

**INFLUENCE OF CHILD LABOR ON BOY CHILD TRANSITION TO
SECONDARY SCHOOL IN PUBLIC PRIMARY SCHOOLS OF IGEMBE SOUTH
SUB-COUNTY, KENYA**

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DECLARATION AND APPROVAL.

Declaration by candidate

I declare that this project is my original work and has not been presented for the award of a degree at this or any other university or institution.

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This project has been submitted for examination with my approval as the university supervisor.

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ABSTRACT

The universal declaration on human rights by United Nations organization holds education as a basic human right. Kenyan government introduced free secondary education in which it committed itself to fund the tuition of students attending public secondary schools. This was expected to increase transition rates from primary to secondary schools. In spite of these efforts, data from Igembe South education office indicate that there are low transition rates of boy child to secondary school. This study seeks to establish the influence of child labor on boy child transition to secondary school in public primary schools of Igembe South Sub-County. The objectives of this study seek find out the influence of non- skilled labor, role models, socio-cultural factors and parental guidance on boy child transition to secondary school. The study benefitted policy makers in the Ministry of Labor to put in place strategies to reduce child labor in agricultural farms and to benefit law enforcers in ensuring that no underage children are employed in agricultural farms. The study employed descriptive survey research design. The target population for this study was 6701 participants comprising 4500 class eight pupils, 100 PTA chairpersons, 2000 primary school teachers, 100 primary school head teachers and one sub-county education officer in Igembe South Sub-County. The sample population included 10 PTA chairpersons, 10 head teachers, 40 teachers, one Sub-County education officer and 310 class eight pupils making a total sample size of 371. Analysis was aided by Statistical Package for Social Sciences (SPSS) Version 29. The results of data analysis were presented in form of frequency distribution tables, bar graphs and pie charts. Thematic data analysis was used to analyze qualitative data. The study found that non-skilled labor in miraa and tea farms significantly hinders boys' transition to secondary school in Igembe South Sub-County. Quick financial rewards entice boys to prioritize work over education, with a mean score of 4.02. Casual laborers' ability to meet basic needs reinforces this trend (mean = 3.87), while insufficient time for studies further lowers academic performance (mean = 3.99). Role models also play a key role; successful individuals without formal education devalue schooling, as indicated by a mean score of 4.12. Boys often emulate these uneducated role models, viewing farming as more viable than schooling (mean = 4.04). Socio-cultural factors, including post-circumcision responsibilities and early marriages, further deter education (mean = 3.64), while cultural beliefs that success does not require education amplify the problem (mean = 3.43). Parental guidance strongly influences decisions, with many parents advising boys to work on farms (mean = 4.20) and encouraging them to emulate successful farmers over educated individuals (mean = 4.29). The study concludes that child labor, cultural pressures, and limited parental support are critical barriers to education. It recommends stricter enforcement of child labor laws, community education programs, and active parental and role model advocacy for schooling to improve transition rates and reduce poverty cycles.

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LIST OF ABBREVIATIONS AND ACRONYMS

EMIS - Education Management Information System

FPE - Free Primary Education

ILO - International Labor Organization

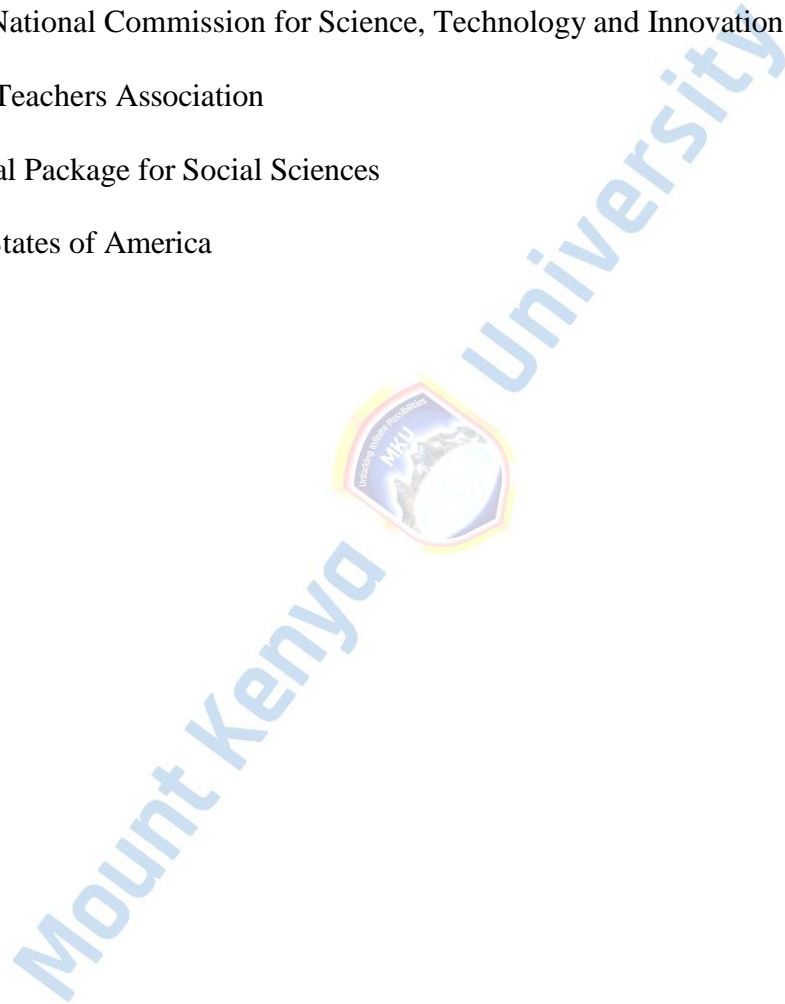
KHRC - Kenya Human Rights Commission

NACOSTI - National Commission for Science, Technology and Innovation

PTA – Parents Teachers Association

SPSS - Statistical Package for Social Sciences

USA – United States of America



CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

The United Nations believes that everyone has the right to learn. In an ideal world, children from all the backgrounds and families should be able to get a quality education. They should also fully use this chance (De Serf '02, 2022). If everything was fair, children living in the suburbs and less fortunate areas would be receiving the same level of education. However, reality is different. Children and young people from different backgrounds don't all get the same quality of education. For example, in the United States, a big learning gap remains between black and white people, despite attempts to close this gap (Lewis et al., 2020).

In a study by Chavez and team in 2021, they suggested that when children don't finish school, our society and learning systems have failed to care for all of their students well. An important point to remember is that school curriculums are built in a certain 'ranking' manner. This approach often overlooks or puts aside knowledge useful for working people, for women, and for groups that are culturally, ethnically and linguistically different (Aronowitz & Giroux, 1985). It includes several issues that obstruct the learning process. For example, low expectations by teachers, misjudging students' abilities, not enough money for schools, lesser teachers from minority groups, too much reliance on tests, subpar teaching quality, ignoring language and cultural differences, poverty and hopelessness, lack of educational heritage in low-income families, and the influence of bad company (Quality Education for Minorities Project, 1990). Such issues further push students to the margins and undervalue their knowledge. This results in poor school performance for students who have different ethnic, cultural, or linguistic backgrounds and may eventually lead to them leaving school.

Most affected in America are the minorities are the Native Americans from all tribes, Hispanics like Puerto Ricans and Mexican Americans, along with African Americans are impacted by not finishing school. Also affected are Asians, particularly those speaking Pilipino or Tagalog, Vietnamese, and people from the Pacific Islands.

Research in education and economics shows that things like how much money a family makes, what kind of family it is, how many family members there are, and how much education the parents have can influence how much and the kind of schooling children get throughout their life (De Serf '02, 2002). It's clear that family and parent factors can either help or hurt the chances of children getting an education and doing well in school. For example, a study by Lewis and others in 2010 found that lots of black children in the USA live in very bad situations, with lots of them living in poverty. Their families are in danger and their parents often don't have an education beyond high school. This means these children don't go to structured daycare programs as much as white children do. Also, in 2011, the Global Education Digest pointed out that there's a big difference between how many white boys and black boys go to big city schools because of differences in family backgrounds. Another research by Cooper (nd) mentioned that staying in the same school for longer, going to school more often, and having more white students are three cultural factors that help schools do a great job with changes they need to make. This draws attention to the impact of cultural factors on education problems.

Thus, it is possible that socio-cultural factors could be contributing to low transition rates to secondary schools in certain parts of Kenya in spite of government efforts to subsidize the cost of education at both primary and secondary levels.

According to Ozier and Owen (2021) primary to secondary school transition is a major

bottleneck in Kenya's education sector due to pupils' and parents' lack of information concerning choice of secondary schools, entire transition process, the value of pupils' transition and difference in the quality of various categories of secondary schools. Many communities also lack awareness on government projects that finance education for the needy and the process of acquiring such money (Onsomu, Muthaka, Ngware & Kosimbei, 2006).

The International Labor Organization, or ILO, has a rule called Convention No. 138. This rule talks about the youngest age children should be to start work. The rule says children should finish school or be at least 15 years old before starting work. In some countries that are still developing, the age can be 14 (ILO No. 138, Article. 2). But there's an exception for light work that won't harm health or affect school. Children between 13 and 15 can do this kind of work. In developing countries, the ages are 12 and 14 (ILO No. 138, Article 7). The ILO is especially strict about jobs that might be unsafe or bad for moral development. No one under 18 should do these jobs. If there are very strict conditions, the age can be 16 (ILO No. 138, Article 3). The ILO has also listed some jobs as the "worst forms of child labor" in the Convention No. 182. These jobs need to be stopped first. The list includes things like slavery, trafficking, forced work, forcing children to join armies, and illegal activities such as prostitution and pornography (ILO No. 182, Article 3).

In Kenya, there's an Employment Act. According to it, 16 is the youngest someone can start working. For dangerous jobs, they must be 18 or older. The Act also holds a rule against making children under 18 do the worst kinds of child labor. That's what the Kenya Government said in 2007. Now, children between 13 and 15 can do light work. This was stated by the Government of Kenya in 2013. But, there's no law yet to show what "light

work" really means. This may put 13 to 15-year-olds at risk of being used unfairly for labor, as said by the US Embassy in 2013. Also, under the Industrial Training Act, children under 15 can get started in industry work. No minimum age is stated here. The Kenya Government pointed this out in 2009. But this is a problem. Because, as per the Employment Act, it's said that the Industrial Training Act rules must be followed. So, in 2008, the Government listed dangerous jobs for children. It banned them from working in fields like farming, domestic service, transportation, mining, and such. They can't be involved in hard tasks like stone crushing, animal herding, deep lake or sea fishing. Also working in warehouses and the city's informal sector is off-limits. But this list hasn't been made official in the Gazette yet, as reported by the (International Labor Office, 2021).

In Kenya, a lot of children are involved in truly hard and dangerous tasks, especially in farming and fishing. They have to work in fields that grow tea, sugarcanes, coffee, miraa (a plant used to make a stimulating substance), rice, sisal, and tobacco. Some children are even reported to pick cotton and grow flowers. These young workers often experience long working hours, handle perilous tools and heavy machinery, and encounter poisonous substances and harmful pests. Not having enough details, but we hear of children helping in catching small fish such as tilapia and sardines. They do other jobs too, like drying and transporting fish, tidying up boats, and fixing nets. These young ones face the risk of drowning due to such tasks. There are also some reports indicating children taking care of cattle and goats, and they may get hurt in the process (International Labor Office, 2022). Some signs hint that children help in making and preparing charcoal (US Embassy, 2013). It seems clear that child labor is a problem, mostly in farming. However, the data available doesn't give specific details about child labor in Kenya. What's more, no detailed study has

been done about how child labor impacts boys' education, especially in areas where cash crops are grown. This study aims to find out how child labor affects the move boys make to high school in places where cash crops are the main source of income in Igembe South Sub-County.

1.2 Statement of the Problem

The introduction of free secondary education by the government was expected to increase transition rates from primary school to high school. In spite of these efforts, data from Igembe South education office indicate that there are low transition rates of boy child to secondary school. This has been attributed to cash crop farming even though there is no empirical data to support this assertion. Thus, this study seeks to fill this knowledge gap by investigating the influence of child labor on boy child transition to secondary school in public primary schools of Igembe South Sub-County.

Despite the distressing working conditions in the tea plantations in general, child labor below the age of 14 is serious problem. Experience shows that ethic guidelines formulated in a general and popular way by the international tea companies are useless for qualified and responsible ethical decision-making combatting child labor. A study carried out by Chirwa (2005) indicated that of the 128 child workers identified in the study, 91 (71.1%) of them were male and 37 (28.9%) of them were female. This implies that boys are more likely to be involved in tea farming related activities than girls. The children's age ranged from 10 to 18 years. As such, it is likely that such children work in tea farms at the expense of their education. This violates their right to basic education since this is the school going age.

1.3 Purpose of the Study

This study investigated the influence of child labor on boy child transition to secondary

school in public primary schools of Igembe South Sub-County, Kenya.

1.4 Objectives of the Study

- i. To establish the extent to which presence of non-skilled labor in cash crop growing areas influence boy child transition to secondary school in public primary schools of Igembe South Sub-County.
- ii. To examine the influence of role models in cash crop growing areas on boy child transition to secondary school in cash crop growing areas of Igembe Sub-County.
- iii. To determine the extent to which socio-cultural factors in cash crop growing areas influence boy child transition to secondary school in public primary schools of Igembe South Sub-County.
- iv. To explore the influence of parental guidance in cash crop growing areas on boy child transition to secondary school in public primary schools of Igembe South Sub-County.

1.5 Research Questions

- i. To what extent does the presence of non-skilled labor in cash crop growing areas influence boy child transition to secondary school in public primary schools of Igembe South Sub-County.
- ii. What is the influence of role models in cash crop growing areas on boy child transition to secondary school in public primary schools of Igembe South Sub-County.
- iii. To what extent does socio-cultural factors in cash crop growing areas influence boy child transition to secondary school in public primary schools of Igembe South Sub-County.

- iv. What is the influence of parental guidance in cash crop growing areas on boy child transition to secondary school in public primary schools of Igembe South Sub-County.

1.6 Justification of the Study

Given the increasing decline in the number of boys transitioning to high school and the observation that there are an increased number of young boys being employed in cash crop farms, there is need to study the influence of child labor on boy child transition to secondary school in public primary schools of Igembe South Sub-County. This helped in devising strategies that can help in increasing rates of transition to high school among boys in the sub-county.

1.7 Significance of the Study

This study benefitted policy makers in the Ministry of Labor to put in place strategies to reduce child labor in agricultural farms. The study also benefitted law enforcers in ensuring that no underage children are employed in agricultural farms.

1.8 Scope of the Study

This study looked at how growing crops for money affects education for boys in Igembe South Sub-County. We collected information from kids aged 10 to 18 years old, their parents, the heads of primary schools, officers in district work and social welfare offices, district education officers, and people who work for groups that aren't part of the government.

1.9 Study Limitations

The study may be limited by reluctance of some respondents to provide the much-needed information about child labor out of fear of being reprimanded. The research

overcame this limitation by explaining to respondents that their identity remained anonymous and the information provided was kept confidential.

1.10 Delimitations of the study

The research happened in a place called Igembe South Sub- County. We mainly focused on a group comprising of 10 to 18-year-old children, their moms and dads, head-teachers of primary schools, and officials. These officials worked in labor offices and welfare offices at the district level, district education offices, and also with independent groups that are not part of the government. Any child aged below 10 years wasn't included in our research. Similarly, we didn't include certain head-teachers from primary schools. Even if these people came from Igembe South Sub-County, if they didn't lead schools in the same area, they weren't part of our study. The families included in our research were those who live in Igembe South Sub-County and have kids aged between 10 to 18 years.

1.11 Assumptions of the study

The study is based on the following assumptions:

- i. Respondents gave honest responses to questions posed to them.
- ii. Respondents are aware of labor laws related to children employment

1.12 Operational Definition of Key Terms

Cash crop - Plants grown mainly on large scale for commercial purposes

Guidance - Providing advice to someone to enable him/her to make an informed decision

Non-skilled labor- Work that does not require any training

Role model- Somebody successful in the society who other people look upon as an example

Socio-cultural- Any factor relating to the ideas, customs, and social behavior of a society.

Transition - The process of shifting from primary school education to secondary school education



CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter, the researcher presents a review of literature related to the study. The literature is reviewed under the following sub-titles: prevalence of child labor, dynamics and perception that perpetuate child labor, social and economic factors that contribute to child labor, impact of child labor on cash crop farms on education, theoretical framework and conceptual framework.

2.1 Prevalence of Child Labor

Tea farms often have hard working conditions. But there's a bigger problem, too. Too many children under 14 are having to work. Big tea companies try to set rules to stop this. But these rules often don't help. One study looked at this problem closely. It found that out of 128 child workers studied, 71.1% (91 children) were boys and 28.9% (37 children) were girls. This suggests boys are more likely to end up working on the tea farms. The kids' ages were between 10 and 18. This work could stop them from going to school. This isn't fair. Kids have a right to learn. Working on tea farms shouldn't stop them from getting this basic education.

2.2 Dynamics and Perceptions that Perpetuate Child Labor

Tea farms have a tradition of hiring kids. This is because of reasons like: 1) The workers mostly come from nearby villages or families living on the tea farms. 2) There was an old rule that landowners should get work as rent. This started a culture of getting help not only from men living on the farms, but also their wives and kids. 3) The kids learned about farm work early on. Even after stopping this rule, the tradition of getting work from families living on the farms continues. It's like hiring a

whole family. Working on tea farms is more than just a job, it's a way of life.

2.3 Social and Economic Factors that Contribute to Child Labor

In Africa, child labor is indeed part of the culture. Kids work in traditional roles that help them learn about their society. It's usually safe since parents are watching over them. When kids work within their family, it isn't exactly child labor, especially as per official definitions. The children's work is key as they have to help meet their family's needs. This is even more true for families that can't get by with their farming. When children work inside the family, they help their parents a responsibility they owe. Sometimes, children must provide for some of their own needs, which their parents might not know about or see as significant. That's why some kids earn wages by working.

Serf and Megan's research in 2002 found that kids from wealthier families are generally more apt to continue to higher levels of education than those from less wealthy families. In 2002, Mayer explained that a family's income has two key impacts on kiddo's schooling: the primary and secondary effect. The primary effect shows us that kids from low-income families often don't perform as well in school due to lack of resources. The secondary effect sheds light on how the educational choices kids make can shape their future opportunities. All these factors play a crucial role in shaping a child's future educational opportunities, as highlighted by Sawamura in 2008.

Murugi (2008) says that kids from poorer families often start school already lagging behind classmates from wealthier families. Poverty can hurt a child's education in many ways, making it harder for them to move up to the next school grade. Sirsch (2003) notes that the younger the child, the worse poverty can harm their education, moreso than in higher grade levels.

2.4 Impact of Child Labor in Cash Crop Farms on Education

In 2003, Kenya launched a program called Free Primary Education. This program was made to help all children get basic schooling and to encourage them to stay in school. From 2003 to 2007, Kenya saw a drop in students from 2.0%-6.5% according to Education Management Information System (EMIS). Despite the program, this drop in students signing up and high number of students leaving early was noticeable (EMIS, 2009). In some public elementary schools, the number of boys decreased as they moved into the higher grades, especially 6-7. The numbers were smallest in grade 8. This was most common in places where Miraa, a type of crop, is grown a lot. Boys suffered more than girls in these areas. Pressure from friends, chewing Khat (another crop), and earning easy cash from selling Khat and tea have been seen as part of the reason for more students leaving in places where these crops are grown. However, no studies have been done to see how growing these two crops affects the education of boys.

In 2008, Murugi told us about something sad in Kenya. In 2007, over a million kids couldn't go to school because they were too poor. Some even had to leave school to work because their families were getting even poorer. Depending on where they lived, the kids did different jobs. Some sold tickets, some sold fish or worked on the beach. Some looked after their younger brothers and sisters. Some picked tea, coffee or miraa.

Boys are often the main workers who earn fast cash. This can lead them to leave school. Even young boys, some only 10, might choose work over school. They pick Khat and tea instead of learning. Their work starts from 6-9 in the morning. Then they just wander and chew Khat all day. It seems that in some places, most workers are boys who quit school. They get involved in small businesses especially with Khat and tea. Many boys quit school

to get casual jobs on Miraa and tea farms. These jobs give them easy money.

Child labor is like a shape-shifter, always changing and difficult to predict. It reacts differently to various things like changes in work situations or how society behaves (International Labor Organization, 2014). There's a huge group of kids who can be made to work without protection. Chaos comes from poverty, being left out of society, moving jobs a lot, unfair treatment, lack of enough safeguards and chances to learn. These things all influence child labor. But we've learned that a combination of economic growth, fair labor standards, education for all and social protection can help to reduce it (International Labor Organization, 2014). Just when we think we've beaten child labor in one place or job, it pops up again in new and unexpected ways. It's a problem that's tough to get rid of completely.

The Central Bureau of Statistics reported in 2003 that there were nearly two million child laborers in Kenya back in 2000. This number represents about one in five children between the ages of 5 and 17. More than half of these working kids were boys. Most of them (89%) lived in the countryside. Sadly, seven out of ten did not go to school. Just over three-quarters had at least a primary school education, but nearly 13% had no schooling at all. The study discovered fewer children worked as family incomes got better. Also, more children were able to go to high school. Earlier research by Psacharopoulos and Woodhall in 1997 found that some very poor families had their young children work for extra money instead of going to school. Some families were so poor, they couldn't pay for outside help. They ended up using their children for labor, which caused these kids to drop out of school (Kratli, 2009).

2.5 Theoretical Framework

This study was guided by the Human Capital Theory first developed by William (1687) and

Smith (1976) who postulated that human beings are an investment that generates returns. As with any science, Human Capital Theory has evolved to the modern Human Capital Theory by Schultz (1971) and Becker (1962) who explained the connection between education and economic production. Modern Human Capital Theory therefore, regards education as both a consumer and capital good, because it offers satisfaction to a consumer and also serves as an input to develop skills necessary for economic and social development. According to the Theory, when individuals climb up the education ladder, they acquire more skills which in turn qualify the individuals to secure jobs where the skills are exploited for economic and social development.

Human Capital Theory is applicable to transition of boys to secondary school in that the independent variables (economic and cultural factors) of this study that are suspected to affect transition (dependent variable) of pupils denying them the opportunity to acquire skills of production that accompany increased education. Boys who fail to transit have low production capacity, hence, little impact on economic and social development. On the other hand, boys who transit to secondary school open doors to tertiary level education that equip them with employment skills for social and economic development.

According to Fagerlind and Saha (1997), Human Capital Theory provides a basic justification on the large expenditure on education in developed and developing countries. This is because the more educated a nation's citizenry, the faster the rate of development of a country. From the Human Capital theory model, it is clearly evident that boys' who transit to secondary level of education require training to acquire skills (outcome) that enable them to manipulate and exploit other resources in the production processes to generate economic outputs for national development

2.6 Conceptual Framework

The conceptual framework shows the independent variable which is the non-skilled labor, role models, socio-cultural factors and parental guidance; and the dependent variable which is the transition of boys to secondary school. Transition to secondary school determines whether an individual were able to pursue a career in future. Without secondary education, an individual can only join vocational training and in most cases this is informal. Based on human capital theory which explains the connection between education and economic production (Schultz 1971 and Becker 1962), an individual who joins secondary school is likely to be more economically salient than one who quits school at primary school level. Involving the boy child in child labor in cash crop farms may deny a boy child a chance to pursue a career that could otherwise empower him economically. Thus, the government investment in free basic education could just go to drain without empowering the community economically. The conceptual framework that guided this study is presented in Figure 1.

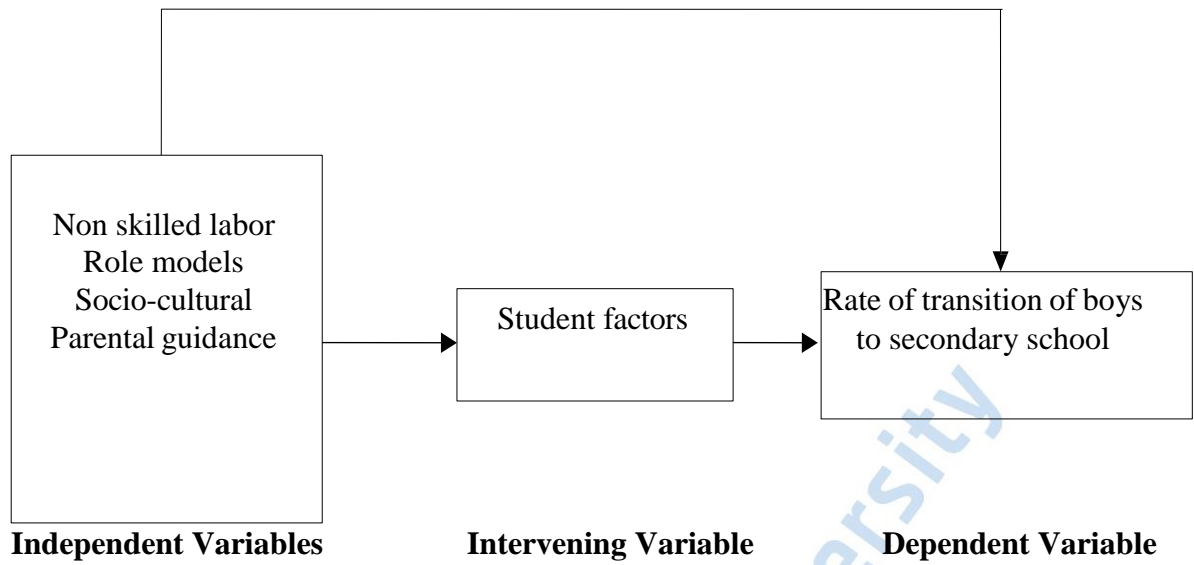


Figure 1: Conceptual Framework

Source: Researcher, (2024)

Presence of successful non skilled laborers in cash crop farms may lure school going children to drop out of school. Consequently, a significant number of boys may fail to complete their primary education. This may result in reduced number of boys transitioning to secondary school. In addition, increased demand for non-skilled labor may propel famers in cash crop farming areas to hire children especially boys who are known to provide cheap labor. This could also contribute to reduced number of boys transitioning to high school. Even the children who may opt to work on farms on part time basis may be affected because they may not get sufficient time to revise for their examinations. As a result, more children may fail to attain the required marks to transition to secondary schools. Thus, child labor in cash crop farms may deny a boy child time to concentrate on academic work, hence, could influence the transition rate of children to secondary school. Children are often influenced to do certain activities by people they see or interact with at home. Presence of successful people in the society may act as role models of children. In cash crop farming areas, presence of successful people who have not attained high educational levels may discourage children from working hard in school. Consequently, few children may attain the required pass marks to join secondary school. Thus, the children may prefer to work on cash crop farms to succeed like their role models who have made it by farming instead of studying. This, may result in reduced transition rates to high school.

Socio-cultural practices may also impact on the transition of boys to secondary schools. Boys often undergo rituals such as circumcision after completing primary school in Igembe South Sub-County. Once boys undergo such rituals the society often view them as adults who are ready to get married or to carry out other tasks meant for adults. These added responsibilities

mean that boys have little time for educational issues and therefore, could hamper transition to secondary schools.

Parental guidance is very vital in the education of children. Children who are neglected by their parents often attach little or no value on education. Moreover, parents who do not value education are unlikely to advise their children to work hard in school. Consequently, children are unlikely to work hard in school. This may lead to attainment of low grades in national examinations. Thus, the children may fail to transition to high school due to low marks attained as a consequence of lack of parental guidance. In addition, some children may attain the required marks but because of the lack of parental guidance or wrong guidance, the children may opt to drop out of school instead of joining secondary school. This may result in reduced transition rates of boys to high school.

The study looks at how boys move from class eight to secondary school. It counts boys who enroll in secondary school after they complete class eight. This count is what the study measures, and it's what we call the "dependent variable". However, the study recognizes that there might be other small factors that could also impact this transition. We call these "extraneous variables". This study, though, is not paying much attention to these factors. It expects that only what it's directly measuring, the "dependent variable", will be impacted by the conditions or factors the study is focusing on. These important conditions or factors are also known as the "independent variables". The researcher acknowledges student factors as the intervening variables in this study. Some students are naturally born with low intellectual abilities. Thus, such children may not attain the required grades to join high school. This may reduce the transition rates of boys to high school. However, the researcher acknowledges that the impact of such student factors is distributed normally in the society

and may not have a profound effect on transition of boys to high school and hence list it as an intervening variable.



CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, researcher takes you through study methods. You'll get to know the plan, where we did the study, who we studied, and how we chose them. Researcher also talk about the tools we used and also the special 'test run' before starting the full study. You'll understand how we gathered the information and made sense of it.

Finally, researcher tell you about the care we took to be fair and upright during the study.

3.1 Research Design

This study used descriptive survey research design. The descriptive survey design was appropriate for this study because it enabled the researcher to describe the state of affairs in cash crop farms by collecting data without manipulating variables.

3.2 Location of the Study

The study was conducted in Igembe South Sub-County. Igembe South Sub-County was chosen because it is accessible to the researcher. The location is also targeted because it has both miraa and tea farmers which are suspected to influence child labor and performance of children in their transition to secondary school.

3.3 Target Population

The target population for this study was 6701 participants. The participants included 4500 class eight pupils, 100 PTA chairpersons, 2000 primary school teachers, and 100 primary school head teachers in Igembe South Sub-County. The study target population also included one sub-county education officer.

3.4 Sampling Procedures and Sample Size

According to Kathuri and Pals (1993), the recommended sample size for a target population ranging from 6000 and 6999, is 361. However, the study used a sample of 371 respondents to cater for attrition. The researcher sampled the respondents from 10 schools which was selected randomly. The respondents included 10 PTA chairpersons, 10 head teachers, 40 teachers, one Sub-County education officer and 310 class eight pupils. The PTA chairperson and the head teacher was sampled purposively from each of the selected school. Four teachers were sampled using simple random sampling from each school. Thirty-one class eight pupils were also randomly sampled from each school. The Sub-County education officer was sampled purposeful.

Table 1 : Sample Size Matrix

Respondent	Target	Sample size
Head teachers	100	10
Teachers	2000	40
PTA Chairpersons	100	10
Pupils	4500	310
Sub-County Education Officer	1	1
Total	6,701	371

Source: Researcher (2024)

3.5 Research Instruments

The study used two sets of questionnaires (head teachers and teachers, PTA chairpersons), interview schedule for sub-county education officer and focus group discussion for pupils. The instruments covered all the study objectives.

3.6 Piloting

The scientist did a test run study before using the tools needed for research. The test

run involved 371 people in total. This was made up of 10 PTA leaders, 10 lead teachers, and 40 educators. It also included one area education boss and 310 eighth-grade students. Two questionnaire types were used for the lead teachers and educators, along with the PTA leaders. The area education boss had an interview. The students joined in group talks. The test run let the scientist improve the use of the tools. This was done by fixing problems observed, adding new parts, removing some parts, and checking how long someone took to complete the questionnaires.

3.7 Reliability

A scientist did a test twice to make sure his tools were reliable. He checked the answers from both tests using a formula called Spearman's Correlation Coefficient. This number shows how much the test results match, making sure the test is consistent. Kasomo, in 2006, suggested that the number should be 0.7 or more to say a tool is reliable.

3.8 Validity

Mugenda and Mugenda in 1999 explained validity as how correct and significant the conclusions we draw from our research findings are. Put simply, validity measures how accurately the data analyzed reflects the subject being studied. Borg and Gall also mentioned in 1989 that validity shows how well a test measures what it promises to measure. They suggested that validity of a tool can be enhanced with the help of expert opinions. The researcher asked for help from their supervisors and teachers in the Education Department who used their expert knowledge to improve the direct and content validity of the research tools.

3.9 Data Collection Procedures

The researcher got a letter from Mount Kenya University. This letter helped her get a research permit from the National Commission for Science, Technology and Innovation (NACOSTI). She needed this permit to collect data. She gave out questionnaires to many people. This included the head teacher, some families, a kid working, and people working at the district labor offices. She also handed these to the people at the social welfare offices, district education offices and to staff at non-profit organizations. With all this, she was able to carry out her research.

3.10 Data Analysis

Data was sorted first after gathering. This was about spotting incomplete or wrong answers and fixing them where we could. We needed to ditch any hiccups in the info and get rid of broken tools so we wouldn't end up with any bad assumptions. After making sure all the info was spotless, we tagged it with simple numbers. This helped us break down big chunks of info into a size that was easier to handle, which was very useful when getting it all entered into our analysis program. Next up, we input the numbered information into a computer program for analyzing. We were able to handle the number-based info using facts and figures, like how often certain results showed up and what percentage they made up of the total. With the help of a stats package designed for social science research, we got stuck into studying the info. The outcome of this deep dive was shared using handy tools like frequency tables, bar graphs and pie charts. To handle the descriptive info, we used a method which involved getting to know the data, identifying links, and then explaining these links. The info was finally shared in story format.

3.11 Ethical consideration

Facts gathered got a fair check, free from preferences. We valued the knowledge shared from books and articles and gave credit where it was due. To keep things fair, we kept our words simple and to the point while gathering and looking over info. We let people know exactly what we were studying before we started, keeping everything in the open. We told everyone that they were free to take part and made sure we had their okay before getting started. To keep from harming anyone, we used easy-to-understand words and sentences to explain what our study was about and how we were doing it. We were honest about our work, presenting and reporting our study's findings accurately. We promised to keep people's identities and participation secret. In the end, the researcher analysed and presented the data fairly to help make the best decisions possible.



Mount Kenya University

CHAPTER FOUR

RESEARCH FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings and discussions of the study aimed at examining the factors influencing boy child transition to secondary school in public primary schools of Igembe South Sub-County. The analysis is structured around the study objectives, which include exploring the extent to which the presence of non-skilled labor impacts boy child transition, assessing the influence of role models, determining the effect of socio-cultural factors, and examining the role of parental guidance. The data collected from respondents, including students, parents, and educators, was analyzed to draw insights into the underlying challenges and potential solutions to enhance boy child transition to secondary education in the region.

4.2 Response Rate

The study targeted a sample size of 361 respondents, consisting of students, parents, and educators in the public primary schools of Igembe South Sub-County. Out of the 361 respondents, 352 participated in the study, representing a response rate of 97.5%. This high response rate is considered adequate for data analysis and ensures the reliability and validity of the study findings.

4.3 demographic study

This section contains gender, experience and highest level of education

4.3.1 Gender

Out of the 352 respondents, 227 (64.5%) were male, while 125 (35.5%) were female. This indicates that the majority of the respondents were male, aligning with the study's focus on the boy child. The inclusion of female respondents, however, ensures a balanced

representation of perspectives on the factors influencing boy child transition to secondary school.

Table 2: Gender

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Male	227	64.5	64.5	64.5
	Female	125	35.5	35.5	100.0
	Total	352	100.0	100.0	

Source: Field Data (2024)

4.3.2 For how long have you served as a head teacher/teacher in this school

The majority of respondents, 156 (44.3%), reported having served as head teachers or teachers in their current schools for 0–2 years. This was followed by 124 (35.2%) who had served for 2–4 years, 51 (14.5%) with 4–6 years of service, and 21 (6.0%) with over 6 years of experience. These findings suggest that most respondents had relatively short tenures in their schools, which could influence their perspectives on institutional factors impacting the boy child’s transition to secondary school.

Table 3: For how long have you served as a head teacher/teacher in this school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 2 years	156	44.3	44.3	44.3
	2 - 4 years	124	35.2	35.2	79.5
	4 - 6 years	51	14.5	14.5	94.0
	over 6 years	21	6.0	6.0	100.0
	Total	352	100.0	100.0	

Source: Field Data (2024)

4.3.3 What is your highest professional qualification

The study revealed that the majority of respondents, 144 (40.9%), held a Diploma in Education (Dip/Ed), making it the most common professional qualification. It also found out that 107 (30.4%) of the respondents had a Bachelor of Education (BEd), while 64 (18.2%) held a Master of Education (MEd). Furthermore, the study revealed that 37 (10.5%) of the

respondents possessed a Certificate in Education. These findings further revealed that the respondents were generally well-qualified, with a significant proportion having advanced qualifications, which could contribute to informed perspectives on the boy child’s transition to secondary school.

Table 4: What is your highest professional qualification

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	MEd	64	18.2	18.2	18.2
	BEd	107	30.4	30.4	48.6
	Dip/Ed	144	40.9	40.9	89.5
	Cert	37	10.5	10.5	100.0
	Total	352	100.0	100.0	

Source: Field Data (2024)

4.3.4 On average, how many boys qualify to join secondary schools per year in your school

The study revealed that, on average, 108 (30.7%) of schools reported having 11–20 boys qualifying to join secondary schools each year. It also found out that 90 (25.6%) reported 6–10 boys, while 72 (20.5%) indicated 21–30 boys. Furthermore, the study revealed that 56 (15.9%) of schools had more than 30 boys qualifying annually, and 26 (7.4%) had only 0–5 boys. These findings further revealed a significant variation in the number of boys transitioning to secondary schools, suggesting disparities in academic performance or other influencing factors across schools.

Table 5: On average, how many boys qualify to join secondary schools per year in your school

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	0 - 5	26	7.4	7.4	7.4
	6 - 10	90	25.6	25.6	33.0
	11 - 20	108	30.7	30.7	63.6
	21 - 30	72	20.5	20.5	84.1
	above 30	56	15.9	15.9	100.0
	Total	352	100.0	100.0	

Source: Field Data (2024)

4.4 Presence of non-skilled labor

The study sought to establish the extent to which the presence of non-skilled labor in cash crop growing areas influences boy child transition to secondary school in Igembe South Sub-County. The findings revealed that cash crop farming does not require skilled labor, with a mean of 3.8835, reflecting a standard deviation of 1.23600, indicating moderate agreement among the respondents. It was also found that many boys fail to transition to high school in order to provide unskilled labor in miraa or tea farms, with a mean of 3.9915 and a standard deviation of 1.19945, highlighting strong consensus among the respondents. The study also revealed that the presence of unskilled labor in miraa or tea farms lures boys to offer cheap labor at the expense of education, with a mean of 3.8693 and a standard deviation of 1.20539. Additionally, it found that the ability of people working as casual laborers in cash crop farming to meet their basic needs influences boys to devalue secondary education, as reflected by a mean of 3.8665 and a standard deviation of 1.22733.

Finally, the study revealed that the quick money earned by boys from labor in miraa or tea farms entices them to abandon school, with the highest mean of 4.0227 and a standard deviation of 1.14207, showing strong agreement among the respondents. These findings underscore the significant influence of unskilled labor opportunities on the boy child's

transition to secondary school.

Table 6: Presence of non-skilled labor

	N	Minimum	Maximum	Mean	Std. Deviation
Cash crop farming does not require skilled labor	352	.00	5.00	3.8835	1.23600
Many boys fail to transition to high school in order to offer unskilled labor in the miraa or tea farms	352	.00	5.00	3.9915	1.19945
Presence of unskilled labor in miraa or tea farms lure boys to offer cheap labor in the farms at the expense of education and hence fail to qualify to join high school	352	.00	5.00	3.8693	1.20539
The ability of people working as casual laborers in cash crops to meet their basic needs make boys to put little value on secondary education hence drop out of school after completion of KCPE	352	.00	5.00	3.8665	1.22733
Quick money earned by boys after offering labor on miraa or tea farms entices them to abandon school	352	.00	5.00	4.0227	1.14207
Valid N (listwise)	352				

Source: Field Data (2024)

4.5 Influence of role models in cash crop growing areas

The study sought to examine the influence of role models in cash crop growing areas on the boy child's transition to secondary school in Igembe Sub-County. The findings revealed that the perception of success in the district being linked to cash crop farming had a mean of 3.6591, reflecting a standard deviation of 1.28224, suggesting moderate agreement among

the respondents. It was also found that the presence of many successful individuals in the sub-county without secondary education makes boys despise secondary education, with a mean of 4.1165 and a standard deviation of 1.14258, indicating strong consensus. The study found that the lack of educated successful people in the sub-county causes boys to prefer farming over attending secondary school, with a mean of 4.0682 and a standard deviation of 1.25219. The study further revealed that most parents, being successful cash crop farmers, influence boys to forego secondary education in favor of working on family farms, as reflected by a mean of 3.9063 and a standard deviation of 1.21939. The study also found that many boys' role models are uneducated, leading them to exert less effort in passing the KCPE, with a mean of 4.0369 and a standard deviation of 1.35718, indicating strong agreement among the respondents. These findings highlight the significant role of local role models and their influence on boys' educational aspirations, particularly in cash crop farming areas.

Table 7: Influence of role models in cash crop growing areas

	N	Minimum	Maximum	Mean	Std. Deviation
Most successful people in the district are cash crop farmers	352	1.00	5.00	3.6591	1.28224
The presence of many successful people in the sub-county without secondary education makes boys to despise secondary education	352	1.00	5.00	4.1165	1.14258
Lack or presence of few educated successful people in the sub- county make boys to prefer farming cash crops instead of joining secondary school	352	1.00	5.00	4.0682	1.25219
Most parents are successful cash crop farmers and hence boys who want to be like their parents fail to join high school in order to work on their parents' farms	352	1.00	5.00	3.9063	1.21939
Most role models of boys are uneducated and hence boys do not work hard to pass KCPE	352	1.00	5.00	4.0369	1.35718
Valid N (listwise)	352				

Source: Field Data (2024)

4.6 Socio-cultural factors in cash crop growing areas

The study sought to determine the extent to which socio-cultural factors in cash crop growing areas influence the boy child's transition to secondary school in Igembe South Sub-County.

The findings revealed that most boys are compelled to marry after class eight due to earning sufficient money from working on the miraa or tea farms, with a mean of 3.6364 and a standard deviation of 1.30902, indicating moderate agreement. The belief that one does not have to be educated to be successful also influences boys to drop out of school and work on

the farms, with a mean of 3.4290 and a standard deviation of 1.36106, showing a strong consensus. Further, the study found that boys are often forced to fend for their families after circumcision, leading them to abandon secondary school and instead work on the miraa or tea farms, reflected by a mean of 3.4972 and a standard deviation of 1.34185. The study also revealed that boys are withdrawn from school to assist their parents with work on the farms, as indicated by a mean of 3.3580 and a standard deviation of 1.33001. Additionally, the study found that many boys fail to transition to high school due to the lack of a father figure in their families, with a mean of 3.2159 and a standard deviation of 1.40977. Peer influence also plays a significant role, as boys are lured by peers to work on cash crops instead of joining high school, reflected by a mean of 3.0625 and a standard deviation of 1.25476. These findings highlight the considerable impact of socio-cultural factors, including family expectations and peer influence, on the boy child's educational trajectory in cash crop growing areas.

Table 8: Socio-cultural factors in cash crop growing areas

	N	Minimum	Maximum	Mean	Std. Deviation
Most boys are compelled to marry after class eight because they earn sufficient money from working on the miraa or tea farms	352	.00	5.00	3.6364	1.30902
The believe that one does not have to be educated to be successful forces boys to drop out of school and work on miraa or tea farms	352	.00	5.00	3.4290	1.36106
Boys are forced to fend for their families after circumcision and hence fail to join high school but instead work on miraa or tea farms	352	.00	5.00	3.4972	1.34185
Boys are withdrawn from schools in order to help parents to work on the miraa or tea farms	352	.00	5.00	3.3580	1.33001
Many boys fail to transit to high school due to lack of father figure in their families.	352	.00	5.00	3.2159	1.40977
Boys are lured by peers to work on cash crop instead of joining high school	352	1.00	5.00	3.0625	1.25476
Valid N (listwise)	352				

Source: Field Data (2024)

4.7 Influence of parental guidance in cash crop growing areas

The study sought to explore the influence of parental guidance in cash crop growing areas on the boy child's transition to secondary school in Igembe South Sub-County. The findings revealed that many boys drop out of school due to lack of parental guidance, with a mean of

3.5625 and a standard deviation of 1.44078, indicating moderate agreement. It was also found that most parents advise their boys to work on tea or miraa farms instead of attending school, as reflected by a mean of 3.2244 and a standard deviation of 1.42951. The study further revealed that many boys are encouraged by their parents to start farming after completing KCPE instead of joining high school, with a mean of 4.2017 and a standard deviation of 1.27956, suggesting a strong consensus among the respondents. Additionally, the findings showed that boys are often advised by their parents to emulate successful miraa or tea farmers in society rather than educated individuals, reflected in a mean of 4.1989 and a standard deviation of 1.32269. The study also found that lack of parental guidance leads boys to opt for work on miraa or tea farms instead of pursuing secondary education, with a mean of 4.2926 and a standard deviation of 1.24820, indicating a significant influence of parental advice on boys' educational decisions. These findings highlight the critical role of parental guidance in shaping boys' educational aspirations and their decisions regarding secondary school in cash crop growing areas.

Table 9: Influence of parental guidance in cash crop growing areas

	N	Minimum	Maximum	Mean	Std. Deviation
Most boys drop out school due to lack of parental guidance	352	1.00	5.00	3.5625	1.44078
Most parents' advice their boys to work on tea or miraa farms instead of going to school	352	1.00	5.00	3.2244	1.42951
Most boys are advised by their parents to start farming after KCPE instead of joining high school	352	1.00	5.00	4.2017	1.27956
Most boys are advised by parents to ape successful miraa or tea farmers in the society instead of educated people	352	1.00	5.00	4.1989	1.32269
Lack of parental guidance make boys to opt to work on miraa or tea farms instead of joining high school.	352	1.00	5.00	4.2926	1.24820
Valid N (listwise)	352				

Source: Field Data (2024)

4.8 Inferential Statistics

4.8.1 Reliability

The study revealed that the reliability of the measurement instrument was assessed using Cronbach's Alpha, with a value of 0.793. This indicates that the instrument has a high level of internal consistency. The Cronbach's Alpha based on standardized items was 0.792, further confirming the reliability of the scale used in the study. The reliability statistics were based on 4 items, suggesting that the instrument effectively measured the key variables with acceptable consistency.

Table 10: Reliability Statistics

Cronbach's Alpha	Cronbach's Alpha Based on Standardized Items	N of Items
.793	.792	4

Source: Field Data (2024)

4.8.2 ANOVA with Friedman's Test

The study conducted an analysis of variance using Friedman's Test to assess the differences among the variables measured. The results indicated a significant difference between the items being tested, as evidenced by a Friedman's Chi-Square value of 8.244, with a p-value of 0.041, which is below the significance threshold of 0.05. This suggests that there were statistically significant differences in the variables related to the influence of non-skilled labor, role models, socio-cultural factors, and parental guidance on the boy child's transition to secondary school.

The total sum of squares was 33,563.630, and the grand mean for all the variables was 19.7749. The residual sum of squares was 12,828.805, indicating variation within the data. The test also included a Kendall's coefficient of concordance (W) of 0.003, suggesting a very low level of agreement between the items, which may reflect a diversity of opinions among the respondents on the factors influencing the transition of the boy child to secondary school in cash crop growing areas.

Table 11: ANOVA with Friedman's Test

		Sum of Squares	df	Mean Square	Friedman's Chi-Square	Sig
Between People		20633.880	351	58.786		
Within People	Between Items	100.945 ^a	3	33.648	8.244	.041
	Residual	12828.805	1053	12.183		
	Total	12929.750	1056	12.244		
Total		33563.630	1407	23.855		

Grand Mean = 19.7749

a. Kendall's coefficient of concordance $W = .003$.**Source:** Field Data (2024)

4.8.3 Regression

The study employed regression analysis to examine the relationship between the independent variables and the boy child's transition to secondary school. The model summary revealed an R-value of 0.544, indicating a moderate positive correlation between the predictors and the dependent variable. The R Square value was 0.296, suggesting that approximately 29.6% of the variability in the boy child's transition to secondary school can be explained by the factors included in the model. The Adjusted R Square value of 0.290 further indicates that the model is reasonably accurate in explaining the variance after adjusting for the number of predictors used. The standard error of the estimate was 3.79319, which provides an estimate of the average distance between the observed values and the predicted values. The model's R Square change was 0.296, and the F-change statistic was 48.714, with 3 degrees of freedom for the predictors. This F-value, which is statistically significant, indicates that the model as a whole provides a good fit and that the predictors significantly influence the boy child's transition to secondary school.

Table 12: Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change in R Square	F Change	df1
1	.544 ^a	.296	.290	3.79319	.296	48.714	3

Source: Field Data (2024)

4.8.4 ANOVA

The ANOVA table provides further insight into the regression model's significance. The regression sum of squares was 2,102.737, and the residual sum of squares was 5,007.124, indicating that a significant portion of the total variation in the boy child's transition to secondary school is explained by the independent variables.

The F-statistic for the model was 48.714, with a p-value of 0.000, which is highly significant ($p < 0.05$). This result suggests that the overall regression model is a good fit and that the predictors included in the model have a statistically significant effect on the dependent variable. The total sum of squares was 7,109.861, with 351 degrees of freedom, further supporting the conclusion that the model explains a meaningful portion of the variation in the transition to secondary school. This analysis confirms that the independent variables significantly influence the boy child's transition to secondary school in public primary schools of Igembe South Sub-County.

Table 13: ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2102.737	3	700.912	48.714	.000 ^b
	Residual	5007.124	348	14.388		
	Total	7109.861	351			

Source: Field Data (2024)

4.8.5 Coefficients

The coefficients table reveals the influence of each predictor on the boy child's transition to secondary school. The constant (intercept) is 12.036, indicating a significant baseline when all predictors are set to zero, with a t-value of 11.965 and a p-value of 0.000. The variable "non-skilled labor" has a negative unstandardized coefficient of -0.475, with a standardized beta of -0.518, suggesting that an increase in non-skilled labor is associated with a decrease in the likelihood of boys transitioning to secondary school. This relationship is statistically significant, as indicated by the t-value of -6.686 and a p-value of 0.000. In contrast, the "role models" variable has a positive unstandardized coefficient of 0.350 and a standardized beta of 0.323, indicating that the presence of positive role models increases the likelihood of boys transitioning to secondary school. This relationship is also significant, with a t-value of 4.786 and a p-value of 0.000. Similarly, "socio-cultural factors" has a positive unstandardized coefficient of 0.487, with a standardized beta of 0.629, suggesting a strong positive influence on the transition to secondary school. This finding is highly significant, as shown by the t-value of 9.887 and a p-value of 0.000.

Table 14: Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	12.036	1.006		11.965	.000
	non skilled labor	-.475	.071	-.518	-6.686	.000
	role models	.350	.073	.323	4.786	.000
	socio cultural factors	.487	.049	.629	9.887	.000

Source: Field Data (2024)

4.8.6 Correlations

The correlation analysis reveals significant relationships between the various factors influencing the boy child's transition to secondary school.

There is a strong positive correlation between non-skilled labor and role models ($r = 0.741$, $p < 0.01$), indicating that the presence of non-skilled labor is highly associated with the presence of role models in the community. Similarly, non-skilled labor is strongly correlated with socio-cultural factors ($r = 0.702$, $p < 0.01$), suggesting that socio-cultural norms and values are closely linked with the presence of non-skilled labor in cash crop growing areas. A moderate positive correlation exists between role models and socio-cultural factors ($r = 0.574$, $p < 0.01$), demonstrating that role models in the community are influenced by broader socio-cultural factors. Furthermore, role models are positively correlated with parental guidance ($r = 0.300$, $p < 0.01$), showing that the guidance provided by parents may be influenced by the presence of role models in the community.

Finally, socio-cultural factors and parental guidance are also positively correlated ($r = 0.450$, $p < 0.01$), suggesting that the socio-cultural context plays a role in shaping parental guidance, which in turn affects the boy child's educational decisions.

Table 15: Correlations

			non labor	skilled	role models	socio cultural factors	parental guidance
non labor	skilled	Pearson	1		.741**	.702**	.162**
		Correlation			0.000	0.000	0.002
		Sig. (2-tailed)					
		N	352		352	352	352
role models		Pearson	.741**		1	.574**	.300**
		Correlation				0.000	0.000
		Sig. (2-tailed)	0.000				
		N	352		352	352	352
socio cultural factors		Pearson	.702**		.574**	1	.450**
		Correlation			0.000	0.000	0.000
		Sig. (2-tailed)	0.000				
		N	352		352	352	352
parental guidance		Pearson	.162**		.300**	.450**	1
		Correlation			0.000	0.000	
		Sig. (2-tailed)	0.002				
		N	352		352	352	352

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

Source: Field Data (2024)

4.9 Discussion of Findings

4.9.1 Influence of Non-Skilled Labor

The study found that the presence of non-skilled labor in cash crop growing areas negatively influences the boy child's transition to secondary school. Specifically, boys are often drawn into working on miraa or tea farms, prioritizing short-term financial gain over continuing their education. The correlation between non-skilled labor and role models ($r = 0.741$) and socio-cultural factors ($r = 0.702$) suggests that the socio-economic environment and community values significantly shape the educational choices of boys. The negative influence of non-skilled labor is consistent with findings from other studies (e.g., Mugo, 2014; Kiprotich & Kiptum, 2021), which argue that labor-intensive cash crop farming environments often discourage boys from pursuing formal education due to the lure of

immediate economic benefits. This is especially true in regions where casual labor is considered a viable means of livelihood, as children are socialized to view work on farms as both a necessity and a desirable activity (Adams, 2016).

4.9.2 Role Models

The study also highlighted the significant influence of role models, with a strong positive correlation between role models and non-skilled labor ($r = 0.741$) and socio-cultural factors ($r = 0.574$). It was found that the presence of successful individuals in the community, particularly those who have prospered without formal education, contributes to boys undervaluing secondary education. This aligns with literature that suggests children are influenced by the achievements of local role models. In particular, the work of Akinboade and Kritzing (2019) confirms that when the community values farming over formal education, children often see farming as a better or equally viable alternative to schooling, particularly if local role models who have succeeded in farming without secondary education are present. This further demonstrates how role models who are successful cash crop farmers, rather than educated individuals, can influence boys to drop out of school (Koh, 2018).

4.9.3 Socio-Cultural Factors

The study's findings also revealed a strong link between socio-cultural factors and the boy child's transition to secondary school. Socio-cultural norms, such as the expectation for boys to marry and support their families at a young age, were found to discourage education and encourage early labor participation in cash crop farming. This aligns with several studies (e.g., Otieno, 2017; Kanyoro, 2018) that argue that traditional gender roles and expectations for boys to become primary breadwinners after circumcision or during their teenage years

can lead to early school dropouts. Furthermore, the positive correlation between socio-cultural factors and parental guidance ($r = 0.450$) suggests that parents may be influenced by cultural norms that prioritize early labor over education, reinforcing the boys' decisions to forgo secondary schooling in favor of contributing to family income (Wambugu, 2019).

4.9.4 Parental Guidance

Parental guidance was found to play a critical role in the decision-making process regarding boys' education. The study revealed that parental guidance positively influenced the transition to secondary school, with a correlation between parental guidance and role models ($r = 0.300$), and socio-cultural factors ($r = 0.450$). Boys whose parents encouraged farming over formal education were more likely to abandon school after completing their primary education. These findings support literature that emphasizes the role of parental influence on children's educational outcomes (Bourdieu, 1986). Parents' decisions are often shaped by socio-cultural expectations and the prevailing economic opportunities, and when parents view farming as more beneficial than schooling, they may unintentionally guide their children toward dropping out. The positive correlation between parental guidance and role models suggests that parents who admire or emulate local role models may encourage their children to follow similar paths, prioritizing work over education (Simatwa, 2011).

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

Chapter Five presents a summary of the key findings from the study, drawing conclusions based on the analysis of the data collected. It also offers recommendations aimed at addressing the challenges that influence the boy child's transition to secondary school in public primary schools of Igembe South Sub-County. The chapter is structured to highlight the major objectives of the study, discuss the implications of the findings, and provide actionable suggestions for stakeholders, including policymakers, educators, and community leaders. The conclusions and recommendations aim to enhance the educational outcomes for boys in cash crop growing areas by addressing socio-economic, cultural, and parental factors that affect their educational pathways.

5.2 Summary of Findings

5.2.1. Influence of Non-Skilled Labor on Transition to Secondary School

The study found a significant relationship between non-skilled labor in cash crop farming areas and the boy child's transition to secondary school. A substantial proportion of boys are lured into engaging in casual labor on miraa or tea farms due to the immediate financial rewards that such work offers. This short-term economic benefit acts as a deterrent to continuing formal education, as many boys perceive the quick money earned from casual labor as more beneficial than pursuing secondary schooling. The mean score for the statement "Many boys fail to transition to high school in order to offer unskilled labor in the miraa or tea farms" was 3.99, indicating that a large number of respondents agree with the idea that non-skilled labor is a key factor contributing to boys dropping out of school. Additionally, the statement "Quick money earned by boys after offering labor on miraa or

tea farms entices them to abandon school" recorded a mean score of 4.02, reflecting a strong consensus among the respondents that financial incentives from casual labor negatively impact boys' decisions to stay in school.

This finding is consistent with existing literature, which highlights that in rural areas, where economic opportunities are limited, children, especially boys, are often drawn into the workforce at the expense of continuing their education (Adams, 2016; Mugo, 2014). The availability of casual labor in cash crop sectors is a critical factor that exacerbates the dropout rates for boys in these areas.

5.2.2. Influence of Role Models in Cash Crop Growing Areas

Role models in cash crop growing areas were found to have a profound influence on the boy child's transition to secondary school. In Igembe South Sub-County, many boys are influenced by successful local role models, particularly those who have prospered in farming without having formal education. The study revealed that the presence of such role models leads to the perception that education is unnecessary for success, with boys choosing to follow in the footsteps of their parents or other community figures who have achieved success through farming. The mean score for the statement "The presence of many successful people in the sub-county without secondary education makes boys to despise secondary education" was 4.12, which indicates that respondents strongly believe that the success of uneducated individuals contributes to boys' negative attitudes towards formal education. Similarly, "Most role models of boys are uneducated and hence boys do not work hard to pass KCPE" had a mean score of 4.04, further confirming that the lack of educated role models influences boys' academic performance and their decision to drop out of school. This finding is corroborated by studies that suggest that children in rural areas are often

influenced by local role models who value work over education. As Akinboade and Kritzinger (2019) note, in communities where informal labor (such as farming) is highly valued, children often see less value in pursuing formal education, especially when local role models demonstrate success without it.

5.2.3. Influence of Socio-Cultural Factors

Socio-cultural factors were found to have a significant influence on the educational choices of boys in Igembe South Sub-County. These factors include traditional gender roles, early marriage, the expectation that boys should support their families, and the pressure to work on farms after cultural rites such as circumcision. The study revealed that many boys are pressured to abandon school and contribute to household income, especially in the post-circumcision period, when cultural expectations place them in the role of family providers. The mean score for "Most boys are compelled to marry after class eight because they earn sufficient money from working on the miraa or tea farms" was 3.64, suggesting that boys in these areas are expected to marry and take on family responsibilities shortly after completing primary school. Similarly, "The belief that one does not have to be educated to be successful forces boys to drop out of school and work on miraa or tea farms" had a mean score of 3.43, reflecting how deeply ingrained cultural beliefs shape boys' attitudes toward education.

Studies such as those by Otieno (2017) and Kanyoro (2018) have similarly pointed to socio-cultural pressures, such as early marriage and the expectation that boys should become breadwinners, as significant factors in the high dropout rates of boys in rural areas. In Igembe South Sub-County, these socio-cultural factors create an environment where boys are encouraged to forgo secondary education in favor of working on cash crop farms.

5.2.4. Influence of Parental Guidance on Transition to Secondary School

Parental guidance was another critical factor identified as influencing the boy child's decision to pursue or abandon secondary education. The study revealed that many parents, influenced by socio-economic factors and cultural norms, encourage their children to work on miraa or tea farms rather than continue to secondary school. The study found that parents' advice to their children to work on farms, rather than focusing on education, significantly contributed to boys' decisions to drop out after primary school.

The mean score for "Most boys drop out of school due to lack of parental guidance" was 3.56, indicating that a lack of support from parents for secondary education is a key barrier to the boy child's transition to secondary school. Additionally, the statement "Most boys are advised by their parents to start farming after KCPE instead of joining high school" recorded a mean score of 4.20, reflecting the strong parental preference for boys to engage in farming after completing primary school. This finding is supported by existing literature, which suggests that parental attitudes toward education, influenced by their own educational background and economic needs, play a significant role in shaping their children's educational outcomes (Bourdieu, 1986; Simatwa, 2011). In cash crop-growing regions, where farming is seen as a stable source of income, parents are more likely to prioritize labor over education, unintentionally guiding their children away from school.

5.3 Conclusions of the study

The study concluded that several socio-economic and cultural factors significantly influence the transition of the boy child to secondary school in the public primary schools of Igembe South Sub-County. It found that non-skilled labor, role models, socio-cultural factors, and parental guidance all play pivotal roles in determining whether boys continue their education or drop out to engage in labor on miraa and tea farms.

The study concluded that the presence of non-skilled labor in the cash crop sector heavily influences the boy child's decision to abandon formal education. Many boys are attracted to the immediate financial rewards of casual labor, which leads to a delay or discontinuation of their education. This finding aligns with the notion that economic incentives, such as quick earnings from farm labor, often outweigh the perceived long-term benefits of education.

The study also concluded that the influence of role models in the community, particularly those who have achieved success without formal education, contributes significantly to boys' negative attitudes toward secondary education. Boys often aspire to emulate the success of local role models, leading them to prioritize farm work over schooling.

The study further concluded that socio-cultural factors, including early marriage, cultural expectations around boys becoming family breadwinners, and the belief that success can be achieved without education, hinder the boy child's transition to secondary school. These cultural norms create an environment in which education is undervalued, and boys are expected to take on adult responsibilities early in life.

The study concluded that parental guidance, or the lack thereof, plays a crucial role in boys' educational outcomes. Many parents, influenced by the local economic environment and cultural practices, encourage their children to engage in farm work rather than pursue further education. This lack of parental support and guidance in favor of education directly contributes to high dropout rates and low transition rates to secondary school.

5.4 Recommendations of the study

The study recommended that there is a need for policies that promote alternative livelihoods to reduce the reliance on non-skilled labor in cash crop farming. By providing better economic opportunities outside the casual labor market, boys would be less inclined to drop

out of school in search of immediate financial rewards. Programs that focus on vocational training, entrepreneurship, and skill development could help create a more sustainable future for these boys, allowing them to see education as a pathway to greater success.

The study also recommended that community leaders and stakeholders work to establish positive role models who have achieved success through education, in contrast to those who have succeeded without formal schooling. Schools and local authorities should collaborate to highlight the importance of secondary education through mentorship programs, awareness campaigns, and role model engagement. This would help reshape attitudes toward education and motivate boys to pursue higher education despite the presence of successful uneducated role models.

The study recommended that efforts be made to challenge and change socio-cultural beliefs that devalue education. Awareness programs that emphasize the long-term benefits of education, as well as community engagement to modify cultural practices such as early marriage and the expectation for boys to become breadwinners, are essential. Cultural transformation can help to create an environment where education is viewed as the key to future success rather than farm labor or early marriage.

The study also recommended that parental involvement in the education of boys be strengthened. This could be achieved through workshops, community meetings, and educational outreach programs to sensitize parents on the importance of supporting their children's education. Parents should be encouraged to actively guide their children in making decisions that prioritize education over labor, ensuring that their educational needs are met and that they are motivated to pursue secondary school.

5.5 Recommendations for Further Studies

The study recommended further studies to examine the impact of gender dynamics in these areas, particularly how the education of girls may influence the educational outcomes of boys. Understanding the gender-based challenges and how they intersect with socio-economic and cultural factors could provide a more comprehensive picture of the education system in cash crop growing regions.

The study also recommended further research into the effectiveness of vocational training and alternative educational pathways in cash crop growing areas. Given the prominence of informal labor, there is a need to assess whether vocational education could offer a viable alternative for boys who are disengaged from formal schooling. Investigating the impact of vocational education on both academic and economic outcomes would provide valuable insights for policy development.

Further studies were also recommended to explore the role of government interventions, such as bursaries, scholarships, and other forms of financial support, in improving the transition rates to secondary education. It would be beneficial to examine how well these interventions reach the target population and whether they address the underlying socio-economic barriers effectively.

The study recommended that future research investigate the long-term effects of early labor participation on the future employment and educational prospects of boys in these regions. By understanding the consequences of early involvement in the cash crop sector, researchers could offer more targeted recommendations for supporting both current and future generations of students.



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APPENDICES

Appendix I: Head Teachers' and Teachers' Questionnaire

This research is meant for academic purpose. The study investigated the influence of child labor on boy child transition to secondary school in public primary schools of Igembe South Sub-County, Kenya. I hope you can answer these questions as truthfully and exactly as you can. Don't worry, your answers will be kept secret. Please don't put your name or your school's name on this questionnaire. For questions that have set answers, put a tick [] in the space given. If a question asks for your thoughts, keep your answer short.

Section A: Demographic data

What is your gender?

Male [] b) Female []

For how long have you served as a head teacher/teacher in this school?

0-2 years [] b) 2-4 years [
c) 4-6 years [] d) Over 6 years [

What is your highest professional qualification?

MEd [] b) BEd [] c) Dip/Ed [] d) Cert [

e) Others (Specify)
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On average, how many boys qualify to join secondary schools per year in your school?

0-5 [] b) 6-10 [] c) 11-20 [] d) 21-30 [] e) above 30 [

On average, how many boys fail to qualify to join secondary schools per year in your school?

0-5 [] b) 6-10 [] c) 11-20 [] d) 21-30 [] e) above 30 []

Briefly state pertinent reasons why these boys fail to qualify to join secondary schools?

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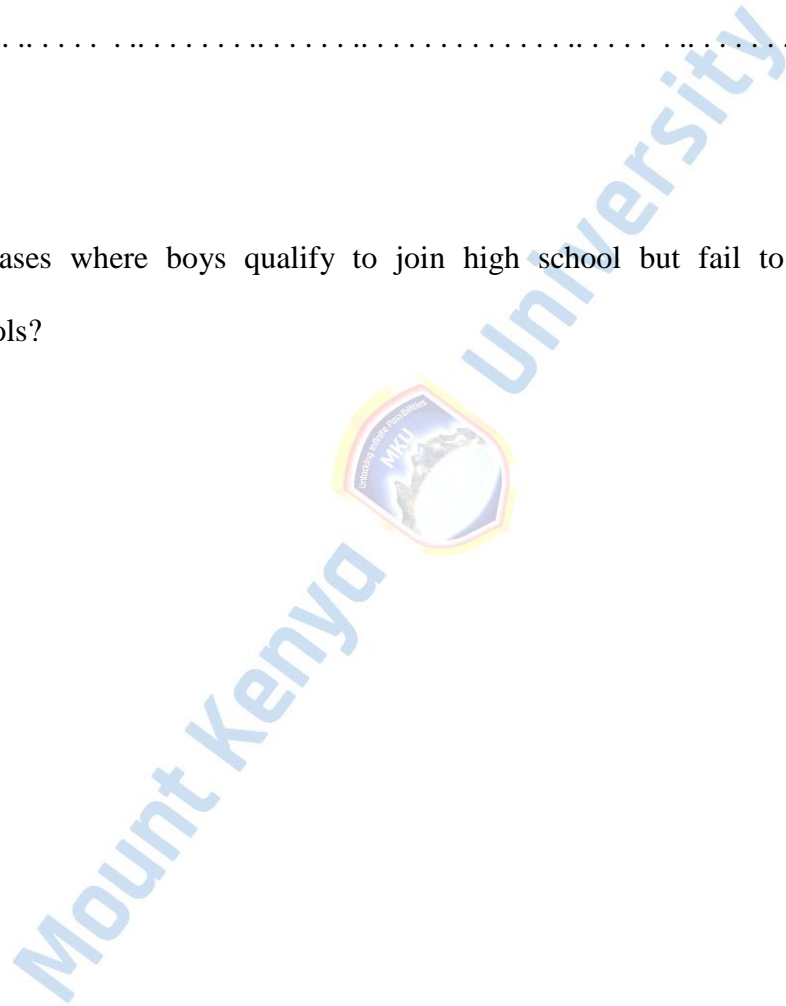
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a) Are there cases where boys qualify to join high school but fail to transition to secondary schools?

Yes [] No []



If yes, what are the main reasons of boys failing to transition to high school?

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Section B: Presence of Non-Skilled Labor

To what extent do you agree with the following statements? Strongly Disagree = SD, Disagree = D, Undecided = U, Agree = A, and Strongly Agree =SA

Statement	S D	D	U	A	SA
Cash crop farming does not require skilled labor					
Many boys fail to transition to high school in order to offer unskilled labor in the miraa or tea farms					
Presence of unskilled labor in miraa or tea farms lure boys to offer cheap labor in the farms at the expense of education and hence fail to qualify to join high school					
The ability of people working as casual laborers in cash crops to meet their basic needs make boys to put little value on secondary education hence drop out of school after completion of KCPE					
Quick money earned by boys after offering labor on miraa or tea					

farms entices them to abandon school					
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Section C: Role Models

To what extent do you agree with the following statements? Strongly Disagree = SD, Disagree = D, Undecided = U, Agree = A, and Strongly Agree =SA

Statement	S D	D	U	A	SA
Most successful people in the district are cash crop farmers					
The presence of many successful people in the sub-county without secondary education makes boys to despise secondary education					
Lack or presence of few educated successful people in the sub-county make boys to prefer farming cash crops instead of joining secondary school					
Most parents are successful cash crop farmers and hence boys who want to be like their parents fail to join high school in order to work on their parents farms					
Most role models of boys are uneducated and hence boys do not work hard to pass KCPE					

Section D: Socio-Cultural Factors

To what extent do you agree with the following statements? Strongly Disagree = SD,

Disagree = D, Undecided = U, Agree = A, and Strongly Agree =SA

Statement	S D	D	U	A	SA
Most boys are compelled to marry after class eight because they earn sufficient money from working on the miraa or tea farms					
The believe that one does not have to be educated to be successful forces boys to drop out of school and work on miraa or tea farms					
Boys are forced to fend for their families after circumcision and hence fail to join high school but instead work on miraa or tea farms					
Boys are withdrawn from schools in order to help parents to work on the miraa or tea farms					
Many boys fail to transit to high school due to lack of father figure in their families.					
Boys are lured by peers to work on cash crop instead of joining high school					

Section E: Parental Guidance

To what extent do you agree with the following statements? Strongly Disagree = SD,

Disagree = D, Undecided = U, Agree = A, and Strongly Agree =SA

Statement	S D	D	U	A	SA
Most boys drop out school due to lack of parental guidance					
Most parents advice their boys to work on tea or miraa farms instead of going to school					
Most boys are advised by their parents to start farming after KCPE instead of joining high school					
Most boys are advised by parents to ape successful miraa or tea farmers in the society instead of educated people					
Lack of parental guidance make boys to opt to work on miraa or tea farms instead of joining high school.					

Thank you for your cooperation

Appendix II: PTA Chairperson's Questionnaire

This research is meant for academic purpose. The study investigated the influence of child labor on boy child transition to secondary school in public primary schools of Igembe South Sub-County, Kenya. Could you please answer the following questions honestly and with as much detail as you can? Rest assured; your answers will be kept private. Remember, don't put your name or school anywhere on this form. For questions with set answers, just put a tick [] in the box. If a question asks for your thoughts, keep your answers short and sweet.

Section A: Demographic Data

What is your gender?

Male [] b) Female []

For how long have you served as a PTA chairperson in this school?

0-2 years [] b) 2-4 years []
c) 4-6 years [] d) Over 6 years []

What is your highest professional qualification?

Masters degree [] b) Bachelor's degree [] c) Diploma [] d) Certificate []

e) Others (Specify)
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The ability of people working as casual laborers in cash crops to meet their basic needs make boys to put little value on secondary education hence drop out of school after completion of KCPE					
Quick money earned by boys after offering labor on miraa or tea farms entices them to abandon school					

Section C: Role Models

To what extent do you agree with the following statements? Strongly Disagree = SD,

Disagree = D, Undecided = U, Agree = A, and Strongly Agree =SA

Statement	S D	D	U	A	SA
Most successful people in the district are cash crop farmers					
The presence of many successful people in the sub-county without secondary education makes boys to despise secondary education					
Lack or presence of few educated successful people in the sub-county make boys to prefer farming cash crops instead of joining secondary school					
Most parents are successful cash crop farmers and hence boys who want to be like their parents fail to join high school in order to work on their parents farms					
Most role models of boys are uneducated and hence boys do not work hard to pass KCPE					

Section D: Socio-Cultural Factors

To what extent do you agree with the following statements? Strongly Disagree = SD,

Disagree = D, Undecided = U, Agree = A, and Strongly Agree =SA

Statement	S D	D	U	A	SA
Most boys are compelled to marry after class eight because they earn sufficient money from working on the miraa or tea farms					
The believe that one does not have to be educated to be successful forces boys to drop out of school and work on miraa or tea farms					
Boys are forced to fend for their families after circumcision and hence fail to join high school but instead work on miraa or tea farms					
Boys are withdrawn from schools in order to help parents to work on the miraa or tea farms					
Many boys fail to transit to high school due to lack of father figure in their families.					
Boys are lured by peers to work on cash crop instead of joining high school					

Section E: Parental Guidance

To what extent do you agree with the following statements? Strongly Disagree = SD,

Disagree = D, Undecided = U, Agree = A, and Strongly Agree =SA

Statement	S	D	D	U	A	SA
Most boys drop out school due to lack of parental guidance						
Most parents advice their boys to work on tea or miraa farms instead of going to school						
Most boys are advised by their parents to start farming after KCPE instead of joining high school						
Most boys are advised by parents to ape successful miraa or tea farmers in the society instead of educated people						
Lack of parental guidance make boys to opt to work on miraa or tea farms instead of joining high school.						

Thank you for your cooperation

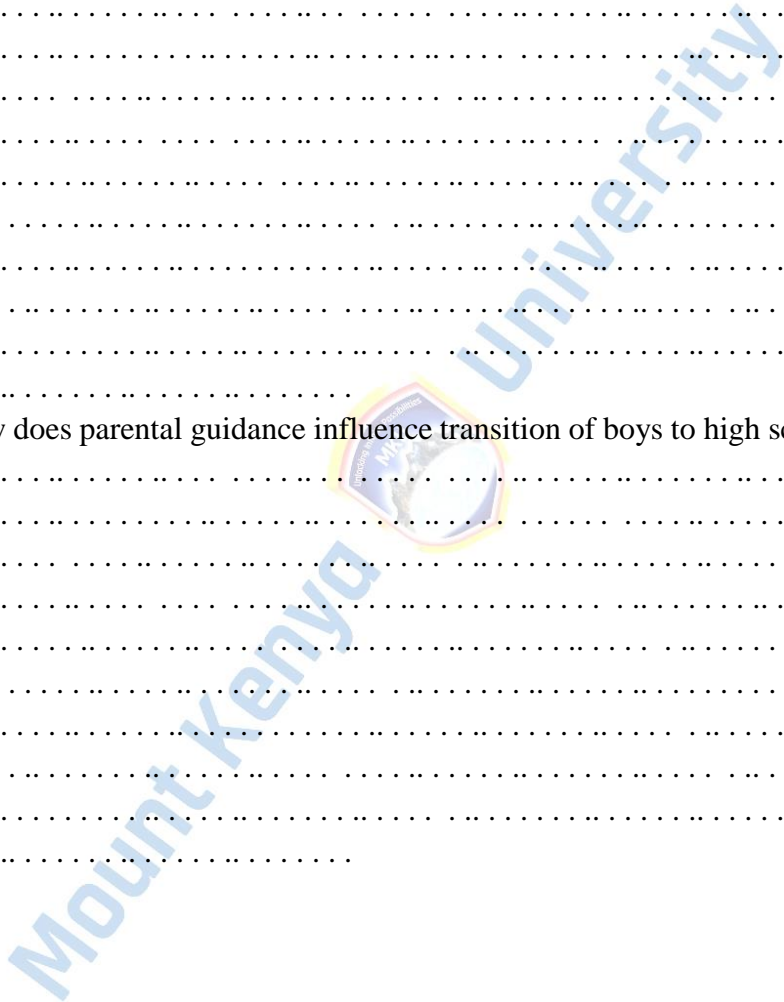
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5. What socio-cultural factors drive boys to work on cash crop farms instead of joining high school?

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6. How does parental guidance influence transition of boys to high school

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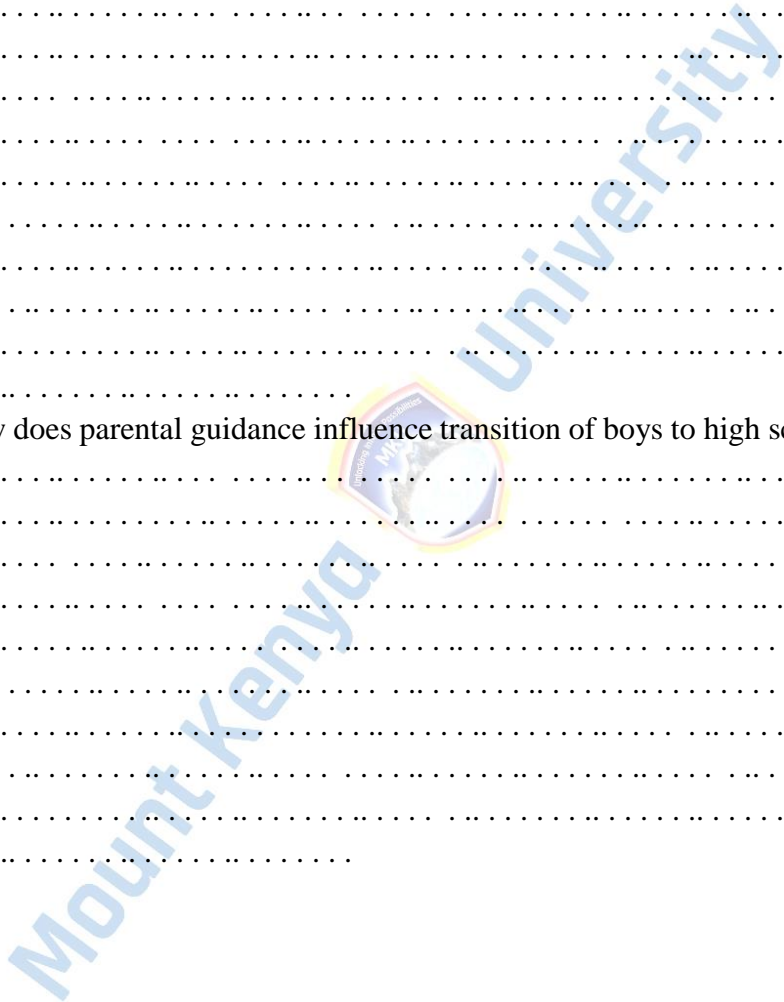
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5. What socio-cultural factors drive boys to work on cash crop farms instead of joining high school?


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6. How does parental guidance influence transition of boys to high school

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Appendix V: Introduction Letter


Mount Kenya University

DIRECTORATE OF GRADUATE STUDIES

MED/2013/47022

29th October, 2024

*National Commission for Science Technology & Innovation (NACOSTI)
Off Waiyaki, Upper Kabete
P.O Box 30623- 00100
NAIROBI, KENYA*

Dear Sir/Madam,


RE: JACINTA GAKII KOBIA- REGISTRATION NO. MED/2013/47022

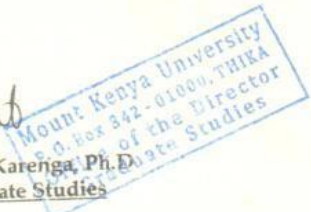
The purpose of this letter is to introduce the above named student who is pursuing Master of Education in the Department of Educational Management and Curriculum Studies in the School of Education.

The title of the research is "Influence of Child Labor on Boy Child Transition to Secondary School in Cash Crop Growing Areas of Igembe South Sub-County, Meru county Kenya." It has been cleared by the University's Ethics Review Committee (Certificate attached) and now has to proceed to the field to collect data between November, 2024 and January, 2025.

Any assistance accorded to the student will be highly appreciated.

Thank you.


For **Dr. Samuel M. Karenga, Ph.D.**
Director, Graduate Studies
Enc.


Mount Kenya University
P.O. Box 342-01000, THIKA
Director of the Directorate of Graduate Studies

Appendix VI: ERC



REF: MKU/ISERC/4531
TO: JACINTA GAKII KOBIA

Date: 28 October 2024

REG: MED/2013/47022

Dear Sir/Madam,

RE: INFLUENCE OF CHILD LABOR ON BOY CHILD TRANSITION TO SECONDARY SCHOOL IN CASH CROP GROWING AREAS OF IGEMBE SOUTH SUB-COUNTY, MERU COUNTY KENYA

This is to inform you that **Mount Kenya University** has reviewed and approved your above research proposal. Your application approval number is **3253**. The approval period is **28/10/2024 - 27/10/2025**.

This approval is subject to compliance with the following requirements:

- i. Only approved documents including informed consents, study instruments, MTA will be used
- ii. All changes including amendments, deviations and violations are submitted for review and approval by **Mount Kenya University**
- iii. Death and life-threatening problems and serious adverse events or unexpected adverse events whether related or unrelated to the study must be reported to **Mount Kenya University** within 72 hours of notification
- iv. Any changes, anticipated or otherwise that may increase the risks or affect the safety or welfare of study participants and others or affect the integrity of the research must be reported to **Mount Kenya University** within 72 hours
- v. Clearance for export of biological specimens must be obtained from relevant institutions
- vi. Submission of a request for renewal of approval at least 60 days prior to expiry of the approval period. Attach a comprehensive progress report to support the renewal
- vii. Submission of an executive summary report within 90 days upon completion of the study to **Mount Kenya University**

Prior to commencing your study, you will be expected to obtain a research license from National Commission for Science, Technology and Innovation (NACOSTI) <https://research-portal.nacosti.go.ke> and also obtain other clearances needed.

Yours sincerely,

Dr. Alfred Owino, PhD
Chairman, Mount Kenya University ISERC



Appendix VII: NACOSTI

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 274657	Date of Issue: 13/November/2024
RESEARCH LICENSE	
	
<p>This is to Certify that Ms. JACINTA GAKII of Mount Kenya University, has been licensed to conduct research as per the provision of the Science, Technology and Innovation Act, 2013 (Rev.2014) in Meru on the topic: INFLUENCE OF CHILD LABOUR ON BOY CHILD TRANSITION TO SECONDARY SCHOOL IN CASH CROP GROWING AREAS OF IGEMBE SOUTH SUB-COUNTY, MERU COUNTY KENYA for the period ending : 13/November/2025.</p>	
License No: NACOSTI/P/24/42094	
274657 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code 
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	
See overleaf for conditions	

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013 (Rev. 2014)
Legal Notice No. 108: The Science, Technology and Innovation (Research Licensing) Regulations, 2014

The National Commission for Science, Technology and Innovation, hereafter referred to as the Commission, was established under the Science, Technology and Innovation Act 2013 (Revised 2014) herein after referred to as the Act. The objective of the Commission shall be to regulate and assure quality in the science, technology and innovation sector and advise the Government in matters related thereto.

CONDITIONS OF THE RESEARCH LICENSE

1. The License is granted subject to provisions of the Constitution of Kenya, the Science, Technology and Innovation Act, and other relevant laws, policies and regulations. Accordingly, the licensee shall adhere to such procedures, standards, code of ethics and guidelines as may be prescribed by regulations made under the Act, or prescribed by provisions of International treaties of which Kenya is a signatory to
2. The research and its related activities as well as outcomes shall be beneficial to the country and shall not in any way;
 - i. Endanger national security
 - ii. Adversely affect the lives of Kenyans
 - iii. Be in contravention of Kenya's international obligations including Biological Weapons Convention (BWC), Comprehensive Nuclear-Test-Ban Treaty Organization (CTBTO), Chemical, Biological, Radiological and Nuclear (CBRN).
 - iv. Result in exploitation of intellectual property rights of communities in Kenya
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 - vi. Adversely affect the rights of communities
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IGEMBE SOUTH



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MAUA

When replying please quote

THE TSC COUNTY DIRECTOR

MERU.

Date: 08/11/2024.

RE: JACINTA GAKII KOBIA TSC NO. 396844

The above named person is a teacher in Igembe South Sub –county.

She intends to do a research on the topic “**Influence of child labour on boy child transition to secondary school in cash crop growing areas of Igembe South Sub-county Meru County Kenya.**”

Kindly assist her.

TSC SCD IGEMBE SOUTH
P. O. Box 158 - 60600,
MAUA

 DATE _____

KOSAYE M. JARSO

TSC SUB COUNTY DIRECTOR

IGEMBE SOUTH

Appendis X: Similarity Index



Jacinta Gakii

INFLUENCE OF CHILD LABOR ON BOY CHILD TRANSITION TO SECONDARY SCHOOL IN PUBLIC PRIMARY SCHOOLS OF ...

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