

INFLUENCE OF SCHOOL RESOURCES ON BOY CHILD DROPOUT RATE IN PUBLIC SECONDARY SCHOOLS IN CHEPALUNGU SUB-COUNTY, KENYA

Authors

Andrew Korir Kibet ⁽¹⁾; Charles Kiptum ⁽²⁾

Main author's email: korirkibet85@gmail.com

(1.2) Mount Kenya University, Kenya.

Cite this article in APA.

Kibet, A. K., & Kiptum, C. (2023). Influence of school resources on boy child dropout rate in public secondary schools in Chepalungu Sub-County, Kenya. *Journal of education management and leadership*, 2(1), 113–123. <https://doi.org/10.51317/jeml.v2i1.368>

 A publication of Editon
Consortium Publishing (online)

Article history

Received: 21.05.2023

Accepted: 07.06.2023

Published: 12.07.2023

Scan this QR to read the paper
online



Copyright: ©2023 by the author(s).
This article is an Open Access article
distributed under the terms and
conditions of the Creative Commons
Attribution-NonCommercial-
ShareAlike 4.0 International License
(CC BY-NC-SA 4.0).



Abstract

The purpose of this research work was to look into problems faced by the boy child in public secondary schools. Despite the overwhelming strategies and involvement by the government of Kenya to limit the successive dropout rate in public secondary schools, the rising figure of boy children failing to complete the offered secondary school cycle is intensifying at an alarming rate. The specific objective of this exploration sought to look into the influence of school resources on the boy child dropout rate in public secondary schools in Chepalungu Sub-County. This study was based on an approach of system theory. The descriptive survey research design was anchored in the research work. Exploration was carried out in the Chepalungu sub-county, Kenya. The target population consisted of 78 principals of secondary schools in the Chepalungu sub-county, 280 class teachers, 7020 from four boys' students and 55 purposely chosen dropout boys. The researcher used 10 per cent of the sample size, representing 8 principals, 28 class teachers, 702 students and 5 dropouts. Data was coded using a statistical package for the social sciences (SPSS) and analysed using descriptive statistics. The study findings found that a lack of enough school resources and families with scanty income make it difficult to enhance boy child retention. The exploration advocated establishing programs that would abet and aid teachers, parents and the Board of Management in promoting the education of a boy child in the Chepalungu sub-County.

Key terms: Boy child, dropout rate, resources, secondary schools.

1.0 INTRODUCTION

Education is the core operative tower of strength in varied development that is highlighted in any given nation in the world. It is one of the most prevailing tools that is used to eliminate poverty and combat disparity in society. Based on UNESCO (2012), through the subsection program of Global Education Ministries Information, delivering secondary learning to all children, particularly in developing nations, by 2030 would increase per capita earnings by seventy-five per cent by 2050, and this is perceived to lower poverty by 10 years. The present massive dropout of boys has drawn the attention of many researchers to examine the basis behind the boy child dropout in school. Child labour has heightened the menace percentage and high statistics shown in Africa point out that child labour attributed to 40 per cent (81 million) comprises of children of age 5-16 years are high number engaged in a fatal and cruel form of activities, which can trial their good well-being and are forms of exploitation of human right and of these statistics, 15 per cent are outspoken to be boys. In Malaysia, parents' insight towards gender in education contributes enormously to the boy child dropout rate. It is precisely considered that a boy child does not need to scale up education to a higher level to be employed, but apparently, a girl child needs to roll up her sleeves and study very hard to secure a job. According to exploration executed in South Africa, individual-level and family contributions denote the main agents that advance the dropout rate in secondary schools. He indicated that family unit size, traditions and unmarried mother leadership in the family, as well as the maternal level of education, are the core considerable attributes of school dropout.

Based on the contention of Rumberger (2011), traditions and family divergences are core components that account for forty per cent, equal to the current 113 million children not going to school, and a high percentage of them are located in sub-Saharan Africa. There is a prevailing perception and conformity that school dropout problems have escalated to a larger pandemic proportion worldwide, and this has become a macro concern as a factor thwarting effective learning in schools. Education inspires nations and boosts both the social and economic state of affairs; it is an applicable tool in augmenting quality and providing accessible prospects out of poverty. In accordance with this, Millennium Development Goal 2 of achieving established primary basic education and Millennium Development Goal 3 of advocating gender equality and supporting women are of great concern in delivering learning in basic education. Okeke et al. (2008) found that resource scarcity is the major cause of boy children dropping out of learning institutions and getting immersed in informal spheres of obtaining income, also known as child labour. He also argued that a deficiency of parental concern and an inability to get support everywhere greatly hinder children from accessing education. The boy child of the 21st century encounters a multitude of problems, which, if not carefully dealt with, would result in a massive deficit. The dropout rate of boy children from schools indicates that the resources that were designed to augment boy child education are significantly underutilised because they would categorically fail to achieve the set scholarly capability appropriate for self-reliant and national progress (Parr, 2013).

The conception is that the boy child is on top of a vanished threat since more boys are abandoned, and also fewer boys are adopted or taken to children's homes. Therefore, a situation is fast-tracked

Journal of Education Management and Leadership

When it falls to pursue education inside a formal hamlet, family socio-monetary aspects, which incorporate the number of family participants, student engagement and lack of supervision in schoolwork, lead to a boy-child dropout rate. This will ensure that every child equally acquires and explores their full capabilities, contributing to global growth and individual advancement; a considerable amount of effort has been directed to girls, and what is left to be done is for boys, who are currently lagging behind. The boy child in school needs to be fortified to take part in learning so as to attain an educated population pattern, since if a boy child lags behind, it inevitably plays a role in the loss of human capital put in place for the boy child in the time ahead.

According to Gathiga (2010), education enhances access to appropriate abilities for self-dependence, economic progress and development. The nation of Kenya has made impressive and significant progress towards achieving the attainment of basic education by concentrating on planned approaches and allocating a substantial budget to Education for All (EFA). To achieve this vision, the country participated in an international agreement, which was first launched in Jomtien, Thailand, during the last decade, designed to deliver the value of learning to all children and adults in every sphere of life. Kenya, being a major affiliate of this scheme of convention, seeks out the rights of human beings and equality in gender parity; education for all, being incorporated, has pursued guiding principles and approaches that enhance the fulfilment of these goals. However, regardless of the total dedication in terms of plans and policies, Kenya's government, spiritual organisations and civil societies strive to promote education, especially primary and secondary school education, and a considerable proportion of children are dropping out of school (Ananga, 2011).

Ngware and Onsomu (2006) assert that the persistent contests of the high rate of boy children dropping out of school after being taken to secondary schools at a given time are perceived to be distressed by poverty; the majority of them are incapable of completing the secondary school cycle owing to numerous complications facing them. According to the policy and legal framework of education contained in the sessional paper No. 14 of 2012, designed to readjust learning schedules and impart learning to be in line with Vision 2030 and the Constitution (2010). The policy framework lays emphasis on Free Primary Education (FPE) and Free Day Secondary Education (FDSE) for all children. It focuses on the implementation of guaranteed transition and transfer rates between grades across all levels of education. However, the policy overlay emphasises the girl child, disregarding the boy child.

According to the Baseline report (2013) on Girl Education Challenges (GEC) in Meru County, only 72 per cent of school-going-age children complete primary education, meaning 28 per cent of the pupils dropped out of learning institutions before completion. Research work done by the Kenya National Central Bureau of Statistics (2002) revealed that the dropout of students between the ages of 15-19 years was 41 per cent, which is a clear indication that there are problems that these youths are experiencing. There is, however, a high boy-child dropout rate as girl-child enrolment goes higher. There is, therefore, a need to redefine parity as well as discrimination of learners in public secondary schools. A survey done in Chuka, Tharaka Nithi county, Kenya, suggests that most young gentlemen in informal ventures widely known as "bodaboda" are school dropouts.

Journal of Education Management and Leadership

predominantly Secondary school students. The motorcycle industry significantly exerts a pull on young boys in secondary schools because the sphere is a lucrative marketplace for good earnings (Mbugua, 2011). In comparison to other parts of the country, the Chepalungu sub-county experiences the same pattern.

In an effort to provide evidence of its commitment, the government of Kenya established the Basic Education Act (2003), which seeks to guarantee that children are subjected to appropriate basic education that will educate them as responsible citizens. Nevertheless, the boy child dropout in the Chepalungu sub-county, similar to other localities, has hardly been researched, and if the challenge of dropout persists without intervention, it is a laudable potential opportunity that could have been on hand for boys like professionals and political leaders will be closed out owing to the worrying dropout rate from schools. The investigator admits that inadequate studies have been conducted to evaluate the influence of school resources on dropouts, particularly in Chepalungu Sub-County. Chepalungu experiences high boy-child dropout rates like other parts of the country. Therefore, there exists a need to examine the influence of school resources on the boy-child dropout rate in public secondary schools in Chepalungu Sub-County.

The research findings found that lack of school fees and poor infrastructure, including toilets, laboratories, libraries and classroom congestion, contribute greatly to pervasive challenges leading to poor quality learning. This issue of inadequate school resources negatively impacts the parents because a lack of enough school resources imposes a burden on the parents, who are expected to incur extra levies toward construction and other school financial demands.

2.0 LITERATURE REVIEW

This research work adapted the system theory that Bertalanffy (1968) advanced as a modelling mechanism that accommodates the input process to release output to the environment. The school as an organisational system operates on joint interconnected components to achieve the particular intention needed. The open-system theory approach comprises atypical sub-systems that work with one another for diverse purposes but for a common goal.

School, as an open system, has sub-system operating functions that accept input, process and produce feedback. The major assumption of this theory is that the whole system, as a component, works together to achieve a common objective. The school receives students, teachers and material resources to operate effectively. Parents, the board of management and the government are also needed to provide essential materials and facilities required in the school environment, where all these are placed as input factors. These entail an instructional process that teachers use to impart knowledge, skills and attitude to learners. Teachers, books, school facilities and practices are among the resources that make the learning process work effectively. The process as a sub-system operates to discharge output to the environment; the school system is evaluated by determining output results in the achievement of its objective, assessed by looking at the performance. Dropout as a result of the system is an indication that some of the sub-systems are not functioning effectively, contributing to such dropout.

Journal of Education Management and Leadership

Poverty is perceived as the basis of social aberrations, including school dropouts. This is widely perceived as a holistic failure by an individual to secure resources, resulting in dissatisfaction and withdrawn behaviour. This situation worsens when secondary school students have no assurance of future employment after completing their studies. Low accomplishment rates triggered by school dropouts make up a significant loss of national resources despite the government's efforts to inject resources into the education sphere.

Studies executed in sub-Saharan African countries indicate that home-founded, community and monetary status drastically affect children's educational achievement or failure. Family source of income contributes subsequently to dropout and has a negative impact on the value of education that a child will acquire; this is because education is a venture capital that attracts a robust cost right from pre-school to completion of the education cycle. The suspension of the recruitment of new teachers in 2018 in Kenya initiated a profound challenge to learning in all public schools in Kenya. The teacher-student ratio redoubled significantly, making real learning in schools unrealistic. The teacher-student ratio also exacerbates the ushering in of Free Primary Education and Free Day Secondary Education.

Poor remuneration of teachers and the government's failure to provide appropriate housing to teachers also elevated the practice of absenteeism by teachers in schools. In some schools in rural areas, it has been observed that toilets are poor and insufficient, making learners line up, and to some extent, there are no distinct toilets for boys and girls (Okemwa, 2018). Scarcity and the poor state of school infrastructure and facilities are understood to contribute critically to students dropping out of school (Rumberger & Larson, 2016). Lacking favourable infrastructure, a misplaced curriculum and congestion of students are key factors that create massive dropouts being witnessed in schools. School-founded practices, including family size, student participation, and inadequate supervision in school, can drastically contribute to the boy child dropout rate. Big family size with meagre incomes suggests that the ability to provide basic essentials, including food, clothing and school fees, becomes a milestone. Olubadewo and Ogwu (2005) assert that an extensive family size inhibits the parental capacity to provide children with essential academic necessities and well-being. These ever-increasing challenges radiating from family-constrained income are a result of overcrowding at home, which subsequently has a pandemic state on the dropout rate. Students from wealthy family units tend to stay put in school due to the effective supervision and the potential of meeting learning costs. However, those from unfortunate families tend to face challenges and drop out of school.

Regardless of the overwhelming schedules and strivings by the state to make certain that education is reasonably priced for all learners, however, parents still suffer unregulated and obscured costs of education often inflicted by the school board of management. Basic Education Act (2003) is the culmination of attempts to align the education sector to the constitution and provide appropriate education for the youth. However, according to Orodho (2014), significant hidden user fees have crept their way into Free Day Secondary Education (FDSE). He indicated that through the Parents and Teachers Association (PTA), a mandate had been accorded to suggest additional levies being charged in secondary schools. This has brought unbearable problems to students from vulnerable families,

Journal of Education Management and Leadership

draining them beyond their financial resilience threshold. Boy child dropout is therefore of great concern because it is liable to impact depressingly in their future since a lack of educated men can impede the future potential advancement of the Nation (Wachiye, 2011). Njeru and Orodho (2003) argue that poor financial status in some families greatly negatively impacts their children's educational performance; financial strengths operate as the decisive factor upon which children begin going to school, forge ahead smoothly, or temporarily go on and off school and eventually drop out of school.

The research findings found that lack of school fees and poor state of infrastructure, including toilets, laboratories, libraries and classrooms, contribute greatly to congestion leading to poor quality learning. This issue of inadequate resources in school has a negative impact on the parents because a lack of enough school resources imposes a burden on the parents, who are expected to incur extra levies toward unplanned levies and construction. The research findings further recommend that the government should make secondary school education fully free to reduce the issue of school dropout resulting from financial challenges.

3.0 METHODOLOGY

A descriptive survey design was engaged in the execution of the study. This research work was conducted in the selected public secondary institutions in Chepalungu Sub-County in Bomet County. The researcher targeted all 78 principals of public secondary schools, 280 class teachers/guiding and counselling teachers, 7020 from four schools, and 55 dropout students. The researcher selected 8 principals, 28 class teachers/guiding and counselling teachers and 702 students by subjecting the population to a simple random technique. Two sets of questionnaires were prepared that contained both open and closed-ended queries, which were administered to four students and another set to teachers. This study used questionnaires with Likert-scale-type questions. Interview guides for principals and dropout boys were prepared to gather data on the rate of dropout of boy children in secondary schools. The researcher used a prepared interview guide with open-ended questions, which the researcher asked and recorded responses. Document analysis as one of the tools of research instruments that entailed the use of class registers and school admission registers for the years 2019, 2020, 2021 and 2022. After the investigator had collected data from the chosen schools, he then examined the questionnaires to establish if they were completely filled with accurate responses. The quantitative data were coded using SPSS (Statistical Package for the Social Sciences- version 22) and were later analysed using descriptive statistics, which included mean, standard deviation and percentage. The researcher analysed the qualitative interview data by acquainting himself with a set of interview response data collected, coding them by identifying themes across interview data using inductive coding.

4.0 RESULTS AND DISCUSSIONS

Questionnaires were employed in the collection of data from students and teachers, and an interview schedule was used to gather raw facts from principals and dropout students based on school resources on boy child dropout. Students and teachers were requested to rate the provided possible causes of boy child dropout based on school resources on a scale where 1 represented Strongly Disagree, 2 represented Disagree, 3 represented Neutral, 4 represented Agree, and 5 represented Strongly Agree.

Journal of Education Management and Leadership

represented Strongly Agree. Their responses are presented in the table, where the frequencies, percentages, means, and standard deviations of the responses are presented.

Table 1: School Resources on the Boy Child Dropout Rate for Students

		5 SA	4 A	3 N	2 D	1 SD	Mea n	Std. Dev	Interpre- Tation
	N	N (%)	N (%)	N (%)	N (%)	N (%)			
A shortage of textbooks and other learning materials results in poor student performance.	640	122 (19.1)	86 (13.4)	66 (10.3)	104 (16.3)	262 (40.9)	2.53	1.57 7	Disagree
A low teacher/student ratio results in an inadequacy of syllabus coverage, leading to dropout.	640	88 (13.8)	192 (30.0)	112 (17.5)	166 (25.9)	82 (12.8)	2.54	1.39 1	Agree
Lack of enough infrastructure, including toilets, labs, library, dormitory and classrooms, resulting in congestion leading to Poor quality learning.	640	194 (30.3)	112 (17.5)	130 (20.3)	78 (12.2)	126 (19.7)	3.27	1.49 4	Agree
A few subordinate staff members resort to using students to perform schoolwork, resulting in poor performance.	640	180 (28.1)	86 (13.4)	84 (13.1)	108 (16.9)	182 (28.4)	2.96	1.60 4	Disagree

The above table Suggests that the majority of the students (40.9%) were in disagreement with the opinion that scarcity of textbooks and other learning materials results in low students retention as supported by a mean of 2.53, students(30.0%) agreed that low teacher/student ratio results in inadequacy of syllabus coverage aiding to dropout as indicated by mean of 2.54, Lack of enough infrastructure including toilets, labs, library, dormitory and classrooms bring about overcrowding steering to poor quality learning as indicated by 30.0 per cent and supported by mean of 3.27 and majority of the students (28.1%) were not of the view that Few subordinate staff contribute to engaging students in executing school work resulting in poor performance as indicated by mean of 2.96.

Table 2: School Resources on Boy Child Dropout Rate for Teachers

		5 SA	4 A	3 N	2 D	1 SD	Mea n	Std. Dev	Interpre- Tation
	N	N (%)	N (%)	N (%)	N (%)	N (%)			
Shortage of textbooks and other learning materials results in poor student retention.	25	4 (16.0)	11 (44.0)	4 (16.0)	1 (4.0)	5 (20.0)	3.25	1.398	Agree
A low teacher/student ratio results in an inadequate syllabus coverage leading to dropout.	25	6 (24.0)	13 (52.0)	4 (16.0)	1 (4.0)	1 (4.0)	3.86	0.960	Agree
Lack of enough infrastructure, including toilets, labs, library, dormitory and classrooms, resulting in congestion leading to poor quality learning.	25	6 (24.0)	14 (56.0)	2 (8.0)	1 (4.0)	2 (8.0)	3.80	1.114	Agree
Few subordinate staff members resulting in the use of students to perform school work resulting in poor performance.	25	4 (16.0)	15 (60.0)	2 (8.0)	1 (4.0)	3 (12.0)	3.61	1.185	Agree

The response from the teachers revealed that the majority of the teachers (44.0%) were of the view that scarcity of textbooks and other studying materials results in poor students' retention, as supported by a mean of 3.25. Low teacher/student ratio results in incomplete syllabus coverage, contributing to dropout, as indicated by the majority of teachers, 52.0 per cent, and supported by a mean of 3.86. Lack of enough infrastructure, including toilets, dormitory and classrooms, resulting in overcrowding, which in turn contributes to poor quality learning, as indicated by 56.0 per cent of the teachers and supported by a mean of 3.8. The majority of the teachers (60.0%) were in agreement with the view that few subordinate staff result in using students to execute schoolwork, resulting in poor performance, as supported by a mean of 3.61.

These findings coincide with those of Thomas (2017), who stated that a low teacher/ student ratio continues to indicate a great challenge in the attainment of total and quality secondary school good performance, prompting a large-scale dropout rate among learners. Similar to these findings, Mbogo et al. (2022) suggested that inadequate learning school resources, including

Journal of Education Management and Leadership

a lack of enough infrastructure such as toilets, labs, libraries, dormitories and classrooms, contribute significantly to overcrowding, leading to poor quality learning. The study denoted that the lack of adequate school resources imposes a burden on the parents, who are expected to incur extra levies toward construction. This, in turn, makes economically susceptible parents unable to meet this cost, which prompts students to pull out of school.

The researcher analysed the qualitative interview data by acquainting himself with a set of interview data collected, coding them by identifying themes across the interview data using inductive coding. Finally, I narrowed the themes and merged them by naming themes to come up with generalised information based on the interviews conducted. From the interviews, the school principals were in agreement with the view that the government has supplied enough textbooks, but physical infrastructures such as classrooms, toilets, and laboratories are not enough; they are currently supplied partly by parents. This, as well, can overburden already economically challenged parents, consequently contributing to dropout.

A low teacher/learner ratio tends to increase the learners' probability of dropping out due to poor quality service being provided and low academic interaction between the teachers and the students. Based on an interactive interview with the dropout, the study sought to review the possible causes of boy child dropout in relation to school resources. The contacted dropouts affirmed that lack of adequate resources, particularly on school fees, uniforms, and regular sending back home by principals to go for school fees, makes students consider getting funds from lucrative and locally available job markets that easily attract hefty earnings and do not demand high skills and technology are assumed to be motivating force behind peer influence of dropping out of schools to participate in such informal businesses. The motorcycle business and gambling significantly influence a number of secondary school boys because the segment offers regular income, which greatly changes the nature of living supportively.

Discussions

Research work established that poor monetary status in some families considerably negatively affects their children's educational accomplishment. The financial level acts as an influential aspect upon which children start going to school, advance efficiently or temporarily, go on and off school, and ultimately drop out of school. The home-based economic status has an impact on schooling, either negatively or positively, based on financial position, since a child's education encounters reasonable costs from the start to completion of the education cycle. Therefore, if a child fails to acquire the basic necessities, he will be forced to accept available support from a willing sponsor, which in turn opens the gateway to dropping out of school.

Exploration further established that a lack of enough infrastructure, including toilets, laboratory, library, dormitory and classrooms, contributes greatly to congestion leading to poor quality learning. This issue of inadequate resources in school has a negative effect on the parents because a lack of sufficient school resources imposes a burden on the parents who are required to incur additional levies toward construction. This, in addition, makes economically vulnerable parents incapable of meeting these costs, which ultimately prompts students' withdrawal from school. The study found

Journal of Education Management and Leadership

The low teacher/ student ratio continues to show a pronounced challenge to the achievement of quality secondary school performance, prompting a high degree of dropout rate among learners. The study also ascertained that the government has provided sufficient textbooks, but physical infrastructures such as classrooms, toilets, and laboratories are not adequate, though the national and county governments are currently funding to uplift such infrastructures in addition to what parents contribute. It was also observed that insufficient school resources hand over the cost burden to the parents by making them incur the cost of construction, which in turn frustrates the parents economically, leading to involuntary cases of dropouts.

5.0 CONCLUSION AND RECOMMENDATIONS

Conclusion: The exploration concluded that a lack of enough resources, including school uniforms, school fees, the poor state of infrastructure and classroom congestion, contribute to poor quality learning. These issues of inadequate resources in school have a negative impact on the parents because a lack of enough school resources imposes a burden on the parents who are expected to incur extra levy toward construction. This, in the final run, makes economically vulnerable parents unable to meet this cost, which prompts students' withdrawal from school.

Recommendations: The government need to ensure that adequate provision of school resources is provided and should avoid instances where parents are instructed to meet extra levies for school activities and development. The Ministry of Education, through the teachers' service commission, need to employ enough teachers to meet the required international standard of teacher/student ratio. This will ensure quality learning and discourage dropout. The Government should ensure that secondary school education is entirely rendered free, as enshrined in the Constitution of Kenya 2010, to enhance free accessibility to all learners.

6.0 REFERENCES

1. Ananga, E. (2011). *Dropping out of school in Southern Ghana: The push-out and pull-out factors*. CREATE Pathways to Access Research Monograph No. 55. <http://files.eric.ed.gov/fulltext/ED519559.pdf>
2. Bertalanffy, L. von. (1968). *General system theory*. George Braziller.
3. Central Bureau of Statistics. (2002). *Analytical report on education: Kenya 1999 population and housing census* (Vol. 8). CBS.
4. Gathiga, M. (2010). Students' dropout increase despite free education. *Global Issues*. <https://www.globalissues.org/news/2011/01/12/8062>
5. Mbogo, S. M., Ibrahim, K., & Jumba, A. (2022). Influence of availability of physical facilities on quality of education in public day secondary schools in Embu County, Kenya. *IOSR Journal of Research & Method in Education*, 12(3), 1–10.
6. Mbugua, C. (2011). *The effect of the motorcycle transport revolution on the economic growth of Kenya* (Unpublished thesis).
7. Ngware, M. W., & Onsomu, E. N. (2006). *Impact of gender and socio-economic factors on learning achievements in primary education in Kenya: Empirical evidence*. Kenya Institute for Public Policy Research and Analysis.

Journal of Education Management and Leadership

8. Njeru, H. N., & Orodho, A. J. (2003). *Access and participation in secondary school education in Kenya: Emerging issues and policy implications* (IPAR Discussion Paper No. 037/2003). Institute of Policy Analysis and Research.
9. Okeke, E. A. C., Nzewi, U. M., & Njoku, Z. C. (2008). *Tracking school-age children's education status in UNICEF A-field states*. UNICEF.
10. Okemwa, N. (2018). *Strengthening the legal protection framework for girls in India, Bangladesh, Kenya, and Liberia: Kenya country report*. International Development Law Organization.
11. Olubadewo, S. O., & Ogwu, S. (2006). Influence of parents' socioeconomic status on students' academic performance: Implications for the planning of the UBE programme.
12. Orodho, A. J. (2014). Financing basic education: What are the equity and quality implications of free primary education and free day secondary education policies in Kenya? *International Journal of Development Research*, 4(3), 477–487.
<http://www.journalijdr.com>
13. Parr, A. (2013). *Academic achievement motivation and high school dropout: An integrative model*.
14. Rumberger, R. W. (2011). *Dropping out: Why students drop out of high school and what can be done about it*. Harvard University Press.
15. Rumberger, R. W., & Larson, K. A. (2016). Student mobility and the increased risk of high school dropout. *American Journal of Education*, 107, 1–35.
16. Thomas, C. C. (2017). *Interactive teaming: Enhancing programs for students with disabilities*. Merrill Prentice Hall.
17. Wachiye, R. (2011). Boy child education endangered with more girls enrolling in Bungoma County. <http://westfm.co.ke/index-page-newsbid-2453.html>