho	1	6	Savane
	East			Shibeye
	Idakho	2	6	Shabwali
	South			Madivini
	Idakho	1	6	Shibuname
	Central			Lunelele
	Idakho	1	4	Shiseso
	North			
Total	4	5	22	7

Source: Researcher, 2021**3.4.2 Proportionate Sampling of Households in Sampled Sub-locations**

Total population of the Households in the Sub-county is 26,964 (KNBS, 2019).

Proportionate random sampling was used to select 8,064 Households from the seven (7) sampled Sub locations as presented in Table 3.3.

Table 3.3: Proportionate Random Sampling of Households in Sampled Sub-locations

Sub-locations	Households	Proportionate Random sample size
Savane	1,101	52
Shibeye	833	40
Shabwali	868	41
Madivini	1,342	64
Shibuname	841	40
Lunelele	1,419	68
Shiseso	1,660	79
Total	8,064	384

Source: Researcher, 2021

The desired sample of household heads was determined using Fisher's Formula of sample size determination (Fisher *et al.* 1983).

$$n = \frac{z^2 pq}{p}$$

where n= desired sample size (the target population is greater than 10,000)

z= the standard normal deviation at the confidence level of 95% is 1.96.

p= the proportion of the target population estimated to have characteristics being measured.

q= 1-p (probability of non-success)

d= level of statistical significance set at 0.05

$$\frac{n = (1.96)^2 * 0.5 * (1 - 0.5)}{(0.05)^2}$$

n = 384 respondents (household heads)

3.4.3 Sampling of Key Informants

Key informants are knowledgeable people, also known to be opinion leaders who are not considered as participants (not research subjects but they offer information about those subjects) nor are they representatives of the study population but can provide insight in to the research because they are well- versed with information about the study area. They may be leaders, professionals or people with experience in the area under study (Payne, 2004). Key informants for the research were sampled through purposive and cluster random sampling and they included Children's department officers, Education officers, Probation officer, Primary school Head teachers and County development officer. The sampling of key informants was justified by Mugenda Mugenda (2003), for a population of 1-100 a sample of 100% is used as a sample size and for a population of 100-1000, 30% of the population is used as sample size. Table 3.5 summarizes sampling of the various key informants.

Table 3.4 Sampling of Key Informants

Key informant	size	sample size
Head teachers	73	22
County Director of Education	1	1
Sub county Director of Education	1	1
County Children's Department Officer	1	1
County Development Officer	1	1
Probation officers	1	1
	1	1
Total	78	27

Researcher, (2021)

3.4.4 Sampling of Focus Group Discussions (FGDs)

Hennink (2013) attributes that Focus Group Discussions helps to gather information on similar groups of people who provide information in a discussion. The study utilized three Focus Group Discussions, the participants were Local administrators; Chief, assistant chief and village elders, boy-child school dropouts and another one for the school Board of Managements; PTA chairs and school sponsors. Each FGD consisted of 12 members. The local administrators were purposively sampled constituting of both gender and depending on availability and cluster sampling/ convenience was used to sample the school BOMs. Snowball sampling was used to sample the boy- child dropouts with the assistance of the assistant chiefs and the boy child who dropped out of school. Pseudonyms were used to identify two boys who dropped out of school from each location. In households where household heads were willing to avail the boy-child school dropout, consent was sought from the household head. Since the research was conducted during the COVID 19 Pandemic, the researcher ensured adherence to the set regulations of social Distance, washing hands and wearing masks provided to participants by the researcher. The FGDs explored the

boy-child education vulnerabilities to access and retention in school, influence of boy child education on sustainable development considering the (Social, Economic, cultural and Environmental) and mitigation to be put in place to address the menace and promote economic growth for Kakamega South Sub county. Table 3.5 summarizes sampling of the various FGDs

Table 3.5 Sampling of Focus Group Discussions

FGDs	FEMALE	MALE	Number
Local administrators	4	8	12
BOMs (PTA chairs & school sponsors)	5	7	12
Boy child school dropouts	0	12	12
Total	9	27	36

Source: Researcher, 2021

The summary of how the target population, sample size and sample determination method and sampling procedure was done is presented in Table 3.6.

Table 3.6: Summary of Population, Sampling Procedure, Techniques, and Sample Size

Study population	Target Population	Sample size determination method	Sample size	Sampling procedure
Wards	4	100%	4	Census
Sub-Locations	22	30%	7	Simple Random sampling
Household heads	26,964	Fisher's Formula	384	Proportionate random sampling
Children's Officer	1	100%	1	Census
Head teachers of Primary Schools	73	30%	22	Purposive
County education officer	1	100%	1	Census
Sub-county education officer	1	100%	1	Census
FGD participants (local administrators, Boy-child school dropouts & BOMs)	3	Quota, 30%	36	Snowball, convenience & purposive

Source: Researcher, 2021

3.6 Data Collection Instruments

Data was collected through primary and secondary sources. The tools used for primary data are discussed in this section.

3.6.1 Primary Data

The tools used to collect primary data included interview schedules, Focus group discussions, observation checklists and feedback sessions.

3.6.1.1 Questionnaires

This are sets of questions used to collect broad information and data on matters under investigation (Sileyew, 2019). The questionnaires for this research consisted of both

open ended and close ended questions. However closed ended questions were more for precise answers. According to Mugenda & Mugenda (2003) closed ended questions are easy to administer, for response and easy to analyze in that no information is left out due to not being understood. The responded also find it easy to answer because there are options than the open ended that requires a lot of thinking and expression, they were put in different categories depending on the intended responder and addressed all the specific objectives of the study, hence there were questionnaires for; The questionnaire in Appendix I was used to collect information from Head teachers and provided information on enrollment of the boy-child, participation in school, regular school attendance and retention. It also provided information on the causes of boy-child education vulnerabilities that lead to drop out of school.

Questionnaires in Appendix II were used to get socio-demographic information from the household heads, the status of boy-child education, causes of boy-child education vulnerabilities, the relationship between boy-child education vulnerabilities and sustainable development and strategic measures to enhance boy-child education and Sustainable development. The questionnaires were administered to the household heads face-to-face with the researcher and the research assistants to avoid misinterpretation of the questions and low return rate, a common shortcoming with questionnaire administration. The main unit of analysis of this study was the boy-child school dropout.

3.6.1.2 Interview Schedules

Interview guides in Appendix III were used for the key informants to obtain information regarding the causes of the boy-child school dropout and the influence of boy-child education on sustainable development. The interview schedules were

conducted through interviews and where possible, by telephone and online to adhere to the COVID-19 regulations.

3.6.1.3 Focus Group Discussion (FGDs)

The guide for FGDs in Appendix IV enabled the researcher to collect qualitative data on all the objectives in a group discussion where every participant had an equal opportunity to freely express their views and knowledge on the subject matter. The discussants were 12 boy-child dropouts who were in one FGD, another FGD was for 12 school BOMs who comprised school sponsors and PTA chairs and the third FGD was for 12 Local administrators.

3.6.1.4 Observation Checklist

The study utilized an observation checklist in Appendix V guided by the specific objectives and questions. The researcher observed; the house structures and general conditions of the households to determine the level of poverty in the households, the moral behavior and general conduct of the residents in the area to assess their social status, the environment to assess environmental degradation and sanitation and the general physical outlook to assess physical mental wellbeing of the household heads and boy-child.

3.6.2 Secondary Data

Secondary data was collected through; document analysis, books, journals, periodicals, internet sources, and case narratives. The review was done systematically in line with the study's specific objectives. Documents analysis of research publications, policy reports, and Government, document of school records, books, journals, periodicals, case narratives, and website searches of relevant literature were reviewed as secondary data.

3.7 Data Analysis and Presentation

Is the manipulation of data and observations in order to describe and explain the phenomena, therefore collected data was encoded, edited and cleaned to ensure it is accurate and consistent, by use of Statistical Package for Social Scientists (SPSS) version 22. Quantitative and qualitative data collected from the study was analysed and presented in tables, charts, bar graphs, and narrative. Qualitative data obtained from FGDs and key informant interviews was analysed by narrative report using thematic techniques. Descriptive statistics particularly percentage and frequency distribution were used to give the quantitative data from the questionnaires. Inferential statistics, spearman's rank order correlation, and binary logistic regression tests were used to explain the relationship between variables.

3.8 Reliability and Validity of Research Instruments

To ensure that the data collected would address the objectives of the study, the researcher tested the reliability and validity of data collection instruments, as discussed in the subsequent sections.

3.8.1 Reliability

Reliability is the accuracy or precision of a measuring instrument for data collection to measure the degree to which a research instrument would yield the same results or data after repeated trials (Orodho, 2003). The reliability of the instruments was ascertained using the test-retest method. The questionnaires and interview schedules were given to a group of respondents from Kakamega East Sub-county, for pilot study. The completed instruments were then scored, and the results were recorded. After a week, the same instruments were given to the same respondents, and the completed instruments were scored. The scores were compared using the spearman rank order correlation to establish the instruments' consistency and give the same

results. The researcher determined the required alterations of the data collection instruments.

3.8.2 Validity

Validity is the degree to which an instrument measures the concept it purports to measure (Mugenda, 2008). Validity in this study involved going through the instruments in relation to the set objectives and ensuring that they contain the information that can enable the researcher to get relevant answers to the research questions. Research assistants, who were familiar with the geographical locations and fluent in the local languages, were recruited and trained by the researcher to conduct the data collection exercise. The validity of the instruments was done through the expert judgment of the supervisors. The supervisors evaluated the content of the instruments and guided them to improve them through feedback.

3.9 Limitations of the study

Some of the limitations include the following:

- i. Some of the household heads were hesitant to divulge information on boy-child school dropout due to fear of victimization. This was overcome by reassuring the respondents that the information collected was solely for academic reasons and no other objective.
- ii. Language barrier was another limitation encountered by the researcher, since the household heads felt more secure to express themselves in the local language. This was overcome by training research assistants familiar with the local language and who understood the geographical location to save time and help the challenge.
- iii. Data was collected during the COVID 19 pandemic hence most household heads were not willing to interact with strangers. This was overcome by ensuring the

masks were put on at all times and was in company of a local administrator. All the COVID 19 set protocols were adhered to at all times

3.10 Assumptions

- i. The findings and results represent the overall picture and can be applied to other counties at the household level.
- ii. The households provided accurate and reliable information.

3.11 Ethical considerations

After obtaining approval from Masinde Muliro University Directorate of Post Graduate Studies, the researcher obtained research permit from National Commission of Science, Technology, and Innovation (NACOSTI). Upon reception of the permit, the researcher obtained authorization letter from the Kakamega County Commission before going to the field. An informed consent of the respondent was also sought through an introductory letter and any issue raised by them was clarified and they were assured of confidentiality before their involvement.

The researcher then solicited access to the sampled schools through the government and school administration protocols to make necessary arrangements with the administration on when and how to conduct the research. Similarly, key informants were free to answer questionnaires either in their offices or at their convenience then the questionnaires were collected as agreed. The data collected was anonymous and well restricted by the researcher as a way of protecting the document. The researcher sought consent from household heads to engage the boy-child school dropouts who were below 18 years.

CHAPTER FOUR
CAUSES OF BOY-CHILD EDUCATION VULNERABILITIES TO
ACCESS AND RETENTION IN PUBLIC PRIMARY SCHOOLS IN
KAKAMEGA SOUTH SUB-COUNT, KENYA

4.1 Introduction

This chapter presents the findings of the first objective to establish causes of boy-child education vulnerabilities to access and retention in public primary schools in Kakamega South Sub-County, Kenya.

The first section presents results and discussions of the socio-demographic characteristics of the household heads and the status of boy-child education in Kakamega South Sub-County. The second section presents the findings on the causes of boy-child education vulnerabilities to access and retention in public primary schools in Kakamega South Sub-County County, Kenya.

4.2 Questionnaire Response Rate

Out of the 384 questionnaires distributed, to the households 380 were correctly filled and returned, representing a response rate of 99 percent. Mugenda and Mugenda (2003), asserts that a response rate of 50 per cent is adequate, a response rate of 60 per cent is good, and a response rate of 70 per cent is very good. Therefore, this response was very good and formed sufficient basis for drawing conclusions.

4.2 Demographic Characteristics of Respondents

The household heads were asked to indicate their background characteristics based on their gender, age bracket, marital status, religion, education level, period stayed in the area and average daily income.

4.2.1 Gender

The study sought to determine the gender distribution of the house hold heads in Kakamega South Sub-County, Kenya. The summary is shown in Figure 4.1.

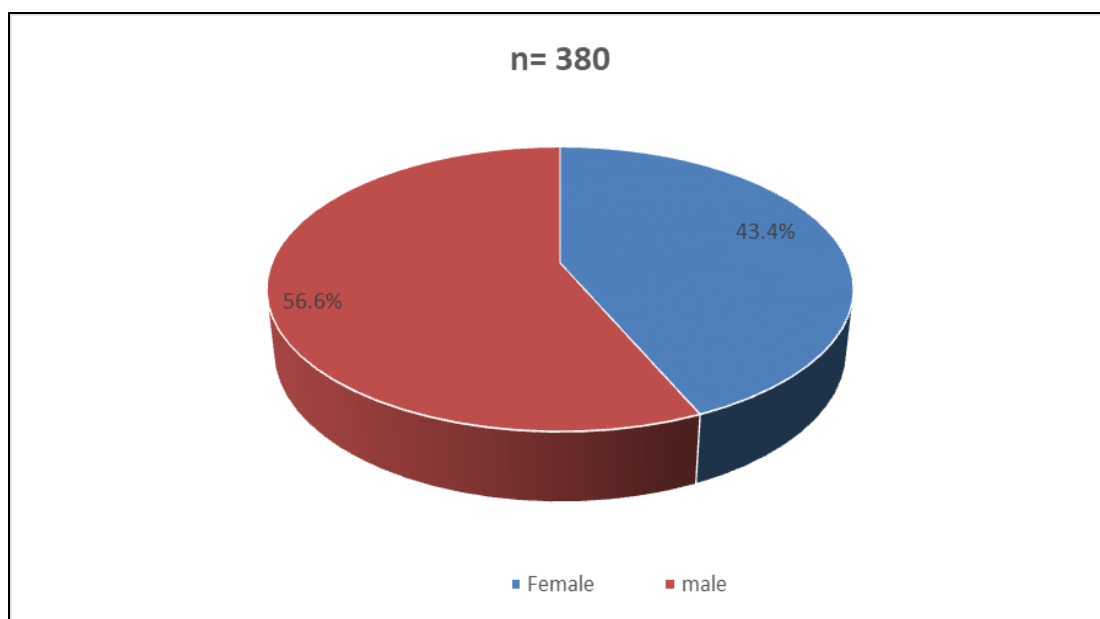


Figure 4.1: Gender of Household heads

Source: Field data, 2021

The results indicate that 215 (56.18%) of the household heads were male, while 165 (43.42%) were female. The findings indicated that the households in Kakamega South Sub-county are mainly headed by the male gender as compared to their female counterparts. The findings concurs with Juma & Simiyu (2019), who established that men head most households in Kenya, KDHS's (2014) affirms that men are the major decision-makers in most important household activities they head as culturally insinuated. However, Posel (2001), argue that not all male-headed households are advantaged.

4.2.2 Age

The study determined the age distribution of household heads; the results are summarized in Figure 4.2.

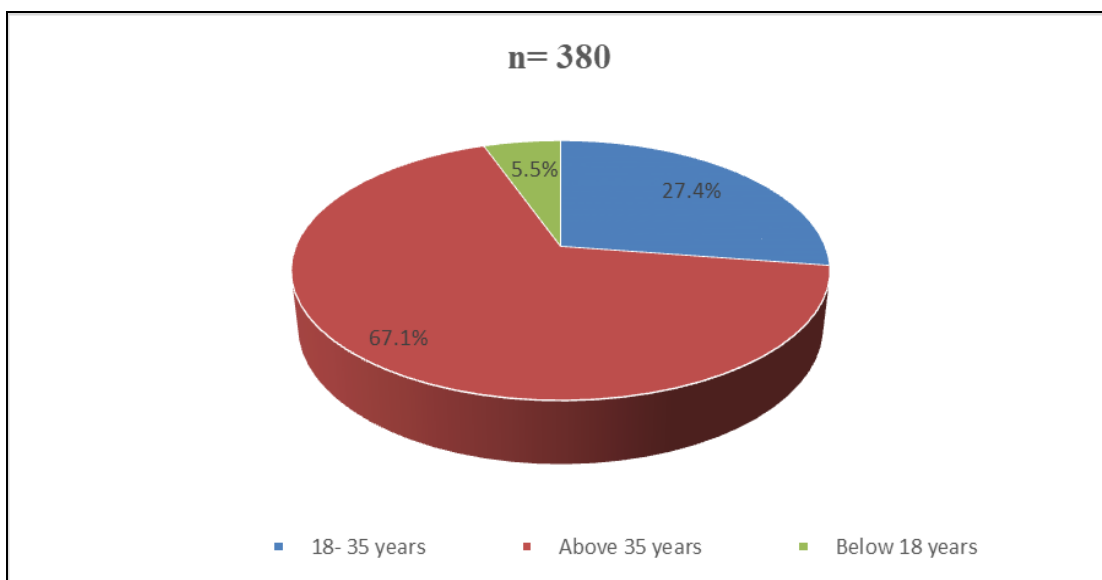


Figure 4.2: Age Distribution of household heads

Source: Field data, 2021

The results of the study revealed that household heads in the age bracket below 18 years 21 (5.53%), 18-35 years 104 (27.37%) and above 35 years 255 (67.11%). Most household heads were above 35years old.

4.2.3 Marital status

The researcher collected data on the marital status of the Household heads. The findings are summarized in Figure 4.3.

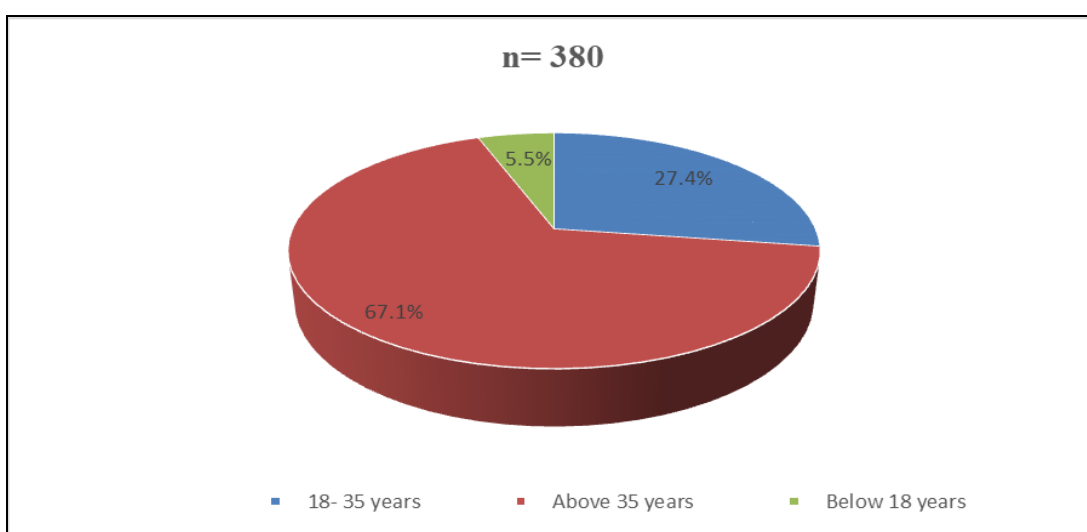


Figure 4.3: Marital Status of the household heads

Source: Field data, 2021

The results indicate that married were 288 (75.79%) single 56 (14.74%), divorced/separated 3 (0.8%) and widows/widowers 33(8.7%). The research established that most household heads are married however results from observation showed that the fathers in most household were absentee fathers. This was articulated by FGD with local administrators who indicated that most father figures in Kakamega South sub-county are not always there for the boy-child. In addition, there are single parents occasioned by broken family structures due to GBV/domestic violence. It was reported that such families have issues with taking care of the boy-child. Mphaphuli (2023) agrees with the results and attests that growing up in a dysfunctional family has harmful effects that extend to adulthood in children.

Interview with probation and children officers affirmed that children from such toxic environments have little control on the unconducive living conditions created by their parents, caregivers and guardians and may pass on the impact on their children. This unfortunately could not be far from the truth in Kakamega South Sub-county since the results indicated that if the parent is a mother she may not have control over the boy-child after circumcision, if it is the father he assumes the boy-child can take care of himself and do not do follow-up on his whereabouts since most of the fathers in Kakamega South-sub County are absentee fathers.

4.2.4 Religion of Household Heads

The study sought to examine the religion of the household heads because religious affiliation has an important role in influencing societal norms, social responsibility and positive role models as a way to achieve the social pillar of sustainable development. In addition, various religions have influenced education, especially the spread of literacy among laypeople. Odanga (2018) established that spiritual beliefs

and religious participation are positively related to academic performance. The results are presented in Figure 4.4.

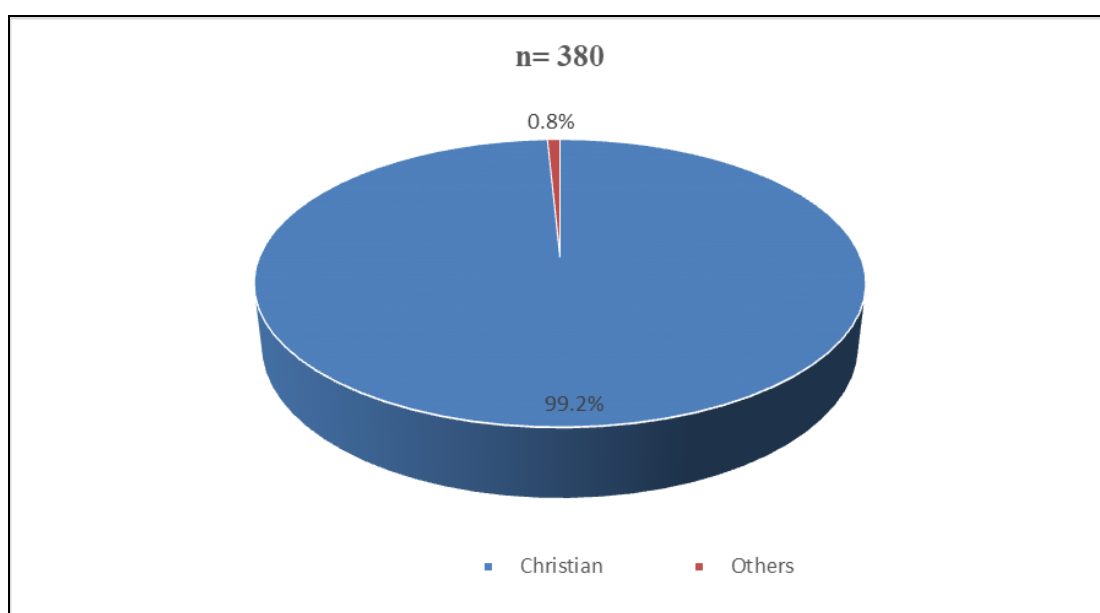


Figure 4.4: Religion of Household heads

Source: Field data (2021)

The results indicate that 378 (99.21%) of the household heads are Christians and 3 (0.79%) belong to other religion or are non-believers/Pagans. From the study, it is clear that most of the respondents in Kakamega South are Christians. The traditional role of religion is to shape a society to uphold and foster good morals and values. Woodberry, Robert (2012) attributes that in sub-Saharan Africa, religious missionaries were the prime movers in constructing educational facilities and influencing local attitudes towards education as a long-lasting positive impact on access to schooling and educational attainment levels.

However, results from FGD with local administrators had divergent view and indicated that in Kakamega south the role of religion had become less relevant to creation of good morals and values within the society. The FGDs attested that the upcoming church ministries that are not founded on moral teaching but to get money

in form of offertory, about moral do not emphasize on teaching but performing ‘miracles and prophecy’ leaving a society that lacks foundations for raising responsible children. A key informant noted that moral values in the society have since been eroded.

He said;

Unlike the ancient days where one could hardly see a father/ mother drunk during the day walking like a lost sheep, they used to have their pleasure during evenings after the day’s activities, enough to help one get good sleep. **(Key informant, 2021).**

The study findings agree with Wamalwa (2016), who indicated that the change in youth morality could be linked to the shift in society norms.

4.2.5 Education Level of the House Hold Heads

The study sought to establish the level of education of household heads in Kakamega South, Sub County, Kenya. This is attributed to the fact that educated fathers are prideful and are also interested in their children's academic progress. Thus, they would be willing to spend more time helping their children with academic problems (Allum, 2012). Education level was categorized as; Primary complete, primary incomplete, Secondary Complete, Secondary incomplete, tertiary, University and no education at all. The results are presented in Figure 4.5.

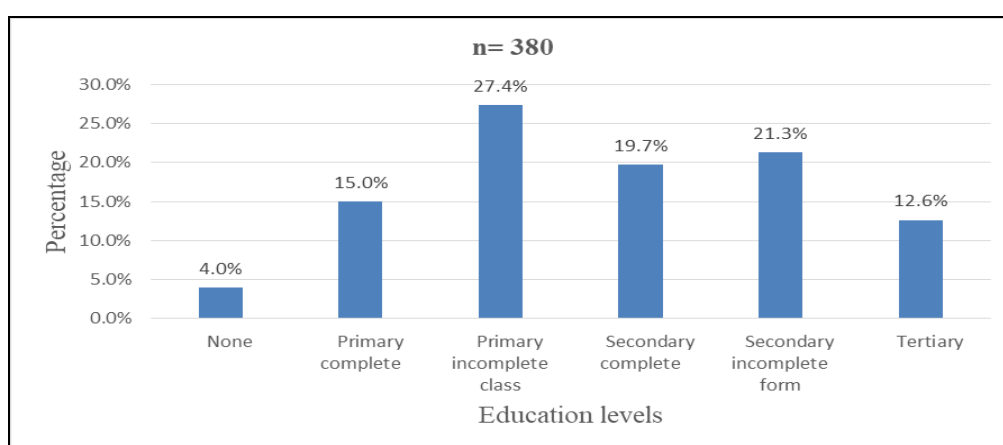


Figure 4.5: Education Levels of the Household Heads

Source: Field data, 2021

The results revealed that 48 (12.63%) had received post-secondary education, thus either gone to college or university, 75 (19.74%) had completed secondary education, 81(21.32%) had incomplete secondary education, 104 (27.37%) had incomplete primary education, 57 (15%) attained complete primary education, and 15 (3.95%) had received no formal education at all. Based on the results cumulatively, 34.5% of the household heads had received basic education but did not have any training or marketable skills to enable them to compete in the job market. On the other hand, 12.6% of the household heads had received post-secondary education and attained training and marketable skills that allowed them to acquire employment. In this regard, UNESCO, (2019) agrees that educating the boy-child means the next generation of household heads and leaders will have the skills they need to lead their homes and country. UNESCO further indicates that, Education provides an important opportunity to engage within learning environments to challenge gender inequality and encourage both genders to view themselves as equal partners'.

4.2.6 Source of Income

The study sought to establish the household heads' sources income in Kakamega South, Sub-county, and Kenya. A household head with a stable source of income is able to provide education requirements like books and pay any extra Levis required in school hence reduce education vulnerability. Sources of income were employed, farming, business, Carpentry, and unemployment. The results for sources of income are presented in Table 4.1.

Table 4.1: Sources of income for Household heads in Kakamega south sub-County, Kenya

Source of income	Frequency	Percentage
Casual workers	111	29.1
Farming	132	34.6
Business	63	16.5
Carpentry	6	1.6
Unemployed	15	4.1
Employed	53	14.1
Total (n=)	380	100

Source: Field data, 2021

The findings revealed that 111 (29.1%) of the household heads were casual workers, 53 (14.1%) are employed, 132 (34.6%) earn a living from small-scale farming, 63 (16.5%) engage in business activities, 6 (1.6%) earn a living through carpentry, 15 (4.1%) are housewives and do not have a reliable source of income at all. The results indicate that the household's source of income is from casual labour while a small percent of the household heads have a stable source of income from employment. The FGDs and key informants indicated that the casual labour is not stable and on daily basis but dependent on the season hence there are times when they don't have any work to do to earn a living. Symeou *et al.* (2012) agree that most parents without permanent jobs depend on casual employment and they may consider their children as economic assets whereby they make them double up school and manual labour to increase the family's earnings. This may lead to drop out of school.

4.2.6. Average Daily Income

The research sought to examine the daily income of household heads in Kakamega South Sub-county. Daily income defines the socio-economic status a household and is determined by the assets, and family's wealth. From the findings, average daily income for the household heads was less than Kshs.100 130 (34.2%), Kshs.101-200

123 (32.4%), Kshs.201-300 59 (15.5%) and above Kshs.300 68 (17.9%) in a day. The researcher established that in Kakamega South Sub county, 68 (17.9%) of the household heads earn an income of Kshs.300 and above per day a recommended, whereas 312 (63.6%) of the household heads earn below Kshs. 300 in a day being termed as people who leave in poverty. In Kenya the lower income group comprises of households with a monthly income of Kshs 23,670 and below; while middle income group comprises households with incomes ranging between Kshs 23,671 and Kshs 119,999 and finally the Upper income group enjoys monthly income of above Kshs 119,999 (KNBS, 2017). The results are presented in Figure 4.6.

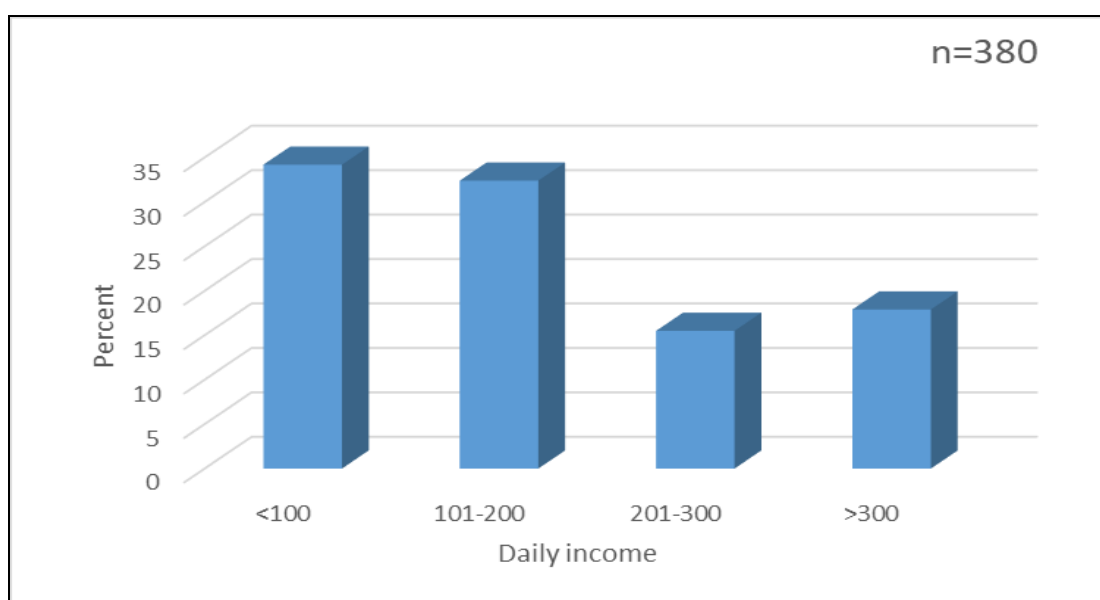


Figure 4.6: Average daily income

Source: Field data, 2021

Looking at these variables, and comparing them with the level of education of household heads in Figure 4.5, where 27.9% of the household heads in Kakamega south sub-county did not achieve basic education and therefore lacked marketable skills to compete for better-earning jobs instead they land for casual labour. The daily earnings from casual labour is below Ksh.300 is not enough to provide the basic needs for the family. Margetts (2000) illustrates that the poor tend to have more

limited access to educational opportunities than the non-poor and children from low SES families are more likely to have lower levels of literacy, numeracy and comprehension; have lower retention rates since they are more likely to leave school before completion; have lower education participation rates and are less likely to attend university; exhibit higher levels of problematic school behavior for instance absenteeism; hence have less successful school-to-labor market transitions.

4.2.7 Number of Meals per Day

The study sought to determine the number of meals each household takes daily to be able to ascertain food security in the household, achieving food security addresses Global Goal No. 2 to eradicate extreme hunger by 2030 (UN, 2015). The results are summarized in Figure 4.7.

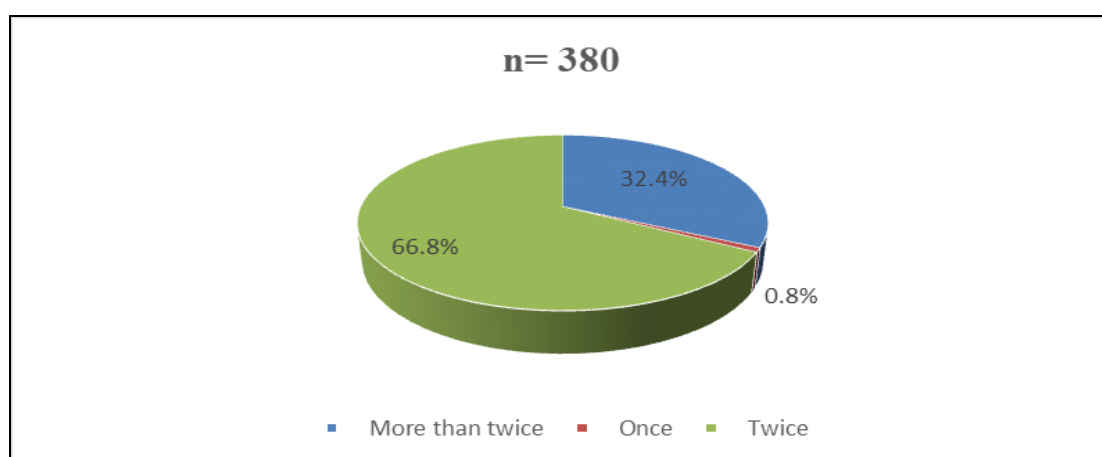


Figure 4.7: Number of meals taken per day by the respondents

Source: Field data, 2021

The results show that 264 (66.8%) of the households have meals twice a day, while 102 (32.4%) take meals more than twice a day, and 14 (0.8%) of the households have a meal once a day. From observation, *ugali* and kales are the main staple food the household consumes once daily. For the households that have meals twice a day, they take tea for breakfast and *ugali* with kale for supper, and this is the majority. Focus Group Discussions affirmed that the low-income group could not purchase adequate

food from daily earnings. Food insecurity, especially during the early years of growth, leads to malnutrition among children which may lead to cognitive growth and low educational achievement.

4.3 Status of Boy Child Education

4.3.1 The Willingness of Boy-child to go to School

Globally, there has been a basic assumption that boys in specific regions in Kenya are underperforming in school attendance, performance, and completion rates in the Kenya Certificate of Primary Education (KCPE). The study sought to determine the status of boy-child education in Kakamega South, Sub-county. The respondents were asked to indicate if the boy-child willingly goes to school in Kakamega South and at what level they do not willingly go to school. The results are presented in Figure 4.8.

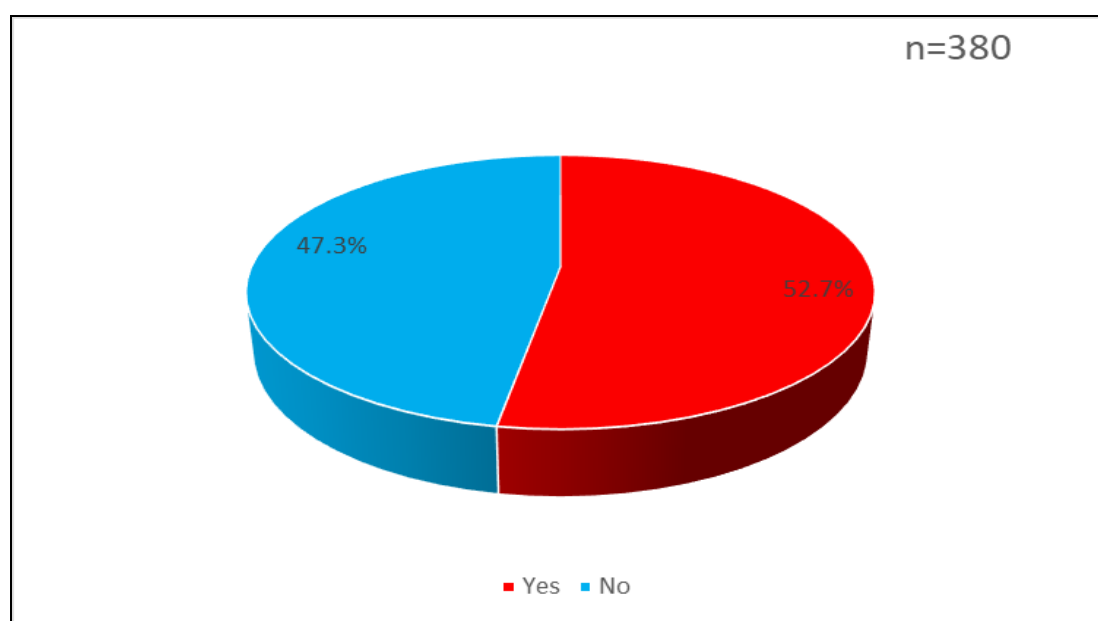


Figure 4.8: Whether the boy chooses to go to school willingly

Source: Field data, 2021

The findings indicate that 198 (52.4%) said yes the boy-child willingly goes to school and 180 (47.6) said no the boy-child does not willingly go to school. The research

wanted to understand further what happens to those not willing to go to school 180 (47.6) from the feedback sessions the household heads 230 (61%) said they value the boy-child and put him as a priority by supporting him and ensuring he access education. Hence they force them to go or find a way to motivate them. The results contradict the Kakamega County Task Force Report (2014) which revealed that despite the county investing in Early Childhood Development Education that gives a transition to primary education, some parents are still not willing to release their children to attend school especially those living with special needs, jeopardizing their right to education. This was supported by the County director of Education and Area Director of Education who reiterated that analysis of population and enrolment in schools indicate that some children with special needs have not yet accessed school the FGDs agreed that children with special needs are hide in their homes because the parents feel embarrassed to bring them to the public hence most of them are kept away from the public denying them the right to education.

4.3.2 School dropouts in the region

The respondents were asked to indicate if there were school dropouts in Kakamega South. The respondents agreed that yes 375 (98%) there are school dropouts in the region. The research observed that access to school is satisfactory but retention to completion is not guaranteed. The findings are in agreement with key informants and FGDs that there were school dropouts in the region. The research established that despite the efforts put in to offer equal access to education to ensure EFA some children drop out of school. (UNICEF, 2015) concurs that many children worldwide are out of school. The results from household heads questionnaires are presented in Figure 4.9.



Figure 4.9: Whether there are school dropouts in the region

Source: Field data, 2021

4.3.3 Classes where the boy-child demonstrates a desire to attend school

The researcher sought to understand at what level of education the boy child demonstrated the desire to attend school. The results are presented in Figure 4.10.

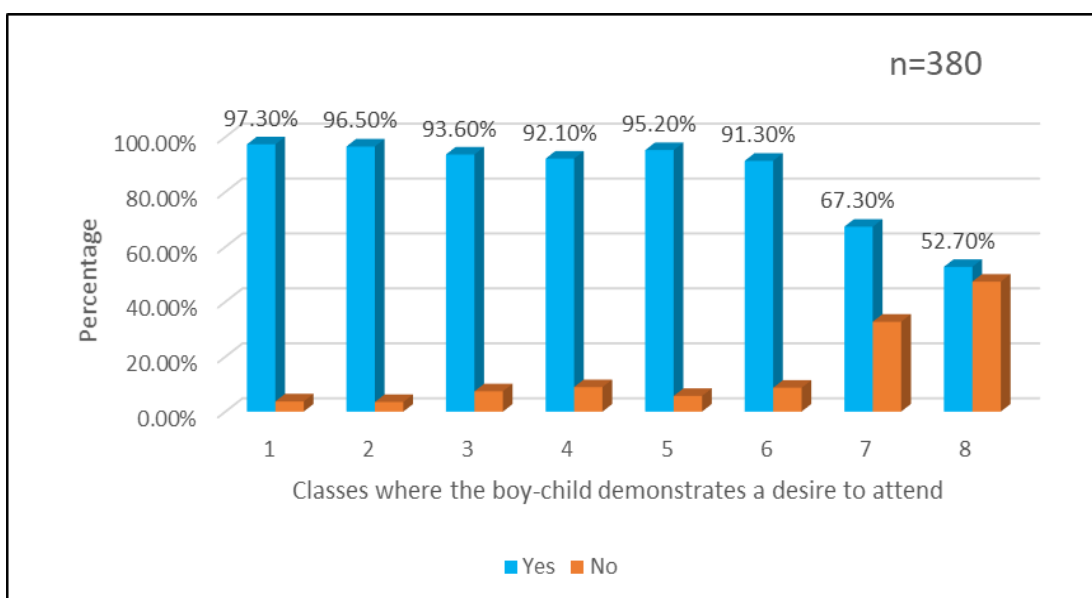


Figure 4.10: Classes where the boy-child demonstrates a desire to attend

Source: Field data, 2021

The household heads attest that in lower Classes 1-3 the boy-child (97.3%) is excited to join school and hence willingly goes apart from the few (2.7%) who find it difficult to adjust to school in the early years, but they still attend without much fuss. In Classes 4-6 (92.1%) willingly goes to school, some (8.9%) may not participate willingly due to a lack of school extra Levies or materials like books and uniform, and they feel embarrassed to be sent home to collect them. Additionally, some students in Class 6 have started doing casual labor for a small stipend, which may make them reluctant to attend school. However, they can still be compelled to go to both school and their jobs. In Classes 7-8 (60.1%) show willingness to go to school as opposed to (39.1%) who begin to show unwillingness to go to school and if not well addressed then the dropout rates begin to increase significantly.

There are various factors that prompt the unwillingness as attested by teachers who indicated that some parents are either unwilling or unable to afford school necessities, such as extra levies, books, uniforms, and writing materials. As a result, children from these households often face absenteeism and school disciplinary actions, which can diminish their morale. Other reasons included peer pressure, available income generation activities and drug and substance abuse as mentioned during various feedback sessions. Consequently it was established that at this stage teenage hood has popped and as they grow up, any triggering issue may lead to a lack of willingness to continue with education, ultimately resulting in school dropout.

4.3.4 Gender most likely to drop out of school

The respondents were asked to indicate the gender most likely to drop out of school in Kakamega South. The results from household heads are presented in Figure 4.11.

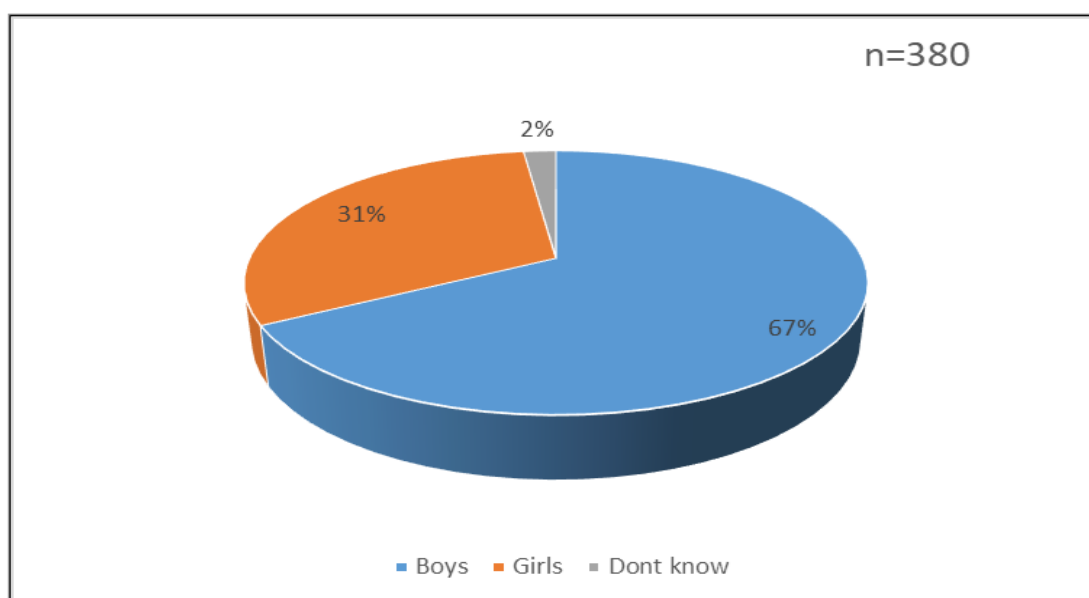


Figure 4.11: Gender most likely to drop out of school

Source: Field data, 2021

The household heads indicated that the gender most likely to drop out of dropouts was boy-child 258, (68%), 120, (31%) indicated that girls too drop out of school and 6, 2% indicated they don't know the gender most likely to drop out of school. The results confirm the assumption that the boy-child is lagging in education attainment in Kakamega South Sub-county. Following the statement made by the Minister of Education in December 2013 who raised concerns over the boy-child lagging in education. The minister noted that in 21 counties in Kenya, more girls than boys had sat for the primary school leaving examination. Kenya National Examination Council found out that girls had outperformed boys in literacy, and the superior performance demonstrated by boys in numeracy was reducing (MOE, 2013).

The FGDs and Key informants agreed with the household heads that there were school dropouts in the region and the most affected gender is the boy-child. They attributed school dropout to poverty among the households, potential income-generating activities carried out in the area, like *boda boda* business, mining, sand

harvesting and quarrying, and drug and substance abuse. However, the household heads argued that although there are income-generating activities through casual labor, the boy-child engages in them only during weekends and in the evening after school to help the family meet their basic needs. ILO (2015) argues that the boy-child who doubles up by providing labour and school will struggle to balance attending school regularly and keeping at par with school assignments. This will increase absenteeism that brings conflicts with the teachers at school and the boy-child will opt to dropout out of school.

Munene and Ruto (2010) agree that poverty-related factors and adult-induced domestic child labor increases the chances of children from low-income households to often skipping school. The findings agree with the boy-child who said that he dropped out of school because he used to be a habitual absentee during the hunger period, his parents could ask him to accompany them to work on peoples farms, so as to get money to buy food. When he went back to school, teachers could punish him and this frustrated him hence he opted to drop out of school to support his parents earn a living. The research established that the boy-child willingly go to school but faces challenges that force him to drop out of school. Namukwaya & Kibirige, (2014) agrees with the findings that children from the poorest households are four times more likely to be out of school than those of the richest households.

4.3.4 Highest Level of Education Attained by the Boy-child

The study sought to determine the highest level of education achieved by the boy-child in Kakamega South, Sub-county, and Kenya. The variables observed were primary, secondary and university. The results are presented in Figure 4.12.

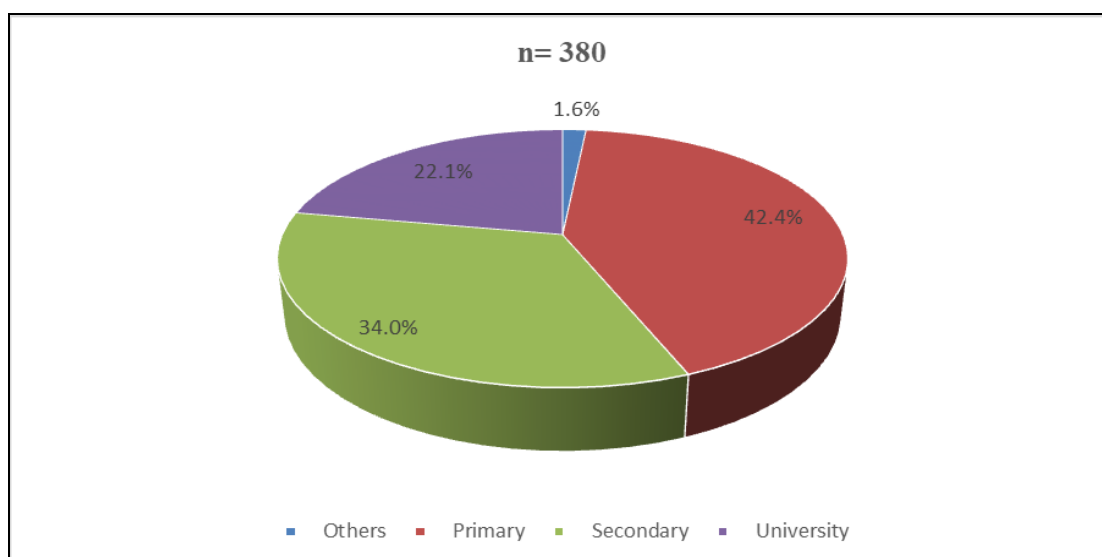


Figure 4.12: The highest level of Education attained by the Boy-child in the Region

Source: Field data, 2021

The research established that the highest level of education reported having been attained in the region by the boy-child was Primary (n = 161, 42%), 34% (129) finished secondary education but did not transit to college or university, 22.1% (84) were reported to have either gone to tertiary colleges or university and 1.9% (10) do not have formal education.

The research established that although introduction of free primary education saw an increase in enrolment, a sizeable number of the boy-child in Kakamega South do not transition from primary to secondary and tertiary to gain more literacy skills essential for economic growth and social stability that enhances the functioning of a stable and equitable community.

The research compared the highest level attained by the household heads and the highest level of education attained by the boy child and agreed with Maku (2015) that a society with household heads attaining higher education impacts differently on the

education level of their children as compared to a society where household heads had incomplete basic education. In addition, the findings established that a good number of boys in Kakamega south who are perceived to be future household heads do not acquire the skills and knowledge that will enable them to make informed decisions for the betterment of society

4.3.2 Trends in School Enrolment and Retention

The study sought to establish the trends in school enrolment and completion among boys and girls within schools in Kakamega south sub-county between 2010 and 2020 from official reports and periodicals at the Area Education Office. The results are shown in Figure 4.13.

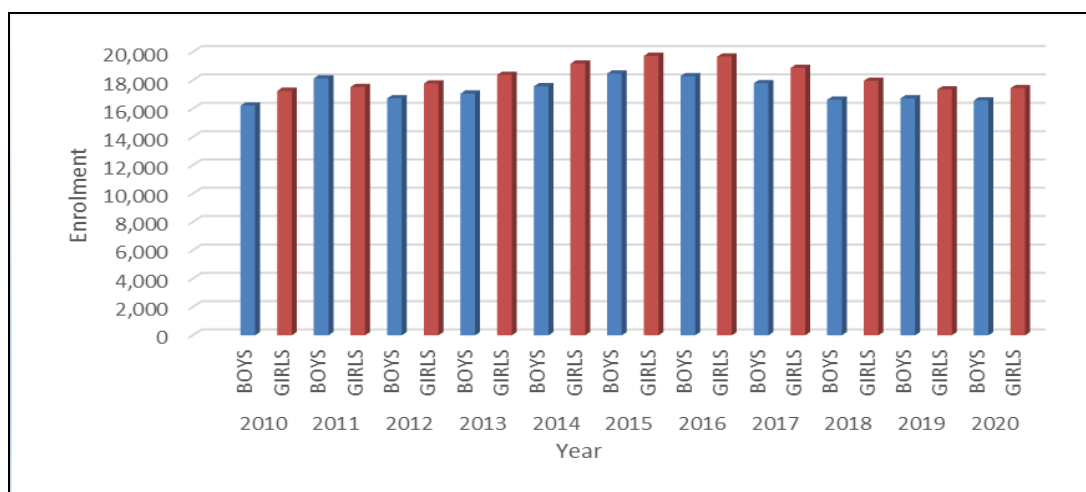


Figure 4.13: Trends in school enrolment and completion among boys and girls within schools in Kakamega south sub-county

Source: Kakamega South Sub-county Education Office, 2021

The study's findings show that a higher number of girls than boys enrolled in schools within the sub-county except in 2011. The average enrolment for girls in the schools within the Sub-county was 17,962 for the period between 2010, when Free and Compulsory Primary Education was implemented and 2020, when a pupil is supposed to have completed preschool and primary school. During the same period, the average

enrolment for boys in schools within the sub-county stood at 17,052. This translates to 51% for girls and 49% for boys. Therefore, there is a significant difference between the numbers of boys who enroll in schools and complete primary as compared to the number of girls.

The study established that the retention rate through completion from standard one to standard eight in public primary schools in Kakamega South sub-county had declined and the boy child was affected. These therefore confirms the fear in the country that the boys have started to under participate in education and confirms the Kenya Institute for Public Policy Research and Analysis (KIPPRA) report (2013) that more girls than boys of appropriate age were attaining basic skills in education in Kenya.

4.4 Causes of boy child education vulnerabilities to Access and Retention in public primary schools in Kakamega South Sub-county, Kenya

The study sought to establish the causes of boy-child education vulnerabilities to access and retention in school. The respondents indicated various causes: Family related factors included; dysfunctional families' education level of parents and seclusion by inadequate & biased gender equality campaigns. Socio-cultural factors included; cultural beliefs and practices and societal norms and values and School related factors included Absenteeism, extra school levy, poor academic performance and school workload and socio-economic factors included, financial status of the household, family income, job stability and child labour. The results are summarized in Figure 4.14.

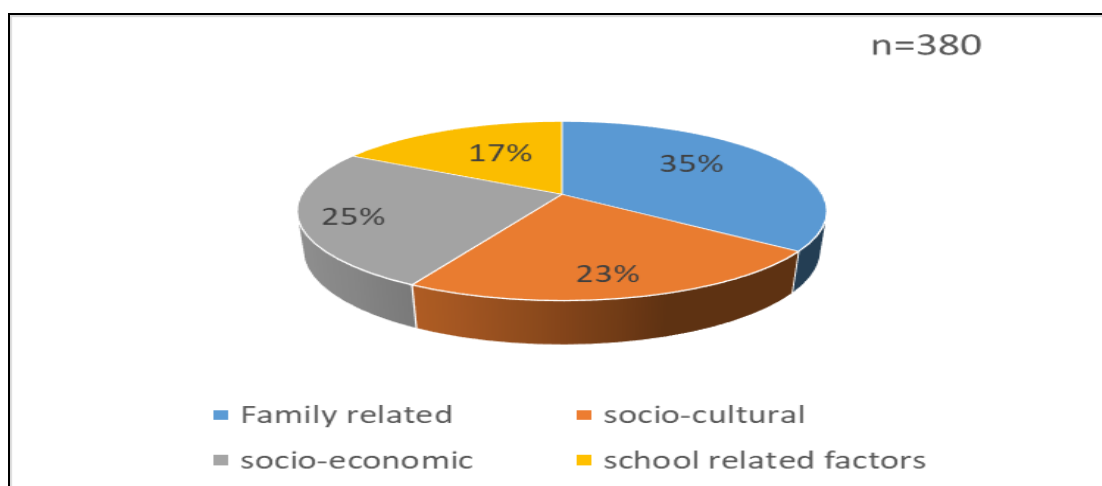


Figure 4.14: Causes of boy child education vulnerabilities

Source: Field data 2021

The findings established family related factors 133 (35%), socio-cultural factors, 87 (23%), socio-economic 95 (25%) and school related factors 65 (17%) as causes of boy child education vulnerabilities to enrolment, access and retention in public primary Schools in Kakamega South Sub-county. The results are discussed in the following subsections.

4.4.1 Family-Related Factors

The researcher sought to establish the family-related factors that increase the boy-child education vulnerabilities in public primary schools in Kakamega South sub-county, a summary of the findings are indicated in Table 4.2.

Table 4.2: Family Related Factors

Family related factors	Frequency	%
Dysfunctional families	222	58
Education Level of household heads	95	25
Seclusion of the boy-child	63	17
Total (n=380)	380	100

Source: Field data, 2021

Response on dysfunctional family 222 (58 %), education level of parents 95 (25%) and seclusion of the boy-child 63 (17%). was ranked as the most impactful cause of boy-child education vulnerabilities to access and retention in school.

4.4.1.1 Dysfunctional families

The research established that 222(58%) dysfunctional families which emanates from broken family structures that lead to single parenting, gender-based violence, domestic violence, parental neglect, absentee fathers, lack of role models and children born out of wedlock as the most significant cause of boy-child education vulnerabilities. The results agree with Hunters and May (2003) who established that boys from dysfunctional families were more likely to drop out of school.

Additionally, the local administrators indicated that most households in Kakamega south sub-county experiences dysfunctional families due to gender-based violence/ domestic violence which leads to family unit breaks. Domestic violence lead to single parenting failed marriages, mothers flee with the girl child and live the boy-child with their fathers exposing him to neglect since most fathers are not responsible enough to take care of the boy-child instead he is left under care of grandparents or is left to take care of himself.

The local administrators indicated that the boy-child in such broken family structures due to GBV suffer from social challenges to financial constraints and crime because these homes lack the well-rounded development that intact families enjoy. The administrators confirmed that although most female counterparts in Kakamega south Sub-county still prefer a man to be the head of the family and a major decision-maker

for the household, when he is married to a more educated wife, he loses confidence and self-esteem.

One of the FGD participants stated that;

Socially, there are failed marriages, dysfunctional families and high incidences of Gender Based Violence (GBV) in the Kakamega South sub-county, especially in a homestead where a boy who dropped out of school got married to a girl who finished form four and is employed. He said that while solving such cases at the village level, the man complained that the woman was proud and looked down on him because she was educated. On the other hand, the woman would complain that the man always abuses her, insisting that she should not go to work but stay home and take care of the children, he will provide for the basic needs **(FGD, 2021)**.

The results agree with those of Njue *et al.* (2007), who assert that the division of roles is common in any culture in Kenya and can be seen within families. Pike (2020) argues that, as much as traditionally, women want to see a man as security with the ability to provide, the economic strife and the dwindling jobs orchestrated by a static economy make men no longer capable of living up to this expectation. More women are taking up the providence role and expanding their societal influence, increasing dysfunctional families.

Findings from feedback sessions affirmed that there are absentee fathers in Kakamega South Sub-county, which causes the boy-child to lack role models and guidance from father figures hence most of them exhibits risky behaviors especially if his peers are not keen on learning. Many fathers are either away from home working to support the family or idling in marketplace activities. During crucial developmental stages, the boy-child requires careful observation, parental guidance, and love. The research found that households, where the family's father figure was close to their boy-children, reported minimal or no dropouts, in contrast to households too busy to

monitor their boys' education and behavior. Focus Group Discussions (FGDs) with boy-child dropouts confirmed these findings.

He said;

My parents had all the time to do business and pay fees and other upkeep requirements yet, they had no time for my moral and emotional support. **(Boy- child dropout 2021)**

Edimudia & Sekano (2015) agree with the findings that the boys might also go through a developmental crisis that can have a negative effect, including running away from home to the streets and drug usage. Feedback session with the boy-child who dropped out of school established that they felt neglected especially when families are separated and the mother re-marries, they indicated that in many instances, the boy-child is not accepted in the new family or if accepted, he faces challenges of discrimination. They noted that it affects him emotionally and psychologically affecting school concentration, as he grows up he may end up dropping out of school to get a job for self-reliance.

Mphaphuli (2023) established that children who grow up in dysfunctional families are at higher risk of developing mental illness, which, if not treated, can result in long-term depression and anxiety. Focus Group Discussants confirmed that where a single parent is a sole provider for the home, in Kakamega south sub-county, the boy-child in such families experience higher incidences of poverty and are more likely to double up school and child labour or drop out of school and get involved in casual labor to help the parent vent for the family.

The children's officer observed that when a woman marries a man who already has a daughter and a son, girls are often viewed as more acceptable for adoption into the

new family than boys. The reasoning behind this is that boys will eventually grow into men and may claim assets such as land. The respondents indicated that, in the interest of peace, the boy is often left in the care of maternal relatives or grandparents. In many cases, neither biological parent checks on the boy. These findings agree with observation results showing that, in some households, the boy is primarily cared for by his grandparents.

Negative perceptions of the boy-child prevent them from growing up in homes with the care of a biological parent, which emotionally impacts their ability to concentrate in school. These findings align with research from the US Center for Marriage and Family Studies, which indicates that broken family structures consistently lead to educational difficulties for children. Those from non-intact families experience significantly higher rates of challenges with school retention. This was affirmed by the children's officer who stated that boys raised by single parents or born out of wedlock often experience neglect and wasted time. The officer noted that caregivers are frequently preoccupied with reporting neglect by the other parent, which detracts from their ability to support the child's education.

Consequently, this situation can hinder the child's school attendance and negatively impact cognitive development. Schultz (2006) agrees, noting that family-related factors, such as broken family structures, consistently lead to educational difficulties for boys. The findings align with Chege & Likoye (2015), Chang'ach (2012), and Unterhalter & Dorvard (2013), indicating that boys are experiencing neglect and can thus be considered vulnerable in ways previously unrecognized.

4.4.1.2 Education Level of house Household heads

The education level of household heads, cited by 96 respondents (25%), ranked second among family-related factors contributing to the educational vulnerability of the boy-child in accessing and remaining in school. The study found that household heads with higher levels of education positively influenced school retention, in contrast to those with lower levels of education or those who had dropped out of school. The findings agree with Akeri (2015) who affirms that a society with household heads attaining higher education impacts differently on the education level of their children as compared to a society where household heads had incomplete basic education.

Since the majority of household heads in Kakamega South Sub-county were male, the level of education was a factor in determining the future success at school of the boy-child and a strong creation a self-reinforcing cycle of achievement passed down from parents to the boy-child who takes up from the father as a future household head. UNESCO (2015) suggest that pupils would work harder and perform well if they realize that their parents are interested in their school since parents/guardians with high level of education show concern over education.

Teachers interviewed confirmed that educated parents had a more positive influence on the educational attitudes of their sons compared to less educated parents. This finding aligns with Maku (2005) who notes that factors such as the education level of parents significantly affect the academic performance of their children. The finding was overlooked during the local administrators' Focus Group Discussion. Participants argued that there are parents who may not have received formal education but instill

high educational aspirations in their children. However, these parents often face limitations due to other factors, such as poverty.

A boy who dropped out of school shared that although his parents lacked basic education, they did everything they could to support him and his four siblings, even engaging in casual labor to cover school fees. Unfortunately, his father passed away when he was in the sixth grade, and their mother struggled to afford their education. As a result, he decided to leave school to help care for his younger siblings, who continued their education. Toth et al. (2019) support these findings, indicating that children from less successful families are seven and a half times less likely to succeed.

4.4.1.3 Seclusion of the Boy-child

The seclusion of the boy child, accounting for 63 (17%) was identified as the third family-related factor contributing to vulnerabilities in accessing and retaining education for boys in Kakamega South Sub-county. Feedback sessions from Focus Group Discussions (FGDs) with boys revealed that they feel organizations advocating for the welfare of girls are often biased. These groups tend to focus on specific challenges faced by girls while paying little or no attention to issues affecting boys. The boy children expressed that the excessive concern for girls' welfare makes them feel neglected. They emphasized that they deserve the same level of attention as girls and do not wish to be seen merely as caretakers for girls, as they also have their own needs and challenges that require acknowledgment.

One of the school dropouts said;

I used to be angry when told to take care of my sisters, and teachers could punish me when I argued with a girl in school. This made me feel the school was for girls and I was not important, which made

me leave school for girls to join my fellow men hustling without education,

(Boy-child dropout 2021)

Muyaka, Omuse, and Malenya (2021) agree with the finding and indicate that families tend to be overly protective of girls, closely monitoring their activities at home, while allowing boys more independence without much supervision. Both the children's officer and the probation officer agreed with this finding, noting that constant campaigns emphasize the needs of the girl child, often leaving the needs of the boy child unaddressed. They pointed out that the boy child faces similar challenges to those experienced by girls, but receives little, if any, attention in comparison.

Consequently, the research established that the boy-child too faces GBV and sexual harassment (sodomy) but they suffer in silence due to fear of embarrassment and or their lack of knowledge on who to approach. Erulkar & Matheka (2007) attest that in such scenarios the victims often isolate themselves from others a factor that leads to them feeling insecure and hence opt to drop out of school since they can hardly accommodate the pressure. The finding agrees with Kalume, (2015) who posited that Gender Based Organizations have for over the years provided strategies to address gender-related issues in society, although the meaning of the approach has had more focus on the female gender.

4.4.2 Socio-cultural Factors as a Boy-child Education Vulnerability

wide array of societal and cultural influences and impact thoughts, feelings, behaviors, and ultimately health outcomes The findings established that Socio-cultural related factors 87 (23%) were ranked number two as a cause of education vulnerability for the boy-child. Cultural factors established were cultural beliefs and practices like traditional circumcision, *disco matanga*, and bullfighting, social activities like watching videos, changes in societal norms and values, and early

marriages. The indicators assessed to evaluate the most impactful socio-cultural factors were access attendance/absenteeism/, retention, dropout, school performance, and discipline. The results are indicated in the following subsections.

4.5.2.1 Socio-Cultural Factors Influencing Regular School Attendance

The research aimed to determine how socio-cultural factors affect school attendance, increasing vulnerability to retention and completion for boys. The results are shown in Figure 4.15.

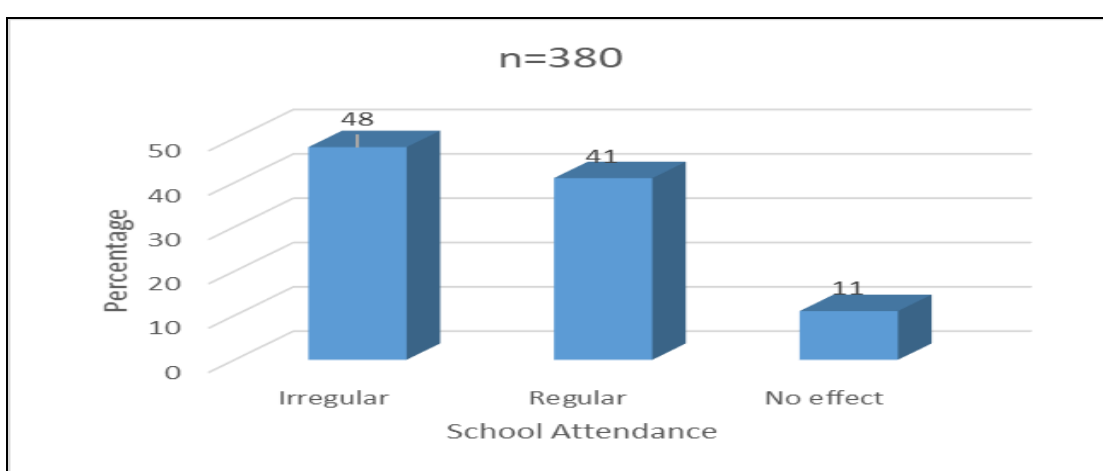


Figure 4.15: Whether Socio-cultural Factors affect School Attendance

Source: field data (2021)

Household heads reported that socio-cultural factors contributed to irregular school attendance, with 182 (48%), 156 (41%), and 42 (11%) reporting no effect at all and the research found a clear link between socio-cultural practices and irregular school attendance, which refers to absenteeism. Further exploration revealed that the ages most affected by these practices were 13 to 16 years, primarily affecting teenagers in classes 6 to 8.

Teachers interviewed indicated that socio-cultural practices such as *Isukuti* and traditional circumcision pose challenges to the teaching and learning process. They

noted that cultural practices, impact student attendance, as many learners participate in these events either directly or indirectly. Of the 22 schools sampled secondary data collected from school attendance registers showed 11 (48.14%) irregular attendance 9 (41%) schools indicated regular attendance while 2 (11.3%) did not have statistics of the same. Data from feedback sessions with teachers in schools where attendance registers showed irregular attendance as a result of absenteeism.

In addition, the research established that after the initiation some become unruly and show indiscipline behavior to the female teachers, girls and fellow uncircumcised boys. Kainuwa, and Yusuf, (2013) concur with the findings and explain that the level of education influences knowledge, beliefs, values, goals skills and problem-solving strategies favorable for society's growth. The teachers indicated that the school dropouts interfere with girls' concentration since they engage girls in boy-girl relationships that lead to premature sex as the girls are enticed with small gifts and money in return. The pupils who engage in premature sex suffer lack of concentration due to embarrassment and stigma which affect performance and lead to teenage pregnancies and early marriages where both the girls' education is affected. Pandey (2003) established that most pupils end up engaging in sexual activities because of peer influence and or forced sex

Nyaundi (2005), attributed that after initiation, the boy-child is educated on the role of becoming a man. The research established that the teachings offered at the pass-out ceremony make them feel mature and think they can take care of themselves. The findings concur with Kowot, (2017) and Akintoye, and Saliu, (2020) There is too much expectation on the boy-child, that he should always be a man to protect and take care of the family in the absence of the father however, there is little evidence on

whether they are given enough guidance and role models to be able to handle it (Akintoye, and Saliu, 2020).

4.5.2.2 Disco Matanga and Bullfighting.

The findings indicate that 300 household heads (78.9%) strongly agreed, while 80 (21%) disagreed, that disco *matanga* has a negative impact on education. *Disco matanga* refers to a traditional funeral rite observed by some families in Kakamega South Sub-county, where neighbors and community members gather at the home of the deceased to hold a vigil, celebrating the life of the departed while also mourning with the family. The study found that this socio-cultural activity is an unmonitored gathering that is linked to various issues, including an increase in addictions and moral degradation among young people. It fosters harmful behaviors such as negative peer pressure, alcohol consumption, smoking, drug abuse, and early sexual relationships and marriages.

Feedback sessions indicated that as a result, some villages have at times, banned it due to rising cases of teenage pregnancies, school dropouts, and other criminal activities but there are other areas that still put it into practice. Additionally, the disco *matanga* celebrations often include bullfighting as part of the festivities, highlighting sociocultural practices that contribute to challenges faced by the education of boys, particularly in terms of school retention.

During focus group discussions, boy-child dropouts confirmed that these cultural practices adversely impact moral values and behavior. They reported that friends may pressure others into activities they would not normally consider, leading to regrets later in life. Some individuals are driven to criminal activities, such as selling drugs at

these gatherings, while others engage in drug and substance abuse in an attempt to gain acceptance from their peers.

One of the boy-child dropouts regretfully stated that;

When I started living in my house (*Simba*) after circumcision, my friends could come at night to pick me up to *disco matangas* or bring illicit brew and girls. We could take alcohol till we got drunk. I could not refuse because they would laugh at me and call me a coward (**boy-child dropout, Kakamega South, 2021**).

Feedback sessions with the boy-child dropout established that the impacts of dropping out of school due to peer pressure frustrated some of the boy-child who unfortunately found it difficult to stand it. The feeling of not having done what their parents expected of them, widened the gap and distanced them from family and friends making them depressed and anxious. The research established that in such instances, they attempt self-harm like committing suicide, while others run away from reality by getting addicted further to drug and substance abuse.

The results agree with Bourne (2001), who asserts that peer groups are powerful reinforcers and a source of popularity and acceptance. The pursuit of peer acceptance is manifested in how they dress, speak, walk, and their general interests, all of which can be viewed as an attempt to “fit in” with the group and, on many occasions, the onset of risky behaviors.

The findings agree with the probation officer and children officer who attested that peer influence occasioned by cultural practices among teenage boy-child in Kakamega South sub-county was a cause of education vulnerability. It was revealed that boys drop out of school because their friends have done the same. Likewise, others engage in economic activities that keep them out of school because they see their friends doing so and making money. It also emerged that their peers induct the

boy-child into drug and alcohol abuse, and illicit activities. Michael & Ben-Zur (2007) concurs that peer pressure leads the boy-child to get involved in risky behaviour, which can be a part of seeking a feeling of belonging in a group.

4.4.2.3 Social Activities that Increase Boy-child Education Vulnerabilities to Access

and retention in School

The study sought to evaluate social activities in Kakamega South Sub-county that cause boy child education vulnerabilities. The social activities evaluated were; watching videos and playing pool, changes in societal norms and values, and drug and substance abuse. The changing nature of society, in terms of values and social responsibility, affects schooling. The results are presented in Table 4.3.

Table 4.3 Social activities that Increase Education Vulnerability to Access & Retention in School

Social activity	Frequency	Percentage	Rank
Change in societal norms and values	145	38.2	1
Watching videos & playing pool	133	35	2
Drug and substance abuse	102	26.8	3
Total	380	100	

Field data, 2021

From the findings, household heads indicated that change in societal norms and values 145 (38.2%) watching video and playing pool 133 (35%), drug and substance abuse 102 (26.8%) were the social factors that increase boy child education vulnerabilities. Change in societal norms and values ranked number one, drug and

substance abuse ranked two and watching video and playing pool ranked three. Key informants indicated that the changing nature of society's values and social responsibility affects schooling, particularly with parents who closely monitor their children's progress.

4.4.2.3.1 Change in Societal Norms and Values

NGEC (2015) report established that in the traditional society, the boy-child belonged to society and was expected to listen and follow guidelines given by adults. This meant that everyone watched over the boy-child and corrected them whenever they were found in a mistake by any adult. However in Kakamega south Sub county the household heads who ascertained that change in society norms and values increased the boy child education vulnerabilities indicated that bringing up the boy-child had changed from community responsibility to individual families, unfortunately, most parents are not available to oversee what their children do. Edet and Egekre (2010) and Russel (2001) notes that the changing nature of the society in terms of values and social responsibility affects schooling, parents who closely monitor the boy-child will easily notice any change and they are able to provide emotional support.

The argument was that society had moved away from the joint responsibility of taking care of the children where the children were monitored from all angles everywhere and anywhere which made them to be morally upright to individual responsibility where parents own their children and are seen defending them even when they are reported of having been involved in a mistake. The research observed that every parent looks at a child as his/hers, and only the parent can discipline the child. Moreover, if any other person does that, it creates a conflict between the parents. Unfortunately, most parents are not available to oversee what their children do.

One of the household heads stated that,

“Kitambo mtoto alikua wa jamii yote, lakini siku hizi kila mtu anashugulika na mambo yake. Hata mtu mzima akiona mtoto wa jirani akifanya makosa hashuguliki hata kidogo (In the past, the child belonged to the whole society, but in the modern world, everyone minds his own business. Even when an adult spots a child doing something wrong, they are not bothered) **(household head, 2021).**”

The Probation officer indicated that this kind of individual responsibility had affected the upbringing of the children, and the most affected gender was the boy-child. It was noted that most parents do not know who their children are with and what they are capable of doing. The officer further reiterated that the individualism of parents to children hinders society mentorship in case a parent is unavailable for his son, and the boy-child misses guidance from other adults in the community which compromises behavior change. The local administrators during feedback session indicated that, FPE needs enforcement at the grass root and in cases of non-compliance responsible children and parents should be taken to account.

4.4.3.2 Watching Video & playing Pool Table

Watching video and playing pool table was ranked as number two by the house hold heads as social activity 133 (35%), that caused education vulnerability to the boy child. The research established social activities such as watching video, and playing pool table are addictive and one needs money to engage in them. The research observed that this social activities caused the boy-child to double up school and child labour to earn money to engage in watching video. However it was established that pool table is done by older boys but accompanied mostly by drug and substance abuse. Since they are mostly in one confinement, the risks of the boy-child engaging in other immoral behaviour were evident.

The key informants unanimously agreed and associated the activities with the freedom given to the young boys' after initiation where little or no monitoring to where the boy is, what he is doing and with who questions are never followed up. This predisposes the boy-child to peer pressure and involvement in irresponsible behaviour. It was further observed that allowing the boy child to live in their small houses known as *Simba* exposes them to too much independence as nobody monitors what they do when they are on their own in the small houses (*simba*), which culturally, is out of bounce for parents, especially mothers.

The boy child dropout during FGD indicated that the activities are much embedded in gabbling and winning depends much on how much money one has. In the process, drugs are also sold and abused as they play and watch. The results agree with Akintoye & Saliu, (2020) who established that some pupils miss school and sneak out of school, to attend the ceremonies.

4.4.3.3 Drug and Substance Abuse

Drug and substance abuse was ranked third 102 (26.8%) social activity that increases boy-child education vulnerabilities. The household heads further revealed that peer pressure on drug and substance abuse was very high in the sub-county and most of the school-going boy-child fall prey to the menace. This was echoed by FGDs who indicated that some parents too derived the boy-child to drug and substance abuse since they do drugs in the presence of their children during the social gathering. Some go to the extent of sending the boy-child to buy for them and in the process the boy-child attempts to emulate their parents.

During the feedback sessions with boy child dropouts, it was revealed that many boys are often introduced to drug abuse by their parents, particularly those involved in the

illegal production of an illicit brew known as *chang'aa/machina* which is locally made for income. In these situations, the boy often pretends to assist his parents in the brewing process and sneaks some of the alcohol to share with peers as they explore.

One of the Boy-child stated:

The drugs often abused include bhang (referred to as *Ngwayi/moto*), *miraa*, and illicit brews known as *chang'aa/machina* and *busaa*. The boy-child is initiated to drugs and consumption of alcohol at an early age by their peers and parents during ceremonies like bullfighting, “*disco matanga*,” and circumcision **(FGD, 2021)**

The boy-child further revealed that some of the boy-child are involved in drug trafficking as a source of income at school and in the process, they secretly sell the drugs to their peers hence influencing them to use drugs.

The teachers interviewed reported that drug and substance abuse significantly impacted the school attendance, performance, and overall retention of boys in school. They noted that boys who frequently use drugs often become unruly and display disciplinary issues, which can lead to corporal punishment. Despite attempts to discipline these students, many do not improve; instead, they tend to withdraw from school, making excuses about hostile teachers. Others face expulsion due to concerns about influencing other students negatively. Ultimately, this cycle contributes to a higher rate of school dropouts.

The local administrators agreed and stated that the much freedom given to the boy-child after initiation compromises his ability to decide what is good for him and what he is not supposed to partake in, they begin exploring drugs in smaller amounts then they become addicted, addiction leads them to prefer casual labor to earn money to purchase the drugs.

The research therefore attests that change in society norms and values, erosion of morals, parenting practices, initiation ceremony teachings and ignorance exposes the boy-child to risky behavior that increase vulnerability to school dropout. In addition increased potential income generating opportunities like mining and *bodaboda* business, made the boy-child have the desire to double up school and casual labour where reaching a balance becomes difficult the he is vulnerable to dropping out of school. The research also observed that the society seemed to lack requisite knowledge in guidance and counseling both at home and school, or the teachers and parents shy away to talk about values and vices which could help the learners have a sense of direction and reduce the boy-child education vulnerability.

Consequently the research establishes that as much as the girl child is protected she runs the risk of falling prey to this vulnerabilities affecting achievement of vision 2030 in that the girl child is compromised by little handouts from the boy-child in return to boy girl relationships that have let to them being impregnated with the boy-child of the same age, unfortunately when this happens the girl is given moral support and counselling and even supported to go back to school but no one cares about the emotional torture to the boy-child.

Instead he is charged of defilement and taken to children court, when he come out after three years, he may not have the morale to go back to school, without proper support then he finds solace in illegal vices like drugs and substance abuse. The researcher observed that the environment at home, school environment, and education level of parents significantly impact the schooling of the boy-child either positively or negatively. It was established that, the environment at home, reinforce what the boy-

child learns at school and is a good predictor for school attendance and performance agreeing with Chang'ach (2015)

4.4.3.5 Peer Pressure

Peer-pressure is a rite of passage that all children go through, however, the influence that is exerted and the impacts varies from child to child. Some children are able to get over it positively while others are negatively impacted. The study sought to establish if peer pressure caused boy-child school dropout in Kakamega South Sub-county. The results of the study are as indicated in Figure 4.16.

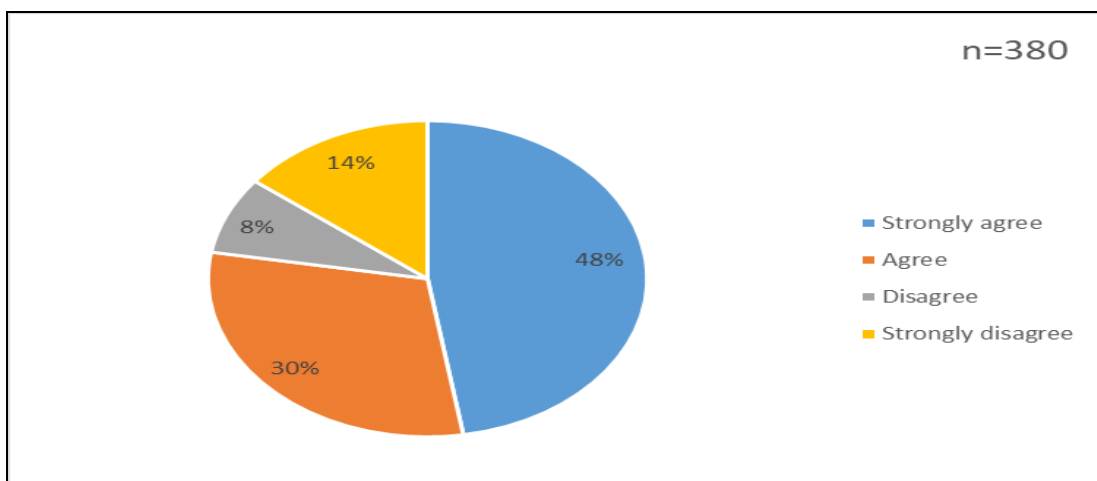


Figure 4.16: Peer Pressure as a Cause of Boy-Child School Dropout

Source: Field Data, 2021

The results of the study revealed that 182 (48%) strongly agreed that peer pressure contributed to boy child dropping out of school, 114 (30%) agreed, 30 (8%) disagreed and 53 (14%) strongly disagreed. Cumulatively 296 (78%) of the household heads agreed that peer pressure impacts negatively on the boy-child putting him at risk of dropping out of school. While 84 (22%) said peer pressure did not influence boy-child education. Some of the negative impacts that household heads indicated were that peer pressure propagates bad habits such as dropping out of school, alcohol consumption, smoking and drug abuse.

Feedback from FGD with school sponsors established that peer pressure affects the boy-child negatively by changing them from a normally self-confident child to one who is not sure about themselves and develops low self-esteem which in turn impacts the child's general well-being morally and socially.

FGD with the boy-child dropout attributed that peer pressure lured the boy-child to dropping out of school due to a sense of belonging and wanting to be like friends. The research observed that, technically, they knew the habits were not good to cultivate but they excused it and were motivated by the need to feel accepted by their peers. Feedback sessions indicated that some lacked proper guidance from their elders and the only people who understood them were their peers. According to Bourne (2001) Peer groups are powerful reinforcers and a source of popularity, status, prestige, and acceptance. The pursuit of peer acceptance is manifested in the way they dress, speak, walk, and in their general interests, all of which can be viewed as an attempt to “fit in” with the group and in many occasions the onset of risky behaviors.

4.4.3 Socioeconomic Factors that Cause Boy-child education Vulnerabilities

The research sought to establish socio-economic factors 95 (25%) that influence boy-child education vulnerability in Kakamega south sub-county. The socioeconomic factors established were socioeconomic status of the household heads, Family income, job stability and child labour. The findings show that socioeconomic status 112 (29.4%), family income 100 (26.2%), job stability 90 (23.8%) and child labour 78 (20.4%) factors cause boy-child education vulnerabilities that may lead to school dropout. The research established that households with low income in Kakamega South Sub-county do not have stable jobs and most of them depend on casual labour hence the socioeconomic status of such households is low. The results are shown in Figure 4.17.

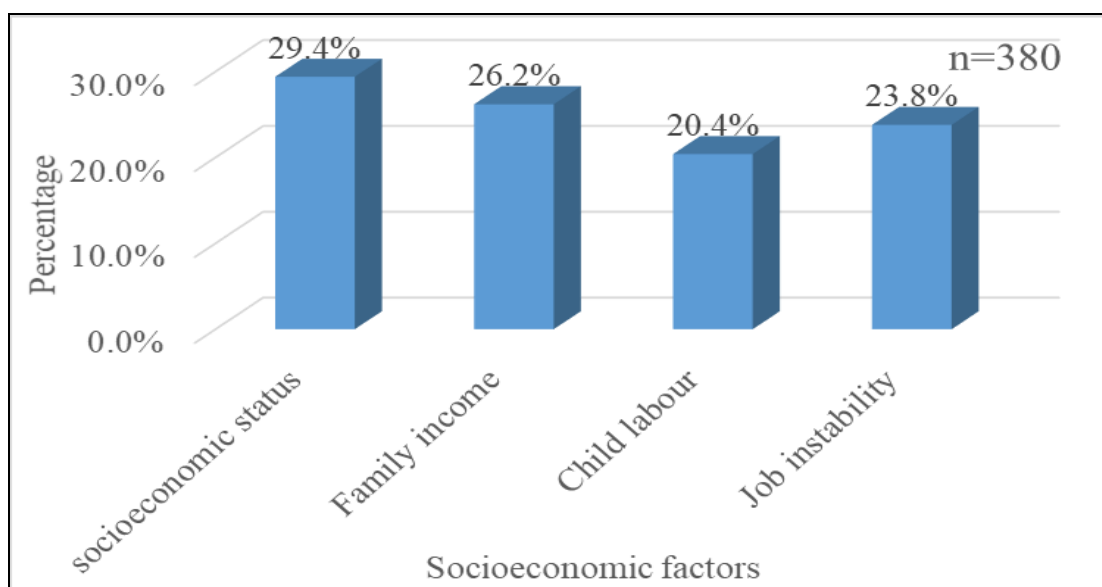


Figure 4.17: Socioeconomic Factors that Cause Boy-child Education

Vulnerabilities

Source: Field data, (2021)

FGD participants agreed that poverty led to school dropout since most parents lacked money to pay extra school levy or buy school requirements like books and school uniforms. The Probation officer and Children's officer affirmed that the boy-child from the low socio-economic status households, engage in informal economic activities like child labour in order to support themselves and the household's survival. The boy-child dropout attested in the FGD that family income limits their retention in school since the parent/guardian is unable to pay school extra Levis. In such scenario they are always send back home to collect money yet the household head do not have, this makes them feel shy to go to school or decide to engage in manual work to support the family raise the money.

Poverty levels often push the boy-child to do menial jobs to supplement the meager family income and in the process they are not able to balance school and work

whereby most of them end up preferring the manual jobs to education and eventually they drop out of school (Moyi, 2011).

4.4.3.1 Socioeconomic Status of Household Heads as a Cause of Education Vulnerability

The study aimed to determine how the socio-economic status of household heads influenced boy-child education vulnerabilities to access and retention in school. This was evidenced by the following statements: A low income of the household head increases or decreases the likelihood of boys dropping out of school, boy-child from financially stable families still drop out of school, boy-child from households with educated parents tend to drop out of school or stay in school. The results are shown in Table 4.4.

The findings indicate that 100 (26.3%) strongly agree that the household heads with high income reduce boy-child school dropout, 148 (38.1%) strongly agree, 41 (10.7%) disagree and 94 (24.7%) strongly disagree with the assumption. Cumulatively the findings in Table 4.4 indicate that 245 (64.4%) agreed that boy-child from households with high income are less likely to drop out of school, 220 (58%) agreed that the boy-child from financially stable households are less likely to drop out of school and 275 (72.5%) agreed that the boy-child from households with educated parents are less likely to drop out of school. The research established that households with high income can pay extra school levies and requirements hence influencing boy-child retention in school as the households that have low income their sons may drop out of school due to failing to pay extra levies and providing school requirements. In addition, feedback sessions in the FGDs indicated that such pupils are more likely to engage in child labour that exposes them to education vulnerabilities. The findings agree with Considine (2002) that SES is determined by

an individual's achievements in education, employment, occupational status, income and wealth.

Table: 4.4 Socioeconomic Status of Household Heads Cause Education Vulnerability

Statement	SA	A	D	SD	TOTAL (n=380)	Rank
Boys from financially secure families are less likely to drop out of school	100 (26%)	145(38%)	41(11%)	94(25%)	380(100%)	3
A low income of the household head increases the likelihood of boys dropping out of school	180(47%)	120(32%)	29(8%)	51(13%)	380(100%)	1
The boy-child from a financially stable family does not drop out of school	120(32%)	100(26%)	70(18%)	90(24%)	380(100%)	4
Boys from financially stable families still drop out of school	70(18%)	50(13%)	150(40%)	110(29%)	380(100%)	6
Boys from households with educated parents tend to drop out of school	85(22%)	70(18%)	153(40%)	72(19%)	380(100%)	5
Boys from families with educated parents are more likely to stay in school	180(47%)	95(25%)	62(16%)	43(11%)	380(100%)	2

Source: Field data, (2021)

Interview Schedules with teachers affirmed that some bright students do not achieve their academic potential and drop out of school due to a lack of school extra school levies and in some cases absentee parents who don't follow up on the child's education concerns. However, during an FGD with local administrators, it was established that some parents might have a low socio-economic status but transmit high educational aspirations to their children. They go out of their way and offer casual labour to the school and dedicate their earnings to the school as school fees.

Hence social and economic components may have distinct and separate influences on educational outcomes.

4.4.3.2 Job instability as a socioeconomic factor that causes boy child Education Vulnerability in Kakamega South Sub County

The research sought to examine whether household heads' job instability a socioeconomic factor causes the boy-child educational vulnerability to access and retention in school. The results are presented in Table 4.5.

Table 4.5: Job instability for Household heads in Kakamega South Sub-county, Kenya

Source of income	Frequency	Percentage (%)
Casual work	117	30.8
Small scale Farming	132	34.6
Small scale Business	63	16.7
Poultry keeping	15	3.9
Salaried	53	14
Total (n=380)	380	100

Source: Field data, 2021

The research established that 117 (30.8%) of the household heads are casual workers, 132 (34.6%), 63 (16.7%) are small-scale farmers, 15 (3.9) are Poultry farmers and 53 (14%) are salaried. The research established that a household head with a stable source of income whether formal or informal is able to provide education requirements hence reducing education vulnerability. The household heads who rely on casual work tend to engage the boy-child in income-generating activities to supplement family income hence increasing the chances of school dropout. The findings agree with Symeou *et al.* (2012) who ascertain that most parents without permanent jobs depend on casual employment and they may consider their children as

economic assets and make them double up school and manual labor either in the evening after coming from school or early in the morning before they leave for school to substitute family income. This may lead to drop out of school. Chimombo (2005) affirms that children who engage in tasks that support household survival limit their academic performance.

4.4.3.3 Child Labour as a Socioeconomic Factor that Causes boy-child Education Vulnerability

A spearman's rank was calculated to establish the relationship between child labour and boy child education vulnerabilities in Kakamega South Sub-county. The results are presented in Table 4.10

Table: 4.6 Correlation analysis between child labour and school dropout in Kakamega south sub-county

			Child labour	School dropouts in this region
Spearman's rho	Child labour	Correlation Coefficient	1.000	-.054
		Sig. (2-tailed)	.	.292
		n	380	380
	School dropouts in this region	Correlation Coefficient	-.054	1.000
		Sig. (2-tailed)	.292	.
		n	380	380

Source field data 2021

The results indicate that there is a strong correlation between child labour and boy-child school dropout in Kakamega South sub-county. ($r = -.054$, $P = 0.001$.) The results suggest that child labour played a significant role to school dropout and impaired education. From the study, 85% of the boy-child who dropped out of school attested that it was never their desire to dropout instead it was due to financial constraints that affected their families. Moyi, (2011) posits that children from poor family settings

combine schooling and other economic activities such as household chores, farm work, work outside homes and family business. 50% indicated they supplement family income through *bodada* riding and working in the mines 20% agreed to double working on people's farms and school to buy school requirements whereas 30% said they engaged in child labour to earn income for drug and substance abuse and leisure. Of the 30% it was established that the engagements were due to peer pressure and peer identity, others cited frustration in the home environment as a few cited school-related factors.

In addition, they confirmed that balancing school attendance with work was difficult since there is a season where they are constantly absent and most of them opted to drop out. 71% of the household heads agreed that the boy-child dropped out of school to engage in gold mining while the response from FGD showed that quarrying and sand harvesting increases the chances of the boy-child dropping out of school. Key informants, 95% affirmed that the effects of child labor are so severe and affect school attendance and performance. The teachers reiterated that the boy-child who doubles up school with economic activities are more likely to sleep in class as a result of lack of rest. The findings agree with Hardley (2010) who established that boy-child who do casual work to assist their parents become habitual absentees and later permanent dropouts.

One FGD participant with local leaders stated that;

The boys do not own the motorcycles they ride, adults lend out to them at a commission. The fact that the boy-child loves riding motorcycles, earning money, and joining the informal working class is a strong motivator for many to drop out of school. To this end, the boy is excluded from enjoying fundamental rights and privileges such as education and family protection, **(FGD, 2021)**.

One of the teachers who was interviewed opined that;

Some of the boy-child from low-income families support their families through cheap labour like working on people's farms during the maize weeding season which also comes when families are experiencing starvation, working in mines and riding motorcycles. Such children are always absent, and most of them end up dropping out of school for fear of being punished by teachers **(Interviewed teacher, 2021)**.

The findings agreed with Chang'ach (2012), whose study found that poverty was a major challenge to the education of the boy-child. National Gender and Equality Commission (2015) concurs that the opportunity cost with more diverse work opportunities with economic gains means low-income families tend to engage boys to supplement the family income. The study therefore affirms that socioeconomic factors of a household affect access and retention in school where the poor have more unlimited access to educational opportunities than the non-poor, although school retention is not entirely dependent on the household riches but other factors like social, mental and psychological support

4.4.4 School-Related Factors that Cause boy-child Education Vulnerabilities

The study established that school-related factors as indicated by 65 (17%) of the respondents cause boy-child education vulnerabilities. The household heads indicated although the government emphasizes that education is free, there are some extra school levies imposed on pupils like teachers' motivation, buying books and other learning requirements. The household heads further indicated that school head teachers have put these extra levies as a priority and pupils from low socioeconomic status are always sent home as much as three times a week, which is the greatest demotivation and discouragement to the boy-child who end up losing school morale.

Feedback from FGDs established that most parents with pupils of both genders will always work hard and pay the Levis for the girl-child first as they hustle to pay for the boy-child which is another setback for the boy-child. The boy child who dropped out

of school also attributed that teachers are never understanding in case a household head fails to pay the levis, instead according to the boy-child, the teachers develop a negative attitude toward such pupils and even shame them in class or separate them during a task they were not able to pay for. This was echoed by teachers interviewed who attributed school poor performance to repetition. One of the teachers said some pupils drop out of school after being asked to repeat the class for better performance.

One of the school dropouts said;

I dropped out of school because I was made to repeat standard 7 for two years and was not allowed to proceed to standard 8 due to poor performance **(FGD, 2021)**

In addition, the teachers linked causes of poor performance to socio-cultural activities one of the female teachers interviewed attested that female teachers encounter problems handling pupils who have undergone the rite of passage.

She said,

Some of them after undergoing traditional circumcision come back to school with moral challenges promoted by the teachings received during the ceremony. For example teachings whereby the male initiates are advised on how to introduce boy-girl relationship to the girls of their age, by scratching the palm of the girl of interest so as to register the desire that leads to premature sex. The outcome is poor concentration in class due to identity crisis, emotional imbalance, feeling shy or embarrassed, and at times the girl child is got pregnant and the two ends up dropping out of school **(Key informant, 2021)**

The teachers indicated that some feel they are grown up and cannot take in instructions from female teachers as a result they are termed s indiscipline and exposed to corporal punishment. She said;

It is very difficult to discipline the boy-child after the cultural circumcision ceremonies. Some come back to school very proud and disrespect female teachers, and any mode of punishment pushes them away and they then drop out of school hence get married in a short while **(Key informant interview, 2021).**

The teachers reported that after circumcision, there is an increase in conflicts between circumcised and uncircumcised boys. The circumcised boys often seek recognition from their peers, viewing themselves as superior or too mature to share common facilities like washrooms. If this identity crisis is not effectively addressed through collaboration between parents and teachers, the boys may turn to their peers for identity. This can lead to succumbing to peer pressure, which is often associated with drug and substance abuse, ultimately resulting in some boys dropping out of school.

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CHAPTER FIVE

RELATIONSHIP BETWEEN BOY-CHILD EDUCATION VULNERABILITIES AND SUSTAINABLE DEVELOPMENT IN KAKAMEGA SOUTH SUB-COUNTY, KENYA

5.1 Introduction

This chapter presents results and discussions on the second objective which was to determine the relationship between boy-child education vulnerabilities and Sustainable Development in Kakamega South Sub-County, Kenya. Education is the key to achieving the other Sustainable Development Goals (SDGs). The results are presented in Table 5.1.

Table 5.1: Relationship between boy-child Education vulnerabilities and Sustainable Development

Variable	Agree	Don't Agree	Don't know	Rank
Poverty	261 (68.7%)	107(28.1%)	15 (3.9%)	4
Economic Issues	320 (84.2%)	40 (10.5%)	20 (5.2%)	1
Management of family and environmental resources	304 (80%)	50 (13.1%)	26 (6.1%)	2
Health & Sanitation	292 (76.8%)	61 (16.1%)	27 (7.1%)	3
Food Security	248 (65.2%)	87 (22.8%)	45(11.8%)	5
Innovation	223 (58.6%)	87 (22.8%)	75 (19.7%)	6
Protect the environment	199 (52.3%)	94 (24.7%)	87 (22.9%)	7
Social networking	183 (48.1%)	107 (28.1%)	110 (28.9%)	8
Ethical issues	140 (36.8%)	125(32.9%)	115 (30.2%)	9

Source: Field data, 2021

Household heads evaluated the connection between the vulnerabilities of boy-child education and sustainable development through various economic issues. Among the respondents, 320 (84.2%) agreed that a relationship exists, while 40 (10.5%) disagreed, and 20 (5.2%) were uncertain. Furthermore, 304 (80%) indicated a strong link between education and the management of family and environmental resources. Additionally, 292 (76.8%) recognized the relationship between educational vulnerabilities and health and sanitation, while 261 (68.7%) associated it with poverty. Food security was identified by 248 (65.2%) as a related factor, and 223 (58.6%) acknowledged the connection through innovation.

Furthermore, 199 (52.3%) identified a relationship through environmental protection, 183 (48.1%) through social networking, and 140 (36.8%) cited a relationship through ethical issues. These findings align with the UN (2015) which emphasizes that education is central to achieving the 17 global goals; without education, the goals cannot be met. The results also support Mukoroli (2019) who established that gender equality is essential for sustainable development in Africa. The findings are discussed in the following subsections.

5.2.1 Relationship between Vulnerabilities of Boy-child Education and Poverty

A significant majority of household heads, 68.7%, believe that boy-child education vulnerabilities can influence poverty, while only 28.1% disagree. The household heads indicated that poverty is one of the boy-child education vulnerabilities in Kakamega South that led him to drop out of school. However, they acknowledged that education directly equips the boy child with competencies that may increase his income by getting formal employment with good remunerations or even in the informal sector like mining, they attested that the boy-child who has attained skills is paid better off than the one who has no basic skills at all.

Supporting this perspective, UNESCO (2015) states that education could lift 171 million people out of poverty, according to UNESCO if children from low-income families left school with basic skills, there would be a 12% drop in global poverty since UNESCO established that one extra year of schooling increases an one's earnings by up to 10%, and each additional year of schooling raises average annual gross domestic product by 0.37% (United Nations. 2013).

Findings from feedback sessions with key informants concurs with the household heads. The county development officer highlighted the need to invest in education in the region. By attesting that education helps to protect working men from exploitation by increasing their opportunities to obtain secure contracts, especially in the mines. This was reiterated by Local administrators who indicated that most of the school dropouts go for manual jobs in the mines that are explosive to their health with very little income. The research established that the manual jobs have no signed contracts for job security hence when the miners get hurt or even die in the mines they don't find justice or compensation since the engagement has no written contracts, leaving them and their families vulnerable to poverty since they have to get funds for treatment. Education is a key way of reducing chronic poverty lack of basic education makes the vulnerable more vulnerable and remain poor for long periods, even all their lives, passing on their poverty to their children (UN, 2015).

5.2.2 The relationship between the education vulnerabilities of the boy-child and Economic growth

The study established that 320 (84.2%) respondents strongly agree that boy child education vulnerabilities influence the economic growth of Kakamega South Sub-county, 40 (10%) agreed and 20 (5.2) said they don't know. The household heads indicated that boy-child education will empower him with skills to get a lucrative job

with good earnings and hence gain economic growth. Other household heads argued that even if he doesn't get employed he can use the skills to create a source of income through self-employment. The findings agree with WEF (2016) which defines education as the stock of skills, competencies, and other productivity for empirical growth.

The research observed that households with low socio-economic status determined by household income had high chances of increased boy child education vulnerabilities to access and retention. The observation concurs with the findings from feedback sessions with FGDs that when the boy child who grows up to be a household head gains skills and knowledge from education, he will be able to improve income generation hence reducing education vulnerability to the future child. The teachers further attributed that, education helps household heads to diversify income-generating activities to be economically stable hence they can pay any school extra levies and buy school requirements supporting education attainment. However, those who disagreed indicated that education is not necessarily linked to generation income. One household head said;

We have people who dropped out of school but they
are doing well in business **(Field data, 2021)**

The research is in agreement with Brown *et al.* (2014), that education is often referred to as an investment in human capital and financial assets, including making money. Thus, those with basic education have more skills and stand a chance to secure employment with better returns than a person with no skills. In addition, Scott & Jessica (2017) attest that the relationship between education and wealth is strong since earning a higher income makes saving easier and is necessary to build wealth unlike one with lower incomes that meets the hand-to-mouth needs, making saving difficult.

Temu *et al.* (2003) concur that education is one of the most powerful weapons in the fight against rural poverty and sustainable development. He argues that farmers with basic education are better equipped to make informed decisions on diversified farming. Diversified farming with new technology means increased production hence farmers may earn a living from selling agricultural products.

5.2.3 The Relationship between the Vulnerabilities of Boy-Child Education and the Management of Family and Environmental Resources

The findings indicate that 304 (80%) agree that boy-child education vulnerabilities can influence the management of resources, 50 (13.1% disagreed, and 26 (6.1) indicated they don't know. The research established that Kakamega South Sub-county has rich resources like gold, land, and water if well managed can impact on economic growth of the Sub-county. However, the research observed environmental degradation from open pits and poverty among households. The household heads attested that a boy-child with basic skills can help the family manage available resources and carry on even in the absence of the parents but the less educated or school dropout who is involved in drugs and substance will exploit the resources and when the parents are no more and he is left in charge, he will sell everything and leave the generation with nothing to inherit. The findings agree with Huff, Bejda, May & McCulley (2022) who allege that family resources are varied and extend beyond education.

The county development officer further indicated that education helps the boy-child to assess which investment works well and where to enhance growth. For example in agriculture, they will be able to do diversification to ensure no waste on land, human resources, and capital. They will know how to do savings, income, and debt management. The findings concur with FGD that family resource management

requires intentionality with well-equipped skills and knowledge to manage the spaces in our homes, to relationships with the environment. There will be proper time management, and proper management of community and personal belongings by taking inventory of the belongings and maintaining and managing positive relationships at workplaces to maintain human and economic resources useful for sustainable development (Bauman, 2013).

5.2.4 The Relationship between the Education Vulnerabilities of the Boy-child and Health and Sanitation

Household heads 292 (76.8) agreed, 61 (16.1) disagreed and 27 (7.1%) said they didn't know that the vulnerabilities related to educating boys impact the health status of the household. They indicated that education equips the boy-child with knowledge about specific disease signs and symptoms, such as malaria, HIV/AIDS, diabetes, and high blood pressure, enabling him to take preventive measures or respond to early signs. The skills and knowledge acquired through education help to promote environmental sanitation by ensuring proper waste disposal and seeking appropriate medical care for the family. The respondents highlighted that this is partly because education improves economic growth hence they can afford healthcare.

The children's officer noted that education is essential for the boy child since he will understand the importance of family planning. This enables parents to raise children with available resources and send them to school. The findings agree with Hahn & Truman (2015) who articulate that basic education provides the boy-child who grows to be the man of the home expertise and skills, with the fundamental knowledge to reason, manage his emotions and to be able to make the right decisions a critical component for health. Moreover, the key informants attested that education is a fundamental social determinant of family health.

5.2.5 Relationship between boy-child Education Vulnerabilities and Food security

The research established that 248 (65.2) of the household heads agreed that there is a relationship between boy-child education vulnerabilities and food security, 87 (22.8) disagreed and 45 (11.8) said they don't know if there is a relationship between education and food security. A household is food secure when all people have physical, social and economic access to sufficient, safe and nutritious food at all times (Capone & Driouech, 2014). The household heads agreed that education impacts skills to the boy-child who grows up to be the father of the home on importance of food availability and the importance of a balance diet. The FGDs argued that there are household heads who produce food but may prefer to sell nutritious products like eggs that provide proteins to supplement with bread. The research observed that the majority of low-education households only eat once or twice a day and rely solely on carbohydrates and vitamins, which results in food insecurity for the household.

The county development officer agrees that food systems go hand in hand with agricultural systems of food production, and further noted that education provides skills and knowledge for food production, thus the community will be able to easily access food in good quantity, quality, and at an affordable cost. Bashir and Schilizzi (2013) state that education influences food security through access to information on the best agricultural production methods.

5.2.6 Relationship between Boy-child Education Vulnerabilities, Creativity and Innovation

The study found that 223 (58.6) household heads believe that boy-child education vulnerabilities have an impact on innovation, while 87 (22.8) disagreed and 75 (19.7) were unsure whether there is a link between education and creativity. The respondents

agreed that boy-child education is the foundation of any home and society because an educated boy will be able to devise innovative solutions to problems affecting the society and community, as well as make discoveries and implement them for the benefit of the home, community, and society's economic, social, and political growth.

They indicated that an educated boy-child would obtain information to provide development alternatives, skilled labor, particularly in mines, and persuade the government to establish a gold mining farm in Kakamega South, Kakamega County's gold epicenter. They noted that if professional labour is used in mining, it will prevent environmental damage and allow them to obtain a better market for the gold rather than relying on intermediaries who benefit from the gold by taking the lion's share while leaving the community with nothing.

The findings support Hopkins (2002) assertion that the thread of progress in a society is determined by the quality of education provided. The higher the quality, the more individuals may learn and apply it to create reforms that lead to research and sustainable development. The focus groups unanimously agreed that boy-child education influences excellent community-based decisions that impact social, economic, and environmental well-being. A participant who dropped out of school to work in the mine noted with bitterness that dropping out of school to join the mining business has led to the death of many of their friends since they did not have skills on how to mine. He said,

Most of my friends have died in the mines and no one cares, supposing they were girls working in the mines the government could have found a solution. **(FGD 2021)**

The research observed that the deaths are primarily the result of unskilled labour and a lack of ingenuity in devising novel solutions.

5.2.7 Relationship between Boy-child Education Vulnerabilities and Crime

It was clear that boy-child education resulted in lower crime. 140 (36.8%) agreed, 125 (32.9%) disagreed, and 115 (30.2%) answered they did not. The household heads stated that criminal actions are ongoing, with the majority of the atrocities committed by children who have dropped out of school. A barrier to reaching Global objective No.11, which states that as a country's population becomes more educated, they are more likely to make cities and human settlements inclusive, safe, resilient, and sustainable (UN, 2015).

The focus group discussion with local officials indicated that the issue of school dropouts negatively affects the socioeconomic development of Kakamega South sub-county and creates security risks. Reported crimes include burglaries of shops and canteens, as well as theft of motorcycles, livestock, and poultry. The study noted that those who are apprehended often face imprisonment or physical harm. This situation has a compounded effect because, for those from low-income households, the family is burdened with costs for bail or medical care. Additionally, officers from the children's department highlighted incidents of rape, which can be attributed to low self-esteem and the inability of boys to confidently approach girls, or as a result of drug use and unemployment. This underscores the importance of educating boys for the social and economic foundations of sustainable development in Kakamega South sub-county.

CHAPTER SIX

CONTRIBUTION OF BOY-CHILD EDUCATION ON SUSTAINABLE DEVELOPMENT IN KAKAMEGA SOUTH SUB-COUNTY, KENYA

6.1 Introduction

This chapter presents findings and discussions on the third objective of the study, which was to examine the contribution of boy-child education to Sustainable Development in Kakamega South Sub-County. Sustainable development improves the education attainment and sustainable livelihoods of the current generation without jeopardizing the ability of the next generation to obtain education and economic well-being.

This chapter will address the contribution of education to the four pillars of sustainable development; human, social, economic and environmental, to the success of every one of the 17 Global Goals categorized as; eradicating extreme poverty, fighting inequality and injustice, and protecting our planet by 2030. The pillars are intertwined and the success of each leads to the success of the other. UNESCO posits that basic education will help people develop basic reading skills and hence can learn new ways of surviving and lifting families from poverty. The chapter is organized into sub-headings as indicated.

6.2 Contribution of the boy-child Education to Sustainable Development in Kakamega South Sub-County, Kenya

The study sought to obtain the respondents' opinions on the contribution of boy-child education to social, economic development. The respondents were asked to indicate if boy-child education contributes to poverty alleviation, improved family living standards, reduced crimes in the community/society helps their decision-making both

at the family level and the society, social networking, making discoveries and implementing them and protection of the planet earth through sustainable use of available resources. The results are shown in Table 6.1.

Table 6.1: Contribution of Boy-child Education to Social and Economic Development

Benefit	Don't support	Support	Strongly Support	Rank
Social & Political growth	12(3.2%)	107(28.2%)	261(68.7%)	1
Improved ethics	159(41.8%)	25(6.6%)	196(51.6%)	7
Poverty alleviation	21(5.5%)	73(19.2%)	289(76%)	2
Informed Decision making	20(5.3%)	40(10.5%)	320(80.2%)	3
Improved standards of living	27(7.1%)	61(16%)	292(76.8%)	4
Employment	45(11.8%)	87(22.9%)	248(65.3%)	5
Social Networking	85(22.4%)	180(47.4%)	115(30.3%)	6

Source: Field data, 2021

The study found that 368 (96.8%) believe that education plays a role in the social and political development of Kakamega South Sub-county, while 12(3.2%) do not agree, 362 (95.3%) feel that education aids in alleviating poverty, whereas 21(5.7%) do not agree. Furthermore, 360 (94.7%) recognize that education assists in making informed decisions, 20(5.3%) do not support. In terms of improved living standards, 353 (92.9%) support the notion that education contributes, while 27(7.1%) do not. Regarding employment, 335 (88.2%) support the contribution of education, with 45(11.8%) do not support. Additionally, 295 (77.3%) believe that education fosters social networking, whereas 85(22.4%) do not support this view and 221(58.1%) acknowledge the role of education in enhancing ethics, while 159 (41.8%) do not support. The findings will be elaborated upon in the following subsections.

6.1.1 Contribution of the boy-child Education Social & Political growth

According to the heads of households, education enhances social interaction and cohesiveness. They attested that a well-educated lad would assist society in comprehending the political landscape and the policies being formulated, enabling them to make well-informed decisions regarding their political rights. The findings support the Global Education Goals (2015) report, which claims that literate individuals are more likely to exercise their civil rights and take part in the democratic process and exercise their civil rights without being influenced by handouts.

The key informants concurred with the household heads that most families view a boy as a know-it whom they depends on to give direction, especially on social, political, economic, and environmental decisions. He will therefore when he has basic skills, he will be able to appropriately and accurately lead the family in making decisions such as democratic rights for better leaders.

The researcher observed that gold mining is one of the economic activities carried out in Kakamega south sub-county; hence the county is expected to be the richest in the country, but it is not. Due to lack of political goodwill from local politicians who are elected not because they will improve the mining sector but because they give little handouts. The results agree with McKeown *et al.* (2002), who noted that a community with abundant skilled labor and technically trained people can persuade a corporation to locate a new information technology and software development facility in their region. They can also argue and resist or fight against development projects that can cause socio-economic and environmental degradation. Feedback sessions with FGD discussants concluded that boy-child education is critical to making educated

decisions that benefit economic production and social transformation. Of the family heads who had completed postsecondary education, 12.63% (48) expressed fear that the study region would be unable to achieve economic and social growth due to school dropout.

6.2.2 Contribution of the boy-child Education to Improved Ethics

The respondents were asked if boy-child education improves the moral standards and beliefs of society. The results indicated that 340 (89%) of the household heads strongly agreed that Kakamega south sub-county suffers a lot of criminal activities and gender-based violence and was ranked number one. Ethics upholds the moral value of a society leading to social cohesion and responsibility to prevent inequality and in justice. The research established that the dropouts get involved in drug addiction, and since they need money to buy the drugs, and totally miss out on manual/casual labour, some then resort to stealing whatever is on their way to convert it to the need.

Households head that support boy-child education indicated that when a project is started most of the time it fails due to lack of support or theft and vandalism. One of the household heads echoed this, and said that her late husband wanted to do large-scale dairy farming, which he thought could help create employment and improve food insecurity. Unfortunately, they broke into the home before he could fully implement the project and stole the two dairy cattle brought to start the project.

She said;

This affected my late husband because he had heavily invested in the project, he developed high blood pressure and passed on. I will never think of empowering such a community, **(Household head, 2021)**

This behavior discourages any economic investment making the society live in poverty.

FGD with the local administrators supported these findings, indicating that they steal motorcycles, cattle, chickens, breaking into shops and canteens. As a result people fear investing in the sub-county. They indicated that even those born there prefer to move away from the community to urban centers and do business there hence improving the living standards of the household and not the society they were born in. The findings concur with SDG Goal No.11 that educated citizens, are more likely to make cities and human settlements inclusive, safe, resilient, and sustainable.

According to key informants, school dropouts pose a security and gender equality risk because they lack problem-solving skills, which can lead to gender-based violence. Feedback sessions revealed that men in Kakamega South Sub-county culturally believe that a woman should be beaten up if a husband feels he has been disobeyed, which can result in gender-based violence and dysfunctional families. Key informants also mentioned drug misuse, rape cases brought on by low self-esteem and egregious wrongdoing that put them in legal hot water. The children's officer added that a person convicted of defilement faces a sentence of more than ten years in prison. The boy-child therefore loses the majority of his productive years as a result. The officer went on to say that children who experience parental rejection, grow up in households where there is conflict, or are not given enough supervision are most likely to grow up to be delinquents.

Findings from FGDs suggested that presumably when the tendency of dropout runs in the family, doing away with it is challenging and a setback to the achievement of education, which is at the heart of attaining social justice, a safe environment, and economic stability.

6.2.3 Contribution of the boy-child Education to Poverty Alleviation

The results indicate that the household heads strongly support that boy-child education contributes to poverty alleviation in Kakamega south sub-county and it was ranked third of the seven variables. Cumulatively The household heads, 362 (87%) indicated that when the boy-child is educated, he has high chances of securing a well-paying job and will be in a position to support the family financially to access basic needs hence reduce poverty and 18 (4.6%) felt that boy-child education does not contribute to poverty alleviation. The household heads further explained that since the boy-child is a pillar of the home in Kakamega County, when he is educated he will gain knowledge and skills to better the society. The findings agree with Goodland & Anderson (2007) who argues that a dropout who joins the labor market will have low earning profiles because they are likely to work at unskilled or low-paying service occupations offering little opportunity for upward mobility.

The county development officer agreed with the household heads, stating that an educated boy, whether employed or not, grows up to be a responsible individual with knowledge and skills that will assist him in developing ways to generate income for the family and ensure his family's financial stability. Once the family is financially stable, the society is lifted out of poverty. Poverty reduction is the first Sustainable Development Goal, hence education is critical to ensuring a sustainable society. The findings are consistent with the World Economic Forum (2016), which stated that education provides a reservoir of skills and competences that boost productivity and assist countries in moving up the value chain beyond manual activities. However, IIASA (2008) contends that education increases individual income but is not always a sufficient condition for long-term economic growth. The study connects the extent of

poverty across and within families in the Kakamega South Sub-county to educational achievement.

6.2.4 Contribution of the boy-child Education to Decision Making

The study established that 325 (85%) of the house hold heads agrees that boy-child education is very fundamental to improve the child's ability to make informed decisions on matters that affect the society locally and globally. Sustainability provides for thinking about a future in which environmental, societal, and financial considerations are balanced in pursuing growth and improved quality of life.

The FDG with local administrators agree with the household heads that educating boys gives them more authority and gives them the chance to travel over the continent for work or trade, allowing them to pick up new skills and use them to improve society. The FGD participant further noted that education for boys influences positive community-based choices that impact social, economic, and environmental well-being. Hence, they were in agreement that it is crucial to maintain boy-child education in Kakamega South Subcounty in order to empower the heads of the family, who are the primary decision-makers, as the study found that males predominate in Kakamega South homes compared to their female counterparts.

Yair (2008) agrees with the finding and states that education provides the information needed to make discoveries and put them into practice for the benefit of the family, the neighborhood, and society as a whole. The County Development officer strongly agrees that for Kakamega South Sub-county to achieve development, the boy-child who is valued as a key decision-maker in developmental projects and economic growth should be well educated. The findings support Hopkins' (2002) assertion that the standard of education being provided determines a society's trajectory of

development. People may learn and use it to make reforms that lead to research and sustainable development more effectively if the quality is higher.

6.2.5 Contribution of the boy-child Education to Employment

According to the findings, 335 (85%) household heads agreed that a boy-child education improves his chances of landing a good career compared to an uneducated person. Employment was placed number five and as a determinant of a society's economic development. They backed this up by stating that well opportunities be it at the county government or any other employer requires school certificates as a prerequisite; if you don't have any, you're automatically passed over for a well-paying position and instead required to apply for a low-paying casual job.

Some FGD participants, however, disagreed with the results and contended that educated people do not always land well-paying employment. According to one of the boy-child dropouts, some of the educated boys have turned to *boda-boda* riding as a source of income.

He said with sarcasm;

“Hahaa, wengine wako hapa eti wako na degree lakini tunanga’nga’nia abiria nao hapa kwa bodaboda. (Laughing that they compete with degree holders to attract passengers to carry on the motorcycles).” (FGD,2021)

Yet another one said;

“Na hata wengine wanaendesha piki piki za watu hawakuenda shule. (That others have been given the motorcycles with people who dropped out of school).” (FGD, 2021)

The research observed that they rationalize school dropouts by comparing educated people and school dropouts as equals. In certain cases, school dropouts feel better about themselves since they believe they wasted time and money attending school.

Furthermore, the study found that the community does not place a high value on a boy's education, allowing him to give in to social pressure due to possible unlawful employment prospects. The key informants concurred with the observation and underlined that, regrettably, it had a detrimental effect on individuals who are educated and possess the know-how to up alternative economic projects that contribute to poverty alleviation.

6.2.6 Contribution of the boy-child Education to Improved Living Standards

According to the findings, 353 (80%) of the households heads agree that education raises a family's level of living. They pointed out that after receiving education, the boy-child will acquire the information and abilities necessary to land a good-paying job or pursue profitable business ventures that will enable him to support his family. This concur with the 2015 report on education development goals that established that education is essential to strengthening family economic standing, which in turn improves living conditions, reduces infant mortality, and raises educational attainment for the following generation., since an additional year of schooling raises incomes by 10% and decreases poverty by 12%, increasing the prospects for economic and social well-being for the future generation.

Key informants corroborated the findings, stating that education for boys helps people and society create and preserve environmental well being and make better use of resources.

The World Bank (2005) found that a nation's citizens are more likely to create inclusive, healthy, safe, resilient, and sustainable cities and human settlements when they have greater education. According to the study, some of the heads of households voiced concern that local myths and misconceptions also hindered progress. The

research observed that families that are financially stable are afraid to start development projects for fear of witchcraft. This observation was obtained from a widow who was mourning her departed husband that she believed he passed on due to witchcraft after trying to initiate a development project in the area, so with her, she better be on the same level with the community than lose her loved ones.

However, the County education officer too attested that if the whole community can embrace boy-child education to higher levels, then the entire community will be more tolerant and accept different situations. The study established that boy-child education should become the top priority for Kakamega south-sub County and empowering the girl-child in isolation may lead to dysfunctional families, especially when the girl-child marries a boy-child whose level of education is lower than hers.

One of the household heads said

“I could not agree to marry off my girl to an illiterate boy in this area since most of them dropped out of school and they are prone to gender-based violence. He said he would always encourage his daughters to get potential partners in colleges.”(**household head, 2021**)

This therefore means the boy-child who dropped out of school has to get a girl of his level. As a result they go for school going girls, entice them with cheap incentives, and gets them pregnant or they drop out of school to get married. This then hinders the achievement of compulsory, equity and equality education.

6.2.7 Contribution of the boy-child Education to Social Networking

Based on the findings, 368 (95%) of the household heads agreed that education is an eye opener and helps the boy-child to have social networks within and outside the borders of society. Supporting the findings from household heads, FGD concluded that education for boys fosters knowledge for discoveries, decision-making, and

networking with others who have development ideas, which in turn attracts investors to carry out sustainable initiatives in the community.

As a result, the key informants pointed out that a boy-child who does not attend school may not be aware of current social, political, and economic trends. The results support Adams' (2012) assertion that economically unstable communities are impoverished, more susceptible to natural disasters, damage the environment, and cut off social networks, all of which contribute to the growing wealth disparity. Mundi (2008) concurs that many social skills are learned during school years that may enable the child to support themselves, family, and society in later years since they are future leaders and guardians of the future.

6.3 Contribution of the Boy- child Education on Environment and Human

Development of Kakamega South Sub-county

The research sought to establish the contribution of education to growth without depleting the environment in Kakamega south sub-county. Frequencies and percentages are presented in Table 6.2.

Table 6.2: Summary of Contribution of the Boy- child Education on Environment and Human Development in Kakamega South Sub-county

Statement	Yes	No	Rank
	F (%)	F (%)	
Boy-child education increases creativity	282 (73.2%)	83 (6.8%)	3
Boy-child education helps to acquire new information on latest production technologies and skills that are environment friendly	363 (95.5%)	17 (4.5%)	1
Boy-child education increases the understanding of conservation of the environment	292 (76.2%)	88 (23.8%)	2
Boy-child education creates values and actions required to create a sustainable world	200 (57.4%)	180 (42.6%)	6
Boy-child education facilitates individual and societal prosperity	239 (62.9%)	141 (37.1%)	4
Do you think boy-child education improves health	229 (60.3%)	151 (39.7%)	5

Source: Field data, 2021

From Table 6.2 the household heads indicated that boy-child education helps to acquire new information on latest production technologies and skills that are environment friendly 363 (95.53%), increases the understanding of conservation of the environment 292 (76.16%), education increases creativity 282 (73.16%), education facilitates individual and societal prosperity 239 (62.89%), education creates values and actions required to create a sustainable world 200 (57.37%) and boy-child education improves health 229 (60.27%). The research established that boy-child education has an immense contribution to the wellbeing and sustainable growth of a Kakamega South Sub-county. Hanifah, Mohmadisa, *et.al*, (2020) concurs that education is intertwined with the pillars of sustainable development.

6.3.1 Boy-child Education Helps to Acquire New Information on Latest Production Technologies and Skills that are Environment Friendly

The study found that 363 (95.5%) of the participants believed that education aids in learning new information and skills related to the newest environmentally friendly production technology. This was widely accepted by the heads of the households, who went on to say that since the boys make their living from mining, they will learn about new mining technology as they grow up to save on perishing in the mines due to asphyxia or being buried by the earth, they added, proving that the technologies now in use are dangerous.

The research observed, the mining technology was bad for the environment and people's health since the equipment that were being utilized produced a lot of smoke, which the miners inside the pit breathed and polluted the air. Additionally, the study found that mining had degraded the ecology, as evidenced by open, huge pits devoid of any indications of food cultivation or human habitation.

When asked about food availability, the researcher discovered that the inhabitants buy food with the money they earn from mining. Others lease their land to miners for a set length of time. This explains why there is food insecurity in the area, as the money they receive is insufficient to support them for an extended period. The feedback sessions revealed that the hand-to-mouth approach has left the Sub-county underdeveloped, despite the fact that gold extraction is highly valuable. The results support Mwakesi, Wahome & Ichang'i (2020) who established that despite its improved capacity to cover their daily requirements, Mining did not assist some of the households in acquiring assets.

6.3.2 Boy-child Education Increases the Understanding of Conservation of the Environment

The household heads 292 (76%) agreed that when a school-aged boy-child returns home with information from school, the majority of families appreciate and assist him in implementing it. As a result, when he is prepared with knowledge about how to protect the environment, it will be easier to understand and implement, as opposed to when the government sends someone to speak about utilizing new environmentally friendly technologies, particularly in mining. The findings are consistent with Hopkins (2002), who showed that education enables people to conduct research and learn new skills in order to implement reforms for sustainable development.

The FGD agreed that when the children are taught about planting trees, they will insist to parents to buy seedlings and plant unlike when there are campaigns about tree planting. The county development officer affirmed that the mining methods used in Kakamega south have been discouraged but they residents have never acknowledged. He attested that when restrictions are put they decide to mine at night to run away from confrontation with the law which renders the activity more dangerous. The officer agreed that when the boy-child is educated he will be able to convey the message that will be easily understood and accepted.

The FGD with local administration concurred with the findings and stated that when they enforce the NEMA rules on environmental degradation, they are constantly in conflict with citizens who blame them for interfering with their property. One of the local administrators stated that education will help people comprehend the necessity of conserving Mother Nature. Findings from feedback sessions established that Idakho Central is more manageable and has more development projects than other

wards. The explanation was, that those villages are given priority because in case a project is to be initiated, there will be public participation and the household heads will give their views with a lot of confidence, unlike other villages with less educated people who either end up rejecting the project due to lack of knowledge, or are convinced to undertake a project without examining the consequences, or rejects it owing to political interference.

The boy-child dropouts working in the mines agreed that because they are the ones who supply labor in the mines, education will help them understand the best technique use in mining without causing too much harm to themselves or the environment. The World Economic Forum 2016 verifies that education improves the workforce's collective ability to do existing jobs faster and facilitates the transfer of knowledge about new information, products, and technology.

One environmental concern mentioned by the key informants was the widespread practice of unskilled mining. The open pit miners have rendered the land uninhabitable, since it has been deteriorated beyond use. It turned out that the community's poverty prevented them from protesting since they feel it provides them and their kids with part-time work. As a result, they have lost valuable resources due to unsustainable income. The study concurred that ignorance is the root cause of Kakamega South's poverty cycle. This finding supports the findings of Barro and Lee (2010), who claim that a nation's citizens are more likely to create inclusive, safe, resilient, and sustainable cities and human settlements as their level of education increases.

6.3.3 Boy-child Education Increases Creativity

The respondents were asked if they thought the boy-child education helps him to be creative and help a society develop without depleting the environment, 282(73%) agreed that a boy-child who has acquired education is very creative as opposed to the one who is not educated or dropped out of school. The results agree with Cornelius, Ukpepi, Ndifon, & Sunday (2019) that creativity boosts a country's own capacity to create new knowledge, products, and technologies necessary for development. During the FGD, it was discovered that the household heads in Idakho Central engage in a variety of economic activities that assist them gain income and so improve their level of living.

The County Development Officer agreed and acknowledged that the rate of growth in Kakamega South Sub-county varied, and that Idakho Central and Idakho South wards are more developed than the others. The researcher corroborated these findings by observation, which included the types of residences, general appearance, and commercial activities. Woessman (2015) agrees that the thread of growth in a society is dependent on the quality of education since education provides information and skills to understand interactions with the surrounding community.

Furthermore, the researchers discovered that this ward has fewer school dropouts than others. During an interview with teachers at Idakho Central, they claimed that parents are supportive of school initiatives and are always in contact with teachers about their children's school performance. According to the teachers, this makes teaching more participatory, and rectification decisions are made quickly in cases of discipline or suspected peer pressure that may lead to school dropout.

6.3.4 Boy-child Education Facilitates Individual and Societal Growth

When asked if they believed boy-child education promotes individual and societal growth, 209 (46%) disagreed, while 179 (44%) agreed. Those who disagreed were the majority, arguing that because the majority of educated people live in cities, education only helps them succeed as individuals rather than as societies. Those who agreed, however, emphasized that boy-child education serves to increase an individual's well-being, and that when an individual prospers, he is able to inspire growth in others, resulting in the prosperity of society. The study found that the majority of the disputing household heads had either primary or secondary incomplete education with low economic standing and although they may want to make sure their kids receive the best education possible, their ability to do so is constrained by poverty.

Furthermore, the household heads who disagreed attested that it is preferable to empower a girl child since, in their opinion, when the girl child succeeds, the family and society would also prosper. They explained that the girl-child would constantly think of her family and would strive to support them financially by meeting their fundamental requirements, unlike the boy child, therefore raising their standard of living. Additionally, they believed that the undereducated girl might be lucky to get an educated man and still help her family

One of the household head said;

Afadhali mtoto msichana hukumbuka nyumbani lakini vijana akishaoa anasahau hata kusaidia wazazi wake (a girl child is better because she will always remember her parents but once the boy-child is married he forgets to help his parent) **FGD participant (2021).**

Findings from feedback sessions on this issue established that the respondents felt education is a personal benefit since most of them relocate to the urban centers and some do not assist even their own parents.

One of the respondents said

Mtoto mwenye anafanya kibarua atakununulia kasukari na maziwa kila siku lakini wale wa kazi kubwa huja nyumbani mara moja kwa mwaka (a child doing casual labour gives his parents sugar and milk though in small quantities but daily but the ones with good paying jobs comes home once in a year) **FGD participant (2021).**

The responded indicated that a boy-child who does casual labour is always at home and shares the little with his parents regularly but most of the employed prefer living in urban areas and only comes home once in a year. Hence they are not able to meet the daily needs of their parents.

Yet one of the boy-child dropouts said;

Mimi nahii kazi yangu ya bodaboda na kuchimba migodi nilijengea wazazi wangu nyumba, lakini wasomi huja kuunda nyumba kama wazai wao wamekufa (I with this motorcycle riding and working in the mines I was able to construct a house for my parents but the educated come home to renovate the parents houses when they are dead) **FGD participant (2021).**

Additionally, the study found that while some school dropouts who work as casual laborers can help their parents by giving them a decent place to live while they are still alive, most successful people with well-paying jobs remember to renovate their parents' house after they pass away out of fear of embarrassment from their peers. This observation subsequently validates the poor educational level of the study area.

6.3.5 Boy-child Education Creates Values and Actions Required to Create a Sustainable World

According to the study, 195 (51.3%) of the household heads believed that education for boys helps to develop the attitudes and behaviors needed to preserve the environment and build a sustainable world, while 185 (48.7%) disagreed. The narrow margin demonstrates why mining causes environmental deterioration in the studied area since the current generation cares about the current economic value to them without considering the next generation.

However key informants agreed in unison that boy-child education will create values to care for the environment and ensure environment restoration. The instructors interviewed stated that they educate their students the value of living in a clean environment and urge them to plant trees because they help to clean the air and allow us to breathe in fresh air, which is oxygen; this is part of caring for the environment. They believe that a boy-child who is regarded a future household member, once endowed with such information, will always care for the environment. Matsuura (2004) agrees with the key informants that a responsible citizen will safeguard the environment from degradation and will implement measures to promote sustainable development.

6.3.6 Contribution of Boy-child Education to Improved Health

Respondents were asked if they believed that boy-child education contributed to increased household health. The majority of household heads 239 (62.9%) felt that educating boys will help them make a good living and meet their family's health needs. The key informants also agreed that when the boy-child is educated, he will ensure that his family members receive adequate health care, so improving the

family's health status. The local administration confirmed the findings and stated that boy-child education will teach awareness about the necessity of a balanced diet, which is essential for optimum health.

More so good health is Goal 3's objectives aiming to ensure healthy lifestyles and promote well-being for all people of all ages and backgrounds. As a result, when a society is healthy, services will be provided and productivity will improve, resulting in economic growth. The FGD agreed that education transmits knowledge on how a family can stay healthy, lowering the price of medical bills or prescription purchases, which empty the purses of living people, causing them to suffer in poverty.

6.4 Contribution of Boy-child Education to Socio-cultural Development in Kakamega South Sub-County, Kenya

The study sought to establish if the boy-child education contributes to socio-cultural development in Kakamega South sub-county. The most observed category of sociocultural factors were; shared values, socio-cultural activities, culture, norms, social organizations, family size and attitudes among the residents of the study area. Frequencies and percentages are presented in Table 6.3.

Table 6.3: Contribution of the Boy-child Education to Socio-cultural Development

Statement	Yes	No	Rank
	F (%)	F (%)	
Do you think the boy child's education can influence shared values in the community	354 (93.16%)	26 (6.84%)	1
Do you think boy child education can influence socio-cultural development	207 (54.47%)	173(45.53%)	4
Do you think boy-child education can influence self esteem	93 (24.47%)	287(75.53%)	2
Do you think boy-child education influences family size	63 (16.58%)	317(83.42%)	3

Source: Field data, 2021

In regard to Table 6.3, 354 (93.16%) of the household heads said boy-child education can influence shared values in the community, 207 (54.47%) indicated influence socio-cultural development, 287(75.53%) disagreed that boy-child education can influence self-esteem and 317(83.42%) agreed boy-child education influences family size. The results are discussed in the following subsections.

6.4.3 Contribution of Boy-child Education to Shared Values in the Community

The respondents were asked whether boy-child education has an impact on promoting shared values in the community. 287 (75%) of household heads felt that boy-child education had a significant impact on values for socio-cultural development as a driving force in achieving sustainable development in the Kakamega south sub-county. They stated that because the community considers the boy-child as a crucial decision-maker for the family, any ideas they propose will be welcomed. Mundi (2008) agrees that education is the knowledge, skill, and understanding gained from attending school, which improves one's quality of life.

The key informants affirmed that education is instrumental in improving a society's well-being through social cohesion and social change. The county development officer echoed that unless something is done about the boy-child education in Kakamega South sub-county, it will be difficult for the community to compete with other counties to attain the SDGs.

6.4.1 Influence of Education on the Boy-child's Self-esteem

The results established that 354 (93.61%) household heads agreed that boy-child education improves his self-esteem. They explained that his confidence increases when he has attained a certain level of education, and so does his self-esteem. The household leaders went on to say that a literate boy-child will always engage

confidently in family talks, and the family will usually buy into his ideas in decision making, as opposed to a boy-child who dropped out of school.

One of the household heads, who is a victim of school dropout, stated that if two of the boy-children in a family of three drop out of school, one in primary and the other in secondary, and the third goes to tertiary level, there will be social classes in that family. The social class is then most visible at social gatherings or when the family is discussing critical family issues. He further indicated that in most cases the boy-child who dropped out of school will mostly desire to associate with setting sitting arrangements and separating themselves by either talking very little or nothing at all. According to the household head, he does this because he's not sure if the others will pay attention, the one who dropped at secondary school may not feel confident enough to voice his opinions, but he may be prepared to start a fight if others disagree with him and may have a tendency to end the meeting early and resentfully. He went on to say that although the tertiary level may first dispute, they will eventually come to an agreement.

However, 26 (6.3%) disputed that boy-child education boosts self-esteem. According to this proportion, they believe self-esteem is a natural attribute that cannot be learned through education. They did, however, agree that a positive role model from a father figure is very important in developing the self-esteem of a boy-child, whether educated or not. This percentage represents household heads who are not particularly interested in boy-child education but believe that non-formal education is critical to improving the boy-child's self-esteem. The Children's Officer affirmed that the absence of role models and absentee fathers in most Kakamega south families contributes to the community's underdevelopment.

Furthermore, 50% of teachers interviewed disagreed with the findings, claiming that there are boy-children in the neighborhood who are self-motivated and can preserve their confidence in reaching their educational goals while avoiding peer pressure. On the other hand, the chiefs surveyed agreed that education boosts self-esteem and confidence.

The FGD with local administrators attested that a boy-child with basic skills is able to confidently make informed decisions that may improve the well-being of his family, community, are more likely to participate in the democratic process and exercise their civil rights. They further acknowledged that during chief '*baraza*'s, of which the highest number of attendees are male, those who have attained basic education confidently give ideas vital for society. They engage in amicable arguments without tantrums, unlike their counterparts who dropped out of school, who are always not keen to share ideas but ready for dirty quarrels. They indicated that drawbacks are experienced if fellow friends who are peers are not on the same level of education. Nzomo *et al.*, (2001) agrees with the findings and indicates that lack of basic education denies the boy-child to develop the ability and confidence to adapt to evolving complex situations that require thinking skills and problem-solving skills.

6.4.1.2 Boy-child Education Influences Family Size

The respondents were asked whether boy child education influences family size. 317 (83.42%) of the household heads believed that education has a significant impact on family size. They proposed that certain families with a single gender parent, particularly the mother, may have many children in the hopes of changing gender without understanding the biological ramifications.

During feedback sessions with key informants, it was established a father who is not educated in a scenario where the woman has given birth to one gender, the husband decides to get married to another wife or gets children out of wedlock with an excuse of wanting to have a different gender. The findings agree with the FGDs who said a the households are still relying on the believe that a family without a boy-child will not have a family heir to inherit family property hence they will persist on giving birth believing to get one which increases the number of children in the household. The findings agree with Nguekeu & Mbangmou *et.al* (2022) who concludes that in the African culture it is believed that the birth of a boy strengthens the family.

A key informant made this clear during an interview;

There is a patrilineal tradition in Kakamega South Sub-county that means the son will inherit the father's role when he is grown up. These include heading the family and making decisions concerning family structure and economy (**Key informant Interview, 2021**).

6.4.4 Boy child Education can Influence Socio-cultural Development

Respondents were asked if boy child education influences socio-cultural development in Kakamega South Sub-county. 207 (54.47%) agreed that boy child education influences socio-cultural development, whereas 173 (45.3%) disagreed. According to household heads, teaching a boy child will influence his way of thinking, feeling, judging, and acting, all of which form a society's values. They also stated that because boys are shaped by the home culture in which they are born, education will assist them in abandoning cultural practices and customs that do not contribute to the advancement of society.

The FGDS agreed with household heads that because the culture in Kakamega south prioritizes the boy-child in carrying out family culture, they believe boy-child education plays a significant role in shaping an individual's personality. According to them education helps in developing the values, beliefs, and customs of a society that are learned and practiced within a family and cultural context, and influence an individual's attitudes and behaviors, thus bringing about modernization of a family and society. The findings from feedback sessions revealed that household heads are aware that practices such as bullfighting prevalent in Kakamega South do not contribute to societal growth, therefore education can bring about slow change. The family has a role in providing religious and moral values to their children (Omer, Hassan & Jabeen 2015)

CHAPTER SEVEN

EVALUATION OF STRATEGIC MEASURES FOR ENHANCING BOY-CHILD EDUCATION AND SUSTAINABLE DEVELOPMENT IN KAKAMEGA SOUTH SUB-COUNTY, KENYA

7.1 Introduction

This chapter presented results and discussions on the fourth and last objective of the study to evaluate strategic measures for enhancing boy-child education and Sustainable Development in Kakamega South Sub-County, Kenya. The mitigation strategies will be discussed in relation to boy-child education vulnerabilities that influence sustainable development.

7.2 Mitigation Strategies for Boy-child Education vulnerabilities

The research sought suggestions on which the household heads thought could help improve retention of the boy-child in primary public schools in Kakamega South sub-county as a driving tool to achieve sustainable development. The most observed category was; the government, parents, teachers & head teachers, the community and the boy-child. The results are presented in Figure 7.1.

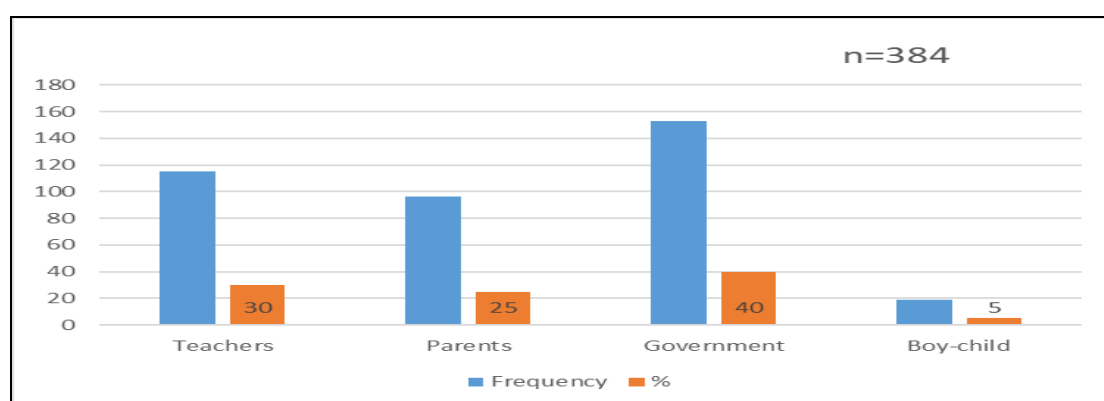


Figure 7.1: Who should develop mitigation Strategies for boy-child education Vulnerabilities
Source: Field data, 2021

The results show that 155 (40.7%) of the household heads indicated that the government has the highest role to play in ensuring school retention for the boy-child, teachers 115 (30.2%) also had an important role to ensure school retention, parents/guardians 90 (25%) had a role while the boy child 20 (5.3%) too had a role to play to ensure retention and completion of school. It requires a collaborative initiative of all stakeholders' right from the boy-child up to the government to ensure that Vision 2030 is achieved. The individual roles are discussed in subsequent subsections.

7.1.2 The role of teachers to mitigate boy-child education vulnerabilities

The research sought to get suggestions on how teachers can mitigate boy-child school dropout in public primary schools in Kakamega South Sub-county. The study identified numerous strategies suggested by respondents to reduce dropout in Kakamega South Sub-county. Teamwork was recognized as a mitigating method by 21 teachers (95%) in Kakamega South Sub County. They suggested a joint endeavor among all school stakeholders to address educational vulnerabilities such as peer pressure and drug and substance addiction. Household heads also said that teachers should consider retaining the boy-child from humble backgrounds in school rather than sending them elsewhere to get the extra Levis required in school. The results are indicated in Table 7.1.

The second technique was to follow up on absenteeism. 20 (90%) of the teachers said that they make it a habit to find any students who miss class frequently through daily marking of the attendance register so that they may determine the reason and take action before it's too late. According to one of the teachers, daily roll calls and careful observation put the students and parents in the right place.

Table 7.1.: Suggestions on how Teachers can mitigate the Boy-child School Drop out

Strategy	Frequency	Percent (%)	Rank
Inviting motivational speakers	20	90	2
Benchmarking	18	81	4
Encouraging teamwork	21	95	1
Awarding performance	20	90	2
Sensitizing parents on the importance of boy-child education	19	86	3
Organizing parent's and teacher's meeting	17	77	5
Follow-up on absenteeism	20	90	2
Guiding and counseling	16	77	5

Source: Field data, 2021

20(90%) of the respondents said that inviting motivational speakers as a method will help to encourage students who are discouraged due to home or school-related reasons including poverty and low performance. This strategy was ranked second as well. According to a teacher, effective motivational speakers greatly motivate students; therefore, if they work in elementary schools, the ideals they inculcate will endure forever. Performance awards were strongly recommended; 20 (90%) believed that recognizing the best and poorest performances will inspire students to put in more effort and fulfill their academic goals.

According to a teacher, recognizing the top performance motivates other pupils to work hard to receive recognition. As a result, he claimed that rewarding the underperformer would encourage him to improve. The third option, which involves creating awareness to parents about the significance of education for boys in terms of

socio-cultural and economic development, was also proposed by 19 (86%) of the respondents. They said this will enable them to shift their emphasis from urging them to engage in cheap labor to urging them to acquire knowledge and skills that will empower them and lift them out of poverty for future generations.

Another recommendation made by 18 (81%) of the respondents was that the PTA and BOM should do benchmarking both within and between counties. According to them, this will enhance networks and knowledge of how each county and institution deals with the threat of boys. Because each person is unique, fresh ideas will therefore be realized. According to one teacher, if the six to eight students in the class are sent to the best-performing schools, they will be exposed to new ideas; if they are sent to the worst-hit counties, they will realize that they are better off and have no need to quit school if they put in the necessary effort.

Another suggestion was to organize regular parent-teacher meetings, with 17 (77%) indicating that frequent meetings by teachers and class teachers to analyze performance will help parents monitor progress and students will be encouraged to work hard so they do not embarrass their parents when they go to school.

One of the boy-child school dropouts in a FGD stated that he was a drug addict who had to drop out of school in standard eight after being refused the opportunity to register for KCPE. According to him, teachers saw him as a negative influence and requested a talk with parents, but they declined. He reported that "my class teacher was unhappy with my parents when he realized that they only pay attention to paying school fees". This explanation demonstrates that some parents do not provide emotional support for their boys to succeed in school.

Another idea was for schools to provide weekly leading and counseling sessions, as well as daily individual counseling, to students with concerns. However, several teachers reported that instructions delivered to students following initiation have a detrimental impact on the strategy's effectiveness. The children's officer suggested that life skills and peer education programs be incorporated into the school curriculum to raise awareness and prevent peer pressure.

The boy-child dropout said that, like the girl-child, he should be given another chance to return to school. They said that some parents realize their mistake and ask to have their child readmitted after their boy child gives in to peer pressure and leaves school, but most parents never offer support and instead make fun of them at home and at school. In contrast, the girl child in the same situation is welcomed and given all the attention she needs to feel comfortable.

During a focus group discussion with local administrators, it was suggested that schools implement food programs to help children from low-income families stay in school and not drop out due to hunger. During the FGD, it was discovered that some boy-children drop out of school due to hunger and instead work as casual laborers to earn a livelihood and buy food. They went on to say that some people try to manage school with casual labor, but most of the time they struggle and drop out. The school sponsors proposed that religious authorities be involved in students' affairs to protect their values.

7.1.3 Role of Parents to Ensure the Boy-child is Retained in School

The respondents agreed that the parents and more so the male parents are the major players in mitigating boy-child education dropout in Kakamega south sub-county. The

key informants agreed with the household heads and suggested that the boy-child should be given equal attention by the parents like the girl-child. Dash and Rai (2009) agree that parents should be encouraged to ensure the home environment is conducive for the boy-child and they should support their children's learning by providing the school requirements which includes paying extra levy needed at school.

The teachers indicated that parent teacher association through follow up on the boy-child performance and school attendance would collaboratively help mitigate the menace. He was a case of drug addiction and dropped out of school in standard eight after being denied a chance to register for KCPE in his primary school due to indiscipline cases. The teachers felt that if he was allowed to register for the KCPE with that kind of behavior and attitude, he would influence other pupils negatively, which could affect their performance. His parents were invited to discuss the issue with the class teacher and head teacher. In the process, it emerged that the parents did not have time to talk about the indiscipline case with the pupil. He said, "my class teacher was unhappy with my parents when he realized that they only pay attention to paying school fees".

This explanation reveals that some parents do not offer emotional support for their sons to do well in school. The researcher established that parents rarely consult on their children's education as revealed by teachers that parents are too busy to go to school to learn about their children's performance the Key informants suggested that the boy-child should be closely monitored especially after initiation because at this time he is undergoing adolescence and fighting identity issues hence living him to the peer will mean he learn from them which might lead to adopting the peers mistakes and doings. It was agreed that Parents be encouraged to always talk to the boy-child

so as to identify any challenge they are facing either at home or school and do guiding and counselling early enough before they learn from their peers.

The local administrators in the FGD, agreed with the suggestion that the parents had a great role to improve the status of boy-child education in Kakamega South sub-county. They noted that teachers have the responsibility to monitor the boy when at school, hence if they collaborate with parents, the boy-child will have no option but to be in school. They noted that gaps in follow-up encourage school dropout since it's the parent's to wake up his child and ensure he has left for school.

One of the chiefs said

Some parents do not discourage their children from dropping out of school as they should; instead, they are the ones that look for casual employment for the child that has dropped out of school. If the local administration intervenes, the parent says the child has refused to go to school, and there is nothing they can do, **(FGD, 2021)**.

The respondents indicated that some parent's plays a role in dropping out of school and therefore parents should play a role to encourage him not to drop out of school, and give him moral support always. In case the boy-child doesn't want to go to school. Yet, everything has been provided for the parents to take the initiative to talk to him or be tough not to provide an environment conducive to dropping out of school, like encouraging them to join casual labor to earn cash.

The FGDs also agreed that parents should be at the forefront of enforcing school attendance and discouraging absenteeism of the boy-child. They further indicated that the parents should try as much as possible to provide school requirements like stationery and school levies and get follow up reports from teachers on attendance in case they suspect any fishy behaviour on the boy-child education. The children officer

was in agreement with the suggestion and indicated that parents should be good role models to their children and always be there for them, monitor the behavior of the boy-child closely, especially after initiation, know who their friends are, and make them accountable for where they are always. The officer further suggested that parents should learn to listen to the boy-child when undergoing any challenges especially after initiation, give them moral support instead of telling them to be strong because they are boys.

7.1.4 Suggestions on the Role of the Government to Mitigate Boy-child Dropout

The household heads suggested that the government of Kenya had a role to play to ensure the boy-child vulnerabilities are addressed to mitigate boy-child school retention. The household heads were asked if they were aware of policies to ensure achievement of EFA. The results are presented in the Figure7.3.

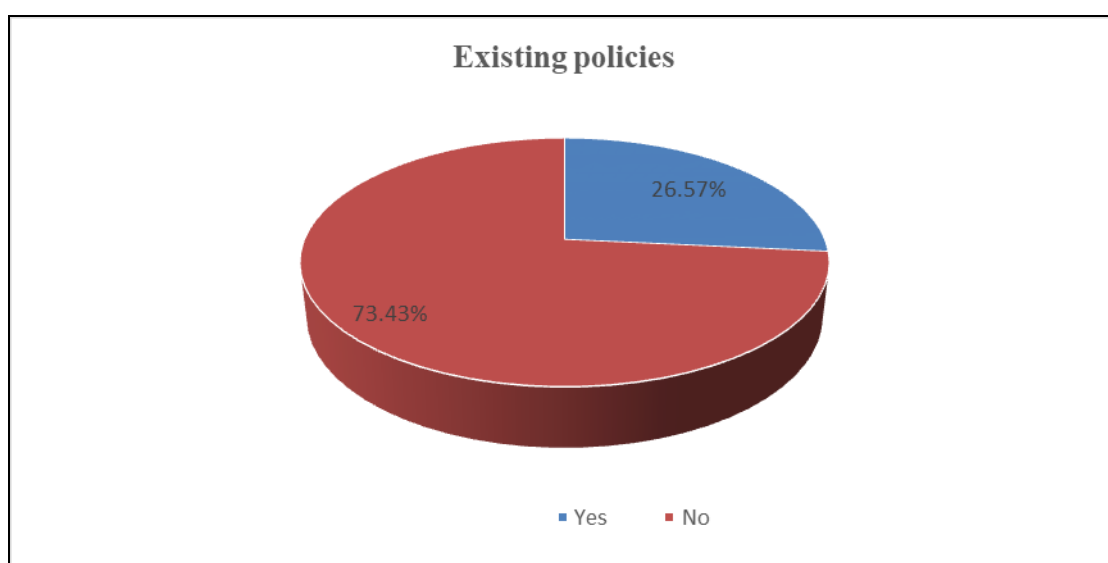


Figure 7.2: Whether parents were aware of existing policies on boy child education

Source: Field data, 2021

The results show that only 101 (26.57%) of the household heads are aware of the policies while 279 (73.43%) do not know if there are any existing policies to ensure

the government achieves 100% transition in education. Those who were aware of existing policies indicated that they are for the girl-child and not the boy-child. However, the key informants admitted that the policies were there but they are not well implemented at the grassroots partly because the Children's Rights Protection Act gives a lot of protection to the child. During an FGD with Local administrators and school sponsors, they indicated that local administrators should conduct random checks to arrest household heads who encourage the boy-child to drop out of school to vent for the family.

378 (98%) of the respondents suggested that the government should develop policies and guidelines to ensure that the boy-child is given an equal chance, just like the girls. The respondents indicated that specific policies for the boy-child will ensure school retention like it did for the girl-child in Kakamega South Sub-county. Consequently, the respondents attested that the Government should increase bursary awards and put measure to ensure they are awarded to the needy students without corruption. This would ensure that children who drop out of school due to poverty join and complete the cycle without any wastage.

Teachers suggested that the government should organize public *barazas* to sensitize the community on the importance of boy child education to achieving the SDGs and vision 2030. Teachers also suggested that, the government should fully implement and reinforce policies like abolishing child labour, punishing parents who deliberately assign home chores to pupils during school days, empowering local leaders to follow up door to door on school dropout and intensify security in order to eliminate the unlawful socio-cultural activities like traditional circumcision, *disco matanga* and bull fighting from being practiced during the official school within the Sub-County.

The children officer agreed with the suggestion that the government has a role to ensure adequate human and resource, funding free and compulsory education to be completely free without involvement of parents in the cost sharing. The suggestion is in agreement with Kisirikoi *et.al.*(2008) who established that the cost sharing makes many learners from poor households to terminate their education early without sufficient skills to meet challenges of the modern world.

The local administration indicated that the government should enforce the Children's Rights Act so that it protects them from issues of child labor and other home based mistreatments that may hinder them from performing well in their academics. They indicated that Quality Assurance and Standards officers to enforce close supervision and inspection of primary school to ensure teacher pupil ratio in public school is well adhered to. The education officers agreed that the government has a role to ensure staffing of the schools meets the teacher to pupil threshold in order to ensure quality teaching and learning. The suggestions agree with a report by KIPPRA (2009) which indicated that there was a serious shortage of teachers in Kenyan public schools. The sub-county education officers confirmed that the high workload and large classes compromised the quality of teaching and learning offered in Public primary schools. The research established that Kakamega south has 25 secondary schools of which only 2 are boys' boarding schools, 5 girls boarding and 18 mixed day schools indicating limited chance for boarding schools is offered to the boy child.

7.2 Mitigation Strategies for Achieving Sustainable Development in Kakamega South Sub-county, Kenya

The research sought to obtain the respondents' opinions on the mitigation strategies for achieving sustainable development in the study area. The most observed category

was empowering the community with knowledge and resources by stimulating inclusive economic growth, Economic and institutional reforms, Promoting microfinance institutions and programs, improving the marketing systems, Cash/income transfer programs, Education level of parents. The findings are presented in the Table 7.2.

Table 7.2: Mitigation Strategies for Enhancing Sustainable development in Kakamega South Sub-county, Kenya

Strategy	Agree	Disagree	Don't know	Rank
Stimulating inclusive economic growth	348 (91.5%)	30 (8.1%)	2 (0.5%)	1
Economic and institutional reforms	300 (78.1%)	75 (19.6%)	5 (1.3%)	2
Promoting microfinance institutions and programs	153 (40.2%)	167 (43.9%)	60 (15.7%)	5
Improving the marketing systems	281 (73.9%)	54 (14%)	45 (11.7%)	3
Cash/income transfer programs	250 (65.1%)	82 (21.5%)	48 (12.5%)	4
Education level of parents	150 (39%)	145 (38.1%)	85 (22.3%)	6

Source: Field data, 2021

7.2.1 Stimulating inclusive economic growth

The household heads 348 (91.5%) agreed that stimulating economic growth will help mitigate social, economic and human development in Kakamega south sub-county, 31(8.1%) disagree and 2(0.5%) did not know if it will help or not stimulating economic growth is a strategy that will lead to cash flow hence improve the standards of living and wellbeing. The key informants agreed that fighting poverty in the Sub-county, is paramount to achieving education and education is key to sustain social, cultural, human and economic growth for sustainable development. According to the key informants, when the boy-child is educated, education broadens the minds to

diversify in different economic activities that enables a community earn a constant living improve the standard of living of various households.

The County Development Officer attested that stimulating economic growth through identifying a viable market for the available resources acquired through gold mining, diversified farming and agricultural production, will increase hence alleviate poverty. However, they indicated that for economic growth to be effective in reducing poverty, it needs to be both inclusive of the social structures, values, human resource and environmental protection, economic growth leads to sustainable growth and reduces poverty.

The research found that there are few development initiatives in the Kakamega South Sub-county, with most residents depending on low-paying jobs that yield less than 300/- per day. This income is insufficient to support a family. It was noted that 93 (24.47%) of individuals engage in poultry farming, but they struggle with a lack of skilled labor as many are employed elsewhere and cannot manage the projects on their own. Due to social disparities, those in unskilled positions often resort to stealing from their employers or failing to follow directions, which undermines the sustainability of the projects. One of the household heads said

It is difficult to work with people who lack basic education since they never value projects positively. Maintaining the projects is difficult due to a lack of knowledge and goodwill. I've tried several but have never been successful because they will always pull you back, **(Household head, 2021)**

The county development officer concurred with the household head that efforts had been made to implement socio-economic initiatives; however, maintaining these projects has been challenging due to the community's lack of support. During the

Focused Group Discussions, it became clear that the absence of trust among community members contributed to the failure of these projects. The researcher noted a community water kiosk that was not functioning, as the community did not back it. Instead, they vandalized the tap because they believed they should not have to pay for water. This issue emerged as a significant barrier to the economic and social progress of Kakamega South Sub-county.

7.2.2 Economic and institutional reforms

A total of 388 (78.1%) household heads expressed the belief that putting into place economic and institutional reforms at the county level would foster an environment conducive to attracting investment and enhancing resource efficiency, which in turn would promote economic growth and generate employment opportunities within the sub-county. Additionally, the key informants noted that, considering the abundant resources present in Kakamega South Sub County, these reforms would bolster governance and help mitigate the pervasive corruption by middlemen, who purchase gold, sand, concrete, and various agricultural products at low prices and sell them at significantly higher prices, thereby enriching themselves while leaving residents in continued poverty.

The county development officer indicated that such reforms will also strengthen land tenure systems to protect against land degradation as a result of quarrying, mining and sand harvesting. The research links the level of education and the wasted land to a lack of rehabilitation skills. The research established that boy child education is necessary to ensure the adoption and implementation of reforms for the betterment and development of the county.

7.2.4 Improving the Marketing Systems

The household heads 281 (73.9%) agreed that enhancing market systems will help to improve economic growth, while 54 respondents (14.1%) disagreed and 45 respondents (11.7%) were unsure. According to the respondents, there are potential agricultural products, but because they lack a suitable market, intermediaries end up stealing them from farmers at low prices. They attested that they will be able to sell their farm products, gold, quarried concrete, and even sand at fair prices if market processes are improved. According to the County Development officer, finding ready markets will enable households in Kakamega South to boost output since they will know that there is a market for their goods at competitive pricing, which will raise their incomes. Help reduce poverty in a fair and long-lasting manner.

7.2.4 Cash/Income Transfer Programs

The research established that 250(65.1%) household heads felt that providing cash/income transfer programs would improve socioeconomic development, whereas 86 (22.3%) opposed and 48 (12%) had no notion. The household heads stated that the availability of cash transfer programs for the needy and elderly will help needy families who rely on their sons to work on farms, supply agricultural labor, and participate in informal businesses such as *bodaboda*, sand harvesting, and working in quarries and minefields to supplement their income.

Key informants indicated that boy-child education will help them to be able to write proposals to the government and financial institutions for cash transfer programs to be implemented not only for the old but for the very needy households in the Sub-county that cannot actively participate in routine economic activities and are therefore likely to suffer exclusion from the benefits of economic growth.

The FGD results concurred that income transfer programs can provide families with financial relief and enable regular school attendance by children. Such investment plays an important role in long term poverty reduction. The results agree with Kumara (2019) and Oboka (2017) who analyzed such programs in Sri Lanka and Kenya respectively found that cash transfers in the country significantly reduced poverty and increased school attendance and child welfare.

7.2.5 Promoting Microfinance Institutions and Programs

Key informants indicated that promoting microfinance institutions would help households access capital to enable them to generate income through various economic activities. However, 167(43.9%) disagreed and 153 (40.2%) agreed with the notion of cash transfer programs. The household heads indicated that the community had initiated groups to do table banking and borrowed loans. Still, most of the members failed to invest properly and ended up being debtors, which led to being auctioned by the credit lenders leaving the community poorer than before. The household heads noted with concern that it's better to maintain the status quo than initiate projects that will not benefit them.

One of the household heads said;

My wife was in a group for table banking and they borrowed money from Kenya Women Finance Trust, we were able to buy dairy cattle and we were sure it could help us generate an income. Unfortunately, a few group members did not invest in any income-generating activity because their husbands took the money from them and used it to consume alcohol, they were not able to pay and since we took it as a group I was auctioned, I can never allow the same to happen in my life **(Household head 2021)**.

The research established that education will help household heads understand how such finance institutions operate and be able to borrow money for economic growth by investing in small-scale businesses and income-generating activities to earn a

living, stimulate the economy and improve the standards of living. Findings from FGDS attributed that the community lacks social cohesion and cannot trust one another on money issues.

Findings from feedback sessions, observed that since the level of education of household heads is low, education will help them understand various projects that they can manage with acquired resources and be able to pay back with ease as a result the community will achieve sustainable development. From the follow-up sessions, the participants noted that the boy-child education will help them ma

The household heads in Idakho East indicated that they embrace bullfighting as a social project that earns them a living and they also sell the bulls at reasonable prices hence according to them it is an income-generating project. However, the researcher established that culturally, not everyone is allowed to raise the bull. Boy-child education is, therefore, necessary to help the community evolve from this cultural activity that has no significant income to improve the living standards of the community.

CHAPTER EIGHT

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

8.1 Introduction

This chapter outlines the summary of major findings of the study derived from set specific objectives and draws general conclusions. The section further makes general recommendations based on the study findings and recommendations on the issues that require further investigation or future research as they are important but fell outside the scope of the study objectives and could not be addressed by the study.

8.2 Summary of the findings

The major findings in this study were based on four research questions; what are the causes of boy-child education vulnerabilities to access and retention in Kakamega South Sub-County, Kenya, what is the relationship between boy-child education vulnerabilities and Sustainable Development in Kakamega South Sub County, Kenya? What is the contribution of boy-child education to Sustainable Development in Kakamega South Sub-ounty, Kenya. Which are the strategic measures to enhance the boy child education and Sustainable Development in Kakamega South Sub-County, Kenya?

In regard to objective one, study established that access and enrollment of the boy-child in public primary schools is satisfactory but retention to completion of primary education has not been achieved due to school dropout most experienced within the last two years of primary education in Kakamega south sub-county. The causes of boy-child education vulnerabilities to access and retention in school were family related factors, socio-cultural factors, socio-economic and school related factors. Of

the four family related factors and sociocultural were the most impactful causes of education vulnerabilities.

As per objective two it was evident from the findings that there is a strong relationship between boy-child education vulnerabilities and sustainable developments. This is shown from the results that indicated a mutual interaction between the two variables and the success of each is dependent on the other, while the failure each variable affects the other negatively. Thus SDG goal no. 4; to ensure inclusive and equitable quality education and promote lifelong learning opportunities for all, is essential to the success of every one of the 17 Global Goals for sustainable development summarized in to four;- to end extreme poverty, fight inequality and injustice, and protect our planet by 2030 and on the other hand the four summarized goals if not addressed causes education vulnerability.

In regard to objective three, the study established that the boy child education vulnerabilities can contribute negative effects to sustainable development and is a setback to achievement of vision 2030

For objective four, all the education stakeholders have a role to play to ensure achievement of quality and equitable education for all and continued promotion of lifelong learning opportunities for all, the study established that Kakamega South sub county is a unique Sub County rich with resources but and it is the most undeveloped Sub county in Kakamega South sub county, the cultural practices still practiced like Bull fighting adds no value to the sustainable development of the sub county hence all stakeholders right from policy makers to policy implementers and consumers should work hand in hand to achieve Sustainable Development for the Sub county, Kakamega County and the country at large.

8.3 Conclusion of the Study

Based on objective one; the study concludes that despite the government's efforts and investment to achieve EFA by providing free primary education and emphasizing 100% transition, there is an emerging new gender gap in education in Kakamega South due to the boy-child dropping out of school at primary level occasioned by causes ranging from the home environment to the school.

In regard to the second objective, the study concludes that there is a strong relationship between boy-child education vulnerabilities to access and retention in public primary schools in Kakamega South Sub-County and the achievement of Sustainable Development for the Sub-county. Hence the achievement or failure of each depends on the success of the other.

In line with the third objective, the research concludes that boy-child education has immense contribution to achieving Sustainable development in Kakamega South Sub-county, Kakamega County, Kenya.

On the fourth objective, the research concludes the existing laws, policies and strategies for achieving education quality and equity have inclined to the girl-child with specific sections and clauses putting emphasis to the girl-child and women leaving the boy-child and men vulnerable and being left out of the gender agenda. In Kakamega South sub county and the country at large.

The overall conclusion for the study was that the more increase in access to education the more increase in dropout due to boy-child education vulnerabilities that impacts

on both gender and a great setback to achieving sustainable development and vision 2030.

8.4 Recommendations

Based on the findings and conclusions of the study, the following recommendations were made;

In particular, the government should make sure that education is free and that school boards do not impose additional fees on parents. It should also clearly explain and enforce the laws pertaining to child labor in both the formal and informal sectors. These measures are necessary to address the reasons why boys are more vulnerable to school access and retention. In Kakamega South Sub County, the government ought to assist the heads of households in devising strategies to end the cycle of poverty and school abandonment.

On the relationship between education and sustainable development, the research recommends that there is a strong relationship between education and the pillars of sustainable development, hence it is important to change expectations of low income families that the boy- child can take care of himself and support the family through cheap labour into the notion that education can contribute to economic stability and growth by addressing the specific issues that increase boy-child education vulnerabilities to access and retention in school.

In line to the contribution of boy-child education to sustainable development, the study recommends that education stakeholders to emphasize on achieving basic education with keenness on learning experiences of each gender in consideration to

the factors that contribute to education vulnerabilities since each has either a positive or negative effect to the other.

On strategic measures, the research recommends that there is need to end the new gender gap by addressing education vulnerabilities for each gender without any form bias. Education stakeholders should come up with affirmative action for the boy-child, reinforce the existing education policies and laws for abolishing child labor right from the grassroots through empowering chiefs and other law enforcers to monitor enrolment and retention in schools and to give regular reports on free and compulsory education for all.

8.5 Suggestions for further research

The study analyses the contribution of boy-child education vulnerabilities to sustainable development in Kakamega South-sub-county. This, however, does not imply that it has exhausted topical issues such as vulnerabilities faced by the boy-child in private schools. The researcher, therefore, suggests the following for further research.

- i. A comparative study could be done on the effects of affirmative action on the boy-child compared to the girl-child
- ii. A similar but comparative study to be done between public primary schools and private primary schools in Kakamega South sub county
- iii. A study could be done on the evaluation of strategies put in place by different counties to achieve SDG goal four since each county has unique challenges.
- iv. An evaluation study to be carried out to assess education vulnerabilities on the implementation of competency-based curriculum in Kakamega County.

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APPENDICES

APPENDIX I: TEACHER'S QUESTIONNAIRE

I am a Masinde Muliro University Masters student conducting research on the region's boy-child education vulnerabilities and how they affect sustainable development. The answers given will only be used for research purposes.

Instructions

Please answer all the questions.

Do not write your name.

Answers can be more than one for a given question.

Where choices are provided, tick only one answer.

School..... class.....

How long have you been in this school?

Less than one year () 1-2 years () 3-5 years () more than 5 years ()

How many pupils do you have in each class?

0-30 () 30-60 () Above 60.....

From above how many are boys () Girls ()

Do you have pupils who are frequently absent? Yes () No ()

a. of the above who are frequently absent boys () Girls ()

b. If yes, give three main reasons for their absenteeism:

3a. Do you have pupils who have completely dropped out of school in the last one year? Yes () No ()

b. Of the above which gender is seriously affected Boys () Girls ()

c. If yes, give three reasons for their dropout

d. if there are dropouts which age/classes experience highest level of dropouts

4. What is the highest level of education attained by household heads in this region.....

4b. in your own opinion do you think the level of education of the household affect boy child education Yes () No ()

5a. In your own opinion indicate whether the following factors increase education vulnerability to access, retention and completion of primary education. Family related factors Yes () No () if yes mention the factors; School related Factors, Yes () No () mention.... Socio economic factors Yes () No () mention..... Socio cultural Factors ()

Which are the main cultural practices in this region?

b. Do your learners get involved in cultural practices? Yes () No ()

c. Do cultural practices affect learning? Yes () No ()

If yes Explain

6a. What economic activities are carried out in this region?

6 b. Do your learners get involved in socio-economic activities Yes () No ()

. If yes which one.....

c. Do they affect learners in any way? Yes () No ()

If yes how?.....

6. How do girls and boys compare in terms of enrolment and completion rates in the last three years

a. Girls Good () Bad ()

b. Boys Good () Bad ()

7. How does academic performance of boys compare with that of girls in key school

subjects a. Girls Good () Bad () b. Boys Good () Bad ()

8. How does the school culture contribute to the construction of masculinities

9. do you think boy child education contributes to sustainable development Yes ()

No () explain.....

10. What are the mitigation strategies do you think can be put in place to reduce dropout..

APPENDIX II: QUESTIONNAIRE FOR THE HOUSEHOLD HEADS

PART A. Personal Information

1. Gender	2. Age	3. Marital Status	4. Religion	5. Education level
1. Male 2. Female	Below 18 18-35 Above 35	1. Married 2. Single 3. Divorced/Separated 4. Widow/Widower	1. Christian 2. Islam 3. Traditional religion 4. Others.(Speci)	1. Primary incomplete class..... 2. primary complete 3. Secondary incomplete class.... 4. Secondary complete..... 5. Tertiary..... 6. None
.....				

Part B. Socio-economic information

6. How long have you stayed in this area?

1. Less than year
2. One year
3. Over one year (specify)

7. a. What is your source of income?. Tick appropriately

Source of income	
Casual workers	
Farming	
Business	
Carpentry	
Unemployed	
Employed	
Total (n=)	

b. what is your average daily income (kshs)? <100....,101-200,...201-300...>300.

8. How many meals do your household access in a day?

Once () Twice () Thrice () more than thrice () none ()

Part B. Status of boy-child education

9. Do the household heads support boy child education in this region Yes () No ()
10. Do the boy child willingly go to school? Yes () No ()
11. Are there school dropouts in this region? Yes () No ()
12. Have any of your children dropped out of school? Yes () No ()
13. If yes what was the reason?
14. Which gender is most likely to drop out school? Boys () Girls ()
15. What is the highest level of education normally attained by the boy child in this region? Primary () secondary () university () others (specify)
16. What are the most common causes to the boy-child dropping out of school in this area? Below is a scale of 1-6 to rate them. 1= SA (Strongly Agree, 2= A (Agree) 3= FA (Fairly Agree) 4= D (Disagree), 5=SD (Strongly Disagree) 6= FD (Fairly Disagree)

No.	Statement	Rating					
		SA	A	FA	D	SD	FD
1.	Poverty						
2.	Peer pressure						
3.	Drugs and substance abuse						
4.	Poor academic performance						
5.	In discipline at school						

Part C. The boy-child education vulnerabilities to access and retention in school

Kakamega South Sub county Kenya

17. Do you think the boy-child undergoes challenges in access, retention and completion of education in this area? Yes () No ()
18. In a scale of 1-6 evaluate the following education vulnerabilities to access and retention in school for the boy child. 1= SA (Strongly Agree, 2= A (Agree) 3= FA (Fairly Agree) 4= D (Disagree), 5=SD (Strongly Disagree) 6= D (Don't know).
19. What are the cultural activities practiced in this region?
20. In your own opinion do you think the above cultural practices affects the boy-child education? Yes () No () explain.....

No.	Statement	Rating					
		SA	A	FA	D	SD	FD
1.	Family related factors Single parenting Education level of house hold head seclusion						
2.	Socio cultural factors Traditional circumcision Social activities Change in societal norms and values						
3.	Socio economic factors Socio economic status of the Household Head Job stability for the Household head Child labour						
4.	School related factors Lack of school extra levis School work load Absenteeism						

Part D. Contribution of the boy-child education on Sustainable development in

Kakamega South Sub county

21. Using a scale of 1-4, indicate whether the following are benefits of educating a boy-child, 1= SS (Strongly support, 2= S (Support) 3= DS (Don't support) 4= D (Don't know).

No.	Statement	Rating			
		SS	S	DS	D
1.	Support the family financially				
2.	Employment				
3.	Improved standards of living				
4.	Decision making				
5.	Social networking				
6.	Ethics				

22. Do you think education can influence the boy-child's self-esteem? yes () no ()
23. Do you think family size (number of children per family) affects the boy-child education in this area? Yes () no () Explain.....
24. In your own opinion what is the contribution of boy child education to human and environmental development
25. Give ways you think boy child education contributes to socio cultural development
26. Which mitigation strategies can be put in place to improve the economic status to improve the socio-economic status of this region? Yes () No ()
27. Do you think boy-child education can contribute to promoting socio-economic status of this region? Yes () No ()

If YES, which ones.....

28. What other approaches could be used to improve the socio-economic status of this area?

Strategic measures for enhancing the boy-child education and socio-economic development

29. How can education access and retention of the boy-child be reinforced in this area?

30. Are there any policies you know concerning the boy-child education? Yes (),
No (). If yes name them.....
31. Do you think parents have a role to play on improving the boy-child
education? Yes () No () Explain.....
32. Do you think teachers have a role to play in retention and access to education
of the boy-child? Yes () No () Explain.....
33. In your own words give suggestions on how the improved livelihood for this
region can be achieved?

**APPENDIX III: INTERVIEW GUIDE FOR THE KEY INFORMANTS
(COUNTY COMMISSIONERS, COUNTY CHILDREN OFFICERS, LABOUR
OFFICERS, COUNTY DEVELOPMENT OFFICERS AND PROBATION
OFFICERS)**

Part A. To be answered by all

1. What is the status of boy-child education in this area?
Good () Fair () Bad ()
2. Do you agree with the growing perception that the boy child is deteriorating in education attainment? Yes/ No If Yes, give reasons.....
3. Do you think the boy-child in this area undergoes any challenges to access and retention in school. Yes () No ()
4. If yes what are some of the challenges?
Social Yes () No () : Economic Yes () No () : Cultural Yes () No ():
5. How can each of these challenges be addressed?
6. Do you think there will be any long term effects/impact to the development in Kakamega South Sub county if the boy-child drops out of school?

PART B: For Education officers

7. How is the enrolment to school of the boy-child in Kakamega South sub county (ask For Statistics)
8. Are there school dropouts in the area Yes () , No ()
9. Which gender is dropping out more? Boy () , Girl ()
10. At which class do dropout occurs most?
11. Which gender has the highest number transiting to secondary school? boys () girls()
12. Are there any mitigation strategies that can be undertaken to address the problem of the boy- child's education?

Part C. For Probation officer

13. Are there reported cases of boy-child dropout in Kakamega South Sub County being involved in : a) Abuse drugs and alcohol. Yes () No ()
14. Are the boy-child dropout found to be in conflict with the law (yes () No ()
15. If yes which are the most common mistakes and how are they being handled?

Part D. For Children's officers

16. Do the boy-child undergo any challenges in education access and retention in school in Kakamega South Sub County? Yes () No ()
17. What are some of these challenges
18. How is your office addressing the challenges?
19. Do you face any Challenges in addressing them? Yes () NO ()
20. If yes which are the challenges do you face in addressing matters of the boy-child dropout in school?
21. In your own opinion mention boy child education vulnerabilities to access and retention in school of the boy childf

APPENDIX IV: GUIDE FOR FOCUS GROUP DISCUSSIONS. (LOCAL ADMINISTRATORS, SCHOOL SPONSORS, BOY-CHILD SCHOOL DROPOUT)

1. Do you agree with the assumption that the boy-child is deteriorating in education? Yes () No ()
2. How? And why do you think so
3. Is the boy child neglected in any way in this area
4. Do the boy child undergoes challenges that lead to dropout in school? Yes () No () Which are some of the challenges do you know?
5. What are the causes of boy-child to drop out of school?
6. What is the source of income of residents in this area?
7. What is the average house hold family size in these area/
8. In your own opinion indicate whether there are boy child education vulnerabilities that increase school dropout
9. Which socio cultural and economic activities are practiced in these area?
10. Do the socio cultural and economic activities affect retention in school by the boy child in any way Yes () No () if yes how
11. How do you rate the socio-economic development of this area?
12. Have you heard of MDG/SDGs?
13. How do you relate them with educating the boy- child?
14. Do you think education can improve quality of life of residents in this area?
15. In your own opinion, what do you think can be done to address both the challenges and causes?

APPENDIX V: OBSERVATION CHECKLIST

1. Type of houses (permanent/semi-permanent}
2. Roof (grass thatched/iron sheets)
3. Floor (earth floor, tiles, cemented)
4. The general appearance of individuals
5. Moral behavior
6. Health status of under-fives

APPENDIX VI: MMUST RESEARCH PERMIT



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18th May, 2021

Janerose Kimuma
CDS/G/04/13
P.O. Box 190-50100
KAKAMEGA

Dear Ms. Kimuma,

RE: APPROVAL OF PROPOSAL

I am pleased to inform you that the Directorate of Postgraduate Studies has considered and approved your Masters proposal entitled: *"Boy-child Education Concerns Influencing Socio-Economic Development in Kakamega South Sub-County, Kenya"* and appointed the following as supervisors:

1. Dr. Ruth Simiyu - SDMHA - MMUST
2. Dr. Janet Kassily - SDMHA - MMUST

You are required to submit through your supervisor(s) progress reports every three months to the Director of Postgraduate Studies. Such reports should be copied to the following: Chairman, School of Disaster Management Graduate Studies Committee and Chairman, Department of Disaster Management and Sustainable Development. Kindly adhere to research ethics consideration in conducting research.

It is the policy and regulations of the University that you observe a deadline of two years from the date of registration to complete your Master's thesis. Do not hesitate to consult this office in case of any problem encountered in the course of your work.

We wish you the best in your research and hope the study will make original contribution to knowledge.

Yours Sincerely,
SCHOOL OF GRADUATE STUDIES
MASINDE MULIRO UNIVERSITY
OF SCIENCE & TECHNOLOGY

Date: _____
Dr. Consolata Ngala

ASSOCIATE DIRECTOR, DIRECTORATE OF POSTGRADUATE STUDIES

APPENDIX VII: NACOSTI PERMIT

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 362479	Date of Issue: 22/June/2021
RESEARCH LICENSE	
	
This is to Certify that Ms. Janerose Kimuma of Masinde Muliro University of Science and Technology, has been licensed to conduct research in Kakamega on the topic: BOY-CHILD EDUCATION CONCERNS INFLUENCING SOCIO-ECONOMIC DEVELOPMENT IN KAKAMEGA SOUTH SUB-COUNTY, KENYA for the period ending : 22/June/2022.	
License No: NACOSTI/P/21/11358	
362479 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Verification QR Code 	
NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.	

**APPENDIX VIII: RESEARCH AUTHORIZATION BY COUNTY
COMMISSIONER**

REPUBLIC OF KENYA



**THE PRESIDENCY
INTERIOR AND CO-ORDINATION OF
NATIONAL GOVERNMENT**

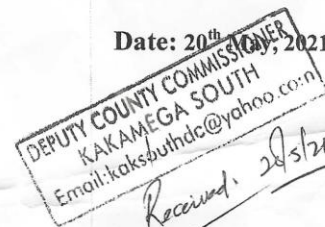
Telegrams "DISTRICTER" Kakamega
Telephone 056 -31131
Fax 056 - 31133
Email: cckakamega12@yahoo.com
When replying please quote

COUNTY COMMISSIONER
KAKAMEGA
P O BOX 43 - 50100
KAKAMEGA.

Ref: ED/12/1/VOL.V/146

Date: 20th May, 2021

**The Deputy County Commissioner
KAKAMEGA SOUTH SUB COUNTY**



RE: RESEARCH AUTHORIZATION

Reference is made to a letter from Associate Director, Directorate of Postgraduate Studies of Masinde Muliro University of Science and Technology (MMUST) Ref. no. MMU/COR:509078 dated 18th May, 2021 on the above subject matter.

Kindly assist the bearer of this letter to contact a research on "*Boy – Child Education Concerns Influencing Socio-Economic Development in Kakamega South Sub – County, Kenya*"

**V. CHERONO
FOR: COUNTY COMMISSIONER
KAKAMEGA COUNTY**