

Social Factors affecting Boy Child's Education Participation in Emuhaya Subcounty, Kenya

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Abstract: During Pre-colonial period a lot of emphasis had been placed to the boy child participation in education with almost no attention to the girl child. After independence, however, the government in a bid to addressing social justice begun to emphasize on girl child education as a way of promoting gender balance. As a result of this, more emphasis was placed on the girl child school enrollment. Due to this, much focus has not been given to the research on boy child participation in education this study was designed to investigate the social factors affecting boy child's education participation among secondary schools in Emuhaya sub County. This study employed descriptive study design. The Emuhaya sub county formed the study areas because of the large number of youths below the age of 18 years who are out of school. The study population consisted of both students, teachers in charge of guidance and deputy principals from each school since they were key to the study and would give reliable information. Questionnaires were administered to students while interview guides to the teachers of guidance and counseling and also to the deputy principals. Document checklist was also done by looking at the attendance registers and obtaining a mean average of absentees among the boy child thus measuring school participation. Descriptive data was analyzed thematically by means and frequencies while qualitative data was analyzed by use of Pearson moment correlation so as to determine the relationship between dependent and independent variable. The study suggested that the more the boys got absent in school, the more they were affected by social factors. The views and outcome of the study are instrumental to the education policy makers and implementers of gender balance.

Keywords: Social factors, Child labor, drug use, cultural initiation, Participation–School attendance

1. Introduction

Kenya is among the nations that accented in Dakar framework for action [1], thereby it should be at the forefront in ensuring stability of gender disparity by all means. Furthermore, Kenya is also committed to promoting human rights through provision of education. Due to the aforementioned reasons Kenya should be seen at the forefront in promoting the stability and enhanced gender parity specifically to the education of its youth. The Kenyan government through the national action plan for EFA (2003)[1] interpreted the significance of EFA goal 5 and looked at a number of priorities in achieving gender stability in education. Among them was the increase retention and completion rate for girls, improved performance of girls in national examinations alongside others. These recommendations are not in tandem with the wholesome definition of the goal which requires gender parity. With regards to goal 5 it is clear that the boy has not been adequately catered for.

A close look at the analysis of KCSE candidature trends by gender in the year 2017 proves that the number of girls was higher than that of boys [2]. Besides this, the analysis of the 2016 KCSE results as reported by the then cabinet secretary of Education, Dr Matiangi, showed that girls performed better than boys and that out of top twenty students in the whole of the nation sixteen were girls and four boys which is very detrimental. Research suggests that there are a number of social factors such as child labor, drug and substance use among others have affected the boy child's education performance to a greater extent [3].

Boy child in Emuhaya Sub County is faced with a number of social challenges that have been considered to be what

makes them to participate poorly in education G.O.K [4] theBoys are said to be oftenly out of school and the reasons behind this are only known to them. From the data on boy child school attendance, boys are seen to be conspicuously absent in term two this means that they must be in other activities or engagements best known to them. From all these we can therefore infer that boy child is faced with myriad of issues which has impaired his school participation to a greater extent.

2. Statement of the Problem

Boy child education in Emuhaya Sub County has been faced with a number of challenges which have impaired realization of EFA goals and many other international treaties which Kenya is a signatory. It is important to look at the boy child's participation in Emuhaya by exploring the social factors that result in this poor school attendance for boys within Emuhaya Sub County. The 2017 enrollment report in Emuhaya District confirms that the boy child education is under threat and needs to be addressed. A document analysis established that boy child school attendance indicated that there's a very high level of absentees among the boy child. Furthermore, research points out that 70% of the young boys below the age of 18 years have neither trained in any college nor completed school[5]. This study therefore sought to find out the social factors affecting boy child's education participation by exploring the social factors against boy child school attendance in Emuhaya Sub County.

Study Objective

To establish the influence of social factors on boy child's education participation in Emuhaya Sub County

3. Methodology

The study adopted descriptive survey design because it is the most appropriate in assessing teachers and students opinion on factors affecting boy child's education participation. To obtain representative, sample, 28 schools were randomly sampled for the study. This sample of 28 schools comprising 82.3% of the target. A purposive sampling technique was used to select participants for the study where the researcher purposively sampled 10 students in each school 3 students from form 4 and 3 by picking the best performing student the average and the least performing student. The researcher also purposively sampled two students from form 1 and 2 according to their performance.

4. Literature Review

Studies on boy child labor have been conducted by previous researchers. Muoti, (2014)[6] established that drug use was the precursor for boy child dropping out of school since it exposed him to so many challenges that compelled him to drop out of school given that boys were noted to register low levels of concentration, have bad relationships with other students, recorded poor performance etc. Muoti study looked at participation in terms of dropout rate while this study looked at participation in terms of school attendance. In addition to that, Ooko, (2012) [7] explored how a good number of young boys are misdirected to venturing into drugs as an economic activity thus ruining their lives later. Furthermore, a study by Eliud, (2014) [8] revealed that drug prevalence among adolescents is high whereas Jonkoping, (2017)[9] found out that drug usage and deviant behavior are intertwined since students are seen to abandon school as the begin to use drugs hence worsening their lives. A study by Muthikwa, (2016)[10] found out that peer pressure was the major reason for drug use among the boy child.

This study also explored cultural initiation process and found out several studies as conducted by various researchers such as Jonkoping, (2017) [9] whose study revealed that boy child is born with obligation in life until after circumcision when they try to conform to some norm inducted to them during the pass out ceremony by elderly men. From the study it was pointed that deviance of the boy child is initiated by the society and not their own will. Another study conducted by Changach, (2012) [3] agreed to this by 82.4% that customs and beliefs such as traditional circumcision have affected the boy child's schooling. Furthermore UNICEF, (2006)[11] posited that a number of factors affecting participation have stemmed from home this thus could look back to the way the boys are socialized at home and even in school. In addition to this, a study by Promquist (2007)[12] looks at gender as an entity which is socially constructed and susceptible to be altered socially. This study was keen to look at how cultural initiation process affected education in Emuhaya.

5. Findings

The study findings established that influences of social factors to education are very severe to an extent that education has been impaired in one way or another. It

established that a number of social factors have combined to deprive the boy child an opportunity to participate in education. Furthermore these challenges are posed by the society and not the boy child himself. This study established that a perfect positive correlation exists between social factors and boy child participation in education and thus as the boy child got affected by social factors his participation to schooling was greatly affected. As a result of social factors boy child school attendance has greatly been impaired and unless something is done promptly the boy child will continue to encounter numerous challenges to school attendance. It is important to note that boy child is part and parcel of the society and thus much attention should also be accorded to him.

Hypothesis testing

H_0 : There's no relationship between social factors and boy child participation in education.

A Pearson product-moment correlation was run to determine the relationship between the social factors and boy-child performance in education. There was a perfect, positive correlation between poverty and boy-child performance in education, thus statistically significant ($r = 0.969$, $n = 4$, $p = 0.031$). Therefore, we reject the null hypothesis. This thereby means that the more the boys could not participate in education the more they were affected with social factors.

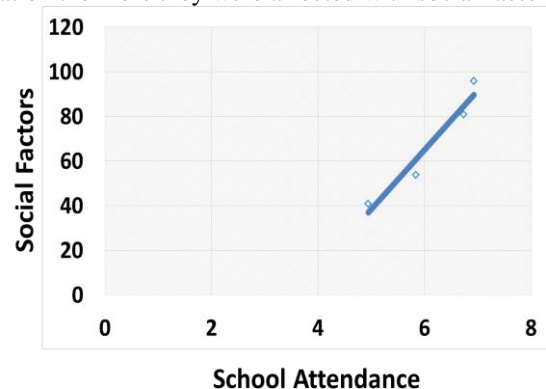


Figure 1: Social Factors and Boy Child Participation in Education

The study findings established that boy child labor in the rural just as in urban set up undergoes myriad of challenges and this challenges cannot be attributed to one particular thing. It was notable that the boy child is pushed to child labor by factors beyond his social make up. From the findings, it was indicated by 90% of the boy child that it's never their desire to be out of school working. In addition, 50%disagreed with the fact that they work to supplement parental income this thus means being out of school working is not a choice for the boy child but a push by the society. Only 40% confirmed that they work to supplement parental income this is good enough to imply that boy child has been deprived his rights and privilege's by being used as a provider for the family to some good extent.

The study also revealed that 71% of the boy child is pushed to child labor by their parent's low level of income. This forces the boy to be independent at a very young age. Furthermore 73% of the boy child refuted the fact that idleness pushes them to work. This can only imply that

idleness is not the boy child's driver to work other than being in school in fact the boy child finds himself in a state of quagmire and is left with no option. It is important to note that the effects of boy child labor to the boy child are so severe that 95% of them are said to perform very poor in class as a result of child labor, 93% are said to sleep in class thus meaning that they are likely to be tired while they get back to school, 83% are said to drop out of school as a result of boy child labor and 90% are believed to be absentees in school.

The study also established that a positive correlation exists between social factors and boy child school participation thus the more the boy got absent the more they engaged in child labor.

6. Recommendation

The government should not only come up with policies that can help to curb child labor but also ways of combating illicit drugs around learning institutions above all, it should bring up ways of empowering its members with practical financial solutions and mentorship programs that can sensitize boys on social factors that affect their participation to schooling.

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