

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya

By

Omar Salim¹; Celesine Ndanu² & Sr. Dr. Achieng A. Lucy³

¹Catholic University of Eastern Africa ² Catholic University of Eastern Africa; ³The Catholic University of Eastern Africa, Nairobi, Kenya

Abstract

This study investigated Social-Economic factors influencing boys' dropout in public day primary schools in Kemeloi Zone in Nandi South Sub-County, Kenya. The study was guided by four research questions: What is the effect of circumcision practice on boys' dropout in public day primary schools in Kemeloi Zone? What is the effect of *busaa* drinking and selling (a local concocted brew) on boys' dropout in public day primary schools in Kemeloi Zone? What is the effect of *bodaboda* (Motorcycle Taxi) business on boys' dropout in public day primary schools in Kemeloi Zone? What strategies have been put in place to control boys' dropout rate in Kemeloi Zone public day primary schools? Kemeloi Zone was chosen due to the rampant *busaa* drinking in the area as compared to other zones in the Nandi South Sub-County. The drop-out rate of boys is also notably high in Kemeloi Zone unlike other Zones according to the Sub County Report (2019). This study was anchored on Naturalistic Ethnographic Evaluation Theory by Guba. The study also employed Education Production Function (EPF) model. The study was guided by both qualitative and quantitative paradigms. Explanatory and phenomenology design was used for qualitative data collection and descriptive survey design was applied in quantitative data collection. Both probability and non-probability sampling was used entirely in sampling the respondents. Questionnaires and interview guides were used as data collection instruments. Quantitative data was analyzed through regression on SPSS and reported in form of frequencies, percentages, means and standard deviations. Nvivo was used to analyze qualitative data which was reported through narratives and direct quotations. The target population was approximately 7000 respondents. From this population a sample size of 1 Sub-County officer, 2 curriculum support officers, 30 schools, 30 head teachers, 90 teachers, and 450 pupils was sampled. Ethical considerations were adhered to in the research study. The results of the study revealed that circumcision of the boys, *busaa* drinking and selling (a local concocted brew) and other Economic Activities influence boys' dropout. Boys who had undergone the initiation/circumcision rite of passage sometimes create problems during teaching/learning process. The performance of boys who have undergone initiation/circumcision rite of passage in examination was fair. It was found out that there is an effect of *busaa* drinking and selling on boys' dropout. The school attendance of the boys who indulge in the *bodaboda* business was irregular. The findings recommended that strategies be put in place to ensure that circumcision does not hinder school attendance/ learning process/ generate indiscipline problems.

Key Words: Kenya, Social-Economic factors, Boys' Dropout, Public Day Primary schools, Kemeloi, Nandi South Sub County

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya

By

Omar Salim;¹ Celesine Ndanu² & Sr. Dr. Achieng A. Lucy³

Introduction

The article aims at analyzing the social-economic factors influencing boys' dropout in public day primary schools in Kemeloi, Nandi South Sub-County, Nandi County Kenya. A major foundation for Social-Economic and political development of any nation globally is primary education. Therefore, if the quality of primary education is compromised, the schools may not give adequate knowledge, skills, and attitudes to pupils that a country needs in its citizens in order to guarantee the role of education in development. Therefore, education is seen as the determinant of character and pace of social and economic development in any nation. The high dropout rate of boys means that the resources used for providing education for that particular child are wasted because they have not acquired the necessary skills, knowledge and attitude to effectively participate in the total development of the nation. This wastage due to the dropping out of boys from school has caused concern to the government, educators and all other education stakeholders.

The term school Drop-Out is especially used to describe individuals who leave an activity, a course, a programme, or a school, before completing its requirements. However, Kiobya (2013) notes that school Drop-Out is defined as the breaking off from schooling for the rest of the term without a final certification, death and changing of school excluded. Therefore, school Drop-Outs characterizes those minors who fall outside the usual parameters given by society. They no longer belong to those acting inside the usual parameters. On the one hand school dropout indicates an action; on the other hand, it also indicates the persons, who fall outside the usual parameters. They become outsiders of the system. In this study the usual parameters mean the education system. He notes that the term school dropout is more commonly used in formal education at primary or secondary schools. The term 'school Drop-Out' most often designates an elementary or secondary school pupil who has been in membership during the regular school term and who withdraws, or is dropped from membership.

According to the Nederlands Jeugd Institute (2010), the number of school Drop-Outs at the age of 15 to 25 years without stating qualifications had decreased in the last ten years. In 2009, nine percent of all youths dropped out of school without entering colleges, while in 2001 it was 15 percent. The case study report of 220 students further indicated that males drop out of school more often than their female counterparts. However, the dropout in Netherland is experienced at secondary and college levels. The major disparity in that, while in the USA is on the rise, in the Netherland, its declining.

Archambault, Janosz, Fallu, and Pagani (2009), observed that causes of Boy-Child wastage vary in different places. They called for various studies on drop out to be carried out in various regions and come up with ways of minimizing the dropout rates and improving efficiency in education. Kenya has not been left out in this research of dropout of boys from public primary schools. World Bank, (2004) carefully pointed out that due to the emphasis on

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

girl-child education and the Re-Routing of girls back to school, the dropout rate of girls had declined while that of boys is on the increase.

Miller (2006), cited the problem of school Drop-Out as the most often discussed topic in the field of education. It was first publicly cited as a problem after the regional declaration for Universal Primary Education (UPE) made in each region in the early 1960s. In 1971, UNESCO published its first research on the problem of wastage in education, a World problem, UNESCO attempted to portray the problem by comparing and contrasting the situations among countries in different regions. This was the first attempt to depict the problem in a comparative perspective based on gender after recognizing that the issue was a World-Wide phenomenon. However in the qualitative research the problem of wastage was flawed in favor girls than boys.

Mills et. al., (2009), cited in the United Kingdom, the underachievement of boys started making headlines in 1995 following the marketization of education. This followed the need to raise the school performance in the country since the national economic growth was associated with academic achievement. Schools are expected to contribute to the economic growth of the country and it is hoped that the economic growth will be realized through high standards in education. In this research the cause for underachievement among the boys especially truancy was specifically not highlighted.

Morara and Chemwei (2013) stressed that the reluctance of many parents to educate girls when faced with a choice between educating them and educating their own sons (Republic of Kenya, 1999). A view supported by United Nations Development programme UNDP (1999) through their findings done in Kenya. When parents were asked what they would do if they had to make a choice about who stayed in school on cost grounds between boys and girls, majority indicated that they would withdraw their daughters from schools.

This attitude is partly influenced by the traditions of matrilineal family systems in which the girls will eventually leave their parent's home to get married. To many parents therefore educating a boy is a better investment than educating a girl child. Another factor relating to the Drop-Out of girls from school is pregnancy. In 1994, the Ministry of Education (MoE) allowed girls to continue with education after dropping out of school due to early pregnancies (Republic of Kenya, 1999). With their Re-Entry participation rates were meant to increase. However, the problem of school dropouts still persisted. Reporting on a case study carried out on Girl-Child education in Wajir and Mandera Sub-Counties in Kenya, he said that girls drop out at the ages of 12-13 for early marriages to wealthy men, because their parents fear that if they get old enough and lose their virginity they may not get husbands. Such a study needs to be carried out in Nandi County especially in Kemeloi (Siringi, 2002).

The Republic of Kenya (1999b) outlines other constraints faced by girls that explain their high school dropout and repetition rates. These factors include Socio-Cultural practices such as early marriages. A study by Okumu (1992) as quoted by Morara and Chemwei (2013), based on girl education in Nairobi, have found that economic constraints have had the most devastating impact on girl participation in education. This is because parents prefer to limit their limited financial resources to boys' education which they believed fetched more returns.

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

Muganda (1997) has reported a similar situation in her study of the effects of dropping out of secondary schools among girls in Shinyalu, Kakamega District. In her study, she found out that the lack of fees accounted for 90% of the school dropouts from secondary school. Those who dropped out were mainly found among the poor families. The researcher also found out that although the parents believe in equal access to educational opportunities regardless of gender, the participation of girls lagged behind that of boys.

Statement of the Problem

The consumers of the Killer brew turn out to lose eyesight as it tampers with the nervous system leading to complete blindness. They even die suddenly before reaching the nearest hospitals for emergency treatment due to the devastating effect as a result of consuming the killer brew as witnessed in Ziwani and Shauri Moyo in Nairobi County (Mose, 2016). Most people concur that most of the affected males whose organs are chopped off by either knives or pangas are likely to be primary school dropouts. Other school dropouts turn to rogue ways to earn a living in pretence of bodaboda business. They steal, rob and injure their customers especially during the wee hours of the night.

A report from the Sub-County Education Officer, Nandi South Sub-County education office Data-Base (2017) indicated that more boys than girls are dropping out of school, a matter of concern for this study. In the last eight years (2010 – 2017) there has been a consistently high dropout rate among boys from public primary schools within Nandi South Sub-County. For instance in the year 2013 the total number of boys from class one to class eight was 22465 boys by 2014 the number of boys reduced to a total of 22007 boys an indication that 458 boys had dropped out of school from grade one to grade eight. In 2015 the number of boys had reduced to a total of 21696 boys in the eight classes meaning that 311 boys had dropped out of school in the Sub-County. In the year 2017, the total number of boys in the eight classes reduced drastically to 20514 boys. Unfortunately from these statistics most of these school boys' dropouts come from Kemeloi Zone. This trend is an indication that the number of boys in public primary schools in Kemeloi is consistently declining and therefore threatened squarely by the Boy-Child dropping out of school. This gave the impetus for this study.

This study was conceived due to the important need to contribute knowledge and to unearth what contributes to school dropout among the boys in primary schools in Kenya in general and in Kemeloi, Nandi South Sub-County in specific. In particular, this study therefore proposed to find out Social-Economic factors leading to public primary school boys' dropout in Kemeloi, Nandi South Sub-County.

Objectives of the Study

- (i) To find out the effect of circumcision practice on boys' dropout in public day primary schools in Kemeloi
- (ii) To establish the effect of busaa drinking and selling (a local concocted brew) on boys' dropout in public day primary schools in Kemeloi

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

(iii) To assess the effect of bodaboda business on boys' dropout in public day primary schools in Kemeloi

(iv) To examine the strategies that have been put in place to control boys' dropout rate in Kemeloi public day primary schools

Theoretical Framework (Naturalistic Ethnographic Evaluation by Guba (1978))

Naturalistic evaluation approach is a type of evaluation that relies on qualitative methodology but gives evaluators freedom to choose the precise method to collect, analyze and interpret the data. It combines the assumptions and methods of naturalistic inquiry with various approaches that attempt to blend evaluation into the cultures and lives of people involved. It is where any qualitative research project intent is to provide a detailed in depth description of everyday life and practice (systematic study of people and cultures).

Guba (1978) believes that this type of evaluation can yield a more meaningful picture of an educational program than would be possible using traditional scientific methods. Ethnographic evaluators immerse themselves in the program they are studying in the day today activities of the individual being studied. Their data gathering tools include field notes, key informants, interviews, case histories and surveys. Their goal is to produce a rich description of the program and to convey their appraisal of the program stake holders.

Conceptual Framework

Kombo and Kisilu (2006) affirmed a conceptual framework as a research tool intended to assist a researcher develop awareness and understanding of the situation under scrutiny and communicate it effectively. It asserts that withdrawal from school, even temporary withdrawal, is based on the notion that dropping out is best viewed as a process that takes place over time rather than a particular time.

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

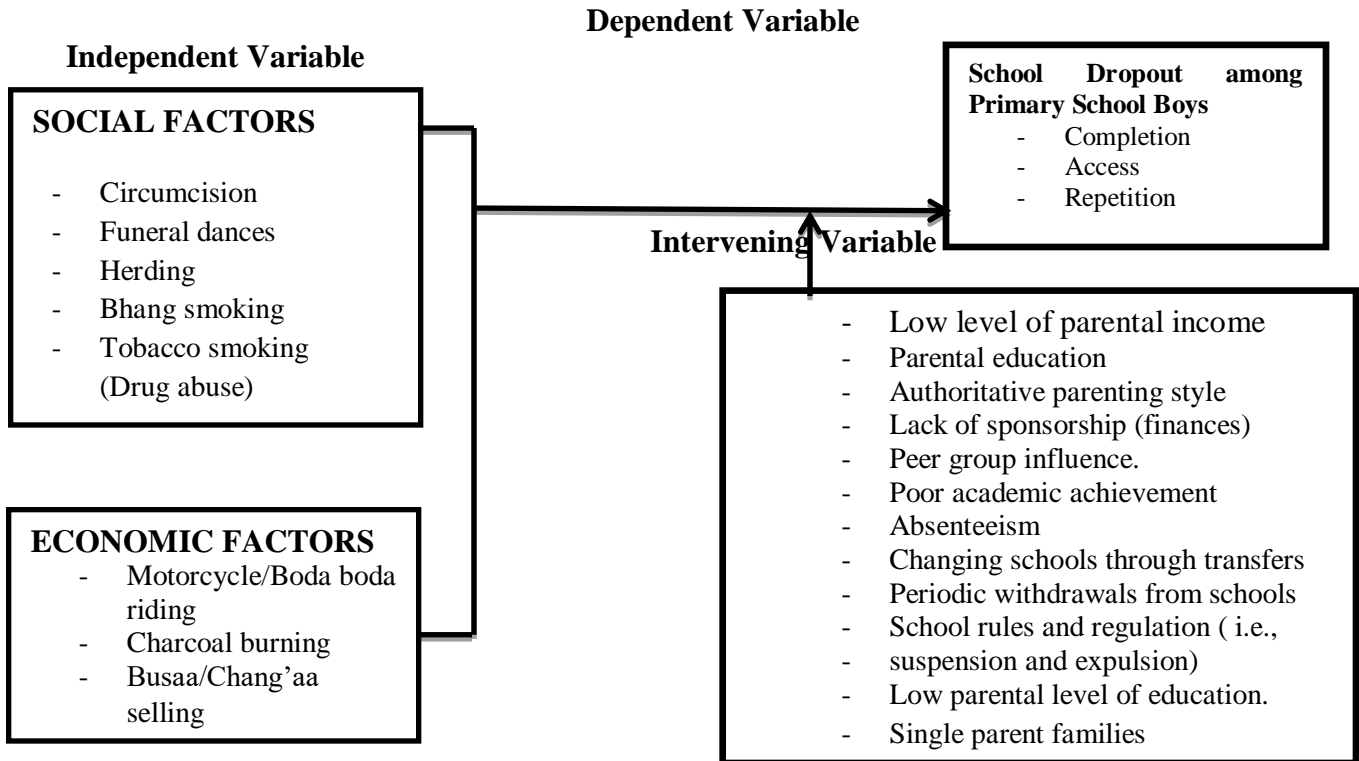


Figure 1: Conceptual Frame Work

Source: Field Data, 2019

The Figure 2.1 shows the relationship between the independent variables: social factors and economic factors with dependable variable which is school dropout among primary school boys. Social factors various practices that the students are involved like circumcision, funeral dances, herding, drug abuse (bhang smoking and tobacco smoking). Economic factors influencing school dropout includes students being involved in motorcycle/bodaboda riding, charcoal burning and busaa/chang'aa selling. The extraneous variables involved the low level of parental income, parental education, authoritative parenting style, lack of sponsorship (finances), peer group influence, poor academic achievement, absenteeism, changing schools through transfers, periodic withdrawals from schools, school rules and regulation (i.e., suspension and expulsion), low parental level of education and single parent families.

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

Review of Related Literature

The Effect of Circumcision on Boy-Child Dropout Rate

Ogachi (2006) asserted that education is the main avenue through which a society's culture is transmitted from one generation to another. At the same time, through education the development of people intellect and creativity is assured, education lays the foundation for social and cultural change. It is through the education process that members of a society acquire the knowledge, and normative system that they require to live in society. At this point, the process of education can be equated to that of *socialization*. However, school dropouts especially among boys greatly hinder the educational process. Globally the high cost of school dropouts is not just the problem to the individual but the entire nation at large.

Socialization is the process by which young members of the community are integrated into the community. By this process the new members are taught norms, values and roles to which they are expected to conform (Haralambos & Holborn, 2014). Boys and girls are socialized at an early age into their gender roles, through toys, books, and role models presented to them (Burton, 1993). Deviations from the expected behavior are disapproved, ridiculed, or even punished. Therefore, boys learn to be "males" or "masculine" at an early age. The family, friends, society, and media play a part in helping boys define what is masculine.

Askew and Ross (2006) reiterate the media representation of a male is that of being "tough, strong, aggressive, independent, brave, sexually active, rational, intelligent especially after initiation." Rayment (2006) affirms similar traits: strength either mentally or physically or both, clever, unemotional, aggression and breadwinners. Some stereotypes found in many black communities where young men and boys have been socialized by culture into believing that real men do not cry are physically strong, decision makers, initiate sex, have several partners, fight back and are never beaten by girls and women. It is part of the dominant masculinity for boys not to show any emotions. They easily drop out of school after being punished by female teachers (Otipa, 2006).

World Bank report (2005) asserted that education had been cited by early economic experts as the corner stone for all economic and social stability within any country. Furthermore education has the power to alleviate poverty all over the world through developing people's skills that increase their personal income and therefore the best way to attain Self-Reliance in economic growth and development. However, in the World Bank Development Report (2012) affirmed that more than 350 million people or over half of Africa's population, live below the poverty line earning less than one dollar a day. This implies that poverty to a large extent excludes children from school.

Hanushek (2018) observed that these school dropouts and school leavers were feared to have formed an explosive sector of society and gangs which could have disrupted any negotiation process between two opposing political sides. In the longer term these youths are one of the most dangerous challenges to the political life of a new representative government. In the Republic of South Africa, most school Drop-Outs from Post-Primary education have the potential for causing social unrest. They tend to join the unemployed in urban areas causing the

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

political tension before the elections. School Drop-Outs itself create unemployment; moreover, it can bring about a situation where the dropouts have higher vocational aspirations and hence creating the Un-Educated but unemployed population (Saha, 2014).

Mwangi (2010) also observed that a combination of poverty, disease and backward cultural practices continued to deny the Girl-Child her right to education. Even with the introduction of free primary education, access to education still remains a pipedream to many Kenyan children. Despite the introduction of free primary education in the country, which accounted for an increase in enrolment, a sizeable number of children particularly girls still find themselves out of school, owing to a number of reasons not stipulated by any researcher. The need for this study to explain the reasons as to why boys drop out of school in Kenya especially in Kemeloi (United Nations, 2012).

Omae (2012) submitted that gender differences (specifically in African Countries) between the decision maker (household head) and the adolescents play an important role in the family's investment in education. In many developing countries (including Kenya), girls are expected to contribute to child care or domestic production at a much earlier age than boys. This guarantees boys more access to educational services than the girls. Some communities like the Maasai regard the education of girls as a low priority than that of the boys and therefore giving more preference to boys than girls in educational matters. Evidence indicated that gender differences are also extended from the household to the school level, where boys disregard girls while in classroom situation. No one is concerned on why boys have less access to education.

The Effect of Busaa (A Local Concocted Brew) on Boy-Child Dropout Rate

The degree of Boy-Child dropout varies between and within countries. According to Ananga (2011), the Boy-Child of the 21st century is faced with many problems that make him drop out from school. An International conference on drug abuse in Kampala 2013 reported that young people in consumption countries were the most vulnerable section of the population, especially those in the period of early and late adolescence who are mostly unable to resist peer pressure and start experimenting with drugs in schools or even outside school. This problem of the Boy-Child drop out worldwide has pushed many people to do research on why boys drop out of school and try to search for ways of curbing the problem. However no concrete research shows the influence of busaa on boys dropping out of school.

The National Survey on Drug Use and Health (NSDUH) (2003:1) cited that in 2002, approximately 3.2 million Americans aged 18 to 24 years old were considered to be school dropouts due to substance abuse. The study by NSDUH (2003:2) discovered that substance abuse and the related dropout rates vary according to ethnicity in America. Similarly the University of California (UC) Davis School of Medicine found that, among students who engaged in substance abuse including alcohol and other drugs, teens that smoked cigarettes were more at risk of dropping out of school in America. McCaffrey et al, (2010:1) concur that substance abuse impairs memory, poor school motivation and poor school results which ultimately leads to school dropout. The use of drugs by adolescents can impair their cognitive development

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

(understanding ability) which as a result, can lead to school dropout (McCluskey et al, 2002:933).

Stanard (2003) asserts the cost of social services, lost wages and taxes alone is \$250 million in the United States, 53% of welfare recipients, 82% of the prison population, and 85% of juvenile justice cases are all due to high school dropouts. Involvement in drugs and alcohol plays a major role in the dropout rate and in the effects of dropping out even though it is yet to be highlighted as a crucial factor. The studies by National center for Education Statistics (1998), and Bridgeland et al (2006) identified five major reasons why students drop out of school in U.S.A as a result of drugs. These include; (i) classes not interesting, (ii) missed school for many days and could not cope up again, (iii) spent a lot of time with those not interested in school, (iv) have absolute freedom to do what they like and (v) failing in school.

The Medical Research Council Research Brief (2009:1) study among high school learners in Cape Town in South Africa discovered a strong association between binge drinking, school dropout and low academic aspiration. Townsend, Flisher and King (2007:295) and Townsend et. al., (2010:238) also found a consistent relationship between dropping out of school and substance use. These findings were also maintained by Parry and Phiddemann (2012:2), who discovered that the use of methamphetamine by high school learners in Cape Town led to children absenteeism and dropping out of school. Subsequently, Townsend, Flisher, Chikobvu, Lombard and King (2008:22) affirm that school dropouts have been shown to have a greater use of alcohol and other illegal substances when compared to their peers who are still at school.

Imbosa (2002), cited in his survey of youths in Southern Nigeria, also found out that the source of drugs for drug Using-Students was their friends in the same or neighbouring schools, and students who reported using drugs had more drug using than abstinent friends. Maithya (2009) conducted studies on the issue of drug use and abuse and agreed that there is significant relationship between the person's drug using behaviour and involvement of their friends in drugs. According to him, if an adolescent associates with other adolescents who use drugs, the risk of involvement with drugs is further increased. Confirming this findings Kiiru (2004) argues that peer pressure influences youth to use substances under the false impression that some drugs stimulates appetite for food, increase strength and give wisdom as well as courage to face life.

According to Maithya (2009), an adolescent who is affiliated to Drug-Abusing peers exposes the individual to other drugs. The interest expectation of the peer groups have an important bearing on whether or not a person will try dependence or be lured to taking drugs. He observed that drugs lead to failure to do assignments due to laziness, low productivity, and inability to work effectively which lower student academic performance leading to school dropouts. Many drug users are forgetful and can hardly concentrate; it can also lead to loss of short term memory. When drug users take exams their performance is average or below average because they do not remember what they have learned when they were drunk (NACADA 2005).

Oteyo and Kariuki (2009) found out that drug use contributes to students missing class, failing in test and dropping out of school due to poor grades. Drug use may impair memory by slowing down the coordination of information and may reduce student's ability to remember information that was learned prior to using drugs. They concur that gross impairment, decline in

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

academic performance and school dropouts are a result of drug use. Drugs reduce number of hours spend studying. In their opinion poor academic performance among secondary school students has several indicators such as students failing in test getting poor grades , being absent in class and dropping out of school.

The Effect of Bodaboda (Motorcycles) Business on Boy-Child Dropout Rate

Cabus and De Witte (2012), cited countries like the United States, Australia and some European countries for example Portugal and Spain, teenagers have been drawn to the labour market in greater numbers. While most of (School-Leaving) youth become engaged only in Part-Time jobs with Short-Term employment contracts, this need not imply a break from schooling, as to a certain extent it mirrors increased enrolment in Part-Time education provisions. However, a significant number of them are pulled out of school due to the attractiveness of the labour market. Unfortunately, once excluded from Full-Time employment, and without minimal credential, dropouts' experiences on the job market often do not qualify for an equivalent credential and End-Up earning peanuts (Cabus & De Witte, 2011).

Quiroz (2000), asserted that poverty, being held back in school or repetition, poor academic achievement, academic problems in early grades, not liking school, feelings of “not fitting in” and of not belonging to school, perceptions of unfair or harsh disciplines, feeling unsafe in school, not engaged in school, being suspended or expelled. The personal and social development of dropout students is in danger of being hindered. They are at risk of social exclusion and life prone to poverty. The school dropouts are also less likely to participate in Life-Long learning than their classmates who proceed with their education and training to the fullest completion (Bledsoe, 2002).

Basil (2007), in his study in Nigeria on Socio-Economic Factors Influencing Students Academic Performance, cited a factor that may lead to a Boy-Child to drop out of school. He observed that boys from big families tended to drop out of school to assist their parents in casual labor to support the other siblings. This was found to be a very serious issue if the parents were poor as it was very tasking for the parent to support a big family. Therefore, parents forced their elder sons to drop out of school and assist in income generation to support the family such as cattle herding and working as spanner boys. He points out that poor parental care with gross deprivation of social and economic needs of a child usually accelerates school dropout rates. He believes that good parenting supported by strong economic background could enhance strong academic performance of the child thus curbing on school dropouts.

Mukudi (2004) asserted that some of the parents who were found trading as commercial sex workers with their school Going- Age children said that they chose to do so because employing adults was too costly. Besides, they did not have enough money to buy school uniforms and to cater for bus fare for their daughters. Some of the children who have joined the trade to raise money for uniforms, they never return to class. According to this report these Minor-Sex workers they are among the 70000 children countrywide who are out of school because their parents are too poor to afford lunch and uniform.

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

Morara and Chemwei (2013), assert that failure to pay school fees may force a pupil out of school. Also, poverty explains the huge numbers of students who leave school to look for work in other counties. Other factors shown by the study to influence school Drop-Out include influence from peers, parental negligence, indiscipline, chronic absenteeism, militancy of teachers, the death of parents, repetition, chronic sickness, lack of motivation for schooling and instability at home. Family size too influences girls to dropout, the bigger the family size, the greater the likelihood of girls dropping out of school at the expense of their boy siblings. All these compelled the researchers study.

Most boys indulge in “lucrative miraa” business at the expense of education. Indeed the boy child has been neglected for over a decade in educational matters hence the key concerns to the researchers study. The probability of criminal behaviour can increase when students drop out of school. The entire society is complaining that their sons cannot get fully permanent and pensionable employment and thus resort to thuggery, mugging and criminal gangs who terrorize residents at will in order to put a meal on the table. Once the gangs land on police dragnet they are killed without facing justice in the courts rendering most parents without children (Guleck & Guleck, 2008).

The Strategies Put in Place to Control Boys Dropout Rate

Lucky (2011), cited the National Dropout Prevention Center/Network (NDPC/N) in North Carolina in USA considers the best practices and examples of these programs that are School-Community collaboration. According the NDPC/N, “School-Community collaboration occurs when groups or agencies come together to establish an educational community.” These groups can include schools, homes, places of worship, community organizations and local businesses. Because schools do not exist in isolation, programs that strive for collaboration between school and community help to meet the Non-Academic needs of students. One national School-Community collaboration program is Communities in Schools (CIS). CIS “bring[s] caring adults into the schools to address children’s unmet needs [and] provides the link between educators and the community.” CIS programs focus on making sure that students have access to a One-On-One relationship with a caring adult, a safe place to grow and learn and a marketable skill to use upon graduation.

Research shows that a potential high school dropout can be identified as early as the third grade. The education foundation that a child receives early in his or her schooling can have a significant impact on academic achievement in later years. Even start programs through integrated early childhood education, adult literacy and parenting information aim to break the cycle of poverty and illiteracy and improve educational opportunities of Low-Income families. Some districts are also beginning to develop specialized content schools that focus on a specific area, such as science or engineering. In these schools, the curriculum for all of the courses typically relates to the focus of the school. One example of this in North Carolina is the AHS Zoo School at Asheboro High School. The AHS Zoo School is “a science themed, Cross-Curricular focused small learning community that actively engages students in real life experiences where students have the opportunity to work with North Carolina Zoo staff and

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

apply their scientific investigation skills to solve problems. For the sake of students' futures not to mention the future vitality of the Kenyan state as a whole, Primary school graduation rates must be improved. While the challenge is great, it is advisable a diverse array of committed organizations and individuals should work hard to address the dropout challenge (Lucky, 2011).

Researchers have given attention to the relationships existing between the home and school. According to Lezotte (2001) family and community involvement is a general term used to describe a myriad of activities, projects, and programs that bring parents together to support student learning and schools. Families and other adults can be involved in the education of young people through a variety of activities that demonstrate the importance of education and show support and encouragement of students learning. These are legitimate approaches for involvement and do not necessarily require adults spending time at the school site (Lezotte, 2001).

Mutie and Ndambuki (2014) exemplify some common personal problems that require effective guidance and counseling because they lead to indiscipline. These are: stress and anxiety, poor self-concept, drug abuse, and sexuality among others. Effective counseling should assist in total development of the student, enable the student to make proper choices, help the student in choosing, preparing for, enter and progress in a career, as well as in vocational development, as well as helping the student to make adjustments to situations in the school and at home. For optimum individual, social, and national development, guidance needs to be made a regular and a continuous activity. This study wished to explore whether guidance and counselling has been effective in curbing cases of drop out among pupils.

Methodology

The study took place in Kemeloi, a zone within Nandi South Sub-County in the expansive Nandi County. It was predominantly occupied by Nandi, Terikhs and Tirikis a Sub-Ethnic group among the Abaluhya who adore cultural values to a large extent especially the male circumcision. For the purposes of this study, the researcher used a combination of both quantitative and qualitative approaches. Phenomenology design was used for qualitative collection and descriptive survey design was applied in quantitative data collection.

Descriptive Survey design was appropriate as it allows for sampling in both purposive for qualitative research and random sampling which ensures the boys selected represent the target population. Descriptive survey design was used in quantitative approach to carry out this study because of its appropriateness in establishing relationships between variables and facilitating the collection of information for determining the population parameter. The rationale for adopting descriptive survey design is that it allowed collection of data from a sample of participants' representative of the larger group. It also allowed the use of questionnaires and interviews as data collection instruments

The Sub-County Director of Education and Curriculum Support Officers (CSO's) was targeted because they are charged with the responsibility of ensuring that the educational curriculum and government policies are fully delivered and implemented by teachers and other stakeholders. The center managers were targeted because, apart from being classroom teachers,

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

have administrative role of coordinating and supervising teaching and learning activities in the schools therefore all of them will be automatically included.

The research targeted all grade six to grade eight learners and their respective classroom teachers. Since, the experienced and the long serving teachers are given the responsibility of taking charge in the higher classes. They were in a position to give the required information or key informants. They were targeted because they have been in school long enough to be influenced by the school internal and external environment. Quota, stratified and purposive sampling were used entirely in sampling the respondents. Grades six to grade eight teachers were sampled through purposive sampling as the teaching experience of the teachers is credited for its effect on how they manage classrooms. The sample size for the study were one Sub-County education officer, two curriculum support officers, 30 center managers and 90 teachers and 450 pupils. Questionnaires and interview guides were used as data collection instruments.

The research instruments were availed to the experts and supervisors, who established its content validity and ensure that the instruments use triangulation to capture a wide range of boys as similar results from different schools ensured greater credibility and was adequately representative of the subject area under study in order to improve its content validity. The reliability of the study measures were assessed by computing Cronbach's Alpha coefficient for all items in the questionnaire. Data was analyzed using both descriptive and inferential statistics. Analyzed data was presented in the form of percentages, means, standard deviations and frequency distribution tables. Qualitative data was analyzed thematically by arranging and grouping data according to relevant research questions. This entailed organizing obtained data, coding, categorizing and developing patterns or themes which results to a narrative structure. The researcher adhered to appropriate behavior in relation to the right of teachers and students who are the respondents.

Results and Discussions

The findings on the effect of circumcision practice on boys' dropout revealed that majority of the teachers' respondents indicated that the boys who had undergone the initiation/circumcision rite of passage sometimes create problems during teaching/learning process. A large number of the teachers' respondents indicated that sometimes there was peer group influence among boys especially after circumcision leading to absenteeism. Majority of the teachers' respondents indicated that the school attendance of the learners who had undergone the initiation/circumcision rite of passage was regular. Majority of the teachers' respondents indicated that the performance of boys who have undergone initiation/circumcision rite of passage in examination was fair. Teachers highlighted various problems they encountered while handling pupils who had undergone initiation rite of passage.

Once they undergo the initiation, they are seen as men who can look down upon women and this make some of them to disrespect female teachers. The curriculum support officers highlighted various impacts of initiation rite of passage had on school drop outs among boys in the zone. They indicated that the boys feel mature after the initiation and this leads them to involve themselves in indiscipline cases. According to pupils' responses, majority agreed that

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

there were classmates who had dropped out of school as shown by a mean of 4.23 and a standard deviation of 1.85. A large number of pupils agreed that there were people whose brothers had dropped out of school as shown by a mean of 4.85 and a standard deviation of 1.25. Majority were undecided on whether there were boys in their school who have dropped out of school after undergoing circumcision as shown by a mean of 3.12 and a standard deviation of 0.12. Majority agreed that boys absent themselves from school due to child labour (busaa/chang'aa selling/brewing) as shown by a mean of 4.55 and a standard deviation of 0.23.

The finding on effect of busaa drinking and selling (a local concocted brew) on boys' dropout indicated that a large number of the teachers' respondents indicated that sometimes the boys had problems of frequent absenteeism due to busaa brewing and selling. A large number of the teachers' respondents indicated that the boys had problems of frequent indiscipline due to bhang/tobacco smoking. A large number of the teachers' respondents indicated that there had been boys in their schools that had Dropped-Out of school to indulge in Busaa brewing while a few indicated that they had always had Dropped-Out of school to indulge in Busaa brewing. A large number of the teachers' respondents indicated that the performance in examination of boys who indulge in busaa drinking/ busaa brewing was fair.

Moreover on investigating the effect of bodaboda business on boys' dropout, a large number of the teachers' respondents indicated that the boys who indulge in bodaboda business had problems during the teaching/learning process. A large number of the teachers' respondents indicated that the school attendance of the boys who indulge in the bodaboda business was irregular. A large number 38 (59%) of the teachers' respondents indicated that the boys who indulge in bodaboda business performed poorly in examination while 16 (23%) indicated that they performed fairly in their examinations. The findings from the pupils on there being some boys in their school who had dropped out of school due to Boda boda Riding business/ Other "Economic Activities indicated that most boys drop out due to business from bodaboda. The findings from Sub-County officer revealed that there were cases of boys dropping out of school due to the bodaboda activities in their Sub-Counties.

This finding was highlighted by one Sub County officer who felt that cases of early age self dependants dropping out of school cannot be overruled. Majority of boys in standard seven and eight have a lot of knowledge on bodaboda riding as a means to earn a living. Curriculum support officers highlighted that there were cases of boys dropping out of school due to the bodaboda activities in their zone. Curriculum support officers agreed that there were reasons behind these bodaboda activities. They concur to the fact that most families being poor it becomes a tradition to drop out of school to earn a living for the family. This finding on the effect of bodaboda and other "businesses" on boys in school was also reflected by the headteacher. One was quoted saying; the pupils miss school when they involve themselves in bodaboda activities. They are forced to find other sources of finances to support their education. These make them miss school and hence negatively influencing their academic performance. The ripple effect of continuous poor academic performance is automatic dropping out of school.

The findings on the strategies put in place to control boys' dropout rate revealed that the Sub-County officer highlighted various strategies that were in place to ensure that circumcision

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

does not hinder school attendance/ learning process/ indiscipline problems. The collaboration with other stakeholders like the Non-Governmental organizations, the Sub-County commissioner with the security organs had played a major role to curb the vice of dropping out of school. The sub county office had urged the center managers to ensure they observe the boys school attendance during circumcision seasons. They can do this by having daily roll calls and even conducting talks with the boys on time management.

The Sub-County officer revealed the strategies she was applying to curb or reduce the problem of Boy-Child dropout rate in the county in general. She said boys drop out in the sub county has been controlled through parents' enlightenment on importance of educating the boys during parents meeting. This is done through the head teachers inviting professional motivational speakers to talk to parents and the pupils. The collaboration with various stakeholders like the assistant chief, the police camp and the village elders had helped to reduce the vice. Curriculum support officers highlighted strategies in the zone to ensure that circumcision does not hinder school attendance/ learning process/ indiscipline problems. Curriculum officers have ensured full implementation of the curriculum in schools that instructs teachers to enlighten pupils on the importance of education. This has reduced boys drop out during circumcision seasons. A large number of the head teachers' respondents indicated that their schools had intervention measures to stop boys from dropping out of school.

Conclusions and Recommendations

From the first research objective, the study concludes that the culture of circumcision practice influences boys' dropout. Boys who had undergone the initiation/circumcision rite of passage sometimes create problems during teaching/learning process. Sometimes there is peer group influence among boys especially after circumcision leading to absenteeism.

On establishing the effect of busaa drinking and selling (a local concocted brew) on boys' dropout in public day primary schools in Kemeloi zone, the study concluded that there was an effect of busaa drinking and selling (a local concocted brew) on boys' dropout. Sometimes the boys had problems of frequent absenteeism due to busaa brewing and selling; others had discipline cases due to bhang/tobacco smoking while the others had Dropped-Out of school to indulge in Busaa brewing.

The third research objective sought to establish the effect of bodaboda business on boys' dropout in public day primary schools in Kemeloi zone. The study concluded that bodaboda business affected boys' dropout. The boys who indulge in bodaboda business had problems during the teaching/learning process, their school attendance is irregular and their performance is poorly done in examination leading to dropping out of school. The findings from pupils on there being some boys in school who dropped out of school due to boda boda riding business/ Other "economic activities. On the other hand, others are forced to find other sources of finances to support their education when they start being self-dependent. These make them miss school and hence negatively influencing their academic performance eventually leading to school dropouts.

The findings on the strategies put in place to control boys' dropout rate led to conclusion that there were various strategies that were in place to ensure that circumcision does not hinder

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

school attendance/ learning process/ indiscipline problems. However, the measures were not enough to curb the Boy-Child dropout. The sub county office had urged the center managers to ensure they observe the boys school attendance during circumcision seasons.

Recommendations

The article recommended that the school management should hold talks to enlighten the pupils on the negative aspects of circumcision practices, busaa drinking and selling, bodaboda business and bhang taking on their academics. The school management should therefore be encouraged to reinforce measures that will curb busaa drinking among the pupils. They should also hold meetings with the parents to enlighten them of the effect of busaa selling among the pupils on their academics. The head teachers should organize for workshops through which the parents and students will be enlightened on how to balance between the bodaboda business and academics. They can be encouraged to participate in various economic activities that do not affect their academics.

The article recommended that the Ministry of Education should provide more guidelines in order to control the cases of boys dropping out of school through BOMs. The community chiefs and sub county officers should hold barazas with parents to sensitize them on the dangers posed by bodaboda business and busaa consumption on boys dropping out of school.

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

References

- Archambault, I., Janosz, M., Fallu, J., & Pagani, L. (2009). Student Engagement and its Relationship with Early High School Dropout. *Journal of Adolescence*. Retrieved from <http://www.sciencedirect.com/science/article/pii/S0140197108000651>
- Ananga, E. (2011) Dropping out of School in Southern Ghana: *The Push-Out and Pull-Out Factors*: Retrieved 10th April 2017 from www.create-rpc.org.
- Askew, S., & Ross, C. (2006). Boys Don't Cry. *Boys and Sexism in Education*. Milton Keynes: Open University Press.
- Bledsoe, C. (2002). *School Fees and the Marriage Process for Mende Girls in Sierra Leone.* In Sanday, P.G. and R.G. Goodenough, 1990. *Beyond the Second Sex*. New Directions in the Anthropology of Gender. Philadelphia: University of Pennsylvania Press.
- Basil, A.O. (2007). *Socio-Economic Factors Influencing Students Academic Performance in Nigeria—In Ido local Government Area of Oyo*. Free Online Library.
- Bridgeland, J.M., Dilulio, J.J., & Morison, K.B. (2006). *The Silent Epidemic*. New York: Civic Enterprises, LLC.
- Burton, G. G. (1993). Gangs in the School. New York: *Erick Digest 99*. <http://eric-eb.tc.Columbia.Education/Digests>
- Cabus, S., & De Witte, K. (2011). Does School Time Matter? On the Impact of Compulsory Education Age on School Dropout. *Economics of Education Review* 30, 1384-1398.
- Cabus, S., & De Witte, K. (2012). Naming and Shaming in a Fair Way. On Disentangling the Influence of Policy in Observed Outcomes. *Journal of Policy Modeling* 34, 767-787.
- Guba, E. G. (1981). Criteria for Assessing the Trustworthiness of Naturalistic Inquiries, *Educational Communication and Technology Journal* 29 (1981).
- Guleck, S., & Guleck, E. (2008). *Unravelling Juvenile Delinquency*. New York: Common Wealth Fund.
- Haralambos, M., & Holborn, M. (2014). *Sociology: Themes and Perspectives*. London: Collins Educational.
- Hanushek, Eric A., & Lavy, V. (2018). *School Quality, Achievement Bias, and Dropout Behaviour in Egypt, Living Standards Measurement Study*, Working Paper 107, World Bank, Washington D.C.
- Imbosa, D. (2009). *Exploring the Dropout Phenomenon in a Secondary School Situated in a High-Risk Community*. Stellenbosch University.
- Kiiru, S.A., Anastasiow, N.J., Gallagher, J.J., & Coleman, M.R. (2010). *Exceptional Children*. New York: Mafflin Company.
- Kiobya, K. H. (2013). *Causes and Impacts of the Increase in Dropout among the Male Students in Primary Schools in Muleba District in Kagera region, Tanzania: A Dissertation Submitted in Partial Fulfillment of the Requirements for the Degree of Master of Education-Administration, Planning and Policy Studies of the Open University of Tanzania*.
- Kombo, D., & Kisilu, M. (2006). *Sociology of Education*. Nairobi: Kenyatta University, IOL.

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

- Lezotte, M. C. M., & Zhang, J. (2008). Gender Preference, Biased Sex Ratio, and Parental Investments in Children in Single-Child Households. *Review of Economics of the Household* 6(2) 91–110.
- Lucky, H. K. (2012). *Attitudes, Knowledge, and Experience with Dropout Prevention strategies of Teachers and Administrators*, Abstract of a Dissertation Submitted to the Graduate School of The University of Southern Mississippi in Partial Fulfillment of the Requirements for the Degree of Doctor of Philosophy.
- Maithya, R. (2009). *Drug Abuse in Secondary Schools in Kenya: Development Programme for Prevention and Intervention*. Kenya: University of South Africa.
- McCaffrey, D.F., Pacula, R.L., Han, B., & Elleckson, P. (2010). Marijuana Use and High school Dropout. The Influence of Unobservables. *Health Eco* 19 (11):1281-1299.
- McCluskey, C.P., Krohn, M.D., Lizotte, A.J., & Rodriguez, M.L. (2002). Early Substance Use and School achievement: An examination of Latino, White and African American Youth. *Journal of Drug Issues* 32(3):921–943.
- Miller, C. (2006). *Dropped or Pushed out: A Case Study on why Students Drop Out: University of Wisconsin: Parliamentary Inquiry Report as an Expletory Instance of Recuperative Masculinity Politics*. *British Journal of Sociology of Education*, 28 (1), pp. 5-21.
- Mills, M., Martino, W., & Lingard, B. (2007). *Getting boys' Education "Right": The Australian Government*.
- Morara, N. A., & Chemwei, B. (2013). Drop out among Pupils in Rural Primary Schools in Kenya: The Case of Nandi North District, Kenya, *Journal of Education and Practice* 4(19). Kabarak, Kenya.
- Mose, S. (2016). Why Nyeri Women Chop Off Husbands Genitals. *The Standard Media Group*, p.2. Nairobi.
- Muganda, B. N. (1997). The Effects of Dropping out of Secondary Education among Girls in Kenya: A Case Study of Shinyalu Division, Kakamega District Unpublished Master of Philosophy Thesis. Moi University, Eldoret.
- Mukudi, E. (2004). Education for all: A Framework for Addressing the Persisting Illusion for the Kenyan context: *International Journal of Educational Development*, 24(3), 231–240.
- Mutie, E. K., & Ndambuki, P. (2014). *Guidance and Counselling for Schools and Colleges*. Nairobi: Oxford University Press.
- Mwangi, E. (2010). *News and Views from Africa*. Available at: Retrieved November 30, 2019 from <http://www.newsfromafrica/indices/index1707.html>.
- NACADA (2004). *Youth in Peril: Alcohol and Drug use in Kenya*. Nairobi, NACADA.
- National Centre for Education Statistics. (2018). Dropout rates in the United States. [Online] Available: Retrieved April 13, 2019, from <http://www.ed.gov/stats.htm>.
- Nederlands, J. I. (2010). *School Drop-out and Youth Unemployment*. Dutch: Central Bureau Voor de Statistiek - CBS).
- NSDUH (2003). National Survey on Drug use and Health. London: Collins Educational.

Citation: Salim, O; Ndanu, C & Sr. Achieng A. L. (2020). Social-Economic Factors Influencing Boys' Dropout in Public Day Primary Schools in Kemeloi, Nandi South Sub-County, Kenya.. *Journal of Popular Education in Africa*. 4(9), 4 – 22.

- Ogachi, O. (2006). *Education and the Socialization Process*. In Sifuna, D.N, Chege, F.N and Oanda, I.O. Themes in the Study of the Foundation of Education. Nairobi: The Jomo Kenyatta Foundation.
- Okumu, J. A (1992). *Educational Management*. Nairobi; Nairobi University Press.
- Omae, S. N. (2012). Influence of Selected Factors on Pupils' access to Primary Education in Masimba division, Kisii County, Kenya: A Thesis Submitted to Graduate School in Partial Fulfillment of the Requirements for the Award of the Degree of Master of Education in Educational Management of Egerton University: Egerton University.
- Oteyo, J., & Kariuki, M. (2009). Extent to which Selected Factors Contribute to Alcohol and Cigarette use among Public Day Secondary Schools Male Students: A case of Nakuru Municipality, Kenya 1344. *Educational Research and Reviews*, 4(6), 327–333.
- Otipa, P. M. (2006). It's Time for us to Redefine our Masculinity. In J. Moolman (Ed.). Finding Gender in the MDGs. *Southern Africa Makes the Links* (pp.58-59). Johannesburg: UNIFEM.
- Parry, D. H., & Phiddemann, A. C. (2012). *Methamphetamine use and Associated Problems Among Adolescents in the Western Cape Province of South Africa: A need for Focused Intervention*. Alcohol and Drug Abuse Research Unit, Medical Research Council
- Quiroz, E. M., & Rwambali, G.E. (2013). School Dropout in Community Secondary Schools: A Case Study of Nyamilama Secondary School: *International Journal of Science and Technology* 2(10).
- Rayment, T. (2006). *Managing Boys' Behavior*. London: Continuum International Publishing Group.
- Republic of Kenya (1999). *Total Integrated Quality Education and Training - Report of the Inquiry into the Education system of Kenya*. Nairobi: Government Printers.
- Saha. L. J. (2014). "The Effects of Socio-economic Development on Student Academic Performance and Life Plans: a Cross-national Analysis", *International Journal of Educational Development*, 12 (3): 191-204.
- Siringi, S. (2002, July 1). Mobile Schools Sought for Nomads. *Daily Nation*, p. 20. Nairobi: Nation Media Group.
- Stanard, R. P. (2003). High school graduation rates in the United States: *Implications for the Counseling Profession*. *Journal of Counseling and Development*, 81 (2), 2 17-224.
- Townsend, L., Flisher, A. J., & King, G.(2007). "A Systematic Review of the Relationship between High school Dropout and Substance Use." *Clinical Child and Family Psychology* 10(4) 295-317.
- United Nations (2013). *World Drug Report*. New York: Oxford University Press.
- UNDP (1999). *Human Development Report, 1999*. Oxford: Oxford University Press.
- World Bank (2004). *Education at a Glance: Bangladesh*. Washington D.C.: The World Bank.
- World Bank. (2005). *Kenya Free Education Support Project*. Retrieved December 16, 2017, from www.narag.org/db.
- World Bank Report (2012). *Rwanda Education: Balancing Resources for Post Conflict Poverty Reduction and Growth*. Washington DC: World Bank.