

**EFFECTS OF INFORMAL BUSINESSES ON ACCESS AND RETENTION OF
BOYS IN PUBLIC PRIMARY SCHOOLS IN KENYA**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE
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PHILOSOPHY IN EDUCATIONAL MANAGEMENT AND POLICY STUDIES**

MOI UNIVERSITY ELDORET

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DECLARATION

Declaration by Candidate

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DEDICATION

This work is dedicated to my beloved wife Audrey Afuya; for her patience and support throughout my studies. May it be a great inspiration to my children; Elvis Afuya, Shirleen Khakobi, Leon Mbakaya and Desterious Alela in their endeavour to search for knowledge.

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ABSTRACT

Despite dramatic increase in enrolment since the introduction of FPE in 2003, gender disparities have been noticed particularly in rural areas and urban slums (ROK 2008). The emphasis is however put on girls' empowerment. This study filled the gap in gender disparities in access and retention in schools by addressing itself to the boy child. The purpose of the study was to investigate the effects of informal businesses on access and retention of boys in public primary schools in Emuhaya district. The objectives that guided the study were: to determine the influence of socio-economic background of boys in public primary schools on their involvement in informal businesses, establishing the effect of informal businesses on access and retention of boys in schools, determining the school factors that influence the participation of boys in public primary schools in informal businesses and establishing the challenges faced by head teachers of public primary schools in their endeavor to improve access and retention in their schools. This study was based on Tinto's theory of student retention to education. This theory is centered on the concept of "integration" with three underlying principles namely; academics, social and economic life of a student. The study adopted descriptive survey because the information was collected from a sample rather than entire population. The target population comprised of 97 head teachers of public primary schools with an enrolment of 97 head teachers. A total of 30 head teachers, who were the main respondents, being 30% of the target population and the D.E.O were used in the study. Stratified random sampling was used to identify head teachers and purposive sampling used to identify the D.E.O. This was basing on rural and urban based schools. Questionnaires were used to collect data from the head teachers where as an interview schedule used to gather information from the District Education Officer. Document analysis technique was used on data from head teacher's offices. Validity of the research instruments was determined using Content Validity Index whereas test – retest technique was used to assess reliability. The collected data was analyzed using descriptive and narrative analysis techniques. The findings were presented in form of frequency tables and bar graphs .The study findings were: the socio-economic background of boys in schools influenced their participation in informal businesses, the selling of scrap metals, boda boda transport, hawking and brick making affected access and retention of boys in school, School factors influenced access and retention of boys in school and Head teachers faced many challenges in school administration due to lack of knowledge and skills in school management. The study concluded that informal businesses such as boda boda, selling of scrap metals, hawking and brick making have an adverse effect on the boys' access and retention in school in Emuhaya district. The gender disparity in enrolment in public primary schools in Emuhaya where by girls are more than boys especially in the upper primary classes is caused by the boys involvement in informal businesses. The researcher recommended the following: there is need for the government to introduce financial support to needy pupils to enable them pay for school requirements that are not catered for in the FPE program, the government should enforce child labour policy to ensure that boys do not engage in informal businesses , that school managers should equip their schools with resources that will enhance teaching and learning and there is need for capacity building for school managers to enable them acquire knowledge and skills in school management.

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LIST OF ABBREVIATIONS

C.D.F	- Constituency Development Fund
DEO	- District Education Office
ECDE	- Early Childhood Development Education
EFA	- Education for All
FBN	-Family Business Network
FPE	- Free Primary Education
FSE	- Free Secondary Education
GIIN	- Global Impact Investing Network.
GNP	-Gross National Product
HT	- Head teacher
ILO	- International Labour Organization
KCPE	-Kenya Certificate of Primary Education
KNHR	-Kenya National Human Rights
LATF	- Local Authority Transfer Fund
MOE	-Ministry of Education
PRSP	- Poverty Reduction Strategy Paper
ROK	- Republic of Kenya
SAPS	-Structural Adjustment Programmes
SMES	- Small and Medium Sized Enterprises
UIS	- UNESCO International Statistics.
UK	- United Kingdom
UNESCO	- United Nations Education Scientific Organization
UNICEF	- United Nations Children’s Education Fund
USA	- United States of America

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.0 Introduction

This chapter provided a general introduction into the research problem. It comprises of a background to the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, scope of the study, limitation of the study, theoretical framework and definition of terms. It also provided summary of the chapter.

1.1 Background to the Study

This study intended to explore the effect of informal business on access and retention by boys in public primary schools in Emuhaya District of Vihiga County. This was against the backdrop of boys' socio-economic background, primary school factors that influence access and retention and challenges faced by primary school head teachers in their endeavor to improve pupils' access and retention in schools in Emuhaya district. This study intended to fill the gaps identified in various studies conducted on access and retention in schools after being identified as the major challenge to attainment of UPE and MDGS (ROK 2007).

Studies conducted in both developed and developing countries have confirmed that there are high dropout rates of pupils at primary school level (World Bank 2002). Drop out and repetition are considered key factors in wastage of human resources in terms of duration to both students and teachers. There is need to expand primary schools in order to curb the number of out of school children of primary school age. One of the significant developments since the World Education Forum in Dakar, Senegal in the year 2000 was the steady rise in primary school enrolment (UNESCO, 2005). Most countries in the world put in place interventions to open access to children in primary schools. However, most regions in the world have recorded decline in primary school enrolment, notably Central Europe, Central Asia whose figures went down by 15% between 2001-2005. Where the enrolment have shown some rise, the school system has continuously remained wasteful giving rise to so many school dropouts, high repeating rates, hence learners taking too long to go through the primary school system (UNESCO, 2005).

Achieving UPE by 2015, in sub-Saharan Africa, which, is the second MDG, has made very slow progress with the like hood of only 26.4% of African countries meeting the target. There are Millions of children of primary school going age still out of school and more than a half of them are girls (ADB, 2006). On access and completion rates, the ADB observes that primary school enrolment should be completed by improving on the indicators of school failures which are dropping out, repeating grades, poor quality of education, to produce better children who would not become illiterate individuals. Burkina Faso for instance had a paltry 36% of the students enrolled in grade one reaching grade five in 2002(ADB, 2006).

Statistics on access and retention indicate that most African countries such as Algeria, Senegal, Republic of Congo, Eritrea, Malawi and South Africa have actually regressed with Equatorial Guinea and Republic of Congo becoming clear outliers as they regressed by more than 27% between 2001-2007. Countries like Djibouti, Eritrea, Niger, Burkina Faso and Central African Republic and Malawi have their primary school enrolment very low –below their target of 58% to about 37%(ADB, 2010).

According to UNICEF (2001) investment in education is widely recognized as an important element in a given country's development strategy. Although Kenya has experienced success in expanding the education sector at all levels, drop out and repeating of standard seven pupils is widespread. 15% of primary school pupils are over the official leaving age of primary school cycle of 12 years. Of every 100 pupils that join standard one, only about 60% complete the primary cycle. Notwithstanding the challenges the education sector is facing, the Kenyan Government is determined to come up with strategies on improving access and retention, enhance equity and relevant education through better management of service delivery to all students (ROK, 2005).

The conception of a new approach to the provision of free primary education in Kenya in January 2003 was in recognition of education as a basic right of all Kenyan children as articulated in the children's Act (ROK, 2001). The approach also sought to address the limited progress towards the attainment of UPE (UNESCO, 2003). There are however a number of hurdles that challenge the attainment of UPE goals in Kenya by 2015. These hurdles include poverty, child labour, shortage of schools and teachers.

Christine (2010) , as quoted in Education News ,2010 in her report dubbed "Boda Boda business erodes gains in education" observes that as the first steps of securing UPE by 2015, Kenya began offering FPE in January 2003 based on realization that quality and affordable basic education were a window of hope for alleviating poverty and combating other evils in society. She adds that the key concerns in the education sector, however, continue to be access, retention, quality and relevance as well as internal efficiency of the education system. As the government grapples with those educational concerns, in some rural areas of the country, the introduction of lucrative motorcycle business popularly known as "Boda boda" has, to a great extent, affected access and retention of young boys and girls in schools because many young boys, as young as those in standard four, are being hired out of schools to engage in it. She cites those pupils who feel inadequate in class and are not able to cope in terms of performance as usually the first drop outs to join the business (Education News, 2010 p. 16).

During a district education stakeholder's workshop in Emuhaya discussing the performance of education in the area, participants identified issues that challenged the provision of quality education in public primary schools. The issues outlined were truancy among the pupils caused by poverty among their parents. The primary school managers came up with some education levies that were to supplement FPE provided by the government such as examination fund and school uniform. The workshop participants observed that lack of payment of the user levies required by the public primary school administration kept some pupils at home. Negative attitude of parents towards their children's education was also cited as a reason for school dropout.

The D.E.O, during Emuhaya district education day, decried the falling standards of education in Emuhaya district. She attributed this to high poverty index among the community and the HIV/AIDS scourge that saw high increase in orphans in most public schools. Some of the pupils were playing parental roles hence challenging the regular school attendance of such learners .Most orphans opted to seek employment in informal sectors to fend for their siblings. The Permanent Secretary in the Ministry of Education Ambassador Magdalene Wambua speaking on the occasion (education day) challenged the education stakeholders to move with speed to reclaim the boy child in the district. She observed that the decreasing trend in the enrolment among the boys in primary and secondary schools was worrying. She indicated that the boys' participation in other fields of education such as co-curriculum activities was minimal. (EducationDay report, 2010).

In a paper presented by the area Member of Parliament for Emuhaya constituency during a stakeholder's forum in Emuhaya district, all education stakeholders in Emuhaya were called upon to combine their efforts to improve academic standards in the area. He observed that with the devolved system of government, there was need to have a competent human resource for steering the country to greater heights. He added that the only investment the district could embrace was education for its children. The MP directed the provincial administration to see to it that all children of school going age were in school. During Emuhaya District Stakeholders Forum to discuss poor academic results in the area, it was noted that there was low enrolment of boys in public primary schools caused by high school dropout among boys.

The MP and CDF committee resolved to form an academic taskforce comprising of education officials, provincial administration, church leaders and councilors to look into ways of improving access and retention and provision of quality education to all pupils in Emuhaya constituency (Pulu, 2010).

1.2 Statement of the Problem

Despite the initiative of the Government of Kenya to introduce FPE in January 2003, there are estimated 1.7 million children aged between 6 and 14 years who for various reasons are unable to access education through formal schools (MOE, 2004). This number includes child workers, orphans, nomads, street children and adolescent parents.

According to Republic of Kenya 2008, it is the position of the government of Kenya that every child has the right to access education. Whereas this remains the position certain challenges have to be overcome first. The challenges hinge on poverty eradication, improving access and retention as well as quality and relevance education

According to UNESCO's assessment of the education in Kenya dubbed "End of Decade report", high poverty levels among families has kept about 800,000 pupils out of the free primary education programme initiated in 2003. These children mainly from rural areas and urban slums have been forced into child labour by their families to help them earn a living. The study indicates that this is one of the biggest challenges identified by the Government that are likely to hinder its effort to ensure that all children have access to and complete free and compulsory primary education for good quality (Daily Nation July 20th 2012).

During the release of 2011 Kenya Certificates of Primary Education (KCPE) results, the Minister for Basic Education described gender discrepancies as a major challenge to the provision of education to our pupils in all public primary schools in Kenya. The Minister noted with nostalgia that there was a dramatic turn of events in some counties pertaining to access and retention whereby the rate of girls who registered for Kenya Certificate of Primary Education (KCPE) in the year 2011 stood higher than that of boys. Vihiga County led the cohort with 53% girls against 47% boys. The Minister ordered the education secretary to carry out an investigation into the problem and come up with strategies to avert the anomaly.

According to the District Education Officer, Emuhaya, (2009) there is a great disparity in pupil enrolment in classes 1-3 in public primary schools in Emuhaya and the number that completed the primary school cycle at standard eight. According to the provincial report conducted in Emuhaya District 2009, only 40% of the enrolled pupils in standard one completed the primary school cycle. The inspection report indicated that there was a high rate of school drop out of the boys especially in the upper primary classes

It was in light of this that the researcher was prompted to study the effect of informal businesses on access and retention of boys to education in Public Primary Schools in Emuhaya District of Vihiga County.

1.3 The Purpose of the Study

The purpose of the study was to investigate the effects of informal business on access and retention of boys in public primary schools in Emuhaya District of Vihiga County in Kenya and come up with strategies that will make our primary public schools child friendly for the sake of retaining our pupils in the said schools.

1.4 Objectives of the Study

1.4.1 The Main Objective

The study aims to establish the effect of informal businesses on access and retention of boys in public primary schools in Emuhaya District of Vihiga County.

1.4.2 Specific Objectives

- i. To determine the influence of socio-economic background of boys in public primary schools on their involvement in informal businesses.
- ii. To determine the school factors that influences the participation of boys in public primary schools in informal businesses.
- iii. To establish the effect of informal businesses on access and retention of boys in public primary schools.
- iv. To establish the challenges faced by head teachers of public primary schools in their endeavor to improve access and retention of boys in their schools.

1.5 Research Questions

The research was guided by the following questions:

- i. How does the socio-economic background of boys in public primary schools in Emuhaya influence their participation in informal businesses?
- ii. How do school factors influence the participation of boys in public primary schools in informal businesses?
- iii. What is the effect of informal businesses on access and retention of boys in public primary schools?
- iv. What challenges do head teachers of public primary schools face in their endeavor to improve access and retention of boys in their schools?

1.6. Justification of the Study

1 The initiative to carry out this study was conceptualized as one that attempts to fill an intellectual gape. Evidence shows that various studies have been done on cases of school dropout leading to wastage in education For instance, Yugi (2006) conducted a study on Factors contributing to Repetition drop out of girls in mixed day secondary schools in Nyando district. Nafula (2003) conducted a study on The Flow, Trends of students in Secondary schools in Funyula division in Busia district.Serem,(2007) conducted a study on factors and trends of dropouts of secondary school students in Nandi south,Juma (2003) conducted a study on the nature, trends and factors causing, wastage in secondary school in Vihiga District,Moraa(2006) a study on wastage in education in public primary schools in Nandi North District,Wanjiru(2007) in her study on factors contributing to school dropout in Mombasa,Onditi(2007) carried out a study on factors that influence, primary school dropout in Suneka Division Kisii Central.

Evidence from this study reveals that little has been done specifically on school dropouts among the boys at primary level.this study therefore aimed at providing useful information on the effects of informal businesses on access and retention of boys in public primary schools.

1.7 The Significance of the Study

This study intended to help head teachers of public primary schools to formulate Strategies on effective ways of dealing with drop out cases among the boys from poor economic backgrounds .

The study aimed at helping the Kenya government to come up with strategies that would enforce the child labour policies which will ensure that children of school going age are not engaged in any business. The results of this study will enable head teachers of public primary schools to device strategies that will have their schools equipped with the necessary equipments that will make their schools child friendly.

The study also intended to stimulate the Ministry of Education to train school managers to equip them with knowledge and skills that will enable them embrace changes in school management by responding positively to emerging issues in the education sector. The results of the study would enable the quality assurance and standard officers in the county to intensify school assessment to ascertain that government policy on education was adhered to hence attaining improvement on access and retention of boy's in schools.

The study will also contribute to knowledge in the area of access and retention to education which will be useful to practicing professionals in the field of education.

1.8. Scope and limitation of the Study

1.8.1. The Scope of the Study

This study on the effects of informal businesses on access and retention of boys in public primary schools in Emuhaya district was conducted between May 2011 and June 2012 through a descriptive survey. The study was conducted in thirty public primary schools selected from ninety seven public primary schools in Emuhaya. The DEOs office data was collected by the researcher using questionnaires, interview schedules, and document analysis techniques. The study specifically sought to determine the effect of socio economic background of boys in public primary schools, informal businesses and school factors on access and retention of boys to education in public primary schools in Emuhaya district.

1.8.2. Limitations of the Study

The researcher experienced challenges with the topic in that it was mainly concerned with access and retention of boys in public primary schools and how it influenced by informal business. Access and retention of boys in school can be affected by other factors other than informal businesses. The researcher was also faced with a challenge of obtaining information from the actual boys who dropped out of school to join informal businesses and only got the information from school records, head teachers perceptions and the DEOs interview. The study was done in Emuhaya sub county which represented small area of the republic of Kenya. Kenya has over 200 sub counties thus; the findings of this study may not be substantial enough to draw conclusions on the effects of informal businesses on access and retention of boys in public primary schools in the country.

1.9. Assumptions of the Study

This research was carried out on the assumption that:-

The respondents will be cooperative in providing reliable responses to the questions asked.

The study also assumed that access and retention rates to education are low among the boys in public primary schools in Emuhaya

The informal enterprises have affected the boy child's access and retention to education in public primary schools.

1.10 Theoretical Framework

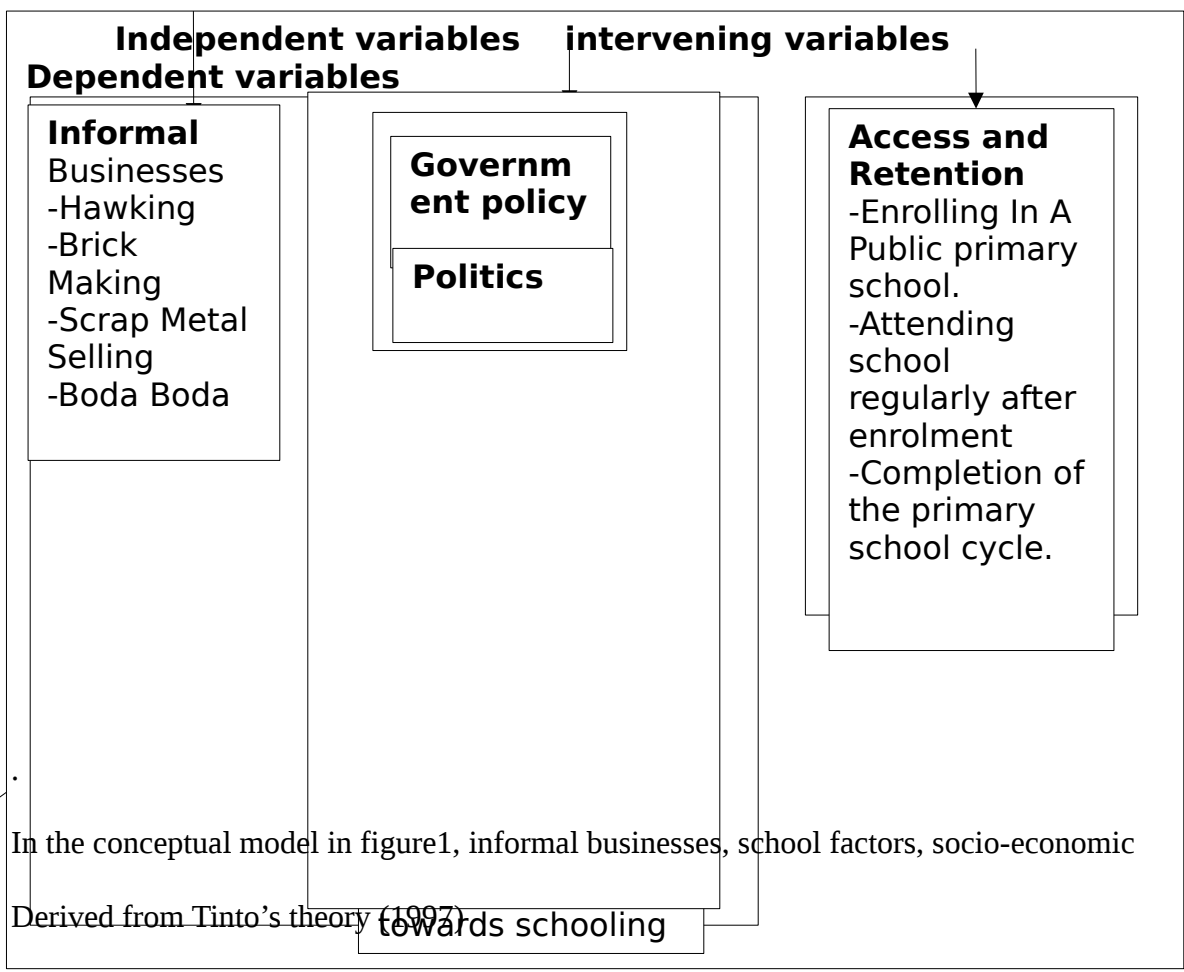
The study was based on Tinto's Model of student retention espoused in July 1997. Tinto's theory of retention to education is centered on the concept of 'integration' with three underlying principles namely: academics, social and economic which he collectively referred to as spheres of integration. On academic integration, Tinto observes that for a student to be fully retained in an institution of learning, the quality of education provided must be satisfactory. On social sphere of integration, he observes that for a student to concentrate fully during learning there should be a very conducive environment provided by the institution. The environment that guarantees safety, comfort and cordial relationship between peers, staff and school administration. On economic sphere, Tinto observes that the socio-economic status of parents of a student influences his or her retention to education. The theory examines the relationship between enrolling in a school and future income, bringing about the concept of opportunity cost.

On student departure, Tinto identifies three major sources thus: academic difficulties, the inability of individuals to resolve their educational and occupational goals and their failure to remain incorporated in the intellectual and social life of the institution. This study was developed in the context of student retention in higher institutions of learning such as secondary schools. Tinto's theory was used in this study because there is correlation between the source of student departure in the high institutions of learning identified in Tinto's theory and the school environment and how it influences access and retention of boys in public primary schools. The individual's and family attributes and their contribution to goal attainment advanced in Tinto's theory relate to the socio-economic background of the learner in the study in terms of the education level of the parents, parents' and individual's attitude towards schooling and their ability to sustain themselves.

Economically, the involvement of the boys in child labour could result from negative attitude by the family or individual boys towards education or poverty which could drive them to child labour to supplement family income, hence challenging retention in school. The theoretical framework, guided the researcher in developing a conceptual framework indicated in figure 1.

1.11 Conceptual Framework

Figure 1: Conceptual Framework for the Influence of Informal Businesses on Access and Retention in Schools



In the conceptual framework in figure 1, Informal business which is defined by hawking, brick making, scrap metal selling and operation of boda boda is an independent variable that was hypothesized to influence access and retention of boys in public primary schools. School factors which are defined as school policies, teaching and learning materials, location of the school and the staffing position are intervening variables. Other intervening variables are Socio-economic factors which were defined as the level of education of parents of the boys in public primary schools, the size of the family, family income and the parent's attitude towards schooling.

Access and retention was defined as enrolling in a public primary school, attending school regularly after enrolment and completion of the primary school cycle. The model postulated that informal business activities like hawking, boda boda, brick making and scrap metal selling directly affected access and retention of boys in public primary schools. However, the relationship could be modified by government policy such as FPE policy and politics, school factors such as school policies, teaching and learning materials, location of the school and socio-economic background of the pupils.

1.12. Definition of Operational Terms

Access – This refers to an opportunity to enter a place. In this study, Access refers to joining a public primary school for the purpose of learning.

Boys – These are male children enrolled in public primary schools for the purpose of learning.

Effect – This is the consequence as a result of boys from public primary schools involving themselves in informal businesses.

Engagement – The attraction of business activities to the boys from public primary schools hence being lured to participate in them

Head teachers – Teachers charged with day to day administration and management of school programmes as heads and deputies.

Informal Businesses – These refer to commercial activities with unrecognizable chain of command with few levels of management making it easier for communication between levels and easy decision making. Such include Bodaboda transport, scrap metal selling, hawking and selling paper bags. Public primary schools – Institutions for educating children of ages 6-18 and are supported by funds from the government to run their programmes.

Retention – The ability of boys remaining in public primary school education system from admission up to completion at standard eight. School Factors. These are parameters found in the school environment which influence the modalities of a given school system. In this study, school factors focused on school policies on examinations, promotion of pupils to the next level, after examinations, staffing position of the school, motivation of the pupils and the teachers, physical facilities in the school and teaching and learning material.

Socio-economic factors – These are factors that relate to the aggregate of people living together in a more or less orderly community and are concerned with availability and management of community's resources. For example low socio-economic status of the parents leading to boys engagement in informal business.

1.13. Summary of the Chapter

This chapter focused on giving a background to the study, statement of the problem and stating the purpose of the study. It also highlighted objectives of the study as well as research questions and research hypothesis. The chapter also discussed significance of the study, the limitations of the study, assumptions of the study as well as theoretical framework and definition of operational terms.

The next chapter presents a review of literature that focuses on the socio-economic background of the boys in public primary schools, informal businesses and how they affect access and retention of boys in education, school factors and how they affect access and retention of boys in education and access and retention of boys in Public Primary Schools in Education. It also discussed the gap in literature that the researcher intended to bridge.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter presented the review of the related literature as well as the summary of the findings. These were reviewed with an aim of identifying their strengths and contribution to the present study and those who were reviewed under various subheadings thus: socio-economic background of the boys, school factors and access and retention, informal businesses and access and retention and the challenges faced by the head teachers in their endeavor to improve access and retention.

2.1 Socio-Economic Background of Pupils in Primary Schools

Throughout history, all societies have normally exhibited a certain degree of social and economic inequality that has given rise to the tendency to classify individuals into different social categories (Britton, 2006). In India, for instance, the ‘‘ caste system’’ has been an important source of social differentiation and one which has exerted a key influence over the life and opportunities available to members of the different castes. In other countries, including UK, the categorization of individuals has often been based around notions of social class, the idea of grouping people together who share a similar social status which is related to certain common features such as education background, income and occupation. In practice, the process of allocating individuals to a particular class category has generally influenced the provision of education to a given class. The nature and quality of education received by the members of a particular socio-economic class determines future occupation which is also determined by social grading with social status namely upper class, middle class, lower middle class, working class and lowest subsistence level. The research does not indicate how exactly the socio-economic class determines the nature and quality of education one gets .It also gives a general study on students without defining gender. This study narrowed itself to the boy child and how the socio-economic background of this family affected his access and retention to education. The study hypothesized that the socio-economic background of boys under study could influence their involvement in informal businesses to earn some income to supplement the family income.

Mandated schooling in the industrialized world decreased the numbers of children below 16 years who work for pay. There is a similar effect in the developing economies where schooling is universal and mandatory (Parker, 1998). In the absence of alternatives for children where enforcement regulations against child labour are non-existent or weak, or where economic pressures are high, children often work for pay or food and shelter. The 1997 Oslo, Norway conference on child labour brought together organizations and individuals to create a global strategy against exploitation and abuse of estimated 250 million working children worldwide.

Parker's report gives a general overview of children involved in various organizations working as child laborers. This study endeavored to find out the involvement of boys in child labour. This study intended to get the number of boys of primary school going age that are out of formal schools and feared to have engaged themselves in informal businesses.

Sixteen out of one hundred children are involved in child labour (ILO 1998). The ILO report indicates that this number increased in the industrialized countries where majority of the children are involved in hazardous factory work. The report observes that some of the child workers are street children from cities in Africa such as Nairobi who are shipped to countries such as Brazil, Turkey and India to work in factories. The survey indicates that most of the child workers are forced by poverty in their families to work to get some money to supplement family income.

The ILO report indicates that majority of the child laborers are found in industrialized nations such as Brazil and Turkey. The study looked at child labour in the informal sector, which affected access and retention of boys in primary schools in Emuhaya district. The nature of labour activities in industrialized states is formal. The children work in factories or in informal business sectors such as warehouses, and super markets. The study does not give how the child labour impacts on access and retention to education.

In Thailand, child searchers' kidnap or buy children from poor families and put them up for sale in private households, restaurants and in factories (ILO, 2002). According to the report, in the Dominican Republic children are sent to work in sugarcane plantations as virtual slaves. In Brazil, poor rural families are forced to send their school going children to the city to look for employment to supplement the family income. In Cairo, many work in tanneries where they are exposed to strong chemicals. The report reveals that over 100 million children in the world do not attend primary schools, with 149 million malnourished. The survey gives kidnapping and buying as the means of getting children to work as child workers. It also confines itself to child laborers working on sugarcane plantations, households and restaurants. This study addressed itself to informal business activities such as boda boda, hawking, brick making scrap metal selling that seem to engage our primary school going children against backdrop of FPE introduced in Kenya in 2003. The study addressed other factors that might lead to children dropping out of school to engage in child labour such as poverty, unfavorable school conditions as opposed to the kidnapping addressed in the ILO survey.

In the poorest provinces of Burkina Faso, children of ages between 14-16 left their villages in search of work in urban centers. The same scenario was witnessed in Cote'dvoire where either voluntary or forced by their parents due to poverty in their houses; children of school going age found themselves doing or arduous work and poorly paid jobs on plantation or domestic services at the great risk of their health. The risk includes being beaten thoroughly and girls being harassed sexually (UNICEF, 2001) .The incidences of child labour could rise to 100 million in the year 2015.Currently, 51% of African children of age 10- 14 are involved in child labour. (ILO, 2001) The ILO report indicates that the worst form of labour includes prostitution, drug trade and other criminal activities that are dangerous to the health and security of the children. The report revealed that in Nigeria, a "slave ship" carrying 250 children was sailing off the coast of West Africa to an unknown destination. This could add flesh to the report on African children being involved in criminal activities such as drug trafficking in other countries. All the incidences of child labour mentioned above talk of general children. This study will address itself to the boy child and how his involvement in child labour affects the schooling.

According to (UN 2001), Africa has the highest incidences of child labour in the world- 41% of youths aged between 5-14 are involved in economic activities. In some cases parents gave their children to child traffickers to earn a living for the incidences of poverty in some parts of Africa were high limiting vocational and economic opportunities.

In Tanzania, children help directly on their farms or in other informal sectors due to the high incidences of poverty in the country (UN 2001), Child dropout rates escalated in Tanzania due to the deterioration of the school system as a result of the economic decline, poor infrastructure, low teacher morale and introduction of cost sharing under the country's structural adjustment programme. The school dropout rate among the children of 10-14 years is between 30-40%. The HIV/AIDS scourge has also contributed to the drop out for it has drawn people to poverty whereby the adult workforce diminished in plantations and factories due to high prevalence rates of HIV/AIDS.

Even after the implementation of FPE as compulsory in Eritrea, the country has only realized 48% of the expected 100% access target. The gross enrolment rate stands at 67% against the target rate of 100%. The low attendance and access rates are attributed to socio-economic factors thus adverse poverty for the country, just like Burundi, Rwanda and Somalia is struggling with reconstruction after many years of war to gain independence from Ethiopia ADE (2006).

In Kenya, the government is taking some specific measures to reduce poverty. These include the establishment of CDF, LATIF and CBF. Under the parliamentary Act that established CDF, it is required that 2.5% of the ordinary revenue generated by the government be transferred to CDF for disbursement to various poverty reducing projects in the country ADB (2006). Among the projects targeted by CDF is infrastructure in the education sector for the purpose of improving access and retention to education by all children of school going age in order for the country to realize the vision 2030 (ROK 2007).

The performance of the Kenya economy in 2009 was severely affected by the adverse shocks. First, the second round effects of the global economic down-turn depressed Kenya's main export markets. Second, the erratic delayed and shorter rainfall had a negative impact on the agricultural and power sectors. Third, the prolonged effect of the 2008 post election violence depressed investor confidence and had adverse effect on the economy and population (ADB 2010).

Most children in Kenya are subjected to various forms of abuse at home or in their respective communities that in one way or the other affect their concentration at school. The abuses range from physical (where they are physically beaten or scalded) to emotional (where they are scolded , sexually molested ,denied love, praise ,security, threatened) hence making them withdrawn and if counseling is not given, they feel rejected and opt out of school (ROK, 2008). If the child is not psychologically settled, he or she cannot concentrate in studies hence affecting the academic performance. These are the students that are forced to repeat various levels by school administration, a practice that makes them to drop out of school. The study noted that the involvement of the children in child labour such as informal businesses where this study is centered.

Good health and nutrition increases enrolment and stabilizes attendance especially in the case of the most disadvantaged such as girls (ROK 2005).Most of the children in Kenyan public schools go to school without breakfast and are expected to stay on until lunch time or even evening when they get a meal that cannot supply them with all the necessary nutrients. The Kenyan government has come up with health programme to de-worm the children in school, provide midday meal in order to encourage the children to be in schools. However, the programme only target ASAL district (UNESCO 1995).

The government also tends to improve access and quality through the provision of funds equitably countrywide based on the enrolment of the learner's .This is to encourage participation among the learners who would otherwise drop out due to lack of school user charges due to poverty. Other victims could be the orphans especially emanating from HIV/AIDS scourge (ROK 2005).

Although Kenya has experienced success in expanding education sector in all levels, drop out and repeating of pupils at certain levels of primary cycle is wide spread. 15% of primary school pupils are over the official leaving age of primary cycle of 12 years. According to ROK 2006, of every 100 pupils that join standard one, only about 60% complete the primary school cycle.

According to Otieno (2010), there are a number of factors that push children out of school to ‘boda boda’ businesses .These factors include abject poverty, lack of role models in the villages and rampant unemployment among their older educated brothers and sisters. Children of school going age are forced into ‘boda boda’ business to earn some money that will supplement meager family income. Some children hope to get quick money for personal use.

In Emuhaya district, there is high school dropout rate especially in the public primary schools. Ministry of Education schools Inspection report (September 2010).This high dropout rate is more prevalent among the boys comparative to the girls. The inspection report indicates that the high dropout rate is witnessed in upper primary classes and it’s feared that the boys drop out of school to engage in child labour. The involvement of the boys in business activities is attributed to high levels of poverty of the district.

Mosota, in his article 'The tribulations of Luanda widows' in the Standard newspaper of Saturday November 12 2011, observes that many children in Luanda town in Emuhaya district go to school on an empty stomach not only once but it's kind of a routine that they are used to (Pg 26). A case of a widow who has four children to fend for but due to high poverty pockets, relies on neighbors and well wishers for the survival of her children. A second case of another widow in the same area who has six children to feed and educate on the sale of vegetables at Luanda market. This optimizes how real the effect of socio-economic factors on access and retention of boys in schools in Emuhaya is.

2.2 School Factors and their influence on participation of Boys in Informal Businesses.

Management of schools will, to a great extent, determine realization of access and retention of learners in a given school. Daft (2000) defines management as the attainment of organizational goals in an effective and efficient manner through planning, organizing leading and controlling the organizational resources.

Teachers are viewed as an important resource that contributes to the success of a given school if well utilized. Teachers need to be appreciated and motivated for them to deliver the contents of the school curriculum effectively to the learners. Such motivation is when teachers are fully involved in the management of school programs. Teachers should always be involved in the planning and implementation of school programs. They should not be regarded as individuals to be given already formed programs for implementation (Quinn and Quinn 2000). The study by Quinn reveals that when teachers are involved in decision making at all levels in school programs, they own such programs hence will be motivated to positively participate in the implementation of such school programs, thus leading to the attainment of the set goals.

Kennedy (2001) in a study on administrative challenges in attainment of education goals observes that there is need to have teacher student relationship nurtured by everyday interaction in order to improve the teacher student classroom environment which is vital in attaining set goals in a school. The school administration should at all cost avoid disconnect which could be brought about by lack of purposeful interactions between teachers, principals and educational leaders at various levels of administration. Such disconnect at, the study reveals causes resentment on the part of teachers hence reducing their morale and concern for duty. Lack of motivation of teachers in a given school due to their indignation makes their performance suffer along with the student achievement. The negative impact will also be felt in the community if the school is seen as an adversarial enterprise.

Hallowell (2001) conducted a study on teacher involvement in school administration and found out that the role of teachers in the attainment of educational goals is so vital that enough time should be allocated to the teachers for them to realize set goals. The researcher observes that: 'We fail when we remove teachers from their instruction role and assign them other duties such collection of school levies, taking minutes during meetings at school and attending meetings outside their schools. Although these assignments are important and necessary, they should not consume the significant portion of provision of education'. Time lost through other teacher engagements outside the instruction delivery is not easily compensated in most educational institutions. The loss could arise from the side of the teacher or that of the learner for instance due to absence from school.

For high student achievement to be realized in a school there should be teamwork and unity among all the parties involved. The attainment of unity and teamwork in any organization calls for an effective educational management system which begins with teachers who know how to motivate teachers and students (Hallowell, 2001). For a school to succeed in its goals, it should incorporate the community, which can help us advise, improving infrastructure and above all allowing their children to enroll in the schools. Howell adds that if any school administration allows personal relationship or ambitions to dictate their discussions, then the school will become one of the distrust hence challenging the aspect of teamwork and unity that is necessary for the success of a given school. The performance of a school is heavily influenced by its leadership in terms of the principal, the board of governors and to an extent the education officers under whose jurisdiction the school is. The study reveals that education officials should be teachers or principals who have excelled in their performance and with many years of experience. The officers should also adhere to policies formulated for the purpose steering education sector to greatest heights.

Sheehan (2001) in a survey on the achievement of an education system vis-à-vis the administrative organs involved observes that school administrators are responsible for development and preserving the education experience of teachers and students. The duties of school administrators range from selecting the appropriate curriculum models to managing school finances and even collaborating with community partners for the development of the school. Kennedy (2001) conducted a study on the characteristics of effective educational administration where he found out that poor leadership can be the downfall of school administration. Strong leaders should possess the ability to formulate progressive and reliable objectives, devise organizational strategies, maintain regular communication with staff and others and working collaboratively with staff in a positive and encouraging way. The study revealed that many of those leaders who are appointed into the school administrative positions should be faculty who has demonstrated outstanding work over the course of many committed years to the school. The report indicates that poor leadership disrupts school enrolment and makes it for teachers and students to get what they need out of the academic experience.

According to the National Governors Association (2003), there is needed to have full administrative involvement in a school for it to realize its set goals. The school leadership should be involved starting from the classroom level for it to understand the management of various classes by the teachers concerned. Administrative involvement with class teachers and students creates support to the academic side of the school. With the school administration's full involvement in pupils and teachers affairs at school, helps school leaders to understand what type of improvement needs to be made and the information it gathers will be valuable in shaping teachers' classrooms activities including their budgets. This involvement also shows the teachers that the school administration has an interest and even appreciates the work being done by teachers and the students. The survey indicated that there is need for strong ties between a school and the community. Good administration always creates strong partnership between school and the community that mutually benefits the teachers and the students. The community members can for instance help the school in fundraising activities or charitable donations for the school improvement.

Kennedy (2001) in a study on issues impacting on school administration observes that every school has an educational code by which the staff adheres to. If the school administration happens to break the ethical code in a given school, then it risks bringing hardships not only to the school but also to the career of the members of the school administration. Ethical issues in a given school could include facing conflicts that may arise during day to day running of the school, conducting inappropriate relations with other individuals in and outside the school, and financial issues in the school.

Kimberly Okonji (2001) in a study among the people of Benin found out that there were many factors that influenced learning in schools. He noted that lack of facilities in the school such as water, electricity and enough workers negatively influenced learning. For instance lack of water in school disadvantaged the girl child in terms of recreation for girls would be sent to the stream to fetch water as boys played in the field. The Kenyan government efforts to attain access and retention of students to education are challenged by various school factors such as inadequate physical facilities ,low teacher-pupil ratios and sustainability of school feeding programme in ASAL areas according to African Economic Outlook (2007).The survey found out that the efforts to improve the quality of FPE in Kenya are continuing .The Ministry of Education has come up with programmes for capacity building to improve primary school management such as on financial management and accountability, rationalizing the deployment of teachers, targeting tuition scholarships to needy and bright students, providing adequate teaching and learning materials in schools. The report reveals that head teachers of schools misappropriated school funds hence causing learners in their schools to suffer due to lack of teaching learning resources, poor infrastructure and poor academic programs in schools. On the teacher resource in schools, the report found out that their existed imbalance on staffing with some schools hardly hit with the teacher shortage as others were over staffed, blaming the mess on matters of education. In such discrepancies in staffing and financial management in schools in Kenya, there is a very high unlike hood of provision of education on the basis of equity and efficiency.

Suitability of the curriculum offered to students in Kenyan schools is yet another area of concern. Probably the most direct way to improve the student's academic performance and reducing dropout rates is to change the school curriculum used in public schools (Hammond, 2000). In this report by Hammond, most students in public schools in Kenya are uncomfortable with the curriculum offered to them for they do not see the relationship between what they study and their future career ambitions. The survey observes that another cause of drop out is a case of a teacher who does not respond to the need of learners. Hammond calls this phenomenon 'a bright person myth' people always presume that anyone can teach what or she knows to anyone else. Some teachers who have not mastered the required pedagogy may find it very difficult to convey the materials they learnt to the students. Such teachers maintain a single cognitive perspective that makes it difficult for them to understand the experiences, perceptions and knowledge bases of students in the current education system.

The Kenyan Education setup has allowed the enrolment of learners who are above fourteen years (ROK, 2005). There are many challenges that need redress for the set educational goals to be attained. There is need for new approaches and new strategies put in place to check on the low performance in academic witnessed in most public schools in Kenya since the introduction of FPE in January 2003.

Infrastructure in schools in Kenya still poses as a challenge to access and retention of learners especially those with special needs (ROK 2008). In a study carried out to evaluate the suitability of existing facilities to learners with special needs, it was reported that all public schools should embrace the policy of inclusive learning whereby all students regardless of impairment should be offered a chance to access education. This therefore calls for improving the existing physical facilities by introducing ramps to all buildings that have staircases, special latrines for learners with physical impairment to accommodate all students in school. The report adds that even in the area of co-curricular activities should be improved to accommodate learners with disabilities.

Agwanda (2002) conducted a study in Kisumu Municipality on the effect of school inputs on student achievement. He observes that student achievement depends on the availability of tuition materials such as textbooks, head teacher's experience and teacher motivation. The report indicated that teacher unpreparedness before delivering in class, lack of motivation from students challenged student achievement in most schools under study. The school administration therefore needed strategies to motivate both the students and the teachers if the academic achievement was to be maximized.

In a survey conducted by UNESCO (2005) assessing the challenges faced during the implementation of FPE programme in Kenya, it was noted that head teachers of public primary schools had challenges in terms of financial management due to lack of accounting skills and yet they are accounting officers in their schools. There were incidences of financial misappropriation in most public primary schools hence affecting FPE programs in affected schools. The standard Newspaper (31st August 2005, Pg 5) carried a report on the head teachers in public schools and their challenges since the introduction of FPE in 2003; financial accounting and management skills was found out to be a challenge faced by head teachers in public primary schools since inception of FPE in January 2003. The head teachers have had trouble with financial management and have therefore responded very positively to the governments' launch of countrywide management training for all primary school head teachers.

2.3 Informal Businesses and Access and Retention

According to Parker (1998), there are some informal business organizations known as Global gangs which operate internationally. These are based in Russia, China, Hong Kong, Japan, Colombia, Italy and U.S.A. They major in trafficking human cargo and transporting illicit drugs such as heroin and cocaine. They use global banking system and computer technology to launder billions in income. In this study, the nature of business entities mentioned is of large scale operating on a global scale and formally existing. The formalities used in the running of these businesses such as registration, administration and remittance of taxes are addressed. The administration of this kind of businesses is complex due to its size, income and the mode of operation. The informal business organizations under study differ with the one mentioned above. Informal businesses such as scrap metal selling, hawking, boda boda and brick making have not been registered due to some reasons such as fear of taxation or bureaucracy involved in formalizing them. This study looked at the effect of such informal businesses entities on access and retention to education by boys.

In many developing countries, most economic activities are not reported officially. The business sector operates as informal work sector commonly referred to as 'gray shadow' or underground economy. In this sector, work is performed for cash or barter food, shelter and other basics like agricultural labour and drug trafficking (Parker 1998). There are various reasons for the existence of informal businesses. These include the high tax burden imposed by governments which discourage individuals from declaring their earnings; government restrictions on for example illicit businesses such as sale of drugs; and bureaucratic hurdles that make it difficult to obtain permits for business.

Parker (1998) identified two sources of informal business: agricultural sector and crime related businesses such as drug trafficking. However, there are other sources such as transport sector where boys drop out of school for some reasons to carry goods on their heads (porters) or use bicycles and motorcycles and even hawking. Brick making is another activity that is common in most parts of Kenya hence this study filled the gap by addressing these activities. Parker does not also indicate in his study where the workers in the informal sector comes from. He only mentions the illegal immigrants who are possibly involved in illegal informal businesses entities. This study looked at schools, homes as possible sources of labour for the informal business at the backdrop of the factors contributing to the involvement of boy child in the labour.

The informal sector, according to World Bank (2001), carries a wide range of labour market activities that combine two groups that are different in nature. First, informal sector formed by coping behavior of individuals and families in economic environment where earning opportunities are scarce. Another form of entrepreneurship is small and medium sized enterprises(SMEs).These are independent firms that are not subsidiaries of other companies (Parker, 2008).SMEs have an upward limit of 250 employees apart from USA where the SMEs can absorb as many as 500 employees. Small scale enterprises are categorized as those that employ less than 50 people. SMEs apart from the labour force intensity can also define on financial basis. For instance in Europe, SMEs must have annual revenues of 40 million pounds and balance sheet valuations of less than 27 million pounds. Small firms may rely more on networks to go entrepreneurial.

Other forms of business enterprises are partnerships whose entry consists of persons who contract to perform a partnership. Personal liability of the partners is not limited unless they are limited partners of limited partnership. Cooperative movements are also another form of business mainly formed in agricultural sector, or even among employees of a professional body such as doctors, lawyers and teachers. (Parker, 2008)

In Kenya, various areas witness different business activities depending on the inhabitants of the region. In Bondo district of Siaya County, according to Engendered Poverty Reduction Strategy Paper(PRSP,2005),has several business activities ranging from fishing canned out on the Lake Victoria beaches such as ‘Usenge, Jua kali’ activities and ‘boda boda’ transport which is a very fast growing business actively in the district. ‘Boda boda’ provides a quick means of transport for hire. It generates income and revenue for the operators.’ Boda boda’ is a growing source of employment in urban trading centers in the district.

Jua kali is one of the terms that are commonly used when referring to informal businesses in Kenya. The term means fierce sun in Kiswahili. This actually refers to a person or business man who can practically do anything upon request under the biting rays of the equatorial sunshine, shaded by plastic bags or sheets of mabati (tin roofing). Juakali entrepreneurs make it their mission to keep things alive and working. Their modest offices are on the muddy streets, many in the labyrinth of slum Districts like Kibera or Dandora of Nairobi, Kenya.

In the above study, the researcher based his study on street vendors’ and hawkers in the urban centers. This study fills the gap for it was based in both rural and urban areas. The study also targeted other forms of juakali such as boda boda transport, scrap metal selling, brick making. The study also established that informal business affected access and retention of boys from public primary schools to education.

A recent study on access to finances in Kenya found out that there was low popularity of micro-finance institutions existing in the country. The survey also established that the use of mobile money transfer was on the rise among the entrepreneurs on the informal sector. According to the survey, Kenya's financial sector was probably the most advanced in East Africa, but it was unfortunate that only 55 % -60 % of the Kenyan population had access to financial services. There were mainly those workers in informal employment who owned Bank Accounts and those who worked in large companies in the private sector according to African Business, December 2007.

In the study above the researcher did not indicate the exact age bracket involved in the mobile phone business. This study found out that boys of school going age were involved in informal businesses such as boda boda, hawking scrap metal selling and brick making. These business activities were found out to be affecting access and retention of boys in public primary schools in the area under study.

In a report dubbed Kenya needs to develop its informal sector if it is to achieve vision 2030 goals, the World Bank observes that Kenya's informal sector by its popular Swahili name "Juakali occupies the majority of the productive population in poor countries such as Kenya. Sadly, the Government of Kenya has not taken an initiative of training such entrepreneurs and creating workspace for them. This has greatly reduced the potential of a booming industry. Developing the informal sector would lead to faster attainment of the most of the estimated projects outline in the Kenya Vision 2030 Plan.

According to Omondi (2012), Kenyan entrepreneurs purchase import used clothes from USA, UK and other parts of Europe in large quantities. These clothes are sorted into different categories such as sportswear, knit wear and children's wear then packed in bales and shipped to the coastal city of Mombasa in Kenya. From Mombasa the consignment is moved in Gikomba in Nairobi which is the biggest second hand clothes exchange in East Africa. While in Gikomba, wholesalers sell the clothes to retailers who take them to different markets in the country.

Adams Acade in Nairobi is one of the areas that have developed into a popular second hand clothes market. It draws customers from all parts of the city. It is easy to see how second hand clothes popularly referred to as "Mitumba" are benefiting hundreds of young people in Kenya who have found it impossible to secure formal employment in offices making their ends meet rather than languishing in poverty.

In a report dubbed "Second hand clothes booming business in Kenya", a survey by the World Bank shows that for many years, Kenyans relied on the local textile industry for all their needs. Most Kenyans however could not afford the clothes.

As Kenyans became more fashionable and budget-conscious, consumers were facing second hand clothes vendors in search for bargains and unique pieces they found stylish. Kenyans wanted to look good without breaking the bank.

Second hand clothes popularly referred to as "Mitumba" in Kenya are providing a cheaper alternative to locally produced or imported new clothes. This has made the second hand clothes business one of the most lucrative informal businesses in Kenya.

According to George Omondi, the impact of Mobile Phone on the Informal Sector of Business in Kenya the growing numbers of small scale businesses are registering their operations to access funds from banks to boost their enterprises. Players in the informal sector are increasingly finalizing their businesses in hope of obtaining expansion funds from many products that cash flushing commercial banks have rolled out to, too small and medium sized enterprises. Most small scale traders have appreciated the fact they can have an advantage of easy credit facilities

In the above study, the researcher was interested in the relationship between mobile phone business and access to financial assistance from commercial banks. The study does no indicate how the sector affects education.

The 2012 African Economic Outlook notes that unemployment among the youths could aggravate poverty and food insecurity while raising the risk of instability in the continents ethnically explosive states. The continent is experiencing jobless growth. Most of the jobs in Kenya were created in the informal sector which employs about 90% of the country's working population.

Kenya's modern sector created 446,000 new jobs in the informal sector. Despite this enormous adoption of youths in employment, the Kenyan government has done very little in promoting and supporting the informal sector.

The study above has the youth as the target group in the informal sector. The researcher does not state the gender of the youth and whether it had any effect on education. In this study the researcher targeted boys of school going age in public primary schools. The study also looked into how the involvement of such boys affected their access and retention to education. The researcher in the above study recommends that the government should promote and support the informal sector. In this study, the researcher recommended that the government should come up with a clear policy to enhance monitoring so as to eradicate child labour that is practice in the informal sector in Kenya.

2.4 Access and Retention of Pupils in Primary Schools.

On realizing very low access and retention rates in public schools in USA, USA congress enacted the 'NO child left behind' policy that was to ensure that all children of school going age were enrolled in schools. The 2001 parliamentary act broadened federal involvement in educational matters with an aim of having educational accountability for all children. A survey carried out on the suitability of the offered curriculum to the students of USA found out that most of the subjects taught at the

elementary levels were not suitable in terms of attainability by the students at that level. The report noted that the teachers at all levels needed motivation especially through provision of tuition materials to make their work easier. The federal law therefore mandated the hiring of highly qualified teachers and provision of grants by the government to purchase tuition materials in public schools. On curriculum delivered, the federal law required that all learners at elementary levels in public schools be taught and tested in low subject areas as corrective measures to turn around the American schools that were challenged by low enrolments and poor academic achievement (Fursarellic 2008). Other areas of weakness identified by the survey were weak administration in public primary schools in USA and an equitable distribution of resources in public schools.

A report by ADB (2006) on a survey conducted to assess the progress of achieving UPE by African countries indicate that there is low progress towards attain UPE in Sub-Saharan Africa. The report indicates that millions of children of school going age were still out of school with the majority being girls. There was equally a challenge on completion for most pupils dropped out of school due to various reasons some which were unknown. In Burkina Faso, for instance, the report observed, only 30% of students in a given grade proceeded to the next grade. Majority of the students who dropped out of school were feared to engage in child labour owing to the high poverty levels in most countries in Africa. The quality of education in most African countries was rated lowly citing Burkina Faso as an example of the countries in Sub-Saharan Countries whose education system needed improvement for it to sustain learners that enrolled in its schools.

Nafula (2001) in a study on the progress realized in equitable distribution of education services observes that despite tremendous progress made in provision of education to citizens of Kenya, substantial problems still exist on access and retention rates. There is evidence of gender inequalities in the provision of education mainly occasioned by socio-economic factors and also geographical factors. The study reveals that there is need to come up with strategies on how to check on gender disparities on education provision for education has a critical role to play in the social and economic transformation of both boys and girls in Kenyan schools.

According to ROK (2005), introduction of FPE in January 2003 resulted in significant increase in enrolment in public primary schools. This increase presented primary school with significant challenges leading to low retention rates. The survey conducted by the MOE indicate that there was need to equip the teachers and head teachers with new skills to enable them face the challenges that were brought about by the increase of enrolment and especially following the policy that allowed admission of over age pupils. Another area of concern according to the MOE survey (2004) was the idea of inclusive learning that was to cater for the learners with special needs. The report observes that to attain high access and retention rates in public primary schools, the MOE needs to come up with new strategies to re-engineer teachers in primary schools to equip it with special education skills and motivate the trained teachers to maintain them on the field.

ECDE has a great role on the access of learners to education especially at primary school level (ROK, 2005). Children from low income households who access ECDE services will be more likely to enroll primary school at the right age hence reducing the high chances of drop out emanating from indiscipline cases found among over age pupils. The survey by MOE indicate that most of the pupils who enroll in primary school without basic ECDE education repeat grades hence frustrating their efforts to complete the primary school cycle. The pupils who pass through ECD are reported to have high cognitive abilities and improved school performance compared to those who missed ECDE services.

Access and retention to education in Kenya still emerges to be the major challenge to attainment of Kenya Vision 2030 for education and training of Kenyans is fundamental to the success of Vision 2030 (ROK 2007) . According to the Ministry of Planning report on Kenya's education and Vision 2030,there is need to reform the education sector in order for the country to provide quality education that will see it attaining MDGs and Kenya Vision 2030 goals. The report proposed increase of the number of boarding schools in pastoral districts and ASAL areas establishing mobile schools especially in ASAL areas to enable children access education despite their parents migration in search for pasture. Other strategies proposed are enhancing financial strategies for the disadvantaged such as voucher schemes, special grants for the needy in order to improve access and retention to education. The Children's Act should be observed by all through public education campaign against retrogressive cultural practices.

The education sector faces major challenges related to access, quality and relevance cost and financing of education. Most public schools in Kenya have recorded drop outs among the learners that had enrolled in primary schools on the introduction of FPE in January 2003 (ROK, 2005).The Government of Kenya has over the years demonstrated its commitments to the development of education and training through sustained allocation of resources to the education sector. In the secondary schools an MOE survey conducted by World Bank (2003) observed that the high dropout rate among secondary school students was caused by financial problems that parents faced hence lacking the ability to sustain their learners in schools. The Government of Kenya, to promote access and retention rates among the secondary schools sets school fees guidelines in public secondary schools is a measure to attain education for all and MDG's (ROK, 2007).

World Bank (2003) in a study on institutional costs observes that lack of access to education among many students is related to the cost of education. The study indicates that there is need for analyzing costs in education for it is a basis ingredient in the provision of education service to citizens of a country. This is due to the fact that focusing on institutional costs function is relevant for assessing the cost implication of mechanism for expanding enrolments.

3.5 Gap in the Literature that the researcher intends to Bridge.

A number of studies have been carried out on wastage in education occasioned by various factors such as socio-economic factors, school factors and even individual students own factors. Owiye (2005) conducted a study on trends and factors affecting wastage in primary school education in Siaya District. The study revealed that factors such as lack of money to pay for school levies, early pregnancies among the girls, sickness of the learners or their parents, child labour, poor academic performance and negative attitude towards education. The study looked at wastage in education in both boys and girls in the schools in the sample. This study came up with other factors that led to wastage in education which were not raised in the study. The factors were poverty which forced boys out of school to join informal businesses to get money to support their parents or guardians. School factors such as teacher shortage, inadequate resources in schools and lack of competent school administrators. This study also revealed that low boy child morale in school brought about by boring school environment contributed to boys dropping out of school to engage in informal businesses. School policies that were rigid were also established to contribute to school drop out in the area under study. Policies on testing promotion and motivation of learners contributed immensely to the school drop out in the sample schools. The study addressed itself to the wastage in education among the boys in public primary schools.

Onditi (2007) carried out a study on factors that influence primary school dropout in Suneka Division, Kisii Central District. The study found out that several factors such as lack of funds to pay school levies, child labour, long distances to schools and low academic ability as the causes of school dropout among the pupils in the schools studied addressed itself to the boy child and came up with other factors such as poverty among the families of the boys in question which made them to engage in child labour. Other factors established in this study included unfavorable school environment , availability of business opportunities such as boda boda , brick making , scrap metal selling which attracted the boys from school to join the businesses. However, factors such as inability to pay school levies by some boys, low academic achievement and child labour presented by Onditi are similar to the findings of this study. This study found out that inability of parents or guardians to pay some school levies led to the boys being severally sent home for money severally hence demoralizing the affected boys hence making them to drop out of school. Low academic achievement was also established in the study as a cause for school dropout.

Wango (2000) conducted a study on gender in educational institutions. In this study, the researcher identified school factors as major causes of student drop out in the schools under study. The researcher singled out teacher behaviour among some teachers in the schools in the sample study as a major contributing factor to school drop out among learners. The teachers in question demoralized learners through utterances depicting the affected students to be weak in some subjects such as mathematics and science.

In this study, there are other factors such as poor motivation of boys especially after examinations, availability of informal business activities, some school policies such as promotion of boys to the next level as contributors to school dropout. As the study by Wango looked at education wastage among both gender at school, this study looked at dropout among the boys as a result of involvement in informal businesses and how it affected access and retention in public primary schools.

Wanjiru (2007) in her study on factors contributing to school dropout in Mombasa came up with various causes of the said wastage in education: lack of fees, family background, and drug abuse influenced student drop out in secondary school under study. The socio-economic background of students was established to be the major contributing factor to the student drop out from schools. Students from poor socio-economic background found it hard to get money for school fees forcing some of them to engage in child labour. The socio-economic background of the students was also established to be the source of drugs that affected the students in secondary schools that were studied by the students abusing them others trafficking the same drugs. The family background also contributed to boys dropping out of school through their negative attitude that the parents of the affected boys had towards schooling. The study revealed that some parents were reluctant to support their students both financially and materially hence demoralizing the affected learners.

This study addressed itself to boys in public primary schools. The factors established by Wanjiru are similar to the findings of this study. However, this study came up with school factors, availability of business opportunities and un conducive school environment as the causes of school dropout among the boys in the schools under study.

In his study on factors contributing to primary school dropout in Teso North District in the era of FPE, Adachata (2006) found out that school factors such as school administration policies, school feeding programmes, school infrastructure led to drop outs among learners in the schools under study. Other factors established by the researcher were curriculum offered in schools under study that did not motivate the learners to remain in school. The duration in school also negatively influenced retention by learners in schools. The study found that the nature of curriculum offered in school was not favorable to the learners in terms of relevance to their future expectations, hence making them develop negative attitudes to education.

Parental (home) factors were also cited to influence attendance and retention of students in schools negatively. Orphaned students found it hard to raise money for school levies. The academic level of parents and the type of the family also influenced acquisition of education by students in schools under study. Other causes established were peer pressure and individual factors such as opportunity cost, the health of the learners and their discipline. The study revealed that some students preferred joining juakali garages to work there and earn some income to supplement family income instead of attending school.

As Adachata found out that school administration policies affected school attendance. This study established that several school factors such as testing policies, availability of learning resources, staffing position contributed to the boys access and retention of boys in schools under study.

Moraa (2006), in her study on wastage in education in public primary schools in Nandi North District came up with several factors that caused education wastage in the study area. The factors established were home factors, curriculum based factors, school factors and in-between factors. Under home factors, the study established that the family of the pupils, the socio-economic background of the parents, gender type and child labour influenced the attendance of pupils in schools.

Juma (2003), in his study on the nature, trends and factors causing wastage in secondary schools in Vihiga District revealed that there were several factors leading to wastage in education. Such factors raised were socio-economic status, orphanage, the size of the family, reluctance of parents in attending to their student's needs and school factors. The school factors include the understanding, the administration of the curriculum delivered. In this study, the researcher came up with other factors like child labour occasioned by poverty. Boys engaged themselves in informal business to get money to supplement family income. This study was conducted in primary schools as opposed to Juma's which was conducted in secondary schools. On school factors this study came up with other factors such as school policies on examination, promotion and co-curricular activities being contributory factors to school dropout among boys in public primary schools. It also established some of the challenges faced by head teachers of the public schools as they struggled to improve access and retention of boys in the public schools.

Serem (2007) conducted a study on factors and trends of drop out of secondary school students in Nandi South district in Kenya. The study revealed that home based factors such as poverty of the parents , cultural beliefs by given parents, the education level of parents , number of siblings , employment expectations , child abuse , marriage stability of the parents affected the attendance of learners . The study also established that school factors such as incoherent curriculum, the size of the class, teaching styles, poor student – teacher relationship, school rules and inadequate school resources contributed to the drop out among students in the secondary schools under study.

The study also came up with other factors such as sickness of students; deformities among the learners, indiscipline, and absenteeism among the students which also affected the attendance of boys in secondary schools.

Nafula. (2003) carried out a study on the flow trends of students in secondary schools in Funyula Division in Busia District. The study discovered that the high student dropout rate was caused by various factors both in the student's homes and schools. On school factors, the study revealed that lack of basic facilities in schools, high rate of failure of examinations, lack of enough learning resources, contributed to student drop out on home based factors. The study identified poverty in the student's homes, lack of interests in the student's education by their parents, indiscipline among the learners as the possible causes of student drop out in secondary schools under study.

According to a survey conducted by the Ministry of Education (ROK, 2002) on drop out rates in public primary schools in Kenya, it was revealed that there were very high dropout rates in Kenya, evidenced by the high enrolment in lower primary classes. The enrolment diminished as the learners reached class eight.

The drop out trends was attributed to repetition and drop out in primary schools. The study revealed that reasons such as long distances to schools, low teacher qualifications were reasons that promoted repeating and student drop out in the schools under study. Other factors revealed by the survey were the attitude to schooling, peer influence, the age of the learners, the rate of the student achievements and the student's aspiration.

Yugi (2006) conducted a study on factors contributing to repetition and drop out of girls in mixed day secondary schools in Nyando District. The study came up with various factors that contributed to wastage in education through repetition and drop out. The factors were the size of the family , the socio-economic status of the family from which the girls were born , the level of education of the girl's parents , the involvement of girls in household chores , and orphaned girls .

The study also revealed that there were some socio-cultural factors which challenged the participation of girls to education. The factors established were traditions and beliefs of the families of the girls in question and religious beliefs. School factors such as the quality of the school in terms of its ability to delivery of curriculum instructions, curriculum overload and the teachers attitude towards teaching duties. The distance covered by girls to school was also established to hinder the attendance of girls in the schools under study. The study also revealed that poor weather also contributed to the poor attendance in school.

2.6 Summary of the chapter

The chapter looked at review of literature that focused on the influence of Socio economic background of boys in public primary schools on on their involvement in informal businesses ,the school factors that influence the participation of boys in public primary schools in informal businesses ,the effect of informal businesses on access and retention of boys and the challenges faced by the headteachers of public primary schools in their endeavour to improve Access and Retention in public primary schools. The following chapter looked at research design and methodology. This mainly covered research design, study population, the sample and the sampling techniques. The chapter also discussed data collection instruments, validity and reliability of instruments, data collection procedure, data analysis and ethical considerations.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.0 Introduction

This section covered research design, description of the area of study, the study population, sample and sampling techniques, data collection instruments, data collection procedure and the methods of data analysis. This chapter is very important because it gave a detailed procedure used to answer the research questions thus: How does the socio-economic background of boys in public primary schools in Emuhaya influence their participation in informal businesses?, What is the influence of school factors on the participation of boys in informal businesses?, What is the effect of Informal businesses on access and retention of boys in public primary schools? What challenges do head teachers of public primary schools face in their endeavour to improve access and retention of boys in public primary schools?

3.1 Research Design

This study employed mixed design survey for it had both quantitative and qualitative data. Descriptive survey was used because information was collected from a sample other than entire population. Orodho (2003) describes descriptive survey as a method of collecting information from a sample other than the entire population at one point in time. Survey design provides numerical description of part of a population and explains events as they were, they are or as they will be, Oso & Onen (2009). The study found out cases of school dropout among boys and the possible causes of such dropouts and even established the challenges that Head teachers faced in improving access and retention of boys in their schools

3.2 The Study Area

The study was carried out in Emuhaya district in Vihiga County of the Republic of Kenya. Geographically the area under study covers 173.2 Km. Emuhaya district borders Kisumu County to the south, Siaya County to the West and Kakamega County to the North.

Luanda Market which is situated along Kisumu-Busia highway is found in Emuhaya. The market is strategically located almost at the centre of four counties, namely Vihiga, Kakamega, Siaya and Kisumu. It is a business hub for Western Kenya for it attracts merchants from the four counties. This makes the demand for transport to be very high for the goods from different places, such as fish from Kisumu and Busia counties, green vegetables and Irish potatoes from rift valley, cereals from Kakamega and Busia need transport to and from the market for the exchange of such goods to take place. The transport needed ranges from handcart pushers to bicycle transport and to the extent carried on backs by porters. Hawking of wares from wholesale shops are common from the market and this is commonly done by children and youths. The location of Moi University's Odera Akang'o Campus and Maseno universities is less than 5 Km from Luanda Market. This makes it very ideal for students and other members of staff to access the market by road, on bicycles and motorcycles referred to as 'Boda boda'. Some students of the two universities reside in Luanda town. The proximity of four senior secondary schools namely Maseno National School, Bunyore Girls National School, St. Mary's Yala, Emusire High School, justifies the members of staff from these schools to reside in Luanda town hence, increasing the demand for 'Boda boda' transport from Luanda to these schools and back.

3.3 The Target Population

Oso and Onen (2009), defines target population as the total number of subjects or the total environment of interest to the researcher. Emuhaya has 34 secondary schools with a student population of 10 767. There are 109 primary schools, 97 being public and 12 private, with a total population of 51 421 pupils. There are 26 115 girls and 21 351 boys. Emuhaya has 12 special schools with a pupil enrollment of 225. In this study the population was 97 public primary schools. There are those schools within the town council while others are in rural areas i.e. outside the town council. A total of 30 Head teachers and the D.E.O were used in the study as respondents.

3.4 Sample size and Sampling Techniques

This study employed stratified random sampling to select the number of head teachers of public primary schools sampled from specified locations. The stratified sampling technique is a technique that identifies sub-groups in the population and their proportions and selects from each subgroups to form a sample (Sekaran, 2003). It groups a population into separate homogenous subjects that share similar characteristics and selects from each sub-group so as to ensure equitable representation with a view of accounting for the difference in sub-group characteristics (Gay, 1987).

The researcher was convinced that the target population was not uniform. This was because schools in urban centers and those from rural centers did not have similar characteristics because the learners in one given primary school may not always think similarly over a given issue. As such, the target population could not be regarded as homogeneous. In table 3.1 showing sample population for the study, schools were put in 2 categories of urban and rural schools. The sample schools were further grouped into two divisions of Emuhaya district namely, Luanda Division and Emuhaya Division with the target population of 57 schools and 40 schools respectively. Using 30% selection criterion, each strata 18 schools were sampled out of 57 schools in the urban schools category. 12 schools were sampled out of 40 schools giving a total sample of 30 schools out of 97.

The study also used purposive sampling to select the DEO who was used as the respondent. In purposive sampling technique, the researcher decides who to include in the sample, based on their typicality. In this study, the DEO was used to give focused information on access and retention of learners in public primary schools and since there was only one DEO in Emuhaya District, purposive sampling was ideal. The samplings of schools for the study were represented in the table 3.1.

Table 3.1: Sample Population for the Study

Division	URBAN SCHOOLS		RURAL SCHOOLS	
	Target	Sample	Target	Sample
		Population	Population	Population
Luanda	32	10	14	4
Emuhaya	25	8	26	8
Totals	57	18	40	12

3.4. Data Collection Instruments

Questionnaires, document analysis and interviews were utilized to collect data from Head teachers of primary schools and the D.E.O.

3.5.1 Questionnaires

These instruments were used for collecting data because of the following merits: the respondents give the responses using their own words hence making it free from bias of the interviewer. The provision of adequate time for the respondent to give well thought responses is strengthened in the use of questionnaires. Through questionnaires, the researcher is likely to reach the respondent who will not have been approached due to status, social or academic and even financial. According to Kothari (2008), questionnaires are able to involve large sample and thus the results obtained can be made more dependable and reliable. Questionnaires were ideal in this study for the tool allowed head teachers who were the main respondents to whom the tool was used to respond to the items on the tool at their own opportune time. This was owing to the fact that head teachers are busy officers who carry out both teaching duties and administrative matters on daily basis in their respective institutions. Questionnaires were ideal in this study since the target populations, who are head teachers, are unlikely to have difficulties in responding to questionnaire items. The tool is also suitable because the study was concerned with variables that could not be directly observed. These variables included views, opinions, perceptions and feelings of the respondents.

The format of the questioners was semi structured. This was to enable the researcher to balance between quantity and quality of data collected, hence providing more information. The questionnaire was to be collected by the researcher on completion by respondents. The researcher used questionnaires to get information on demographic information about the schools under study, information about family background of the boys that are involved in informal businesses, school policies and how they affect involvement of boys in informal business , reasons for the boys involvement in business activities, the availability of enough teaching and learning resources , the support head teachers get from their teachers on matters of access and retention, the challenges faced by head teachers in running of their schools and measures put in place to improve access and retention of boys in public primary schools.

3.5.2 Interview Schedule

This was used to collect data from the D.E.O because the officer may not get time to fill a questionnaire due to his busy schedule of work. Through an interview which allows person to person verbal communication, the interviewee gave vital information on education wastage in public primary schools. Through interviews the researcher is able to capture meaning beyond words from the responses given by the interviewee, (Oso and Onen, 2009). Interview was conducted in this study because it obtained information that could not be observed directly such as statistics on enrollment and responses on education wastage. Through interviews the interviewer gained control over the questioning hence probing the respondent to give ideal information regarding his attitudes, perceptions opinions on wastage in education. Interview schedule was used to gather information on access and retention of boys in public primary schools, causes of absenteeism and boys drop out, competence of public primary schools head teachers pertaining to management and strategies put in place to improve access and retention.

3.5.3 Document Analysis

Document analysis entails critical examination of public or private recorded information to the issue under investigation (Oso and Onen, 2009). This study enabled the researcher obtain unobtrusive information about enrollment in public primary schools, dropout trends, mode of promotion of pupils, curriculum delivery in schools, schools' academic performance, resources in schools, testing policies, motivation of pupils after exams, funding of exams, indiscipline cases in schools, vulnerable learners, health issues in schools and any related statistics on education wastage in Emuhaya. The documents analyzed were school assessment reports, Guiding and Counseling minutes and examination reports in the sampled schools. This technique was ideal in this study because it saved time and provided information that would not be captured by a questionnaire.

3.6 Validity and Reliability of the Instruments

3.6.1 Validity

Validity is the extent to which research results can be accurately interpreted. It's the extent to which research instruments measure what they are intended to measure (Oso and Onen, 2008). To establish validity in the study; the instruments were given to two experts who evaluated the relevance of each item in the instrument to the objectives and rated each item on the scale of very relevant (4), quite relevant (3), somewhat relevant (2), and not relevant (1). Validity was determined using content validity index (CVI).

CVI = Items rated 3 or 4 by both judges divided by the total number of items in the questionnaire. This is symbolized as:

$$CVI = \frac{n_{3/4}}{N}$$

Where n is total number of items rated 3, that is somewhat relevant and 4, which is very relevant; and N being the total number of items in the research instrument.

In this study, n 3/4 was 20 and N was 24. The validity co-efficient was therefore 0.83.

The 0.83 co-efficient obtained implies that the research instruments used had a high degree of validity. According to Oso and Onen, (2008) the items of validity of co-efficient of at least 0.7 are accepted as valid in research. To improve the validity of the instruments in the study the researcher modified the items that were rated to be quite relevant to make them very relevant and omitted the two that were rated 'not relevant'.

3.6.2 Reliability of Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. Reliability in research is influenced by random error (Mugenda and Mugenda, 1999). There are four different methods of assessing reliability in data. These methods are: test –retest, equivalent forms, split-half and internal consistency. To assess reliability in this study, the researcher used test-retest technique.

The researcher did piloting using two schools from each stratum that is rural and urban schools. In each school the research instruments were administered twice. This was done at an interval of ten days. The results were then analyzed in each case and compared to get correlation in each school. The researcher then calculated the mean of the four correlations co-efficient thus: 0.806, 0.91, 0.89 and 0.871 and obtained a correlation co-efficient of 0.87.

The co-efficient (r) of 0.87 implies that the research instruments used in this study were highly reliable since it was above 0.8. A co-efficient of 0.8 or more implies that there is a high degree of reliability of the data (Mugenda and Mugenda ,1999).

3.7 Data Collection Procedure

The researcher sought permission from the Ministry of Higher Education, Science and Technology through the School of Education, Moi University. The DEO Emuhaya was informed through the research permit of the authority to conduct research in public primary schools in the district. She subsequently wrote an introduction letter to the Head teachers of public primary schools where the researcher was to collect data. The researcher personally administered the questionnaires to the head teachers of the sampled schools.

Document analysis was also done by the researcher on school assessment reports guiding and counseling records and school examination reports after securing an appointment with the head teachers of the sampled schools. The analysed documents gave back-up information on education wastage through absenteeism and school drop out of the boys in public primary schools. An interview schedule was prepared where the researcher filled in the responses from the District Education Officer pertaining to issues on access and retention of boys to education in Emuhaya. This was done upon securing an appointment with the District Education Officer.

3.8 Data Analysis

The school documents that produced the analyzed data were: Guidance and Counseling records, examination council reports and school assessment reports. Responses to questions on the influence of the socio- economic background of boys on their involvement in Informal businesses, the influence of school factors on the participation of boys in informal business, the boys access and retention in public primary schools and the challenges faced by the Head teachers of public primary schools in their Endeavour to improves access and retention were recorded in frequency tables and converted to percentages.

The information from questionnaires was analyzed in an ongoing basis according to themes; How socio-economic Background of Boys in public primary schools influence their Involvement in Informal Business, The Influence of School Factors on the Involvement of Boys in Informal Business, Access and Retention of Boys in public primary schools, and the Challenges Faced by the Head teachers of Public Primary Schools in their Endeavour to Improve Access and Retention in Schools. These themes were derived from the study objectives.

The researcher drew bar graphs and frequency tables showing background information such as Head teacher's professional qualifications, the experience of head teachers in schools under study and the staff establishment. The background information, data from the DEO and documents analyzed were used as a backup to the analyzed data from the questionnaires.

3.9. Ethical Considerations

The permission to carry out the study was sought from the Ministry of Higher Education, Science and Technology through the school of Education of Moi University.

This was done using a letter written to the District Education Officer, Emuhaya from the National Council for Science and Technology in Nairobi.

The nature and purpose of the research was explained by the researcher. The researcher respected the individuals' rights to safeguard their personal integrity. Respondents were assured of anonymity and confidentiality. Personal identification numbers were not reflected on the questionnaires except the numbering for questionnaires which was mainly for the purposes of identification of data during its editing.

3.10 Summary of the chapter

Chapter three of this thesis has covered research design, study area, the study population, sample and sampling techniques, data collection instruments, data collection procedures, data analysis and ethical consideration. The next chapter presents data presentations, analysis and interpretation.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS, INTERPRETATION AND DISCUSSIONS

4.0 Introduction

Chapter four focuses on data presentation, analysis and interpretation. It presents data from all respondents that were involved in the study. The respondents were the head teachers and District Education Officer. Some data was also obtained from school documents. It also presents background information on school enrolment, staff establishment and professional qualifications of the head teachers

4.1. Background Information

Background information lays a basic foundation on which interpretation of the study is based. Background information also enables the researcher and the readers to have confidence in the study. The background information in this study was obtained from Head Teachers.

4.1.1. Head Teachers' Highest Professional Qualifications

The study sought to find out the highest professional qualifications attained by the head teachers in the sample study. The results were as shown in table 4.1.1

Table 4.1.1: Head teachers' Professional Qualifications

Professional qualification	No. of Head teachers	%
1. P1	20	66.7
2. Diploma	3	10
3. Graduate	5	16.7
4. Others	2	6.6
TOTAL	30	100

The findings from Table 4.1.1 show that 20 (66.7%) head teachers had PI as the highest professional level attained. Diploma teachers represented were by (10%) as only 5 respondents (16.7%) were graduate teachers and only 2 respondents (6%) had masters degree. These findings imply that majority of head teachers, which is 66.7% of public primary schools in Emuhaya still had P1 qualification they attained in the teachers training colleges. However 33.3% had improved on their professional qualifications by attaining Diploma Certificates and Degrees. The implications of these results are that most head teachers in the sample study lacked knowledge and skills in school administration that would enable them respond to emerging issues in schools. Such issues include socio-economic background of learners, gender parity in schools, friendly school environment and government policies such as FPE. These issues need attention from school managers if access and retention of boys in schools is to be attained.

4.1.2: Experience of Head Teachers in Schools

Experience of head teachers in the sample study was also sought. Figure 4.1.1 shows the findings of the study on the experience of head teachers in public primary schools.

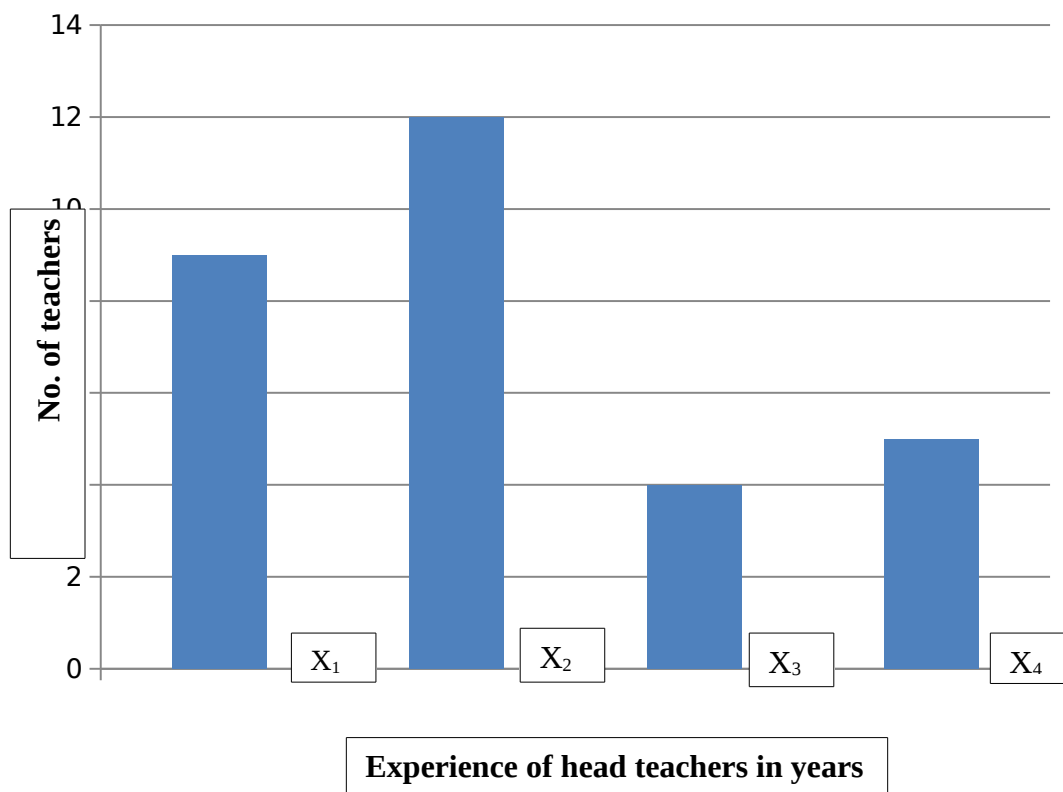


Fig.4.1.1: Experience of Head Teachers in Schools.

KEY:

X1-0-4 Years

X2-5-9 Years

X3-10-14Years

X4:Over 15 Years

The longer the head teacher serves in the headship position, the better manager he /she is presumed to become. This is due to capacity building programmes he is exposed to. The skills and knowledge attained enable the head teacher to improve his administrative approaches that will help him improve access and retention of boys in school.

According to figure 4.1.1, 40 % of the head teachers of primary schools under study had served as head teachers for the period between five to nine years; the least (13%) being those who had served between 10 and 14 years. According to figure 4.1, 12 head teachers had served as heads for the period between 5-9 years, being 40% of the total respondents, 9 teachers had served as head teachers for the period between 0-4 years whereas 5 head teachers had served in the same position for the period between 10-14 years. The last number of head teachers 4, had served as heads of primary schools for the period between 10-14 years. These findings revealed that most head teachers of public primary schools in the area under study had not attained enough experience in school management.

The school head teachers attain management skills through in-service programmes such as school based teacher development programmes, financial management programmes, guiding and counseling seminars and Kenya educational support programmes (ROK 2007). These programmes are intended to provide capacity building to serving heads of schools to enhance their leadership abilities which would enable them respond to various challenges that may arise in their schools. The longer the head teacher serves in the position, the better he or she becomes in terms of school management to come up with strategies that will enhance access and retention.

These findings are backed by the observations made by the DEO in her response on the competence of the head teachers of public primary schools in Emuhaya district. The DEO observed that management skills required to run schools lacked among head teachers. She noted that most heads of schools were appointed to their office without any training on management hence there was need to enhance capacity building programs to equip the administrators with knowledge and skills on school administration. Improvement in school management is likely to improve access and retention in schools. These findings agree with Daft (2000) who states that management of schools will to a great extent , determine realization of access and retention of learners in a given school.

4.1.3: The Pupil- Teacher ratio.

The study found out that there were a total of 21378 pupils in the schools in the study area. The total number of teachers in the study were 426 this gives a teacher-pupil ratio of 1:51. There are some schools which have a very high teacher -pupil ratio such as 1:60, 1:62 and 1:74. These results reveal how schools in the sample are understaffed. However, there are a few schools which are within the acceptable range of 1:40 teacher-pupil ratio. These findings indicate quite vividly how our public primary schools suffer in terms of teacher shortage hence compromising service delivery to the pupils.

These results are in line with a report in Emuhaya constituency development strategic plan (2010-2015). This report singled out understaffing as the major challenge facing primary education in Emuhaya district.

Sufficient workforce in a given school will enhance service delivery. Where good teaching and learning is evident, the learners are motivated to attend school. There will be a high rate of access and retention among the boys who seem to drop out of school due to lack of attention from teachers and boredom in school.

These findings concur with Kimberly (2001) who found out that there are many factors that influenced learning in schools. Lack of facilities and enough workers were identified by this study as factors that negatively influenced learning in schools. These findings are similar to Tinto (1997) who observes that for a student to be fully retained in an institution of learning, the quality of education provided must be satisfactory.

4.2. The Influence of Socio-Economic Background of Boys in Public Primary Schools on their Involvement in Informal Businesses.

The researcher sought to determine how the socio-economic background of boys in schools influenced their involvement in informal businesses. The findings were as tabulated in Table 4.2.

Table 4.2: The Responses from Head Teachers on Socio-Economic Status of Boys

S/N O	STATEMENTS	RESPONSES					OPINION TOTAL (n=30)	%
		SA	A	U	D	SD		
1	Most boys who engage in informal businesses come from low income families	20	5	-	4	1	A-25 U-0 D-5	83 0 17
2	The Parents' attitude towards schooling influences the boys' commitment to learning	23	4	1	2	-	A-27 U-1 D-2	90 3 7
3	Boys from families with many children get more involved in businesses than the ones from smaller families.	2	16	3	7	2	A-18 U-3 D-9	60 10 30
4	Provincial administration is effective in sensitizing the community on government policy on education	2	6	4	4	14	A-8 U-4 D-18	27 13 60
5	Sickness of parents/Guardians often affects the attendance of boys in school negatively.	19	2	5	4	-	A-21 U-5 D-4	70 17 13
		overall agreed =66%			overall disagreed=25%			

In Item No: 1, 83% of the respondents were in agreement that most boys who engaged themselves in informal businesses came from low income families. Poverty played a big role in making boys drop out of school and engage in informal businesses to get money to supplement family income or even for their own use such as buying themselves food, pens, books and other materials needed in school. A total of 5(17%) head teachers however disagreed with the statement and among them 4 out of 5 head teachers were from urban schools. This implies that the head teachers had other reasons they felt forced boys to engage themselves in informal businesses such as peer pressure, environmental influences and the general indiscipline that could be caused by drug abuse among the boys that could cause school dropout. These views are similar to the findings of Wanjiru (2007) in her study on factors contributing to school dropout in Mombasa. This study gave reasons such as poverty, negative attitude of parents towards schooling, drug abuse, mainly caused by peer influence and general indiscipline of children as the causes of school dropout. These findings further concurred with the views expressed by the head teachers in open-ended questions where the researcher sought to find out other reasons that kept boys out of school .The reasons that were listed included infection of HIV/AIDS and other ailments , hostile school environment and negligence of parents or guardians.

The researcher further sought information on the parents' attitude towards schooling in relation to commitment to learning. The results, as indicated in table 4.2, reveal that 90% of the head teachers strongly agreed that the attitude of the boys' parents heavily influenced the attendance of the boys in school. Parents therefore had to portray a positive attitude towards schooling as a measure of motivating boys to remain in school for the purpose of learning. A total of 3(10%) head teachers, however, disagreed with the idea that the parents' attitude to schooling influenced the boys' commitment to learning. These respondents may have had other reasons in mind such as lack of motivation from teachers, peer pressure and lack of role models being the causes of non-commitment to schooling. These feelings are not far from reasons advanced by Tinto (1997) in his theory of student retention. Tinto states that for a student to be retained in school, the quality of learning should be satisfactory, moreover, there should be a very conducive learning environments provided by the school and a suitable socio-economic background of the parents to support learning.

Most head teachers (60%) agreed with the statement that boys from families with many children got more involved in businesses than those from smaller families; while 9 (30%) objected to the statement. The 9 respondents seem to have other reasons such as the discipline of the affected boys, the economic situation of the family and peer pressure as the causes of boys engaging in informal businesses.

Eighteen (60%) head teachers responded negatively on the support given to their schools by provincial administration pertaining to sensitizing the community on government policy. The respondents seem to imply that sensitization of parents on the need to have all children in school was lacking due to laxity of the provincial administration. However, 8 (27%) head teachers acknowledged support from the administrators. A total of 4 (13%) head teachers remained non-committal on whether they received the support from the provincial administration. These respondents seemed to imply that they could do without the administrators in achieving high rates of access and retention to schooling. Those who were neutral probably use other strategies such as enhancing guiding and counseling in their schools, improving teacher and pupil contact time and sustaining pupils' lunch programmes in school.

On whether Sickness of parents or Guardians to the boys often affected their attendance in school negatively, the study found out that the ill health of the parents or guardians consumed the family income (in terms of treatment) hence causing the boys in question to miss basic needs such as food, clothing items and even funds needed at school to supplement the free learning in public schools. In some instances, the boys would play the role of parenting, where they would be expected to fend for their siblings in the absence of parents who could be grounded by malady. The discipline of the learners caused by their stage in life would require a combined effort of both parents and guardians for giving better guidance. In the event of absence of guardians or parents owing to ill health, then there is high likelihood of the affected boys lacking commitment to schooling. These findings concur with the DEO's observations during an interview on access and retention of boys in public primary schools in Emuhaya. The DEO observed that there were several reasons that kept boys out of school such as involvement in drug abuses, where some were used by drug dealers to traffic drugs such as bhang. The drug trafficking business is common in urban centers such as Luanda Market and around Maseno and Masinde Muliro Universities, Eburnangwe campus. Poverty is also blamed as a cause of the boys' absence. Most poor parents engage their boys in doing business such as selling paper bags, scrape metals and hawking to get some money to supplement family income.

A few (13 %) head teachers disagreed while (17%) remained non-committal to the statement that the sickness of parents /guardians often affected the attendance of boys to school negatively. These respondents seem to have other reasons that kept boys out of school. These could include the boys discipline, the harsh school environment, poverty in their homes and negligence of their parents. This opinion being similar to the observations made by head teachers in their responses to other reasons that kept boys out of school earlier discussed in this text.

With 66 % of the respondents in overall agreeing to the statements given, the researcher concluded that the socio-economic background of boys in public primary schools influenced their participation in informal businesses. These findings agree with the findings of World Bank (2003) which indicate that high dropout rate among school students was caused by financial problems that parents faced hence lacking the ability to sustain their learners in school. The survey report adds that there is need for analyzing costs in education for it's a basic ingredient in the provision of education services to citizens of a country. The same view is held by Owiye (2005) who observes that lack of access to education among many students is related to high cost of education. This makes the learners from families without a strong financial background get problems in terms of access and retention in school.

4.3 The School Factors that Influence the Participation of Boys in Public Primary Schools in Informal Businesses

The researcher sought to find out whether there were any school factors that influenced access and retention of boys in public primary schools. The findings of the study are as shown in table 4.3:

Table4.3: Head Teachers' Responses on School Factors and participation of Boys in Informal Businesses.

NO	STATEMENT	SA	A	U	D	SD	GENERAL OPINION	%
1	Availability of enough teaching & learning resources improves learning hence improving retention of boys in school.	24	2	2	2	0	A-26 U-2 D-2	86 7 7
2	Forced repetition could lead to boys dropping out of school	17	8	2	3	0	A-25 U-2 D-3	83 7 10
3	Most boys feel more excited during recreation time than when in classroom learning.	20	4	4	2	-	A-24 U-4 D-2	80 13 7
4	Teacher's commitment to teaching improves the boys' participation in school.	10	1 5	3	1	1	A-25 U-3 D-2	83 10 7
5	School policies on absenteeism could lead to boys dropping out of school.	14	1 0	5	1	-	A-24 U-5 D-1	80 17 3
overall agreed =82%							overall disagree =7%	

From Table 4.3, 86% of the head teachers agreed with the fact that availability of teaching and learning resources improves teaching hence encouraging boys to attend school. Good classrooms, well equipped libraries, learning aids motivate learners making them feel at home hence concentrating on lessons presented by teachers. This view is backed by MOE (2004) which observes that textbook and other instructional materials play a crucial role in a child's learning and helps to ensure that pupils receive a balanced and relevant curriculum to which they are entitled.

The use of learning aids also arouses the interest of a given learner on a given subject hence deepening understanding of relayed concepts. When boys manage to grasp the delivered content, then they are not likely to drop out of school owing to failure of course examination. A school with good infrastructure in terms of physical facilities, endowed with learning resources such as text books, motivates the teachers hence improving their commitment to duty. Committed teachers engage learners both at school and partly at home by giving enough homework that would see them have little or no time for interacting with idle peers who are likely to influence them drop out of school. These findings were backed by those from document analysis on availability of resources in schools.

From the schools assessment reports analysis, the resources needed in primary schools for effective learning to take place are good classrooms, playgrounds, an assembly ground, textbooks, and teaching aids such as charts, maps, counters and desks for pupils and even cupboards. The analysis report further revealed that a few schools had the resources for effective teaching and learning. The resources in question include classrooms; which in most cases were without lockable doors, had rough walls which could not hold teaching aids and some had leaking roofs. Seating facilities such as desks were insufficient in some schools making learners share a desk even four instead of two.

In some schools in the sample, there were shortages of text books and the few that were available were in not well maintained. The recommendations made by the assessors in such schools were that there was dire need of addressing the areas of resources in the affected schools for any meaningful learning to take place.

Some schools had a few resources which were utilized by the teachers and pupils in their schools. This area represented by 33% on the pie chart. These schools had some classrooms which were complete but not enough .For instance; some schools had 12 classrooms housing more than 700 pupils. There were some desks that would seat at least three pupils per each and some textbooks which met the ratio of 3 pupils per one instead of 1 textbook for two pupils in upper primary classes. The books were kept in lockable cupboards though in the staffroom instead of the classrooms. The comment given in such schools was that the stakeholders need to beef up the essential resources for effective teaching and learning in the affected schools.

Teaching and learning resources play a great role in learning institutions. They motivate both the pupils and the teachers if available and in good condition hence improving the academic performance of a given school. Similar views were given by the DEO during an interview when the researcher sought to establish factors that influenced access and retention of boys in public Primary Schools in Emuhaya. She cited a conducive learning environment as a major contributing factor. The DEO gave availability of teaching and learning resources as other factors that improved teaching, hence motivating learners to remain in school.

Further, from table 4.3 2(7%) head teachers disagreed with the idea that availability of teaching and learning resources improved learning hence enhancing access and retention of boys in schools. 2 (7%) other respondents remained non-committal to the above statements. The four responses given above imply that there are other reasons, apart from the availability of learning resources that improve learning in school. This may be a child friendly school environment, high motivation of both teachers and pupils and cordial working relationship between teachers, parents and the general school community.

On whether forced repetition led to boys dropping out of school, 87% of the head teachers agreed in totality. Repeating classes does not only waste the time of learners but it is also a source of stigma to the boys, especially in an event when younger boys or girls are promoted to the next level on the basis of academic performance. Boys who fall victims of unsatisfactory performance in academics therefore opt to drop out of school and join other peers in the world of idling. Forced repetition is not only hazardous to the affected boys but is also a breach of education policy that requires all the learners completing primary education in a period of eight years. Where learners are made to repeat classes, there is a negative impact on the Ministry of Education's expenditure because the allocation of F.P.E is pegged on every child per year (ROK 2005). These repeaters will be getting double or even triple allocations depending on the number of times one is made to repeat. Forced repetition has in the recent past seen learners taking their own lives instead of bowing to pressure from the parents who would expect them to perform well in class work or facing humiliation of the teachers at school who would make them repeat as many times until they attain the promotion target in their respective schools.

Further, 17 % of the respondents indicated that other than forced repetition other reasons existed that contributed to boys dropping out of school. Such reasons include; motivation of teachers and pupils which if missing would lead to a boring school environment that will stimulate boys to drop out of school. However, through guiding and counseling, those boys who are forced to repeat classes may be encouraged to remain in school.

From Table 4.3, further results revealed that 80 % of the Head teachers agreed that recreation time gives boys in school more pleasure compared to when they are in class learning. Co-curricular activities such as games would allow the boys who otherwise would be thought to be poor academic performers display their talents in the field. When in the field playing games, boys are free to each other for one; the medium of communication may not necessarily be English that most primary school teachers insist should be adhered to during classroom interaction. Recreation activities are meant to kill the classroom boredom making the learners refresh their minds as well as improving their physic through exercising. It should also be appreciated that learners have different intellectual abilities. Assessment of the abilities of learners should not be entirely based on academic achievement. Other areas such as creativity, leadership, personality should be addressed as stipulated in the proposed new system of education where learners will be expected to pursue different talents. These observations relate to the findings from document analysis basing on the motivation of learners in school. It was revealed that most schools rewarded their pupils basing on academic performance.

Motivation of pupils through rewards was mainly based on those pupils who excelled in the academic performance by passing examinations highly, showing improvement in examinations and maintaining top positions in class tests. The examination reports indicated that the top three pupils in every class were rewarded with various items of stationery such as exercise books, pens pencils among others. Schools rewarded their top achievers with other items such as school bags, washing soaps, utensils and sugar. In some schools, the excelling pupils were treated to a special meal during closing day some having the privilege of sharing a meal with the teachers on closing days.

Few schools rewarded those pupils who showed an improvement in their work. This motivation is very important but unfortunately very few schools employed it. It motivated even the last boys in class who added a few marks to what they had attained in the previous tests, hence encouraging them to have positive attitude towards learning. These boys are actually better than the ones in position one or two who maintain the same marks or even drop in performance. Two schools out of the thirty schools visited included the pupils who maintained top positions for rewards. This encouraged the top achievers to work even hard, fearing to be dislodged from the positions hence missing the second reward.

On whether teacher commitment in school improved the boys' participation in school, 83% of the respondents agreed that committed teachers would be always available for the boy child regardless of his academic ability. Weak learners need closer attention for continuous guidance in the attainment of various concepts delivered in primary schools. Committed teacher will prepare themselves before going to class. Early preparation of a lesson encompasses ideal methods of teaching, preparing teaching aids basing on the concept, being in class on time and having the interest of the learner put before the teachers' interest (ROK 2010). Committed teachers would definitely motivate boys especially the weak ones to work at their own pace and have the attention they needed in all aspects of learning. These findings concur with observations made during document analysis on school assessment records.

The findings from the documents analyzed indicate that curriculum delivery in most of the schools under study was below average. In these schools, the assessors found out that there was no teacher commitment to work. The teachers only used text books to teach and in some cases the work covered was not consistence. There was evidence of truancy among the teachers and even the pupils. The pupils work checked (in their exercise books) revealed that most teachers were behind the schedule. This implies that the affected teachers may not cover the syllabus by the end of the year. Teacher commitment, therefore encourages the boys who would have otherwise thought of dropping out of school to remain in schools. This is in line with the desire of the Kenya government to attain 100% access and retention to education (ROK 2005).

Seven percent (7%) of the head teachers disagreed with the fact that teacher commitment to leaning improves boys' participation in school. The respondents may have other reasons such as the motivation of the boy child by parents, availability of role models and availability of learning resources that motivate the boy child to be retained in school.

A further 80% of the head teachers agreed that school policies on absenteeism led to boys dropping out of school, hence having negative implications on the boy child in terms of access and retention. Where schools promote learners to next levels basing on their discipline, those boys who are irregular in attendance will be affected negatively by the policy. Such boys are likely to drop out of school if not promoted to the next level.

These findings concur with the findings in one of the open-ended questions that sought to inquire the views of head teachers on the effect of school testing policies on access and retention. The respondents observed that monthly testing policy adopted by most public primary schools was unpopular among most parents due to the aspect of payments involved. Most parents and guardians feel bothered by the head teachers of primary schools as they sent their children home to get money for examinations.

Due to various reasons such as poverty, not all the pupils benefited from the majority of the tests done in public primary schools. Some miss to take the exams due to lack of funds, while others absent themselves deliberately fearing to fail the same exams. In an event where one failed to take one or some tests, then there is a high possibility of the same boy repeating a given level for all the tests done are averaged at the end of the year to give one an entry to the next level, that is, after attaining the pass mark. However, other respondents argued that the monthly testing policy favored by the majority of head teachers of schools under study gave a positive impact on the boys' school attendance. They observed that school attendance of boys improved during examination period for them fearing to miss the tests. Failure to do the test would impact negatively on their end of year results because promotion to the next class depended on the performance in all the tests done during the year.

The results in Table 4.3 indicate that 82% of head teachers, in overall agreed to the statement that school factors influenced access and retention of boys in public primary schools. The respondents seem to imply that a child friendly environment at school attracts learners to school. Such conducive environment includes conditions such as good classrooms enough and suitable playgrounds, provision of quality education and cordial relationship between peers, teachers and the school administration. These findings collaborate with Tinto (1997) who in his theory of student retention to education observes that for a student to be retained in school , the quality of education provided must be satisfactory he adds that there should be a conducive environment provided by the institution which guarantees safety, comfort and cordial relationship. Basing on this finding the researcher concluded that school factors influenced access and retention of boys in schools.

4.4 The effect of Informal Businesses on Access and Retention of Boys in School

The researcher sought information on the involvement of boys in informal businesses and access and retention. The findings of the respondents are indicated in table 4.4.

Table 4.4: Responses of Head Teachers on the Effects of Informal Businesses on Access and Retention of Boys in School.

NO	STATEMENTS	SA	A	U	D	SD	GENERAL OPINION TOTAL (n=30)	%
1	Involvement of boys in informal business activities impacts negatively on their academic performance hence affecting their access and retention in school.	18	7	3	2	-	A-25 U-3 D-2	63 10 7
2	Poor academic performance of boys is one of the reasons that make them drop out of school.	4	6	1 2	6	2	A-10 U-12 D-8	33 40 27
3	There is high demand for child labour in the community which your school is located.	2	8	4	10	6	A-10 U-4 D-16	33 13 54
Overall agreed = 50%							Overall disagreed= 29 %	

From table 4.4, 25 (83%) of the head teachers agreed with the statement that involvement of boys in informal businesses impacts negatively on their academic performance hence affecting their access and retention in school. Boys who engage in informal businesses could have their concentration to studies distorted due to divided attention. These boys who engage in informal business have friends in the informal business sector who are likely to influence them to drop out of school to fully join them. The involvement of learners in businesses could also make them become indiscipline, hence leading to school dropout. These views concur with the findings of (Nafula, 2003) who carried a study on the flow and trends of students in secondary education. She found out that lack of basic facilities in schools, mass failure in exams and the learners indiscipline are the possible causes of students dropout from school.

Similar findings were recorded during document analysis from Guiding and Counseling records. These records revealed that boys engage in indiscipline cases that affect their access and retention in school. Such indiscipline cases identified include the negative effect of boy-girl relationship, absenteeism, truancy, involvement in drug abuse and other indiscipline cases like aggression.

The guiding and counseling reports gave reasons for such indiscipline like negligence of parents, involvement in informal businesses especially during market days, child labour, sickness of parents and guardians. Other reasons advanced by counselors were fear for punishment in case they failed the examination.

These findings concur with the sentiments of Dr. Wilbur Ottichilo , Prof. Reuben Nasibi and Mrs. Esther Muhanji during Emuhaya District Head teachers workshop held in January 2011 contained in a report dubbed ‘Challenges facing education performance in Emuhaya district’ which identifies absenteeism among the pupils as a major undoing in the attainment of education in public primary schools.

Some head teachers (10%) remained non-committal on the statement. The 8 respondents seemed to support the idea that involvement of boys business impacted negatively on their access and retention but had also other reasons such as unfavorable school environment, poverty and the general discipline of the boys that led to school dropout. Similar opinion seemed to be held by 2% of the respondents who disagreed with the statement. The 2 % respondents may have advanced the argument that not all the boys that dropped out of school engaged in informal businesses sitting other reasons like indiscipline and drug abuse.

One third of the head teachers (33%) agreed that poor academic performance of boys was the major reason that made them dropout of the school. Boys who are not performing well in academics tended to shy away from attending school fearing humiliation from their teachers during the release of results. The document analysis in some schools indicated that candidates were paraded before the whole school according to their performance and worst still, the weak ones punished by caning. This observation is in agreement with the ROK (2008) which records that children in most public school are subjected to various forms of abuse in their communities and schools by being physically beaten, emotionally scolded, making them dejected hence dropping out of school. These findings were backed by the observations made in document analysis where school examination reports were analyzed. In these reports, learners were promoted basing on their performance in previous examinations. The majority of schools promoted their pupils basing on attainment of a set pass mark. The marks were reached upon deliberations by the school examination council hence making it vary from one class to another. The factors considered before setting pass mark include how the examination was performed, whereby, if the scores were very high, then the pass mark was raised and vice versa.

The reports further indicated that majority of schools promoted their pupils basing on attainment of a set pass mark. The marks were reached through deliberations by the schools examination council hence making it vary from one class to another. The factors considered before setting pass mark include how the examination was performed such that where the scores were very high, the pass mark was raised and vice versa. The other factor was the level of the school .The pass mark in lower primary classes was higher than in upper primary classes. This is due to the fact that, lower primary studied eight subjects while upper primary did only six. In 19 schools out of the 30 in the sample, promotion was pegged on attaining the set pass mark. The school examination council minutes had the numbers of the pupils who qualified to move to next classes upon attainment of the pass mark. The record revealed that those whom did not attain the pass mark were to repeat classes or get transferred to other schools of their choice.

The reports from six schools indicated that some pupils who did not merit through attaining pass mark were allowed to be promoted to the next level. However, this was through serious intervention of the parents and guardians of the affected pupils. Some parents were made to sign agreements with the teachers to the effect that if their boys did not improve on performance or fail were to go back to former classes. In some schools, parents were required to pay all the needed school levies before their children were offered a chance to the next level. Five schools out of the thirty schools under study allowed some boys who did not attain the pass mark get promotion to the next level under special considerations. The area of consideration was mainly age. There are some boys who had repeated classes more than one time and had overgrown the class and included the boys' discipline such as school attendance and the ability to improve on the marks attained. The mode of promotion of pupils in all public primary schools visited expose the difficulties that pupils are subjected to making some boys drop out of school and join informal businesses that are lucrative. The findings of this study revealed that promotion of pupils in the sample study mostly depended on the performance in examinations. This criterion of promotion forced boys who had not done well in the previous examinations drop out of school knowing very well that they would be made to repeat classes regardless of their age or the number of times they had repeated the same level. This could make the boys develop a defiance behaviour which could cause them drop out of school.

Further, 40% of the respondents were non-committal to the statement that poor academic performance of boys in schools was the major reason that made them drop out of school. This implies that the head teachers had various reasons that lead to school dropout other than academics performance. The un-motivating school environment advanced by Tinto's theory (1997) of access and retention, the indiscipline of the boys, poverty in the homes lack of role models to motivate the boys to be in school and peer pressure contributed to school dropout.

Only 8 (27 %) head teachers disagreed with the statement that the academic performance of the boys influenced negatively the access and retention in schools. These respondents implied that there were other stronger factors that led to school dropout among the boys. This could include lack of motivation from both the teachers and the parents which may be resulting from a lot of emphasis that was put on the girl child education in the past. The boy child was forgotten and some boys looked at themselves as being unrecognized or not wanted in the society. This opinion can be supported by the fact that there are some bright boys who have dropped out of school due to other reasons rather than those advanced by head teachers. 33 % of the respondents agreed to the statement that there was high demand for child labour in their area. These were mainly schools in rural areas where brick making was prevalent. Brick making activities attracted boys of school going age for the purpose of fetching water, arranging the bricks and sometimes loading the backed pieces on tracks after selling. The responses by 16 (54%) head teachers that disagreed with the availability of high demand of child labour in their area of operation and the 4 (13%) respondents that were undecided representing a total of 67 %. this respondents seemed to imply that most informal business activities in which the boys engaged themselves were found far away from their schools or home areas.

Most boys engaged themselves in the selling of scrap metals, hawking –activities that were carried out in market centers that were away from their schools. Some boys walked as far as 6 kilometers from their homes to Luanda market for informal business activities. This view concurs with the observations given by the DEO through interview when asked about discrepancies in enrolment of boys and girls in schools in Emuhaya district as shown in appendix ii.

The results of the DEO's interview indicated in appendix ii give an overall impression on enrolment in public primary schools that there are more girls in the Primary school in district compared to boys. The rate at which the boy's enrolment is growing is very slow. For instance, the enrolment growth among the boys from 2009 to 2010 was 676 compared to that of girls which was 1097. In the years 2010 and 2011, the enrolment growth of boys was a paltry 347 compared to 1002 girls.

In conclusion, there is an effect of informal businesses on the boys' access and retention in school. For better achievement in academic by the boys, it is prudent that all loopholes that could make them engage in any form of business are sealed by teachers, parents and even the provincial administration. Teachers should make the school environment conducive for learners to enjoy being in school. This view is supported by (UN, 2001) which reports that child dropout rates escalated in Tanzania following deterioration of the school system, poor infrastructure, low teacher morale and introduction of cost sharing under the country's Structural Adjustment Programmes.

4.5. Challenges Faced by Head Teachers of Public Primary Schools in their Endeavour to Enhance Access and Retention of Boys to Education in their Schools.

Table 4.5 shows the responses of head teachers on the challenges they face when they enforce the Kenyan government policy on access and retention of boys in their schools.

Table 4.5: Responses of Head teachers on Challenges Faced by Head teachers of Public Primary Schools in their Endeavour to Enhance Access and Retention of Boys to Education in their Schools.

NO	ITEMS	RESPONSES					GENERAL OPINION TOTALS (n=30)	%
		S A	A	U	D	SD		
1	There are enough resources to be used to run programs in your school.	0	7	0	11	12	A-7 U-0 D-23	23 0 77
2	Most parents respond positively when called upon by Head teachers to discuss issues about their boys' attendance in school.	2	8	2	12	6	A-10 U-2 D-18	33 7 60
3	Teachers fully support head teachers on matters pertaining to absenteeism, truancy and drop out of boys in your school.	2	11	0	7	10	A-13 U-0 D-17	43 0 57
overallly agreed=33%							overallly disagreed=65%	

Only 23% of the respondents agreed with the statement that there were enough resources to run school programs in their schools .This implies that 77% of the respondents lacked resources in their schools. The resources needed in day- today running of primary schools include classrooms, textbooks, and teachers, play grounds, desks office furniture, games equipment and teaching aids. Lack of this resource in schools under study crippled provision of education to the learners in the affected schools. This led to poor curriculum delivery contributing to learners failing examinations. The boys that failed given tests were made to repeat classes or sent home to call their parents for what was referred to as academic counseling. This contributed to affected boys dropping out of schools especially where forced repetition was used. These findings were backed with the findings in document analysis on the schools assessment report on head teachers' findings on resources in schools. The findings on the availability of resources also concur with the observations of Emuhaya constituency educational task force that identified understaffing as the chief reason that has led to poor academic performance by primary schools in Emuhaya .The taskforce formed by the area Member of Parliament in 2011 was charged with the responsibility of establishing achievements and challenges that faced education in Emuhaya constituency and proposed the way forward.

The taskforce found out that Emuhaya district had a total pupil enrolment of 52,595 against a total of 1,098 teachers giving a deficit of 303 teachers in the district according to the DEO. If the curriculum based establishment needed 1401 teachers to teach 52595 pupils in Emuhaya district, then the impact created by the missing 303 teachers is disastrous. Most schools understudy had a teacher pupil ratio of 1:60 with the worst hit displaying the ration of 1:74. With this heavy workload occasioned by acute teacher shortage in public primary schools in Emuhaya, curriculum delivery, child discipline and even general school administration are heavily compromised.

This brings about laxity among the learners especially weak ones who come to school when they please, or even drop out completely. Teachers will only concentrate on average or bright pupils ignoring the weak boys who eventually fail given examinations and are forced to repeat classes; a move that makes them drop out of school.

On the response of parents when needed in school by head teachers to discuss the progress of their boys, the respondents confirmed that there was laxity among the parents. 51 % of the respondents denied the commitment of parents to their children's education. Parents were reluctant to go to school when needed by their teachers to discuss educational matters. Most parents felt happy when their boys were sent home for they would engage them in informal businesses such as hawking, selling paper bags and brick making to earn some income.

These findings were supported by the observations made by the DEO during an interview on the challenges faced by head teachers of public primary schools. The DEO noted that there was lack of cooperation from some parents. They enrolled their boys in schools and abdicated their parental roles. She observed that the uncooperative parents failed to pay the needed school levies for their boys arguing that primary education was free. The DEO blamed the parents for encouraging truancy and school dropout since head teachers send home the boys who failed to pay the school levies. These boys were forced to engage in informal businesses such as boda boda business, hawking, scrap metal collection and selling for them to get some money for the school levies.

Some boys dropped out totally and joined the lucrative informal businesses hence challenging the Kenya governments' effort of achieving 100 % access and retention levels in education (ROK 2006).

On support of the teachers on matters of school discipline, the respondents were divided. A group of respondents, represented by 43 % agreed as the other, represented by 57 % disagreed. Support of the teachers on handling of school programmes entirely depended on the school management. A well motivated staff will fully support every school programme that comes in place. The opposite will see the members of staff sabotaging the school system with the aim of seeing them fail. These findings concur with the DEO's observations on strategies put in place to improve access and retention of boys in Emuhaya district. The DEO recommended that there was need to have competent school administrators who would unite and motivate the teachers in their stations. Well motivated members cherish team work and commitment in their work. Where the schools embraced teamwork, there was a lot of cooperation of teachers, parents, and the academic performance of such school was very good. This would motivate learners to learn hence improving access and retention because parents will be encouraged to enroll more boys in the schools.

On enquiring, through open-ended questions the challenges faced by head teachers when sourcing for funds to supplement FPE in their schools, the study revealed that head teachers faced many challenges from parents as they sourced for funds to supplement FPE grant. Parents' resistance could be occasioned by lack of trust in the schools' leadership as pertains to the utilization of funds parents' resistance was given as the major hindrance to sourcing of funds for school development. This resistance may be occasioned by lack of trust in the schools administration pertaining to utilization of funds. Most head teachers of public primary schools have been accused of misuse of school funds, leading to poor running of school programs as identified by the Emuhaya district Stakeholders forum held at Ebusakami secondary school in January 2011. Weak school management committee may also contribute to the parent's resistance to paying of school funds. Weak school management committees have been singled out by Emuhaya academic task force formed in January 2011 as a hindrance to the performance of head teachers. Such committees fight for school funds instead of cooperating with the school administration for the development of their schools. This could also bring about resistance by some members of the committee who would then incite parents not to pay school levies. The view is in concurrence with the findings of SGA (2003) who observes that some influential individuals may use the poor performance of a school to cause conflict in the school, hence diminishing the school's performance.

Poverty of parents and guardians won't allow them to respond positively in terms of payment of school levies. This makes head teachers to keep on sending the affected pupils home to bring funds as agreed in various parents meetings without success. Parents' ignorance on FPE policy revolves around the misconception that FPE program relieved parents of their financial responsibility in school. Some provincial administrators and politicians misadvise parents not to pay any levies in public primary schools since it is the government's responsibility.

All the cited challenges greatly hindered the provision of essential services to the learners for some are forced to stay out of school until they get the needed funds. In some instances, schools lack essential infrastructure such as good classrooms, furniture, teaching and learning resources that are supposed to be provided by parents in support of FPE program. When a school lacks enough teaching and learning resources, there is a likelihood of school drop outs due to the de-motivating environment at the school. This view is linked to the findings of Kimberly (2001) in a study among people of Benin who found out that there were many factors that influenced learning such as, lack of water, electricity, enough teaching staff and infrastructure which influence learning negatively.

The researcher further inquired on the entrance age of boys in standard one. Head teachers gave 6, 7 and 8 years as the most common ages of boys' entrance in class one. This item gives a clear insight on how our public primary schools are likely to have boys of 15 years of age or even older still struggling to complete the primary cycle. These findings are linked to the findings of ROK (2006) that 15% of pupils in primary schools are over the official age of leaving primary school which is 12 years. This scenario was occasioned by FPE policy that allowed every child in school.

Boys who enroll in class one at the age of eight years or above are likely to complete primary school cycle at 18 years. This is in case they repeat classes as witnessed in most public primary schools when promotion of pupils to the next level depends entirely on his academic performance. Boys of 15 years and above are in the middle of adolescent stage and hence need a lot of attention. Such boys will not bear with any embarrassment such as being lined in front of smaller boys or worse of , girls due to poor performance in examinations. This is the cadre that may drop out of school to join other peers in businesses such as boda boda, hawking or even idle around in market places. Teachers in public primary schools should device other methods of promoting these boys of 15 years and above to the next levels to enable them go through the primary education cycle. Such boys will, if anything, be a source of indiscipline in the school especially when they realize that their interests are not well taken care of by a given system of education in a school. They will turn to be defiant to the school authorities looking for ways of being expelled out of school to give them an excuse for leaving school prematurely.

The researcher sought to establish other reasons that kept boys out of school. The findings of the study were that reasons such as being orphaned, lack of role models from the communities in which the boys lived, poverty in the boys' homes and peer influence were other reasons that made boys drop out of school to engage in informal businesses.

These results are linked to the finding of A.D.E (2006) in Eritrea where the country has realized 48% of the expected 100% access target. Low access and retention in Eritrea was attributed to socio-economic factors, thus adverse poverty for the country. Muggaga (2010) in his findings on access and retention in Uganda observes that the high dropout rate in Uganda is attributed to high poverty and parents' negative attitude towards education. Otieno (2010) in his findings on access and retention observes that there are many factors that push children out of school to boda boda business. These include abject poverty, lack of models and rampant unemployment among their elder brothers. The school age children are therefore forced to boda boda to earn some money to supplement family income.

When boys of school going age are orphaned, they look for ways of getting some money for their sustainability, especially where there is nobody to take care of them or provide for them. The HIV/AIDS scourge has claimed many lives making the number of orphans to rise, hence leading to many dropouts due to the absence of providers of basic needs.

Other reasons outlined such as peer pressure and lack of role models in the communities from which the affected boys evolved could be managed through sensitization of the same communities on the importance of education. The item provides an insight on the variability on reasons that lead to boys of school going age engage in business activities, that such reasons are numerous and would vary from one community to another affecting their access and retention in schools. These findings are backed by the findings from document analysis on reasons that kept boys out of school that gave hostile school environment, unacceptable practices such as administration of corporal punishment, forced repetition, boredom in school programs, and poor management of school resources as the possible causes of school dropout.

The researcher further, through open-ended questions, sought to establish measures put in place by head teachers in their endeavor to enhance access and retention of boys in schools. The study found out that head teachers provided guiding and counseling as a measure of encouraging learners to be in school. Through guiding and counseling, the boys who are weak in academics are sensitized on the need of completing the primary school cycle and acquiring a KCPE certificate which will enable them join vocational training centers for apprentice courses such as masonry, carpentry and even tailoring. Guiding and counseling will enable the teachers control the discipline of the boys who will have overgrown owing to repetition of even truancy brought about by various challenges such as sickness, lack of funds and even being orphaned. Guiding and counseling will also help the parents or guardians of the weak or unruly boys understand their behavior which may be caused by the stigma, adolescent stage or peer influence that may have the affected boy being convinced to abuse drugs. Through guiding and counseling of both parents, teachers and affected boys, there will be change of behavior that will see relaxation of some unpopular rules in the school that will motivate the boys to remain in school hence completing the primary cycle.

Head teachers further gave co-curricular activities in schools as a strategy that motivated boys, especially the academically weak ones to enjoy schooling. The affected boys will show their abilities in the field during ball games, athletics, gymnastics or even drama. The boys in question if praised or rewarded for their starling performance in co-curricular activities, will definitely feel appreciated, feel wanted in school and hence complete the primary school cycle. The same case will apply to parents or guardians who lack confidence due to poverty or poor performance of their children in academics. Such parents can be educated by those achievers who have made it through different fields such as sports, performing arts or even farming activities.

School feeding program strategy is a practical solution to those boys from poor families who go for days without a meal. If assured that there will be lunch at school, the boy in question will struggle to come to school to get the lunch and concentrate in his studies. This could improve his academic performance hence being source of promotion to the next level. Feeding program at school, if well organized can benefit those boys from very poor families who may not afford to contribute towards the programme, in this case, the school authorities collect maize and beans from those able parents and solicit for the relief aid from government, sponsors, politicians, to cater for the needy cases. This venture will encourage the boys from poor background to remain in school hence completing the primary cycle. These findings concur with the of a survey carried out by African Economic Outlook (2007) whose findings observe that the Kenya Government efforts to attain access and retention of students to education are challenged by various school factors such as inadequate physical facilities low teacher pupil ratio and sustainability if the school feeding program.

Boys motivated through rewards, assigning them leadership roles, promoting them to the next class will struggle to complete primary school cycle. They feel recognized and wanted in the school. Any small achievement made such as arriving at school early when rewarded by even being mentioned by the teacher on duty during assembly sessions makes the weak boys feel at home. Some leadership roles such as timekeeper if allocated to boys who tend to be truants or weak in classroom motivate them to come to school regularly. This could improve his academic performance making him get promoted to the next level. Some weak cases can also be promoted using other forms of merit such as neatness, discipline, performance in games, age and even on arrival time at school. This approach will see most weak boys who would have dropped out of school being retained in school until they completed school.

Conducive learning environment also motivates weak boys to enjoy being in school. This strategy includes general cleanliness of the school, good seating facilities, good classrooms and latrines; good play ground and availability of resources such as books, games equipment and enough teachers. A school with good culture say of self discipline will motivate boys to learn. Where learners cooperate with the teachers, the teachers are committed and the school programs are well organized, then there is a high possibility of learners performing well in academic work. Management of public primary schools should endeavor to create a good atmosphere in their schools that can encourage weak or needy boys share their challenges with their friends, teachers and even the head teachers. For this will open doors for guiding and counseling that can see the despaired boys being retained in school. These findings agree with the DEOs views during an interview on strategies put in place to improve access and retention levels of boys in schools in Emuhaya district, the DEO strongly advocated for introduction and sustenance of school feeding programs. Other measures to be addressed are improving the school infrastructure, sensitizing parents on the need of having educated society, supporting needy boys to get education and improving management of public primary schools.

Feeding program in school gives assurance to the boys from poor families of a meal when they go to school. They are able to remain in school up to as late as 6 p.m as it is the practice in most primary schools on classes 6, 7, and 8 pupils. Some pupils have confessed to the teachers that they live home on an empty stomach and as they get back home, they are not very certain of having supper. Such learner will rather stay at home, go and look for ways of getting food. This observation concurs with the findings of ROK (2005) which indicate that good health and nutrition increases enrolment and stabilizes attendance especially in cases of the disadvantaged societies.

The report further states that pupils in Kenyan public schools go to school hungry stay on until evening when they get a meal that cannot supply them with the necessary nutrients. If school feeding program is well established in a school, teachers also benefit from it. A case in point is when schools with large acreage of land grow maize and beans to support school feeding programs. Teachers use part of the harvested maize for their lunch. This is a motivation to the teachers who reciprocate by working hard to improve the academic standards of their schools.

Sensitization of parents on the importance of education helps the ignorant parents encourage their boys to school to acquire education. Parents get informed of their roles in the provision of education to their children at the backdrop of FPE program that has been thought to imply totally free learning. Through sensitization, parents and guardians of needy boys are educated on the presence of some financial agencies that support learners from poor families. This will encourage poor parents to take their boys to school.

Through public awareness for, parents are also informed of the rights of the child which have attaining quality basic education as one of the principal rights. The boys from poor background need material support as early as they are enrolled in primary schools. This assistance includes stationery, school uniform and even food. The government has put in place some programs which support such needy cases enrolled in schools either through food relief or in liaison with other non-governmental agencies. If these needy boys are identified and supported fully from lower primary, then they will be retained in school hence improving access and retention in the district. All the measures given by the respondents are practical and can cause change of behavior among boys in public primary schools hence enhancing access and retention to education.

4.6 Summary of the chapter

Chapter four of this thesis covered data presentation analysis and interpretation of findings. This was done under the themes : Influence of socio -economic status of boys in public primary schools on their participation in informal businesses, Influence of school factors on the involvement of boys in informal businesses, effects of informal businesses on access and retention of boys in public primary schools and the challenges faced by Head teachers of primary schools in their endeavour to enhance the boys' access and retention in their schools and measures put in place by Head teachers of public primary schools in their endeavour to enhance access and retention by boys in public primary schools. This section also covered conclusion on the chapter four.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

This chapter focused on summary of the findings of the study, conclusions and recommendations derived from the analyzed data from chapter four. The chapter finally gave suggestions for further study.

5.1 Summary of findings

The purpose of this study was to investigate the effect of the informal businesses on access and retention of boys in public primary schools. The major findings of the study according to the objectives are discussed below:

5.1.1 The Influence of Socio-Economic Background of Boys in Public Primary Schools on their Involvement in Informal Businesses.

The study found out that the boys who engage in informal business came from families with low income as supported by 83% of the respondents. The boys dropped out of school to look for money that could support family income, hence make them get basic needs and by extension pay for school levies. The study revealed that the attitude of the parents to the boys who practice truancy or totally dropped out of school towards learning was negative. This is following the response of most (90%) head teachers who strongly agreed to the statement that the attitude of parents heavily influenced the attendance of their boys in school. The study revealed that boys from either small or big families would engage in businesses depending on prevailing circumstances which were not covered under this study. Only 27% of the head teachers confirmed that they got support from the provincial administration. This study established that the provincial administration did not help the head teachers of public primary schools on sensitizing the parents and the public at large on government policy on education. This, if well done, would ease the work of the head teacher in making parents pay some money in school to supplement the government funds disbursed under FPE program. The provincial administration, if active would also enhance attendance of boys in school given the fact that the policy makes primary education to be free and mandatory. This study further revealed that the sickness of parents or guardians of boys heavily influenced their attendance in school. This was supported by 70% of Head Teachers. The sick parents or guardians would have a direct impact on the boys learning for they would turn to do parenting roles instead of being in school.

5.1.2 The School Factors that Influence the participation of Boys in Public Primary Schools in Informal Businesses

The study found out that majority(86%) of the Head Teachers perceive that availability of teaching and learning resources improves the quality of learning and teaching hence making motivating boys; especially those who are weak academically, to attend school. Good teaching and learning activities enhance understanding of delivered content hence making it possible for boys to perform well in school academically. When these boys perform well in class work, they are motivated to remain in school learning. This study revealed that (83%) of Head Teachers perceive that forced repetition of boys in public primary schools contribute immensely to their dropping out of school. The affected boys, due to stigma, opted out of school whenever younger boys were promoted to the next level. This study further revealed that boys in school were more pleased with co-curricular activities, as observed by 83% of the Head Teachers, than when in class learning. Co-curricular activities such as ball games, athletics, choir and drama excited the boys especially the academically weak ones. The study also revealed that the commitment of teachers to their teaching duties improved the participation in schooling. This perception was supported by (83%) of Head Teachers. Weak boys or those with low morale in learning would be motivated by availability of the teachers who are willing to give continuous guidance in class work. This close interaction between teachers and the boys encourage them to be in school always and does not only make them enjoy learning but also improves their academic achievement; hence increasing their access and retention in school. The study further found out that majority (83%) of Head Teachers support the opinion that some school policies, especially on promotion of learners to the next class, influence negatively the attendance of boys in school. This is applicable in schools which shave a policy that promotion of learners determined by one passing given

examinations. This disadvantaged the weak learners who opted to drop out of school due to frustrations by teachers who forced them to repeat classes. A policy on absenteeism in some schools that barred learners from being registered for KCPE examinations also lead to learners dropping out of school due to frustration.

5.1.3 The Effect of Informal Businesses on Access and Retention of Boys in Public Primary Schools.

From the findings of the study, (63%) of the Head Teachers perceive that the involvement of boys in informal businesses negatively affect their access and retention in schools. Lack of consistency in learning brought about by absenteeism and poor concentration in class as a result of divided minds between learning and business affects performance in class work, which eventually leads to school dropout. This study further reveled through some (33%) respondents that poor academic performance of boys in school is one of the reasons that made them drop out of school. This study found out that the informal businesses that boys engage in were not necessarily from the communities around the school. This is following responses from only (33%) of the Head teachers who perceive that there are business opportunities in areas around the boys' homes. Boys look for these business opportunities, some of which are found in market centers such as Luanda. There were, however, some informal businesses around schools such as brick making which heavily affected attendance of boys in school. Some of these businesses were owned by parents who engaged their boys in fetching water for molding the bricks or loading the baked bricks on tracks during collection after selling.

5.1.4 The Challenges Faced By Head Teachers of Primary Schools in their Endeavor to Improve Access and Retention of Boys in their Schools.

The researcher found out that (77%) of the Head Teachers lacked resources needed in running programs in public primary schools. Teachers were singled out as a resource that was insufficient despite the vital role teachers play in learning. This shortage of staff has negatively influenced the academic performance of learners in most public primary schools leading to high drop out by boys in the sample study. This is the major challenge that most head teachers of public primary schools are facing in their endeavors to improve on access and retention of boys in their schools. The study further revealed that 60% of Head Teachers decried lack of support from parents during their day to day management of schools. For instance, parents were reluctant to support school programs financially arguing that there is free primary education in Kenya, while others have withdrawn their financial support alleging financial mismanagement by head teachers of public primary schools. Failure of the parents to appear in school when required by teachers for discussion on the academic well being of their boys makes the teachers withdraw their academic guidance, hence making the affected boys dropping out of school due to lack of motivation. The study further revealed that majority (57%) of Head Teachers did not get the needed cooperation from their teachers on matters relating to attendance. Teachers seem to perceive that the issues of access and retention of boys in schools should be left to the Head Teacher. However, some teachers supported their Head Teachers as observed by 43% of Head Teachers in the sample study. This however, purely depended on the management styles that a given head teacher employed in running his or her school.

5.2 Conclusion

Informal Businesses such as Boda boda, selling of scrap metal, hawking and brick making have an adverse effect on the access and retention of boys in schools to in Emuhaya district. The gender disparity in enrolment in public primary schools in Emuhaya where by girls are more than boys; especially in the upper primary classes is caused by the boys involvement in informal businesses. This low assess and retention among the boy child in schools manifest itself in the presence of boys in market centres such as Luanda on school days carrying out business activities. This study came up with other conclusions thus:

Boys from poor socio-economic background participate in Bodaboda, selling of paper bags and scrap metal, hawking and brick making at the expense of learning in schools.

When boys in public primary schools engage in informal businesses, absenteeism, truancy and school dropout become prevalent. This inconsistency in learning affects their access and retention in schools.

A conducive learning environment that entails a friendly school culture, suitable infrastructure, sufficient resources and good leadership motivates boys to learn, hence enhancing access and retention in schools. Sound school management, good staff establishment, co-operation from both teachers and parents are essential in improving access and retention in public primary schools.

5.3. Recommendations

Based on the findings, the following recommendations were made :

- i. The Kenya government should introduce financial support to the needy pupils to enable them acquire other school requirements such as school uniform , examination fees and PTA levies such as building fund which are not included in the FPE program . This will enable the boys who would have dropped out of schools due to inability to raise money for the said levies to pursue and complete their primary education.
- ii. The Kenya government should come up with strategies that would enforce the child labour policy. This could be through regular and thorough monitoring of informal businesses to ascertain children are not employed in the sector. This will reduce the number of boys that are actively involved in informal businesses at the expense of attending school.
- iii. The Ministry of Education needs to come up with workable strategies that will see administration of public schools trained in school management. This will equip them with knowledge and skills that would enable them offer prudent services that respond to the demands of the contemporary society.

- iv. There is need for all school managers to come up with strategies that would see all schools equipped with the necessary teaching and learning resources and have all teachers using them during the teaching. This will make teaching more practical, hence motivating the learners to enjoy learning. The government should endeavour to equip all public schools with enough teachers. Good staff establishment would enable teachers handle manageable workload hence creating some time for other school programs such as guiding and counseling, co-curricular activities which the study revealed that motivated the boys to be retained in schools.

5.4 Suggestions for Further Study

- i. There is need to investigate the role of school factors in promoting access and retention to education in public primary schools in Kenya.
- ii. There is need to carry out a study on transition rates to secondary school among the boys in Kenya.
- iii. Since the study was carried out in Emuhaya district, there is need for conducting a comprehensive study in the whole country.

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APPENDICES

APPENDIX I: PUPILS TEACHER RATIO IN EMUHAYA DISTRICT

NO	SCHOOL ENROLMENT	NO. OF TEACHERS	RATIO
1	450	8	1:56
2	418	10	1:42
3	759	14	1:54
4	838	14	1:60
5	935	18	1:52
6	612	15	1:41
7	930	21	1:44
8	428	11	1:39
9	476	11	1:43
10	496	8	1:62
11	440	9	1:49
12	810	11	1:74
13	600	10	1:60
14	571	15	1:38
15	727	10	1:73
16	760	20	1:38
17	291	8	1:36
18	830	19	1:44
19	799	19	1:42
20	905	15	1:60
21	576	11	1:52
22	759	15	1:51
23	551	15	1:36
24	1167	25	1:47
25	691	11	1:62
26	610	9	1:67
27	874	15	1:58
28	1125	22	1:51
29	1223	24	1:51
30	727	13	1:60
	21378	426	1:51

APPENDIX II: ENROLMENT OF PUPILS IN EMUHAYA DISTRICT.122

YEAR	BOYS	GIRLS	TOTAL
2009	26027	27212	53242
2010	25351	26115	51466
2011	25698	27117	52815

APPENDIX III: THE HEADTEACHERS QUESTIONNAIRE

The purpose of this study is to determine the effect of informal businesses on access and retention of boys in public primary schools in Emuhaya district by assessing whether there is relationship between the engagement of boys in informal businesses and their socio-economic background, establishing the effect of informal businesses on access of education by boys in public primary schools in Emuhaya district, determining the effects of informal businesses on access of education by boys in public primary schools in Emuhaya district, determining the effects of informal businesses on retention of boys in public primary schools in Emuhaya in district, determining challenges faced by head teachers in public primary schools in Emuhaya district in their endeavour to improve access and retention of boys to education in Emuhaya district.

Part A: Background Information

Please tick (✓) or fill as required

1 Location of School: Rural school Urban school

2. How long have you been a head teacher, in this school_____ ' in other schools_____

3. Highest professional qualification attained

P1 Diploma Graduate

Others Specify_____

4. Current school enrolment: Boys _____ Girls _____ Total _____

5. Staff establishment Male _____ Female _____ Total _____

Part B: Specific Questions

Indicate by the use of a tick (✓) four level of opinion as regards the statements below

The influence of Socio-Economic Background of Boys on Access and Retention.

Statements	SA	A	U	D	SD
Most boys who engage in informal businesses come from low income families					
2. The parents attitude towards schooling influences the child's commitment to learning					
3. Boys from families with many children get more involved in businesses than the ones form smaller families.					
4. Provincial administration is effective in sensitizing the community on the government policy on education					
5. Sickness of parents/ Guardians often affects the attendance of boys in school negatively.					
The Effects of Informal Businesses on the Boys' Access and Retention in School.					
6. Involvement of boys in business activities impacts negatively on their academic performance.					
7. Poor academic performance of boys is the most reason that makes them drop out of school					
8. There is high demand for child labour in the community where your school is located.					
School Factors and participation of Boys in Informal Businesses.					
9. Availability of enough teaching and learning resources improves learning hence improving retention of boys in school.					
10. Most boys feel more exited during recreation time than when in classrooms learning.					
11. Teachers' commitment to teaching improves boys' participation in school.					
12. Forced repetition could lead to boys dropping out of school					
13. School policies on absenteeism contribute to boys dropping out of school					
Challenges Faced by head Teachers in their Endeavour to Improve Access and Retention to Education in their Schools					
14. There is enough teacher resource to handle school programmes in your school.					
15. Most Parents respond positively when called by HTs to discuss issues about their boys attendance in school					
16. Teachers fully support head teachers on matters pertaining to absenteeism, truancy and drop out of boys in your school.					

17. Please give some of the reasons that keep boys out of school during school days _____

18.(i) Is the government grant under F.P.E Programme enough to run school programmes? _____

(ii) If no, what challenges do you experience as you source for funds for supplementing governments funding?

19. What are some of the reasons that make boys engage in business activities?

20. (i) Kindly state your school testing policy

(ii) How does this policy affect attendance and retention of boys in school?

21. Please comment on the ages of boys enrolled in class one in your school. _____

22. Kindly give some of the measures you have put in place to improve access and retention of boys in your school

Thank you for your responses

APPENDIX IV: THE DISTRICT EDUCATION OFFICER’S PRO-FORMA

The purpose of this pro forma is to assist the researcher get information that will enable him carryout study on the effect of informal businesses on access and retention of boys in public primary schools in Emuhaya district.

Part A: Background Information

What is the length of experience as a DEO in Emuhaya district?

Have you worked in other district in the same capacity?

How many public primary schools do you have in your district?

What is the enrolment of the boys and girls in all public primary schools under your jurisdiction?

(i) 2009	Boys-	(ii) 2010	Boys-
	Girls-		Girls-
(iii) 2011	Boys-		
	Girls-		

What are some of the causes of absenteeism/truancy among boys in public primary school in Emuhaya?

PART B

- a. Please comment on the competence of primary school head teachers in Public schools pertaining school management

- b. What are some of the changes that are faced by the Head teachers in public primary school in your District on access and retention of pupils?

Please comment on boys' enrolment in lower primary levels, middle levels and class eight levels in public primary schools in your district

- c. What in your opinion are the factors that influence access and retention of boys in public primary schools in your district?

- d. What strategies have you put in place to improve access and retention levels by boys of public schools in your district?

Thank you for your cooperation

APPENDIX V: DOCUMENTS ANALYSED

1. Guiding and Counseling minute book
 - i. Indiscipline cases in schools
 - ii. Vulnerable learners in schools.
 - iii. Health issues among the learners
2. School Assessment Report
 - i. Resources in schools.
 - ii. Curriculum delivery.
 - iii. Dropout cases.
 - iv. Enrolment of learners.
 - v. School's academic performance.
3. Examination council reports.
 - i. Testing policies in schools.
 - ii. Promotion of pupils.
 - iii. Funding of exams.
 - iv. Motivation of pupils.

APPENDIX VI: LETTER OF INTRODUCTION

Dear Respondent,

I am a student at Moi University undertaking a Master of Philosophy Degree in Educational Administration and management. I am conducting a research on effects of informal businesses on Access and Retention of boys to education in Emuhaya of Vihiga County to education. Kindly give your responses to enable me conduct the research. The responses received will be used strictly for research purposes and will be treated as confidential, therefore do not write your name on the questionnaire.

Thank you.

Yours faithfully,

AFUYA W. BURADI

APPENDIX VII: MAP OF KENYA SHOWING EMUHAYA DISTRICT 130

Map of Kenya showing Emuhaya district



Emuhaya district

Source: Comprehensive Social Studies standard 4

APPENDIX IX: LETTER OF AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telegrams: "SCIENCETECH", Nairobi
 Telephone: 254-020-241349, 2213102
 254-020-310571, 2213123.
 Fax: 254-020-2213215, 318245, 318249
 When replying please quote

P.O. Box 30623-00100
 NAIROBI-KENYA
 Website: www.ncst.go.ke

Our Ref:

NCST/RCD/14/012/193

Date:

22nd March 2012

Wycliffe Buradi Afuya
 Moi University
 P.O.Box 3900-30100
 Eldoret.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Effects of informal business on access and retention of boys in public primary schools in Emuhaya of Vihiga County, Kenya.*" I am pleased to inform you that you have been authorized to undertake research in **Emuhaya District** for a period ending **30th June, 2012.**

You are advised to report to **The District Commissioners and the District Education Officers, Vihiga County** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD HSC.
DEPUTY COUNCIL SECRETARY

Copy to:

The District Commissioners
 The District Education Officers
 Vihiga County.

APPENDIX X: RESEARCH PERMIT

PAGE 2 **PAGE 3**

Research Permit No. NCST/RCD/14/012/193

Date of issue 23rd March 2012

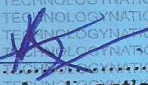
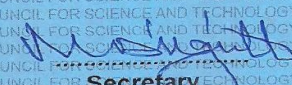
Fee received KSH.1,000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Wycliffe Buradi Afuya
of (Address) Moi University
P.O.Box 3900-30100, Eldoret
has been permitted to conduct research in


Location
Emuhaya District
Western Province

on the topic: Effects of informal business
on access and retention of boys in public
primary schools in Emuhaya of Vihiga
County Kenya.

Applicant's Signature  **Secretary** 

for a period ending: 30th June, 2012

National Council for Science & Technology



CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**

REPUBLIC OF KENYA

RESEARCH CLEARANCE PERMIT

GPK6055t3mt10/2011 **(CONDITIONS—see back page)**

