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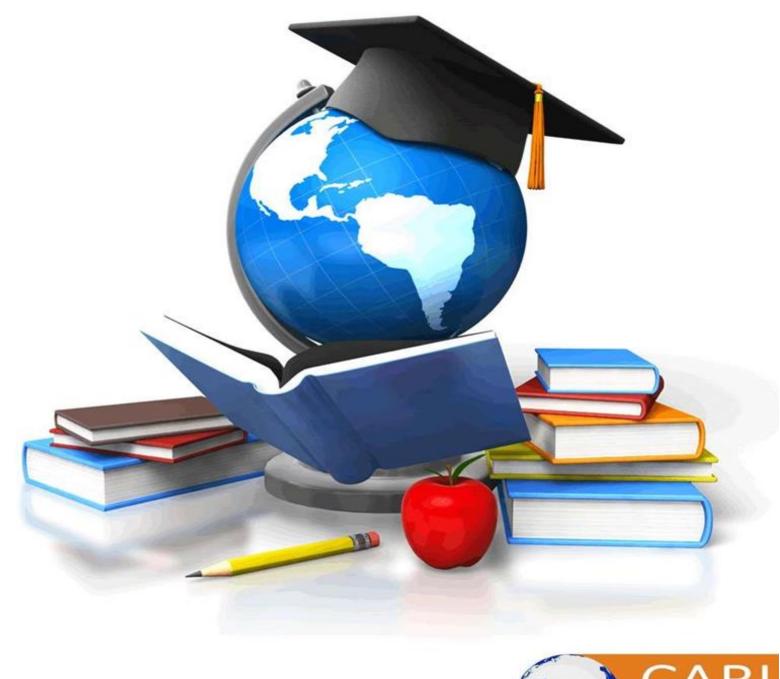
Investigating the Influence of Social Support Factors on Retention of Boys in Public Secondary Schools in Marsabit County.

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Abstract

Purpose: To investigate the influence of social support factors on retention of boys in public secondary schools in Marsabit county.

Methodology: 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. 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 Board of Management. Class teachers and parents were selected using simple random sampling method with an application of Krejcie & Morgan table or formular to obtain 48 and 42 class teachers and parents respectively. The sample technique that was used on students was determined using a Kothari statistical method to obtain a sample of 94. Questionnaires and interview guides were answered by students, teachers and parents respectively. The pre-test study was conducted in two public secondary school in Isiolo which were Isiolo boys' secondary school and Garbatula mixed day secondary school whose respondents comprised of 5 class teachers, 10 students and 4 parents at BOM. Reliability and validity were also measured. 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 clear need on why they should remain in school. The results were presented using tables and explanation.

Results: As per the questionnaire, 46(60%) strongly agreed and 17(22%) agreed that parents were so supportive to 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 endeavors 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 see students succeed in secondary education (Median-2).

The study interviewed teachers and parents of public secondary schools of Marsabit County. The type of support accorded to the boys to remain in school included moral support to shape their manners, financial support to provide schools fees; religious support to check their status with God; and counseling support to offer advice and 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, utensils, taking care of the cattle, assisting them in running the businesses and sending them to 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 favorable 8 subjects; school uniform and books; library; entertainment days; school clubs; and cocurricular activities such as drama, soccer, rugby, basketball, tennis and badminton.

Unique contribution to theory, policy and practice: Most secondary school management were 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 in ensuring that they instill discipline and ensure that the boys are interest in education matters and school activities in general. The recommendations 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 the 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 cost to manageable limits based on the allocated and available funds.

Keywords: *Social Support Factors, Retention of Boys, Public Secondary Schools, Marsabit County.*

1.0 INTRODUCTION

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 through learning process, pay the schools fees and complete the learning process after a specific period of time. This ensures that the school gets uninterrupted flow of income and as well as students get 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 in 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 labor 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 and Mkulu, 2020). In Nigeria, there is a record of low number of teachers in schools, divorce cases of parents hence not providing basic needs to their children making them drop-out of school to look for these needs (Uchegbue and Amalu, 2020). In South Africa, schools are finding it hard to retain student 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 school have been battling out with cultural conflicts such as always arguing on 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 and 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 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 support is the backing that a 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 the parental support, peer support, schools support, community support and government support (Philimini and Mkulu, 2020). The type of social support a student will get from the people and system surrounding them will either bring them closer or farer from the attainment of the individual goals. Schools have paid a rather rare attention towards the social support factors affecting their students. It is now in limelight that for a student to excel in academics and personal lives, keen attention has to be made on each and every parcel of their lives.

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 towards shaping the life of a student cannot be overlooked. Secondary schools provide a four-year platform that promotes equipping of students on various subjects. The students should undergo through 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 four-year learning process that could enable them 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 schools due to variant factors such as level of household income rates, social support accorded, guardian education level and type of occupation that their guardians were involved. The problem has been persistent in counties such as Marsabit where the number of boys dropping out of school is alarming as compared to girls. 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.

There have been various studies done in relation to retention of students in secondary schools. Munyalo (2020) paid attention to factors causing 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 on

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 retention of boys in public secondary schools in Marsabit county.

1.3 Purpose of the Study

To investigate the influence of social support factors on retention of boys in public secondary schools in Marsabit county.

1.4 Research Question

What influence do social support factors have on retention of boys in public secondary schools in Marsabit county?

2.0 LITERATURE REVIEW

2.1 Theoretical Review

Student retention theory was developed by Tinto (2010). It guided 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. 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 of 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.

2.2 Empirical Review

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 to school so when they come to Secondary schools, their age matches their particular classes/grades.

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 from 12-17. The review evaluated instructors, family, and friends versus anticipated execution. Lasarte et al. (2020) figured out that help from educators, trailed by family had a positive impact in empowering students adjust rapidly to school's program while peer impact had no effect. Lasarte et al. (2020) moved in 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 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 half because of government limitation to close schools indefinity. 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 assortment of 126 example size of respondents suing different inspecting strategies. These respondents addressed the surveys, addressed meetings and there were archives investigation. Philimini and Mkulu (2020) figured out that inspiration was a vital 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 among instructors and students outside study halls. Moreover, guardians' association in 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 Vihiga sub-district set up to guarantee that pregnant students stayed in everyday schedule conceded in school. Purposive examining strategy was utilized to chosen ten head 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 the school the 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 help culture of 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 quantity 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 which had comparable attributes as the principal review's area. Furthermore, the review didn't investigate the young men's students however just focused on young ladies' students.

Abuya et al. (2019) analyzed how the structure of a family directs the fulfillment of training among the youngsters in Nairobi's ghettos. The review which was directed in Korogocho and Viwandani ghettos. The concentrate moreover utilized Enterprise asset arranging reports as free Secondary information. Abuya et al. (2019) was keen on discovering whether kids living with the two guardians, single guardians, gatekeeper, 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 or were more considered to drop from school when contrasted with the kids who's the two guardians were available in their lives.

Notwithstanding, an intriguing finding by Abuya et al. (2019) demonstrated that the kids who lived without guardians/gatekeeper were bound to remain in school as opposed to exit school. The clarification 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 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 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 interview and surveys techniques. Munyalo (2020) figured out that socio-social viewpoints like nomadism, early relationships and negative discernment on instruction matters among the local area prompted high drop-out cases. Consequently, 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.

3.0 RESEARCH METHODOLOGY

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. 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 Board of Management. Class teachers and parents were selected using simple random sampling method with an application of Krejcie & Morgan table or formular to obtain 48 and 42 class teachers and parents respectively. The sample technique that was used on students was determined using a Kothari statistical method to obtain a sample of 94. Questionnaires and interview guides were answered by students, teachers and parents respectively. The pre-test study was conducted in two public secondary school in Isiolo which were Isiolo boys' secondary school and Garbatula mixed day secondary school whose respondents comprised of 5 class teachers, 10 students and 4 parents at BOM. Reliability and validity were also measured. The results were presented using tables and explanation.

4.0 RESULTS

4.1 Reliability Statistics

Pre-test study was conducted in two public secondary school in Isiolo which were Isiolo boys' secondary school and Garbatula mixed day secondary school whose respondents comprised of 5 class teachers, 10 students and 4 parents at BOM. The results are indicated in Table 1.

Table 1: *Reliability Results*

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

As per Table 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

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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 guide used in the study were reliable.

4.2 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 on the response rate are indicated on Table 2.

Table 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 2, 29(60%) of teachers and 26(62%) of 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 percent was excellent.

4.3 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 rate, 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 on the following: 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree and 5 = strongly agree as indicated by Table 3.

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Table 3: *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 guardians' occupation has improved retention of boys in school	0(0%)	69(90%)	0(0%)	8(10%)	0(0%)	**2.00**
There are reliable measures put by the government to retain boys in school	0(0%)	0(0%)	0(0%)	8(10%)	69(90%)	**5.00**

As per Table 3, 69(90%) strongly agreed and 8(10%) agreed that there were reliable measures put by the government to retain boys in school (Median-5). However, social support from friends, teachers and parents has not enhanced 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 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 clear need on why they should remain in school.

For example, when some of their parents did not have adequate education nor 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 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 remaining in school. This was because, the students felt they had a supporting force on whom they would look at when the going became tougher.

The study interviewed teachers and parents of public secondary schools of Marsabit County. This particular section had three questions related to retention of boy's 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 counseling to ensure that student's 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 are applied when a student failed to report to school. The 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 necessary support in case they encountered violent families. In the third query, the teachers and parents were asked to clarify the educative programs were 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 measured 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 in 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.

4.4 Descriptive Results on Social Support

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 on the following: 1 = strongly disagree, 2 = disagree, 3= neutral, 4= agree and 5 = strongly agree as indicated by Table 4.

Table 4: *Social Support*

Statements N=77	1	2	3	4	5	Median
Parents are so supportive to your completion of school	3(4%)	11(14%)	0(0%)	17(22%)	46(60%)	**5.00**
Friends that you can speak and express opinion without any judgement	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	0(0%)	15(20%)	0(0%)	39(51%)	23(29%)	**4.00**

well in academic endeavors						
The government has provided reliable and qualified teachers	39(51%)	33(42%)	0(0%)	5(7%)	0(0%)	**2.00**

As per Table 4, 46(60%) strongly agreed and 17(22%) agreed that parents were so supportive to 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 endeavors 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 see students succeed in secondary education (Median-2). Therefore, the results mean that most secondary school management were 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 in ensuring that they instill discipline and ensure that the boys are interest in education matters and school activities in general. Dufitumukiza et al. (2020) also appreciated that most Rwandan secondary schools had the challenges related to classes, adequate teachers and feeding program due to shortages in financial resources.

The study interviewed teachers and parents of public secondary schools of 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 accorded to the boys to remain in school. The supports named were moral support to shape their manners, financial support to provide schools fees; religious support to check their status with God; and counseling support to offer advice and 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, utensils, taking care of the cattle, assisting them in running the businesses and sending them to library to keep them busy. In the third query, the teachers and parents were asked to elaborate 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 favorable 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 on 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 Ogbiye (2020) also reported that when schools maximized use of resources on students, it promoted internal effectiveness since financiers saw the need for continued support. That is, when school used funds to prepare a tennis court which students used to play, it made the school have two wins. The first win was developing talents and ensuring students remained actively engaged in school.

4.5 Research Question on Influence of Social Support

The study was guided by a research question that required respondents to enlighten on how social support factors influenced 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 safe learning environment that has no violence the students felt at peace when learning hence not disturbed on what could happen to their family or themselves.

5.0 SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Summary of the findings

As per the questionnaire, 46(60%) strongly agreed and 17(22%) agreed that parents were so supportive to 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 endeavors 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 see students succeed in secondary education (Median-2).

The study interviewed teachers and parents of public secondary schools of Marsabit County. The type of support accorded to the boys to remain in school included moral support to shape their manners, financial support to provide schools fees; religious support to check their status with

God; and counseling support to offer advice and 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, utensils, taking care of the cattle, assisting them in running the businesses and sending them to 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 favorable 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 Conclusion

The conclusion made on social support was that most secondary school management were 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 in ensuring that they instill discipline and ensure that the boys are interest in education matters and school activities in general.

5.3 Recommendations and Contributions of the Study

The recommendations 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 the 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 cost to manageable limits based on the allocated and available funds.

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