

Influence Of Socioeconomic Determinants On Boys' Completion Rate In Public Secondary Schools In Machakos County, Kenya

By

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Abstract

Students' completion rates are a big concern because, according to the Ministry of Education, they are still below 100% in day secondary schools. The purpose of the study was to determine the socioeconomic variables that affect boys' completion rates in public secondary schools in Machakos County, Kenya. The objectives were to assess the influence of household size on boys' completion rate in public secondary schools in Machakos County, Kenya, to determine the influence of parent's level of education on boys' completion rate in public secondary schools in Machakos County, Kenya, to evaluate the influence of parental income on boys' completion rate in public secondary schools in Machakos County, Kenya and to find out the influence of discipline on boys' completion rate in public secondary schools in Machakos County, Kenya. The Human Capital Theory served as the study's guiding theoretical framework. The research was conducted using a correlation research design. The 3080 boys (Form 3 and 4) in Masinga Sub County, 27 public day secondary schools, 27 of their principals, and 108 lecturers made up the study's target population. The sample included 341 respondents. The schools in Masinga Sub County were selected by stratified random sampling. The principals, teachers, and students were chosen using the stratified sampling technique. Questionnaires were utilized as research instruments in addition to an interview guide. Two schools (10% of the sample size) in Masinga sub county schools that were not a part of the primary study were the sites of piloting. The study used face validity such that all the instruments will be scrutinized based on study objectives, hypotheses, conceptual framework and study variables. To determine the instrument's reliability, the researcher employed the Test-Retest approach. For quantitative data, descriptive statistics such as Frequencies, percentages, means, and standard deviation were utilized for quantitative data, while correlational analysis was used for inferential statistics. Tables and figures were used to present quantitative data. Thematic analysis was used to examine the qualitative data from the open-ended questions and interviews, and the results were presented narratively. The study discovered that factors influencing boy child completion rates include household size, parent income, parent education level, and parent discipline. According to the study's findings, boy dropout rates from public day secondary schools in Machakos County, Kenya, are influenced by factors such as family size, parental income, and educational attainment. In light of parent income and lack thereof, the government may decide to do away with the subsidies it has given and prohibit any additional fees assessed to pupils enrolled in public day schools. This would ensure that even students of parents with inadequate income are in school throughout without any restrictions.

Key Words: Kenya, Machakos, Completion Rate, Drop Out, Boy Child, Socio-Economic Factors

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Introduction

One of the most valuable resources at a country's disposal for fostering sustained social and economic growth is education (Mwihia et al., 2019). Increased productivity is a result of education, which is a strategy for developing human resources for the good of society (MOEST, 2019). Kenya has ratified the international agreement that the World Economic Forum (WEF), which was held in Dakar, Senegal in 2000, used to establish Education for All (EFA). Kenya is dedicated to eradicating poverty as a barrier to educational advancement, advancing human rights via education, and achieving sustainable development through universal access to high-quality basic education (Abuya, et. al. 2017).

Globally, education is the finest means to acquire self-reliance, economic progress, as well as development (Barr & Parrett, 2017). This is because education helps people tackle both poverty and inequality. Education for All (EFA) is a worldwide drive whose essential objective is to guarantee that all kids have equivalent admittance to education. In 1990 in Jomtien, Thailand, the world gathering for Education for All (EFA) was held, thereby sparking off a fresh motivation towards education for all people. Early economic experts have cited education as the cornerstone for all social stability and financial stability within any nation. Furthermore, through education, people can learn better skills, which in turn increases personal income (Mueni et al., 2015). This information reveals that education is a fundamental need and requires an exemplary organization to accomplish the EFA goals.

According to UNICEF (2017), a child or adolescent leaving school is rarely due to a single factor. Instead, this is a process that is shaped by numerous variables that interact in complicated, dynamic ways. These variables may be related to qualities or conditions affecting a person or family as well as variables affecting a school, community, or country. These can include shortcomings in educational environments and procedures, in social welfare and education systems, in larger social policies for young people and employment, and in social norms, such as gender standards, that can be detrimental to education. It is frequently the result of "individual and familial conditions that structures and systems are unable to adapt to or address adequately" when children and adolescents drop out of school. In order to effectively address this complex and interrelated set of issues, multifaceted strategies and interventions are needed. These range from holistic multi-sector approaches to support children and adolescents at risk of dropping out to school policies, teaching, learning, and emotional well-being (UNICEF, 2017).

Studies worldwide show that most learners who join secondary schools may drop due to socioeconomic factors such as family size, financial stability, and family support (Avnet et al., 2019). The issue mainly affects the developing countries which have high dropout rates as compared to developed states. More than 1.2 million students drop out of secondary schools annually in the US, which translates to an estimated 25% of all the learners (Mwihia et al.,

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2019). The issue mainly affects the marginalized communities, especially the Latino and African-American populations. The problem may be attributed to the disparities in socioeconomic aspects in the country. In Australia, 22% of boy's drop out of secondary schools compared to 20% of girls. China posts an accumulative dropout rate of as high as 63%. African countries also have high rates of school dropout rate. In South Africa, the dropout rate stands at 6.5%, while in Uganda, it stands at 37.2% (Mueni et al., 2015). In Rwanda, the dropout rate is estimated at 34.4%. The dropout rates vary across various socioeconomic aspects within the population, such as gender and family characteristics.

Low levels of competition are a social issue. It is linked to truancy, juvenile criminality, and low academic achievement (Effiong, & Edet, 2020). Low student completion rates are allegedly caused by parents' uneducated status. Education is significantly impacted by parents' attitudes toward education. It appears that parents are more eager to send their kids especially girls to school when one or both of them is educated or where women are literate. One might categorize the causes of children' academic failure into those that are related to their homes, their schools, or their communities (Gubbels et. al. 2019). Low socioeconomic status, weak family support, uneducated parents, residential movement, low acceptance of adult commands, a high degree of isolation, and erratic behavior are community-related traits that have a big impact on the school completion rate (Johnson, & Stage, 2018).

Globally, emphasis has been placed on the issue of the completion rate of secondary education. The completion rates of students have varied between states in the USA. For instance, the percentage of Canadians who finish high school has increased from 1997 to 2010 by 11%. This resulted from the state prioritizing student completion (Conference Board of Canada, 2013). The number of students quitting school has prompted more study of the American Educational System in other parts of America. In their system of education, over two-thirds of last year's learners complete their education four years later than anticipated, according to Martin and Halperin's (2016) report on high school completion and dropout rates.

Parents or families cannot resolve the issue that American public-school pupils are facing on their own. Neither can educators. Critical social, emotional, and environmental challenges affect students across the continent. More than 1.2 million students in the USA drop out of secondary school, according to Miller (2015). One-quarter of high school pupils drop out before they graduate. The USA, which once had one of the best rates of student completion among developed nations, now comes in at number 22 out of 27. Between 1996 and 2010, the completion rate fell quickly, by 3%. (Miller, 2015). 38 US States had greater graduation rates in 2010. Nevada had the fewest high school graduates (57.8%), while Vermont had the highest graduation rate (91.4%) (Balfariz, 2014).

International organizations like UNESCO and UNICEF started investigating how girls and women were faring in school in Africa in the 1960s. He has been vulnerable because the wellbeing of the boy child was disregarded while all eyes were focused on the girl child. According to UNESCO, there is a connection between employment rates and educational attainment. Despite this attitude toward education, the proportion of boys who enroll in and complete their education has remained low (Michubi, 2015). Ethiopia's education system has a serious issue, claims the 2015 Education for All National Review. A lot of students drop out of school, particularly in secondary schooling. Particularly in developing nations and pastoral areas, many students leave school in the first few grades. Due to the fact that they are utilizing their

children as laborers to support their livelihoods, parents do not want to send them to school. Some families are unable to cover their children's daily meals as well as other educational costs. As a result, they make their kids drop out of school and pursue income-generating endeavors or assist the family with home duties (Woldehana, Jones & Tefera, 2016).

In Kenya, overall secondary school dropout rates range from 30%-40%. In 2014, the secondary school dropout was 24%, while in 2017; it was 17.8% (Mwihia et al., 2019). The decline might be credited to the presentation of free day secondary school instruction for all. Nonetheless, the greater part of the areas in Kenya right now show as high as 40% dropout rates. In the 2010 monetary year, this aggregate expanded to 193.3 billion shillings. As per the information of the public authority, not all understudies who sign up for auxiliary schools total their schooling cycle according to plan. Subsequently, it is justifiable that a student quit because of different individual classes.

Additionally, regardless of the bursary allocations and the Constituency Development Fund (CDF) being allocated the students who need it, the rate of boys dropping from school continues to increase (Nzina et al., 2019). In Machakos County, the dropout rates for boys are 31.8%, while that for girls is 27.2%. This colossal dropout pace of boys proposes that the assets used to give training to this specific kid go to squander since they neglect to obtain the fundamental information, abilities, and disposition to take part in this country's all out advance total development. The wastage owing to boys dropping out of school has alarmed the government, educators, and other education stakeholders. The issue also undermines the governments' efforts to provide an equitable education for all the citizens.

In 2010, 1489 boys started the year in school, and by the end of the same year, 1480 boys were in school. Nine boys dropped out of the schools in the sub-county, as evidenced by this. In addition, the number of boys enrolled in sub-county schools in 2011 was 1479 at the beginning of the year and decreased to 1469 by the end of the year, indicating that 11 boys discontinued their education. While in 2012, the number of boys during the beginning of the year was 1457, by the end of the year, the number of boys was 1450, background section showing that seven boys dropped out of their school (Country Educational Office, 2014). This has created the need for more study in this area to determine socioeconomic factors that lead to more boys than girls dropping out of secondary school in the county. The study aims to explore on how social economic factors such as social factors (family size, number of children orphanage), parental education level (education attainment and value attached to education) and parental income (occupation, income level and availability of school fees).

Boys may drop out of school as a result of their large family, particularly if their family's income is insufficient. This is due to parents' inability to provide their children's fundamental needs, causing older boys to drop out, look for part-time work, and help their parents raise their children in a large family. Males consider themselves grownups when they acquire part-time employment that they can accomplish after school and drop out of public day secondary schools. There have been studies on the impact of household size on completion rates.

According to Larzelere et al., (2013), parents with greater levels of education are more likely to have high confidence in their ability to help their children study. It was also revealed that self-efficacy of the parent has a greater effect on academic abilities, parental education level, and program participation. The study was not specific on how parent level of education influences boy's dropout rates in secondary schools creating a knowledge gap. The current study

aims close this gap by analyzing the impact of parents' educational levels on rate of completion among boys in secondary school. Parental income is a major determinant of whether or not education is affordable. In Kenya, poor economic growth has resulted in persistent poverty, around half of the population lives in poverty, unable to afford basic necessities including food, shelter, health care, and education.

Students' completion rates are a big concern because, according to the Ministry of Education, they are still below 100% in day secondary schools. The country needs to enhance the completion rate of secondary education. In accordance with the SDGs and Kenya Vision 2030, the government established Free Day Secondary and bursaries for poor and underprivileged pupils. Several factors have been identified as contributing to decreased completion rates in secondary education based on numerous studies on the subject. In Machakos County, the rate of boy's dropout from school is higher above the national one which has informed the necessity of carrying out the current study on socioeconomic determinants that influence boys' completion rate in public secondary schools in Machakos County, Kenya.

Statement of the Problem

In terms of schooling, the boy child has deteriorated over time and is now at risk. Despite the government's efforts to ensure that everyone has access to learning the rate of boys drop out from secondary school continue to rise. Even though there are a lot of pupils enrolled in secondary schools in Kenya, keeping the boys enrolled in public secondary schools remains a significant difficulty. For the past 20 years, Kenya's boys' national completion rates have been declining. In terms of schooling, the boy child has deteriorated over time and is now at risk. Students' completion rates are a big concern because, according to the Ministry of Education, they are still below 100% in day secondary schools. The country needs to enhance the completion rate of secondary education.

In accordance with the SDGs and Kenya Vision 2030, the government established Free Day Secondary and bursaries for poor and underprivileged pupils. Numerous factors have been identified as contributing to decreased completion rates in secondary education based on numerous studies on the subject. Over the previous four years, the dropout rate among boys attending public day secondary schools in Machakos County has remained consistently high. According to this tendency, there are progressively fewer boys enrolling in Machakos County's public day secondary schools. As a result, the boy child has been abandoned. In order to better understand how socioeconomic factors, affect boys' completion rates in public secondary schools in Machakos County, Kenya, the current study was conducted.

Theoretical Framework

According to human capital theory, which is sometimes referred to as the rotten kid theorem of Gary Becker (1930) (Borjas, 2000), education, training, and medical care all help people build up their human capital. This theory holds that putting money into human capital boosts financial success. People who complete secondary school will acquire knowledge and skills that will improve their performance in the workforce. In order to succeed economically, this idea highlights the value of investing in human capital, such as secondary education. Completing secondary school is consequently a prerequisite for economic success. Parents must transfer a significant amount of their investments in human capital through education to their children in

order for them to achieve economic success. Low socioeconomic class families don't have as much human capital to pass on to their offspring, which results in their sons dropping out of school. Therefore, it is inferred that a lower socioeconomic component would result in decreased family investment in children's human capital, which would raise the possibility that boy students would drop out of public day secondary schools.

Completion Rates in Public Secondary Schools

The department of education in United States assess the completion rate among students through the proportion of children at the age of 16 to 24 years who are not in school and have not attained the high school qualifications (Avnet et al., 2019). The measurement is different from dropout rates, which assesses the completion status among children who join learning institutions. The U.S dropout rate in 2009 was at 8.2% (Gaffoor, 2018; Johnson and Stage, 2018). The country's department of education points out several factors that influence the completion rates. The aspects can be broadly classified into social, economic, institutional, and academic factors. The educational risk factors are the elements, which include grade retention, history of absenteeism, and disengagement with school activities (Nzina, 2019). Studies show that high school drops out face high unemployment rates compared to those who complete school. These groups also face other hardships that may affect them later in their lives.

Studies also show that more than 10% of students in India do not complete school (Gubbels, van der Put, and Assink, 2019). High school dropout has also been justified by other states worldwide, which makes it a widespread phenomenon. However, developing states have high rates of dropout rates, which are attributable to various socio-economic aspects. Some of the measures which have been put in place to address the issue are poverty reduction, addressing social and economic inequality, and offering direct benefits to promote equitable and affordable education. The World Bank holds that secondary school education contributes significantly to both financial and individual growth. Countries' ability to invest in education is also crucial towards the promotion of their economic growth (Hepworth et al., 2018). The education status of states also determines their abilities to attain sustainable development goals (SDGs). If learners have opportunities to undertake their secondary school education, it motivates the pupils in primary schools to stay in learning institutions.

Choi and Kim (2018), observe that countries that need to have more than 90% primary school enrolment rates should have at least 36% secondary school completion rates. The dropout rate is seen as a significant issue that contributes to social and economic crises in different states across the world. The high dropout rates affect communities, states, and households, and it is among the primary cause of lost productivity and high costs of social services provision (Kim, Joo, and Lee, 2018). The issue also affects countries' ability to undertake crime prevention, and it is attributed to high rates of incarceration among youths.

African faces a significant challenge in its effort to provide equitable and affordable education for all. According to UNESCO, the dropout rates among sub-Saharan African learners stand at 21% among children between 6 to 11 years old and 34% among those aged 12 to 14 years. The statistics thus indicate that secondary school students are the most affected. According to Gubbels et al. (2019), although most African states are undergoing a progression in their education sector, more than 41% of the learners are likely to drop out of schools. The figures indicate that more than two students in every 5 are likely to drop out of their learning institutions.

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According to the UNESCO report, the major issues contributing to the high dropout are the repetition rates, which stands at about 12% in most countries. In states such as Burundi and Congo, the repetition rate is 36% and 23%. The dropout rates in Chad are at 72%, while Angola and Chad stand at 68%. The drop rates in African states are lowest in Botswanan and Mauritius at 7% and 2% (Mwania, 2015).

In Uganda, there are high educational attainment disparities, and it is attributed to differences in social-economic status. The variations are seen across gender and regions with an increased number of refugees. For instance, the eastern parts of the country have the highest rates at 54% compared to the northern parts at 14%. The country's dropout rates stand at 10.2% and 13.3% among boys and girls, respectively (Mueni, 2015). There have been efforts by both governmental and non-governmental agencies to address the high rates of dropout. Despite the steps, the rates are still high, and disparities exist among regions. The major issues which are attributable to the differences are the various socio-economic status within the country. The specific problems that contribute to dropout among secondary school students are negative peer pressure, drug and substance abuse, low-income family support, and families' inability to offer the needed financial support.

Imbova (2018) conducted research on the consequences of student completion rates for secondary school teaching and learning resources in Kenya. The study's conclusions suggested that for secondary schools to be successful in Kenya, they required to have high completion rates. As a result, it was determined from the data that teaching and learning materials significantly affect the graduation rates of secondary school pupils in Kenya. The study's findings are significant for both Kenya specifically and all of sub-Saharan Africa in general since they would aid in addressing issues with educational quality brought on by a lack of adequate learning and teaching resources.

Chebet et al. (2019) studied the effect of the re-admission policy for teenage moms on the completion rate of public secondary schools in Pokot South Sub County, West Pokot County, Kenya. Descriptive statistics were employed to arrange, categorize, code, tabulate, and analyze the gathered data using the SPSS version 20. Utilizing frequencies and percentages as metrics of central tendency, quantitative data was descriptively evaluated. The researcher looked at the objectives of the data collected to streamline analysis and give responses to the four study questions. The findings revealed that although it is legal for girls to return to school soon after giving birth, most parents rarely do so. According to the investigation, there have been incidents in various schools where both students and teachers have had sex with female pupils. Only a small percentage of females are readmitted to school again, but those that are finish their studies.

Influence of house hold Size on Completion Rates of Boys

The entire number of household members currently, or who will be resident, in a dwelling unit is referred to as the household size. Boys from large families are more likely to leave school, especially if their family is not financially successful (Symeou et. al. 2012). The elder sons are forced to drop out of school, look for part-time employment, and assist the parents in raising their children in the large family as a result of the parents' inability to meet their children's fundamental needs. Once the lads land these part-time jobs that they can work after school, they feel like adults and stop attending public day secondary schools altogether. It is challenging to meet the needs of a large family in these difficult economic times. Boys will therefore stop

attending school in order to help their parents maintain their younger siblings (Mudemb, 2013). Boys may drop out of school as a result of their large family, particularly if their family's income is insufficient. This is due to parents' inability to provide their children's fundamental needs, causing older boys to drop out, look for part-time work, and help their parents raise their children in a large family.

Kanoi (2017) did a study on the effect of family size on pupil completion rates in Laikipia West Sub County public schools. The data collected in the field was evaluated using descriptive statistics. Findings on the impact of pupil home size on primary school completion rates found that pupil household size had an impact on completion rates. Parents struggle to care for their children in large families, according to head teachers, and some students drop out of school to help support their siblings. Mueni and Maithya (2019) conducted a study in Makueni County, Kenya, on the number of children in a family and the number of boys who drop out of public day secondary schools. Six public day secondary schools were picked at random from a total of 11; six principals and six class teachers were chosen, and 300 boys were chosen, totaling 318 respondents. The study revealed that the size of the family had an effect on the number of boys who dropped out of public day secondary schools. The study focused on Makueni County, which may have a different educational system than Machakos County.

Lekasi (2020) did a study to establish how family size influences students drop out from schools. Descriptive study design was utilized in the study. Focus Group Discussions (FGDs) were conducted specifically to gain additional insights on factors influencing students to drop out that could have been missed during the questionnaire surveys. The study found that household size does affect school dropouts in the sub county. The study was a general focus on how household size affects dropout rates but it was not specific on whether the dropout rates was on boys or girls. Effiong and Edet (2020) investigated the impact of family background on secondary school dropout in the Yakurr local government region. The study used a descriptive survey approach and used paired and independent t-tests to examine the data. A total of 150 pupils were chosen at random from five (5) different secondary schools in the research area. The study found that the dropout rates among students was influenced by family size, parental attitude, socioeconomic level, and educational background. The study focused on family background on student dropout rates. However, the study did not specify on the aspect of the family background that influences the dropout rates in secondary school creating a gap.

Research Methodology

Research Design

The research was conducted using a correlation research design. Without influencing or modifying any of the variables, a correlational research design examines correlations between them. The direction and/or degree of the relationship between two or more variables are reflected in a correlation. Finding variables with a relationship in which a change in one causes a change in the other without the impact of any unrelated factors is the aim of correlational research.

Study Population

According to Borg and Gall (1989), the term population describes a collection of items or study subjects in which the researcher is most interested. The study's target population consisted of

1346 parents of boys in form three and four, 108 class teachers (Form 3 & 4) in Masinga Sub County, 27 public mixed and boys secondary schools, and 27 principals from these institutions. The population was as shown in table 1.

Table 1. Target Population

Respondents	Frequency
Principals	27
Class teachers	108
Students	3080
Parents	1346
Total	4561

Source: Masinga Sub County Education Office (2022).

Sample Size and Procedures

The principals in the selected schools were selected using purposive technique. In using purposive sample technique to pick principals, the researcher assumed that the respondents provided the information needed as they are in charge of curriculum supervision (Rai, & Thapa, 2015). The choice of their schools predetermined their inclusion. The researcher extracted detailed information from the acquired data by employing purposive sampling. This made it possible for the researcher to explain how the results primarily affected the population (Etikan et al. 2016). Simple random sampling technique was used to sample teachers. Simple random sampling was used because it eliminated any potential for bias. Every person in the vast population set had the same chance of being picked since those who comprise the subset of the larger group are chosen at random (Meng, 2013). Simple random sampling was used to select the students and the parents. It was reasonable to use simple random sampling since it gives participants an equal and fair chance of being chosen. Because each participant has an equal chance of being selected, the final sample is impartial and unaffected by the study team.

A sample of 8 principals were chosen from the 27 target principals. This represented 30% of the target population. The justification for this sample size was based on Mugenda and Mugenda's (2003) claim that a sample size of 10% to 30% is sufficient for a descriptive survey. A sample of 32 teachers were chosen from the 108 target teachers. This represented 30% of the target population. The justification for this sample size was based on Mugenda and Mugenda's (2003) claim that a sample size of 10% to 30% is sufficient for a descriptive survey. A sample of 135 parents were chosen from the 1346 target parents. This represented 10% of the target population. The justification for this sample size was based on Mugenda and Mugenda's (2003) claim that a sample size of 10% to 30% is sufficient for a descriptive survey. The sample size for the students was determined through the Fisher's et al. (1998) method. The formula is (sample size $n = z^2pq/d^2$) and it is described below.

$n =$ (desired number of individuals/objects in the study)

$z =$ gives the standard deviation (1.96)

$p =$ is the target population which has the desired characteristics being studied at 0.5

$q =$ is the required sample size

$q = 1 - p = 1 - 0.5 = 0.5$

$d =$ gives the degree of accuracy at 95% CI (0.05)

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The formula will thus, be

$$1.962 \times 0.5 \times 0.5 = 384 \\ 0.052$$

The study population in the sub county is less than 10,000. The research thus, applied the finite correction factor formula given by $nf = n/1 + n/N$

Therefore, $nf = 384/1 + (384/3080) = 341$ students. The sample size is as shown in table 2.

Table 2. Sample Grid

Respondents	Target Population	Sample ratio	Sample size
Principals	27	0.3	8
Class teachers	108	0.3	32
Students	3080	0.111	341
Parents	1346	0.3	135
Total	4561	100%	516

Source: Masinga Sub County Education Office (2022)

Data Collection and Analysis

This study used a questionnaire, key interview guide and focus group discussion to collect primary data from the respondents. The researcher planed with school principals and teachers to agree on the time and date of the study thus avoiding disruption of lessons. The researcher administered all the instruments in person. First, the teachers' questionnaire was administered and given 20 minutes to fill as the researcher waits. The research then collected the questionnaire and together with the class teacher administer students' questionnaire. Students were given 40 minutes to fill the questionnaires and collect back. Lastly, the researcher then interviewed the principal in his office. This was repeated until all the schools are covered

The information gathered from the field was entered and analyzed using SPSS version 24. Frequencies, percentages, means, and standard deviation are among the descriptive statistics that was utilized for quantitative data, while simple linear regression was employed for inferential statistics. Tables and figures were used to present quantitative data. Pearson Moment correlation was evaluated for the relationship between independent and dependent variables. The qualitative information from the interviews and open-ended questions was analyzed using thematic analysis. This was done in accordance with Zina's (2010) recommendations for qualitative data analysis, in which the obtained data was processed, sorted out, coded, and thematically analyzed, with a focus on finding meaning, interpreting, and making conclusions based on the study objectives.

Research Findings and Discussions

Household Size

The study sought to assess the influence of household size on boys' completion rate in public secondary schools in Machakos County, Kenya. The findings are presented in the following subsections.

Number of Siblings

The respondents were requested to indicate the number of siblings in their family. The findings are shown in table 4.3.

Table 3. Number of Siblings

Number of Siblings	Frequency	Percentage
1-3	34	12.5%
4-6	170	62.5%
Over 7	68	25.0%
Total	272	100.0

Source: Field Data 2022

From the findings in table 3, majority 170 (62.5%) of the respondents indicated that they had 4-6 siblings. This was an indication that there is a high possibility that the number of siblings influenced the availability of resources to support the boys schooling which influenced their completion rates. The likelihood that students will drop out of school due to the burden of tuition increases with family size, particularly in locations with low economic potential. For instance, in India, primary and secondary education costs account for 28% of family income; this means that the larger the family, the higher the cost of tuition (Rumberger, 2002). The number of siblings may negatively impact a parent's ability to supply all of their children's basic needs or facilities at school.

Techers Extent of Agreement on Household Size

The respondents were requested to indicate their extent of agreement on household size. The findings were presented use a scale of 1-5 where, 4.5-5-strongly agree, 3.5-4.49-agree, 2.5-3.49-moderate, 1.5-2.49-disagree, and 0-1.49-strongly disagree.

Table 4. Extent of Agreement on Household Size

Statement	Mean	Std. Dev
Boys from families with two to four members are more likely to drop out of school	4.21	0.220
Boys from households with five or more members do not finish form four	4.46	0.213
Parents with four or more children find it difficult to pay their sons school fees	3.92	0.173
Boys who have been orphaned are more prone to drop out of school	3.81	0.170

Source: Field Data 2022

From the findings in table 4, the respondents agreed that boys from households with five or more members do not finish form four (mean=4.46), followed by boys from families with two to four members are more likely to drop out of school (mean=4.21), parents with four or more children

find it difficult to pay their sons school fees (mean=3.92), and boys who have been orphaned are more prone to drop out of school (mean=3.81). The implication of higher and lower means is that for the higher means the most of the respondents agreed with it and those with lower means was that no so many respondents agreed with the statement. This depicts that boys from households with five or more members do not finish form four. This result supports the claims made by Symeon, Martinez, and Alvarez (2012) that a large number of kids, particularly males, from large families drop out of school in order to work and support their family. According to the research, boys from large families are less likely to finish their secondary education since the costs can be prohibitive. This is consistent with Mudembo's (2013) argument that it may be difficult to educate children in large families since it will be impossible to pay for education, which is more expensive, if providing food is a challenge.

Results from the KIIs showed that financial hardship occasionally prevented certain students from large families from finishing their secondary education. An investigation conducted by the MOE in 2006 corroborated this conclusion. According to the research, males from large families may leave school to look for part-time work in order to support their growing requirements. Some males leave school early to support their family, or they work jobs to supplement their education and pay for schooling. Although it wasn't common, students with dysfunctional families occasionally dropped out of school. Principals noted that a large number of parents in the area appreciated education and desired that their children finish their secondary school.

Correlation Analysis

The research question was: what was the relationship between socioeconomic determinants and boys' completion rate in public secondary schools in Machakos County, Kenya. To achieve this the researcher performed a Pearson moment correlation on the study variable's association. The findings are shown in table 5.

Table 5. Correlations

		Boys comple tion rate	Househ old size	Level of education	Parenta l income	Discipline
Boys completion rate	Correlation Coefficient	1.000	.612	.598	.644	.678
	Sig. (1-tailed)	.	.425	.541	.225	.968
	N	297	297	297	297	297
Household size	Correlation Coefficient	.612	1.000	.033	.435	.001
	Sig. (1-tailed)	.002	.	.000	.003	.002
	N	297	297	297	297	297
Level of education	Correlation Coefficient	.598	.122	1.000	.026	.008
	Sig. (1-tailed)	.004	.001	.	.000	.000
	N	297	297	297	297	297
Parental income	Correlation Coefficient	.644	.037	.026	1.000	.124
	Sig. (1-tailed)	.002	.000	.001	.	.002
	N	297	297	297	297	297
Discipline	Correlation Coefficient	.678	.001	.008	.114	1.000
	Sig. (1-tailed)	.003	.001	.003	.000	.
	N	297	297	297	297	297

** . Correlation is significant at the 0.01 level (2-tailed).

Source: Filed Data (2022)

According to the data presented in the table 5 a strong positive correlation between household size and boys completion rate ($r=0.612$, $p=0.02$). On the other hand, the study discovered a significant positive relationship between level of education and boy's completion rate, as indicated by a correlation coefficient of 0.598, which indicates a strong positive relationship between the two. The results of the focus group discussion (FGD) showed that parents' educational attainment significantly and favorably influences their secondary school children's academic performance. Additionally, this study supports Watson's (1986) findings. The FGDs also revealed that highly educated parents frequently show interest in and influence over their children's academic achievement. A better learning environment is given to children by educated parents at home. Parents educate their offspring by example. The kids get amenities at home to

help them accomplish their goals. Parents who drop out of elementary or secondary school are unable to provide their kids with the necessary support when it comes to their academic issues. This strong correlation was found to be statistically significant because the significant value was 0.004, which is below 0.05. further the study found a strong positive correlation between parental income and boy's completion rate ($r=0.644$, $p=0.02$). Finally, a strong positive correlation between discipline and boy's completion rate ($r=0.678$, $p=0.03$). The findings agree with a study by Bennett et al. (2022) who stated that if a student is dismissed immediately rather than at the end of the school year, the baseline probability of dropout is three times higher. The academic advantages of the peers of those who were expelled do not clearly justify these costs of exclusionary discipline. These findings call for new strategies to improve school discipline as well as more stringent support laws to decrease the negative effects of expulsions.

Conclusion

The study concluded that family size, parental level of education and parental income influence boy-child drop out from public day secondary schools in Machakos County, Kenya. Parental education had an impact on enrollment and learning in school. Cases of indiscipline among secondary school boys influences their completion rates. The study also concluded that boys whose parents are uneducated do not serve as an encouragement to completing school.

Recommendations

The study recommends that the county government of Machakos in conjunction with national government should accelerate awareness campaigns on family planning in order to have small and manageable families in future. The government ought to start teaching parents about the advantages of homeschooling their kids. Additionally, the local government ought to support adult education for the parents and guardians who lack literacy.

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