

Research on Male Adolescent School Dropout and Its Influence on Society Aged between 14 and 18 Years

(A Case Study Of Embul-Bul Village Of Ngong Town, Kajoado County. Kenya)

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1.0 INTRODUCTION

1.1 Background of the Study

Even though school completion rates have continually grown during much of past 100 years, dropping out of school persists as a problem that interferes with educational system efficiency and the most straightforward and satisfying route to individual educational goals for young people.

Young people drop out of school for various reasons, necessities, or disillusionment with the system from which the individual in question leaves. This is according to Bill and Melinda (2013)

Dropping out of school is not a single act of defiance, but is better characterized as a process that in many respects begins at birth and can cover many years of an individual's life. Wagenaar (1987) states: The precursors to dropping out, the decision to drop out, the process of dropping out, the responses to dropping out and the consequences of dropping out all result from a complex interplay of personal, social, situational and contextual factors.

The researcher has lived in Embul-bul Village for 30 years. Being a girl in a community where education comes last in the order of priority, the researcher was lucky to complete both primary and secondary education. Looking back to the years when she was in school, only few boys went on to join secondary schools and most of those who joined did not complete the education at that level. This means they dropped out of school before the age of 18 years. This menace has continued to this year and even in bigger number in Embul-bul village. This has really caught the researcher's attention hence her interest to want to find out

the reasons behind this unfortunate behavior among boys in Embul-bul, and find ways to minimize or stop the school dropout in this village.

Embul-bul village is located on the South-East part of the Nairobi city. It is 22 kilometers from the city.

Embul-bul Village is predominantly occupied by low Social Economic Class residents who are migrants from different parts of Kenya. Most of the residents here are settlers from Northern part of Kenya, who are also called Kenyan of Somali origin. Kiswahili and more so “sheng”(a mixture of Kiswahili and English) is the mostly used language especially by the youth. Most of the people living here run informal and small businesses like groceries, kiosks and a few shops others are casual laborers at the nearby quarries, house helps, matatu (public transport fourteen seater Nissan or larger bus)) touts and some just idle around, although a few residents have secured white color jobs in the establishments in the locality and surrounding towns.

For a long time Embul-bul had had semi-permanent structures for housing, which were mainly made of mud and tin. In the recent past this has gradually changed, because investors have bought the land from some indigenous people and are building more permanent houses for rental, which means that the community living here currently has more diverse cultures.

The area is interconnected by dusty feeder roads and foot paths.

Administratively, Embul-bul is a sub-location headed by the chief. It has one Public Primary School. There is a Catholic Church which has established a Primary School the only Secondary School and a Dispensary in the locality. There is a P.C.E.A, three other churches and a mosque. In the village also there is one police post.

1.2 Statement of the Problem

The rarely debated issue of school dropout in the Kenyan education system requires immediate action. It is a phenomenon so widespread and so serious that it should be a priority for all those involved in education: politicians, decision makers, religious leaders parents, teachers and students. This study aims to offer support for strengthening the overall efforts to solve this significant issue

When students drop out of school, the course of their lives may be totally reset. Dropouts typically earn less than their peers with more education, and they are more likely than high school graduates to end up in prison.

The Institute of Economic Affairs (IEA) said that while 1.3 million children joined primary schools at the start of free primary education (FPE) by President Mwai Kibaki, the then President of the republic of Kenya in 2003, only 875,300 made it to Standard Eight. A released report observes that while 679,000 boys enrolled in Standard One in public schools, the number dropped to 453,300, while the number of girls dropped from 632,700 to 422,000 over the same period.

More dropped out before completing secondary education despite the government's move to subsidize costs by absorbing tuition costs in all public day and boarding schools.

The number of boys who sat in the inaugural FPE Standard Eight class dropped to 247,500 from 453,300, while only 214,100 completed secondary education compared with 422,000 who enrolled. The IEA notes that there were more dropouts in primary schools than in secondary schools, which are in dire need of expansion due to the few vacancies available. Secondary schools also enjoyed a major boost after the government ordered all Constituency Development Fund committees to dedicate a large percentage of their budget to improving infrastructure in public schools.

Education plays a key role in human development through the process of empowering people to improve their well-being and participation in national building. Dropouts however pose a serious threat to gains in education despite the Government emphasis on Education for All by the year 2015 where it introduced free primary education in year 2002. In Embul-bul village the problem is more pronounced among the boy child.

When Kenya gained its independence in 1963, boys were really encouraged by the culture to join School and finish their education as opposed to girls who were to stay home and take care of the homestead as they bore children. In the late 1990s, there was an outcry over a girl child being discriminated against especially in leadership and education. The girl child got overwhelming support both from local and international communities. To this effect the boy child was somehow forgotten and ignored, and so when they dropped out of school and looked for other unlawful ways of coping, the community seemed not to notice them.

On 28th May 2014, Sally Mbilu of Citizen Tv at 9.00pm, reported that a study by National Taxpayers Association (NTA) on 2,000 public primary schools in 23 counties, showed that in year 2013 alone, 13,210 boys dropped out of school to engage in menial jobs compared to 9,844 girls.

In Embul-bul 70% of boys who are lucky to start School, do not finish their basic education. Because of this dropping out of school, there is few or no role models in Embul-bul among boys, and so this might continue if nothing is done at this point.

These boys drop out of school and become casual laborers, idle around which make them go in to crimes or start using illegal substances. This has caused a lot of insecurity in the area, which apart from scaring the residents; it is also scaring the potential investors. Hence the area does not grow as expected. It is for this reason the community requested for a police post. The researcher seeks to find the roots of this problem to add to the existing research, and find ways of minimizing the problem.

1.3 Objectives

1. To investigate the factors contribute to dropping out
2. To identify the effects of school drop out on boys
3. To establish the coping mechanisms for these boys
4. To explore ways of minimizing school dropout and how counseling can contribute
5. To make a contribution to the relevant government body in identifying the needy youth

1.4 Scope and Limitations

The researcher is going to conduct the research in Embul-Bul village, which is located about 22 kilometers and South East of the capital city of Kenya, Nairobi. The village has a population of about 60,000 people of which about 20,000 could be the boys at their adolescents. The research will mostly be conducted at the heart of the village where the school drop outs seem to be high. It is this part of the village that is badly hit by poverty and the community here cares less about education.

There are aspects of this topic that the researcher does not consider in this paper. First, she does not consider the impact of individuals who return to school after dropping out. A small number of those who drop out of school eventually do return to complete their secondary education, often through an open learning school or join technical schools.

While it is important to have institutions in place to support those who want to return for additional education, there will be a far greater impact if policies can be found that reduce the incidence of dropping out in the first place.

A second aspect of the dropout problem that the researcher does not consider is the extent to which there are biases in schools that make secondary school completion less likely for poor and minority children, resulting from labeling or from a curriculum that lacks relevance to these young people. While it may be that these biases are occurring, they will be difficult to identify. Students should not be labeled based on their ethnicity or social economic status.

Thirdly, even though the girls at their adolescent are also dropping out, the researcher will not feature them in this paper unless they are affecting or causing the boys to drop out of school.

1.5 Justification

Education plays very important role in the social economic growth of a given community. When boys are not educated, that community is likely to be faced with stagnation of growth in economy hence poverty. As it is the number of boys dropping out of school in Embul-bul village is about 70%. This is way too high a number for any community to expect positive change from this group of people. According to the Kenyan constitution, anyone between age 14 years and 18 years is still a child and has right to education. For whatever reasons that these boys dropout of school, there is violation of the law and someone has to be answerable. This could lead to the guardians or parents to these children being imprisoned hence giving birth to even a bigger problem.

This research is important because it will show what really leads these boys to leave school and it will also reveal some of the coping mechanism of the boys. The research is mostly intended to looking for ways to minimize the school dropout especially on boys in Embul-bul village. The researcher also wants to find how counseling can contribute to positive and long term change on the affected boys and how it can also help the teachers, parents and the community as a whole to help reduce the numbers of the school dropouts.

1.6 Significance

Parents in this region have expressed serious concerns about the high number of dropouts among people of school going age even after the introduction of free education.

This research is going to guide the researcher on the projects she can suggest to the community, especially the authority concerned with the children that can empower the school dropouts in Embul-bul. She will also have a better understanding of her community to enable her personal contribution to the community in minimizing school dropouts and being able to co-relate with them.

This research is also intended to benefit the boy dropouts first of all because through the interview, they might feel that someone still cares about them and might do something to change their lives. The boys would benefit when this research is finalized and the projects that can empower them are put in place.

Researcher would especially suggest projects that would help them build their skills to be able to work and earn a living.

After the research, the researcher would recommend these school dropouts to seek counseling services. Through the counseling process, the boys would be able to understand themselves better, be able to take responsibility of their lives. They will be helped to be able to make informed decisions and change what they can or find ways of living with what they cannot change. All this is aimed to better their lives. When this happens, the goals and aims of counseling will be met. Hence the counseling fraternity is recognized and respected for what big positive change it brings to the communities.

CHAPTER TWO

2.0 Literature Review

The review of literature involves the systematic identification, location and analysis of documents containing information related to the research problem being investigated. Literature review should be extensive and thorough because it is aimed at obtaining detailed knowledge of the topic being studied. By Mugenda and Mugenda (1999)

The researcher is going to term the boys aged 14 years to 18 years as adolescents, young people or children. According to the constitution of Kenya, anyone below the age of 18 years is considered a child.

Gerald and Gerald (2010) the question ‘what is adolescence?’ is one of definition, and the nature of the definition is likely to vary from culture to culture. In their book they consider adolescence as the stage in a person’s life between childhood and adulthood. It is the period of human development during which young person must move from dependency to independence autonomy and maturity. The young person moves from being part of a family group to being part of peer group and to standing alone as an adult (Maybe and Sorensen, 1995). Daniel (2006) adolescence is a stage in human life when rapid changes take place. The individual’s physical, mental, social, moral, and spiritual Outlooks undergo revolutionary changes. Due to

this growth human personality develops new dimensions. Many parents, teachers, relatives and significant other fail to assess these changes and generally show indifference because they do not like to relax their control over their children. This attitude creates many difficulties for the adolescents. During adolescence the individual wants to take independent decisions in various situations of his experiences. The elders regard this as an act of indiscipline or of misconduct. Gradually the adolescent starts to control his desire according to standards set by society. He also begins to realize his social responsibilities. If he fails in this attempt, he develops many defects in his personality. He also says that according to A.C. Abrahamson and L.A Bakers (2002), Psychologists generally agree that in boys, early adolescence is from 11 to 12 or 13 years, middle adolescence from 13 to 18 years and late adolescence from 18 to 21 years.

Dacey and Travers (2004) say that, Graber and Brooks-Gunn (1996) stated that “Current approaches to studying adolescence frequently consider the precursors and outcomes of a variety of transitions a constellation of events that define the transition period, or the timing and the sequence of events that occur within a transitional period. For example, puberty and school events are frequently studied as key transitions signaling the entry into adolescence, finishing school or beginning one’s full-time job are examined as transitional events that define exit from adolescence or entry into adulthood”.

Schools, being a place where the boys go to get their education, the research will also mention education from time to time to mean school. Nyambura (2008) In the Kenyan system of education, secondary school begins at fourteen years. Hence the researcher observes that the school dropout starts at the beginning of secondary education.

The researcher will therefore focus on effects of school dropout on boys at their adolescence.

2.1.0 Factors contributing to school dropout

These categories overlap with each other, and thus a number of factors could be classified in alternative categories. However, the researcher hopes that these categories are useful for organizing the many factors related to dropping out, and enable her to identify the important relationships among groupings.

2.1.1 Individual factors

Factors that young people have under their control, such as attendance, academic performance, health, engagement in academic and school activities, and participation in anti-social behaviour.

The literature linking individual characteristics to dropping out of school is well developed. Several common findings have emerged. Youth are more likely to drop out if they are doing poorly academically, especially those in lower academic streams; Have lower levels of self-esteem and a poor sense of control over their lives; Are less interested in school and experience feelings neglect; Work excessive hours in part-time employment; and/ or are frequently truant, and generally have a poor attitude towards school.

Generally, boys are more likely to dropout than girls.

The childhood effects could be a major contributing factor to the behaviors of an adolescent. Kasomo D. (2006) argues that, the personality of a person takes root during childhood and develops gradually. The experiences gained during childhood leave a permanent impact on the child.

The process of becoming a young adult who strives to succeed at school and makes a successful transition to the labour market begins at birth. Most studies of dropping out are unable to examine childhood effects in any meaningful way, yet from the perspective of designing effective interventions, this is an area in crucial need of further understanding. Given the importance of early effects, findings from studies that are able to include early school and childhood effects are given special attention.

Ensminger and Slusarcick (1992) argued that collecting information at a young age is crucial, because many early childhood experiences have a significant impact on whether a child will leave school before getting a certificate. They also noted, as has Rumberger (1995), that a substantial portion of dropouts leave school prior to even entering secondary school.

2.1.2 Financial and family factors

. Large, dysfunctional and poor families have problems providing adequate clothing for all their children and sometimes require child labour (in the fields or in the household often to help with younger siblings).

Most often students who drop out come from families where the parents themselves did not spend more than eight years in school. Yet, there are exceptions. Quite often pupils who have dropped out still hope to complete their studies “to have at least ten years of formal education”, to get some qualifications so they do not end up like their parents, who are unskilled workers and have little chance of ever becoming successful in their lives.

Siblings’ educational example is much more influential. Families in which elder siblings have left school early often see the younger ones do the same. Dysfunctional families bring about material needs. Tribulations like divorce, alcoholism and domestic

The factors of parenting styles, household composition, and parents’ participation in school activities`

There is a sizeable body of evidence suggesting that the cumulative effects of family circumstances have a profound effect on educational attainment. It’s evident that factors pertaining to the child’s family circumstances are significantly related to dropping out of school. These include: socioeconomic status, with those coming from poor backgrounds being more likely to drop out; family structure, with those coming from large and single-parent families being more likely to drop out and parents’ employment status, with those living with parents who are unemployed being more likely to drop out.

According to, Gerald and Gerald (2010) to some young people refuse to go to school or truant. These young people are responding, in the best way they know how, to particular stressors. Although there can be many different reasons for school refusal, problematic family relationships have often been cited as the underlying cause of such behavior. They stated that, Kearney and Silverman (1995) have suggested that there are three different types of families where young people refuse to go to school: *The enmeshed family*; the focus is on over-involved parents-child/young person relationship, particularly mother-child relationship, where an affectionate but overprotective attachment has been fostered.

The disengaged family; members are not sufficiently involved with one another's activities to attend to one another's thoughts and needs. Parents within these families may not be particularly vigilant about their child's activities or problems until they are readily apparent or severe.

The isolated family; characterized by little extra-familial contact, they tend to shun activities outside the home.

Unfortunately, school refusal among young people may lead to severe long-term dysfunction if left untreated.

2.1.3 Peer factors

Prostitution, membership of street children or of beggars' networks almost always lead to children dropping out of school. These demotivating factors particularly apply when a child is moving from primary to secondary or high school or at the beginning of secondary high school.

The role of young people's friends and the effects of rejection would leads to low self esteem to the young people. The role of peer networks has received relatively little attention in the statistical work that has been conducted examining delinquency and dropping out. This is largely due to the difficulty of meaningfully quantifying these aspects of a young person's life. This is ironic since, at least incidentally, the reason many parents give for undesired outcomes in their children is that he or she "got in with the wrong crowd."

Adolescents tend to derive a great deal of their sense of self-worth from their friends, and to a large extent, they adjust their behaviour to “fit in” with their social network.

Ellenbogen and Chamberland (1997) examine the peer networks of at-risk youths and describe how their networks compare to those of youth deemed to be of a low risk of dropping out of school. They identify three established trends: First, actual dropouts and future dropouts have more friends who have dropped out. Second, future dropouts tend to be rejected by their school peers. Finally, at-risk individuals tend to lack integration into their school’s social network.

An important interaction, which has not been fully understood, is the role that peer groups have on engagement. Kelly (1993) identifies three ways that peer groups are involved with the disengagement process. She argues the mechanisms through which this can occur are conflicts with other students.

Peer networks are one of the most important elements of socialization and they have a profound effect on the lives of young people. What is not sufficiently well understood is how the formation of peer networks is the consequence of, or the precursor of, other social outcomes.

2.1.4 School factors

Lack of trust in the education system is a stereotype untested in real life. However, this trust is likely to fall in the run-up to school dropout. That is why it could be useful if pupils who have already dropped out were in touch with pupils at risk of doing so to share their current perspective on school.

Quality of teaching and resources, school size, effectiveness and equity of school policies and practices, school climate, and engagement of teachers, would be seen as the factors that make the school have significant factors to dropping out.

While a lot is known regarding individual background and academic performance and their effects on the process of dropping out of school, considerably less is known about how schools influence this outcome.

School effects are particularly important since they are the principal mechanism through which governments can target policies to curb dropping out.

Implicit in much research on school dropouts is the assumption that a better understanding of the characteristics of dropouts will permit educators to develop policies and provide practices that will reduce the number of adolescents who fail to complete school. The intent is noble, but the results are negligible because the focus on school, family and personal characteristics does not carry any obvious implications for shaping school policy and practice. Moreover, if the research on dropouts continues to focus on the relatively fixed attributes of students, the effect of such research may well give schools an excuse for their lack of success with the dropout. Nyambura (2008) argues that teachers introduced negative behaviours on the boys of Kusasi secondary school. She clearly indicates that the teachers are demotivated and do not earn well.

She goes ahead and quotes “In an informal conversation with some teachers who were all looking for means to uplift their economic status by starting up business ventures, one noted that brothels were making good money! When I inquired further from him, referring to the incidences in the school with prostitution, he remarked, *A hungry man has no heart*. Thus, perhaps the poverty that had encroached in the society had catastrophic impacts on the hearts of the people.”

The research will also be directed toward understanding the “institutional characteristics” of schools – the policies and practices that have an impact on the school’s holding power over individuals – and how these factors affect the adolescents students.

2.1.5 Community factors

At the community level, there are major factors that influence early school dropout. The early marriage custom, which often terminates young people’s education, especially in rural communities. Having a child is yet another issue. This tends to be a characteristic of certain communities rather than a series of isolated incidents. Not only do girls who give birth typically come from dysfunctional, poor families, but many of their peers are doing the same thing.

There is Lack of individual security in the area. In some communities teachers are afraid to interact with parents because of the high crime rate and this lack of cooperation between teachers and parents can increase dropout risks.

The extent to which young people are affected by the neighborhoods in which they live, and the broader effects of the social, economic, and historical features of their neighborhoods and communities. An important sub-set of community factors is the role local labour market conditions play in encouraging or discouraging early exit from school teachers

A topic which has received limited attention in the literature is the influence communities have on dropping out of school. Clearly, community factors are highly related to factors pertaining to family background, schools and peer networks, and therefore identifying neighbourhood effects, so to say, is difficult.

However, developing an understanding of how communities interact with other classes of variables, and discerning their independent effects on dropping out, is crucial in developing a more complete understanding of the school -leaving process.

Ghettos, slums or in this case villages are neighborhoods that have experienced epidemics of social problems and social problems are contagious and are spread through peer influence, such that children living in neighborhoods with a high concentration of social problems will tend to have networks of friends who are dropouts or on a trajectory towards dropping out.

Owino(2008) noted that there is a lot of antagonism between the values, which a school is expected to uphold, and the social and physical context in which the school is set.

In essence she says that the school and the community have a symbolic relationship, and as some of the research participants conceded, there was a need to educate the local community on how it could offer positive support to the school through workshops and adult education programs.

2.2.0 The effects of school drop out on boys

According to unestablished article dated Saturday April 30th 2011, written by Dianne Heath On *Novelty Sense*. She clearly notes the economic effects of the school dropout and argues that,

High school students generally drop out because of the effects of abuse, poverty, emotional issues, cognitive deficiencies and lack of support. College students are more likely to drop out due the impact of declining mental health, financial issues or the readiness to begin their professional career. The job market has grown tremendously competitive therefore the economic effects of dropping out of high school or college are more severe now than ever. Fields and Gary (2008).

2.2.1 Lower Wages

Students who drop out of high school or college are often restricted to positions with lower pay and are trapped in dead end jobs. They also more likely start at the very bottom of the career ladder since many upper-level positions require specialized skills and evidence of education. A study conducted in 2006 by the U.S. Bureau of the Census reports that high school dropouts earned an average of \$17,299 annually compared with \$26,933 earned annually by high school graduates. Marguerite Kondracke, president and CEO of America's Promise states that “Each year dropouts represent \$320 billion in lost lifetime earning potential.” Unfortunately employees with only basic skills are viewed as expendable. Since many dropouts do not have specialized skills and are at the entry level positions, consequently, they are also more vulnerable to more frequent and longer instances of unemployment. The U.S. Department of Labor revealed in 2003, that high school dropouts have a 72 percent greater chance of being unemployed than high school graduates. Unless the dropout obtains education or learns a valuable skill, he runs the risk of being limited in his professional growth. Lower wages can cause dropouts to accrue massive debt, depend on government assistance, become the target of fraudulent businesses and live paycheck to paycheck. Many are a few paychecks away from being homeless and unable to support themselves. The lack of funds limits the amount of money that could be used to invest, start a lucrative business and save for the future, continues the cycle of poverty. In effect, upward economic mobility is severely stunted. The high demand for advanced skills such as computer engineering excludes dropouts from the job market. U.S. Bureau of the Census (2006).

2.2.2 Skills Gap

The skills gap between graduates and dropouts is substantial unless the former student acquired skills or developed his talent outside the classroom. Many upper-level professional careers require a combination of computer skills, the ability to teach, critical thinking skills, the capability to analyze complex text and/or apply theories. Since many drop outs lack in these skills this has a mass negative effect on country productivity and global competitiveness. Finding qualified employees is often a major source of frustration and concern for companies. Andersen from the National Association of Manufacturers reports, “Experts project that, recession or not, by 2020 the U.S. will face a dramatic shortage of employees with the kind of skills necessary for U.S. business to compete in a complex, technology-drive global market. Experts also agree that we will face a labor shortage that may make the 1990s pale by comparison. Many of these skills can only be nurtured during high school and college. The external motivation, honest feedback and competition in a classroom setting are conducive for encouraging students to attain the highest skill level. Also many industries need proof of skills through a degree and certifications. Those who drop out may never get the hands-on experience needed to learn these skills and obtain such a position. This phenomenon further perpetuates the wage gap between diploma and degree earners and dropouts. College teaches students business etiquette, professionalism and networking techniques.

2.2.3 Costs and Benefits to Society

High school and college dropouts have a higher chance of feeling depressed and hopeless about their situation and turning to destructive coping mechanisms or survival techniques. This can lead to unsavory behavior such as drug use, criminal activity, alcoholism, unhealthy habits and unwanted pregnancies. These destructive habits can have major economic costs to society. The Center for Labor Market Studies in the US found in 2009 that high school dropouts were 63 times more likely to be institutionalized than college graduates. Wall Street Journal notes that high school dropouts make up 75 percent of state prison inmates. State budgets can be drained by funding for entitlement programs. The report “Decreasing Health Care Costs by Increasing Educational Attainment,” explains that if the 2006 high school students had graduated

then the U.S. could have saved \$17 billion in Medicaid and expenditure in these youth's lifetime States with a large amount of high school dropouts have more difficult time attracting business, research companies and increasing productivity. For example research by Cecilia Rouse, professor of economics of public affairs at Princeton University shows that if the high school dropouts would have graduated, Colorado's economy would have grown by \$4.2 billion and California by \$40 billion. In some instances dropping out of school can result in individual wealth and pump billions into the economy through entrepreneurship. The lack of opportunities and safety net from dropping out of school can spur innovative ideas and motivate dropouts to start a meaningful business. The industry that a dropout may desire to obtain a position in may be restricted. Therefore the dropout may attempt to gain entry into the industry by creating their own opportunities through becoming a self-made expert and business owner. In other instances students may purposefully drop out of college to invest time in their start-up idea.

Two examples of dropouts who became successful entrepreneurs, according to a CNBC report, include David Geffen, who founded Asylum Records, Geffen Records and co-founded DreamWorks, and Jack Taylor, who founded Enterprise Rent-A-Car. These entrepreneurs have provided billions of dollars' worth of jobs and benefits to society through innovation.

2.3 To find out the coping mechanisms for these boys

Coping mechanism is the behavior typically used by an individual to deal with stresses, tensions and other problematical situations met during the course of everyday life. This is according to Hambling (1974).

Actually one of the questions the research should seek to answer is whether these dropouts are stressed about this or not.

Gerald and Gerald. (2010) say that, Young people consider an event to be stressful when they make an appraisal that the event has negative implications for their own well-being. They state that Sandler et al. (1997) suggest that they ask themselves three questions, should I care? Is this positive or negative? In what way am I or my goals or commitments involved?

If the answers to these questions are ‘yes I should care’, ‘This has negative implications for me’ and ‘my goals or commitments may be compromised’ then the young person is likely to appraise the situation as stressful.

They continue to say that “ A young person’s personal coping recourses are relatively stable characterized of the individual. These recourses influence how they cope in specific situations”.

Dropping out of school, to these boys could be a problem and could cause them a lot of stress. The research will aim to seek answers to above questions they find out from the boys how they cope with the problems individual

2.4 Professional interventions in School dropout

The researcher feels that family factors individual factors and peer factors are major contributors to school dropouts in Embul-bul village. To be able to minimize this all the relevant parties especially teachers and parents need to get involved. This calls for intense education on the effects of the school dropout on adolescents and the community.

Counseling being a process that looks into how a person behaves, thinks or feels that make him be and act the way they act, is really going to look into changing these young people’s behaviors, thoughts and feelings.

Gerald and Gerald (2010) quote “Human beings are often troubled by unhelpful or intrusive thoughts by uncomfortable emotions and by behaviors that have negative consequences for them. Central goals in counseling young people are to help them to feel better and function more adaptively so that they can lead more satisfying lives. Thus when counseling young people the aim is to facilitate change in the way they think, feel and behave”.

They go ahead and say that according to Moloney M. (2013) “The biological, psychological, social and spiritual changes which occur in the period of adolescence present challenges to young people. When a

young person is unable to face up to, and deal adequately with, these developmental changes, there may be negative consequences and this is where counseling can help”.

CHAPTER THREE

3.0 Methodology

The methodology component of a proposal mainly includes the proposed research design, population and sample, data collection procedures, data analysis procedures and sometimes measurements of variables. Says Mugenda and Mugenda (1999).

3.1 Qualitative method

According to Mugenda and Mugenda (1999) qualitative research includes designs, techniques and measures that do not produce discrete numerical data. More often the data are in the form of words rather than numbers and these words are often grouped into categories.

Qualitative method will be used to probe deeper into the individuals' backgrounds, emotions and culture.

To find out if dropouts tend to experience rejection, feel disowned by the school, believe that their teachers do not care about them, and think that the cards are stacked against them.

Thus, the researcher seeks to integrate data from various levels, including the family, school, neighbourhood, and local community, to assess their effects on levels of school dropout.

3.2 Cluster Sampling

This technique will be useful to determine if there are different “types” of dropouts. Cluster sampling takes a particular outcome variable, in this case dropping out of school, and places individuals with common characteristics into a variety of groups or clusters. Visually, this technique is appealing as the relative size and density of the clusters has a particular meaning regarding the size and influence of variables included in

the analysis. This technique would be particularly useful in determining the extent to which dropouts can be divided.

3.3 Data collection

The researcher is going to use two methods in data collection.

First will be the participant observation method, where she will spend time regularly with the dropouts, to understand their coping mechanism and the effects of school dropout on them.

Second will be interview method. To be able to understand the factors contributing to school dropout, the researcher will have the face-to-face interactions with the boys in question. And by using the interview schedule she will collect the data.

3.4 Methods of data analysis/presentation

According to Mugenda and Mugenda (1999), data analysis is the process of bringing order, structure and meaning to the mass of information collected.

The researcher is going to categorize the data collected according to the different factors contributing to school dropout. The categories will then be coded for identity. This will make it easier for researcher to identify the relationship between these categories have.

The researcher will then analyze and interpret the data at the same time putting the report down for presentation.

4.0 Conclusion

The central message of this report is that while some students drop out because of significant academic challenges, most dropouts are students who could have, and believe they could have, succeeded in school.

Although there seem not to be sufficient literature about boys dropping out of school specifically, this paper presents a review of literature relevant to the predictors of students dropping out of school, and argues that

more research is required to extend this work further. One of the dominant findings of this literature is that children who have poor academic achievement and behaviour problems are more likely to leave school before earning their certificates. Another dominant finding of the literature is that children from lower socioeconomic backgrounds and single-parent families are more likely to drop out. Also, boys and certain ethnic minorities tend to have higher dropout rates.

The recent literature on dropouts has emphasized the role that the context in which a child develops has important effects beyond those attributable to family background. Schools are undoubtedly the most important context, but neighborhoods and larger communities can also play a significant role. The quantitative research in this area would emphasize the importance of a multilevel approach, which can tease out the independent effects of family background from the effects associated with schools or other communities.

In school, dropout may be caused by the frequent repeating of grades, insufficient pupil integration or poor relationships with teachers and classmates. However, at school level little action is taken to forestall school abandonment. Teachers can play an important role in this respect: because they see pupils all the time, they could identify and diagnose their problems and alert the relevant bodies (authorities or non-governmental organisations) when intervention is needed.

Even though the main factors behind school dropout lie within the family and community, recommendations to help reduce the risk focus mainly on schools. Except for the overarching goal to increase the responsibility of these institutions, there are no absolute priorities, and the recommended actions cannot replace one another, since they are complementary. The focus is on prevention, but there are also recommendations regarding the reintegration of pupils who have recently dropped out. The main areas proposed for action are as follows:

As is evident from the information given above the report is an important source of information on the Kenyan education system and a useful tool in identifying and implementing viable solutions to prevent early school dropout.

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