FACTORS INFLUENCING SCHOOL DROP OUTS AMONG FEMALE STUDENTS IN PUBLIC DAY AND MIXED SECONDARY SCHOOLS IN KIAMBU COUNTY, CENTRAL KENYA

BY

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DECLARATION

This report is my own original work and has not been presented for the award of a degree in any other university or institution.

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Date 14/11/2011

This report has been submitted for examination with my approval as the University Supervisor.

Signature
Dr. Stevie M. Nangendo

Date 17/11/11
DEDICATION

This study is sincerely dedicated to my most treasured children Brian Ngure, Peris Wambui and Michael Mugo for their love, tolerance, encouragement and support throughout my academic pilgrimage.
ACKNOWLEDGEMENT

I really thank the almighty God for the gift of good health throughout the period of my study. I wish to acknowledge with profound gratitude and appreciate my supervisor Dr. Stevie M. Nangendo for his guidance and advice throughout the study. Thank you too to all my lecturers Dr. W. Subbo, Mr. Kiragu Kibe, Mr. Isaac Were, Dr. C. Olungah, Dr. W. Onyango-Ouma and Commissioner W. Lichuma for seeing me through the course. A number of people contributed to the success of this research paper. My sincere thanks to Mr. M. N. Muhia, Mrs M. Sirengo and all those who helped me either directly or indirectly with the preparation of this study. Study liberates the mind and offers intellectual power, but it is not complete without the presence of the loved ones. I whole heartedly thank my mother Elishiba Wambui Mugo for her moral support, continued encouragement and stepping in as the mother to my children in my absence. Asanteni sana.

God bless you all abundantly.
ABSTRACT

The study was undertaken to investigate the factors responsible for the drop out of female students in public day and mixed secondary schools in Kiambu County, central Kenya. The three objectives of the study were to establish the influence of direct and opportunity costs of schooling, to assess how poverty influences drop outs as well as to find out the relationship between gender discrimination and school drop outs. The study was guided by the empowerment theory.

The study used an ex post factor research design and the target population was forty six informants comprising of nine headteachers, eighteen guidance and counselling teachers, eighteen dropouts and the DEO. The research instruments used in the study were questionnaires as well as school admission and class registers. The data collected were both qualitative and quantitative in nature. The quantitative data were analyzed using descriptive statistics while the quantitative data were presented using tables of frequencies and percentages.

The study concluded that there were many female students dropping out of public day and mixed secondary schools in Kiambu County due to direct and opportunity costs of schooling, poverty and gender discrimination. From the study the following recommendations were made; education planners and policy makers need to review secondary school fees and make it more affordable for parents who live in abject poverty. The government should generously extend bursary facilities and special grants to female students at all levels of education especially at secondary levels as well as make secondary education free and compulsory. Massive gender sensitization programmes on the benefits of female education should be embarked on targeting everybody in the society. Expansion of guidance and counselling is also needed in schools. The study recommends that further research should be carried out on female drop outs in tertiary institutions and on male drop outs in secondary schools.
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<tr>
<th>Abbreviation</th>
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<tr>
<td>AIDS</td>
<td>Acquired Immunodeficiency Syndrome</td>
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<tr>
<td>BBC</td>
<td>British Broadcasting Corporation</td>
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<td>CBS</td>
<td>Central Bureau of Statistics</td>
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<td>GoK</td>
<td>Government of Kenya</td>
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<td>FGC</td>
<td>Female Genital Cutting</td>
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<td>FPE</td>
<td>Free Primary Education</td>
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<td>HIV</td>
<td>Human Immunodeficiency Virus</td>
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<td>MDGs</td>
<td>Millennium Development Goals</td>
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<td>MoE</td>
<td>Ministry of Education</td>
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<td>NEP</td>
<td>North Eastern Province</td>
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<td>RAAAP</td>
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<td>UNICEF</td>
<td>United Nations Children’s Education Fund</td>
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<td>CDF</td>
<td>Constituency Development Fund</td>
</tr>
</tbody>
</table>
Table of Contents

Declaration.......................................................................................................................................... ii
Dedication......................................................................................................................................... iii
Acknowledgement ............................................................................................................................ iv
Abstract............................................................................................................................................... v
List of Abbreviations and Acronyms................................................................................................ vi
List of Tables ...................................................................................................................................... x

CHAPTER ONE ............................................................................................................................... 1
BACKGROUND TO THE STUDY ............................................................................................... 1
1.1 Introduction................................................................................................................................... 1
1.1 Problem statement ........................................................................................................................... 5
1.2 Research questions........................................................................................................................... 7
1.3 Research objectives ......................................................................................................................... 7
1.3.1 Overall objective....................................................................................................................... 7
1.3.2 Specific objectives...................................................................................................................... 8
1.4 Justification of the Study............................................................................................................... 8
1.5 Scope and limitations of the study................................................................................................. 8
1.6 Definition of operational terms...................................................................................................... 9

CHAPTER TWO ............................................................................................................................ 13
LITERATURE REVIEW.............................................................................................................. 13
2.0 Introduction................................................................................................................................. 13
2.1 Overview of female student enrolment in Kenya.......................................................................... 13
2.2 Factors responsible for school drop outs.................................................................................... 16
2.2.1 Social factors........................................................................................................................... 16
2.2.2 Orphanhood and vulnerability................................................................................................. 17
2.2.3 Cultural factors........................................................................................................................ 19
2.2.4 Support, motivation, and performance.................................................................................... 20
2.2.5 Substance use and abuse.......................................................................................................... 21
2.2.6 The attitudes of teachers.......................................................................................................... 22
2.2.7 Direct costs responsible for drop outs of female students....................................................... 23
2.2.8 The Opportunity (indirect) costs of schooling and female drop outs.................................... 24
2.2.9 Poverty and female school drop outs .................................................................26
2.2.10 Gender discrimination and female school drop outs ........................................28
2.3 Theoretical framework ............................................................................................29
2.3.1 The empowerment theory ..................................................................................29
2.3.2 Relevance of the theory to the study .................................................................30
2.4 Assumptions of the study .......................................................................................31

CHAPTER THREE ..............................................................................................................32

METHODOLOGY ..............................................................................................................32
3.1 Introduction .................................................................................................................32
3.2 Research site ...............................................................................................................32
3.3 Study population and unit of analysis .....................................................................33
3.4 Sample size and sampling procedure ......................................................................33
3.5 Data collection ...........................................................................................................33
3.5.1 Data collection instruments ..................................................................................33
3.5.2 Questionnaires .....................................................................................................33
3.5.3 School documents ...............................................................................................34
3.6 Data processing and analysis ..................................................................................34
3.7 Ethical considerations ...............................................................................................34

CHAPTER FOUR ...............................................................................................................35

FACTORS INFLUENCING SCHOOL DROP OUTS OF FEMALE STUDENTS..................35
4.0 Introduction ...............................................................................................................35
4.1 Socio-demographic characteristics of the sample ....................................................35
4.1.1 Headteachers and the District Education Officer (DEO) ........................................35
4.1.2 Guidance and counselling teachers ....................................................................35
4.1.3 School drop outs ................................................................................................36
4.1.4 Level of education, employment, and income of parents ....................................36
4.1.4.0 Level of education ............................................................................................36
4.2 Direct costs of schooling ..........................................................................................37
4.2.2 Indirect opportunity costs of educating females ..................................................39
4.2.2.1 The gains that females get from education .......................................................39
4.2.2.2: The losses female get from lack of education ................................................................. 40

4.3. Poverty ........................................................................................................................................ 40
4.3.1 Payments of school fees. ......................................................................................................... 42
4.4. Gender discrimination .............................................................................................................. 42

CHAPTER FIVE .................................................................................................................................. 45

DISCUSSION AND CONCLUSION ............................................................................................... 45

5.0 Introduction .............................................................................................................................. 45
5.2 Recommendations ...................................................................................................................... 47
5.3 Areas for further research .......................................................................................................... 48

REFERENCES ..................................................................................................................................... 49

APPENDICES ....................................................................................................................................... 56

Appendix I: Letter of Introduction .................................................................................................. 56
Appendix II: Research Authorization .............................................................................................. 57
Appendix III: Questionnaire For The District Education Officer .................................................. 58
Appendix IV: Headteachers Questionnaire ..................................................................................... 63
Appendix V: Questionnaire For Guidance For Counselling Teachers ........................................... 69
Appendix VI: Drop Outs Questionnaire .......................................................................................... 78
List of Tables

Table 4.1 The levels of education of parents.................................................................36
Table 4.2 : Direct cost of schooling for public day and mixed secondary schools ........38
Table 4.3 : Direct cost of schooling for the girls school in the sample .........................38
Table 4.4 : Whether direct payments push female students out of school ......................39
Table 4.5: Gender affected by poverty most. .................................................................41
Table 4.6: The basic needs lacked by female drop outs. .................................................41
Table 4.7: Financiers of female education.................................................................42
Table 4.8: Parents views on female education.............................................................42
Table 4.9: People discriminating against female students...........................................43
Table 4.10: Forms of discrimination .............................................................................44
Table 4.11: Whether gender discrimination pushed female students out of school ........44
CHAPTER ONE
BACKGROUD TO THE STUDY

1.1 Introduction

According to Loxley (1987), student drop out refers to those who leave school before the end of the final year of an education cycle in which they are enrolled. In recent years the phenomenon of school drop out has emerged as a significant issue in all educational systems in the world. This is because dropping out not only leads to wastage of resources, but it also poses a security risk to most communities around the world (Saitoti, 2005). However, identifying the causes of dropping out is not easy because it is influenced by a host of factors related to the students themselves as well as their families, schools and in communities where they reside. A number of factors have nevertheless been identified that influence school drop outs. These factors consist of poverty, direct costs, opportunity costs, gender discrimination, traditional division of labour as well as exorbitant school fees and non/school fees payments (Okumu et al. 2008; UNESCO/UNICEF 2005; UNESCO, 2004). World Bank (2011) states that the other factors include schooling quality, distance to the schools, adverse cultural and religious practices, HIV/AIDS, orphanhood, conflicts, emergencies and fragile situations, gender-based violence and information technology gender gap (cf. UNAIDS 2004).

However, poverty has been cited as the largest factor that causes school drop outs and gender disparities in education systems in developing countries (World Bank 2011). For instance, Mongare (1996) and Rono (1984) found that 75 percent and 80 percent, respectively, of cases of drop outs among students in non-western societies were due to poverty. World Bank (2011) adds that due to high poverty levels in developing countries many poor parents cannot
afford school fees, uniforms and other supplies necessary to send their children to schools. On the other hand, Mbilinyi (1970) has highlighted that most parents would rather educate boys than girls if they were asked to prioritize on the utilization of scarce resources. Indeed, in large families in sub-Saharan Africa if all the children are unable to attend school, then parents are most likely to give priority to the education of boys than girls. This is because parents perceive that the education of boys has more and higher economic returns to the family than that of girls. In fact, Sylva (2003) and World Bank (2011) clearly state that for many families in developing countries the economic benefits of no schooling for girls are enough to offset the opportunity cost of their school attendance. These sentiments are echoed by Holmes (2003) who argues that the opportunity cost of sending female children to school in rural areas in some sub-Saharan African countries is high. This is because the benefits of their schooling do not accrue to their parental households but to those of their in-laws.

Similarly, Kasente (2003) and Kakuru (2003) explain that early marriages influence girl-children to drop out of schools. This is because parents believe that marrying such children is an escape route out of poverty. Also in many non-western countries there are low expectations regarding the entry and retention of girls in the job market because of the likelihoods of marriages and pregnancies (UNESCO 2005; UNESCO/UNICEF 2005; World Bank 2011; EFA Global Monitoring report of 2003-2004). According to the World Bank (2011), however, education in general is a powerful instrument in the fight against global poverty. This is because education broadens employment opportunities, it spikes income levels and it additionally improves maternal and child health as well as gender equality. In fact, it has been suggested that education is a fundamental building block of human development in many societies around the world. Some authors have gone further and suggested that the education of girls in particular in
in non-western societies should aggressively be promoted since it produces some of the highest accruals of all development investments (World Bank 2011; UNESCO/UNICEF 2008). Similarly, the education of girls can culminate into myriad benefits for individuals as well as their families and entire communities. For instance, if women in sub-Saharan Africa have equal access to education, credit, labour, land, livestock, forests and water resources the regional GNP could grow by almost 1% annually (World Bank 2011). On the other hand, it has been suggested that educating girls can later on in adulthood result into intergenerational benefits. This is because the chances of an educated mother taking and retaining her children in school are considerably high. In fact, according to World Bank (2011) in sub-Saharan countries each extra year of formal education completed by a mother translates into her children remaining in school for an additional one-third to one-half year.

Okumu et al. (2002) indicate that parental education, household size, the proportion of economically active household members as well as the genders of household heads and those of the students themselves are significant causes of school drop outs. UNESCO (2005) moreover reports that female school drop outs in sub-Saharan Africa are strongly associated with the onset of the menses. This is because there are many examples where school-age girls from poor families cannot afford the cost of sanitary pads and towels. This challenge is confounded further when such school-going girls enrol in mixed schools where there are no clean girls-only toilets and water for washing hands during the menstrual flow. Thus, LaFraniere (2005) adds that there is now increased call for girl-friendly schools with proper sanitary environments. This is because recent estimates of UN Children’s Fund show that 1 in 10 school-age girls in sub-Saharan Africa either skip school or drop out entirely during menstruation because of improper sanitation (UNESCO 2005).
Rumberger (2004) conversely indicates that low socio-economic backgrounds and poor academic performances are strongly associated with high drop out rates of both boys and girls in schools in sub-Saharan Africa. Rose et al (1997) report that some of the reasons of female students dropping out of schools are similar to those ones of not attending at all. Some of these reasons may consist of lack of money to pay school expenses, the need for child labour, parental attitude and support for education, early marriages, curriculum and teaching practices, corporal punishment in schools, poor home and school environment and teachers direct biases against girls. Conversely, Njau and Wamahiu (1998) indicate that some of the critical factors responsible for female drop outs include early pregnancies and their psychological costs, direct opportunity costs of schooling, societal perceptions, the labour market, insecurity and culture. Youri (1993) in his study found out that health implications of teenage pregnancies also account for early drop outs. Odaga and Heneveld (1995) indicate that the fear of pregnancy is another factor that accounts for parents removing their daughters from schools. Therefore, dropping out of schools and the concomitant failures to complete a secondary cycle are silent epidemics and the costs to nations and individuals are enormous. To the nation, it costs money, lost economic productivity, reduced tax incomes, costs and deterioration of health care, increases in crimes and fighting crimes occasioned by drop outs. On the other hand, individuals who are dropouts are less likely to find and hold jobs that pay enough money to economically sustain themselves. Such individuals, therefore, are likely to have health problems and they may engage in criminal activities. In fact, Sylva (2003) and World Bank (2011) report that in countries with solid education systems and minimal school drop outs there are lower crime rates, greater economic growth and improved social services.
In addition, Njau and Wamahiu (1998) remark that dropping out of schools by both female and male students results into wastage since it is also costly in terms of the quality of lives of those who drop out as well as their societies. Specifically, the dropping out of female students from schools denies them numerous employment opportunities. This implies that the dropout of female students contributes to their low social statuses as well as their reduced decision-making powers in their households and communities. There is a need therefore, to address the factors responsible for school drop outs among female students in public day and mixed secondary schools in Kiambu County.

1.1 Problem statement

Secondary education in Kenya caters for primary school leavers in the 15-18 years age group. Specifically, performance in the KCSE, which marks the termination of the four year secondary education, is used as a criterion for selection into university education and training in the middle level trades and professions. While the secondary school educational opportunities continue to expand, a large number of female students who enrol in Form one, do not complete the secondary education cycle of four years (MOEST, 2003). The government, through the Ministry of Education, disburses bursaries and Constituency Development Funds (CDF) every year into the different counties of this country so that both boys and girls can complete their secondary school cycle. There is also Free Secondary Education (FSE) where parents are not supposed to pay for the tuition of their children. Despite the government and parents investing so heavily in education, it has become a big problem when students do not complete their secondary education. In Kenya, the education system is structured in such a way that it promotes all students from one level to another. In return students are supposed to get jobs and incomes that reflect the types and levels of education attained. Thus, in terms of the definition imposed by the
education system, students who discontinue their education before they get to Form Four cannot be seen in any other light but as school drop outs.

Dropping out of school at any level is dependent on a host of factors including extreme poverty, gender discrimination, direct and opportunity costs of schooling, lack of motivation and school performance, substance use and abuse. According to Stearns and Glennie (2006), out-of-school employment, family responsibilities, disciplinary policies, conflicts with teachers and staff lead to school drop outs. Fredricks, et al (2004) found that student engagement in child labour led to school drop outs. Rumberger and Lim (2008) discovered that the emotional behavior of students, the background of individual students as well as family, community and school factors led to school drop outs. Allensworth and Easton (2007), Finn (1989), Lan and Lanthier (2003), Lee and Burkham (2003), Neild and Balfanz (2006) as well as Schargel and Smink (2001) identified low levels of attendance as strong factors responsible for dropping out of schools.

Bundi (2005) looked at school-based and socio-economic factors that influence the high rate of drop outs in secondary schools in Meru Central District, Kenya. In his study, he found that leadership styles, enforcing discipline and repetition policy are the school-based factors that contributed to drop outs. He further argued that child labour, levels of income of the parents and peer pressure related to school drop outs in relation to gender. Gachoki (2005) investigated the causes of drop outs among male students in Kipipiri Division of Nyandarua District. She found that school administration, indiscipline, the socio-economic status of parents, the marital status of parents and HIV/AIDS are the factors that led to drop outs among male students in secondary schools. Mbai (2005) looked into the economic factors and school-based factors as determinants of drop outs among students from secondary schools in Homa Bay District. She concluded that
the cost of school-based instruction, curriculum, school quality, the attitude of teachers and the ranking of schools according to the national examinations were the school-based factors. She further noted that household and community factors such as opportunity costs of poor families taking their children to school and pregnancy caused school drop outs. Mbani (2008) studied factors contributing to the drop outs of female students from secondary schools in Awendo Division. The study found that early marriages, initiation, attitudes of parents, roles in the society and domestic labour are the factors that led to school drop outs. However, not many studies have been carried out in Kiambu County regarding the factors responsible for school drop outs among female students in public day and mixed secondary schools. This research, therefore, aims to fill up the literature deficiency by finding out the factors that influence school drop outs among female students in public day and mixed secondary schools in the study region.

1.2 Research questions

1. How does the direct and indirect (opportunity) costs of schooling influence drop outs among female students in public day and mixed secondary schools in Kiambu County?

2. How does poverty influence drop outs among female students in public day and mixed secondary schools in Kiambu County?

3. How does gender discrimination influence drop outs among female students in public day and mixed secondary schools in Kiambu County?

1.3 Research objectives

1.3.1 Overall objective

To explore the factors influencing the drop out of female students in public day and mixed secondary schools in Kiambu County.
1.3.2 Specific objectives

1. To establish the influence of direct and indirect (opportunity) costs of schooling on the drop outs of female students from public day and mixed secondary schools in Kiambu County.

2. To assess how poverty influences drop outs among female students in public day and mixed secondary schools in Kiambu County.

3. To find out the relationship between gender discrimination and drop outs of female students in public day and mixed secondary schools in Kiambu County.

1.4 Justification of the Study

The study will create an awareness of female secondary school drop outs so that more resources can be allocated to the education sector with a view of retaining female students in schools. An awareness of the drop outs will, therefore, help in the tailoring of policies and implementation by all the concerned stakeholders so as to retain female students in schools. Other counties as well as donor agencies may use the findings of this study to curb drop outs, retention and completion of the secondary school cycle by female students.

1.5 Scope and limitations of the study

The research will use an ex-post facto research design because manifestations of female school drop outs have already occurred. The study will only be restricted to the responses that will be obtained from the headteachers, the guidance and counseling teachers, the District Education Officer and some female school drop outs. The findings of this study cannot be generalized because it will only cover public day and mixed secondary schools in Kiambu County.
1.6 Definition of operational terms

Affirmative Action: This refers to an action taken in favour of a disadvantaged group so as to enhance equity.

Attrition: This refers to the reduction in number and size.

Attrition rates: This is the shrinkage or reduction in numbers or size.

Completion: In this study it refers to the process of finishing or going through the secondary school cycle without any interruptions.

Completion rate: In this study it refers to the ratio of the total number of students who successfully complete and graduate from a cycle in a given year to the total number of children of official graduation age in the population.

Direct costs: The exact payments made to the secondary school by the parents.

Direct social costs: These are the losses incurred by a family or society by taking a child to school.

Drop out/early school withdrawal: Refers to any student who leaves a school without completing the requirements for secondary education and does not re-enrol.

Drop out rate: This is the proportion of students enrolled in a given class during an academic year and who leave the school system in the course of an academic year.

Educational wastage: This refers to the incidence of school drop outs and repetitions. In this study, it refers to a situation in which a student leaves a secondary school at a non-terminal point after enrolment in a given class at the beginning of the year.

Empowerment: A process through which men, women, boys and girls acquire knowledge, skills and develop attitudes to critically analyse their situations and take appropriate actions aimed at improving their status or that of marginalized groups in the society.
Enrolment: Refers to an act or state of making someone officially a member of a group, society or organization through registration.

Enrolment rate: This refers to an enrolment of an official age group of a given level of education expressed as a percentage of the corresponding population.

Gender: This refers to the socially determined power relations, roles, responsibilities and entitlements of men and women, girls and boys.

Gender discrimination: This refers to an unequal treatment of women and men; boys and girls so that they can not enjoy the benefits of development including equal access to and control of opportunities and resources.

Gender equality: This refers to equal treatment of women and men, boys and girls so that they can enjoy the benefits of development including equal access to and control of opportunities and resources.

Gender equity: refers to the practice of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services. It is essentially the elimination of all forms of discrimination based on gender.

Gender parity: This is a numerical concept that refers to an equal number of girls and women, boys and men relative to their respective numbers in the population.

Gender parity ratio: This is the rate of males and females in relation to the population.

Gender responsive pedagogy: This refers to teaching and learning methodologies and classroom practices that take gender into consideration.

Gender roles: These are socially assigned roles and responsibilities as opposed to biologically determined functions.

Mixed schools: These are educational institutions that are meant for boys and girls.
Opportunity (indirect) costs: The negative and positive aspects of dropping out of school.

Participation: A general term used to refer to active involvement in enrolment, retention, progression, performance and transition in schools.

Poverty: This is a state of lacking and a situation in which someone does not have enough money to pay for their basic needs. It is also an inadequacy of income, deprivation of basic needs and rights, lack of access to productive assets as well as social infrastructure and markets.

Public day secondary school: These are schools which are categorized as district schools.

Repetition: This is going back to an educational level already covered.

Repetition rate: The proportion in percentage of going back to an education level already covered.

Retention: The ability to keep students from leaving school.

Retention rates: This is the proportion of keeping students from leaving school.

School wastage: In this study it refers to the loss in terms of human resource where students do not become productive members of the society.

Social costs: These are losses incurred by an individual, a family, community and nation in terms of labour, time and resources.

Survival rate: The proportion of a group of students who entered the first year of an educational stage and who reached a specific academic year in this stage with or without repetition.

Substances or drugs: This refers to intoxicating chemical substances (powder, leaves, liquid, roots, capsules or tablets) that have damaging effects and hallucinatory effects on the individual.

Transition: This is a change or passage from one form to another in secondary schools.
**Transition rate:** The proportion of new students admitted into a first year of a given educational stage in comparison with the number of pupils in the last year of the preceding stage in the year before.

**Wastage:** This refers to both human and material resources that are wasted on students who are forced to repeat classes or even drop out of a school system. A system is said to be wasteful when students have not fully got the knowledge, value and attitudes, which can help them be fully productive members of the society.
2.0 Introduction

This section presents a review of the literature pertaining to the factors responsible for drop outs among female students in public day and mixed secondary schools. In this study emphasis will be placed on female students not only because they are the most disadvantaged group but also because of their invaluable roles in the household and the community at large. Finally, the section presents the theoretical framework guiding this study.

2.1 Overview of female student enrolment in Kenya

In sub-Saharan Africa, there has been an increase in the enrolment of both boys and girls in schools (Rihani, 2006). For instance, in some countries such as Nigeria, Ghana as well as Kenya, enrolment at the primary level is almost the same for both boys and girls with the gap narrowing in recent years (Republic of Kenya, 2007). According to the MoE (2009), in Central Province, secondary school enrolment for boys is 112,280 while it is 110,964 for girls. In Kiambu County, the population of secondary school aged persons was estimated to increase to 85,310 by the year 2008. The national completion rate at KCSE in 2007 was 91.5 percent for boys and 87.5 percent for girls which was a gap of 4% in favour of boys (Republic of Kenya, 2007). Similarly, boys are still doing much better at school than girls. Also, boys are achieving higher levels as well as attaining higher credits and passes than their female counterparts. According to KNEC in 2010, among the top scoring 100 students, 22% were girls and 78% boys. The Standard newspaper reported on the 28th of February 2011 that the KSCE results released by the Minister for Education indicate the gap between the genders has widened. This is because
only 36,000 females scored the minimum university entry mark of C+, representing just 23.17% of the total number of candidates. Boys on the other hand, nearly doubled this with 60,000 scoring C+. Therefore, the gender parity ratio of boys to girls stood at 53:47 in 2010 (MOE, 2011). Despite this increase in the participation in education by girls nationally there are still more boys attending schools than girls and the completion and transition rates for the former are higher in most cases.

Girls, on the other hand, face more challenges than boys, for instance they are more likely to encounter gender discrimination during career choice sessions as well as lack of basic supplies, books and sanitation facilities such as separate toilets in mixed schools. Girls are equally required to combine school work with household chores; therefore, they do not often complete their school work. Sometimes they undertake menial jobs for teachers and they are more likely to be subjected to sexual abuse and violence (Rihani, 2006). In Kenya, the introduction of Free Primary Education (FPE) in 2003 contributed to a significant increase in enrolment levels for both boys and girls. For example, the enrolment increased from 14,864 in 1990 to 18,901 in 2001/2002. According to Sifuna (2003), the enrolment in absolute terms had also gone up from 5,392,319 to 6,314,726, being a 17.1% increase over the same period. The net enrolment ratio (NER) for both boys and girls increased from 77 percent in 2002 to 84 percent in 2005. Even completion rates increased with a higher number of children making the transition to secondary education (Republic of Kenya, 2007). There are, however, major geographic and gender disparities with only about 23 percent of boys and girls, for instance, in North Eastern Province attending schools. Also, enrolment rates for girls are even lower with the net enrolment rate for girls estimated at about 15 percent in North Eastern Province while the enrolment rates for Kiambu were estimated to increase to 85,310 by 2008 (Republic of Kenya, 2007).
The increase in the enrolment notwithstanding, there are higher drop out and lower completion rates among girls especially in upper primary and secondary levels in certain parts of the country such as Nyanza Province. The survival rates among boys are higher and more girls still drop out of school than boys. Various factors have been given to explain female secondary school survival and drop out rates all over Kenya. These include rising poverty and marginalization, low levels of economic development, low achievement, single parenthood, truancy, prolonged absenteeism, indiscipline, lack of counselling, insecurity and cultural practices that may all work in concert to hinder girls from realizing the right to education (Saitoti, 2005). In Kenya, schooling is less affordable by the poor than the non-poor. Also, lack of affordability leads to reduced demand for schooling among the poor. For the poor, basic survival necessitates that they spend most of their income on food, making education a secondary consideration (USAID, 2011). The national poverty line is 46.6% while Kiambu County has an absolute poverty, both rural and urban, of 25.08%. The county’s contribution to national poverty is 1.48% (Kenya National Bureau of Statistics and ICF Macro, 2010). Due to these high poverty levels in Kiambu County, many students who drop out due to lack of school fees are forced into child labour either in the tea and coffee plantations or as domestic workers. When students are sent home because of lack of fees, they opt to look for money in non-formal employments so as to sustain themselves and even their families. The pedagogy of different levels of education undermines the education of girls and will continue to do so as long as gender bias prevails, for example, in teaching and learning materials. Women and girls are marginalized and devalued in most African textbooks since they are mentioned fewer times than boys. When they are mentioned, they are brought out as passive, dependent, weak, fragile, even dumb and engaged in poorly paid or less prestigious occupations such as care givers or in the service
industry (FAWE, 1999). If females are given equal opportunities as their male counterparts, it will make them aware of their potential and, thus, enable them to realize their abilities to the fullest (Gachukia, 1996). This would prepare boys and girls for mutually supportive roles in the school, at home and in the country and both will consider themselves as counterparts who can work together (FAWE, 1999).

2.2 Factors responsible for school drop outs

2.2.1 Social factors

Holmes (2003) found that overall females receive less education than males and that they tend to dropout out or are withdrawn earlier because of both economic and socio-cultural reasons such as poverty, the attitudes of parents and son preferences. The study further argues that the opportunity costs of sending female children to schools in rural areas, where girls are married quite early, is high because the benefits of their schooling will not accrue to their parental households. Odaga and Heneveld (1995) further note that parents worry about wasting money on the education of girls because they are most likely to get pregnant and/or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost. Therefore, this perpetuates parents discouraging the girl-child from continuing with schooling.

Findings with regard to the impact of the education of parents on the schooling of children show that the children of more educated parents are more likely to be enrolled and to progress further through school (Rihani, 2006, World Bank, 2011). Holmes (2003) shows that this impact differs by gender, for instance, the education of the father increases the expected level of the school retention of boys and that of the mother enhances the educational attainment of girls. Similarly, other studies by Schultz (2002) as well as Swada and Lokshin (2001) report a
consistently positive and significant coefficient relationship of the education of the father and mother at all levels of education except at the secondary school level. United Nations Children Education Fund (UNESCO, 2005) demonstrates that parental decisions do affect children retention in schools. This is because students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision-making and are generally more involved in their schooling and are less likely to drop out of schools (Finn, 1989; Herz, 1991; Rumberger, 2004; Odaga and Heneveld, 1995; Lavy, 1992). Taking into account the gender dimensions of drop outs, UNICEF (2005) moreover notes that girls are more likely to drop out of schools than boys and that students whose mothers have not attained any level of education will most likely drop out of school (World Bank, 2011).

Lavy (1992), Neild and Balfanz (2006a), Neild and Balfanz (2006b) and Rumberger (2004) demonstrate that communities can influence school dropout rates by providing employment opportunities during the time students are required to be in school. While some researchers have found that work can contribute to a student dropping out of school, others have showed that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week. However, other research place the critical level of employment higher at 20 hours per week with the likelihood of dropping out increasing with the number of hours worked (Mann, 1986).

2.2.2 Orphanhood and vulnerability

There has been an increase in the number of orphaned children below 15 years from 9% in 1998 to 11% in 2003 with Nyanza Province leading. This orphanhood has occurred as a result of parents succumbing to the HIV/AIDS pandemic. HIV/AIDS in Kiambu is a major health problem with the prevalence averaging 34%. In the year 2009, the age group 25 to 34 years had
the highest number of casualties, the highest being females. It is estimated that almost 1 in 5 children in Kiambu have lost one or both parents mainly to HIV/AIDS. Between 2007 and 2009, the HIV/AIDS prevalence among males aged 15-49 years was 3.2 % while it was 6.7% among females (DMOH Office Kiambu, 2010). Not only are girls increasingly becoming heads of households and taking up adult roles, they are also the main targets of lowly paid domestic work in urban and rural areas. Twelve percent of households in Kiambu are either made up of orphans with no adults to take care of them or they are female and/or children headed households (UNESCO, 2005).

Orphaned girls are more likely to leave school to get married in order to be able to provide care and meet the basic needs of their siblings. Where support from extended family is weak or non-existent, girls often engage in sexual activity so as to earn incomes and provide for their families. This can lead to pregnancies and often drop outs from schools. The Ministry of Higher Education (MoHE,2008) places significant emphasis on increasing the course completion rate through a reduction of drop outs since it is fully aware that the drop out rate for girls is higher than that of boys. Some of the main reasons for school drop outs among girls are pregnancies and early marriages. In the Coast, Rift Valley and Nyanza Provinces, for example, these two reasons account for a significant number of school dropout cases. A 2003 CSA survey conducted among secondary school students indicated that 13% had become pregnant by age 14 years (Republic of Kenya, 2009). The 2009 KDHS data indicate on the other hand, that 1 in 5 adolescents begin childbearing by age 17 and by 18 years, 3 in 10 will have begun childbearing (Republic of Kenya, 2009). In total, an estimated 390 babies are born to teenage girls every day, which works out to more than 142,000 babies annually (Republic of Kenya, 2009). The MoE furthermore recognizes that pregnancy and the subsequent drop out of girls from schools
contribute to the very disparities the educational policy seeks to eliminate. In fact, the statistics on school drop outs of the teenage mothers in Kenya reveal that the problem requires urgent attention from both the government and community (Republic of Kenya, 2009).

2.2.3 Cultural factors

Cultural practices have persisted in certain parts of Kenya and these have significantly hindered the access of girls to education, therefore, frustrating the efforts of the government to ensure the right to education for the girl-child. Such harmful cultural practices include early marriages and female genital cutting (FGC) and these continue to have negative impacts on the lives of girls in Kenya. Although the age at first marriage is increasing, early marriage is still common among certain communities such as the Maasai in Kenya. Girls who marry early usually begin child bearing early and this is often before their bodies are physically well developed, thus, putting them at greater risks of maternal mortalities. Similarly, in communities where female genital cutting is practiced most girls leave school early to get married and although the prevalence of female genital cutting is reducing, almost 3 out of 10 (32%) of Kenyan women have undergone circumcision (UNICEF, 2008). There are also significant regional variations with female genital cutting being almost universal in some parts of the country, such as Kisii (UNICEF, 2008). The KDHS of 2008/2009, however, shows that there has been a gradual decline in the proportion of Kenyan women who are circumcised, from 38% in 1998 to 32% in 2003 and 27% in 2008/2009 (Kenya National Bureau of Statistics and ICF Macro, 2010). A 2007 study conducted among school adolescents in Nyanza Province showed that girls who had undergone circumcision were more likely to have had sex than their uncircumcised counterparts (World Bank, 2009). This predisposes such girls to the risks of early pregnancies. Female genital cutting also puts pressure on girls to leave school so as to get
married at earlier ages. In fact according to the available estimates, almost 13 percent of girls who leave school in certain parts of the country such as Kisii, Meru and Mombasa do so due to early marriages (UNICEF, 2008).

HIV/AIDS is another cause of school drop outs in Kenya as children leave schools either to take care of sick parents and family members or they take up adult roles when their parents die. It is estimated that 13% of young people, the majority of them girls, are involved in care giving. When parents fall sick or die, young people often have to take up adult roles. Girls are also more likely to leave schools to look after younger siblings even where both parents are alive (UNICEF, 2008). Orphaned girls are more likely to be withdrawn from schools than their brothers to provide care or seek employment because they become breadwinners (USAID, 2011).

According to the Ministry of Education, by 2020 an estimated 11.8 percent of all children below 15 years of age will be orphaned mainly due to HIV/AIDS (Republic of Kenya, 2007). Also, a CSA survey showed that almost half of school age children are taking care of sick parents or family members. Children were also distressed by the potential loss of their parents and guardians to HIV/AIDS (USAID, 2011).

2.2.4 Support, motivation, and performance.

“According to self-determination theory, students become engaged in school-related activity when instructional activities are interesting, relevant to their lives, and affirm their competences” (Hardre and Reeve 2003: 353). If students are motivated with their course materials then they are most likely going to succeed. The other factors that can be attributed to high school dropout rates are negative teacher support. Kibogy (2001) and Bundi (2005) note that the relationship between a teacher and a student is extremely important because it is much like that of a parent and child. A job of a teacher is to nurture and guide a student to succeed just
like what a parent figure might do (Hardre and Reeve 2003:353). When students are not engaged in class work because they feel that their teachers are not helping them, they may begin to get aggravated. If such students are upset then they will think negatively about how well they are doing in school and how well they will be able to do in the future. “Hence, much can be gained in both theory and practice by thinking about dropout as not only an achievement issue but also a motivational issue” (Hardre and Reeve 2003:253). Most learning institutions are in short supply such as classrooms, facilities and learning materials. In many countries, teachers are paid relatively low salaries compared with other sectors or they are not paid regularly. The result is teacher absenteeism, lack of motivation and/or attrition (Lockheed and Verspoor et al., 1991; Odaga and Heneveld, 1995). There are also conditions where schools and teachers are forced to search for alternative incomes from parents or use student labour. This situation has had a negative impact on the education of girls because it discourages parents from sending girls to schools or it shortens the time spent on teaching and learning. Odaga and Heneveld (1995) further note that the problem of distance from schools also has implications for the motivation of girls to stay in schools.

2.2.5 Substance use and abuse.

Another factor that strongly contributes to the drop out rates is substance use and abuse. Specifically, the use and abuse of tobacco, alcohol, cannabis, marijuana and other illicit drugs relate to dropping out of school by students (Townshend, et al, 2007). People probably relate substance abuse to dropping out of school because of its deviant nature. The entertainment world also portrays a substance user as usually being the “cool kid” that does whatever he or she wants. The chances of children dropping out of school because of tobacco, alcohol, marijuana use and abuse are high because substance uses are deviant acts that go against social norms and
education is a social norm. According to the MoE report (2003), the school does not operate in exclusion of the environment where it is located. The immediate school environment and members of that community can positively or negatively influence the behaviour of a school. The report further notes that drugs and narcotics are readily available in some localities where schools are located. Karechio (1994) also states that the availability of drugs and narcotics coupled with poverty leads to dropping out from schools as a result of students suffering from hopelessness and frustrations.

2.2.6 The attitudes of teachers

The attitudes of teachers towards their work and students, their classroom managements, and interactions with students, have a great impact on the academic achievement and retention of students particularly girls in schools (Abagi and Odipo, 1997). Several surveys have shown that many teachers do not feel responsible in any way, for the performance of their students. Instead, teachers believe that learning abilities are innate so they tend to ascribe failure primarily to the low intelligence of students or their family backgrounds. These teachers regard their task as merely transmitting knowledge rather than guiding pupils through the learning process (UNESCO, 1998). Such attitudes among teachers are intensified by poor working conditions as well as lack of professional frameworks through which they could achieve experiences and learn from peers. Rono (1986) found that 63 per cent of drop out cases in Nandi District were due to the poor attitudes of teachers. In addition, Mwaura (1996) points out that mass drop outs or mass failures in Western Kenya were due to the negative attitudes and the roles that were never accomplished by teachers.
2.2.7 Direct costs responsible for drop outs of female students

Despite the introduction of Free Primary Education (FPE) in 2003, Free Day Secondary Education in 2008 and subsidized fees in boarding schools in the same year, parents are still expected to meet extra educational expenses. These expenses are usually in the forms of textbooks, uniforms, development funds, activity fees, special funds and lunch fees. Moreover, parents whose children do not get a place in government-aided schools pay even more heavily in private schools (Kibogy, 2001). The likely reasons for the wide variations include the levy of other fees such as development funds as well as the bloating of fees as some schools charge more than is recommended in the fees guidelines. Also, some schools collect KCSE examination levies at Form Three level while others charge additional levies for the purchase of specific books and the replacement of uniforms. Conversely, cash for the motivation of teachers including foreign trips, prizes, cash for good performance, the purchase of luxury buses, Strengthening Mathematics and Sciences in Secondary Schools (SMASSE) and Kenya Secondary Schools Heads Association (KSSHA) are done at Form Three level. However, day schools seem to be the least expensive at Kshs 16,955 each academic year but still most parents find it hard to clear all the fees and on time (MoE, 2007).

The cumulative effect of the levies is exorbitant school fees charged in Kenyan secondary schools which most parents are not in a position to meet. Coupled with increased levels of poverty in the country, parents find it quite hard to provide food, shelter and health care let alone educate their children (UNICEF, 2008). In these circumstances, children whose parents cannot afford the costs of instructional materials, school uniforms and other expenses tend to go to schools irregularly and in the long run they may drop out altogether (Abagi and Odipo, 1997).
2.2.8 The Opportunity (indirect) costs of schooling and female drop outs

Opportunity (or indirect) costs are those ones which come in the form of the labour that a child would otherwise be performing if not enrolled in school. According to the Koech report on the commission of inquiry into the education system in Kenya, child labour is a rampant practice that continues to keep children out of school, especially in the prevailing situations of poverty at household levels (Republic of Kenya, 2003). The report further contends that an equally powerful reason for keeping children at home is poor families need the additional incomes that school children may generate and this translates into fewer chances of such children attending schools (Republic of Kenya, 2007).

Additionally, as the level of poverty rises, child labour becomes very crucial for the survival of the family. This is because households, and in some cases children themselves, have to carefully analyse the opportunity costs of education. Since most studies have revealed a high opportunity cost of working among children of low income earning groups, they tend to have high drop out rates (Republic of Kenya, 2007). In many cases, therefore, poor families may not afford to hire labour and they may decide to use their own young children as labourers. Such children may also be required to take care of their younger siblings. However, girls may be sent into the labour market mainly as domestic and commercial sex workers and they may also engage in the brewing and selling of illicit brews. The boys, on the other hand, may abandon schools in order to earn money as fish mongers, beach boys and touts depending on the geographical region they come from. For instance, a study about school wastage in twenty four schools in Brazil showed that the primary cause of school drops out is the need for children to work in order to help support their families (UNICEF, 2008). In particular, work prevents many children from gaining or benefiting from education while at the same time education fails to take
into account the special circumstances of working children. All forms of labour, whether paid or
unpaid, interferes with the participation of children in schools, thus, causing drop outs and
absenteeisms.

Holmes (2003) further argues that the opportunity cost of sending female children to
school in rural areas, whereby girls are married quite early, is high because the benefits of their
schooling will not accrue to their parental households but their in-laws. Similarly, Kasente
(2003) and Kakuru (2003) explain how early marriages influence children dropping out of
schools especially as regards the girl-child. This is because it is perceived by parents that
marrying off the girl is an escape route out of poverty. According to Holmes (2003), females
receive less education than males and they tend to drop out or are withdrawn earlier because of
both economic and socio-cultural reasons. FAWE (1995) further notes that parents normally
worry about wasting money on the education of girls because they are most likely to get pregnant
or married before completing their schooling. And that once married, they become part of
another family and the parental investments in them are lost and this, therefore, perpetuates
parents discouraging the girl-child from continuing with schooling.

There are several indirect costs associated with student drop outs and these include the
loss of lifetime earnings and the social capital that would have been gained, an increase in infant
and under-five mortality and morbidity ratios as well as maternal survival chances and the loss of
earnings especially in taxation that would have been received from an educated mother. The
extra four years in secondary school can reduce the fertility of a woman by one birth (World
Bank, 2003, 2011). Doubling the proportion of women with secondary education would reduce
fertility rates from 5.3 to 3.9 per child per woman. Thus, educating 1,000 women would avert
500 births and to avert one birth US$ 65 worth of family planning services are required. This
means that spending US$ 30,000 to educate 1,000 women will save US$ 3000 which is enough to educate another 1,000 women (UNICEF, 2008; World Bank, 2011; UNESCO/UNICEF, 2005; UNESCO, 2004). Conversely, one extra year that would see a girl complete Form Four reduces infant mortality by 5-10% and five more years between class 8 and Form Four would reduce under-five morbidity by 40%. This can cut down on the budget of the Ministry of Health in order to treat preventable diseases and the government can allocate more development funds to other ministries where they are needed to improve the lives of Kenyans (UNICEF, 2008; World Bank, 2011; UNESCO/UNICEF, 2005; UNESCO, 2004). Educated women are about 50% more likely to immunize their children than the uneducated ones (UNICEF, 2008). On the other hand, infant mortality is one-quarter lower where girls have equal education as boys (World Bank, 2005).

2.2.9 Poverty and female school drop outs

Poverty has been cited as a major cause of school drop outs (World Bank, 2009; World Bank, 2011; UNESCO/UNICEF, 2005; UNESCO, 2004). Although the recent Kenya Integrated Household Budget Survey (KIHBS) shows a reduction in poverty levels, it remains a major challenge (World Bank, 2009). Poverty levels in Kenya have been increasing overtime with 52 percent of the population living below poverty levels of less than one dollar a day (UNESCO, 2003). In some districts such as Homa Bay, the poverty levels have reached about 88.9 percent. Kiambu County has poverty levels of 32.8% (Republic of Kenya, 2007). Common sense suggests, and some studies have confirmed, a positive relationship between poverty and student drop outs. Subsequently, many children are unable to attend schools especially at the secondary level as most families cannot afford the fees. In essence, the inability to pay school fees is just a symbol of glaring poverty in this country.
The higher the number of people living below poverty levels, the higher the number of school drop outs. Poor people tend to give priority to other essential needs such as food and shelter and, therefore, education is placed at a distance in their hierarchy of needs (World Bank, 2009). Rumberger (2004) indicates that low socio-economic backgrounds and poor academic performances are associated with high school drop out rates. Also, Mongare (1996) and Rono (1984) found that 75 percent and 80 percent, respectively, of cases of drop outs are due to poverty. Gachukia (1994) contends that a poor family may contemplate bearing the costs of sending their children to schools but might abandon the whole exercise when more sacrifices are demanded.

In terms of educational development, the uncertain state of the economy and a high population growth rate has implications on education. The poor performance of the economic sector in Kenya has in the past imposed severe constraints on resources for educational growth (World Bank, 2009). Equally, population growth reduces per capita incomes and puts pressure on scarce resources. It is not possible for the government of Kenya to provide educational facilities to match the rapid rise in population. Parents and local communities are, therefore, expected to play an equally active role in the provision of educational facilities in the future (Omiti, 2002). This poses a major threat to the education of boys and girls. Without much motivation and education on the part of the parents themselves on the importance of investing in education, the schooling of their children is likely to be discontinued. Public policy makers can reduce the direct costs that families must bear through such means as subsidizing text books and transportation, providing essential school supplies and waiving fees of students from very poor families (USAID, 2011).
2.2.10 Gender discrimination and female school drop outs

In many African countries, there has been a general belief that education is a better investment in boys than girls (Mbilinyi, 1970). Psacharopoulos (1994) argues further that girls in many poor families are expected to contribute to home care production at much earlier ages than boys, therefore, they are likely to be under-enrolled. Thus, many poor families regard the education of girls as a low priority whereas the education of sons is considered as an investment in security during the old age (UNICEF, 2008). Mbilinyi (1970) has highlighted that most parents would rather educate boys than girls if they were asked to prioritize on the utilization of scarce resources for educational purposes. This is because parents perceive the education of boys as having higher returns to the family in comparison with that of girls. In such cases, therefore, girls have sometimes found it difficult to pursue education to its logical conclusion (UNICEF, 2008). Therefore, the educational opportunities of girls have tended to be lower at every level when compared with those of boys in African countries (UNESCO, 1998). This is partly because of traditional African beliefs that limit the roles of women in the society to their homes. Rono (1984) further notes that girls stand higher chances of leaving school before completing four years. He further argues that the alarming school drop out of girls is attributed to retrogressive beliefs among parents that it pays to educate boys than girls. Some people in addition argue that girls who go through schools are culturally alienated and cannot make good wives. Gachukia (1994) established a greater drop out rate among girls than boys. The author contends that where there exists widespread beliefs that education is a purchase commodity and a better investment in a boy than in a girl, then girls become the first offering to the family budget when cash is scarce.

African cultures have overburdened the girl-child since they may not have enough time to read at home as a result of the duties expected of them such as taking care of the home and
younger siblings. The labour of girls is not only a cultural demand but in many cases it may be absolutely imperative for family survival (Kibogy, 2001). The effect of this may be absenteeism, which may lead to low performances in classes resulting into dropping out of schools.

2.3 Theoretical framework

2.3.1 The empowerment theory

Zimmerman (1993) defines empowerment as the process by which individuals and groups gain power, access to resources and control over their own lives. In doing so, they gain the ability to achieve their highest personal and collective aspirations and goals. Thus, empowerment is a process that enables individuals, through participation with others, to achieve their primary goals. It also implies that empowerment is a construct that links individuals, the community and governments to social policies and social changes (Rapport, 1981). It is an intentional on-going process centred in the local community, involving mutual respect, group participation, through which people lacking an equal share of valued resources gain greater access and control over those resources (Cornell Empowerment Group, 1989). Simply put, it is a process by which people gain control over their lives and democratic participation in the lives of their communities (Rapport, 1987) as well as a critical understanding of their environments (Zimmermann 1993).

Empowerment resides in the person either male or female and not helpers or social workers. Therefore, the theory addresses oppression, stratification and inequality as social barriers and focuses at bringing all people on the same level ground so as to be able to develop sustainably. The theory does not blame lack of resources and power but emphasizes the ability of both men and women to participate in the development process. Specifically, the theory postulates that both men and women should have the necessary capacities and conducive
enabling environments so as to be able to participate. Inequalities in education as well as employment opportunities are additionally addressed by the theory. This is because everyone, regardless of their gender, is provided with the necessary and equal opportunities in all spheres of life whether social, economic, political or academic. The special roles played by men and women should be recognized in development. Therefore, this means that the full needs of men and women as well as their contributions to development are recognized as being very important to any state or community. In addition, the theory rejects the fact that problems develop because of personal deficiencies and it, thus, aims at improving the capacities of all in terms of education, politics and social spheres. The theory is, therefore, a process of increasing intrapersonal, interpersonal and political power so that individuals can take specific actions that improve their own livelihoods.

2.3.2 Relevance of the theory to the study

Girls and female adults should acquire formal education that will enhance their chances of competing with males in public life. Many girls drop out of school due to personal, familial and financial constraints. The various factors that make female students drop out of school do not empower them. This calls for more investments being made in providing the right conditions including free education and support to poor families. Participation is power; therefore, girls should access, participate and complete all education levels so as to become empowered members of the society. Improving the participation of women in education, thus, reducing education wastage has to be made a national policy in order to encourage parents to send their daughters to school. The low level of female education worsens the imbalances of power that has been existing between the sexes. Education is not only recognized as a catalyst for women empowerment but it is also the cornerstone for sustainable human development. Educational
empowerment is the springboard to every other form of empowerment be it political, social or
economic. Education lifts women from ignorance, poverty, total dependency on spouses,
inferiority complex and lack of self confidence as well as depression. Affirmative action for the
empowerment of the girl-child is an issue of justice. Investments to improve the enrolment and
retention of girls in basic education should have the highest priority and aim at achieving
universal basic education. The government should make the education of girls a reality for every
girl in every place because education is a tool of equality. Dropping out of school gives a girl
90% chance of living in poverty as an adult.

2.4 Assumptions of the study
The following assumptions are made by this study:

1. Direct and indirect (opportunity) costs of schooling contribute to school drop outs among
   female students in public day and mixed secondary schools in Kiambu County.

2. Poverty influences school drop outs among female students in public day and mixed
   secondary schools in Kiambu County.

3. Gender discrimination influences school drop outs among female students in public day
   and mixed secondary schools in Kiambu county.
CHAPTER THREE
METHODOLOGY

3.1 Introduction

This section presents the research site, research design, study population, sample size and sampling procedure, data collection methods and data analysis. The section finally presents ethical considerations of this study.

3.2 Research site

Kiambu County is situated in central Kenya and is populous and relatively developed as per Kenyan standards (Orodho, 2002). It is predominantly rural but its urban population is increasing due to its close proximity to Nairobi city. The county has a population growth rate of 3.4% per annum which has serious effects on social and economic developments. Kiambu County has a total number of 236,706 households with an average household size of 4. The number of female headed households is 35,681 while that of children needing special protection is 568. Moreover, the absolute rural and urban poverty is 32.08%, the income from agriculture is 17.4% and that from rural and urban self-employment is 19%. Finally, wage employment is 63.6% and the number of the unemployed is 35,641 (Republic of Kenya, 2007). This is manifested in increased unemployment rates, high dependency ratios, increased demand for health services, better housing, agricultural land as well as overcrowding in educational facilities and high levels of poverty indices (Orodho, 2002). The county is fairly endowed in terms of resources but there are pockets of poverty mainly in the coffee plantations and within the peri-urban slums. The county has a total of 113 secondary schools which were either built before or just after independence. These schools have an enrolment rate of 46.4% for girls and 53.3% for boys and a drop out rate estimated to be 30% for boys and 32.5% for girls. This drop out rate
has partially been attributed to poverty in various parts of the county as well as child labour in the tea and coffee plantations (UNICEF, 2008). Similarly, when students are sent home because of lack of fees they opt to look for money so as to sustain themselves and even their families. On the other hand, the proximity of the county to Nairobi is a formidable challenge which affects the quality of education (Gachukia, 2011). HIV/AIDS is prevalent due to unsafe sexual behaviours, drug abuse especially the drinking of illicit brews, high levels of peer pressure as well as family breakdowns. The impacts of HIV/AIDS have lead to high school drop out rates, female and children-headed families, loss of manpower, high mortality and morbidity rates and orphans (DMOH Office Kiambu, 2010).

3.3 Study population and unit of analysis

Nine headteachers, eighteen guidance and counseling teachers, the DEO and eighteen school drop outs were used as the study population. The unit of analysis was the individual informant.

3.4 Sample size and sampling procedure

Forty six informants were purposively chosen based on their knowledge about girl-child education.

3.5 Data collection

Both primary and secondary data were collected.

3.5.1 Data collection instruments

3.5.2 Questionnaires

Three questionnaires were administered to the headteachers, the guidance and counseling teachers, the DEO and the school drop outs. Each questionnaire consisted of two sections. The
first section included questions aimed at obtaining general information while the other consisted of both closed- and open-ended questions.

3.5.3 School documents

This method involved examining admission and class registers for the years 2007-2010 in the selected schools. This enabled the research to determine the drop out rates in the sampled schools and at which level the rates were the highest. The records from the DEO’s office were also used.

3.6 Data processing and analysis

Qualitative data were thematically analyzed by the use of Windows Excel. The coding and processing of data were done and an analysis of the quantitative data was through calculation of percentages, frequency distributions and tables which were used to interpret the results. Qualitative data was descriptively narrated.

3.7 Ethical considerations

Research permit was obtained from the National Council for Science and Technology. Similarly, all the necessary information pertaining to the objectives of the study, the use of the results from the field and the sponsoring institution were explained to the informants in order to receive their informed consents. The confidentiality and anonymity of the informants was sustained throughout the fieldwork and the reporting stages by the use of pseudonyms. Finally, any direct quotations at the publication level was used with the consents of individual informants. The informants were informed of their rights to disqualify themselves at any stage of the study as well as the means of accessing the analysed data.
CHAPTER FOUR

FACTORS INFLUENCING SCHOOL DROP OUTS AMONG FEMALE STUDENTS.

4.0 Introduction

This chapter presents the research findings, analysis and discussion of the findings so as to determine the factors responsible for drop out among female students in public day and mixed secondary schools and the only girls school.

4.1 Socio-demographic characteristics of the sample

4.1.1 Headteachers and the District Education Officer (DEO)

The study interviewed one Headteacher from each school and one DEO. The data show that 55.6% of these informants were aged between 30-40 years, 22.2% were between 41-45 years and the ages of another 22.2% were above 46 years. The findings similarly indicate that 55.6% of the interviewed informants were males while 44.4% were females. The findings also show that 75% of these informants had a teaching experience of over 10 years while 25% had been teaching for less than 10 years. Similarly, 66.8% had Bachelor of Education degrees, 16.6% had Master of Education degrees and another 16.6% were Diploma in Education holders.

4.1.2 Guidance and counselling teachers

The study interviewed eighteen guidance and counselling teachers. A majority (72.2%) were females and 27.8% males. On the other hand, 55.6% were in the age bracket of 30-40 years, 27.8% between 41-45 years and 16.6% above 46 years. The findings show that 75% of these informants had a teaching experience of over 10 years while 25% had been teaching for less than 10 years. Similarly, 66.8% had Bachelor of Education degrees, 16.6% Master of Education degrees and another 16.6% were Diploma in Education holders.
4.1.3 School drop outs

This study interviewed eighteen female school drop outs and from the findings 88.9% were aged between 14 and 18 years and 11.1% were above 18 years. Also, the results show that 66.7% of these informants dropped out in form two, 16.7% form one and 5.6% in form three. All of those informants affirmed that the class with the highest drop out rates was form two.

4.1.4 Level of education, employment, and income of parents.

4.1.4.0 Level of education

The study sought information on the levels of education, employment and incomes of parents. The results of education levels as provided by the head teachers are presented in Table 4.1 below.

Table 4.1 The levels of education of parents.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>No formal education</td>
<td>3</td>
<td>33.3</td>
</tr>
<tr>
<td>Some primary education</td>
<td>5</td>
<td>55.6</td>
</tr>
<tr>
<td>Secondary education</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>University education</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>9</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The table above indicates that 55.6% of the parents had some primary education, 33.3% had no formal education and 11.1% secondary education. However, none of the parents had university education.

4.1.4.1 Employment and income

The headteachers’ responses on parents’ employment and income showed that they were casual employees in industries such as construction, 11.1% were qualified masons who earned Kshs 400 per day while labourers in the same industry were paid Kshs 300. In the manufacturing
industries, 11.1% were employed to package and load products and they earned Kshs 200. In the
slaughter houses, 22.2%, were employed as skinners and were paid Kshs 150 per day. In the
agricultural sector, 22.2% worked as farm hands and earned Kshs 150 per day. Visiting domestic
workers (22.2%) were employed to wash clothes, clean houses and cook and they earned Kshs
150 per day. In hawking goods 11.1% had daily earnings amounting to Kshs 150. Seventy
seven point On the other hand, 77.7% of the headteachers affirmed that most parents were
employed as casuals, earning an average of Ksh 250 per day which they said was just enough for
daily provisions.

4.2 Direct costs of schooling

The informants from public mixed day schools were asked the various direct costs of
schooling and the information is found in Table 4.2 below. A majority (66.7%) of the schools
charged between Ksh 3,001- 4,000, 22.2% charged between Ksh 2,000- 3,000 and 11.1%
charged over Ksh. 4,000 per term. The study revealed that parents were charged extra costs apart
from the school fees. Many of these mixed schools (66.7%) charged money for text books, 100%
charged money for uniforms, meals, development, holiday tuition and caution money while 50%
charged transport money.
Table 4.2: Direct cost of schooling for public day and mixed secondary schools

<table>
<thead>
<tr>
<th>Variable (mixed schools)</th>
<th>Charge</th>
<th>Don’t charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Money for textbooks</td>
<td>5</td>
<td>66.7</td>
</tr>
<tr>
<td>Money for uniform</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Transport</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Meals</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Development funds</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Holiday tuition</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Caution</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Teachers motivation</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>Students motivation</td>
<td>8</td>
<td>100</td>
</tr>
</tbody>
</table>

The informants from the girls only school in the sample gave data on the direct cost of schooling. This information is presented in Table 4.3 below which portrays that it charged 100% on all the vote heads.

Table 4.3: Direct cost of schooling for the girls school in the sample

<table>
<thead>
<tr>
<th>Girls only schools</th>
<th>Charge</th>
<th>Don’t charge</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Frequency</td>
<td>Percentage</td>
</tr>
<tr>
<td>Money for textbooks</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Money for uniform</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Transport</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Meals</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Development funds</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Holiday</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Caution</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Teachers motivation</td>
<td>1</td>
<td>100</td>
</tr>
<tr>
<td>Students motivation</td>
<td>1</td>
<td>100</td>
</tr>
</tbody>
</table>
4.2.1 Direct payments pushing students out of school

The informants were asked whether direct payments pushed students out of school. The information is presented in Table 4.4 below.

Table 4.4: Whether direct payments push female students out of school

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>46</td>
<td>100</td>
</tr>
<tr>
<td>No</td>
<td>-</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

4.2.2. Indirect opportunity costs of educating females

4.2.2.1 The gains that females get from education

On gains accruing from the education of females, the responses were reduced fertility, independence, attainment of high social standards, security, empowerment and better standards of living. Concerning reduced fertility, 11.1% of the informants stated that with education females were better prepared to understand the benefits of smaller families and, therefore, they could decide on the number of children and how to space them. They added that it is less expensive to feed, house, cloth, pay school fees and provide better health to smaller families than large ones.

As regards independence, 22.2% informants remarked that educated females can independently make decisions on enhancing household incomes and, therefore, raise the quality of life. The informants went on to say that educated females attained high social statuses. This is because they can be consulted, respected and be involved in community development projects similarly, they can compete for leadership positions like District Officers, secretaries in women
group meetings, church leaders, chiefs and assistant chiefs, executive officers and treasurers in community projects.

In addition, 44.4% of the informants pointed out that educated females can have access to resources and with this the future was guaranteed. Moreover, education reduced vulnerabilities to any forms of abuse such as being thrown out of homes in cases of deaths of the spouses. All the informants felt that education empowers the females and an educated female is better as a wife, mother and she benefits the family, community and the nation at large.

4.2.2.2: The losses female get from lack of education

The informants narrated how lack of education led to early marriages because an uneducated female needed financial support which was difficult to achieve. Moreover, she could not easily find a means of meeting her daily needs. The informants went on to say that an uneducated female cannot be employed in better paying jobs, and therefore, has no means of income. This makes such female to become dependent on parents and immediate family members. In such a case early marriages become better options.

On vulnerability, 66.6% of the informants said that an uneducated female is vulnerable to many forms of abuse such as domestic violence. They also said that lack of education led to early pregnancies because the young females could not understand the changes in their bodies as they are still growing up.

4.3. Poverty

Data collected from the field on lack of income, basic needs, no voice, respect, low self-esteem, humiliation, low standards of living, lack of access to land ownership and markets was used to measure poverty. The analysis showed that a majority of the informants (38.9%)
indicated that they lacked access to land ownership, markets and their standards of living were low, 22.2% stated that they suffered from low self-esteem and humiliation. On the other hand, 22.2% lacked voice and respect and 16.7%) responded by indicating that they lacked incomes and basic needs.

Eighty percent of the guidance and counselling teachers felt that most of the female students lacked basic needs such as sanitary pads, medicare and even food. The informants were asked to state who between males and females they thought were most affected by poverty. The findings are presented in Table 4.5 below.

Table 4.5: Gender affected by poverty most.

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>5</td>
<td>11</td>
</tr>
<tr>
<td>Female</td>
<td>41</td>
<td>89</td>
</tr>
<tr>
<td>Total</td>
<td>46</td>
<td>100</td>
</tr>
</tbody>
</table>

From the study findings, 89% of the informants felt that the female students were affected most by poverty as compared to 11% of them who mentioned male students. The female school drop outs cited lacking the basic necessitates such as those presented in Table 4.6 below.

Table 4.6: The basic needs lacked by female school drop outs.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanitary pads</td>
<td>10</td>
<td>55.6</td>
</tr>
<tr>
<td>Food</td>
<td>2</td>
<td>11.1</td>
</tr>
<tr>
<td>Medicare</td>
<td>1</td>
<td>5.6</td>
</tr>
<tr>
<td>School payments</td>
<td>5</td>
<td>27.7</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
4.3.1 Payments of school fees.

As regards payment of school fees, the headteachers stated that a majority (33.4%) were awarded bursaries, 22.2% had the fees paid by CDF, 22.2% by others, 11.1% by relatives and well wishers and 11.1% by churches. The findings are presented in Table 4.7 below.

Table 4.7: Financiers of female education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Churches</td>
<td>1</td>
<td>11.1</td>
</tr>
<tr>
<td>CDF</td>
<td>2</td>
<td>33.4</td>
</tr>
<tr>
<td>Bursaries</td>
<td>3</td>
<td>11.1</td>
</tr>
<tr>
<td>Relatives</td>
<td>1</td>
<td>22.2</td>
</tr>
<tr>
<td>Others</td>
<td>2</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>

As asked if poverty was a major factor responsible for the drop out of female students, 95% of the informants answered in the affirmative while 5% stated otherwise.

4.4 Gender discrimination

The responses from the headteachers on how parents viewed the education of females in their community was analysed and is presented in Table 4.8 below.

Table 4.8: Parents views on female education

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very important</td>
<td>1</td>
<td>44.5</td>
</tr>
<tr>
<td>Not important</td>
<td>4</td>
<td>22.2</td>
</tr>
<tr>
<td>Not necessary</td>
<td>2</td>
<td>22.2</td>
</tr>
<tr>
<td>Waste of time and resources</td>
<td>2</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td></td>
</tr>
</tbody>
</table>
According to the above table, a majority (44.5%) of the headteachers indicated not important, 22.2% not necessary, 22.2% waste of time and resources and 11.1% very important.

Another question sought to know if female students were discriminated against by various groups of people at home, at school and in the larger community. The data are presented in Table 4.9 below.

**Table 4.9: People discriminating against female students**

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Their parents</td>
<td>3</td>
<td>16.67</td>
</tr>
<tr>
<td>Their brothers</td>
<td>4</td>
<td>22.22</td>
</tr>
<tr>
<td>Male teachers</td>
<td>2</td>
<td>11.11</td>
</tr>
<tr>
<td>Female teachers</td>
<td>3</td>
<td>16.67</td>
</tr>
<tr>
<td>Male students</td>
<td>6</td>
<td>33.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>18</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The female school drop outs pointed out that they were discriminated against by 33.3% of male students, 22.22% by their brothers, 16.6% by female teachers, 16.67 by their parents and 11.11 % by male teachers. The various forms of discrimination against the female drop outs included being laughed at, discouraged during games and in science subjects, use of derogatory language against them and being overburdened with domestic chores. An analysis of the various forms of discrimination is presented in Table 4.10 below.
When asked if gender discrimination pushed female students out of school, 83% of the informants answered in the affirmative while 17% of them denied. This analysis is presented in Table 4.11 below.

Table 4.11: Whether gender discrimination pushed female students out of school.

<table>
<thead>
<tr>
<th>Variable</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>15</td>
<td>83</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>17</td>
</tr>
<tr>
<td>Total</td>
<td>18</td>
<td>100</td>
</tr>
</tbody>
</table>
CHAPTER FIVE
DISCUSSION AND CONCLUSION

5.0 Introduction

This chapter discusses as well as provides conclusions, recommendations and suggestions for further research.

5.1 Discussion and Conclusion

An assessment of the influence of direct and indirect (opportunity costs) of schooling on the drop out of female students showed that a majority of the public mixed day secondary schools charged between Ksh 3000- 4,000 per term. This means the fees payment per year ranges from Ksh 9,000 to Ksh 12,000 which is fairly high for many parents in Kiambu Country. The P.T.As and the B.O.Gs enforce extra charges as fees for the upkeep of the schools. The accumulative effect of the levies is exorbitant school fees charged in Kenyan secondary schools which most parents are not in a position to meet. Coupled with increased levels of poverty in the country, parents find it quite hard to provide food, shelter and health care let alone educate their children (UNICEF, 2008)

The study established that female education benefited females and lack of it disadvantaged them. In particular, work prevents many children from gaining or benefiting from education while at the same time education fails to take into account the special circumstances of working children. There are several indirect costs associated with student drop outs and these include the loss of lifetime earnings and the social capital that would have been gained. An increase in infant and under-five mortality and morbidity ratios as well as maternal survival chances and the loss of earnings especially in taxation that would have been received from an
Educated mother are other indirect costs of schooling. The extra four years in secondary school can reduce the fertility of women by birth (World Bank, 2003, 2011).

None of the parents of the female drop outs in these public day and mixed schools had university education and were unskilled with no vocational training. They are casual labourers or farm hands and have no stable sources of incomes. The parents are unable to pay school fees because they are struggling to provide the basic needs of their households. Therefore, payments of school fees might not be a priority but it takes a back seat in the hierarchy of needs. Parents even get to an extent of forcing their female children to seek casual employment so as to help them provide for the family from their own earnings. The higher the number of people living below poverty levels, the higher the number of school drop outs. Poor people tend to give priority to other essential needs such as food and shelter and, therefore, education is placed at a distance in their hierarchy of needs (World Bank 2009). Gachukia (1994) contends that a poor family may contemplate bearing the costs of sending their children to schools but might abandon the whole exercise when more sacrifices are demanded.

An analysis of the data on the relationship between gender discrimination and female school drop outs, shows that parent parents felt female education was not important, it was not necessary, as well as being waste of time and resources. It was also established that parents, male and female teachers as well as male students discriminated against female students. This discrimination was in various forms such as being laughed at, discouraged from participating in football and taking science subjects use of derogating language against them and overburdening with domestic chores. A majority of informants indicated that gender discrimination pushed female students out of school, with the form two class having the highest drop out rate. This was followed by form one and only few in form three and none in form four.
Parents perceive the education of boys as having higher returns to the family in comparison with that of girls. In such cases, therefore, girls have sometimes found it difficult to pursue education to its logical conclusion (UNICEF, 2008). Therefore, the educational opportunities of girls have tended to be lower at every level when compared with those of boys in African countries (UNESCO, 1998). Gachukia (1994) established a greater drop out rate among girls than boys. The author contents that there exists a widespread belief that education is a purchase commodity and a better investment in a boy than in a girl, then girls become the first offering to the family budget when cash is scarce.

From the above, it is evident that drop outs among female students in public day and mixed secondary schools are very serious phenomena. It is a social, educational as well as a developmental problem with regional and nation wide effect. It therefore calls for total concerted efforts of the government, the community, the schools, the family as well as the individual students to reduce this problem that leads to wastage of resources and human power.

Girls should access, participate and complete all education levels so as to become empowered members of the society. Dropping out of school gives a girl 90% chance of living in poverty as an adult. Educational empowerment is the springboard to every form of empowerment. This is because it is not only recognized as a catalyst for women empowerment but it is also the cornerstone for sustainable human development.

5.2 Recommendations

Education planners and policy makers need to review secondary school fees and the cost sharing policy and make it more affordable for parents who live in abject poverty. The government should generously extend bursary facilities and special grants to female students at
all levels of education especially at the secondary level as well as make secondary education free and compulsory.

Bursary, church contribution, CDF, disbursement and allocation policies should be reviewed and transparency, accountability and fairness enforced to ensure only needy students get to benefit. Massive gender sensitization programmes on the benefits of female education should be embarked and targeting everybody in society. There is also a need to expand guidance and counselling in schools. The government of Kenya should and must endeavour to develop holistic policy and programme strategies that are systematic and comprehensive in nature in order to facilitate and enhance enrolment and retention of female secondary school students. This will help in achieving the governments’ developmental needs now and in the future.

5.3 Areas for further research

The study recommends that further research be carried out on female drop outs in tertiary institutions and on male drop outs in secondary schools.
References


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APPENDICES

APPENDIX 1: INTRODUCTION LETTER

University of Nairobi
Institute of Anthropology, Gender and African Studies
M.A in Gender and Development Studies

MarieWanjeri Mugo
N69/76705/2009

TO WHOM IT MAY CONCERN

Dear Sir/Madam

REF: RESEARCH STUDY

I am a student studying for a Degree in M.A in Gender and Development Studies of the University of Nairobi. In partial fulfillment of the requirement to the award of the degree, I am required to do and write a research paper. The topic of my research is ‘Factors Influencing School Drop outs Among Females Students in Public Day and Mixed Secondary Schools in Kiambu County, Central Kenya.

I kindly request your assistance by availing time to respond to the questionnaire.

The information you provide shall remain confidential and used ethically to the best practice in social science research. Please do not indicate your name because the right to remain anonymous is yours.

Yours faithfully,

MarieWanjeri Mugo
N69/76705/2009
NCST/RR1/12/1/SS-011/1253/4

Marie Wanjeri Mugo
University of Nairobi
P. O. Box 30197
NAIROBI

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on
"Factors responsible for school drop outs among female students in
Central public day & mixed secondary schools in Kiambu County, Central
County" I am pleased to inform you that you have been authorized to
 undertake research in Kikuyu district in Kiambu County for a period
ending 30th October, 2011.

You are advised to report to the District Commissioner & the District
Education Officer in Kikuyu District in Kiambu County before
embarking on the research project.

On completion of the research, you are expected to submit one hard
copy and one soft copy of the research report/thesis to our office.

P.N. NYAKundi
FOR: SECRETARY/CEO

Copy to:
The District Commissioner
Kikuyu District
The District Education Officer
Kikuyu District
APPENDIX III: QUESTIONNAIRE FOR THE DISTRICT EDUCATION OFFICER

Introduction

This questionnaire is designed for a study of factors influencing drop outs among female students in public day secondary schools in Kiambu Country, Central Kenya. The information you give could be used to reduce the incidence of female drop outs in public day secondary schools especially in Kiambu County, Central Kenya.

INSTRUCTIONS:

1. Please do not write your name on the Questionnaire.
2. Kindly answer all questions.
3. The information you give will be treated confidentially and will be used for research only.

PART A:

1. How many public schools are in the county as specified below.
   - National school: __________
   - Provincial schools: __________
   - District schools: __________

2. How many boys, girls and mixed public schools are in your country?
   - Boys
     - Nationals: __________
     - Provincial: __________
     - District: __________
   - Mixed: __________
   - Girls: __________

3. How many public day secondary schools are in your county?
   - Girls day: __________
   - Mixed day: __________
   - Boys day: __________

4. What are the county’s drop out rates for the boys and girls in the following years?
PART B

1. School drop out has become a major issue of concern in Kenya’s secondary schools?
   - Strongly Agree (  )
   - Agree (  )
   - Disagree (  )

2. i) Which gender of students drop out more?  Male (  )  Female (  )
    ii) Please comment on your answer above:

3. What do you think are the factors responsible for drop out of female students in public
   day and mixed secondary schools? (Tick as many answers).
   - Pregnancy (  )
   - Parents’ economic status (  )
   - Seek employment (  )
   - Get into marriage (  )
   - Lack of school fees (  )
   - Gender discrimination (  )
   - Poverty (  )
   - Other

4. Which class has the highest number of drop outs?
   - F1 (  )  F2 (  )  F3 (  )  F4 (  )

5. Apart from tuition fees, what other monies are students expected to pay?
Transportation costs ( )
Development funds ( )
Meals ( )
Teachers' motivation ( )
Holiday tuition ( )
School trips ( )

Others.................................................................

6. (i) Do you think these direct costs of schooling influence students dropping out from school? Yes ( ) No ( ) Not sure ( )

(ii) If yes, why and how?.................................................................

7. What do you think is the indirect cost of schooling?
   Increased number of semi-illiterate women ( )
   Increased domestic labour ( )
   High dependence rates of women ( )
   Early marriage ( )

Others.................................................................

8. Are students sent from school for non-payment of school fees?
   Yes ( ) No ( ) Not aware ( )

9. What percentages make the following families in your schools?
   Both parents ( )
   Father-only ( )
   Mother-only ( )
   Totally orphaned ( )
   Grandparents ( )
   Guardians/relatives ( )
   Other.................................................................

10. In your opinion, what is the parents' occupation?
    Casual labourers ( )
    Self employed ( )
    Permanently employed ( )
Temporary employment ( )
Others

11. (i) Does the community value girls’ education?
   Yes ( )  No ( )  Not sure ( )
(ii) If no, why

12. (i) Does the community assign more duties to girls more than to boys?
   Yes ( )  No ( )  Not aware ( )
(ii) If yes, what duties are the girls assigned?
   Take care of siblings ( )
   Cooking ( )
   Washing ( )
   Help in the family business ( )
   Other

13. What forms of discrimination do you think the girls suffer in the following places that push them out of school?
   At home
   At school
   At the community

13. (i) As the education officer, do you think this issue of drop outs especially among female students can be reduced? Yes ( )  No ( )
(ii) If yes, how? (Give as many ways)
(iii) If no, why?

14. What is your office doing to reduced/eradicate dropping out among female students?

In your own opinion, what steps can you undertake to reduce the incidence of female students dropping out of schools in your county?

Thank you for your co-operation
APPENDIX IV: HEADTEACHERS QUESTIONNAIRE

Introduction
This questionnaire is designed for a study of the factors influencing school drop outs among female students in public day and mixed secondary schools in Kiambu County. The information you provide could be used to reduce the incidence of school drop out phenomena in schools in Kiambu County, Central Kenya.

INSTRUCTIONS
1. Please do not write your name on the questionnaire
2. Indicate your choice by ticks. You may tick (✓) as many reasons as you think appropriate
3. Please answer all questions

PART A: BACKGROUND INFORMATION
1. Please indicate your gender: Male ( ) Female ( )
2. Indicate your professional qualifications in the table below

<table>
<thead>
<tr>
<th>UT</th>
<th>SI</th>
<th>DIPLOMA</th>
<th>GRADUATE</th>
<th>MA/MED</th>
<th>Others – Specify</th>
</tr>
</thead>
</table>

3. For how many years have you been a headteacher? ____________________________
4. Courses attended as a headteacher in management: ____________________________
5. What type of school do you head? Mixed day ( ) Girls day ( )
6. How many students are in your school?
   Below 200 ( )
   201-300 ( )
   301-400 ( )
   401-500 ( )
PART B

1. Do you have cases of irregular attendances by the female students?
   Yes ( ) No ( )

2. What reasons do the female students give for their absentism?
   a) Lack of motivation
   b) Lack of school monies
   c) Taking care of their siblings
   d) Provide domestic labour
   e) Suffer low self esteem at school
   f) Feels uneasy at school /suffers discrimination at school
   g) Any other reason (specify )

3. What is the average percent transition per year of students from one class to another in the following years?

<table>
<thead>
<tr>
<th>Year</th>
<th>30-49 ( )</th>
<th>50-69 ( )</th>
<th>70-89 ( )</th>
<th>90 and above</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
<td>70-89 ( )</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
<td>70-89 ( )</td>
<td></td>
</tr>
<tr>
<td>2009</td>
<td></td>
<td></td>
<td>70-89 ( )</td>
<td>90 and above</td>
</tr>
<tr>
<td>2010</td>
<td></td>
<td></td>
<td>70-89 ( )</td>
<td></td>
</tr>
</tbody>
</table>

4. At what classes do female students drop out mostly?
   Form 1 ( ) Form 2 ( ) Form 3 ( ) Form 4 ( )

5. What do you think are the reasons for the drop outs at this class?

6. Is the number of pupils at form four now the same number that was enrolled in form one?
   Yes ( ) No ( )

7. Has the number increased or decreased?
   Increased ( ) Decreased ( )
   i) If the numbers of enrollment increased what was the cause of the increase?

   ii) If the number of enrollment decreased what was the cause of the decrease?
8. i) If your school is a mixed school, which gender of students drop out more?

   Male ( )          Female ( )

ii) Please comment on your answer above: ______________________________________________________

9. From your experience which class has the highest number of students dropping out and for what reasons?

<table>
<thead>
<tr>
<th>Class</th>
<th>No of drop outs</th>
<th>Reasons for dropping out</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form 1</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 2</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 3</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 4</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Indicate the extent to which the following factors have contributed to school drop outs in your school?

<table>
<thead>
<tr>
<th>Factors</th>
<th>Great extent</th>
<th>Less extent</th>
<th>No extent</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Lack of school fees</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To seek employment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Discipline problems</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. Orphanage</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5. Poor performance</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6. Poverty</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7. Belief that boy’s education is better than for girls</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8. Drug abuse</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9. Negative peer influence</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10. Parents do not value girls education</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>11. Opportunity costs of schooling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12. Parent’s economic status</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

11. i) Do your students pay fees regularly?       Yes ( ) No ( )

ii) If not, what happens to those who do not pay fees?

   a) Given time to pay ( )
b) Parents summoned to school ( )
c) Students sent home ( )
d) Others (specify) _____________________________________

12. To what extent do you relate the drop out of girls from schools with direct costs of schooling? High ( ) Average ( ) Low ( )

13. Rate the extent to which the following direct costs of schooling play the role to pull or push female students out of school?

<table>
<thead>
<tr>
<th>Factors</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>School payment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cost of accommodation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Building funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School development</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Harambee funds</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tuition money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Caution money</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>School bus</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Teachers’ motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others specify</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

14. When female students drop out of school, do they ever let the school know where they have gone? Yes ( ) No ( )

15. What do you think happens to girls when they drop out? _____________________________________

16. When parents come to your office to negotiate fees payment, what are their complaints about their fees payments?
   a) Too much
b) Unaffordable

c) Causing a lot of stain on the family resources

d) Waste of resources on female education

e) Others (specify) ____________________________________________

18. Do you think poverty leads to school drop outs?

Yes ( ) No ( ) Not sure ( ) Do not know ( )

17. How does poverty lead to school drop outs?

18. (a) Which gender do you think is greatly affected by poverty?

Boys ( ) Girls ( ) Both ( )

(b) If your answer above is girls, please explain why you think so--------------------------------------------

19. Do female students suffer any form of discrimination in your school?

Yes ( ) No)

ii) What forms of discrimination do they suffer at

a) At home-----------------------------------------------

b) At school-----------------------------------------------

c) At the community-----------------------------------------------

20. Suggest ways in which female drop outs can be helped to become productive members of the society.

21. What are the possible remedies that can be taken to ensure that female students do not drop out of school?

22. What can you do as a Headteacher to reduce school drop outs in secondary schools especially amongst girls?
23. What is your role as the headteacher in minimizing female drop outs in your school?

________________________________________________________________________________

25. What are you doing as the school administration to reduce school drop outs among female students in your school?
________________________________________________________________________________

24. From your knowledge, what are the feelings of the students towards their dropping out of school?
   i) Would like to go back to school ( )
   ii) Do not want to go back to school ( )
   iii) Feel contented with life ( )
   iv) Feel better dejected in life ( )
   v) Does not care about school ( )

25. Suggest ways of improving and promoting female education in future
________________________________________________________________________________

26. How can the status of women be improved
   a) At the family level-----------------------------
   b) At the school level-----------------------------
   c) At the community level-----------------------------
   d) At the national level-----------------------------
   e) In the labour market-----------------------------

Thank you for your co-operation.
APPENDIX V: QUESTIONNAIRE FOR GUIDANCE FOR COUNSELLING TEACHERS

Introduction
This questionnaire is designed for a study of the factors influencing school drop outs among female students in public day secondary school in Kiambu County. The information you provide could be used to reduce the incidence of school drop out phenomena in Kiambu County, Central Kenya.

INSTRUCTIONS
1. Please do not write your name on the questionnaire.
2. Indicate your choice by ticks. You may tick (✓) as many reasons as you think appropriate.
3. Please answer all questions.

SECTION A
Background Information
1. Please indicate your Gender. Male ( ) Female ( )
2. For how long have you worked as a teacher? _____________________________
3. Indicate your professional qualification in the table below:

<table>
<thead>
<tr>
<th>Qualification</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Diploma</td>
<td></td>
</tr>
<tr>
<td>Graduate</td>
<td></td>
</tr>
<tr>
<td>MED</td>
<td></td>
</tr>
</tbody>
</table>

Any other: Please Specify: _____________________________
4. What courses have you undertaken in Guidance and Counseling?
   Certificate ( )
   Diploma ( )
   Seminars ( )
   Workshops ( )
   None of the above ( )
   Any other – specify _____________________________

5. What is the category of your school: Girls Only ( ) Mixed school ( )
7. Do your students complete schooling?

<table>
<thead>
<tr>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>All them complete</td>
<td>( )</td>
</tr>
<tr>
<td>Most of them complete schools</td>
<td>( )</td>
</tr>
<tr>
<td>A few of them complete</td>
<td>( )</td>
</tr>
</tbody>
</table>

8. Does any of your female students drop out of school before completing secondary school?

<table>
<thead>
<tr>
<th></th>
<th>Yes</th>
<th>No</th>
<th>Not sure</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

ii) If yes, for what reason?

- a) Teenage pregnancy ( )
- b) Got employed as a house girl ( )
- c) Helping parents / guardians with domestic chores ( )
- d) Take care of young siblings ( )
- e) Lack of fees ( )
- f) Early marriage ( )
- g) Got discriminated at school ( )
- h) Suffered low self esteem ( )
- i) Any other ( specify) __________________________________

9. At which classes do female students drop out mostly?

<table>
<thead>
<tr>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>( )</td>
<td>( )</td>
<td>( )</td>
<td>( )</td>
</tr>
</tbody>
</table>

Section B: Direct and opportunity costs of schooling

1. What payments do the parents pay as school fees?

- Money for textbooks ( )
- Money for uniform ( )
- Transportation ( )
- Meals ( )
- Development funds ( )
- Money for instructional materials ( )
- Holiday tuition ( )
- Caution money ( )
2. About how much money is charged as school fees?
   - Kshs 1000-2000 ( )
   - Kshs 2000-3000 ( )
   - Kshs 3000-4000 ( )
   - Over Kshs 4000 ( )

3. Are students sent home for non-payment? Yes ( )
   No ( )

4. (i) In your opinion, do you think these direct payments push students out of school?
   - Yes ( )
   - No ( )

   (ii) If yes, (a) How?
   (b) Why?

4. To what extent do you relate the drop out of girls from school with direct costs of schooling?
   - High ( )
   - Average ( )
   - Low ( )

6. Rate the extent to which the following direct costs push female students out of school

<table>
<thead>
<tr>
<th>Direct Cost</th>
<th>High</th>
<th>Average</th>
<th>Low</th>
</tr>
</thead>
<tbody>
<tr>
<td>School payment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of textbooks</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of uniform</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Costs of instructional materials</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Transportation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Meals</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Holiday tuition</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Motivation</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Development fund</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. What gains/positives do you think are associated with sending girls to school?
   - Delayed marriage ( )
   - Reduced fertility ( )
   - Fetching more dowry ( )
   - Get permanent and well paying jobs ( )
   - Become better wives and mothers ( )
   - Become independent ( )
   - Attain high social status ( )
   - Security ( )
8. What losses/negatives are associated with sending girls to school?

- Early marriages
- High fertility rates
- Reduced domestic labour
- Dependence
- Insecurity
- Home/parental services

Section c: Poverty.

1. Do your female students pay their fees in full and on time? Yes ( ) No ( )
2. Are your female students sent home because of inability to pay fees? Yes ( ) No ( )
3. For how long do they stay away from school for non-payment?
   - For one - two days ( )
   - For three - four days ( )
   - For five - six days ( )
   - For over a week ( )
4. When they come back to school, what reasons do they give for being away?
   - Parents had no money ( )
   - Parents have no stable source of income ( )
   - Single parent unable to pay ( )
   - Grandparents did not have money ( )
   - Sponsors/wellwishers delayed their money ( )

5. What percentage do you give the following?
   - Female students who live with both parents
   - Female students who live with the father only
   - Female students who live with their mother only
   - Female students who live with grandparents
   - Female students who are totally orphaned
   - Female students who live with well wishers
Others--------------------------------------------

6. What percentages would you give the following?

- Parents with no formal education
- Parents with some primary education
- Parents with secondary education
- Parents with university education

6. What percentages would you give the following?

- Both parents in salaried employment
- Both parents in casual labour
- Single parent employed
- Single parent in casual labour
- Parent/parents in self employment

Others----------------------------------------

7. What do you think is the parent/parents' average income per month?

- Kshs 0-5000
- Kshs 6000-10,000
- Kshs 11,000-20,000
- Over Kshs 20,000

(i) Other than the parent/parents, who else pays the female students' fees?

- Church
- CDF
- Bursaries
- Relatives
- Others

(ii) Why do they pay?

- Student orphaned
- Parents have no source of income
- Parents paying fees for many children

Others----------------------------------------

8. Do you think female students lack the following?

- Sanitary pads
- Food
- Medical care

Others----------------------------------------

9. (i) Between male and female students, whom do you think is affected by poverty more?

- Male
- Female
- Both

(ii) Give as many reasons as possible for your answer.----------------------------------------
10. How are the female students affected by poverty in school?

Section D: Gender discrimination.

1. In your opinion, how do parents view the education of females in this community?
   a) Very important ( )
   b) Not important ( )
   b) Not necessary ( )
   c) Waste of time and money ( )
   d) Others views (Specify)

2. Do you think female students suffer discrimination? Yes ( ) No ( ) Not aware ( )

3. What forms of discrimination do you think they suffer?
   At home--
   At school--
   In the community--

4. Whom do you think discriminates against female students?
   Their parents ( )
   Their brothers ( )
   Male teachers ( )
   Female teachers ( )
   School administration ( )
   The society ( )
   Others--

5. Do you agree with the following statements?
   Female students have to be accorded as much resources as male students for their education.
   Yes ( ) No ( )
Male and female students are equally intelligent and can perform equally. Yes ( ) No( )
Females need education even if they are married or get pregnant before they complete schooling. Yes ( ) No( )

5. (i) Do you think discrimination pulls or pushes female students away from school?
   Yes ( ) No ( ) Not aware ( )
(ii) If yes, how and why?

6. Tick against the statement that shows what happens in your school
   There are particular duties that are performed by female students only.
   Female students are punished in a given way.
   Males students are perceived to perform better in some subjects than the female students.
   There are games to be played by male students only.

7. Are there cases of use of gender insensitive language when addressing the female students?
   Yes ( ) No ( ) Not aware ( )

8. In your opinion, is the issue of female drop outs serious?
   Yes ( ) No ( )

9. Do you think this issue can be

10. Who among the following do you think girls education will benefit?

   a) Parents ( ) b) Husband ( ) c) Siblings ( )
   d) Community ( ) e) In-laws ( )

11. Do your female students suffer any form of discrimination?
    Yes ( ) No ( ) Not aware ( )
    ii) If your answer is Yes, what are the forms of discrimination that they suffer?

1. In School

2. At home

3. At community level
12. How do you think this discrimination affects the female students?

13. Do you in any way relate female drop outs with the discrimination they suffer?
   Yes ( )   No ( )   Do not know ( )   Not aware ( )
   If yes, why and how?

14. How serious do you think the issue of drop outs among female students in your school is?
   Very serious ( )   Not serious ( )

15. How do you follow up the drop outs?
   a) By calling their parents to school ( )
   b) By sending their siblings or school mates to call them back to school ( )
   c) Handing over the issue to the school administration ( )
   d) Reporting the issue to the social workers ( )
   e) Other ways (specify)

16. What do you think happens the female drop outs?
   a) Get married ( )
   b) Get employed ( )
   c) Work in the farms ( )
   d) Provides labour in their parents' farm ( )
   e) Any other (specify)

17. What are you doing as a counsellor to reduce the rates of drop out?

18. Suggest ways how the female drop outs can be helped so as to make them productive members of the society.
   To their families

76
To the school

To the community

To the government

20) Do you think the issue of drop outs can fully be eradicated? Yes ( ) No ( )

ii) If yes, suggest how?

iii) If no, give your reasons

Thank you for your cooperation.
APPENDIX VI: DROP OUTS QUESTIONNAIRE

SECTION A:

1. Indicate the type of school by putting a tick (I) against your right choice.
   - Girls day ( )
   - Mixed boarding and day ( )
   - Mixed day ( )
   - Girls boarding and day ( )

2. Age: ______________________

3. From which class did you drop out?
   - F1( )
   - F2( )
   - F3( )
   - F4( )

4. Why did you drop out?
   - Repetition ( )
   - Pregnancy ( )
   - Expulsion due to indiscipline ( )
   - Family/domestic problems ( )
   - Lack of text books ( )
   - Lack of school uniform ( )
   - Inability to pay fees ( )

5. In your opinion, which form has the highest number of drop outs and for what reason.

Class Reasons
- F1
- F2
- F3
- F4

6. What are you doing now?
   - Self employed ( )
   - Domestic Worker( )
   - Work in a salon ( )
   - Married ( )
   - Others ( )
Section B — Direct and Opportunity costs of schooling

1. Have you ever been sent away from school?
   Yes ( )     No ( )

2. Why were you sent away from school?
   - Inability to pay fees ( )
   - Lack of text books ( )
   - Lack of school uniform ( )
   - Had not paid any school monies ( )
   - Other..............................................

3. Apart from tuition fees, what other monies were you expected to pay?
   - Text books ( )
   - Activity find ( )
   - Transport ( )
   - Development Fund ( )
   - Meals ( )
   - Holiday Tuition ( )
   - School trips ( )
   - Motivation ( )
   Other....................................................

4. Who was paying your fees?
   - Father ( )
   - Mother ( )
   - Guardian ( )
   - Other Specify...................
   - CDF ( )
   - Bursary ( )
   - Church( )

5. Has any of your brothers and sisters failed to continue with their education because of lack of school fees
   Yes ( )     No ( )

SECTION C: Poverty

1. Where do you live:
   - Own house ( )
   - Rented house ( )
   - With a relative/guardian ( )
   - With both parents ( )
   - With father only ( )
   - With mother only ( )
   - With grandparents ( )
2. How many people altogether live in your home?

3 ( ) 6 ( ) 9 ( ) 12 ( ) More than 12 ( ) Others:________________________

3. What is your parents occupation?

Casual labourer ( )
Farm hand ( )
Employed ( )
Self employed ( )
Others:________________________

4. How much per month do you estimate as your family’s income per month?

Ksh 0-5000( ) Ksh 6000-10000 ( ) Ksh 11000-20000( )
Ksh21000-25000( ) Ksh over 25000 ( )

5. What is the level of education of the person you live with?

<table>
<thead>
<tr>
<th>No formal education</th>
<th>Father</th>
<th>Mother</th>
<th>Relative /Guardian</th>
<th>Grandparents</th>
<th>Other specify</th>
</tr>
</thead>
<tbody>
<tr>
<td>Some primary education</td>
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6. Tick the correct answer/s

My school fees was paid in full ( )
My school fees was paid on time or promptly ( )
I was oftenly sent home for fees ( )
I did not lack anything (sanitary pads, medical care) ( )

7. If somebody else apart from your parents pay your fees, Why do they pay?
Parents Unemployed ( )
Partially orphaned ( )
Totally orphaned ( )
Other: _____________________

8. If somebody else apart from you parents pay you school fees, what do they do?
Employed ( ) Business ( ) Self employed ( ) Farm hand ( )
Casual labourer ( ) Others: _____________________

9. Did you lack any of the following while in school (tick as many)
Food ( ) sanitary pads ( ) Instructional material ( ) Others: _____________________

SECTION D: Discrimination

I. Do you think your parents or guardian value your education? Yes( ) No( )

2. Did you ever miss school because your parents or guardian needed you at home?
   Yes( ) No( )
   ii. If yes, how often?
      Once a week ( )
      Twice a week ( )
      More than twice a week ( )

3. What did they need you to do at home?
   Domestic work ( )
   Take care of siblings ( )
   Work on the farm ( )
   Take up casual labour job ( )
   Others: _____________________

4. Were you as a girl assigned different duties from those assigned your brothers?
   Yes( ) No( )

5. What duties were you assigned?
   Cooking ( ) Farming ( ) Washing ( ) Taking care of siblings ( )
   Others: _____________________

7. Did you miss school because your school fees was not paid but your brothers’ fees was paid?
   Yes( ) No( )
ii) In case your brother's fees was paid before yours, what reason were you given for the delay?

No enough resources ( )
My brother's education more important ( )
My education will benefit other people ( )
Girls education not important ( )
Others: ________________________________

12. In your opinion, what do you think are the consequences of dropping out from school?

Low living standards ( )
Live in vicious cycle of poverty ( )
Become a dependent ( )
Enjoy life ( )
Becomes a better mother and wife ( )
Gets a permanent and well paying job ( )
Cannot get a well paying and permanent job ( )
Others: ________________________________

13. (1) Would you want to go back to school? Yes( ) No( )

ii) If yes why? ________________________________

iii) If no, why?: ________________________________

14. What do you think is the value of education to a woman?

15. Can the incidence of dropping out be reduced? Yes ( ) No ( ) Not sure ( )

16. In your opinion, how can the incidence of drop outs be reduced? (Give as many ways as possible)

Thank you and God bless you.