RESEARCH ARTICLE

PSYCHOSOCIAL FACTORS INFLUENCING SCHOOL DROP OUT AMONG Masai BOYS IN MARGINALISED COMMUNITIES

Mary Kombich[1] and Scolastica Kariuki-Githinji[2]

1. Daystar University, Psychology Department.
2. Daystar University, Education Department.

Manuscript Info	Abstract
	Education is a significant tool for empowering people socially and economically. It is capable of improving the livelihoods of people around the world. A high rate of school dropouts therefore has the capacity to reduces the pool and diversity of qualified workforce that contributes to national. Building. A study was therefore conducted on psychosocial factors that influence boys' dropout rates among primary school boys in Illodokilani Zone of Kajiado County, Kenya. This paper is a presents the findings of school dropout rates among boys in selected primary schools within Illodokilani Zone of Kajiado County, the psychosocial factors that influence boys' dropout in the selected primary schools and the relationship between the psychosocial factors and the drop-out rates among boys in the selected schools. A sample of 354 was employed, it comprised 90 class seven boys, 60 drop out boys 54 teachers and 150 guardians. The participants were obtained by through random sampling, snowballing and purposive sampling in case of drop-out boys and their parents. Mixed research design, interviews, questionnaires and focus group discussion were used to gather data while descriptive methods and inferential statistics were used for analysis. Class 7 recorded the highest rate of dropout (30.8) and psychosocial factors explained 80.8% of boys' drop out from school. Schools should provide psychosocial support services. Boys peer group empowerment and Adult Education is needed for parents.

Introduction:-

The focus of this paper is the psychosocial factors influencing school dropout among boys in selected primary schools in Illodokilani zone, in Kajiado County, Kenya. According to the Encyclopedia Britannica (https://www.britannica.com/topic/Maasai) the Masai are a Nomadic pastoralist. In Kenya they are largely in the Great Lift Valley (Kombich, 2018). A substantially high rate of school drop-out reduces the pool and diversity of qualified workforce that can contribute to nation building at the political, economic, and policy fronts of a nation. Therefore, every school's mission should be to educate and empower students to grow into informed, socially capable, competent professionals and responsible citizens through learning (Alliance for Excellent Education, 2011). School dropout is a global problem that result from multifaceted factors and it raises the cost of achieving a targeted proportion of the population that has some level of schooling (Hanushek, Lavy, & Hitomi, 2006).

Corresponding Author:- Dr. Scolastica Kariuki-Githinji
Address:- Daystar University, Education Department.

Failure to complete a basic cycle of primary school not only limits future opportunities for children but also represents a significant drain on the limited resources that countries have for the provision of primary education (Hanushek et al., 2006).

According to the Philippine's Annual Poverty Indicators Survey (APIS) of 2004, school aged children (6–11 years - elementary) not attending school accounted for about 6% of the cohort of 12.6 million children. For children aged 12–15 years (secondary), 11% of the cohort of 7.9 million children were not attending school. The survey showed some disparity in drop out by sex which was more pronounced among the children aged 12–15 years (15% for boys versus 8% for girls) compared with those in the elementary school age group;7% versus 5% respectively (National Statistics Office [NSO], 2004). By income groups, as expected, a large proportion of those not attending 3 school were from the poorest quartile. Among the bottom 20% income groups, school non-attendance rate was 35% at the elementary school and 28% at the secondary level, while among the top 20% income groups, it was only 4% at the elementary level and just 5% at the secondary level. The findings suggest the boy child of the 21st Century is faced with educational challenges which unless properly guarded, the society will lose him. Noticeably, the enrolment of girls at all levels of schooling has been increasing faster than that of boys, except in very poor countries (Stearns & Glennie, 2006). More recently, UNESCO Institute for Statistics (2021) survey has shown more than one in seven (16%) girls dropping out due to early marriage while almost one in five (18%) said boys are leaving school because of child labour, including driving motorcycle taxis.

Theoretical and Empirical Literature Review.

Grounding the study on Erik Erickson (1950, 1963) psychosocial theory the explanation is that a child undergoes psychosocial crisis which could have a positive or negative outcome for personality. For the first 10 years of a Maasai boy's life, are critical for development. The child in school is destabilized by constant shifting of home and therefore trust concerns are real. At home the authority figures are mainly the father and other significant males but at school authority shift to female teachers. In Maslow's hierarchy of needs, the first level comprises physiological needs, which are at the bottom of the triangle. This study considers that boys who have a harder time meeting their physiological needs will have difficulty staying in school in search of a higher needs. They are more likely to spend their time seeking to satisfy these needs rather than committing their time and resources to school work.

For Masai boys some of the safety concerns within the study's context include protection over the Murran system stage, as well as dangers on-route to and from schools which happen as a result of having to leave for school early and arriving late because of the long distance the boys have to cover. Maslow suggested that students must be shown that they are valued and respected in the classroom and the teacher should create a supportive environment. Students with low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened (Kenrick et al., 2010).

There is a rising attention to marginalized communities in Kenya but not much attention has been given to boys drop out among the Masai of Kenya. A study carried out in Tanzania paid attention to the reasons for the increased drop-out rates among the boys in primary schools in Tanzania and the implication of the same on the Masai community progress.

While Rumberger, (2011) reckons that boys whose parents; monitor and regulate their activities, provide emotional support, encourage independent decision making, and are generally more involved in their schooling are less likely to drop out of school it is unclear why boys' dropout rate is higher in Kenya than of girls. The Kenya government is concerned with the enormous wastage of human potential in terms of the dropout rate at all levels of education, especially at the primary school level where the National rate is 10%, but the marginalized areas the rate was found to be 60% (Holland, 1996).

The Maasai community is marginalized mainly because its ways of life differ significantly from other communities in other parts of Kenya (Hedland, 1971). Holland (1996) observed that the obstacles preventing the children of Kaputie (Narok) from attending school include reluctance or inability of the father to pay the child's school fees; long distance between the boma and school; and the need for herd boys, as it is the duty of young uncircumcised boys to herd their father's cattle. Junior warriors either live in a warrior-village or roam around the country with age mates and so it is almost impossible for them to attend school. The Masais' low level of education attainment has tended to put them at a disadvantage vis-à-vis other Kenyan communities in the county in claiming social economic

as well as economic benefits which development planning promises. The school dropout subject is therefore significant research subject.

Methodology:-
The study conducted by Kombich (2018) was mixed research design, and the target population was primary school pupils. Four out of 9 school in Illodokilani zone, Kajiado County were conveniently sampled based on accessibility because the region is vast. The study involved class 7 pupils owing to their capacity to respond to questionnaire, their longer experience in school and the fact that they were not an examination class. Simple random sampling was used to select the pupils. Pupils who had dropped from school and their parents were selected using snowballing sampling method. The sample comprised of 90 class 7 boys, 60 drop outs, 54 teachers in both upper and lower primary and 150 parents of both continuing and drop out boys. The sample size for each of the groups (class seven boys, drop-outs, teachers, & parents/guardians) was determined using Yamane's formula (Yamane, 1967).

Findings
Demographic Findings
The study had a response rate of 97%. The demographic information showed as per Fig. 1. 48% of the school drop outs were between 16-18 years, while 32% who were above 18 years, 16% were 12-15 years, and a few (4%) were 8-11 years old. These results could be seen to indicate that boys in that zone go to school late and a significant number are beyond adolescence. -18years. There are often precursors to dropping out, where children could be seen to be at risk or vulnerable to early withdrawal (Ampiah & Adu-Yeboah, 2009; Hunt, 2008; Lewin, 2008). Such precursors include grade repetition, low achievement, over age enrollers, and children who have regular absences or previous temporary withdrawals from school. For children who are over age, probably of dropout is higher due to late enrolment or high level of class retention (commonly known as repetition), there is often a limit in the number of years they can be in school as they have greater pressures to earn income for their households (Education Policy & Data Centre, 2009).
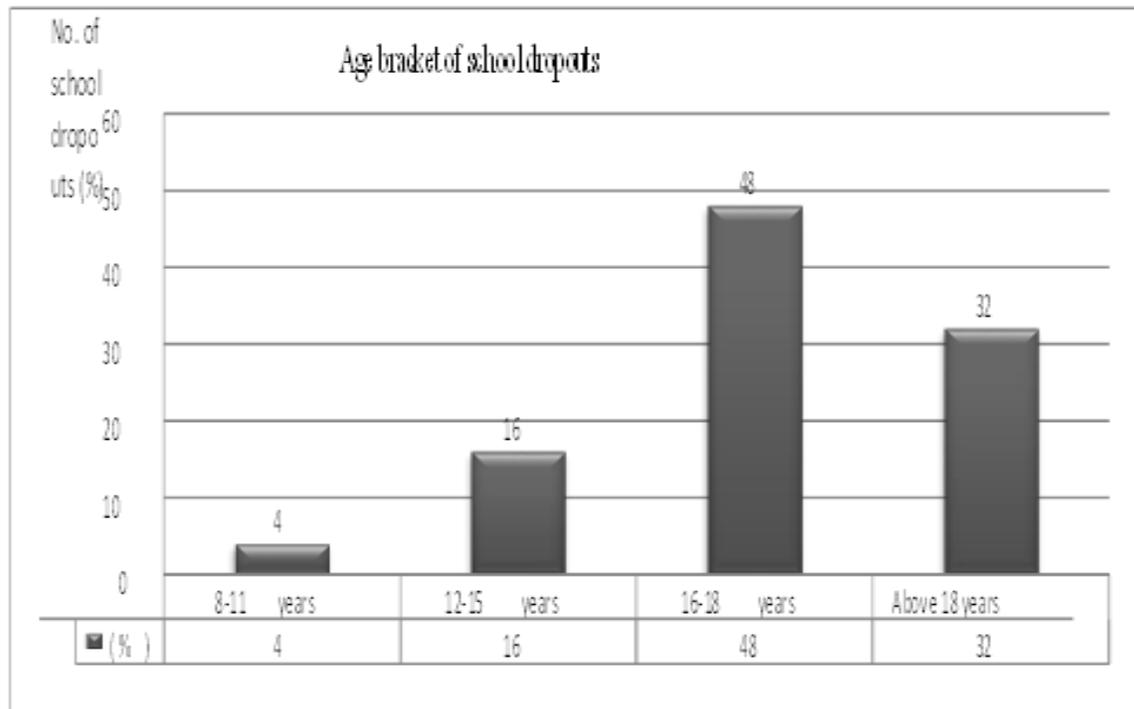

Fig 1:- Age Bracket of drop-out Boys.

As shown in Figure 2 majority of the parents (88%) of the parents/guardians of the school dropouts were female while a few (12%) were male. Based on these findings, it is probable that either majority of the school dropouts belong to families headed by females as compared to a few

headed by males or male heads sent their wives to represent them in school meetings. It can therefore be argued at this juncture that single parenthood (absence of fathers could be leading to boys drop out from school.

Fig 2:- Gender of parents/guardians of the boys dropouts.

Furthermore, the highest percentage of parents whose boys dropped out of school aged between 41-50%, 17.5% 17.5% who were 21-30 years, 7.5% who were above 50 years, and a few (2.5%) who were below 20 years. The highest age bracket of 31-40 years could be explained by the fact that most parents of these age will normally have children in primary school. In addition, 92% of the parents/guardians of the boys who dropped out of school were Christians while 8% were Muslims. On family size for boys dropped out of school, 45% of the families have an average of more than 10 children, 40% have an average of 8-9 children, while a few (15%) have an average of 5-7 children. None of the parents/guardians indicated that they had 3-4 children. Regarding the level of education for parents/ guardian whose boys dropped out of school as shown in Fig 3 , 72.5% of the parents/guardians of the school drop outs had no formal education, 20.0% had only primary education, while a few 7.5% had secondary, certificate, and degree levels of education.

Figure 3:- Highest Level of Education of School Dropouts' Parents/Guardians.

The findings indicated that there are more drop-out boys from female headed homes than male headed homes. In addition, more boys dropped out of school were from large families than the relatively smaller families. A parent's education status is likely to affect the child's schooling and school completion. Those parents who are educated

enough are more likely to have awareness of the importance and needs of education and this could lead them to being more successful in providing a conducive environment for quality education for their children. Chege (2001) opined that a mother's education level often influences the length of access for girl's education.

Girls whose mothers have sort of formal schooling are less likely to drop out of school. Al-Samarrai, and Peasegood's study showed that improvement of a father's education raises the schooling of both sons and daughters, while a mother's education has significant impact only on daughter's schooling. It is also clear that majority of the drop-out boys were from parents who had no formal education at all. school. Al-Samarrai & Peasegood, (1998) indicated that the father's education has a greater influence on boy's primary schooling; and the mothers on girls. Further, it is evident that children whose parents have received some sort of schooling are more likely themselves to attend school for longer periods (Lloyd, Mete, & Grant, 2009). Perceived quality of education and the ability of children to make progress through the schooling system can affect the priority placed on schooling within the household.

drop-out rates of the boys in public primary schools within Illodokilani Zone of Kajiado County.
First, the enrolment rates in the four selected primary schools in Illodokilani Zone, Kajiado County were determined. This was to help the researcher to calculate the drop-out rates through the difference in the figures between the enrolment rates for each year from 2015 to 2017 among the four selected schools.

Tables 1a and 1b. indicate enrolment of pupils in each class for the three years in each of the four selected primary schools, and the total enrolment of pupils in each class for all the four schools in the three years respectively. among the four selected schools. Tables 1a indicates enrolment of pupils in each class for the three years in each of the four selected primary schools, and the total enrolment of pupils in each class for all the four schools in the three years respectively. Results presented in Table 1 shows class seven and eight boys had the lowest number of boys enrolled (253 and 175 respectively). Class four had the highest number of enrolments at 288.

Table 1a:- Ennrolment Rates in Four Primary Schools within Illodokilani Zone.

Enrolment per class

School	Year	Class 4	Class 5	Class 6	Class 7	Class 8
Kenya Marble	2015	38	42	32	27	22
Quarry(KMQ)	2016	32	39	30	25	20
	2017	19	28	34	26	20
	Total	89	109	96	78	62
Kilonito	2015	27	18	20	21	18
Primary	2016	32	21	25	12	7
School	2017	34	25	22	23	9
	Total	93	64	67	56	34
Inaudot	2015	0	0	0	0	0
Primary	2016	7	15	12	9	14
School	2017	19	8	10	16	9
	Total	26	23	22	25	23
Indupa	2015	27	30	32	28	18
Primary	2016	29	28	30	27	19
School	2017	24	23	29	39	19
	Total	80	81	91	94	56

Table 1b. Total Boys' Enrolment Rates in Illodokilani Zone						
			Total Enrolment			
Year					Class 8	Total
	Class 4	Class 5	Class 6	Class 7		
2015	92	90	84	76	58	400
2016	100	103	97	73	60	433

2017	96	84	95	104		57	436
Total	288	277	276	253	175	1269	

Table 1c:- drop-out Rates in Public Primary Schools in Illodokilani Zone.

	Class 4	Class 5	Class 6	Class 7	Class 8	Total
Total number of students (2015-2017)	288	277	276	253	175	1269
Total number of drop-outs (2015-2017)	11	1	23	78	-	113
drop-out rate	3.8%	0.4%	8.3%	30.8%	-	8.9%

As shown in Table 1c, averagely, a total of 8.9% of boys in upper primary school (classes 4 – 8) dropped out of school in a period of three years (2015-2017). Class seven boys were the leading in dropping out of school with 30.8% of the total boys not proceeding to class 8 in three years (2015-2018). This was followed by class 6 where 8.3% of the total boys did not proceed to class seven in a period of three years. Class 4 boys followed at 3.8% drop-out rate, and the least were class 5 primary boys at 0.4% dropout rate in a period of three years. Based on these findings in which the average dropout rate is 8.9% among boys in upper primary for a period of three years, it is probable to conclude that there is an annual dropout rate of approximately 3.0% among boys in upper primary schools in Illodokilani Zone, Kajiado County.

The researcher further asked class teachers of the upper primary classes to specifically indicate the total number of boys that had dropped out of total number of boys who dropped out school in their respective classes in the previous year (2016). This was to further establish the drop-out rate of boys in each class in upper primary school in Illodokilani Zone as shown in Fig. 4

Figure 4:- No. of Boys' who Dropped out in 2016 as Reported by Teachers.

Comparatively, the dropout rate for boys in public primary schools in Nairobi County was higher compared to that of girls (Educational Management Information System, 2008) Preliminary interview with the District Education Officer (DEO) in charge of Dagoretti District (in Nairobi County) revealed that cases of boys dropping out of public primary schools in the area had been on the rise compared to that of girls. Kiobya (2013) conducted a study on the causes and impacts of dropouts among male students in primary schools in Muleba District, Kagera region, Tanzania which revealed a discrepancy between the number of boys who enrolled in standard one in six different schools with the number of those who completed standard seven. Kiobya's study had a population of six primary schools which were selected through purpose sampling.

Psychosocial Factors Influencing School drop-out Rates

Seeking to determine the psychosocial factors influencing boys to drop out of school Class 7 boys were asked to indicate whether they had ever witnessed neglected boys dropping out of school.

Fig. 5:- Boys witnessed neglected boys.

A majority high of 89% indicated that they had witnessed a neglected boy dropping out of school while 11% reported that they had not witnessed a neglected boy dropping out of school. Furthermore, a number of statements were listed with regard to the influence of negligence of boys on school dropout and the class seven boys were asked to indicate the extent to which they agreed or disagreed. The findings as shown in Table 2 indicated class seven boys 'strongly agreed' and 'agreed' that a neglected boy has no one to take care (48.5%), have no school items (42.8%), goes anywhere with no one bothering (40%), has no food (40%), is beaten by anybody and nobody cares (31.5%), has no home (28.6%), has no proper clothing (25.7%), and doesn't take a bath everyday (17.2%). These findings imply or assert that negligence is a major psychological factor that could be contributing to boys dropping out of school.

Table 2:- Knowledge of Neglected Dropout Boys in Public Primary Schools in Illodokilani.

Statement		Responses					
		SA	A	N	D	SD	Total
A neglected boy has no one to take care of him	N	13	4	4	7	7	35
	%	37.1	11.4	11.4	20.0	20.0	100.0
A neglected boy has no home	N	2	8	8	3	14	35
	%	5.7	22.9	22.9	8.6	40.0	100.0
A neglected boy has no food	N	6	8	6	4	11	35
	%	17.1	22.9	17.1	11.4	31.4	100.0
A neglected boy has no proper clothing	N	5	4	11	4	11	35
	%	14.3	11.4	31.4	11.4	31.4	100.0
A neglected boy doesn't take a bath everyday	N	5	1	7	8	14	35
	%	14.3	2.9	20.0	22.9	40.0	100.0
A neglected boy is beaten by anybody and nobody cares	N	3	8	7	8	9	35
	%	8.6	22.9	20.0	22.9	25.7	100.0
A neglected boy has no school items	N	6	9	4	9	7	35
	%	17.1	25.7	11.4	25.7	20.0	100.0
A neglected boy goes anywhere with no one bothering	N	6	8	6	3	12	35
	%	17.1	22.9	17.1	8.6	34.3	100.0

SA=Strongly agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly disagree

Violence against Boys in Illodokilani Primary schools
Among the psychosocial factors examined was violence in silence against boys in primary school and if it could have contributed to their dropping out of school. The findings from the class seven boys are presented in Table 3.

Table 3

Table 3:- Violence among Boys in Illodokilani Public Primary Schools
SA=Strongly agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly disagree

Statement				Responses				
		SA	A	N	D		SD	Total
Boys receive beating that hurts them	N	12	10	6	6		1	35
	%	34.3	28.6	17.1	17.1		2.9	100.0
Boys think about a problem too much	N	7	14	6	4		4	35
	%	20.0	40.0	17.1	11.4		11.4	100.0
Boys are sexually being abused by anyone	N %	3 8.6	3 8.6	6 17.1	9 25.7		14 40.0	35 100.0
Boys are emotionally hurt e.g. using abusive language, being send out of home, having no closeness between them and parents or others	N %	10 28.6	12 34.3	2 5.7	2 5.7		9 25.7	35 100.0

Findings shown in Table 3 indicate that at most (63%) of the class seven boys strongly agreed' and 'agreed' that boys receive beating that hurts them, boys think about a problem too much represented by 60%, and another 63% of boys are emotionally hurt, for example use of abusive language, being send out of home, having no closeness between them and parents. However, 65.7% generally disagreed that boys are sexually being abused by anyone and 17.2% agreed that they are sexually abused. These findings show that violence against boys is happening and it is a possible contribution to school dropout of boys in Illodokilani primary schools. The violence factors are supported by UNICEF (2021) which indicates that 10% of boys dropout is attributed to insecurity.

Educational Support
Class seven boys indicated whether they had experienced any boy drop out of school due to lack of educational support from multiple sources including parents, relatives, teachers, social support network among others as shown in   Table   4

Table 4:- Whether Any of the Class Seven Boys' Friends Dropped Out of School as a Result of Not Getting Educational Support.

		(%)
Yes	17	48.6
No	14	40.0
No response	4	11.4
Total	35	100.0

As demonstrated in Table 4 close to half (48.6%) of the class seven boys indicated that they had witnessed boys drop out of school due to lack of educational support, 40% of them had not witnessed such instances, while 11.4% did not respond. Parents may fail to provide educational support due to their schedules, large family sizes which lead to poor parenting because of divided attention. Children loaded with heavy family responsibilities may experience psychological burdens and these could lead to drop-out Such challenges could make children not develop a sense of competence in performing even the academic related tasks (Dallaire et al., 2006). Further, Dallaire et al. argued that harsh and negative parenting behaviours correlated with symptoms of depression in children. This is likely to become a risk factor for school drop-out.

The class seven boys were further asked to indicate who they would consult in case of help is they experienced problems. The findings as shown in Table 5 indicate class 7 pupils would seek help from social workers (42.8%), teacher (28.6%), pastor (28.5%), father (25.7%), elder brother/sister (25.7%), chief (25.7%), children office (25.7%), police (22.9%)), mother (17.1%), and grandparent (2.9%). These findings imply that workers, pastors, and teachers contribute highly in supporting boys in primary schools.   This implies a large spectrum of significant people have the trust of children and therefore can be able to reach out to their help. The results indicated teachers

are not in the first line of support. The findings may suggest the focus of the boys was more in the community than in school.

Table 5:- Responsible Persons in Protecting Boys during School-Related-Problems .

Responsible persons in protecting boys during school-related-problems		SA	A	Responses N D SD			NR	Total
Parents are responsible in protecting boys during school-related-problems	N %	6 17.1	3 8.6	3 8.6	4 11.4	5 14.3	14 40.0	35 100.0
Teachers are responsible in protecting boys during school-related-problems	N %	17 48.6	4 11.4	0 0.0	0 0.0	3 8.6	11 31.4	35 100.0
Pastors are responsible in protecting boys during school-related-problems	N %	6 17.1	2 5.7	3 8.6	1 2.9	0 0.0	23 65.7	35 100.0
The government are responsible in protecting boys during school-related problems	N %	7 20.0	4 11.4	1 2.9	3 8.6	1 2.9	19 54.3	35 100.0

SA=Strongly agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly disagree, NR=No response

According to findings displayed in Table 6, class seven boys 'agreed' and 'strongly agreed' that teachers are the most responsible in protecting boys during school-related-problems at 60%, followed by the government at 31.4%, parents at 25.7%, and pastors at 22.8%. **I**n a study by Chege, Likoye, Nyambura, and Guantai (2013) which looked at the aspect of declining boys 'participation and performance in Kenyan schools, Teachers confessed that they had indeed neglected boys in the quest to demonstrate their efforts in enhancing girls' education as per government policy. One of the respondents acknowledged that boys actually posed serious behavioural problems possibly because of teacher negligence as the teachers focused mostly on the girls while leaving the boys unattended. Chege et al.'s study also established that under performing boy were more prone to engage in crime and leave school. It was observed that the boys begin planning for the crime they will undertake in the evening while at school during the day, possibly to get money and feel fulfilled.

Furthermore Class 7 boys were asked to indicate whether they perceived themselves valued. Their perception was measured through a number of indicators as showed in shown in Table 7

Table 8:- Boys' Perceptions of community value for them in Illodokilani Public Primary Schools.

SA			A	N	D	SD	NR	Total
Boys are seen as important persons in the community	N %	12 34.3	8 22.9	4 11.4	2 5.7	2 5.7	7 20.0	35 100.0
Boys are taken care of by the parents	N %	6 17.1	1 2.9	4 11.4	2 5.7	2 5.7	20 57.1	35 100.0
Boys are considered important by the teachers	N %	2 5.7	3 8.6	4 11.4	2 5.7	5 14.3	19 54.3	35 100.0
Boys are neglected	N %	2 5.7	2 5.7	5 14.3	0 0.0	6 17.1	20 57.1	35 100.0
Boys lack basic needs	N %	6 17.1	2 5.7	6 17.1	5 14.3	3 8.6	13 37.1	35 100.0

SA=Strongly agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly disagree, NR=No response

The findings are a measure of the boys' perception   of their worth in regard to the community had   influence on school drop-out rates in Illodokilani Zone in Kajiado County. A total of 57.2% of the class seven boys 'agreed' and 'strongly agreed' that boys are seen as important persons in the community, while 11.4% were neutral and 11.4% disagreed to perceiving themselves important. Furthermore, 20% of the boys perceived that parent took care of them while 11.4% denied. 14.7.8% 'agreed' and 'strongly agreed' that teachers consider hem as important while 20% disagreed and strongly disagreed. In addition, 11.4 agreed and strongly agreed that boys are neglected   while 17.1% strongly disagreed.   Some 8% indicated that boys lack basic needs while 8% disagreed and strongly disagreed.

The researcher also asked the school dropouts whether they had parents, the results indicated that 98% had parents while 4% did not have parents. The findings could imply that the school drop-outs had parent who cared for them hence there could be other factors that contributed to their drop-out like poverty, peer influence, parents/guardians' low value for education, community cultural practices among others. So the factors were further investigated.

Poverty

To investigate whether the boys had dropped out of school due to poverty, the researcher asked parents/guardians of the school drop-outs to indicate the number of livestock (cows, goats and sheep) they kept. Findings were as shown in Table 8

Table 8:- Range of Livestock Owned by Parent/Guardian

Range of livestock owned by parent/guardian	Frequency	Percentage (%)
0-50	26	65.0
51-100	10	25.0
201-300	1	2.5
Above 400	3	7.5
Total	40	100.0

data presented in Table 8 indicates that majority (65%) of the parents/guardians of school drop-outs had between 0-50 livestock (cows/sheep/goats), followed by 25% who had between 51-100, while a few (10%) had more than 100 cows/goats/sheep. This implies that there is a possibility that most of the parents/guardians could not afford taking their children to school hence poverty could be one of the major reasons why boys dropped out school in Illodokilani Zone in Kajiado County. This was confirmed by teachers during in-depth interviews with teachers. Eight (72.7%) of the teachers interviewed rated the parents/guardians of the school drop-outs as low-income earners while three (27.3%) indicated that with teachers confirmed that parents/guardians of the school drop-outs had no income at all. A mother's socio-economic status was also related to her child's inattention, disinterest, and lack of cooperation in school (APA, 2012). Okumu, Nakajjo, and Isoke's (2008) in their study on socio-economic determinants of primary school drop-outs in Uganda, established that that high academic attainment of a mother and father significantly reduces chances of primary school drop-out for both girls and boys in rural and urban areas. In explaining this phenomenon, Okumu et al. argued that: one, unlike their uneducated counterparts, educated mothers would likely reduce the time spent doing household chores while increasing the time spent with their children monitoring and supervising their (the children) academic progress and hence be more effective in helping them (the children) in academic. As noted by Boyle, Broke, Mace, and Sibbons (2002), high household income makes it appropriate to afford more income to support children's education, as well as enable access to improved quality schools, private tuitions, and more support for learning within the home. Lack of these, however, become the substantial cause of children dropping out of school. National High School Centre (2007) reported that the ninth-grade attrition rate is aggravated by poverty; 40% of drop-outs in low-income schools leave after ninth grade compared to 27% of drop-outs in low poverty districts.

Another indicator of poverty was the type of homes owned by the parents/guardians of the school drop-outs. When asked, majority (87.5%) of the parents/guardians indicated that they owned nomadic homes (traditional homes for the Maasai community). Casey (2014) in a study aimed at understanding high drop-out rates in primary school education in Mozambique determined that drop-out was as a result of situations of poverty and is exacerbated by a range of other issues such as health, culture, parental perceptions of education, and late enrolment.

Findings indicate that majority of the Masai in Illodokilani Zone in Kajiado County lived in nomadic homesteads which is a clear indication of poverty and movement from place to place for pasture. In addition, in-depth interviews with teachers revealed that only a few parents/guardians of the school drop-outs (27%) had nomadic homes that were located in a specific location. The teachers said that most (73%) of the parents/guardians of the school drop-outs move from place to place in search of a home to stay. These findings are as presented in Table 9

Table 9:- Type of Homes for Families of the School drop-outs as Reported by Teachers.

Type of homes for families of the school drop-outs (as reported by teachers)	Frequency	Percentage (%)
Permanent homes	3	27.3
Move from place to place	8	72.7
Total	11	100.0

Peer Influence

The class seven boys were asked to indicate their perceptions regarding the degree of influence their peers (friends/age-mates/age-groups) had on their decision to drop out. The responses were as provided in Table 10. reveal that 42.8% of the class seven boys 'agreed' and 'strongly agreed' that their peers had high influence on school drop-outs. This indicates that nearly half of the class seven boys acknowledge peer influence had contributed to their quitting school, while 17.1 did not actually acknowledge that peer influence has an impact on their decision to quit. The common experience is that peer influence is a strong source of persuasion especially for adolescents. That being the case, their influence can further be greatly mediated by environmental factors such as cultural norms. Further asked to indicate yes or no peer influence leading to dropping out of school, as shown on Fig 655% of the school drop-outs indicated that their peers influenced them quit school, while 45% said their decision was not influenced by their peers. The results suggest that peers play an important role for class 8 to drop out of school. In Kariuki (2014) delinquency involving minor and illegal delinquent behaviours is common among teenage children and boys rate higher in delinquency than boys. The peer influence into involvement in illegal behaviours could be a major contributor in the behaviours. Kariuki(2014) findings suggest non-compliance to school rules significantly linked to truancy,

Table 10:- Influence of Friends/Age-Mates/Age-Groups.

Influence of friends/age-mates/age-groups	Frequency	Percentage (%)
Strongly agree	4	11.4
Agree	11	31.4
Disagree	2	5.7
Strongly disagree	4	11.4
Neutral	1	2.9
No response	13	37.1
Total	35	100.0

Figure 6:- Peer Influence in Decision to Drop Out.

violence, substance abuse and stealing among adolescents in urban Kenya schools. The study findings revealed that there was a substantial relationship between early behaviour and delinquent peer affiliations during intergenerational cycles of delinquent behaviour.

School drop-outs were asked to indicate who their preferred companions were. The options provided were their family members, age mates, former schoolmates, and alone. The results obtained are presented in Fig. 7

A majority of the drop-outs (59%) indicated that their preferred companions were their age mates which indicates the importance of an age set in this community due to the cultural attachment given to each age set. This was followed by family members at 27%. Only a minority (4%) indicated that their preferred companions were former schoolmates. This could indicate that once someone drops out of school, they no longer maintain the relationships they had with their former schoolmates. Teens do ridiculous things just to remain popular in the group and to get appreciation from peers. At the formative stages, there is an increasing orientation towards peers among young boys (Bigner & Gerhardt, 2013). Most of the teens feel stressed because they suppress their likes, dislikes, and attitude just to please others (Secure Teens, 2015). Social acceptance acts as a mild stimulant in increasing risk factors, given the norms surrounding the groups at hand. In a study by Allen et al. (2006), groups of popular children showed a propensity to increase risky, drug-related and delinquent behaviour when it was likely to receive approval in their groups. Peer pressure produces a wide array of negative outcomes. The results also support the finding that peers could play an important role in the decision to quit or to remain in school. In particular, it indicates that the cultural structure of the Maasai community, which is usually, based on age groups play a key role in the development of personal identity. Affiliation with friends who engage in risk behaviours has been shown to be a strong predictor of an adolescent's own behaviour. Peer pressure can have positive effects when youth are pressured by their peers toward positive behaviour, such as volunteering for charity or excelling in academics (Allen et al., 2006). The same forces can also influence young boys negatively. Sometimes teens do not want to do what their friends say but they still feel compelled to do it in order to keep their place in the group. Finding themselves in such situation time and time again may lead to depression, anxiety, and various other mental disorders. Communal life seems to take priority over personal goals. Mishra and Azeez (2014) noted that shortage in school attendance is caused by household reasons and subsequently boys develop a disinterest in school and engage with their peer group. Peer associations also have important effects on academic outcomes; peer relationships can create a set of norms and values that either promote or undermine academic achievement. Negative peer pressure or social disapproval towards school work might lead some students to drop out of school (Nichols & White, 2001; Stewart, 2008).

Distance to Schools
Distance to school was investigated as one of the possible factors causing boys to drop out of school. Class seven were asked to indicate whether distance covered to access educational facilities influenced boys to drop out of school. Findings were as shown in Table 11.

Table 11:- Distance to and from School.

Long distance	Frequency	Percentage (%)
Strongly agree	9	25.7
Agree	6	17.1

Disagree	1	2.9
No response	19	54.3
Total	35	100.0

Findings displayed in Table 11 show that a total of 42.8% 'agreed' and strongly agreed' that distance to and from was an influence in dropping out of school.

School drop-outs interviewed were also asked to indicate whether they felt distance to and from school was something significant in their decision to drop out of school. The results are demonstrated in Fig 8.

The findings as in Fig 8 indicate 41.7% were least influence by distance to drop out of school. However, 88.3% reported that distance had influence ranged from little to most influence. In his book Holland (1996) observed that the obstacles preventing the children of Kaputie (Narok) from attending school include long distance between the boma and school; Teachers also revealed that pupils covered long distances to and from school. Nine (81.8%) of the teachers interviewed indicated that children covered an average of 8-10 km to and from school while 18.2% of the teachers indicated that children covered 11-15 km to and from school as shown in Table 12.

Table 12:- Average Distance Most Children Cover to and from School (km) as Reported by Teacher.

Average distance most children cover to and	Frequency	Percentage (%) from school (km)
8-10km	9	81.8
11-15km	2	18.2
Total	11	100.0

The findings indicate that distance covered by children to school has significant influence to their dropping out of school.

Lack of Basic needs

Class seven boys were asked to indicate the extent to which they agreed or disagreed that lack of basic needs influence boys to drop out of schools. Their responses were as shown in Table 13.

Table 13:- Lack of Basic Needs Influence dropping out of school.

Lack of basic needs	Frequency	Percentage (%)
Strongly agree	6	17.1

Agree	2	5.7
Neutral	6	17.1
Disagree	5	14.3
Strongly disagree	3	8.6
No response	13	37.1
Total	35	100.0

As presented in Table 14, Likert Scale measurement showed 22.8% strongly agreed and agreed that they lack basic needs

School drop-outs were also asked to indicate the extent to which lack of basic needs played a role on their decision to drop out of school. Their responses are shown in Fig. 9

Figure 9:- Lack of Basic Needs.

A cumulative 42% of the respondents indicated that lack of basic needs was a major factor in their decision to quit school (28% indicated that lack of basic needs had the "most influence", while 14% indicated that it had "considerable influence"). On the other hand, a cumulative 49% indicated that lack of basic needs had either "little influence" or "no influence" on their decision to drop out of school. This indicates that lack of basic needs plays a significant part as a factor influencing drop-out rates but does not fully account for the reasons behind dropping out. Findings of a study carried out in the USA focusing on school drop-out issues revealed that high school drop-out rate was almost 3.6 million among 16-24 years old and was highest in low-income families at (16.7%) as compared to high-income families (at 3.2%). Pupils of low-income families also lacked high school credentials (The National Centre for Education Statistics–USA [NCES-USA], 2008). The study used data from a 1996 population survey that brought out comparative drop-out rate among the white (non-Hispanic), the black (non-Hispanic), the Hispanic US born (first generation) and among Hispanic (foreign born).

Community Roles for Boys
Findings on the extent to which community roles for boys influenced school drop-out amongst boys in primary schools are shown on Table 14.

Table 14:- Community's Roles on Boys.

Community's Roles on Boys		Responses						
		SA	A	N	D	SD	NR	Total
Boys are considered for taking care of livestock only	N %	11	4	2	2	1	15	35
		31.4	11.4	5.7	5.7	2.9	42.9	100.0
Boys are considered for taking care	N %	9	4		3	3	16	35

of siblings		25.7	11.4		8.6	8.6	45.7	100.0

SA=Strongly agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly disagree, NR=No response

The findings presented in Table 14 show that 42.8% of class seven boys 'agreed' and 'strongly agreed' that boys are considered for taking care of livestock only and taking care of siblings at 37.0%. This could lead to school drop-out. Interview with school drop-outs also revealed that animal husbandry was one of the most influential factors that contributed significantly to the decision to drop out of school. The findings were as presented in Figure 10.

As shown in Fig 10, the highest percentage of school drop-outs (30.3%) who were interviewed indicated that taking care of animals had the "most influence" in their decision to quit school, 24.2% indicated that taking care of animals had considerable influence in their decision, while 21.2% indicated that taking care of animals had "moderate influence" in their decision to quit school. Cumulatively, 54% of the respondents indicated that taking care of animal had a significant influence on their decision to quit school. These findings show that animal husbandry, as dictated by deep cultural traditions relating to animals, is one of the key factors affecting boys in schools leading high rate of school drop-out.

In an in-depth interview with teachers, it was revealed that animal husbandry was a major influence of school drop-out. For instance, a deputy head teacher from KMQ narrated a story of a boy, Koipitat (not his real name), who dropped out of school in class seven in 2014 to take care of his livestock. When the deputy head teacher made a follow up at the boy's home, the boy informed the teacher that, while he (the boy) attended school, his herd of livestock were being sold one by one by his brothers and relatives. The deputy head teacher revealed that Koipitat was a very bright boy in school but he had to drop out to take care of his own livestock. Furthermore, Koipitat's parents had no education and therefore may not have seen the importance of Koipitat continuing with his education.

The teacher provided the following as more reasons as to why drop-out for boys seems to be on the rise in Illodokilani zone: illiteracy level of parents; boys who enrol late drop out as they feel stigmatized sitting in one class with young boys or girls who also happen to be brighter than them (this affects mostly older boys as compared to older girls due to self-initiated guilt as a result of poor performance and thus in the process the boys develop low self-esteem); boys being coerced to repeat the previous classes' And quick money from sand harvesting, boda-boda riding and 'escorting of sold and bought livestock during market days.

Cultural Practices
Cultural practices are another factor that the researcher sought to find out its influence on school drop-out rates among boys in public primary schools. Findings from class seven boys were as shown in Table 16.

Table 15:- Influence of Community's Cultural Practices.

Community's Cultural Practices					Responses		

		SA	A	N	D	SD	NR	Total
Seclusion during initiation (Murranism)	N %	15	5	5	2	4	4	35
		42.9	14.3	14.3	5.7	11.4	11.4	100.0
Pastoralism	N	12	11	4	1	4	3	35
	%	34.3	31.4	11.4	2.9	11.4	8.6	100.0
Clans cultural events	N	12	3	2	5	9	4	35
	%	34.3	8.6	5.7	14.3	25.7	11.4	100.0
Traditional celebrations	N	9	10	1	3	8	4	35
	%	25.7	28.6	2.9	8.6	22.9	11.4	100.0

SA=Strongly agree, A=Agree, N=Neutral, D=Disagree, SD=Strongly disagree, NR=No response

According to the results shown in Table 15, more than half of class seven boys 'agreed' and 'strongly agreed' that seclusion during initiation (Murranism) contributes to school drop-out at 57.2%, pastoralism contributes at 65.7%, clan's cultural events contributes at 42.9%, while traditional celebrations contributes at 54.3%. Research conducted by Gao (2013) in Elangata Wuas (Kajiado) established that individuals in the community consider dropping out as something forced upon the students by circumstances, leaving them with no choice but to leave school. One of such circumstances is when the boys have to migrate to other areas in times of drought meaning that they are unable to continue with schooling (Gao, 2013). According to Rumberger (1983), "cultural index", has been argued as a more solid predictor of early school leaving across all racial and both sex groups. Equally, community factors, attributes, school characteristics, and family background factors cannot be viewed apart from the broader context in which they are embedded and by which they are inevitably influenced. Rumberger added that the geographical location of a community, and families' housing problems may have detrimental effects on students' school drop-outs, either directly or indirectly. Blue and Cook (2004) opined that if youth live in poor and distressing environments, they may be more susceptible to early school leaving.

Community's Value for Education
The researcher sought to know the community's value for education and its influence in school drop-out. It was found that most of the parents of the school drop-outs did not have education. As a result, the pupils were given reasons to pick from as indicators of influence to dropping out of school. The factors were parents not having gone to school, pupils' loss of interest from school.

Table 16:- Class 7 Community's value for education and its influence in school drop-out.

		SA	A	N	D	SD	N/R	Tot
My parents did not also go to school	f	6	4	4	3	1	17	35
	%	17.1	11.4	11.4	8.6	2.9	48.6	100
Boys Lost Interest in School	f	6	3	2	2	6	16	35
	%	17.1	8.6	5.7	5.7	17.1	45.7	100

Findings shown in Table 16 indicate that 28.5% of the class seven boys 'agreed' and 'strongly agreed' that parents having not gone to school contributes to school drop-out among boys in primary schools. These findings show that illiteracy among many parents/guardians partly contributes to boys dropping out in primary school in Illodokilani Zone, Kajiado County.

Regarding boys losing interest in school, 25.7% of the class seven boys 'agreed' and 'strongly agreed' that boys lose interest and hence dropping out of school. Despite the low response, it is a partial contributor to boys dropping out in primary school in Illodokilani Zone, Kajiado County. A confirmatory question was asked to indicate whether loss of interest in school contributed to their decision to drop out. Findings are presented in Fig. 11

Some 33.3% of the drop out indicated that loss of interest in school had the "most influence" in their decision to quit. Another 14.3% stated that loss of interest in school had considerable influence in their decision to quit. Based on these findings, lack of interest seems to be one of the most significant factors influencing school drop-out rates in the area under study.

Further, the school drop-outs were asked whether they were willing to go back to school if the opportunity was availed to them. The responses are presented in Fig. 12

Figure 12:- Willingness to go Back to School.

As per the findings indicated in Figure 4.17, 56% of the school drop-outs that were interviewed indicated that they were willing to go back to school if the opportunity was availed, while 44% were unwilling. This shows that with appropriate programs in place, it might be possible to reduce school drop-out rates in the study area by up to 56%.

The Relationship between Psychosocial Factors and drop-out Rates among
Relationship Between Boys' Psychosocial factors and their school drop-out rates
Regression analysis was applied to determine the relationship between psychosocial factors among boys and their school drop out. Multiple regression analysis was used to test the relationship between ten psychosocial factors (the independent variables) and drop-out rates among boys in primary schools (dependent variable). The ten psychosocial factors included negligence of boys in primary schools, violence of boys in silence, educational support for boys, community perceptions on boys in primary, peer influence among boys in primary, distance to and

from primary schools, community roles for boys, cultural practices, lack of basic needs for boys, and community's value for education for boys.

The coefficients obtained explain the extent to which changes in the dependent variable can be explained by the change in the independent variables or the percentage of variation in the dependent variable that is explained by all the ten independent variables as shown in Table 17.

Model Summary
Table 17:- Model Summary of the Regression Analysis.

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics R Square Change	F Change	df1	df2	Sig. F Change
1	.899[a]	.808	.091	.46603	.008	0.829	34	1	.307

a.Predictors: (Constant): negligence of boys in primary schools, violence of boys in silence, educational support for boys, community perceptions on boys in primary, peer influence among boys in primary, distance to and from primary schools, community roles for boys, cultural practices, lack of basic needs for boys, and community's value for education for boys

Findings indicate that ten independent variables (psychosocial factors) that were studied explain 80.8% (as represented by the R Square, R^2) on the influence on drop-out rates among primary boys in Illodokilani Zone in Kajiado County. This therefore means that other factors not studied in this research contribute 19.2% of the influence on the drop-out rates of boys in primary Illodokilani Zone in Kajiado County.

Results:-
Anova
As shown in Table 19 a summary of the ANOVA statistics was obtained from the mean of psychosocial factors that influence school drop-out of boys in primary schools in Illodokilani Zone in Kajiado County. ANOVA cross tabulated results were obtained based on the consideration of average values of respondents' views and opinions on the influence of psychosocial factors on school drop-out rates among boys in primary schools.

Estimates were made based on the respondents' perception on the psychosocial factors among boys in primary schools, violence of boys in silence, educational support for boys, community perceptions on boys in primary, peer influence among boys in primary, distance to and from primary schools, community roles for boys, cultural practices, lack of basic needs for boys, and community's value for education for boys.

Table 4.28:- ANOVA of the Regression.

Model	Sum of Squares	Df	Mean Square	F	Sig.
		ANOVA[b]			
Regression	3.517	34	0.330	1.029	.017[a]
Residual	1.043	1	0.320		
Total	4.550	35			

b. Predictors: (Constant): negligence of boys in primary schools, violence of boys in silence, educational support for boys, community perceptions on boys in primary, peer influence among boys in primary, distance to and from primary schools, community roles for boys, cultural practices, lack of basic needs for boys, and community's value for education for boys

a. Dependent variable: drop-out rate among boys in primary schools.
The significance value obtained in the regression model is used to measure whether relationship between the independent variables and the dependent variable is statistically significant. From the table 19, the significance value for the relationship between the psychosocial factors and the school drop-out rates among boys in primary schools is 0.017. Since the significance value (p) is less than 0.05 i.e. $p < 0.05$, it can be concluded that the relation between the psychosocial factors and the drop-out rates among boys in primary schools in Illodokilani Zone in Kajiado County is statistically significant in predicting how the psychosocial factors influence the drop-out rate. The

F critical at 5% level of significance was 0.307. Since F calculated is greater than the F critical (value = 0.829), this shows that the overall model was significant.

Coefficient of Correlation

The researcher conducted multiple correlation analysis in order to determine the relationship of psychosocial factors and their influence on school drop-out rates in Illodokilani Zone, Kajiado County. The tested variables included: negligence of boys in primary schools, violence of boys in silence, educational support for boys, community perceptions on boys in primary, peer influence among boys in primary, distance to and from primary schools, community roles for boys, cultural practices, lack of basic needs for boys, and community's value for education for boys. The results were as presented in Table 19.

Table 19:- Coefficient of Correlation of Psychosocial Factors on drop-out Rates of Boys in Primary School.

Model Coefficients				Un-standardized		Standardized Coefficients	t statistics	Sig. Level
Std. r				B	Erro	Beta		
			(Constant)	1.868	0.887		4.109	.013
Psychologica Factors	1	2	Negligence of boys in primary schools	0.520	0.328	0.192	6.236	.002
		3	Violence of boys in silence	0.753	0.514	0.244	2.154	.016
		3	Educational support for boys	0.853	0.486	0.219	1.754	.012
		4	Community perceptions on boys in primary	0.428	0.356	0.294	3.486	.018

Social Factors	5		Peer influence among boys in primary	0.401	0.395	0.145	7.942	.019
	6		Distance to and from primary schools	0.418	0.456	0.194	4.186	.031
	7		Community roles for boys	0.377	0.319	0.238	2.567	.021
	8		Cultural practices	0.751	0.523	0.283	1.911	.017
	9		Lack of basic needs for boys	0.317	0.534	0.305	3. 72	.032
	10		Community's value for education for boys	0.631	0.443	0.263	1.627	.041

a.Dependent variable: drop-out rate among boys in primary school

As per the SPSS generated table above, regression equation

$$Y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + \beta_3 x_3 + \beta_4 x_4 + \varepsilon$$

Where: Y is drop-out rate of boys as a result of psychosocial factors B_0 is a constant β_1 to β_4 are the coefficient of the independent variables x_1 to x_4 are the independent variables where ε is the error term.

Therefore,

$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \varepsilon$ becomes:

$$Y = 1.868 + 0.520 X_1 + 0.753 X_2 + 0.853 X_3 + 0.428 X_4 + 0.401 X_5 + 0.418 X_6 +$$
$$0.377 X_7 + 0.377 X_8 + 0.751 X_9 + 0.317 X_{10} + 0.631 X_{11})$$

From the established equation, it implies that if all the psychosocial (psychological and social) factors are taken into account and kept constant at zero, drop-out rate of boys in primary school be at 1.868. However, the data findings analyzed indicate that that taking all other independent variables (psychosocial factors) at zero: a unit increase in negligence of boys in primary schools will lead to a 0.520 increase in school drop-out rate among boys in primary

school; a unit increase in violence on boys in silence will lead to 0.753 increase in school drop-out rate among boys in primary.

Further, a unit increase in lack of educational support for boys will lead to 0.853 increase in school drop-out rate among boys in primary; a unit increase in educational support for boys will lead to 0.853 increase in school drop-out rate among boys in primary. The other psychosocial factors will influence school drop-out at different rates as shown in Table 4.29 and the equation. At 5% level of significance and 95% level of confidence, the relationships between all psychosocial factors and the school drop-out rate of boys in primary schools were all significant. This is because the significant value (p) of each psychosocial factor was less than 0.05, implying that the relationship of each factor was statistically significant.

Owuor (2012) investigated factors that influence drop-out among boys in public primary schools in Dagoretti Division, in Nairobi County, Kenya and established that there exists a 'particularly notable' relationship between boys' family background and their dropping out of school. Boys from poor families, from single-parent families, boys of poorly educated parents, and those with fewer role models in higher education, were found to be more likely to drop out of school. The findings concur with those measuring familial factors.

Summary of Key Findings
Analyzing the relationships between psychosocial factors and drop-out rates among boys in the Illodokilani zone of Kajiado

The key findings related to the above first objective were that:
1. Boys dropping out of primary school in Illodokilani zone is a significant problem. The class worst hit by this phenomenon was class 8. The transition loss from class 7 to class 8 which had the highest drop out.
2. Teachers were not fully individually aware of the complete scale of the drop-out problem. The teachers reported a smaller number of students (36 only) as the only ones who had dropped out of school in the period under review. This indicates that the teachers lack the motivation or means to access the full data relating to the number of students dropping out of school.
3. Psychosocial Factors significantly influence dropping out of school by 80.5%
4. Most of the drop-out (54%) of the respondents acknowledged that dropping out to take care of the family animals played the most role.
5. A large number of respondents (42%) dropped out due to lack of basic needs.
6. Peers played a significant role in boys' decision to quit school.
7. Boys dropped out of school out of loss of interest. However over 54% wish they could go back to school and these should be supported to continue with learning.
   8. A significant population of boys found considered long distance to school to be a factor that influence dropping out of school.
   9. Family wealth did not conclusively indicate a disproportionate effect on the drop-out rates. Poorer families, indicated by the possession of 50 livestock or lesser did not make a conclusion over a proportionate disadvantage relating to higher drop-out rates compared to wealthier families (those with more than 51 livestock).
   10. Parental literacy was a significant factor in predicting school drop-out rates in Illodokilani zone, Kajiado County. drop-out rates were seen to reduce with increasing parental literacy.

Conclusion and Recommendation:-
1. Teachers lack full knowledge of the level of drop out late. This surveillance should be enhances including effort to reinstate boys back to school. Greater enforcement is required of the Ministry of Education and school administration to take encourage and support school completion.
2. Psychosocial Factors significantly influence dropping out of school by 80.5%. Psychosocial support should be provided for boys in a multi sectoral approach. The Ministry of Education in Masai Land should spearhead programs to alleviate neglect, emphasize importance of Education, enhance the self-esteem among boys and nurture interest in school. School programs should be made more interesting and negative peer pressure should be managed.
3. A large number of respondents (42%) dropped out due to lack of basic needs. The Ministry of Education in collaboration with local administration and social workers should identify families lacking basic needs and provide the required support.

4. In addition, community education is needed towards value of Education for boys.

References:-
1. Al-Samarrai, S., & Peasgood, T. (1998). Educational attainments and household characteristics in Tanzania. Economics of Education Review, 17(4), 395-417.
2. Creswell, J. W. (2009). Research designs: Qualitative, Quantitative and Mixed Methods Approaches (3rd ed.) London, UK: Sage.
3. Bigner, J., & Gerhardt, C. J. (2013). Parent-Child relations: An introduction to parenting (9th ed.). London, UK: Pearson.
4. Birdsall, N., Levine, R., & Ibrahim, A. (2005). Towards universal primary education: Investments, incentives, and institutions. European Journal of Education, 40(3), 337-349.
5. Boyle, S., Brock, A., Mace, J., & Sibbons, M. (2002). Reaching the poor: The 'costs' of sending children to school. a six-country comparative study. London, UK: DFID
6. Chege, F. N. (2001). Gender values, schooling, and transition to adulthood: a study of female and male pupils from two urban primary schools in Kenya (Unpublished doctoral dissertation). University of Cambridge, Cambridge, UK.
7. Chege, F. N., Likoye, F., Nyambura, S., & Guantai, H. K. (2013). Declining boy's participation and performance in Kenyan schools: Are girls' education projects influencing new forms of masculinities. Retrieved from http://irlibrary.ku.ac.ke/bitstream/handle/123456789/9872/Declining%20Boys%E2
8. %80%99%20Participation%20and%20Performance%20in%20Kenyan%20Schools.pdf?sequence=3&isAllowed=y
9. Creswell, J. W. (2009). Research designs: Qualitative, Quantitative and Mixed Methods Approaches (3rd ed.) London, UK: Sage.
10. Creswell, J. W., & Clark, V. L. P. (2007). Designing and conducting mixed methods research (2nd ed.). London, UK: Sage.
11. Dallaire, D. H., Pineda, A. Q., Cole, D. A., Ciesla, J. A., Jacquez, F., LaGrange, B., & Bruce, A. E. (2006). Relation of positive and negative parenting to children's depressive symptoms. Journal of Clinical Child & Adolescent Psychology, 35(2), 313-322.
12. Edet, P., & Ekegre, E. (2010). Parental socio-economic status, family type and school drop-out in the Ewutu educational circuit Winneba, Ghana: Implication for counseling. Retrieved from http://scholars.fhsu.edu/cgi/viewcontent.cgi?article=1546&context=alj
13. Erikson, E. H. (1963). Childhood and society. New York, NY: Norton.
14. Fergusson, D. M., & Horwood, L. J. (1996). The role of adolescent peer affiliations in the continuity between childhood behavioral adjustment and juvenile offending. Journal of Abnormal Child Psychology, 24(2), 205-221.
15. Francis, B., Skelton, C., & Read, B. (2010). The simultaneous production of educational achievement and popularity: How do some pupils accomplish it? British Educational Research Journal, 36(2), 317-340.
16. Gao, H. (2013). Boy interrupted: Male drop-out in Elangata-Wuas. Kajiado. Montreal, Canada: Africa Soma.
17. Goldberg, H. (1976). Hazards of being a male: Surviving the myth of masculine privilege. New York. NY: New America Publishers.
18. Hanushek, E., Lavy, E., & Hitomi, K. (2006). Do students care about school quality? Cambridge, MA: National Bureau of Economic.
19. Hedland, H. (1971). The impact of group ranches on a pastoral society. Nairobi: Kenya: University of Nairobi.
20. Holland, K. (1996). The Maasai on the horns of a dilemma: Development and education. Nairobi, Kenya: Gideons S. Were Press.
21. Kaniki, B. B. (2006). The impact of the HIV/AIDS pandemic on the education of orphans: Experiences from Makete District, Tanzania (Unpublished master's thesis). University of Groningen, Groningen, Netherlands.
22. Kariuki, G. S. (2020). Delinquency in Urban Kenya Secondary Schools: Implications for Parenting. International Journal of Research and Innovation in Social Science (IJRISS) |Volume IV, Issue VII, July 2020|
23. Kenrick, D. T., Griskevicius, V., Neuberg, S. L., & Schaller, M. (2010). Renovating the pyramid of needs: Contemporary extensions built upon ancient foundations. Perspectives on Psychological Science, 5(3), 292-314.
24. Lloyd, C. B., Mete, C., & Grant, M. J. (2009). The implications of changing educational and family circumstances for children's grade progression in rural Pakistan: 1997–2004. Economics of Education Review, 28(1), 152-160.
25. Maslow, A. H. (1943). A theory of human motivation. Psychological Review, 50(4), 370-396.

26. National Centre for Education Statistics-USA. (2016). Trends in high school drop-out and completion rates in the United States: 2013. Compendium report. Washington, WA: Author.

27. Ministry of Education Science and Technology. (2005). Kenya education sector support programme 2005-2010: Delivering quality equitable education and training to all Kenyans. Nairobi, Kenya: Author.

28. Mishra, P. J., & Azeez, A. (2014). Family Etiology of school drop-outs: A psychosocial study. Retrieved from http://ijllnet.com/journals/Vol_1_No_1_June_2014/6.pdf.

29. Mwaniki, M. (2008, May 7). Pregnancies kick girls out of school. The Daily Nation, p. 5.

30. National Statistics Office (NSO). (2004). Philippines: Annual poverty indicators survey 2004.

31. Nichols, J. D. & White, J. (2001). Impact of peer networks on achievement of high school algebra students. The Journal of Educational Research, 94(5), 267-273.

32. Okumu, I. M., Nakajjo, A., & Isoke, D. (2008). socio-economic determinants of primary school drop-out: The logistic model analysis. Retrieved from https://mpra.ub.uni-muenchen.de/7851/.

33. Owuor, R. (2012). Factors influencing drop-out among boys in public primary schools in Dagoretti Division, Nairobi County (Unpublished master's thesis). University of Nairobi, Nairobi, Kenya.

34. Prinsloo, E. (2004). The impact and social-economic decline on the new education dispensation in South Africa. South Africa: Tydskrif vir Geesteswetenskappe. 44(2&3), 158-166.

35. Rajani, R., Robinson, G., Plummer, M. E., Pouwels, R., & Obdam, E. (1999). The state of education in Tanzania: Crisis and opportunity. Mwanza, Tanzania: Kuleana Centre for Children's Rights. Retrieved from http://psa.gov.ph/psada/index.php/catalog/25/datafile/F1.

36. Rumberger, R. W. (2011). Dropping out: Why high school students drop out and what can be done about it. Cambridge, MA: Harvard University Press.

37. Rumberger, R. W. (1983). Dropping out of high school: The influence of race, sex, and family background. American Educational Research Journal, 20(2), 199-220.

38. Sang, A. K., Koros, P. K., & Bosire, J. N. (2013). An Analysis on drop-out levels of public secondary schools in Kericho District in relation to selected school characteristics. International Education Studies, 6(7), 247-259.

39. Secure Teens. (2015). Mental health issues associated with peer pressure. Retrieved from https://www.secureteen.com/peer-pressure/mental-health-issues-associated-with-peer-pressure/.

40. Sikdar, S., & Mukherjee, A. N. (2012). Enrolment and drop-out rate in school education. Economic and Political Weekly, 47(1), 27-32.

41. The American Psychological Association (APA). (2012). Facing the school drop-out dilemma: The interaction of sexual orientation with school drop-out rates. Washington, WA: Author.

42. UNESCO Institute for Statistics (2021). Global Out-of-school Children Initiative (OOSCI): Kenya country study. Retrieved from https://www.unicef.org/kenya/press-releases/new-drive-launched-get-250000-out-school-children-back-class-16-counties#:~:text=Almost%201.13%20million%20children%20of,Kenya%20in%202020%5B1%5D.