

**THE EFFECT OF SOCIOBACKGROUND FACTORSON BOY
STUDENTS' COMPLETION OF SECONDARY SCHOOL EDUCATION IN
KIENI EAST DISTRICT, KENYA**

By

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EDU-3-0820-3/2009



**A Research Thesis Submitted to the Faculty of Education and Social Sciences in
Partial Fulfillment of the Requirements for the Award of Masters Degree in
Education Leadership and Management of Kenya Methodist University**

KENYA METHODIST UNIVERSITY

June, 2012

ABSTRACT

Investment in education is among the top priorities in the political agenda in many nations. This is because of the important role it plays in social and economic development. The education of boys in the African set up is widely recognized as the most effective investment which leads to development in a nation. Access to good quality education can provide boys with the tools to exercise their basic role as future family leaders and bread winners. Due to over emphasis of girl child education, gender disparities do exist in educational systems. Retention and completion of education for boys in secondary schools has been an issue for sometime now. Many boys are reported to be dropping out of secondary school. It is because of this reason that this study was designed to establish the effect of socio background factors on boy students' completion of secondary school Education in Kieni East District in Kenya. The study was aimed at determining the opinion on gender deference in secondary school completion, the influence of poverty on boys' completion of secondary school and identifying school based factors affecting boy students' secondary school completion. The study used the descriptive survey design and targeted a population of 7,000 students and head teachers. Questionnaires were used to gather data for the study. Both Qualitative and quantitative methods were used for data analysis. The result showed that: there was gender disparity in secondary school completion among students in Kieni East District; Poverty exposed the boy child to more risks of not completing school since the boy child was used as a supplementary bread winner, curtailing his education; School dropout was directly linked to drug and substance abuse among the boys. Those boys who abused drugs were unlikely to complete school. These findings would benefit ministry of education when setting gender policies in education. Teachers may also benefit by understanding the factors affecting boy child and therefore, enhance counselling programmes in schools.