

**INFLUENCE OF SOCIAL-ECONOMIC FACTORS ON RETENTION OF BOYS
IN PUBLIC SECONDARY SCHOOLS IN MARSABIT COUNTY, KENYA**

SAFINA MOHAMMED AGA

**A Thesis Submitted in the School of Education and Social Sciences in Partial
Fulfillment of the Requirements for the Conferment of Degree in Masters of
Education Leadership and Management of Kenya Methodist University**

October 2022

DECLARATION AND RECOMMENDATION

Declaration

I declare this thesis is my original work that has never been presented in any other university for the award of any degree.

Sign: 

Date: 13th April 2023

Safina Mohammed Aga

EDU-3-0014-1/ 2019

Recommendations

This thesis has been approved by the university supervisors for examination purposes.

Sign:

Date:

Dr. Severina Mwirichia, Ph.D.

School of Education and Social Sciences

Kenya Methodist University

Sign:

Date:

Dr. Sabina Murithi, Ph.D.

School of Education and Social Sciences

Kenya Methodist University

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DEDICATION

This thesis is dedicated to my husband and children.

ACKNOWLEDGEMENT

I would like to appreciate the efforts of my two supervisors who were Dr. Severina Mwirichia, Ph.D., and Dr. Sabina Murithi, Ph.D. Their efforts in guiding and approving my thesis enabled this work to be successful. My family members who provided moral and financial support towards the research writing process are deeply thanked. A word of acknowledgement is also directed toward my colleagues, lecturers, and course mates for creating an environment that was encouraging towards conducting the research. I am particularly grateful to the KeMU library staff such as Faith for providing support on plagiarism checks, APA guidelines, and thesis writing guidelines. These services enabled the thesis to look presentable to various defense panels. The data collection population such as class teachers, boys' students, and parents present at the Board of Management are highly esteemed for availing themselves to provide information that the study required. I would wish to thank the research assistants who participated actively in issuing data collection instruments and conducting pre-test studies. The various offices involved in the issuance of authorization letters such as KeMU postgraduate issuing introduction letters, NACOSTI issuing research permits, and Marsabit County Director of Education for providing authorization letters. May Allah bless you abundantly.

ABSTRACT

Secondary schools provide a four-year platform that promotes equipping students on various subjects. The students should undergo the four-year learning without disruption and with adequate resources and support from the concerned parties. However, there have been high cases of school drop-out rates among students in public secondary schools in Kenya. The purpose of the study was to examine the influence of social-economic factors on the retention of boys in public secondary schools in Marsabit County, Kenya. The study was guided by the following specific objectives: Examine the influence of household income level on retention of boys in public secondary schools in Marsabit County; Investigate the influence of social support on retention of boys in public secondary schools in Marsabit County, Kenya; Explore the influence of guardian's education level on retention of boys in public secondary schools in Marsabit County, Kenya; and establish the influence of employment opportunities on retention of boys in public secondary schools in Marsabit County, Kenya. The study was further guided by two theories which were the theory of educational productivity and the student retention theory. In this study, the research design used was descriptive research design because there was an application of both quantitative and qualitative methods when collecting data. The study was located in Marsabit County, Kenya. The target population was 8 secondary schools in Marsabit County that had boys students in them. That is both boys' secondary schools and mixed secondary schools. The respondents were 56 class teachers, 4,559 boys' students, and 48 parents present at the Board of Management. Class teachers and parents were selected using a simple random sampling method with an application of the Krejcie & Morgan table or formula to obtain 48 and 42 class teachers and parents respectively. The sampling technique that was used on students was determined using a Kothari statistical method to obtain a sample of 94. Class teachers and parents were interviewed while the students answered the questionnaires. The pre-test study was conducted in two public secondary schools in Isiolo, which were Isiolo boys' secondary school and Garbatula mixed day secondary school whose respondents comprised 5 class teachers, 10 students, and 4 parents at BOM. Reliability was measured using Cronbach Alpha while face, content, and criterion types of validity were also measured. The findings were presented using descriptive tables, figures, and narratives for ease of understanding of the results. Besides, the qualitative results were useful in supplementing the quantitative results. The conclusion made was that a lot of boys failed to remain in school since they lacked motivation from the people surrounding them. That is, most of the boys' peers, teachers, and parents did not adequately portray a clear need on why they should remain in school. The recommendation is that the school management should have sensitization programs for teachers, parents, and boys' students on the relevant of education in improving their future. The schools should capitalize more on motivational speakers, successful alumni, and corporate heads who come and motivate the boys to work hard towards improving their academic performances so as to have success in their latter lives. The school students should come up with proposed groups and clubs through which they could travel in various corporates that helps the boys get a clearer picture of what it means to have employment anchored by educational background.

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ABBREVIATIONS AND ACRONYMS

DBLA	Development Bank of Latin America
EC	European Commission
MOE	Ministry of Education
NGOs	Non-Governmental Organizations
SDGs	Sustainable Development Goals
TSC	Teachers Service Commission
UNICEF	United Nations Children Fund
USAID	United States Agency for International Development
WB	World Bank

CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter provided the background of the study which comprised of the concerns that engulfed the retention of boys and various measures put in place to facilitate prudent social-economic development globally, regionally, and locally. The chapter explored further the concerns affecting secondary schools in Marsabit County to warrant their examination. Further, the chapter indicated the statement of the problem, the purpose of the study, hypothesis, justification, significance, limitation, assumptions, and definition of the terms that concluded the chapter.

Education is the process of learning to equip someone with relevant aptitudes in a specific area, which plays part in the development of every child's brain (Baker, 2018). In the long-term, education has been part and parcel of human growth irrespective of age, religion, culture, or profession. According to Dufitumukiza et al. (2020), education is paramount if someone wishes to grow their mental capacity. Education has great benefits for students, particularly in secondary schools globally, regionally, and locally.

Global studies such as European Commission (EC, 2019) have linked the importance of secondary education to the improvement of communication skills. When students get educated on various subjects such as grammar, they tend to learn more about pronunciation, proper writing, and reading of a language. These attributed enable the students to

communicate better in speaking, writing, or reading thereby placing them at the forefront when bargaining for better social-economic status (Khatete, 2018).

Further as added by Kolawole and Ogiye (2020) education has been proved through investigations as a factor in enhancing critical thinking skills. These skills revolve around reasoning and decision-making to improve their social-economic status. For example, in Europe, it was established by the Ministry of Education (MOE, 2018) that when students learned sciences and mathematic subjects, their decision-making in their social, economic, and personal lives improved greatly. Additionally in Asia, education has the benefit of improving a sense of accomplishment (United Nations Children Fund [UNICEF], 2018).

That is, when students grasp a concept and are able to remember it during examinations and personal lives, they feel more accomplished and prouder. They get motivated to even learn more prompting more productivity in terms of providing solutions and ideas to various challenging aspects (World Bank [WB], 2018). Further, education has the benefit of connecting different learners from different regions to discuss a concept (United States Agency for International Development [USAID], 2017). This in turn encourages sharing of ideas that could become handy, particularly in promoting social-economic factors in their personal lives.

Regionally, In Africa, the importance of education is key in alienating people from the shackles of poverty (USAID, 2017). This is because more than 70% of the continent's poor people live in rural areas and depend on agriculture for food and livelihood. Poverty is therefore one of the most important factors that impede children's education development

in Africa. Many poor children are denied the opportunity to go to school as well others drop out of school (USAID, 2017). When most children are through with secondary school, they are expected to take care of their younger siblings watch over the livestock, shoo away wild animals from crops/gardens, and collect water and firewood (Ouma, 2018). UNICEF's (2018) report on Africa indicated that socio-economic and cultural factors such as culture, attitude, and tradition were clearly highlighted as barriers to schooling in Southern Sudan.

Locally, the relevance of education in secondary schools has been emphasized to lay more emphasis on the economic, social, and political development of students (National Treasury- Kenya, 2021). In spite of the fact that improving and widening access to education has been a major goal of the Kenya government, the history of education opportunities especially in pastoral areas still holds cultural inequality and disparity between boys and girls (Munyalo, 2020). One of the major challenges facing communities in the semi-arid area is poverty. Though there are other challenges, most families are living below the poverty line and thus most students are not able to continue with school after high school (Sustainable Development Goals [SDGs], 2020). The schools are really struggling to ensure that they retain boys in schools at all costs.

According to Xie and Zhang (2020), retention is the process of ensuring that a secondary school student particularly a boy remains in school to learn at a particular term as guided by the ministry of education (Munyalo, 2020). Retention has been a topic of discussion among many schools. It is the goal of every secondary school to admit a student, ensure the student undergoes a learning process, pay the school's fees, and complete the learning process after a specific period of time. This ensures that the school gets an uninterrupted

flow of income and as well as students get an uninterrupted flow of learning. In a school set-up, retention is measured through registered students, class attendance, repetition rate, transfer rate, and completion rate (UNICEF, 2020). The factors indicate and point out specific students who miss out on various learning activities. As stipulated by various authors, it is factual that secondary schools have been having a hard time ensuring that students particularly boys remain in school.

Globally, Rathman et al. (2020) and Kretschmann et al. (2019) have indicated that boys' retention in American secondary schools has been a toll order due to concerns related to low financial resources in the families, inadequate school fees, and discouraging school performances. In Europe, there have been negative influences from their peers, abuse of drugs, low self-esteem, and strained family support whereby a parent does not concern themselves with the academic affairs of the student (Jerrim et al., 2020). In Asia, there have been concerns about intimidation of boys in school, indiscipline cases, lack of interest in academics, and transfer of students from one school to the other hence making their retainment difficult (Alkaabi et al., 2020).

Regionally in nations such as Congo, there have been problems such as child labour as a way to sustain family income due to high levels of poverty, death of parents leaving the boys as orphans, and HIV/AIDS-infected students' stigmatization (Philimini & Mkulu, 2020). In Nigeria, there is a record of a low number of teachers in schools and divorce cases of parents hence not providing basic needs to their children making them drop-out of school to look for these needs (Uchegbue & Amalu, 2020). In South Africa, schools are finding it hard to retain students due to lack of school syllabus coverage hence discouraging

boys with overloaded assignments, and lack of guidance on career choices when one completes school making the boys think that education is overrated as compared to businesses hence stopping from going to school.

Locally in Kenya, secondary schools have been battling with cultural conflicts such as always arguing about which tribe is better than the other (Imbosa et al., 2022). Additionally, boys are becoming difficult to retain in secondary schools due to lack of enough teachers and high transfer of students from one school to the other in the arid and semi-arid areas as parents/guardians search for fresh grass for the cattle (Mwihia & Ongek, 2019). All these elements causing the retention of boys in schools are connected in one way or another to the social-economic factors affecting them.

These are all elements that promote and enable the well-being of a student in their academic, social, and economic lives. These factors see to it that the student is able to cope with life comfortably and easily (Ouma, 2018). The social economics factors include household income, social support, guardian's education level, and employment opportunities (Khatete, 2018; Kolawole & Ogiye, 2020; Munyao, 2020). Household income level is the gross monetary proceeds that a specific family has at any particular time such as monthly, quarterly, semi-annually, or annually (Cheng & Peterson, 2019). Social support is the backing that secondary school student gets from their teachers, peers, parents, and the community at large so as to remain morally, economically, and spiritually right (Xing et al., 2021). Guardian's education level is the highest academic qualification of a person responsible for the upbringing of a secondary school boy student possess (Idris et al., 2020). Employment opportunities are the job prospects that an economic activity

gives a person responsible for the upbringing of a secondary school boy to ensure bills are paid effectively (Abuya et al., 2019).

Schools have paid rather rare attention to the social-economic factors affecting their students. It is now in the limelight that for a student to excel in academics and their personal lives, keen attention has to be made to each and every parcel of their lives. In relation to this, schools in both developed and developing nations have made several strides to see to it that social-economic factors are observed. In developed nations, on the one hand, secondary schools are holding school clinics for parents to be involved when assessing the progress of a student (European Commission, 2019). Further, there has been the involvement of government in monitoring the progress of students in schools and any drop-out cases are strictly followed (Development Bank of Latin America [DBLA], 2018).

Additionally, the students particularly boys have been exposed to science congresses and symposiums, study groups, and academic tours to leading universities so as to motivate them to work hard (Cheng & Peterson, 2019). There is a school's club development to cater to students' personal time by engaging them in constructive activities (Jerrim et al., 2022). Indeed, schools have come up with peer-to-peer or professional counselling for students undergoing tough times. Further on, there is currently more attention paid to the games activities of the students so as to ensure they do not abuse drugs during games (Kretschmann et al., 2019).

In developing nations on the other hand, the school management has been connecting parents to available job opportunities that arise in schools while some schools in rural areas have been complementing food stuff brought by parents to represent school fees.

Additionally, schools have offered employment of more qualified teachers to ensure students understand and get more interested in what they are taught, substantial break periods from school term such as mid-terms and end term break so as to give students ample time to bond with their families (Carver & Linda, 2017). Secondary schools have been linking every junior student to a senior student mentor so as to cultivate the school community on caring (Khatete, 2018).

Further, secondary schools are connecting needy students to bursaries issued by the county offices, and sponsorship by Non-Governmental Organizations [NGOs] to students such as wings to fly by Equity Bank (Munyalo, 2020). Adding to that, Mwihi and Ongek (2019) schools have been organizing career talks for students by inviting various professionals so as to motivate and keep students focused. There have been training students on practical subjects such as agriculture, home science, computer skills, and business skills. These skills would come in handy when a student is at home and would wish to complement their family's resources (Kolawole & Ogbiye, 2020).

Nevertheless, according to Mwihi and Ongek (2019), there are still some concerns of parents who are very pre-occupied with their work to a point that they hardly take time to concentrate on the academic progress of their male children. Additionally, lack of educational background from parents/guardians has been a contributing factor to the lack of interest in the academics of their children. Further, the cost of living has become very expensive in Kenya for guardians/parents to provide all the required necessities for education for their children (Njuguna & Muchanje, 2019). These issues have majorly

affected secondary schools in Marsabit county whereby boys have been dropping out of school often (Munyalo, 2020).

Marsabit is located in the northern part of Kenya. Marsabit, in general, has been experiencing difficulties in enrolling and retaining students in secondary schools. For example, in the year 2019/2020, the secondary school enrollment rate was 8.2% which was the third least county in Kenya after Lamu (7%) and Isiolo (5.9%) (MOE, 2019). Additionally, Marsabit has the second last number of secondary schools in Kenya which are 175 after other counties which have 171 secondary schools (MOE, 2019). This shows that there is a serious problem facing secondary schools in Marsabit that requires immediate attention.

Additionally, since the people of Marsabit are mainly pastoralists, they keep moving from one region to the other in search of greener pastures for their livestock. This movement has destabilized the retention capacity of secondary school boys since they have to move with their parents/guardians hence a high number of transfers from one secondary school to the other (Teachers Service Commission [TSC], 2019). In the long-run, there is a brutal disruption in academics where low academic performances are evidenced. The boys eventually get tired and decide to fully concentrate on their family's economic activity (Munyalo, 2020). The above concerns became a motivating factor for this study to examine the influence of social-economic factors on the retention of boys in public secondary schools in Marsabit county, Kenya.

1.2 Statement of the Problem

Secondary schools are post-primary school educational systems established by the ministry of education to facilitate learning. Their emphasis on shaping the life of a student cannot be overlooked. Secondary schools provide a four-year platform that promotes equipping students on various subjects. The students should undergo the four-year learning without disruption and with adequate resources and support from the concerned parties. The students should have gained knowledge at the end of the four-year learning process that could enable them to survive in the outside world.

However, there have been high cases of school drop-out rates among students in public secondary schools in Kenya (Ministry of Education [MOE], 2019). According to MOE (2019), the secondary school completion rate in the financial year 2019/2020 was 82% as compared to the previous year of 2018/2019 where it was 84%. The 2% decline was attributed to many students failing to complete school due to variant factors such as level of household income rates, social support accorded, guardian education level, and type of occupation in which their guardians were involved. According to MOE (2019), as a result of high drop-out rates, the remnant number of boys in secondary schools was 3,953 as compared to girls who were 4,284. If the problem is not resolved the high school dropout rates will be persistent in counties such as Marsabit where the number of boys will keep dropping out of school at an alarming rate as compared to girls. This will eventually lead to a lack of balance in terms of population hence having a future generation of uneducated men who will be forced to steal since they will have few or no job opportunities; they will also force negative cultural vices on their wives and any resistance will lead to high cases of domestic violence.

There have been various studies done in relation to the retention of students in secondary schools. Munyalo (2020) paid attention to factors causing the retention of students in primary schools. (Getange & Onsumbi, 2016; Njuguna & Muchanje, 2019) examined the economical elements that affected the retention rates of Mathioya and Kisii public secondary schools respectively. Other studies closer to Marsabit such as Mutuku et al. (2021) explored how catholic church support affected the retention of students in secondary schools in Marsabit. However, few of the studies such as (Amdany, 2017; Njuguna & Muchanje, 2019) have specifically addressed boys' retention concerns in Mathioya and Baringo regions. Apparently, no study has addressed the issue of retention of boys in Marsabit county which is a cropping problem. This, therefore, created a gap to ascertain the influence of social-economic factors on the retention of boys in public secondary schools in Marsabit County, Kenya.

1.3 Purpose of the Study

The purpose of the study was to examine the influence of social-economic factors on the retention of boys in public secondary schools in Marsabit county, Kenya.

1.4 Specific Objectives

The study was guided by the following specific objectives:

- i. Examine the influence of household income factors on the retention of boys in public secondary schools in Marsabit County, Kenya.
- ii. Investigate the influence of social support factors on the retention of boys in public secondary schools in Marsabit County, Kenya.

- iii. Explore the influence of guardian's education factors on the retention of boys in public secondary schools in Marsabit County, Kenya.
- iv. Establish the influence of employment opportunities' factors on retention of boys in public secondary schools in Marsabit County, Kenya.

1.5 Research Questions

- i. What is the influence of household income factors on the retention of boys in public secondary schools in Marsabit County, Kenya?
- ii. What influence do social support factors have on the retention of boys in public secondary schools in Marsabit County, Kenya?
- iii. What is the influence of a guardian's education factors on the retention of boys in public secondary schools in Marsabit County, Kenya?
- iv. What influence do employment opportunities factors have on the retention of boys in public secondary schools in Marsabit County, Kenya?

1.6 Justification of the Study

In this 21st century, basic education attainment is critical for every child. The Kenyan education system categorizes primary and secondary education as forms of basic education. It is therefore assumed that by the time one completes their secondary education, they are able to communicate fluently in both English and Swahili and conduct basic mathematics and sense of reasoning due to sciences and other subjects. Basic education is supposed to be accorded to both genders without fail. However, in some parts of harsh climatic regions, this is not fully adhered to. This is because families have to strike a balance between surviving and educating their children. Globally, regionally and nationally, there has been

an emphasis to ensure that girl child is protected at all costs so as to attain education in their earlier lives. This has made the boy child forgotten to an extent that their progress is not closely monitored.

In harsh climatic regions, the birth of a boy child is a sign of the future inheritor and protector of a family's wealth. In regions such as Marsabit County, most families push boys to take responsibility as early as they hit adolescence stage. They have huge parts to play in ensuring the safety of cattle/wealth and the protection of their homes. This has left many of them with no option but to concentrate on what really matters at that particular time. This is fueled by household income rates, social support accorded, guardian education level, and type of their occupation. Therefore, many of them end up dropping from secondary school which has a significant impact on their literacy level. This study will examine how social-economic factors such as household income rates, social support accorded, guardians' education level, and type of occupation affect the retention of boys in public secondary schools in Marsabit County, Kenya.

1.7 Significance of the Study

Secondary schools' management would benefit majorly from this study since they would get supporting facts on various social-economic factors that have been at play in ensuring boys' main in schools. These facts would enable the management to brainstorm more solutions to the problem apart from adopting the suggested ones in the study hence ensuring this problem is solved.

The government through the ministry of education would use the study findings to implement various policies on how to make sure boys remain in school. This would involve

liaising with the authorities to ensure they are searched for in various homesteads. However, this cannot be done without facts that indeed they have been missing.

The students would also greatly derive the importance of ensuring that they remain in school at any cost. This is because the study would provide information on various benefits of education in society verse the losses a student gets when they choose to drop out of school.

The study would also ensure that guardians/parents benefit from the study. The study would provide facts on how various social economic factors such as household income rates, social support accorded, guardians' education level, and type of occupation affect their male children. The study would recommend various measures parents would take to ensure that these factors do not be the cause of boys dropping out of secondary school.

The general public would also benefit from the findings of the study in a way. The findings derived from the study would enable the public to be vigilant in ensuring any school-going boys are not loitering in the community during school time. The study's findings would act as an eye opener to the members of the public to take action such as informing authorities and schools management of any such cases.

The study would provide additional information on the existing literature concerning the retention of students in secondary schools. Future researchers would have some backing when citing a study done in Marsabit county hence enriching their arguments.

This study would also provide new knowledge to the field of education when the Influence of social-economic factors such as household income rates, social support accorded,

guardian's education level, and type of occupation affects the retention of boys in public secondary schools in Marsabit County, Kenya would be known.

1.8 Scope of the Study

The study was conducted in boys' secondary schools located in Marsabit County, Kenya. The main concentration was on household income rates, social support accorded, guardians' education level and employment opportunities, and the retention of boys in public secondary schools in Marsabit County, Kenya. The study was guided by two theories which were the theory of educational productivity and the student retention theory. The theory of educational productivity guided the household income, guardian education, and employment opportunities variables. Student retention theory-guided social support variable of the study.

The study used interviews and questionnaires to collect data from parents, teachers, and students. The parents and teachers were interviewed while the students' answered questionnaires. This study did not cover political factors influencing student retention in Marsabit County, Kenya. The study was conducted for a period of 6 months.

1.9 Limitations of the Study

The main limitation of the study was the geographical distribution of secondary schools. This is whereby it took a lot of time to move from one secondary school due to their locations. To counter this limitation, the study used research assistants who were quite knowledgeable of the area to collect data on behalf of the study. Additionally, the study set aside a sufficient budget to cater for the costs involved.

The other limitation would be the insecurity concerns of the Marsabit region. This was whereby the researcher and research assistants were exposed to attempts of bandit attacks and kidnappings. The study intended to liaise with relevant authorities for security support during the data collection process.

1.10 Assumptions of the Study

The study was guided by the following assumptions:

- i. That the respondents would answer the interview questions and questionnaires honestly without any traces of biasness as a way of affirming that the secondary schools in Marsabit County, Kenya are well off.
- ii. The study would assume that all concerned authorization parties such as an introduction letter from KeMU, NACOSTI, and an authorization letter from the county director of education would do so without fail to enable the study to collect data.

1.11 Definition of Terms

Employment opportunities

These are the job prospects that an economic activity gives a person responsible for the upbringing of a secondary school boy to ensure bills are paid effectively (Abuya et al., 2019).

Guardian's Education Level

This is the highest academic qualification of a person responsible for the upbringing of a secondary school boy student possess (Idris et al., 2020).

Household Income

This is the gross monetary proceeds that a specific family has at any particular time such as monthly, quarterly, semi-annually, or annually (Cheng & Peterson, 2019).

Retention

This is the process of ensuring that a secondary school student remains in school learning during school active time as guided by the ministry of education (Munyalo, 2020).

Social-economic Factors

These are all elements that promote and enable the well-being of a student in their academic, social, and economic lives. These factors see to it that the student is able to cope with life comfortably and easily (Ouma, 2018).

Social support

This is the backing that secondary school student gets from their teachers, peers, parents, and the community at large so as to remain morally, economically, and spiritually right (Xing et al., 2021).

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presented various past studies done in connection to household income level, social support, guardians' education, and employment opportunities and retention. A summary of the gaps identified was documented afterwards the chapter evaluated the theoretical framework which was followed by the conceptual and operational framework.

2.2 Household Income and Retention

House hold income is the gross monetary proceeds that a specific family has at any particular time such as monthly, quarterly, semi-annually, or annually (Cheng & Peterson, 2019). The types of household income salary and wages, business profits, gifts and allowances, bonus and rent income (Njuguna & Muchanje, 2019). Salary and wages are any incomes paid after an agreed specific period of time once the work assigned is complete (Teachers Service Commission, 2019). It is paid daily, weekly, monthly, quarterly, semi-annually, or annually. Business profit is any income generated after a successful sale of a product or service at a higher margin than the initial incurred cost of acquisition.

Gifts and allowances are any extra income one gets from a person or a company that is not considered to be part of salary and wages (National Treasury- Kenya, 2021). A bonus is any income paid as a result of being a valued member of a corporate such as a shareholder in a company (United Nations Children Fund, 2018). Rent income is any monetary benefit one gets after tenants pay interest after an agreed period of time in a real estate investment

(World Bank, 2018). A house hold income should have monetary value, be measurable, and operates within a specific timeframe (Cheng & Peterson, 2019). There have been studies documenting the Influence that household income has on the retention of students. The studies have either specialized on both female and male students or specialized on either male or female students.

Alkaabi and Noor (2020) examined socio-economic elements that cause students to drop out of public secondary school in Al'Ain, Malaysia. The study which was qualitative in nature paid attention to students who had already dropped out of school within 2 or fewer years, teachers, and parents. Data was collected using interviews, observation methods, and document analysis. Alkaabi and Noor (2020) found out that the monthly gross income in a home set-up was a key socioeconomic element that determined whether the students will remain in school or not. This was because, if the monthly gross income was not sufficient to cover basic needs such as food, shelter, and clothing, students' education was affected due to lack of school fees hence dropping out and vice versa. However, Alkaabi and Noor (2020) did not reveal the target population such as the number of students, teachers, and parents. Additionally, the study did not indicate the sampling method used to select the respondents such as students who had already dropped out of school. Further on, Alkaabi and Noor (2020) did not assess private secondary schools but only public secondary schools.

Baker (2018) explored how school finance availability affected the equality of education among students in American public schools. The study revealed that the American government had almost doubled the financing of public schools and school fees paid by

students increased, yet the outcome has not been improving in the past decade. The quality of education being offered has deteriorated to a point that some public secondary schools in developing nations were better off as compared to the American ones. The cost of living in America has almost tripled in the same period of time hence the problem arises when families are struggling to keep up with the high cost of living while not getting value for their invested money in educating their children. This has resulted in many students including boys not deriving the value of education hence dropping out of school to concentrate on helping their household in generating more income for survival.

A report by the Development Bank of Latin America (DBLA, 2018) documented how Mexican and Chilean students were struggling with socio-economic factors in retaining them in secondary schools. The report indicated the lifecycle that household income levels undergo. According to the report, in the majority of households the income level is low was caused by the low education level of the parents. As a result, the parents look for low-skilled jobs that earn them low incomes vis-à-vis the increasing cost of living. The students coming from these households lack most of the basic items which de-motivate them. If they do not practice patience and work hard in school, they eventually drop out of school to look for manual jobs. This cycle of drop-out and poverty rates is repeated from one generation to the other. DBLA (2018) stressed that household income level becomes even lower when there is a single parent who has no enough sources of income. The little they get is hardly enough to feed, clothe and educate the children.

In Nigeria, Ahmad (2018) was intrigued in established how Zamfara secondary school students' drop-out was affected by parental economic factors. The study evaluated past

studies done on the topic from both Nigerian perspectives and other nations. The general outcome of the study suggested that economic factors from parents which involved support in finances and how wealthy a parent was, played a great influence on how comfortable the students would attend school with all their basic needs provided. Ahmad (2018) used secondary data in form of a literature review which indicates the high chances for the introduction of biases from the studies.

Mwihia and Ongek (2019) examined the reasons causing boys to drop from public secondary schools in Nyandarua Kenya. Among the key objectives examined by the study, the influence of the socio-economic level of the household was evaluated. Following a descriptive research design, the study evaluated 26 secondary schools to obtain a sample of 168 respondents. These respondents included 16 principals and 132 teachers sampled using purposive and simple random sampling methods respectively. Questionnaires and document analysis were used to collect data. Mwihia and Ongek (2019) established that the ability of parents to generate income affected whether the boys would stay in school or not. If the income was less, the boys were forced by circumstances to drop out so as to look for manual jobs to sustain themselves. Therefore, the study advised that parents should be encouraged to come up with new methods of increasing their income levels so as to ensure they provide all the needs of the students, particularly the boys. Mwihia and Ongek (2019) failed to include boys as part of the respondents in the study hence missing out on getting information from them.

In Mathioya Kenya, Njuguna and Muchanje (2019) investigated the socioeconomic factors that caused boy-child to drop out of secondary schools. The sampled population was 9

secondary schools in the region. The respondents included stratified, simple random, and purposive sampling to select 9 principals using the purposive sampling method, 180 boys' students using the stratified sampling method, 54 teachers, and 36 parents sampled using the simple random sampling method. Additionally, the education, quality, and assurance officers from the Ministry of Education were also included. Principals and teachers answered the questionnaires while parents got interviewed. Focus group discussion collected data from students.

Njuguna and Muchanje (2019) revealed that boys dropped out of school to be enrolled in militia groups such as Mungiki so as to earn some income to sustain their families which were extremely poor. In as much as there was a free day secondary school program, their families did not afford to sustain them by providing food, school uniforms, and books hence discouraging the boys from continuing with education. Njuguna and Muchanje (2019) did not indicate the instruments that were used to collect data from education officers, and quality and assurance officers.

In Busia County, Ouma (2018) assessed how the socioeconomic status of parents affected the admission of children to primary schools. The target population included 53 primary schools. Twenty headteachers, sixty teachers, hundred and ninety-five parents were the respondents. The headteachers were interviewed while the rest of the respondents answered the questionnaires. Among the findings of the study, Ouma (2018) established that parents did not pay adequate attention to their children's education since they wanted to diversify and expand their income sources. Ouma (2018) assessed primary schools while the current study will examine the secondary schools

Getange and Onsombi (2016) explored the economic aspects that caused students to remain in government-affiliated secondary schools in Marani sub-county, Kisii. Nine secondary schools qualified to be included as the target population. Nine principals, nine teachers, and 144 students were sampled using purposive, systematic, and simple random sampling methods. Questionnaires and interviews were used to gather data. Getange and Onsombi (2016) revealed that the students faced challenges such as lack of school fees, lack of books, high medical expenses, and inability to access CDF. These economic aspects were present in the first place since their household income was insufficient to sort out all their personal needs.

2.3 Social Support and Retention

Social support is the backing that secondary school student gets from their teachers, peers, parents, and the community at large so as to remain morally, economically, and spiritually right (Xing et al., 2021). The type of social support includes parental support, peer support, schools support, community support, and government support (Philimini & Mkulu, 2020). The type of social support a student will get from the people and system surrounding them will either bring them closer or be far from the attainment of their individual goals. Studies have provided meaningful insights into how social support dictates whether a student will remain in school or not.

In Spain, Jerrim et al. (2021) investigated how the designs set up by secondary schools of redundancy of classes influence the period of students and ultimately their dropping rates. The review uncovered that in Spain just 70% of the students can finish a grade without redundancy. The other 30% are compelled to rehash classes which makes them review with

a lot more youthful students than them consequently selecting to dropping from school. The concentrate additionally found that especially young men got signed up for school at an exceptionally late stage when contrasted with young ladies. Accordingly, when compelled to rehash classes, they, at last, grew out of their ages subsequently causing them to feel awkward. Jerrim et al. (2021) in this way exhorted that there ought to be strategies that are adaptable on when a youngster should be selected for school so when they come to Secondary schools, their age matches their particular classes/grades.

In Belgium, Nouwen and Clycq (2019) analyzed how social help was imperilled when students dropped from school in metropolitan regions. The review gathered data from 1401 students, 254 guardians and 115 instructors around Belgium Secondary schools inspected utilizing a basic arbitrary examining strategy. Nouwen and Clycq (2019) figured out that the presence of educators, guardians, and companion support impacted the retention of students in schools. In any case, when they exited the school, educator support halted essentially while peer and parental help declined somewhat. This accordingly made school drop-out search for new companions in order to be acknowledged since the connection between their lifelong companions and them got stressed. Nouwen and Clycq (2019) didn't assess what government support measures were made to guarantee all school-going youngsters stay in school with practically no dropping because of some explanation.

In the country of Basque, Lasarte et al. (2020) assessed the reason that social help played in adjusting to Secondary schools. The review connected with 1468 students (which included 49% young men) who were youths of ages 12-17. The review evaluated instructors, family, and friends versus anticipated execution. Lasarte et al. (2020) figured

out that help from educators, trailed by the family had a positive impact in empowering students to adjust rapidly to the school's program while peer impact had no effect. Lasarte et al. (2020) moved to open Secondary schools and consequently neglected to remember private Secondary schools for the review.

As indicated by a report by National Foundation for Educational Research (NFER, 2020), school students have been confronting different social help difficulties radiating from the Coronavirus pandemic. The review figured out that parental security worries due to Coronavirus contamination limited students from going to class. Further, peer relations among students and their companions have been stressed since they have not had the option to meet face to face for nearly 12 months and a half because of government limitations to close schools indefinitely. Instructors were likewise not ready to actually interface with students however do so utilizing innovation which has wiped out any private relations that might have existed previously. This has caused students to feel that their educators are aliens to them since they are genuinely separated.

In Tanzania, Philimini and Mkulu (2020) surveyed what roused students in Rorya locale secondary schools to stay in school. The review acquired a great deal from Maslow's Hierarchy of requirements. The idea of examination configuration was blended and subsequently supported an assortment of 126 example size of respondents using different inspecting strategies. These respondents addressed the surveys, addressed meetings and there was an archives investigation. Philimini and Mkulu (2020) figured out that inspiration was vital to calculate holding students in schools. In any case, holes exuding from educators not were overall effectively engaged with persuading students. That is, there was

almost no settled connection between instructors and students outside of study halls. Moreover, guardians' association with the understudy's scholarly life was seen as absent. That is, many guardians didn't give a lot of consideration to what was occurring in school since they truly felt that educators ought to assume the liability.

In Kenya, Imbosa et al. (2022) investigated the deliberate public Secondary schools in the Vihiga sub-district set up to guarantee that pregnant students stayed on the everyday schedule conceded in school. Purposive examining strategy was utilized to choose ten heads of secondary schools, ten educators liable for direction and guiding, one official in the service of training accountable for youngsters, and fifty students. The review gave polls, talked with and evaluated records as an action to gather information. The review laid out that there were no sufficient approach archives in the area for school the board to peruse, comprehend and execute the re-affirmation strategy which was archived by the service of training.

This thusly passed on to the school executives to conclude made to order premise on which understudy ought to be permitted back or not. Subsequently, in the event that the senior administration had not developed a helping culture for the school students, the reemergence turned into an issue. Imbosa et al. (2022) involved two public Secondary schools as units of examination to direct pre-test review. The decision to choose two public Secondary schools from a similar area the principal review was being led restricted the number of Secondary schools that could be utilized for the primary review. That is, it would have been exceptional if Imbosa et al. (2022) involved public Secondary schools in another area that

had comparable attributes as the principal review's area. Furthermore, the review didn't investigate young men's students but just focused on young ladies' students.

Abuya et al. (2019) analyzed how the structure of a family directs the fulfilment of training among the youngsters in Nairobi's ghettos. The review was directed to Korogocho and Viwandani ghettos. The concentrate moreover utilized Enterprise asset arranging reports as free Secondary information. Abuya et al. (2019) were keen on discovering whether kids living with two guardians, single guardians, gatekeepers, or just not living with a parent/watchman, had any issues in tutoring. The review figured out that the students who lived with a solitary parent or a gatekeeper were more considered to drop from school when contrasted with the kids whose two guardians were available in their lives.

Notwithstanding, an intriguing finding by Abuya et al. (2019) demonstrated that the kids who lived without guardians/gatekeepers were bound to remain in school as opposed to exit school. The clarification that accommodated this particular finding was that stranded kids were probably going to get additional help from the local area when contrasted with the ones with guardians. Nonetheless, Abuya et al. (2019) sorted kids who have been leased to a house close to school as youngsters residing without a parent/gatekeeper. This was misdirecting since what truly made a difference was the presence of a parent/gatekeeper in a kid's life through the arrangement of essential requirements, for example, food, cover, clothing, school charges, and moral help. These sorts of kids can't be incorporated as youngsters without guardians/watchmen

Munyalo (2020) explored the elements that impacted North Horr sub-area secondary schools' maintenance of students, especially on socio-social viewpoints. Five grade schools were chosen as the objective populace. The review gathered information from head instructors and educators through interviews and survey techniques. Munyalo (2020) figured out that socio-social viewpoints like nomadism, early relationships, and negative discernment on instruction matters in the local area prompted high drop-out cases. Consequently, by constructing additional all-inclusive schools, Munyalo (2020) determined that this issue of high drop-out cases would decline. The review directed a concentrate on Secondary schools while the ongoing review will focus on Secondary schools.

2.4 Guardian's Education Level and Retention

This is the highest academic qualification of a person responsible for the upbringing of a secondary school boy student possess (Idris et al., 2020). The guardian's education level is a contributory factor in ensuring that a boy student remains in school. If a parent understands the process followed in achieving education goals, they are well placed in providing resources, counsel, and general information to their children. A guardian's educational level becomes noticed when they have academic qualifications, their ability to provide intellectual solutions, emphasis on a child's academic progress, investment in education resources, and general interest in academic performance (Onyedikachim and Ezekiel-Hart, 2021). The connections that exist between a guardian level of education and the retention of students have been widely discussed by studies.

In America, Won-Tack and Warner (2021) explored how the efforts from parental involvement and their educational level affected the retainment of the student in academics. The study included parents who were middle-class earners from 8 cities. The study revealed that students' retainment in school so as to perform well in school was partly affected by the education level of the parent. However, Won-Tack and Warner (2021) also found out that a parent's commitment level to a student's academic life superseded their educational level and vice-versa. That is, as long as a parent is committed, the level of their education does not have much effort to retain their child at school to perform well. The inclusion of only middle-class earners parents by Won-Tack and Warner (2021) could be contested on the basis that the study did not involve other classes such as low and high class which could also have educated parents.

A report by Clearinghouse for Military Family Readiness (2020) conducted a literature review on how children's retainment was affected by their parent's education level. The report indicated that the parents who had at least 4 years of college education spent more time with their children since they appreciate the effort to make investments in their children as part of human capital investments. These parents were also more inclined in helping the children align their personal success and act as role models hence motivating them to stay in school.

Idris et al. (2020) in Mardan, Pakistan evaluated how a child's academic performance is linked to the education level of the parent. The study used a systematic simple random sampling method to sample the 510 students from 34 secondary schools who answered questionnaires. Idris et al. (2020) found 87.67% of responses had educated parents while

the rest did not. Therefore, educated parents assisted students to make an informed decision when selecting their Secondary subjects which were based on their abilities to perform. However, uneducated parents did not participate in the selection of subject process for their children. Idris et al. (2020) did not collect data from parents nor assessed any document regarding the education status of the student's parents from the school biodata forms or ministry of education reports.

In Thailand, Naite (2020) evaluated how Crescent international school's parental education shaped their children's retainment in school. The study used responses given by twelve parents whose children had enrolled at secondary schools. The parents were selected based on the intensity sampling method. In examining the performance of students, Naite (2020) used school examination reports. The study interviewed the parents and found out that their education level played a part in facilitating the involvement level of the parents. That is the rate of parental involvement was in tandem with the level of education and as well as retaining students in school. Nevertheless, the study revealed that parental involvement mainly occurred at home with less impact in the school compound. For example, there was a smaller number of parents who found time to visit their children in school since they indicated that it's irrelevant unless it's a parent meeting or an academic clinic. The decision to use 12 parents as the respondents were rather small compared to the minimum threshold of 30 respondents in any research study.

In Nigeria, Onyedikachim and Ezekiel-Hart (2021) paid attention to students' retainment at Abia State secondary schools from the perspective of the educational level of their parents. From the reviewed literature, the study found out that as long as a parent was

educated irrespective of their level (high school diploma, bachelor's degree, master's degree, or Ph.D.), the students felt obligated to stay in school so as to reach and supersede their parents' levels. Onyedikachim and Ezekiel-Hart (2021) however advised the uneducated parents that they should include external parties such as neighbours and relatives who are educated to act as part of role models and direction givers in matters pertaining to education to their children so that they get discouraged from leaving school. Onyedikachim and Ezekiel-Hart (2021) assessed past studies in making a conclusion. The issue at hand is that the studies could have been biased hence adopting them incorporates biases in a study unknowingly.

In Ethiopia, Terfassa (2018) assessed the connection that existed between pupils at Genda Tesfa primary school retainment vis-à-vis parental education. The study involved 202 students sampled using stratified random sampling and 17 teachers. Questionnaires were answered by the students while focus groups were conducted with teachers. Terfassa (2018) established that parents' education level had a positive influence on pupils' performance. The higher the education level of their parents, the higher the performance and the more students felt the need to stay in school. The study was conducted on only one school which was Genda Tesfa primary school in Dire Dawa. According to Terfassa (2018), there were more primary schools in the area hence the study's results were not exhaustive and could not be generalized.

In Kisumu-Kenya, Goro (2019) examined the role of the schooling level of the parents affected how primary school pupils remained in school. The study used Yamane's formula in ascertaining a sample of forty-four headmasters, forty-six teachers, and forty parents

with class eight candidate students. Teachers and headteachers answered questionnaires while the rest were interviewed. Goro (2019) revealed that students' performance improved and as a result remained in school since their educated parents took part in assisting them with extra tuition as they prepare for class 8 national examinations. Additionally, educated parents understood what it cost to see a student succeed in remaining in school and exams in terms of providing resources for textbooks, past examinations, and revision books. Goro (2019) assessed primary schools while the current study will examine secondary schools.

Thuba (2019) explored how parental involvement affected the quality of education among students in public day secondary schools in Igembe, Meru-Kenya. Data was collected from 352 students, eight principals, and 32 parents from 8 secondary schools. The students answered questionnaires while the principals were interviewed. Focus groups were conducted on parents while document analysis was ascertained to truly find out the results of the students. Thuba (2019) established that parental involvement in education had a positive influence on how long a student remained in school. However, most parents in the day schools had very low education levels hence being unable to understand fully the relevance of student's academic performance hence not being in a position to encourage the students to remain in school. Thuba (2019) did not assess other public secondary schools such as boys and girls boarding secondary schools to ascertain whether parental involvement changes due to gender.

In Trans-Nzoia, Chemaget (2020) investigated the involvement of parents in retainment in school to do the Kenya National Examination Certificates [KNEC] in public secondary schools. The study assessed a sample of 9 schools whose nine principals, eight-seven

teachers, 620 parents, and students were respondents. The study used questionnaires, interviews, document analysis, and observation methods to gather data from the respondents. Chemaget (2020) discovered that parents hardly visited schools yet they expected students to remain at school to perform high academically just as Naite (2020) found out. Additionally, the study revealed that some parents irrespective of their educational level hardly found time to discuss academic issues with their children which took a toll on drop-out rates, and whoever remained recorded low-performance trends at KNEC. The study did not include teacher respondents in the study.

2.5 Employment Opportunities and Retention

Employment opportunities are the job prospects that an economic activity gives a person responsible for the upbringing of a secondary school boy to ensure bills are paid effectively (Abuya et al., 2019). When assessing an employment opportunity whether permanent or temporary, stress levels and time consumed in a job plays part in determining whether a boy child would remain in school or not (World Bank, 2018). More studies have examined the relevance of a guardian's/parent's occupation in ascertaining the retention rate of boys in secondary schools.

A report by United Nations Children Fund (2018) reviewed various efforts put in place to enhance the quality of education in South Asia. The report mentioned various efforts in student's life such as free education, provision of basic needs, and scholarship for higher education. However, the point of reference on what UNICEF had done pertaining to helping out with employment opportunities, was intriguing. According to UNICEF (2018), students whose parents worked on white collar jobs stood a chance of successfully

completing school while the students who mainly dropped out included those whose parents had blue-collar jobs such that they relied on manual jobs for survival. This is because the students lacked motivating factors to look upon when undergoing secondary education. Therefore, UNICEF aimed at providing short courses and capital to blue-collar parents so as to start small business ventures in their locale. Those parents who had certificates such as college degrees were offered more meaningful jobs.

Another report by World Bank (2018) examined the measures put into place to improve learning in Indonesia. The report admits that most parents in Indonesia are rice farmers which is the main economic activity in the nation. As a result, the learning process, especially in basic education levels (primary and secondary schools), has been greatly taken for granted since students are aware they are in school to pass time but eventually, they will be rice farmers just like their parents hence ending up dropping from school. World Bank (2018) has resulted in the implementation of programs to offer various alternative courses like driving, basic accounting, business management, hoteling, computer studies skills, and hair dressing skills. These skills are meant to improve the livelihoods of the Indonesian people and also act as a point of reference students look up to so as to remain in school until they complete.

In Nigeria, Hamzah and Yunus (2018) explored how the background that a parent possess affects students' retainment in Islamic studies in secondary schools. The study evaluated 384 students pursuing Islamic studies who answered the questionnaires. Additionally, the questions asked included their parental background such as the type of profession their parents are engaged in. Hamzah and Yunus (2018) found out that when a parent's

profession was lucrative, the students morale was improved since they looked unto them resulting in to need to stay in school until they complete, Nevertheless, when the parent's profession was no lucrative, it was established that their retainment in school did not significantly improve.

In Meru County, Njogu et al. (2019) examined the Influence that parents' career aspirations on the student's choice of career and retention in secondary schools. The study included 377 students at form four, thirty-six principals and thirty-six teachers in charge of career guidance, and eleven parents whose children were in Form Four. Questionnaires and interviews were the methods used to gather data. Njogu et al. (2019) revealed that most students were to some extent influenced by the career directions of their parents. That is when a parent was a nurse, they advised their children to venture into either nursing or health sciences career which definitely played a part in affecting the decisions to choose health sciences made by the students in form four. This eventually saw them focused and remained in school to attain good grades. Njogu et al. (2019) did not reveal the pre-test study's location or the population included.

Ministry of Education (2019) provided various statistics on educational matters in Kenya. The report provided various statistics on the retention of students in school pegged on teachers and parents. The report revealed that the occupation of a parent determined a lot of whether the student will complete school or not. The report provided facts on students who have dropped out and compared them with their parent's profession. From the facts, students whose parents practised nomadism tended to drop out of school more as compared to those whose parents were in other professions such as teaching, accounting, and law.

In support of the findings, another report by UNICEF (2020) cross-examined Kenyan education systems and the mishap that took place in various institutions such as secondary schools. The report revealed that occupation from a parent would greatly determine whether a student will remain in school or not. The report gave an example of parents who were mineral miners. They at the time required manpower to blast rocks as they search for minerals. They will therefore require their children to come and help from time to time. This means that these children begin skipping school which eventually leads to total drop-out from school to fully concentrate on mining. The same case applies to parents with huge businesses such as wholesale shops and hotels.

2.6 Summary of Gaps

Past studies examining household income have identified the following gaps. A study such as Alkaabi and Noor (2020) indicated that if the monthly gross income was not sufficient to cover basic needs, students' education was affected due to lack of school fees hence dropping out. However, Alkaabi and Noor (2020) did not indicate the sampling method used to select the respondents such as students who had already dropped out of school. Other studies such as Baker (2018) and Development Bank of Latin America (2018) complained that the cost of living has almost tripled in the same period of time hence the problem arises when families are struggling to keep up with the high cost of living while not getting value for their invested money in educating their children. Mwihi and Ongek (2019) established that low-income forced boys to drop out so as to look for manual jobs to sustain themselves.

Past studies examining social support have identified the following gaps. A study such as Nouwen and Clycq (2019) discovered that when students dropped out of school, teacher support stopped significantly while peer and parental support declined to some extent. Covid-19 pandemic restrictions made things worse such that peer relations between students and their friends have been strained since they have not been able to meet in person for almost a year and a half due to government restrictions to close schools indefinitely. However, a study like Nouwen and Clycq (2019) did not evaluate what government support measures were made to ensure all school-going children remain in school without any dropping due to one reason or another. Imbosa et al. (2022) found out that there were not enough policy documents in the county for school management to read, understand and implement the re-admission policy for the students who had previously dropped out. The students in school lacked motivation according to Philimini and Mkulu (2020). That is, many parents did not pay much attention to what was happening in school since they really felt that teachers should take responsibility. Also, the presence of parents varied significantly as Abuya et al. (2019) found out that the students who lived with a single parent or a guardian were more deemed to drop from school as compared to the children whose parents were present in their lives.

Past studies examining guardian education have identified the following gaps. Idris et al. (2020) revealed that uneducated parents did not participate in the selection of subject process for their children. Nevertheless, Idris et al. (2020) did not collect data from parents nor assessed any document regarding the education status of the student's parents from the school biodata forms or ministry of education reports. Thuba (2019) established that most parents in the day schools had very low education levels hence unable to understand fully

the relevance of students' academic performance and hence not being in a position to encourage the students to remain in school. Thuba (2019) did not assess other public secondary schools such as boys and girls boarding secondary schools to ascertain whether parental involvement changes due to gender. Another study by Chemaget (2020) discovered that parents hardly visited schools yet they expected students to remain at school to perform well academically. Additionally, the study revealed that some parents irrespective of their educational level hardly found time to discuss academic issues with their children which took a toll on drop-out rates, and whoever remained recorded low-performance trends at KNEC. The study did not include teacher respondents in the study.

Past studies examining employment opportunities have identified the following gaps. According to UNICEF (2018), students whose parents worked on white collar jobs stood a chance of successfully completing school while the students who mainly dropped out included those whose parents had blue-collar jobs such that they relied on manual jobs for survival. This is because the students lacked a motivating factor to look upon when undergoing secondary education. World Bank (2018) revealed that most parents in Indonesia are rice farmers which is the main economic activity in the nation. As a result, the learning process, especially in basic education levels (primary and secondary schools), has been greatly taken for granted since students are aware they are in school to pass time but eventually, they will be rice farmers just like their parents hence ending up dropping from the school. Hamzah and Yunus (2018) and Njogu et al. (2019) found out that when the parent's profession was no lucrative, it was established that their retainment in school did not significantly improve.

2.7 Theoretical Review

The study was guided by two theories which were the theory of educational productivity and the student retention theory. The theory of educational productivity guided the household income, guardian education, and employment opportunities variables. Student retention theory-guided social support variable of the study.

2.7.1 Theory of Educational Productivity

Walberg (2006) developed a theory of educational productivity which guided household income, guardian education, and employment opportunities variables. The theory of educational productivity postulates that academic success is majorly pegged to a conducive environment whose variant factors include contributions made by the parents, community sustenance and psychological elements. That is, for a student to excel academically, there is a combination of so many elements that must be combined for that to happen. The elements revolve around the school environment, home environment and mental status of the students.

The theory of educational productivity was used in this study since the home environment being part of the factors that promote academic success ought to be right. The home environment relates to socio-economic factors related to household income, guardian/parental education and guardian/parent occupation. The disposable income in a homestead at any particular time will come in handy in ensuring all expenses related to education are cleared on time which makes the life of a student comfortable to concentrate on achieving academic performance. Additionally, once a household has enough resources

to purchase books, food, uniforms and other basic commodities, students feel settled hence finding school attractive to continue learning.

Further, a guardian's education level and occupation will enable a home to feel more secure about what the future holds for them. Parental education and occupation play a part in instilling academic discipline in the student since they have a person who has gone through the same education system and hence understands the challenges undergo. This provides a focal point that students can rely on for advice on academic matters and as well as a role model that has what they are looking for in school. All these three elements (household income, guardian's education and occupation) provide a suitable home environment that can breed good morals that enable a student to want to push on and on till they also make it one day, just as their parents did.

From the perspective of the school, they cannot change parents' education and income, but they can positively influence the home environment by teaching and working with parents. According to Welberg (2006), families with high socioeconomic backgrounds are more involved in the educational process than families with low socioeconomic backgrounds. Therefore, students must have a guardian/parental involvement in their academic journey to see the worth of being in school hence getting retained. Parental involvement in students' academic work can result in better grades and test scores, long-term academic success, positive attitudes and behaviours, more successful programs, and more effective schools.

2.7.2 Student Retention Theory

Student retention theory was developed by Tinto (2010). It guided the social support variable of the study. Student retention theory postulates that a student is more likely to

stay in school once there is a match between what they expect and what is delivered as far as academic performance is concerned and social support system from the school. That is when a student gets enrolled in a school, they definitely set aside what they would want to achieve after completing the school. Therefore, for that to happen, these objectives must be matched with what a school can offer in terms of quality learning and support accorded by management, teachers, and fellow students.

The student retention theory was used in the study since support accorded to a student determines if they would have intentions of staying at school or dropping out. If the support from any one part happens to get low, it may cause discomfort to a student hence affecting the overall performance in school. In the learning process, teachers need to provide teaching, consultation, and moral support to students at school. Students count on their teachers to guide them on how to approach various syllabuses issued by the Ministry of Education. Additionally, students require support from their fellow students to accord them comfort in terms of company to discuss school assignments, play games, talk to and pass out their frustrations such as speaking out when engulfed with sadness.

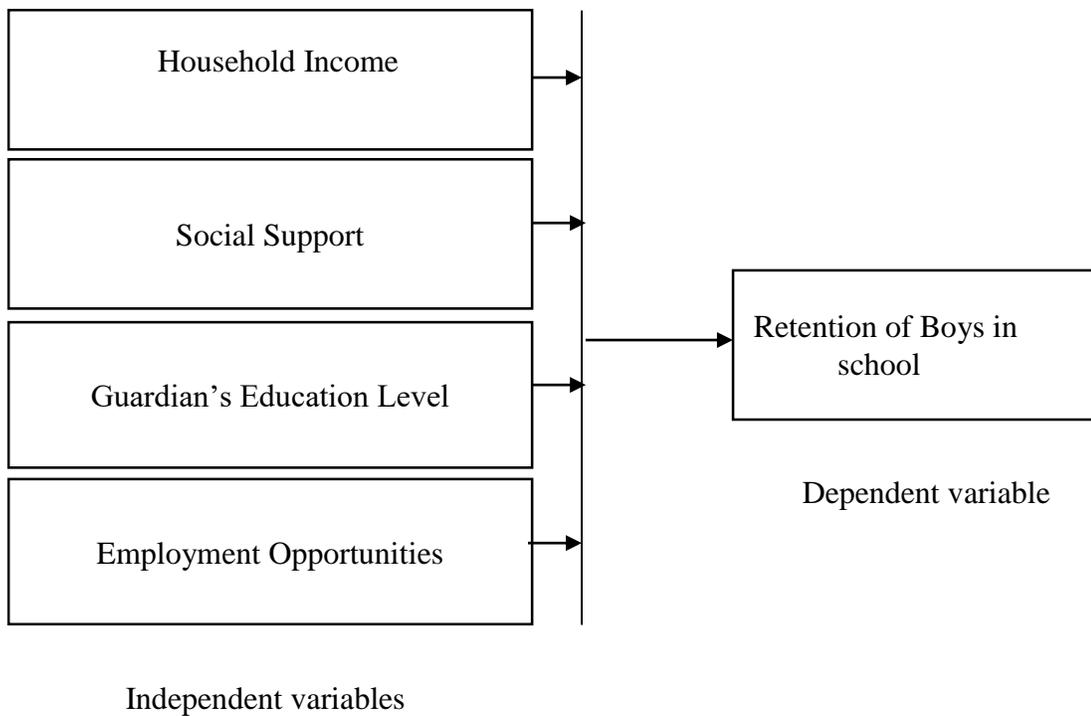
Therefore, the student counts on fellow students (peers) for support so as to cope with school life. Further, the students also need support from the school management to provide various resources such as decent classrooms, meals, clean water, and sanitation among other resources. These resources will provide the necessary support and comfort to a student so as to be able to concentrate more on their studies hence making the school environment attractive.

2.8 Conceptual Framework

In this study, household income, social support guardian's education, and employment opportunities were the independent variables which are located on the left while retention of boys was the dependent variable which is located on the right. Figure 2.1 indicates the conceptual framework.

Figure 2.1

Conceptual Framework



2.9 Operational Framework

Figure 2.2

Operational framework

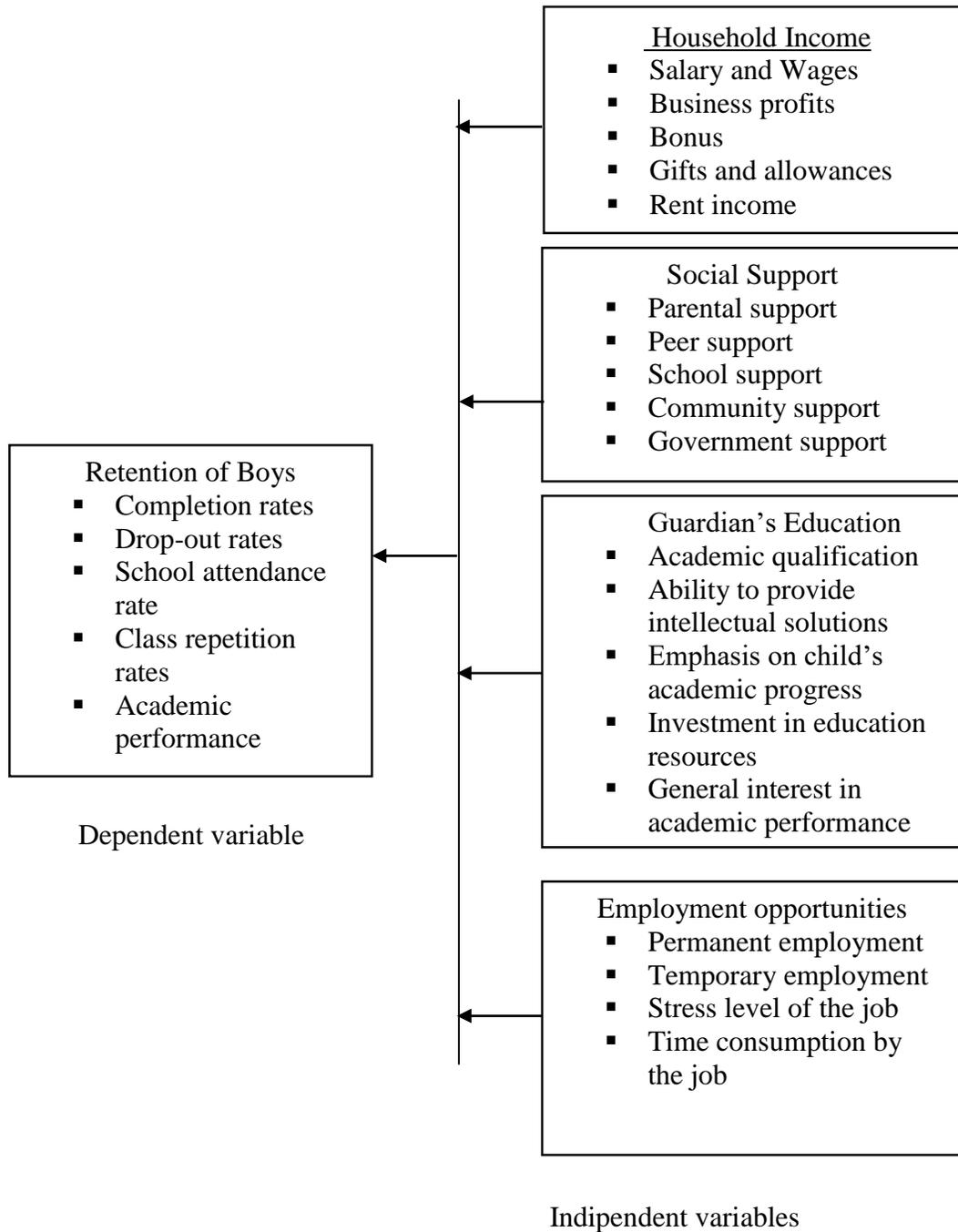


Figure 2.2 indicates the operational framework of the study. The dependent variable which is retention had various indicators. These indicators were completion rates, drop-out rates, school attendance rates, class repetition rates and academic performance. Household income, social support guardian's education and employment opportunities were the independent variables. Household income variable had indicators such as salary and wages, business profits, bonus, rent income, gifts and allowances. Social support had indicators such as parental support, peer support, school support, community support and government support. Guardian education level had indicators such as academic qualification, ability to provide intelligent solutions, emphasis on a child's academic progress, investment in education resources and general interest in academic performance. Employment opportunities had indicators such as permanent employment, temporary employment, the stress level of the job, and time consumed by the job.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter was based on methodology that would be applicable in the study. It was organized to begin with research design followed by the location of study, target population, sampling technique and sample size. The chapter also included data collection methods, pre-testing, reliability, validity, data analysis and ethical considerations.

3.2 Research Design

A research design is a strategy that a study used to ensure that the data collection process becomes successful and with the appropriate respondents (Kabir, 2016). In this study, the research design used was descriptive research design because there was an application of both quantitative and qualitative methods when collecting data. Quantitative methods involved the use of questionnaires while qualitative methods involved the use of interviews (Sage Publication, 2016). Additionally, this research design was key in ensuring that data was collected without necessarily interfering with the activities of the respondents. These two approaches saw to it that all respondents such as students, teachers and parents were reached out to provide information on how the selected socio-economic aspects affected the retention rate of boys at secondary schools.

3.3 Location of Study

The study was located in Marsabit County in the northeastern region of Kenya. The area's main economic activity is mainly pastoralism which included the keeping of huge numbers

of livestock. Maintaining the livestock involves ensuring that they get greener pastures that are hard to find (Kenya National Bureau of Statistics, 2019). As a result, they keep on relocating from one region to the other of the county. This has a negative influence in ensuring that boys remain in school since a male child is considered a future hirer of the family property. They, therefore, feel the urge to always be present to take care of the livestock hence missing out on classes and eventually stopping going to school all the same.

Marsabit County has problems related to development whereby the few residents that manage to succeed in school end up moving to other towns in search of jobs since the development rate in the area is very low (Kenya National Bureau of Statistics, 2019). This in turn demotivates many from completing their school since they would not want to stay away from their families and communities. Additionally, the area has few numbers of secondary schools which means that the student-teacher ratio is extremely high due to overpopulation (MOE, 2019). That means that a teacher hardly gives each student a chance for further explanation. The students feel lost and isolated hence demotivating them to continue staying in such an environment leading to drop out of school.

Marsabit County is one of the areas that have higher poverty compared to counties such as Meru County, Nairobi County and Nyeri County (Kenya National Bureau of Statistics, 2019). The area experiences hardship in terms of access to funds either from the government or personal initiatives. This means that most households hardly have enough monetary resources to sort out their bills let alone pay school fees (Kenya National Bureau of Statistics, 2019). When lack is extreme, a student sees no reason to continue pushing for education since their parents/guardians are suffering.

3.4 Target Population

A target population includes an institution that a study is aiming at so as to be in a position to convince the people in the institution to act as respondents (Garg, 2016). It is from an institution (also referred to as a unit of analysis) that a study could obtain respondents. In this study, the target population was 8 secondary schools in Marsabit County, Kenya that had boys students in them. That is both boys' secondary schools and mixed secondary schools. The respondents were 56 class teachers, 4,559 boys' students and 48 parents present at the Board of Management (6 parents from each of the secondary schools) (Ministry of Education, 2019; Ministry of Education, 2018).

Class teachers were the most suitable respondents from the school environment since they could easily notice a boy who has an issue disturbing them and also when that student starts missing from his/her class. Therefore, they were most suitable to provide information on how socio-economic factors play part in retaining students, particularly boys in secondary school.

Students being the main point of focus were also part of the respondents. They provided information on what socio-economic issues they underwent and what some of their friends who had dropped school underwent. This information provided insights into how various household incomes, social support guardian education and occupations affected their interest to stay in school.

Parents whose sons were in the selected secondary schools were also part of the respondents since they could easily provide information on how household income, education level and occupation affect their male children's ability to cope with school

affairs hence retaining them in schools. According to the Ministry of Education policy (2018), every public secondary school should have a minimum of 6 parents appointed to represent parents on the Board of Management.

3.5 Sampling Techniques and Sample Size

3.5.1 Sampling Technique

The sampling technique is a method used to select representatives from the target population. The representatives' opinions are considered to be similar to the entire target population. The study used Krejcie & Morgan's (1970) table or formula to obtain samples from the schools. The formula is as stated below:

$$s = \frac{X^2 NP (1-P) + d^2 (N-1) + X^2 P(1-P)}{d^2}$$

Where s = required sample size

X^2 = the table value of chi-square for 1 degree of freedom at the desired confidence level (3.841).

N = the population size

P = the population proportion (assumed to be 0.50 since this would provide the maximum sample size).

d = degree of accuracy expressed as a proportion (0.05)

- i. Samples on class teachers

$$s = \frac{((3.841)^2 \times 56 \times 0.5(1-0.5)) + ((0.05)^2 (56-1) + 3.841 \times 0.5(1-0.5))}{(0.05)^2}$$

$$s=48$$

- ii. Samples on parents

$$s = \frac{((3.841)^2 \times 48 \times 0.5(1-0.5)) + ((0.05)^2 (48-1) + 3.841 \times 0.5(1-0.5))}{(0.05)^2}$$

$$s=42$$

The sampling technique that was used on students was determined using a statistical method as illustrated below (Kothari, 2004).

$$n = \frac{Z^2 pqN}{e^2 (N-1) + Z^2 pq}$$

Where:

n = Sample size for a finite group

N= number of mathematics teachers, English language teachers, guidance and counselling teachers,

p = Reliability of the population (or approximate frequency for a sample size n), where p is 0.5 for all respondents

p + q= 1 e: The margin of error considered for this analysis is 10 per cent. Z $\alpha/2$: normal reduced variable with significance z of 0.05 is 1.96

The sample size for all categories of respondents is similar to the specification above and is as shown below:

'N' of students =

$$\frac{(1.96)^2 \times 0.5 \times 0.5 \times 4559}{(0.1)^2 (4559 - 1) + [(1.96)^2 \times 0.5 \times 0.5]}$$

= 94 students

3.5.1 Sampling Size

A sample size is a population that has been selected and to which the research data collection instruments are distributed. The study eventually had a sample size of 48 class teachers, 94 students and 42 parents. The sample size was distributed among the eight secondary schools using a simple random sampling method. Table 3.1 indicates the sample size.

Table 3.1*Sampled size*

Sampled secondary schools in Marsabit County	Class Teachers	Boys' Students	Parents	Total
Marsabit Boys High School	8	18	6	32
Dakabaricha Boys Secondary School	5	9	4	18
Moyale Boys Secondary School	6	14	6	26
Dr. Godana Memorial Boys Secondary School	7	14	9	30
Laisamis Mixed Secondary School	5	7	4	16
Sololo Boys Secondary School	6	11	6	23
North Horr Boys Secondary School	7	12	4	23
Loiyangalani Mixed Secondary School –	4	9	3	16
Total	48	94	42	184

3.6 Data Collection Instruments

Data collection instruments are tools that help a study gather as much information as possible in a reliable and efficient manner from a respondent. The study had two data collection instruments. These were interview guides and questionnaires. Class teachers and parents were interviewed while the students answered the questionnaires

3.6.1 Interview Guide Instrument

The study interviewed the class teacher and parents since in this method, more information on socio-economic factors affecting boys' retention would be collected in-depth (see Appendix III). The interview guide was organized into six parts. The first part inquired questions related to the background of the teachers. The second part inquired on questions related to the Influence of household income on boys' retention. The third part inquired about questions related to the influence of social support on boys' retention. The fourth

part inquired on questions related to the influence of guardian education on boys' retention. The fifth part inquired about the questions related to the influence of employment opportunities on boys' retention. The last part inquired about the boy's retention.

3.6.2 Questionnaire Instrument

The study used a questionnaire to collect information from the students. The nature of questionnaire was a closed-ended questionnaire which had a range of Likert Ordinal Scale (see appendix IV). The scale ranged from one to five where 1 = strongly disagree, 2 = Disagree, 3= neutral, 4= agree and 5 = strongly agree. The questionnaire was organized into six parts just as the questionnaire. The first part inquired questions related to the background of the teachers. The second part inquired on questions related to the influence of household income on boys' retention. The third part inquired about questions related to the influence of social support on boys' retention. The fourth part inquired on questions related to the influence of guardian education on boys' retention. The fifth part inquired about the questions related to the influence of employment opportunities on boys' retention. The last part inquired about the boy's retention.

3.7 Data Collection Procedures

The study got authorization in form of a permit from NACOSTI. This letter was used to obtain authorization from the Marsabit County director of education in form of writing (see Appendix I). This is because a county director of education is in charge of educational matters and institutions in the county. Additionally, since data collection involved collecting data from minors (boys in secondary schools), the county director of education had the mandate to be notified. Once the Marsabit County director of education had been

notified and authorized the data collection process, the study proceeded to respective secondary schools. Further, the study hired five research assistants to assist in the data collection process who were selected on basis of their experience in the venture. They were only briefed on the purpose of the study, objectives of the study and methodology of the work.

On the day of collecting data, the researcher visited various secondary schools and requested to see the principal/deputy principal. The researcher then explained the purpose and objectives of the study to the principal. As proof of complying with the required authorization, the researcher issued to the principal the NACOSTI research permit, and an authorization letter from the Marsabit County director of education. The researcher then requested the principal to direct them on how they could access various respondents such as class teachers and students. For parents, the researcher requested the principal to notify them when the board of management meeting was done in that term so as to collect data from the parent representatives.

When collecting data from class teachers, the research assistants introduced themselves to whom they were, the purpose of the study and the objectives of the study. They requested to be allowed to be interviewed through an introduction letter (see Appendix II). If they agreed, the research assistants immediately interviewed them while taking notes on the responses given by the class teachers. These responses were later kept in a sealed envelope awaiting analysis. After the interview, they thanked them and then requested them how they could identify various sampled students.

When collecting data from parents, the researcher requested the BOM meeting officiator for a chance to introduce the study to the parents after they were done with the activities of the day. The researcher requested that they take part in the study through short interviews. Each research assistant interviewed as many parents as they could. The research assistants ensured that time is kept and also noted down points in a notebook from various responses given by the parents. Once the interviews were over, the researcher kept the responses in a sealed envelope awaiting analysis.

When collecting data from the students, the research assistants introduced themselves and stated the purpose of the study. They requested to be allowed to be interviewed through an introduction letter (see Appendix II). If they agreed, the research assistants issued them with questionnaires for them to fill in as they wait. After completing filling in the questionnaires, the research assistants thanked them and keep the documents secure in a sealed envelope awaiting analysis.

3.8 Pre-testing of Research Instruments

A pre-test study was conducted at public secondary schools in Isiolo County, Kenya. This is because they also experience similar student retention concerns just as their counterparts do. This is because Isiolo County is also a semi-arid region whose economic activity is mainly nomadic pastoralism. This, therefore, encouraged boys to miss out on attending school and eventually dropping out. The pre-test study comprised 10% of the sampled population as advised by Mugenda and Mugenda (2003). That is, it was conducted in two public secondary schools in Isiolo which were Isiolo boys' secondary school and Garbatula mixed day secondary school whose respondents comprised 5 class teachers, 10 students

and 4 parents at BOM. The two schools were selected using a simple random sampling method while the respondents were selected using a purposive sampling method.

3.8.1 Reliability

Reliability is defined by Kothari and Garg (2014) as the ability of the research instruments to measure the required phenomenon consistently. To measure reliability, this study used Cronbach's Alpha Coefficients. According to Kothari and Garg (2014), for a research instrument to be reliable, it should be above 0.7 and when it is recorded less than that, it was considered unreliable. In this study, pre-test responses were used to ascertain reliability so as to be sure that by the time the main study's data is being collected, they were reliable.

3.8.2 Validity

This is the ability of the instruments to measure what they are supposed to measure (Salkind, 2014). This study measured criterion, content and face validity (Salkind, 2014). Face validity was observed in the study by testing the influence of social-economic factors on the retention of boys in public secondary schools in Marsabit County. Content validity was observed when the questions asked in the research instruments related to household income, social support, guardian's education, guardian occupation and retention. Criterion validity was measured when there was a comparison of the results with what other past studies got. This enabled the study to ascertain whether the results were similar and in case there was a difference, the study explained the changes derived.

3. 9 Data Analysis

Data analysis refers to a variety of activities and processes that a researcher administers to make certain decisions regarding the data collected from the field, in order to get meaning and be able to explain various features of raw materials (Mbwesa, 2009). The chronologically serialized and numbered questionnaires were checked for completeness. After this clean-up activity, data was entered into Statistical Package for Social Sciences (SPSS) version 24 computer software for statistical analysis after which descriptive statistics such as frequencies, percentages and median were computed. The findings were presented using descriptive tables, figures and narratives for ease of understanding the results. Besides, the qualitative results were useful in supplementing the quantitative results.

Qualitative data from the interview was first to be organized into themes and categories for analysis purposes, while the quantifiable information gotten from document analysis was coded and entered into SPSS for statistical analysis. Interview responses were transcribed to yield qualitative data which was organized according to the identified themes.

3.10 Ethical Considerations

The study maintained the utmost ethical standard by first getting approval from Kenya Methodist University [KeMU] through the issuance of an introductory letter. The approvals were required for applying for a research permit from NACOSTI. The study sought further authorization from the Marsabit County director of education (appendix I). Additionally, the study liaised with relevant authorities for security support during the data collection process. The study-maintained confidentiality whereby the identity of respondents was not

revealed. The respondents were also at liberty to make a choice of voluntary participation in the study.

This was done by introducing the study through the issuance of the study's introduction letter. The study gave due credit to all the sources of information through appropriate citations and references in full adherence to APA 7th edition. The study also maintained the privacy of information by ensuring that the interview responses and answered questionnaires had been stored under lock and key once the analysis was complete. The results of this study would be displayed in public domains such as university repositories for institutions and future studies to greatly benefit from the outcome of the study.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

The chapter provided the collected data and its implication to the variables of the study. The chapter has the reliability results, response rates and personal information. After that, the chapter provided keenly examined results beginning with descriptive statistics as answered in the questionnaires and interview results. The results were grouped based on the dependent variables and thereafter the independent variables of the study. The chapter also provided an evaluation and how research questions were answered.

4.2 Reliability Results

The pre-test study was conducted in two public secondary schools in Isiolo County, Kenya which were Isiolo Boys' secondary school and Garbatula mixed day secondary School whose respondents comprised 5 class teachers, 10 students and 4 parents at BOM. The results are indicated in Table 4.1.

Table 4.1

Reliability Results

Instrument	Cronbach's Alpha	N of Items
Interview	0.792	9
Questionnaire	0.866	10

As per Table 4.1, the interview instruments had a Cronbach Alpha coefficient of 0.792 while the questionnaires had 0.866. The findings have attained a minimum threshold as described by Taber (2018) that for an instrument to be reliable its Cronbach Alpha coefficient should be anything above 0.7 and not exceed 1. Nevertheless, when it is below 0.7, then it is not reliable. Anchored on this guideline, it is, therefore, appropriate to indicate that the interview guides and questionnaire guides used in the study were reliable.

4.3 Response Rate

The study had a sample size of 48 class teachers, 94 students and 42 parents. Class teachers and parents were interviewed while the students answered the questionnaires. The results of the response rate are indicated in Table 4.2.

Table 4.2

Response Rate

Respondents	Sampled	Response	Percentage
Class Teachers	48	29	60%
Students	94	77	82%
Parents	42	26	62%
Total	184	132	72%

As per Table 4.2, 29(60%) teachers and 26(62%) parents took part in the interviews. Additionally, 77(82%) of students answered the questionnaires. The overall response rate was 132(72%) as compared to the intended 184 sampled population. This means that the

response rate was excellent as per the recommendation of Mugenda and Mugenda (2003) who instructed that anything more than seventy per cent was excellent.

4.4 Personal Information

Information related to personal details was inquired of all respondents such as teachers, parents and students. To begin with, one of the segments in the interview guide had a question related to academic qualification, occupation, years of experience and income level. On the questionnaires, the students were requested to indicate which class they were in.

Table 4.3*Personal Information*

Academic Qualifications	Frequency	Per cent	Cumulative Percent
Postgraduate	7	13	13
Graduate	19	35	48
Undergraduate	29	52	100
Total	55	100	
Occupation	Frequency	Per cent	Cumulative Percent
Teaching and other civil services	19	35	35
Cattle keeping and other business	8	15	50
Not employed	28	50	100
Total	55	100	
Years of experience	Frequency	Per cent	Cumulative Percent
More than 10 years	4	8	8
5-10 years	9	16	24
Less than 5 years	42	76	100
Total	55	100	
Income Level	Frequency	Per cent	Cumulative Percent
Above Kshs 100,001	1	2	2
Kshs 50,001-100,000	4	8	10
Less than Kshs 50,000	50	90	100
Total	55	100	
Class	Frequency	Per cent	Cumulative Percent
Form four	19	25	25
Form three	23	30	55
Form two	31	40	95
Form one	4	5	100
Total	77	100	

As per Table 4.2, it was evident that 29 (52%) teachers and parents were undergraduates while 19(35%) were undergraduates. Additionally, 28(50%) were not employed while 19(35%) were in teaching and other civil service occupations. This signified that most teachers and parents had a low educational background and also most of them were not employed to be able to have sustainable income to retain boys in school. A past study by Abuya et al. (2019) also established that a sound family structure required reliable employment among the slum caretakers which came as a result of attaining some level of education which would then be used to pay for children's educational needs.

The study further found that 42(76%) teachers and parents had stayed for a period of fewer than 5 years in their current occupations. It was also noted that on average 50(90%) earned less than Kshs 50,000. The results signify that there were a lot of transfers done and also most parents kept moving from one occupation to the other as they tried to find the one that would give them at least a sustainable income. As far as the study was concerned there was still a milestone to cover since most of the respondents admitted that they earned less than Kshs 50,000 which was low compared to the high cost of living. According to Amdany (2017), Baringo County parents found it hard to remain in one location since they required fresh pastures for their livestock to supplement their income. However, this in turn affected the boy's intention to remain in school since most of them were placed at the core of livestock management.

The results gathered from students point out that 31(40%) of form two students, and 23(30%) of form three students were among the students who took part in large numbers as compared to the rest of the classes. Form two and three students are mostly students who

are undergoing the adolescence stage hence came out in large numbers to express their opinion on some challenges they faced that as making their friends drop out of school in large numbers. Njuguna and Muchanje (2019) opined that part of the social and economic factors that affected the stay of boys in school could not be determined when their opinion is not taken into consideration. Therefore, the boys also came out in large numbers to respond to the study but mainly from the second and third years of secondary schooling life. This was because it was at this stage when the students were at the core of the education system hence their stay was a result of several factors known well to them.

4.5 Descriptive Results on Boys' Retention

Boys' retention was the dependent variable in this study. It had indicators such as completion rates, drop-out rates, school attendance rates, class repetition rates and academic performance. The study collected data on this variable using questionnaires and interviews. The questionnaire was closed-ended and had various statements that the respondents were supposed to tick a choice following: 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree and 5 = strongly agree as indicated by Table 4.4.

Table 4.4*Boys' Retention*

Statements N=77	1	2	3	4	5	Median
Reliable household income has improved retention	0(0%)	6(8%)	0(0%)	21(27%)	50(65%)	4.00
Social support from friends, teachers, and parents has enhanced retention	22(29%)	45(58%)	0(0%)	10(13%)	0(0%)	2.00
The ability of a guardian to have been educated improves retention	4(5%)	35(46%)	0(0%)	38(49%)	0(0%)	2.00
The nature of a guardian's occupation has improved the retention of boys in school	0(0%)	69(90%)	0(0%)	8(10%)	0(0%)	2.00
There are reliable measures put in by the government to retain boys in school	0(0%)	0(0%)	0(0%)	8(10%)	69(90%)	5.00

As per Table 4.4, 69(90%) strongly agreed and 8(10%) agreed that there were reliable measures put in by the government to retain boys in school (Median-5). However, social support from friends, teachers and parents has not enhanced the retention of boys in school since 22(29%) strongly disagreed and 45(58%) disagreed. In addition, 69(90%) and 35(46%) disagreed that the nature of a guardians' occupation and education had improved the retention of boys in school respectively (Median-2). The results mean that a lot of boys failed to remain in school since they lacked motivation from the people surrounding them. That is, most of the boys' peers, teachers and parents did not adequately portray a clear need on why they should remain in school.

For example, when some of their parents did not have adequate education or any meaningful jobs, it demotivated the boys in understanding the essence of education in the first place. The results actually relate to the personal information given in section 4.4 whereby 29(52%) and 28(50%) of the population included undergraduates and unemployed lot. Therefore, boys' retention had been majorly affected by the lack of role models in terms of education and employment status. The results were similar to the ones derived by Won-Tack and Warner (2021) that when parents took up the role of acting as role models irrespective of whether they had background education or not, it positively influenced the capability of students to remain in school. This was because the students felt they had a supporting force on whom they would look when the going became tougher.

The study interviewed teachers and parents of public secondary schools in Marsabit County. This particular section had three questions related to the retention of boys' students. In the first query, the teachers and parents were asked to describe ways in which

the school had provided to ensure that students remained in school. They responded by indicating that they had created various departments such as discipline and counselling to ensure that students' manners and psychological aspects are catered for respectively. Additionally, they provided bursary and scholarship information for students to apply; they followed up with parents in case a student missed school; and administered school fees as guided by government policies to students.

In the second query, the teachers and parents were asked to explain the government measures applied when a student failed to report to school. They indicated that the school management called or texted the parents of the boys to know why their son has been missing school. If the explanation was not satisfactory, the school liaised with the area chiefs and police to ensure that they had the necessary support in case they encountered violent families. In the third query, the teachers and parents were asked to clarify the educative programs given to parents to ensure that they understand the relevance of boys staying in school. The responses indicate that the school mainly used Parent Teachers Association [PTA] meetings, academic clinics, and annual general meetings.

Therefore, from the interview responses, it is evident that the school had enacted several measures to ensure that students remained in school which included collaborating with government enforcers to students who dropped out of school and also raising awareness on the relevance of educating boys and allowing them to remain in school. The findings are similar to Xie and Zhang (2020) who reported that school management had the priority in ensuring that all students admitted to school remained till their schooling life was over.

Any interferences needed to be sought out in the fastest possible manner through parental and legal involvement.

4.6 Descriptive Results on the Influence of Household Income on Boy's Retention

Household income was an independent variable in this study. It had indicators such as salary and wages, business profits, bonuses, rental income, gifts and allowances. The study collected data on this variable using questionnaires and interviews. The questionnaire was closed-ended and had various statements that the respondents were supposed to tick a choice following: 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree and 5 = strongly agree as indicated by Table 4.5.

Table 4.5*Household Income*

Statements N=77	1	2	3	4	5	Median
Your family provides all the basic needs that you require in school	9(12%)	68(88%)	0(0%)	0(0%)	0(0%)	2.00
You are peaceful since you know that your family will provide till school going years are complete	0(0%)	5(7%)	1(1%)	10(13%)	61(79%)	5.00
There is access to bursaries and scholarships in my high school life	1(1%)	0(0%)	0(0%)	6(8%)	70(91%)	5.00
You have never been sent home to get school fees	39(50%)	23(30%)	0(0%)	15(20%)	23(30%)	2.00
School is important for achieving your vision in life	0(0%)	5(6%)	0(0%)	39(51%)	33(43%)	4.00

As per Table 4.5, 33(43%) strongly agreed and 39(51%) agreed that school was important for achieving their vision in life (Median-4). In addition, 70(91%) strongly agreed and 6(8%) agreed that there was access to bursaries and scholarships in the high schools (Median-5). However, the amount offered was not enough since 39(50%) strongly disagreed and 23(30%) of them disagreed they have never been sent home to get school fees (Median-2). Additionally, 68(88%) disagreed that their family provides all their basic needs required in school (Median-2). Therefore, the results mean that in as much as there have been different financial aid, it has not been enough to cater for all boys' needs to a point that they get sent home to collect fees. When the boys reach home, they are not sure about the continuity of their education since their family is not able to provide fully for their needs. A study by Getange and Onsombi (2016) also established that when economic elements such as inadequate or lack of provision of needs had a negative effect on ensuring that students were able to continue with their education in Kisii County.

The study interviewed teachers and parents of public secondary schools in Marsabit County. This particular section had three questions related to household income. In the first query, the teachers and parents were asked to elaborate on sources of household income. The sources were jobs, businesses, and donations from well-wishers. In the second query, the teachers and parents were asked to name money-related challenges that were facing households which have affected boys' stay in school. The respondents named low income to buy food and school books, irregular income to warrant timely school fees payment, and eminent lack of money to support various co-curricular activities in support of talent outside the classroom. In the third query, the teachers and parents were asked to highlight various aids that had been previously accessed so as to pay school fees for the boys. The

aids were NGOs, private individual donors, local banks such as equity banks, school alumni, community members, churches, parents, teachers, and government bursaries.

The responses to the interviews pointed out that there were quite a number of sources of income that homestead used to complement their income. However, since the income was not guaranteed, they experienced money-related challenges that required various support from different financiers. From the results, it was clear most students relied on financial aid from parties outside homesteads which meant that most homesteads had high levels of poverty. In a report by the Development Bank of Latin America (2018) there was advocacy for improving homestead livelihoods so as to ensure that children remained in school in Latin America and the Caribbean. The report noted that as a result of too much dependency on financial aid, most homesteads continued being oppressed by poverty since their minds were tuned to always relying on the help and not creating wealth. Therefore, the report made several suggestions that the level of direct financial aid should be changed to credits and grants in a bid of supporting businesses and investment ideas.

4.7 Descriptive Results on the Influence of Social Support on Boy's Retention

Social support was an independent variable in this study. It had indicators such as parental support, peer support, school support, community support, and government support. The study collected data on this variable using questionnaires and interviews. The questionnaire was closed-ended and had various statements that the respondents were supposed to tick a choice following: 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree and 5 = strongly agree as indicated by Table 4.6.

Table 4.6*Social Support*

Statements N=77	1	2	3	4	5	Median
Parents are so supportive of your completion of school	3(4%)	11(14%)	0(0%)	17(22%)	46(60%)	5.00
Friends with that you can speak and express an opinion without any judgment	0(0%)	5(7%)	1(1%)	10(13%)	61(79%)	5.00
The school has provided conducive classes and meals	53(69%)	14(18%)	0(0%)	1(1%)	9(12%)	2.00
The community has always wished students well in their academic endeavours	0(0%)	15(20%)	0(0%)	39(51%)	23(29%)	4.00
The government has provided reliable and qualified teachers	39(51%)	33(42%)	0(0%)	5(7%)	0(0%)	2.00

As per Table 4.5, 46(60%) strongly agreed and 17(22%) agreed that parents were so supportive of their completion of secondary school education (Median-5). Additionally, 23(29%) strongly agreed and 39(51%) agreed that the community has always wished students well in academic endeavours and are always present when needed (Median-4). Nevertheless, 53(69%) strongly disagreed and 14(18%) disagreed that the school had provided conducive classes and meals among other resources to the students (Median-2). Additionally, 39(51%) strongly disagreed and 33(42%) agreed that the government had provided reliable and qualified teachers who were committed to seeing students succeed in secondary education (Median-2). Therefore, the results mean that most secondary school management was struggling in ensuring that students have decent learning classes and eat frequently in school. That notwithstanding, the students did not have teachers who would be committed to ensuring that they instill discipline and ensure that the boys are interested in education matters and school activities in general. Dufitumukiza et al. (2020) also appreciated that most Rwandan secondary schools had challenges related to classes, adequate teachers, and feeding programs due to shortages in financial resources.

The study interviewed teachers and parents of public secondary schools in Marsabit County. This particular section had three questions related to social support. In the first query, the teachers and parents were asked to indicate the type of support according to the boys to remain in school. The supports named were moral support to shape their manners, financial support to provide school fees; religious support to check their status with God; and counselling support to offer advice and a listening ear to the issues boys underwent through. In the second query, the teachers and parents were asked to explain how they ensured that they provided social support to boys during the time they were not in school.

Teachers indicated that they gave the boys some assignments to do at home hence keeping them busy while the parents indicated that they offered them tasks such as cleaning houses, and utensils, taking care of the cattle, assisting them in running the businesses and sending them to the library to keep them busy. In the third query, the teachers and parents were asked to elaborate on the motivating factors that were put in school which attract students to remain in school. The factors included different meals; flexible curriculum hence a choice to choose favourable 8 subjects; school uniform and books; library; entertainment days; school clubs; and cocurricular activities such as drama, soccer, rugby, basketball, tennis and badminton.

From the results of the interview, it was clear that schools had an elaborate plan in providing support to boys both when in school and out of school. The support methods needed to relate to having attractive packages that would support talent in as much as academic progress. The findings by Kolawole and Ogiye (2020) also reported that when schools maximized the use of resources on students, it promoted internal effectiveness since financiers saw the need for continued support. That is when the school used funds to prepare a tennis court in which students used to play, it made the school two wins. The first win was developing talents and ensuring students remained actively engaged in school

4.8 Descriptive Results on the Influence of Guardian Education on Boy's Retention

Guardian education was an independent variable in this study. It had indicators such as academic qualification, ability to provide intelligent solutions, emphasis on a child's academic progress, investment in education resources, and general interest in academic performance. The study collected data on this variable using questionnaires and interviews.

The questionnaire was closed-ended and had various statements that the respondents were supposed to tick a choice following: 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree and 5 = strongly agree as indicated by Table 4.7.

Table 4.7*Guardian Education*

Statements N=77	1	2	3	4	5	Median
Parent level of education is essential in determining a student's progression in education.	1(1%)	0(0%)	0(0%)	8(10%)	68(89%)	5.00
Most parents in Marsabit County have formal education	39 (51%)	23(29%)	15(20%)	0(0%)	0(0%)	2.00
Students whose parents have a college education, progress beyond secondary school	0(0%)	9(12%)	0(0%)	39(51%)	29(37%)	4.00
Parents who have primary education wish to see their children achieve more academically	0(0%)	5(7%)	0(0%)	39(51%)	33(42%)	4.00
Parents who have secondary education wish to see their children proceed further	0(0%)	1(1%)	0(0%)	39(51%)	37(48%)	4.00

As per Table 4.7, 68(89%) strongly agreed and 8(10%) agreed that the parent's level of education is essential in determining a student's progression in education (Median-5). However, 39(51%) strongly disagreed and 23(29%) disagreed that most parents in Marsabit County have formal education and have contributed to students also progress further with education (Median-2). The results meant that one of the concerns that made boys not have any zeal to remain in school was simply because their parents did not have any educational background hence not exposing them to the benefits of education. Therefore, what boys were exposed to was either the successful or failed life of their parents without any education. On the one hand, where the parent's life was successful, boys formed a mentality that one could become successful in life without necessarily undergoing an education system. On the other hand, when the parent's life was not successful, the boys were demotivated since they often had no role model to show them what life with education looks like or someone to fund their education and offer moral support to them. According to Munyi (2020), parental education was part of the socio-cultural factors affecting the retention of pupils in Marsabit. This was whereby, when a parent was educated, they would make an informed decision pertaining to the education of the children and as well as provide an anchor the family would look at.

The study interviewed teachers and parents of public secondary schools in Marsabit County. This particular section had three questions related to guardian education. In the first query, the teachers and parents were asked to elaborate on ways in which parental education level enabled them to guide boys in academic-related affairs. The responses

indicated that they helped in teaching, coaching, and assignments, and motivated them since they had gone through a similar process.

In the second query, the teachers and parents were asked to state the measures they had personally put in place to assess the academic progress of the boys. These measures included assignments, continuous assessment tests, examinations, and academic clinics. In the third query, the teachers and parents were asked to highlight various investments they had made to provide an educational resource to the student. On the one hand, the parents indicated that they bought land, livestock, and businesses to supplement their income. On the other hand, the teachers stated that they had advanced their education, and attended seminars and conferences on educational matters.

The results of the interviews reveal that just the fact that a parent was educated, enabled them to guide their children, assess their academic progress, and make sustainable income-generating investments that would cushion the boys from abrupt school drop-out. A similar study in Kisumu by Goro et al. (2019) found that the parental education level had a higher significant influence on pupils' retention and completion rates.

4.9 Descriptive Results on Influence of Employment Opportunities on Boy's Retention

Employment opportunities were an independent variable in this study. It had indicators such as permanent employment, temporary employment, the stress level of the job, and time consumption by the job. The study collected data on this variable using questionnaires and interviews. The questionnaire was closed-ended and had various statements that the

respondents were supposed to tick a choice following: 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree and 5 = strongly agree as indicated by Table 4.8.

Table 4.8

Employment Opportunities

Statements N=77	1	2	3	4	5	Median
Unemployed parents have financial resources to educate their children	33 (43%)	36(47%)	8(10%)	33(43%)	0(0%)	2.00
Parents who are casual labourers are able to educate their children	33 (43%)	33(43%)	1(1%)	2(4%)	7(9%)	2.00
Parents who are on temporal employment are likely to lose their jobs therefore may find it difficult to send their children to school	32 (41%)	15(20%)	12(16%)	8(10%)	10(13%)	2.00
Parents who are on permanent employment are likely to take their children beyond	9 (12%)	0(0%)	0(0%)	38(49%)	30 (39%)	5.00

secondary
education

Parents who are
civil servants
are likely to
educate their
children

6(8%)	2(3%)	3(4%)	32(41%)	34(44%)	5.00
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As per Table 4.8, 34(44) strongly agreed and 32(41%) agreed that parents who are civil servants are likely to take their children beyond secondary education (Median-5). However, 33(43%) strongly disagreed and 36(47%) disagreed that parents who are unemployed have financial resources to educate their children beyond secondary school (Median-2). In addition, 33(43%) strongly disagreed and 33(43%) disagreed that parents who are casual labourers do not earn a lot though they may be able to educate their children beyond secondary school (Median-2). From the findings, it was clear that when a parent did not have a job, it became very hard to provide all the required resources to the boys to a point that they drop out. That notwithstanding, being a casual labourer does not help since the amount paid is substantively inadequate to provide meals let alone pay school fees. The results by Onyedikachim and Ezekiel-Hart (2021) in Abia state, Nigeria revealed that the parents of most students who stopped going to school were uneducated and hence allowed their children to do so as a measure of looking for manual jobs. This was to complement their family income and since their parents were unbothered, they ended up not valuing education.

The study interviewed teachers and parents of public secondary schools in Marsabit County. This particular section had three questions related to the retention of boys' students. In the first query, the teachers and parents were asked to elaborate on ways they ensure that occupation stress was not transferred to the boys. Occupation stress was

minimized by not carrying office work home; understanding that they are replicable hence family health and welfare come first therefore the need for opening businesses to ensure that income is not interrupted; making a decision to be involved in the boys' life aspects such as mental growth and academic development.

In the second query, the teachers and parents were asked to explain linking their occupation to act as a motivating factor for boys to remain in school.

They responded that it provided a clear picture of how the presence or lack of education could shape one's career, and it would provide a benchmark in the future to know whether they had made it in life or not. In the third query, the teachers and parents were asked to describe ways they have used before to influence the career directions that the boys make. The ways named include motivational speakers, religious speakers, career experts, relatives talk, a trip to various organizations for the boys to see for themselves, and peer influence. The results revealed on the interview the responses related to ways that parental jobs did not stress the boys but motivated them and help them make informed career preparations

4.10 Results of Research Questions

The study had four questions that it intended to answer. The questions were asked and their responses are indicated in sections 4.10.1 to 4.10.4.

4.10.1 Research Question on the Influence of Household Income on Retention of Boys

The study was guided by a research question that required respondents to explain the influence of household income factors on the retention of boys in public secondary schools in Marsabit County. This question was asked as the last question in the interviews. The

respondents indicated that indeed household income had a great influence on the retention of boys. They further stated that when senior members in a household have adequate and reliable salaries and wages, bonuses, rent income, and allowances, they are able to pay school fees and provide all the needs boys require to have a comfortable stay in school. In terms of business profits, they indicated that when businesses pay returns well, they are able to comfortably pay for excess bills such as extracurricular activities which nurtured the talents of the boys and as well as offer home tutors to equip them with knowledge.

4.10.2 Research Question on the Influence of Social Support

The study was guided by a research question that required respondents to enlighten on how social support factors influenced the retention of boys in public secondary schools in Marsabit County. The responses indicated that when parents paid close and keen attention to what boys were doing both at home and in school, they felt cared for to a point that they desire to please their parents by not dropping from school. Additionally, when the boys made reliable friends and also got support from the school, they felt accepted in the school community. Further, when the community and government at large offered the best support they could such as providing a safe learning environment that has no violence the students felt at peace when learning hence not disturbed by what could happen to their family or themselves.

4.10.3 Research Question on the Influence of Guardian Education

The study was guided by a research question that required respondents to explain on how guardian education factors influenced the retention of boys in public secondary schools in

Marsabit County. The respondents indicated that when the parents were educated, they were able to provide intellectual solutions not only in their career lives but also in a child's academic progress. Additionally, when the guardian is educated, they were able to view their son's education as an investment that requires an input of resources and a genuine interest in their academic performance.

4.10.4 Research Question on Influence of Employment Opportunities

The study was guided by a research question that required respondents to explain on how employment opportunities influenced the retention of boys in public secondary schools in Marsabit County. The respondents indicated that when the parents were able to secure permanent employment, it reduced their stress levels which promoted more interest in their boy's education. Therefore, more emphasis should be put on either increasing income level on temporary employment and adequate time management so that work does not become a reason why the boys do not see their parents/guardians.

CHAPTER FIVE

SUMMARY CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to examine the influence of social-economic factors on the retention of boys in public secondary schools in Marsabit County, Kenya. The study was guided by the following specific objectives: examine the influence of household income level on retention of boys in public secondary schools in Marsabit County, Kenya; investigate the influence of social support on retention of boys in public secondary schools in Marsabit County, Kenya; explore the influence of guardian's education level on retention of boys in public secondary schools in Marsabit County, Kenya; and establish the influence of employment opportunities of guardian/parents on retention of boys in public secondary schools in Marsabit County, Kenya.

The study was further guided by two theories which were the theory of educational productivity and the student retention theory. The research design used was mixed methodology because there was an application of both quantitative and qualitative methods when collecting data. The study was located in Marsabit County, Kenya. The target population was 8 secondary schools in Marsabit County, Kenya that had boys students in them. That is both boys' secondary schools and mixed secondary schools. Questionnaires and interview guides were answered by students, teachers, and parents respectively. The pre-test study was conducted in two public secondary schools in Isiolo County which were Isiolo Boys' secondary school and Garbatula mixed day secondary school whose

respondents comprised 5 class teachers, 10 students, and 4 parents at BOM. Reliability and validity were also measured.

5.2 Summary of the Results

The study collected data in form of questionnaires and interviews on each objective as indicated in the section 5.2.1 to 5.2.4

5.2.1 Boys' Retention

As per the questionnaire, 69(90%) strongly agreed and 8(10%) agreed that there were reliable measures put in by the government to retain boys in school (Median-5). However, social support from friends, teachers, and parents has not enhanced the retention of boys in school since 22(29%) strongly disagreed and 45(58%) disagreed. In addition, 69(90%) and 35(46%) disagreed that the nature of a guardians' occupation and education had improved the retention of boys in school respectively (Median-2). The study interviewed teachers and parents of public secondary schools in Marsabit County, Kenya. The ways in which the school had provided to ensure that students remained in school included creating various departments such as discipline and counselling to ensure that students' manners and psychological aspects are catered for respectively.

Additionally, they provided bursary and scholarship information for students to apply; they followed up with parents in case a student missed school; and administered school fees as guided by government policies to students. The government measures applied when a student failed to report to school included calling or texting the parents of the boys, and liaising with the area chiefs and police to ensure that they had necessary support in case

they encountered violent families. Further, the educative programs were given to parents to ensure that they understand the relevance of boys staying in school including the use of Parent Teachers Association [PTA] meetings, academic clinics, and annual general meetings.

5.2.2 Household Income

As per the questionnaire, 4.5, 33(43%) strongly agreed and 39(51%) agreed that school was important for achieving their vision in life (Median-4). In addition, 70(91%) strongly agreed and 6(8%) agreed that there was access to bursaries and scholarships in the high schools (Median-5). However, the amount offered was not enough since 39(50%) strongly disagreed and 23(30%) of them disagreed they have never been sent home to get school fees (Median-2). Additionally, 68(88%) disagreed that their family provides all their basic needs required in school (Median-2). The study interviewed teachers and parents of public secondary schools in Marsabit County, Kenya. The sources of household income were jobs, businesses, and donations from well-wishers.

Additionally, the money-related challenges that were facing households that had affected boys' stay in school included low income to buy food and school books, irregular income to warrant timely school fees payment, and eminent lack of money to support various co-curricular activities in support of talent outside the classroom. Further, the various aids that had been previously accessed so as to pay school fees for the boys were NGOs, private individual donors, local banks such as equity banks, school alumni, community members, churches, parents, teachers, and government bursaries.

5.2.3 Social Support

As per the questionnaire, 46(60%) strongly agreed and 17(22%) agreed that parents were so supportive of their completion of secondary school education (Median-5). Additionally, 23(29%) strongly agreed and 39(51%) agreed that the community has always wished students well in academic endeavours and are always present when needed (Median-4). Nevertheless, 53(69%) strongly disagreed and 14(18%) disagreed that the school had provided conducive classes and meals among other resources to the students (Median-2). Additionally, 39(51%) strongly disagreed and 33(42%) agreed that the government had provided reliable and qualified teachers who were committed to seeing students succeed in secondary education (Median-2).

The study interviewed teachers and parents/guardians of public secondary schools in Marsabit County, Kenya. The type of support according to the boys to remain in school included moral support to shape their manners, financial support to provide school fees; religious support to check their status with God; and counselling support to offer advice and a listening ear to the issues boys underwent through. The ways through which social support was administered included assignments to do at home hence keeping them busy while the parents indicated that they offered them tasks such as cleaning houses, and utensils, taking care of the cattle, assisting them in running the businesses, and sending them to the library to keep them busy. Further, the motivating factors that were put in school which attract students to remain in school included different meals; flexible curriculum hence a choice to choose favourable 8 subjects; school uniform and books;

library; entertainment days; school clubs; and cocurricular activities such as drama, soccer, rugby, basketball, tennis, and badminton.

5.2.4 Guardian Education

As per the questionnaire, 68(89%) strongly agreed and 8(10%) agreed that the parent's level of education is essential in determining a student's progression in education (Median-5). However, 39(51%) strongly disagreed and 23(29%) disagreed that most parents in Marsabit County, Kenya have formal education, and this has contributed to students also progressing further with education (Median-2). The study interviewed teachers and parents of public secondary schools in Marsabit County, Kenya. The ways in which parental education level enabled parents to guide boys in academic-related affairs included teaching, coaching, and assignments, which motivated them since they had gone through a similar process. Further, the measures they had personally put in place to assess the academic progress of the boys' included assignments, continuous assessment tests, examinations, and academic clinics. Further, various investments made to provide educational resources to the student by parents included buying land, livestock, and businesses to supplement their income.

5.2.5 Employment Opportunities

As per the questionnaire, 34(44) strongly agreed and 32(41%) agreed that parents who are civil servants are likely to take their children beyond secondary education (Median-5). However, 33(43%) strongly disagreed and 36(47%) disagreed that parents who are unemployed have financial resources to educate their children beyond secondary school (Median-2). In addition, 33(43%) strongly disagreed and 33(43%) disagreed that parents

who are casual labourers do not earn a lot though they may be able to educate their children beyond secondary school (Median-2). The study interviewed teachers and parents of public secondary schools in Marsabit County, Kenya.

The ways they ensure that occupation stress was not transferred to the boys included not carrying office work home, and understanding that they are replicable hence family health and welfare come first therefore the need for opening businesses to ensure that income is not interrupted. Further, linking occupation to act as a motivating factor for boys to remain in school was done so that it provided a clear picture of how the presence or lack of education could shape one's career; and it would provide a benchmark in the future to know whether they had made it in life or not. The ways used before to influence career directions that the boys make include motivational speakers, religious speakers, career experts, relatives talk, a trip to various organizations for the boys to see for themselves, and peer influence.

5.3 Conclusions of the Study

5.3.1 Boy's Retention

The conclusion made on boys' retention was that a lot of boys failed to remain in school since they lacked motivation from the people surrounding them. That is, most of the boys' peers, teachers, and parents did not adequately portray a clear need on why they should remain in school.

5.3.2 Household Income

The conclusion made on household income was that in as much as there have been different financial aid, it has not been enough to cater to all boys' needs to a point that they get sent home to collect fees. When the boys reach home, they are not sure about the continuity of their education since their family is not able to provide fully for their needs.

5.3.3 Social Support

The conclusion made on social support was that most secondary school management was struggling in ensuring that students have decent learning classes and eat frequently in school. That notwithstanding, the students did not have teachers who would be committed to ensuring that they instill discipline and ensure that the boys are interested in education matters and school activities in general.

5.3.4 Guardian Education

The conclusion made on guardian education was that one of the concerns that made boys not have any zeal to remain in school was simply because their parents did not have any educational background hence not exposing them to the benefits of education. Therefore, what boys were exposed to was either the successful or failed life of their parents without any education. On the one hand, where the parent's life was successful, boys formed a mentality that one could become successful in life without necessarily undergoing an education system. On the other hand, when the parent's life was not successful, the boys

were demotivated since they often had no role model to show them what life with education looks like or someone to fund their education and offer moral support to them.

5.3.5 Employment Opportunities

The conclusion made on employment opportunities was that when a parent/guardian did not have a job, it became very hard to provide all the required resources to the boys to a point that they drop out. That notwithstanding, being a casual labourer does not help since the amount paid is substantively inadequate to provide meals let alone pay school fees.

5.4 Recommendations of the Study

5.4.1 Boy's Retention

The recommendation made on boys' retention is that the school management should have sensitization programs for teachers, parents, and boys' students on the relevance of education in improving their future. The schools should capitalize more on motivational speakers, successful alumni, and corporate heads who come and motivate the boys to work hard towards improving their academic performances so as to have success in their later lives. The school students should come up with proposed groups and clubs through which they could travel in various corporates that helps the boys get a clearer picture of what it means to have employment anchored by educational backgrounds.

5.4.2 Household Income

The recommendation made on household income is that both the national and County government of Marsabit should provide more income-generating opportunities to the residents of the region that come along with water. That is, they should dig several

boreholes that would provide water and in line with this, parents should form various self-help groups that would cultivate a culture of saving and which could be used to secure credit. This credit could be used to invest in various projects such as livestock, fisheries, farming, and pig keeping among others. Once they sell the products, they would get enough income to complement the families of their members to ensure that they are in a position of paying school fees and providing other needs for their boys.

5.4.3 Social Support

The recommendation made on social support is that secondary school principals should liaise with the Ministry of Education for requests to have as many teachers as possible. This is because, when teachers are present, students will benefit a lot since they would be taught and be more confident towards excelling in the examinations. Additionally, the government should increase budgetary allocation to the Ministry of Education to be able to fund education in marginalized regions adequately. The fund would be used to build classes and provide at least a meal per day. The Ministry of Education officials in Marsabit should incorporate the idea of building classes using affordable means such as precast panels and fabricated panels. This method would cut the cost to manageable limits based on the allocated and available funds.

5.4.4 Guardian Education

The recommendations made on guardian education is that the school board of management should organize frequent meetings with parents so that the platform could be used to sensitize parents on the relevance of education and ways they could help their sons in remaining in school. Additionally, parents whose boys are still in secondary school should

make efforts to always have talks with their sons on the importance of education. Through this method, the boys would feel that their parents are actually concerned with what is happening in school, motivating them to work harder and not drop out of school.

5.4.5 Employment Opportunities

The recommendations made on employment opportunities are that both national and county governments should consider employing guardians/parents on a permanent basis to ensure that there is a sustained flow of money in homesteads. Additionally, the county government should work together with the local financial institutions to provide credit to residents to begin businesses. This way would be the most appropriate in ensuring that almost the entire population is employed in one way or another. Further, the national government should consider searching for a long-term livestock market for animal products which the people of Marsabit could use to have more income and reliable employment in the chain of processing. Additionally, the county government should set up more industries that process animal products into finished products. A good example could be setting up a shoe factory that uses cow hides to make shoes sold to the nation of Kenya.

5.5 Suggestions for Future Studies

The study explored the influence of social-economic factors only and not political factors. There is a need for future studies to examine whether political factors had any influence on retaining boys in school.

The study paid attention to the retention of boys in secondary schools and not girls, the future studies should explore the other female gender and the issues they were coping with to remain in school.

The study also collected data from public secondary schools and not private secondary schools, future studies should include private schools not only in Mandera but also in other counties in Kenya.

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APPENDICIES

Appendix I: Authorization letter to County Director of Education

Safina Mohammed Aga,

Telephone: 0723811900,

Email: agasafina1@gmail.com,

P.O Box 267-60200,

Meru Kenya.

To County Director of Education,

Marsabit county.

RE: REQUEST TO CONDUCT A STUDY IN SECONDARY SCHOOLS IN MARSABIT COUNTY

I am a student undertaking masters of education leadership and management of Kenya Methodist University (KeMU). As part of my studies, I am conducting a study on the topic: Influence of social-economic factors on retention of boys in public secondary schools in Marsabit county. I would like to request for your authorization to conduct interviews to the teachers and parent representatives at Board of Management (BOM) while questionnaires will be used to collect data from students. The interview guide and questionnaires are attached with this letter.

The responses will be treated with utmost confidentiality and will be used solely for the academic purpose of this study. Your assistance will be highly appreciated.

Yours faithfully,

Safina Mohammed Aga,

School Reg no: EDU-3-0014-1/ 2019

Appendix II: Introduction letter

Dear (Respondent)

RE: VOLUNTARY PARTICIPATION IN DATA COLLECTION

I am a student undertaking masters of education leadership and management of Kenya Methodist University (KeMU). As part of my studies, I am conducting a study on the topic: Influence of social-economic factors on retention of boys in public secondary schools in Marsabit county. Kindly respond to the questions in the attached questionnaire/ provide honest responses during the interview. The information provided will exclusively be used for academic purposes and will be treated with utmost confidentiality.

Your cooperation will be highly appreciated.

Yours Faithfully,

Safina Mohammed Aga

Appendix III: Interview Guide to Teachers and Parents

This interview guide should be applicable to the sampled teachers and parents at Board of Management (BOM). Kindly ensure that the respondent is allocated enough time to give feedback on every question asked

SECTION 1: DEMOGRAPHIC INFORMATION

- i. What is the education level of the respondent?
- ii. What is the occupation of the respondent?
- iii. How long have they been in their respective occupation?
- iv. Income level: Use a range of less than Ksh 50,000; Kshs 50,001-100,000; and Above Kshs 100,001 to ascertain their income level.

SECTION 2: HOUSE HOLD INCOME AND RETENTION

- i. Please elaborate sources of house hold incomes?
- ii. Kindly provide the money related challenges that are facing households which has affected boys stay in school?
- iii. Highlight various aids that have been previously accessed so as to pay schools fees for the boys?
- iv. What is the influence of household income factors on retention of boys in public secondary schools in Marsabit county?

SECTION 3: SOCIAL SUPPORT AND RETENTION

- i. What type support have you ever accorded to the boys (as a teacher)/ your son (as a parent) to remain in school?
- ii. How do you ensure that you provide social support to boys during the time they are not in school?
- iii. What are the motivating factors that are put in school which attract students to remain in school?
- iv. What influence does social support factors have on retention of boys in public secondary schools in Marsabit county?

SECTION 3: GUARDIAN'S EDUCATION AND RETENTION

- i. In what way has your education level enabled you to guide boys in academic related affairs?
- ii. What measures have you personally put in place to assess academic progress of the boys?

- iii. Kindly highlight various investments you have made to provide education resource to the student?
- iv. What is the influence of a guardian's education factors on retention of boys in public secondary schools in Marsabit county?

SECTION 4: EMPLOYMENT OPPORTUNITIES AND RETENTION

- i. What ways have you ensured that your occupation stress is not transferred to the boys?
- ii. Provide an explanation on why you think that your occupation could act as a motivating factor to boys to remain in school?
- iii. In what ways have you used before to influence career directions that the boys make?
- iv. What influence do employment opportunities' factors have on retention of boys in public secondary schools in Marsabit county?

SECITON 5: RETENTION

- i. In what way has the school provided to ensure students remain in school
- ii. What government measures are applied when a student fails to report to school
- iii. What educative programs are given to parents to ensure that they understand the relevance of boys staying in school

Appendix IV: Questionnaires to Students

Kindly respond to the question in the most honest possible way. The questionnaire has six sections which include questions related to household income, social support, guardian's education, employment opportunities and retention in secondary schools.

SECTION 1: DEMOGRAPHIC INFORMATION

Indicate your;

1. Which class are you currently in

- a) Form four
- b) Form three
- c) Form two
- d) Form one

SECTION 2: HOUSEHOLD INCOME AND RETENTION

This section has statements regarding the influence of household income and retention. Kindly respond with the response that matches your opinion. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5-strongly agree.

No	Statement	1	2	3	4	5
1.	Your family provides all your basic needs that you require in school					
2.	You are peaceful since you know that your family will provide till school going years are complete					
3.	There is an access to bursary and scholarships in my high school life					
4.	You have never been sent home to get school fees					
5.	School is important towards achieving your vision in life					

SECTION 3: SOCIAL SUPPORT AND RETENTION

This section has statements regarding the influence of social support and retention. Kindly respond with the response that matches your opinion. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5-strongly agree.

No	Statement	1	2	3	4	5
1.	Parents are so supportive to your completion of secondary school education					
2.	There are so many friends that you can speak and express opinion without any judgement					
3.	The school has provided conducive classes and meals among other resources to the students					
4.	The community has always wished students well in academic endeavors and are always present when we need them					
5.	The government has provided reliable and qualified teachers who are committed to see students succeed in secondary education					

SECTION 4: GUARDIAN’S EDUCATION AND RETENTION

This section has statements regarding the influence of guardian’s education and retention. Kindly respond with the response that matches your opinion. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5-strongly agree.

No	Statement	1	2	3	4	5
1.	Parent level of education is essential in determining a student’s progression in education.					
2.	Most parents in Marsabit county have formal education and this has contributed to students also progressing further with education.					

3.	In situations where parents have attained college education, students are also likely to progress beyond secondary school.					
4.	Parents who have attained primary education wish to see their children achieve more academically.					
5.	Parents who have attained secondary education wish to see their children proceed further to college and universities.					

SECTION 5: EMPLOYMENT OPPORTUNITIES AND RETENTION

This section has statements regarding the influence of employment opportunities and retention. Kindly respond with the response that matches your opinion. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5-strongly agree.

No	Statement	1	2	3	4	5
1.	Parents who are unemployed have financial resources to educate their children beyond secondary school.					
2.	Parents who are casual laborers do not earn a lot though they may be able to educate their children beyond secondary school					
3.	Parents who are on temporal employment are likely to lose their jobs once the contract expires and therefore may find it difficult sending their children to school					
4.	Parents who are on permanent employment are likely to take their children beyond secondary education.					
5.	Parents who are civil servants are likely to take their children beyond secondary education.					

SECTION 6: RETENTION

This section has statements regarding retention. Kindly respond with the response that matches your opinion. Please tick as appropriate in the boxes. 1-strongly disagree, 2-disagree, 3-neutral, 4, agree, 5- strongly agree.

No	Statement	1	2	3	4	5
1.	Reliable household income has improved retention of boys in school					
2.	Social support from friends, teachers and parents has enhanced retention of boys in school					
3.	The ability of a guardian to have been educated improves the will of boys to remain in school					
4.	The nature of a guardians' occupation has improved retention of boys in school					
5.	There are reliable measures put by the government to retain boys in school					

Appendix V: Introduction Letter from KeMU



KENYA METHODIST UNIVERSITY

P. O. Box 267 Meru - 60200, Kenya
Tel: 254-064-30301/31229/30367/31171

Fax: 254-64-30162
Email: deanrd@kemu.ac.ke

DIRECTORATE OF POSTGRADUATE STUDIES

August 3, 2022

Commission Secretary,
National Commission for Science, Technology and Innovations,
P.O. Box 30623-00100
NAIROBI.

Dear Sir/Madam,

RE: SAFINA MOHAMMED AGA – (REG. NO. EDU-3-0014-1/2019)

This is to confirm that the above named is a bona fide student of Kenya Methodist University, in the School of Education and Social Sciences, Department of Education undertaking a Master's Degree in Leadership and Education Management . She is conducting research on "Influence of Social-Economic Factors on Retention of Boys in Public Secondary Schools in Marsabit County".

We confirm that her research proposal has been presented and approved by the University.

In this regard, we are requesting your office to issue a research license to enable her collect data.

Any assistance accorded to her will be appreciated.

Thank you!


Dr. John Muchiri, Ph.D.
Director, Postgraduate Studies

Cc: Dean SESS
CoD, Education
Postgraduate Co-ordinator-SESS
Student Supervisors

Appendix VI: NACOSTI Research Permit


REPUBLIC OF KENYA


**NATIONAL COMMISSION FOR
SCIENCE, TECHNOLOGY & INNOVATION**

Ref No: 587908 **Date of Issue: 25/August/2022**

RESEARCH LICENSE



This is to Certify that Miss. SAFINA MOHAMMED AGA of Kenya Methodist University, has been licensed to conduct research in Marsabit on the topic: INFLUENCE OF SOCIAL-ECONOMIC FACTORS ON RETENTION OF BOYS IN PUBLIC SECONDARY SCHOOLS IN MARSABIT COUNTY for the period ending : 25/August/2023.

License No: NACOSTI/P/22/19779

587908

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 VII: Marsabit County Commissioner Authorization Letter

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
SAFINA MOHAMMED AGA – REGISTRATION NO. EDU-3-0014-1/2019

Attention is drawn to the National Commission for Science, Technology & Innovation letter **License No. NACOSTI/P/22/19779** dated **25th August, 2022** on the above subject matter.

You are hereby granted permission to carry out research **“Influence of Socio-Economic Factors on Retention of Boys in Public Secondary Schools in Marsabit County”** for the period ending 25th August, 2023.

Kindly therefore, accord the necessary support in undertaking the research activities in Marsabit County.


COUNTY COMMISSIONER
MARSABIT COUNTY
P.O. BOX 1-60500
MARSABIT

CHEPKWONY FESTUS
FOR: COUNTY COMMISSIONER
MARSABIT COUNTY.

Appendix VIII: Marsabit County Director of Education Authorization Letter



REPUBLIC OF KENYA
MINISTRY OF EDUCATION

State Department for Early Learning and Basic Education

Telegrams: "EDUCATION" MARSABIT

Telephone: (069)2102098

Fax: (069)210 2098

E-mail: cdemarsabit@gmail.com

Ref. No. CDE/MBT/MIS/15/VOL.I/(143)

County Director of Education

Marsabit County

P O Box 367-60500

MARSABIT

26th August, 2022

Safina Mohamed Aga

RE: RESEARCH AUTHORISATION

Following your application to carry out research on "*Influence of social Economic factors on Retention of Boys in Public Secondary schools in Marsabit County*" vide your letter NACOSTI/P/22/19779 Ref. No. 587908 dated 25th August, 2022.

You are hereby granted permission to carry out the same in Marsabit County for the period ending 25th August, 2023.

I wish you successful research in your field.


COUNTY DIRECTOR OF EDUCATION
MARSABIT
P. O. Box 367-60500,
MARSABIT

TITUS M. MBAATHA