

**THE CAUSES OF LOW RETENTION RATE OF BOYS IN PUBLIC SECONDARY
SCHOOLS IN MANGA SUB-COUNTY NYAMIRA COUNTY**

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E35S111/03966**

**A Research Project Submitted in Partial Fulfillment of the Requirement for the Award of a
Bachelor of Education Degree of**

MOUNT KENYA UNIVERSITY

AUGUST 2015

ABSTRACT

Over the years in Kenya, the retention rate of both boys and girls has been low. With the girl child being given an upper hand in education, the boy child seems to be a forgotten lot. Despite the Kenyan Government having ensured affordable secondary education, some school age children are still locked out of school whereas dropout and retention continue to be pervasive. This study therefore was set to determine the enrolment rate and retention of boys in public secondary schools in Kemera division, to establish school-based factors and students' characteristics that determine the retention rate of boys in public secondary schools in Kemera division, to find out the socio-economic factors leading to low retention rate of boys in public secondary schools within Kemera division and to identify measures that could be taken to improve low retention rate of boys in public secondary schools within Kemera division. The research was guided by the classical liberal theory of equal opportunity. To carry out this investigation, a descriptive survey technique was used to collect data from a total of 10 schools out of the total 66 in Manga Sub County. Sampling method was used hence, 5 Head teachers, 20 Teachers, 80 students, 10 Parents, the DEO, the Zonal Quality and Assurance Office (ZQASO) and the Districts Children's Office (DCO). Questionnaires were used to collect data from Head teachers, Teachers and Students while interview schedules were used to collect data from parents/guardians, DEO, ZQASO and DCO. A total of 15 respondents were used to collect data. Using mainly the qualitative method that was complemented by quantitative survey questionnaires, the findings revealed that the rate of boys drop out within Kemera division was to blame on the socio-economic status of the area and the emphasis given to the girl child at the expense of the boy child. There was clear effort by female teachers to support the girls with an aim of keeping them in school. A key recommendation for the study is the enhancement of gender based knowledge for school teachers to enable them to be more responsive to boys schooling with equal attention to that of the girls.