



AN EVALUATION OF DETERMINANTS OF BOY CHILD PARTICIPATION AND RETENTION IN PUBLIC SECONDARY SCHOOLS. A CASE OF KISUMU EAST KENYA

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ABSTRACT

Formal education has been seen as an instrument tool through which the social, political and economic expectations of a given country are met (Sheffield, 1963). The study was focused on determinants of boy-child participation and retention in public secondary schools in Kisumu East. The study was based on literature review of studies and reports by different scholars and the review affirmed that certain issues affecting the boy child have relationship with historical antecedent of the environment. Most of the issues under this study have been in existence since in memorial. The study evidently depicts that a boy-child has been sidelined and there are no clear policies in school on gender issues and no much attention is given to a boy-child that has contributed to his vulnerability in terms of education. The researcher in her finding revealed that the problems identified in the study arose from the regions high expectations and attitude towards a boy child. It is the submission of this paper that the authorities at all levels of government begin to collaborate with schools, other stakeholders and private sector with the normal citizens to create a political will, make essential policy reforms, significantly address the issue of boy child vulnerability and address them equitably.

KEYWORDS: Boy- child, participation, retention, determinants.

INTRODUCTION

Every child has a right to quality education. Access to education will continue to be facilitated for vulnerable groups (both boys and girls, orphans, children with disabilities and special needs), School health policy (2009). Having joined the United Nation (UN) on the 1st July 1965, and Kenya in her provision for education is bound by all UN charter provisions like, the 1946 charter, which declared education a basic right to all children. Children are the most vulnerable members of the society by virtue of their age and stage of growth. Therefore, their rights should be safeguarded and protected, as articulated in the United Nations Convention on the Rights of the Child (UNCRC, 1989), defining children as all persons under age of 18 years. In article 2 & 3 of the same, children are sited as having rights against all forms of discrimination or punishment. African Charter on Rights and Welfare of the child and as enshrined in the Kenyan Children Act 2001, these include Survival Rights, Development Rights, Protection Rights and Participation Rights.

The World's forum for education in Dakar Senegal (2000) stating all Nations understanding that the provision of universal basic education is essential for economic growth, social stability, functioning of a stable and equitable community of research into gender issues all over the world. In Africa, international bodies and educationalists began in the 1960's to look into ways girls and women were fairing in education. By 1970s pro-female initiatives by some African governments to encourage enrolment of girls in schools were started. All the attention was drawn to a girl child and the welfare of a boy child was not brought into picture consequently a boy

child has continued to suffer silently without much attention and in the real sense he has become vulnerable.

The affirmative action programmes carried out and the fact that southern countries are richer than those in sub-Sahara Africa, some countries of south like Botswana, Lesotho, Namibia and Mauritius, female enrolment levels actually exceeds that of male at both primary and secondary levels. However, according to FAWE (1996), in terms of enrolment there has been a marked improvement within most countries in the continent. For example, females now constitute 50% of children enrolled in grade one in Kenya, Zimbabwe, Tanzania and Rwanda. There has been rise from 22% in 1961 to 50% in 1990 in primary school and 4% at secondary level in 1970 to 15% in these countries. All over the world there is agitation for equal rights after realizing that education has much more direct and powerful bearing on social positions of a person (Wise, 1994) UNESCO concurs with Wise 1994 that there is a strong positive correlation between levels of employment rate and education, despite this strong view about education the number of boys who join and remain in school have remained low in virtually all countries over the world (Maicibi, 2005).

According to United Nations Children Fund (UNICEF) in Ghana it has cautioned the country against neglect of boy-child education, too much emphasis on girl child education though appropriate was leading to neglect of issues contributing to boy-child education, recent statistics on enrolment by Ghana Education Service (GES) estimates Ghana's primary school enrolment for both boys and girls to be at 83.3% while gross enrolment for boys was 86.2 % for girls was 80.3%. However it was established that in the upper East and Upper West regions

their number of girls in schools outshined that of boys. Thus, Upper East schools enrolment was 80.4%, gross enrolment for girls is 79.2%, Upper West, gross enrolment for girls is 79.2% and that of boys is 75.6% when the total enrolment of both sexes is at 77.3%. Consequently the Upper West and East regions have the highest gender parity rates in the country -1.05 and 1.02% but have lowest number of boys in school. The 2007/08 gender parity index (GPI) conducted by the Education Management Information System (EMIS) of the Ghana Education Service (GES) estimated Ghana's GPI at (Daily Graphic/DS accessed 19th March 2012)

Gender issues need to be tackled from different fronts. One of the fronts is from the policy level, another could be at ground level, the school community where the gender issues secondary are directly experienced and lived. Much has been done at policy level in Kenya and only a little at school and community level. There is still a lot to be done and teachers should be particularly involved in this. However, before we can participate fully in this we need to know what goes on in the classroom situation in terms of gender (Ogbay, 1999).

A lot of research has consistently found that there is a strong correlation between education and socio-economic status of household (Bhagwati and Kamati, 1997). Household socio-economic status is very powerful predictor of school achievement and dropout behavior. Historic dropout was due to poverty and poor economic condition of household, parents cannot bear or afford school expenses for their children. Incidents of poverty are estimated at 56% of Kenya population where 82% of poor people live in the rural areas and 18% in the urban areas. Nyanza has a poverty incident of 46.5% about half of the province population is currently in poverty (KIHBS 2005/2006). In terms of intersection with poverty in household boys are families is heavily dependent on the labor of children especially in such situations of poverty, the cost in real terms are too high and schooling is seen as a poor investment which provides no sure access to better employment (Bhagwati and Kamat, 1973). Further to that (Najema, 1993) argues that poverty and fiasco crisis which force families to cover shortfalls have a devastating impact on household and education systems as far as girls education is concerned, but it is the same case with the education of a boy child.

Gender difference have their oppressive tendencies right from birth, boys and girls are treated differently (Kibera and Kimonti, 2007) argues that a girls education is most important for development; while (King, 1991) contests that it is important to educate both female and male students. (FAWE, 1997) enumerates a number of reasons in favors of educating a girl child, he sees it as having the highest return investment in developing countries: he goes further to say it has multiplier effects and empowers women to bring about other necessary changes like family size, increased income and market productivity which women cannot achieve single handedly they need the boy child to be educated too. (Muller, 1990) agrees that educating both male and female brings more benefits to the society

The over emphasis on the girl-child education in Central Province has seen the number of boys attending

schools going down and has contributed to the decline in boy child enrollment in schools in central province, it has been noted by stakeholders. In some districts like Tetu there is only one boys' boarding school Kimath Boys, an indication that much emphasis is being put on girl child at the expense of boy-child. Further to that most mixed secondary schools in the region have been converted into girls' boarding schools that leave the boy-child with few options. Some boy-child has been reported to have dropped out of school to join illegal groups such as *mungiki*. (Education News, 2012).

The situation is worsened when score of father who should be role models to their children have been reported to be consuming too much illicit brew that has consequently led to the decrease in birth rates. 2011 KCPE results indicated that the number of girl who registered for examinations were more than boys by 14,443 in Nyeri County. This has been greatly contributed by the fact that boys drop out of school due to high poverty level that turns them into working in coffee farms, tea farms, quarries, hawking and rice farms especially in areas like Mwea, Nyandarua and Murang'a. Some boy child has also dropped out of school due to discouragement of high marks required in order to join form one. Oppression from home and high expectations, that man is the only person who can be a bread winner for the family. This has greatly contributed to increased cases of child labor and abuse. Statistics show that Central Province has 4,535 ECD Centers, 2,885 primary schools, 1,049 secondary schools, 25 special schools, 83 non formal institutions, 14 Technical Training Institutes, three College of Science Technology and , five Public Teachers Training Colleges. The enrollment in various institutions is as follows: ECD 182,783, primary schools (796,793), public secondary schools (286,530), private primary (149,089), (private secondary schools) 17, 410 and Teachers Training Colleges 4, 203. (Education News, 2012)

A boy child education is more endangered with more girls enrolling in school than boys in Bungoma County. A survey done in has revealed that most young men in informal business popularly known as bodaboda are school drop outs leading to a decline in the number of the male in schools. Statistics reveal that candidates registered for the Kenya Certificate for Secondary Education (KCSE) 2011, the number of girls were 1,581 above that of boys who were 1,526 while in primary schools, the registered candidates to sit for Kenya Certificate of Primary Education (KCPE) 2011, the number of girls were 2,723 above that of boys who were 2,606. This statistics, are evidence enough that if no action is taken towards boy child education, sooner or later the number of educated men will drop. It is a great concern because it is likely to impact negatively in the future since there will be shortage of educated men from this region. (Wachiye, 2011)

STATEMENT OF THE PROBLEM

FAWE, 1997 enumerates a number of reasons in favors of educating a girl child, he sees it as having the highest return investment in developing countries: he goes further to say it has multiplier effects and empowers women to bring about other necessary changes like family size,

increased income and market productivity which women cannot achieve single handedly, they need the boy child to be educated too. But (Muller, 1990) negates FAWEs view by arguing that educating both male and female brings more benefits to the society.

Many Non Governmental Organizations (NGOs), International bodies as well as government have made efforts to address issues affecting the girl child echoes MOEST,(2003).The status of gender equity and equality in basic education has highlighted challenges facing the girl-child in particular, but non at all has looked at issues affecting a boy child making him more vulnerable than the girl child since so much attention has been directed to a girl child ignoring the fact that both are equally vulnerable and equal attention needs to be directed to both children. The goals of education should serve the people of Kenya and the needs of Kenyans without discrimination of any nature as stipulated by (Ominde commission, 1963)

There is no clear way to defend the boy-child as compared to the girl-child when it comes to oppression. Speaking during the official visit at Central province, Prof Ongeru appealed to relevant authorities not to neglect the boy-child. He reminded them not to forget that it is their responsibility to ensure the gender gap in access and performance is bridged. He called on the stakeholders to critically look at issues affecting the access of the boy-child in education and arrest the situation before it gets out of hand. (Education News,2012). It is with this backdrop that there arouse need to critically look at the issues affecting boy child participation and retention in secondary schools, it nonetheless called for thorough investigations to understand the factors that might be militating against boy-child role in education, especially in Kisumu East.

PURPOSE OF THE STUDY

Purpose of the study was to investigate the role of a boy-child participation and retention in secondary school in Kisumu East and determine appropriate interventions, processes, activities for promoting effective and efficient participation of boy-child in education and completion rates.

OBJECTIVES OF THE STUDY

The study was guided by the following objectives:-

1. To determine the extent to which the socio-economic factors affect the participation and retention of a boy-child in secondary education in Kisumu East.

2. To establish other factors inhibiting the participation and retention of boy-child in education in Kisumu East.
3. To explore some of the legal policies that influence boy-child participation and retention in secondary education in Kisumu East.

THE FINDINGS OF THE STUDY

As a result of Free Primary Education (FPE) most schools are understaffed and hence overloading the teaching staff. Many School Management Committees are of the opinion that as a result of the ban of levies, they are unable to recruit extra teachers through the P.T.A and this has seriously affected the pre-school units (Republic of Kenya and UNESCO, 2003). These problems are contributing to higher school drop out as they did during the 1974 FPE intervention. Though FPE was a political promise made by NARC government as a move towards the right direction for the achievement of EFA, the official rhetoric is that the FPE is working smoothly and the current problems the implementation is facing are just teething problems, Economic Survey (2003). According to Abagi, (2003), issues of relevance, equality and school outcome of basic education is yet to be satisfactorily researched on and responsively resolved. One of the focuses of this study was to map up the performance of boy-child and girl child both in KCPE and KCSE examinations to determine the transition rates and to provide some insights into skills learners acquire when they leave school. Deolalikar (1999) emphasized that Kenya has an examination oriented system of education. Thus scores in national examination are used for selection and placement not only for higher education and training but also in the workplace. Besides the education scores are used by the government, parents and the general public to judge the quality of education in the country so that students who score high grades have a chance of progressing to higher levels and placement in good jobs.Child labor also exists. The 2009 population Census Analytical report on Employment reported 46.5% child labor in Kenya. International Labor Organization (ILO) (1998).

Dropout rates and non enrolment are fairly high as revealed by 2009 population Census' analytical report on Education.41% of Secondary School going age (14-17) years were out of school citing high cost of secondary education and increasing poverty levels as the main dropout cause. Non enrolment in the same age group varied by province and sex as shown in table1.2

Table 1.2: Non Enrolment at the age 15-17 years (2009 Population Census)

Province	Male	Female	Average
Nairobi	3.3	4.3	3.8
Central	1.5	1.4	1.45
Coast	12.6	23.9	18.25
Western	4.0	3.5	3.75
Eastern	5.3	5.5	5.4
North Eastern	67.7	80.5	74.4
Nyanza	1.4	1.5	1.45
Rift Valley	13.7	14.2	13.95

Source: Central Bureau of Statistics Kenya 2012

The above scenario is an indication that some students of secondary school going age do not access school. The low secondary school enrolment denies the country full social and private benefits of education. The 2000-2008

Development Plan therefore aims at effective management for sustainable economic growth and poverty reduction. However in Kenya there has always been a low secondary average national enrolment as shown in Table 1.3

Table 1.3: Enrolment in secondary schools in Kenya

Year	Number of girls	Number of boys
2000	264,766	353,695
2001	268,730	345,788
2002	275,690	3533,372
2003	236,146	295,196
2004	273,400	336,439
2005	290,581	341,807
2006	305,327	352,926
2007	323,625	363,846
2008	327,098	373,440

Source: Examination Council of Kenya (2009)

From the above tables, it is clear that purposeful plans of action led to an increase in female enrolment in schools after 2000. While more boys than girls were enrolled in 2001, a difference of 138,000.00, by 2008 the difference was at 623,332.00 up from only 33,964 in 2001, while that of boys was 19,745 in the same period. Table 1.3 indicates that the numbers of both the figures of boys and girl have

gone up but there is still a margin to be filled before equality can be achieved. However female students appear to be excelling in terms of enrollment in schools. Such trends tend to raise eyebrows over if gender issues have been dealt with adequately. The leap in enrolment does not bring a leap in performance (Eshiwani, 1993).

Table 1.4: Enrolment in Secondary Schools in Kisumu County by Gender (2005-2010)

	2005	2006	2007	2008	2009	2010	2011
Boys	3,291	3,456	3,554	3,704	3,834	4,023	4,243
Girls	2,011	2,200	2,450	2,663	2,709	2,789	2,897
Total	5,203	5,656	6,004	6,367	6,543	6,812	7,140

Source: TSC Unit Statistics 2012

From the data given in Table 1.4 above, it is clear that the enrolment of Kisumu East has not been increasing proportionately with the population increase. Coupled with high cost of secondary education, overloaded curriculum, rising poverty levels, opportunity cost, many Secondary school going age have been left out of school. The current priorities of the government include improvement of access, quality, relevance and management. It aims at improving access by ensuring affordability and equity of secondary education. However trends of disparity in enrolment goes further down Kisumu East whereby boy-child enrolment is higher than that of girl child but it is not a good indicator since the boy-child enrolment has always been higher than that of a girl child since the 1990s.

Providing educational opportunities to all Kenyan children is central to the Government; Poverty Reduction Strategy and the Plan for Economic Recovery (Republic of Kenya, 2005). The Government of Kenya is committed to implementing the proposed education reforms through the proposed education reforms while counting on the support of domestic stakeholders and development partners. Boys participation at all levels should improve through such policies. At secondary level they are: The National School Health policy (2009) states that a healthy and hygiene school environment is actualized by safe, adequate water supply, adequate sanitation and appropriate hygiene

promotion. The health benefits of safe and hygienic environment reduce diseases and infections to enhanced psycho-social well-being afforded through factors as the dignity that go with the use of clean toilets (Republic of Kenya, 2009).

The policy measures for addressing the problems related to retention have began with the enforcement of the children's Act which provides for the right to education by every Kenyan child. According to Republic of Kenya (2009), the feeding programme shall be established in all schools. As for protection Rights, the following shall be assured:

Stringent enforcement of existing protection measures against drug abuse by reinforcing the relevant sections of the children Act 2001. Provision of awareness campaign on dangers of drug and substance abuse, accessible and affordable rehabilitation and rescue centers for children in conflict with the law including those in drug abuse.

Affordable specialized medical care for addiction to drugs and other substance; Awareness campaign and information on the dangers of sexual exploitation, Provision of free medical treatment for all sexually abused children

Life skills shall be part of the school curriculum, Peer education programmes will be critical to improve effective communication. Schools and the community shall plan

and implement education programmes that promote positive socio-cultural behavior among children; The School shall have adequate provision for guidance and counseling services.

The participation Rights for children should also be addressed whereby; children are entitled to the freedom of expression of opinion and to have a say in matters affecting their social, economic, religious, cultural and political life. Participation rights include the right to express opinion and be heard, the right to information and freedom of association. Respecting these rights as they mature helps children bring about the realization of all their rights and prepare them for tasks and roles in society (Republic of Kenya, 2009)

Poverty has been cited as being one of the factors that negatively impact on boys and girls effective participation in education. According to UNESCO (2003), many children have either lost one parent or both. As such depending only on one parent or living with grandparents or even on their own. Further to that, though alive many parents are unemployed and therefore have no means of earning a livelihood. Consequently children suffer all

kinds of deprivations including food to eat. In such as case they are unable to afford school related costs. Poverty is wide spread in Kenya with over 58% of the population living below poverty line of less than a \$1 a day (Poverty Reduction Strategy Paper No. 1 2001; Economic Recovery Strategy, 2003-2007, KESSP, 2005; Republic of Kenya 2007; demand for education in the socio-economic status of the clients of education system (UNESCO,2004a, UNICEF, 2004b) poor household are entrapped in a poverty cycle and lack both capacities and resources to enable them afford adequate and balanced food (Republic of Kenya, 2006),consequently it is the inability of the poor to meet educational costs for their children and the boy-child is mostly affected. This is evidenced when Makabila, (2009) reported in the standard newspaper that 'lack of fees hindered the top KCPE boy from Teso District from joining form one.

According to Republic of Kenya (2009), Secondary school completion rates remained steady and low through the 2000s and it shot up from 50% in 2009 to 52.6% (boys 52.5% and girls52.6% in 2001.

Table 1.5 Secondary School Completion Rates by gender 1998 - 2009

	1998	1999	2000	2001	2002	2003	2004	2005	2006	2007	2008	2009
Boys	45.7	46.4	44.7	44.5	44.6	43.0	45.1	46.3	46.4	47.7	48.3	52.5
Girls	40.5	41.6	48.2	42.2	43.0	42.1	43.5	45.8	48.1	47.8	49.5	52.6
Total	43.2	44.1	46.4	43.4	43.9	42.6	44.3	46.1	47.2	47.7	48.9	52.6

Source: Ministry of Education, Science and Technology.

From the table above it is clear that gender disparity with changing trends for boys who used to record high completion rates than girls over the years before 2009 have now changed and more girls are now being reported to be completing school more than boys this is due to the affirmative actions that have left a boy child completely neglected. The position underscored by the United Nations Development Programme (UNDP) and the reform agenda for education sector in Kenya are in tandem. These two points of view however do not elucidate the fact that completion rates are dependent upon optimum participation and performance at the end of each level and tier. The low transition rates currently being experienced are emanating from constant absenteeism, low expectation from the boy child and in general dismal performance at terminal examinations (UNDP, 2003)

While so much emphasis has been put towards the success of the girl-child, the boy-child might have been neglected to an extent that concerted efforts must also be directed towards reversing the trend of poor performance amongst boys. A close analysis of most academic institutions might reveal an increase in girl-child enrolment, but the same might not be said of the boy-child, whose enrolment might be higher with fewer completing higher institutions of learning. This trend has definitely deprived some of them opportunities for higher learning (Juma,2009).

FACTORS BEHIND GENDER DISPARITY IN PROVISION OF EDUCATION

Guidance and Counseling services or departments in schools are keener on looking at the welfare of a girl-child than those of a boy-child. The participation of boy-child in secondary education is influenced by socio-economic factors, in school factors and individual sexuality based factors as inefficient legal gender, negative attitude of community members and policy in education play an integral role that can either hinder or facilitate boy participation in secondary education, (Republic of Kenya 2004), the GOK has renewed its commitment to enhancing access to quality primary education to increase education opportunities to all school going children. The status of gender equality and equity in basic education has highlighted challenges facing the boy-child in particular. There is need to what implication the same has for policy formulation and implementation that would address the gender gap that exists. The challenges in education systems and the resultant boy-child issues are not new, while the decisions to change the education system are done by the authorities at International and National level, legal frameworks are not put in place for implementation and management at the bottom. Going back to independence, it is not worthy that there is a significant influence of political system on education. The changes education demonstrated by abolition of race as a criterion for the provision of education (Ominde Report,1964) GNC,(2004) states that the traditional socio-cultural

practices and rites were militating against the education of a boy child, the perception that men are the only breadwinners for the family and the puberty rites in some communities whereby youths were taught their roles as adults. Events such as circumcision, tattooing, removal of teeth and others showed that a boy was now considered grown up (Papalia et al,1993) and they no longer needed to attend school(World Education, 2001).

It is high time much resources and research and are re-directed to the family institution to save the future generations of the 21st century. Whilst resources are used to improve technology, infrastructure, development and urbanisation, deliberate effort must be re-directed towards improving family institutions with particular emphasis on both the boy-child as well as the girl-child as the pillars of generations to come. A long-term positive impact could be guaranteed only if there is sustained economic growth that promotes equitable opportunities for the emerging modern society with values that surpass wealth and technology (Juma,2009)

According to Action Aid/Arid lands Resource Management (2003), sexuality issues advanced by both boys and girls inhibit active participation in schools. It makes students not to concentrate on their education because they tend to be conscious of growth in their bodies and looks. Bunyi, (2004) stipulates that even teachers are sometimes perpetrators of sexual harassment and exploitation of both boys and girls. Were,(2003) argues that children do not finish school due to such factors as peer pressure which in cases of boy child it drives them to engage in drugs and substance, watch video and even go to discos to dance MOEST, (2003)

Several factors that are reflected in the modern society could explain the possible negative trend. The family institution that was highly valued in the traditional society faces different challenges, including single parents by choice or circumstances such as divorce, separation, career or death of either of the spouses. In the process, the bringing up of children has been adversely affected. In some cases, the modern man is not in a position to exercise as much authority as in the past based on the ever changing dynamics of the society. In the process, the boy-child may lack a role-model save from his idols in music, games, film, etc.(Juma,2009)

(Muganda,2012) cites boy child as an endangered species that has dominated the airwaves and public domain but whose plight stakeholders derive fun from by just talking about it and using it to sweet-talk donors into pumping in more funds for this so called noble cause. The suffering of the girl child is ironically both under and over-rated and misused too, since her suffering is yet to end while there are numerous bodies whose mission statements start and end with her and are littered with nothing but her suffering. No day passes in Kenya without a long winded news item about a suffering or disadvantaged girl child, or just a solitary woman who is fighting for her rights. When all this is happening the boy-child is forgotten, yet he is under a lot of duress from all quarters, including people close to him who insist that he has to live up to some expectations lest he is labeled a failure. There are far too many boys out there who need help, but are neglected because men have been

domineering, and this dominance naturally passes down to the young men, who invariably have to pay for the sins of the men who came before them.

Ouru & Onsarigo (2012), when citing the Republic of Kenya (2009) avers that, the health policy indicates that children are the most vulnerable members of the society. Therefore their rights should be protected. However, there are no clear legal policies on gender issues in schools especially in relation to a boy-child. It is clear that too much attention is drawn towards a girl child leaving boy-child with a belief that they are hardy and can always protect themselves.

Mugenda (2012) goes further to say that young mothers are increasingly becoming homeless and the streets are littered with baby girls who are pushed by their mothers to beg, borrow or steal and tug at people's heartstrings. Ideally these young mothers and their children should not have been on the streets if all these girl child programmes were working. The girl child related programmes spend years talking about equality, but their efforts espouse only inequality and inculcate in the minds of girls the idea that they are disadvantaged and discriminated against. Consequently they grow up expecting the so called patriarchal society to uplift them or give them what it owes them. The society complain about failed relationships, radio and Television call in programmes that give advice on relationships always blaming men, and yet no one sits down to look at how we poison the girl child mind that oh! Men are bad, men are taking advantage of you, men are hopeless creatures and will never help you, are some of the pieces of advice we give our daughters and they grow up seeing men as enemies around them, (Mugenda 2012).

CONCLUSION

Boy-child education is endangered because most of them drop out of school to join the fishing industry and others drop out of school to fend for their siblings through engaging in economic activities business and other forms of labor to earn a living. The socio-economic factors greatly affect the participation and retention of boy-child in Secondary Schools, where by poverty has been seen as a great hindrance to boy child education. The students lack money to pay fee and to meet other basic needs necessary to keep them in school. The overburdened parents feel secondary education has become too expensive for them and this limits the chances of the disadvantaged but bright students from completing their education cycle. This confirms Olembos' (1985) prediction that secondary education in future will continue to be largely for the privileged few. It also agrees with Njeru and Orodhos' (2003) statement that say "cost sharing in secondary school overburdens parents", this has therefore made majority of students from needy background to drop out of school.

As much as Secondary education in Kenya is subsidized some students are still sent home to look for fee since they still have a fee balance to clear after the government subsidy and this contributes to students dropping out of school when they cannot raise the required amount of money. Some students are forced to join boda boda industry while others opt to join the fishing industry

to support their siblings. It is evident that some students drop out of school because of drug and substance abuse. Some cases of boys dropping out of school and marrying rich women as a way of escaping from poverty was reported, an indication of how vulnerable a boy-child can be. Socially constructed differences and relations exist and are evidenced in the identities, roles, responsibilities, opportunities and attributes assigned to boys and girls in the society. The health policy (2009) states that;

- i) Both boys and girls should be given equal opportunity for education, health and community related roles
- ii) Both boys and girls should pursue their educational goals
- iii) The community should be encouraged to place equal value on the education of boys as well as girls

RECOMMENDATION

Schools should offer Psycho-social support to boy child and to ensure that they have qualified staff on Guidance and Counseling services, in that all the records of students are captured on admission and can be accessed any time they are required. Follow up activities should be done especially to the student to ensure they are in school. Those in drugs and truancy should also be closely monitored and assistance given in good time before the situation gets out of hand.

Life skills should be included and taught as part of the school curriculum. Schools and community should plan and implement education programmes that promote positive socio-cultural behavior among students and to discourage negative cultural beliefs and practices that discourage boys from continuing with education after initiation. To a great attempt try to enforce the existing policy measures that touch on the section of Children Act 2001 and to ensure that there is effective communication within the students.

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