INFLUENCE OF SCHOOL BASED FACTORS ON GIRL CHILD DROP OUT IN PUBLIC

PRIMARY SCHOOLS IN IGEMBE NORTH DISTRICT,KENYA

MWARI SABINA

A RESEARCH PROJECT REPORT IN FULFILLMENT OF THE REQUIREMENT FOR

DEGREE OF MASTER OF EDUCATION IN EDUCATION ADMINISTRATION

UNIVERSITY OF NAIROBI

2013

DECLARATION

This research project is my original work and has not been submitted for a degree in any other university.

_____

Mwari Sabina

E55/62598/2011

This research project has been submitted for examination with our approval as university supervisors.

_____

Dr. Ursulla A. Okoth

Lecturer

Department of Educational Administration and Planning,

University of Nairobi

_____

Mr. Edward Kanori

Lecturer

Department of Education Administration and Planning,

University of Nairobi

DEDICATION

I am dedicating this research project to my dear daughters Donnah Gacheri and Sheila Gatwiri whose support has been a source of inspiration in carrying out this research project.

ACKNOWLEDGEMENTS

TABLE OF CONTENTS

Page

CHAPTER ONE

INTRODUCTION

CHAPTER TWO

LITERATURE REVIEW

CHAPTER THREE

RESEARCH METHODOLOGY

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

LIST OF TABLES

TablePage

LIST OF FIGURES

ABBREVIATIONS AND ACRONYMS

CIPP   Context Input Process and Product

D.E.O   District Education Officer

EFA   Education For All

FGM   Female genital mutilation

IWS   International Water and Sanitation

MDG   Millennium Development Goals

NAESP   National Association of Elementary School Principals

NDTV   New Delhi Television

SPSS   Statistical Packaged for Social Sciences

UN   United Nation.

UNESCO   United Nations Educational, Scientific and Cultural

Organization.

UNGEI   United Nations Girls Education Initiative

UNICEF   United Nation International Children Emergency Fund

WASH   Water Sanitation and Hygiene

Abstract

Education is the most important tool for the development in a country. It is through education that a country produces its own professionals such as teachers, doctors, engineers and business persons. Therefore it should be emphasized and focused on as well as enforced so that everyone acquires basic education. Primary is the most basic and important . This study focuses on investigating the school based factors that influence the girl child dropout. The study and its literature review will be based on general overview on the importance this education, wastage, dropout and the causes. The purpose of the study is to investigate the school based factors influencing girl child drop-out in public primary schools in Igembe North District. The objectives of the study were to establish how head teachers administrative experience influences girl child dropout, examine the influence of physical facilities (toilets/latrines, determine how teachers gender may influence girl child dropout, to establish how provision of sanitary padsand identify the influence of stereotyping in school text books. The study used descriptive survey design. The descriptive survey research design was used for its appropriateness in making reality known through collecting detailed factual information that describes existing phenomena at a given moment in time. Thestudy targeted the District Education Officer, the teachers, head teachers and class eight pupils to fill in the questionnaires. Questionnaires were used as the research instrument for data collection.The validation was done by pre-testing done in 5 schools and the results were used to access whether the questionnaires were clear to the subjects. The collected data was edited for consistency, coded and variables defined in the SPSS (statistical package for social science) and presented through tables, graphs and pie charts.The study identified thatyoung people who drop out of school are diverse group. Some will continue their education and get back on track. But many others including a large share of dropouts from low-income families will find it extremely hard to make a successful transition to adulthood in a labor market that offers fewer and fewer opportunities for workers with no post secondary education.It is critical to identify and disseminate lessons on how best to re engage the most disconnected young people. The study recommended that the government should control the Free Primary Education Funds so that head teachers can use it well and build enough latrines for pupils, the government should also provide sanitary pads to the needy girls to help retain them in school during menses and the head teachers should also allow back pupils who drop out of schools. The study should be replicated in other districts in the country and also a follow up on school drop out to establish what happens to them thereafter.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is very important because it empowers individuals with the knowledge and skills needed to increase production and income, as well as enabling individuals take advantage of employment opportunities in order to reduce poverty (UNESCO, 2010). Supporting education is one of the smartest economic and human development investments that any country can make (World Bank, 2009). Primary education plays a vital role in ensuring a country's development (World Bank, 2008).

In order for countries to develop and compete well in a globalized economy, it is important for labor markets to have high caliber of school graduates with relevant skills and knowledge. Education is very important for many individuals, because it improves their standards of living when they get jobs, and determines their future life chances and mobility out of poverty (Lewin , K.2007). Education is beneficial in more than just economic and social development because it promotes active citizenship as well as enhances social cohesion by increasing trust and tolerance amongst individuals (World Bank, 2005)

According to the universal declaration of Human Rights Article 28 of 1979, education should be free at least in elementary level. The same

document also states that technical, professional education and higher education should be equally accessible to all on the basis of merit. In order to realize these aspirations, the united Nations introduced the Education for All (EFA) as an international initiative first launched in Jomtien, Thailand, in 1990 to bring the benefits of education to every citizen in every society (EFA Global monitoring Report UNESCO, 2009). At the latter meeting, 189 countries and their partners adopted the two EFA goals that are also Millennium Development Goals (MDGs).

Education is a major catalyst for human development hence its accessibility is very important. Access to schooling in developing countries has improved since 1990 some 47 out of 163 countries have achieved universal primary education (MDG 2) and an additional 20 countries are estimated to be on track to achieve this goal by 2015. However, challenges on transition remain in 44 countries, 23 of which are in Sub-Saharan Africa, and Kenya is among them. (World Bank, 2009).

In a conference that was held in Dakar (2010) education officials and advocates have helped get more girls into primary school worldwide but many girls are still dropping out before secondary level. The education experts meeting in the Senegalese capital Dakar said that poor physical facilities in schools would lead to this. The United Nations Girls Education Initiative (UNGEI) is taking place 10 years on from the World Education Forum, which

helped launch government action plans to reach the Millennium Development education targets for 2015 which would enhance the head teacher's administrative skills. The goals include eliminating gender disparity at all school levels and ensuring that all children get equal rights to education.

Vocation education was to continue for Africans as well as racial segregation. Vocational schools were introduced which included, Jean Schools in Kabete, Thika and Kiambu (Rosalind, 1975). The racial segregation of schools did not end. By 1963 when Kenya attained independence, the Africans wanted a change in the education system. They wanted to take over jobs from the expatriates. The Kenyans realized that for any development to occur, the people must be educated. Education was therefore among the goals that were set for development at independence. The government and other partners in education development and change were committed to the increasing access of education to Kenyans.

The government endorsed the Education for all (EFA) declaration. This shows the government commitment to have all its citizens educated. Education has therefore been seen as a fundamental strategy for human capital development and a crucial vehicle for enhancing quality life. It is also clear that when educational opportunities are opened to girls and women such benefits are even greater. This led to a lot of emphasis being put in the education of the girl child.

Since the Jomtien conference on Education For All, held in 1990, the issue of gender Party has featured prominently in the provision of education at all levels in Kenya. Several strategies and activities have been put in place and are bearing positive results. The achievements made include training of officers in the Gender Unit on the principles of Gender and Development and have adequate skills to deal with female inequality issues in education, including Strategic Program Planning. In order for the training to be effective, a work plan for gender sensitization workshops for the Ministry of education official was developed in 1995. Several such workshops have taken place at the national, Provincial and district levels.

Additionally, the Ministry in collaboration with UNICEF has initiated the girl child program whose main objectives are to close the gender gaps in education. It has undertaken gender sensitization activities for top, middle and grassroots Ministry of Education personnel and intends to move to communities. Teachers have also been sensitized to make them gender responsive to the special needs of the girl child learners. The gender unit was created for the Ministry of Education in 1995 as recommended during the symposium on Girls' Education in 1994. This unit is the focal point for handling female matters in education. The unit secretariat, which operates and networks handle the day-today work with other ministries within the government, NGO's, Community leaders and individuals interested in matters concerning girls' education.

Moreover the greatest achievements of the Ministry of Education as far as gender issues are concerned, is the establishment of the data bank in the planning departments, with easily accessible gender desegregated data. Significant empirical and analyzed knowledge and information has been generated on status of girls' education. Gender desegregate data are allowed annually for monitoring of gender disparity. The Ministry of education initiated in 1996 a follow up study to establish guidelines on the read mission of teenage mothers back to `school and has advised school administrators to assist in admission process. This has been accepted as one way of reducing the high dropout rate among school girl. As a result of the general public awareness created on the importance of education for girls over the years, there has been parity between boys and girls at primary levels.

Dropping out of school has been viewed as an educational and social problem in the society (Coombs 1968). The dropouts have educational deficiencies that severely limit their economic and social wellbeing throughout their adult lives (Rumberger, 1983).The drop outs are a liability to the parents, the community and the nation itself. Some of these drop outs get involved in social evils such as drugs and alcohol abuse, prostitutions and other social violence activities. Dropping out has become a crucial issue in Kenya and most developing countries hence the need for prompt action to arrest the problem.

According to the Zimbabwe Education Act 23(2), all children have the right to education and equal access to same opportunities. The United Nations High

Commissioner for Refugees reports that gender of teachers would attract and maintain girls in schools. Education is a right, but it is not a reality for too many women and girls. Education sends a message - a message of confidence and hope. United Nations International Children's Emergency Fund (UNICEF, 2009) reaffirms the a responsibilities of head teachers, teachers, parents/guardians and the community as a whole as effective management and control of the school so as to meet the stated goals. (Dick, 2008). States that if education is the duty of the state, all school stakeholders should make sure the right of every child is discovered without gender discrimination. Education should be equally available to every child under condition as neatly equitable as possible.

Gicheri (1996) on gender and education had this to say about improving the opportunities of girls to get education that the nations south of Sahara would smartly benefit since there could be increased hopes and expectations of millions of girls in Africa. The family stood to benefit since education of women ensured improved family health, care and nutrition. This in itself would result into higher rate of child survival and better physical and intellectual development. Through education, the educated women tended to marry later, was more likely to use family planning methods successfully which meant that a family could determine the number of children they want.

The nation was also set to benefit from girl education as it created opportunities for improving earnings and accessing the capacity to tackle challenges of poverty and environmental degradation. To the girls, the

education gave self-esteem and confidence in working towards changing the self-degrading attitudes which diminished their potentials. Education to girls made them aware of their potentials and allowed them to release their full abilities. Also education to girls resulted to higher aspirations for the family children while educated women make better entrepreneurs.

Consequently, education plans and objectives are geared towards producing citizens who will be self-reliant and will contribute intellectually and materially to the development of their immediate communities and nation as a whole. As a result, most governments in developing countries invest heavily in education in terms of monetary and human resources in providing for instructional and physical facilities in schools. In most developing countries, education accounts for over thirty percent of the annual budget, while in Kenya the government has had to spend more than one third of the country's budget on education (Ciano, 1982).

In Kenya, the missionaries introduced the first schools. Their aim was to convert the Africans to Christianity by teaching them how to read and interpret the bible. The Africans were also taught how to work simple figures in arithmetic's. The missionaries aimed at eradicating illiteracy. They aimed at bringing up civilization through which the Africans would abandon their "primitive" cultural practices that were hindering the spread of Christianity (Rosalind, 1975 as cited by Ciano, 1982).

Millions of girls are being denied the right to education in several other developing countries. The low value attached to girl's education reinforces early marriage and early pregnancy keeping girls and their children trapped in a vicious cycle of discrimination. Too often marriage is seen as a higher priority than education, and the girls who are married (even where they have been forced into early marriages against their will), as well as the girls who are pregnant, are excluded from schools. Funding in girls education is an important issue. No country has yet succeeded in rescuing girl's education from its continued status as the lowest budget priority and one of the least favored areas in public policy. The direct costs of sending all children to school are usually too high for poor parents. While primary school tuition fees have now been abolished in many countries, nearly all developing countries still require payment of various kinds; in many cases, these charges are far higher than direct tuition fees. They include: charges for books, stationery, examination fees, uniforms, contributions to building funds, levies imposed by the school management committees, informal tips to teachers and travel costs" (Aikma & Unterhalter, 2005).

Schools which also fail to provide adequate physical facilities, such as "toilets and running water, cause inconvenience to girls but spell an end to education for girls before education has even begun. Statistics about the prevalence of violence against girls are hard to find: it remains under-reported,

misunderstood and largely unaddressed, both because of the difficulty of researching the issue, and because of the widespread cultural negligence and betrayal of those who have little or no rights in the first place. Education For All (EFA, 2000) assessment was to review the progress Kenya has made in achieving EFA goals and commitments agreed in Jomtien Conference in 1990.

Text books carry authoritative messages on the role model. An analysis of the transmission of gender images by schools in Kenya concluded that in mathematics, science, technical subjects, languages and social science text books images of female are considerably fewer in number and not very much portrayed in comparison to images of males (Obura, 1992). Indeed women and girls are marginalized and devalued. In some cases a pupil may drop out of school out of own volition. All in all we should bear in mind that they are the future parents and their role is great in every community for without them, the future would be bleak. The government has allocated a high budget in education for example for free primary education in 2003, Ksh.5 billion plus bursaries plus grants was allocated yet the enrolments achieved are unsatisfactory, and not all children are benefiting. This amounts to wastage of an important human resource. It is therefore on this basis that the research study is to be conducted to investigate the factors that influence girl child drop-out in Igembe North district

1.2 Statement of the problem

Goal number three of the Millennium development goals is the achievement of universal primary education for girls and boys with equal access at all levels (UN, 2000). Article 28 of the convection on the rights of the child (1989), points out each child has a right to education and proper measures should be taken to encourage regular attendance at school and reduce dropout rate. In Kenya equality and equity in education has not yet been achieved. Disparities among women exist regionally in urban and rural areas and among various communities due to social cultural and economic factors. Girls are less likely to attend and complete school while boys attend school, girls stay at home to be groomed for marriage and matrimonial responsibility. Even where education opportunities are afforded to girl's equality is not achieved automatically, because girls are many times over burdened with domestic chores which impend upon their ability to fully concentrate or participate in their studies (UN, 2006). Girls as opposed to boys experience many challenges that interfere with their schooling which includes female genital mutilation as practiced by many cultures in Kenya, early marriages and pregnancies. Moreover, they have to keep out of school during their menses because most may notafford the facilities required to manage the situation due to poverty.

However there isn't much information concerning school based factors that could keep girls from attending school, hence the need for this study. Igembe North district has not been spared of these challenges just like other parts of Kenya

Information from District Education office, Maua shows that the enrollment of girls from standard one continues to decline as you go up the academic ladder in Igembe North District, meaning massive drop out of girls as indicated in Table 1.1.

Table 1.1Primary school enrolment for the period 2009-2012 in Igembe District

2009			2010			2011			2012		
c/s	B	G	c/s	B	G	c/s	B	G	c/s	B	G
1	1095	1015	1	1049	1120	1	1058	1095	1	1053	1098
2	913	901	2	889	836	2	588	842	2	880	836
3	911	773	3	766	762	3	800	763	3	668	762
s4	801	744	4	788	724	4	796	740	4	780	724
5	703	608	5	700	652	5	719	653	5	715	653
6	716	501	6	652	538	6	664	548	6	652	538
7	560	435	7	526	436	7	528	446	7	586	436
8	328	268	8	341	350	8	469	454	8	501	370

Source: District Education office, Maua

Table 1.1shows that as the learners move from lower classes to upper, they decrease in numbers.

1.3 Purpose of the study

The purpose of the study is to investigate the school based factors influencing girl child drop-out in public primary schools in Igembe North District.

1.4 Objectives of the study

The study was guided by the following objectives:

i. To establish how the head teachers administrative experience influences girl child drop out in public primary schools in Igembe North District.

ii. To examine these influence of physical facilities (toilets/latrines) on girl child drop out in public primary schools in Igembe North District.

iii. To determine how teachers gender may influence girl child drop out in public primary schools in Igembe North District.

iv. To establish how provision of sanitary pads influence girl child drop out in public primary schools in Igembe North District.

v. To identify the influence of stereotyping in school text books on girl child drop out in Igembe North District.

1.5 Research questions

The study had the following research questions.

i. To what extent does the head teacher's administrative experience influence girl child drop out in public primary schools in Igembe North District?

ii. What is the influence of physical facilities (toilets/latrines) on girl child drop out in public primary schools in Igembe North District?

iii. How does gender of teachers influence girl child drop out in public primary schools in Igembe North District?

iv. To what extent does provision of sanitary pads influence girl child drop out in public primary schools in Igembe North District?

v. How does stereotyping in text books influence girl child drop out in public primary schools in Igembe North District?

1.6 Significance of the study

The study provided information to the educationists and other stakeholders on the causes of high dropout rates at the primary school level. The information may be of help to the policy makers to devise a modality that works for this particular region. It encourages more researchers to work more on the region and come up with practical solutions to a population that has more illiterates than the literates. It would also encourage the decision makers such as the community leaders and the administrators such as the chiefs, to make a change in the society. This change may make the people better participants in trade and farming among other development activities.

1.7 Limitations of the study

The study was conducted in Igembe North District. In this study, the major limitation was some respondents failed to give the correct answers to questions therefore the information given was not all correct. To correct this, the researcher assured them that the data collected was only for the study purposes.

1.8 Delimitations of the study

The study covered 164 public primary schools in Igembe North District, in Meru County in Kenya. The study considered the views of head teachers, teachers, standard eight pupils and the District Education Officer. The generalizations made in this study only appliedto Igembe North District and can be replicated in other districts with similar characteristics. The study investigated the school based factors influencing girl child drop-out in public primary schools in Igembe North District. The study did not involve the girls who dropped out of school because it was difficult to trace them.

1.9 Basic assumptions of the study

In the study, the researcher made the following assumptions:

i. The respondents were very honest and give appropriate answers in the questionnaires.

ii. That the respondents are knowledgeable about the subject of the study.

iii. That school based factors influencing girl child drop out was identifiable.

iv. That girls' join school and leave after 8 years to avoid dropping out.

1.10 Definitions of terms

Drop-out is a person who leaves school before completing standard eight.

Education refers to giving intellectual, moral, spiritual or any other training to a child.

Enrolment refers to the pupils who register for a course at a particular time.

Factors are the elements contributing to a particular result or situation.

Gender is a range of physical, mental and behavioral characteristics distinguishing between masculinity and femininity.

Girl child is a youth female person between 0-18 years.

Influence is power affecting a person, thing or course of events especially one that operate without any direct or apparent effort.

Physical facilities are the materials or resources that are needed to impart formal education. It may include land, building, toilets and latrines.

Public primary schools refer to primary schools which are funded and /or run by the government.

1.11 Organization of the Study

The study is organized in five chapters. Chapter one contains background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitation, delimitations, basic assumptions and definition of significant terms. Chapter two contains literature review, theoretical frame work, conceptual frame work and summary of literature. Chapter three focus on the research methodology: research design, target population, sample size and sampling procedure, research instrument, instrument validity, instrument reliability, and data collection procedure and data analysis techniques. Chapter four reports the data obtained from the respondents and discussions of the research findings. While chapter five focuses on the summary of the study, recommendations of the study and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This section reviewed literature on school based factors influencing girl child drop-out in public primary schools in Igembe North District, which includes influence of administrative experience of the head teachers and girl child drop out, physical facilities (toilets/latrines) and girl child drop out, teachers gender and girl child drop out,provision of sanitary pads and girl child drop out and influence of stereotyping in school text books and girl child drop out in Igembe North District. Lastly, it looks at summary of literature review, theoretical and conceptual framework.

2.2 Background to school based factors on girls dropout

There is a lot of wastage in education reflected in dropping out as it is the worst form of wastage. School dropouts have emerged as a significant issue in all educational systems in the world. Dropping out leads to reduced incomes for the schools and man power for the country. According to Combs and Cooley (1968), the dropout rates being reported are between 40% and 50%. The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study furthers argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly Kasente, (2004), Kakuru,

(2003) explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty.

Uganda Participatory Poverty Assessment (UPPAP, 2000) indicates that marrying off girls would benefit her family in terms of attaining bride price. In the Kenyan situation these cases of early marriages are very common in that parents from poor households allow their daughters only to attain basic education only up to standard eight level. In the pastoral communities of Kenya once a girl is beaded (that is engaged) the man who engaged her can sleep with her at will or even marry her off regardless of her age.

According to Odaga and Heneveld (1995), they noted that parents 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, girls become part of another family and the parental investment in them is lost, this therefore makes parents to discourage the girl child from continuing with schooling. Many factors are suspected to cause pupils to drop out of school before completing their studies. In this chapter, the areas to be reviewed will include: head teacher's administrative experience, physical facilities, gender of teachers, provision of sanitary pads and stereotyping in school text books on girl child dropout.

2.3 Head teachers' administrative experience and girl child drop out

Head teachers role in the life of a pupil is always indispensable, hence head teachers are expected to be highly trained so that they can handle pupils retention, various issues while arise in connection with learning, guide learners and offer needed leadership. Therefore, first teachers distribution and staffing in any case is very significant in any school. Adequate staffing enables the teachers to have a manageable work load, which gives him/her extra time to be a mother, a guide, a judge, a protector.

In order to perform their duties well, all head teachers need to be experienced and trained because when it is the reverse, their attitude towards their pupils would not be the right one. Girl child often need a lot of extension and care so that they are nurtured well to enable them perform better and be retained in school. Secondly untrained head teachers are often insensitive to gender and start labeling according to either their performance or physical appearance. Such labels if negative often stick on the child and they will internalize them and make them believe they are actually those labels, for instance a teacher who often refer to a learner as "thick and stupid" if this is internalized, the pupils get discouraged as they often view head teachers as only authority and if classified as such, then they have no hope of doing better. Girls therefore get

discouraged and drop out. An adequately trained teacher knows what positive labels can do to improve girls' retention in a school.

Strongly linked to the school leader's instructional responsibilities is the professional growth of the school personnel. It is the school head teacher's responsibility to develop people, to enable teachers and other staff to do their jobs effectively, to offer intellectual support and stimulation to improve their work and to provide models of practice and support (Leith wood 2004), The National Association of Elementary School Principals (NAESP, 2001) considers instructional as synonymous with the leading of learning communities in which staff members meet on a regular basis to discuss their work and collaborate to solve problems especially on enrollment and retention of girls in school. Effective school leaders build these integrated communities of professional practice in the service of pupils retention in schools (Goidring, 2006).

Schools administrators are responsible for making the curriculum and the school climate conducive for learning in terms of motivation, satisfaction and communication to pupils. According to Rumberger (1987), school administrators could devise strategies to assist those pupils at risk of dropping out school. He advises that school administrators could develop program that are in course with the pupils interests, needs and understanding. If educational program were made more interesting to the pupils, teaching and learning

would become enjoyable. This will encourage the pupils who drop out of school due to boredom continue with their education.

As things are today, the pupils are exposed to many dangers. It is the role of the administration to ensure that the pupils are safe even when they go out of school for various activities. This is in response to the security needs highlighted in Maslow's hierarchy of needs Theory. Good communication skills' help build consensus and buy-in among staff and faculty for the policies, practices, and supporting systems designed to achieve goals (Leithwood, 2004). Effective head teachers recognize that collaborative networks among educators are essential for successful teaching and learning. They model teamwork, provide time for collaborative work and actively advocate sharing and peer observation (Blase & Blase, 2000). Additionally, leading a school with high expectations and maintaining pupils in school for all they require skills that advance academic and social learning (Henderson & Mapp, 2002). Many children, particularly those in rural, agricultural areas have pressures on them to work which often clash with traditional schooling timetables. Boring education environment results in girls leaving school for more entertaining environment outside school. This often leads to more permanent dropout (Henderson & Mapp, 2002). Non flexible schooling timetables have been known to add drop outs in areas where outside social and economic factors pose a serious threat to consistent attendance.

In practice, schooling times might be adjusted during peak harvest periods or when local economic activity is highest to limit interference with children's work duties. Shift systems and evening might be introduced. The annual school program may also shift so those involved in seasonal tasks are not excluded (Leithwood 2004). These represent bold measures that require consultations and agreement with local stakeholders, opinion leaders and households to arrive at mutually agreeable school times. Finally, language of instruction in the early years can influence drop-out rates (Hunt, 2008). Ensuring that teachers are trained to use local language in the early grades to teach would mean better understanding for children starting school and reducing the likelihood of drop out due to lack of academic progress.

Tanzania's policy of using only more experienced teachers for the first three grades is to ensure best and encouraging education is given to pupils especially the girl child. School dropout among girls can be caused by school based factors for example in cases where a school is poorly equipped with facilities and qualified teachers, performance in national examination are also poor. School head teachers fail to protect-the basic rights and dignity of girls. Cases of rape, sexual harassment, physical and psychological intimidation, teasing and threats may occur within the school itself perpetuated by teachers and persons of perceived authority and fellow pupils. Schools who also fail to provide adequate physical facilities, such as toilets and running water, cause

inconvenience to boys, but spell an end to education for girls before education has even begun. Sam (Ongeri, 2011). Minister for Education, Kenya. Statistics about the prevalence of violence against girls are hard to find. It remains under-reported, misunderstood and largely unaddressed by those concerned. This is because of the difficulty of researching the issue and widespread cultural negligence and betrayal of those who have little or no rights in the first place.

2.4 Physical facilities and girl child dropout

Thephysical facilities directly or indirectly influence pupils' retention in school. Since provision of quality lifelong education depend on adequacy of the facilities in schools. It is therefore important that the school ensure the facilities are available. Many school girls drop out simply because their schools have no toilets for girls. New Delhi Television. (NDTV 2009) visited one such school in Delhi. Lack of facilities like proper benches, toilet and playgrounds affects the decision of the girls, said Mrs. T.M Kaugania, Principal, Maua Girls Secondary School. The Rural Development Ministry has launched the School Sanitation and Hygiene Program which aims to provide all village schools with separate toilets for girls and boys, wash basins and tap water. A report by the United Nations International Children's Emergency Funds (UNICEF, 2009) has also found that in government schools in India, where these facilities are available, attendance has gone up especially that of girls by as much as 14 per cent.

Studies indicate that providing private and separate latrines in school can increase girl's enrolment and help keep them in school as they enter adolescence. While the government is doing its bit to take this forward, public awareness and a public-private partnership could pave way for better facilities, awareness, and increased learning in the long run. The education of girls is increasingly recognized as an investment with many valuable returns including the health and economic prosperity of women, their families and nations (Herz, 2004). United Nations International Children's Emergency Fund (UNICEF) and the International Water and Sanitation (IWS) Centre have noted that education for girls can be supported and fostered by something as basic as a girls-only toilet. United Nations International Children's Emergency Fund (UNICEF 2005) argued that lack of access to separate and offer decent toilets at school is impeding girls' access to their education. It proposed to conduct a systematic review to determine what impact the provision of separate toilets for girls has on their primary school enrolment and completion.

According to (Rheingans,2009) and hand washing (Bowen 2007) there are a wide range of school-based interventions that fall under the umbrella of Water Sanitation and Hygiene (WASH). WASH interventions will be defined as any school-based intervention which is delivered within the context of a toilet (ie the physical space for excrete disposal). A growing number of organizations are calling for increased investment in WASH in schools, through such

initiatives as the Raising Clean Hands for WASH in schools (Raising Clean Hands, 2010). A strong argument for increasing investments is the potential impact on girls' education, namely that improved WASH conditions can empower girls to attend school to date; few rigorous studies have evaluated the impact of school-based WASH interventions on girls' educational outcomes. In practice, girls' toilets are rarely provided in isolation but as one component within a bundle of WASH interventions including hardware like the provision of safe water, soap and adequate lighting and even girl-friendly latrines.

2.5 Gender of teachers and girl child dropout

As highlighted throughout this review, gender cuts across a wide range of constraints that lead to drop out. This section focuses on the gendered aspects of dropping out with an emphasis on demand-side factors in particular. While the emphasis in studies of gender and access tends to be around the education of girls and enabling the retention of girls in school, in some contexts it is girls who are more likely to withdraw early e.g. South Africa, Jamaica. Often this takes place in communities where initial access is largely equal for both genders, and the move out of school for girls is often seen as lack of their gender to motivate them, (Colclough, 2000) talk about gendered cultural practices which influence girls and educational chances and experiences.

Gendered roles in society which shape the balance of incentives for girls to attend school, For example, in some schools the main leadership roles

25

aretaken by men, which could potentially restrict the aspirations of women teachers who are role model to girls. Some have argued that teachers have theories and belief systems that influence their perceptions, plans and actions in the classroom (Fennema, E. & Peterson, P. 1990), which affect and shape classroom dynamics. Since behaviour is guided by a personally held system of beliefs, values and principles (Peterson and Barger, 1985). There are signs that teachers' sex-related beliefs about children might influence their (teachers') classroom behaviour this suggests that teachers' beliefs or expectations might directly influence their classroom behaviour and thus need to continually question how their belief systems affect learners.

Despite most countries having age-old policies aimed at recruiting teachers, so far none has managed to fill these quotas. For example the government of Kenya has consistently failed to guarantee the equal rights of women in teaching, failed to challenge prejudice against female teachers and often failed to develop effective incentives to encourage female teachers to work in poor or rural areas. The limited number of female teachers in primary schools is a major constraint on girls education. The presence of female teachers both makes schools more girl-friendly and provides role models for girls (Jiwani,1998). Of course, the school conditions need to be made more girl-friendly and provide separate toilets for them, and doing away with the physical punishment. A further reduction in gaps between males and females in enrolment and retention can be achieved by understanding dynamic and

26

female education. These factors need to be properly addressed for not only improving the female literacy rate but also reduction in the overall dropout rates.

2.6 Provision of sanitary pads and girl child drop-out

On the onset of menstruation, girls are often confused about the changes their bodies are going through. Some experience shame and others fear. These emotions often lead to many behavioral changes such as missing school and limiting their participation in activities such as sports. Advocates for girls' education have suggested these issues are on direct result of the lack of proper sanitary towels in developing countries.

Increasing female education is an important policy priority. Presently, girls lag behind boys in terms of school enrollment and completion. More than 1.7 million girls drop out of school annually because of lack of sanitary pads and lack of proper education on productive health. It is further estimated that an average schools girls' losses between 13 to 80 schools every term leading to drop out. Nyeri Town Mp Esther Murugi said school girls especially those in primary in the rural areas suffer a lot because of lack of sanitary pads. She was speaking at a Nairobi hotel during the launch of Sanpad products which seeks to address problems girls face during their menses. "The society should join hands in assisting girls achieve their dreams by constantly ensuring they are in school. MP Esther Murugi thanked the MP in the tenth parliament for passing

a bill that compels the government to provide free sanitary towels to all primary school girls. National coordination forum for African Women Catherine Naserian said 61 percent of girls drop out of school due to reproductive health problems. She said the main challenges girls face is lack of access to proper sanitary towels because of poverty, lack of information and cultural practices which act as a barrier.

A girl is absent from school due to menses for 4 days in 28 days (a month) loses 13 learning days equivalent to 2 weeks of learning in every school term. In a year a girl loss 39 learning days equivalent to 6 weeks of learning time. A girl in primary school between grades 6 and 8 (3 years) loses 18 learning weeks out of 108 weeks. Within the 4 years of high school the same girl loses 156 learning days equivalent to almost 24 weeks out of 144 weeks of learning in high school. This is a clear indication that a girl child is a drop- out while still in school. The Sanitary Towel project targets school going girls form disadvantaged social and economic backgrounds in their puberty. Partners in this project are Rotary (District 9200)and Lions both of which are service organizations as well as Health Education African Resource Team (HEART) is a registered Trust in Kenya since 2001 with fully qualified board of Kenya consultants and staff who work with the America counterparts of HEART.

HEART provides the database of girls in need of sanitary towels and provides undergarments, sanitary pads and hygiene education. Besides the core activity of sourcing and providing sanitary pads at cheaper than the market rates. The project also seeks to lobby the Government to establish a sanitary pads provision program in schools. When a girl misses school there is a sure threat to the realization of the gender equity and equality in education in Kenya. It follows therefore that Kenya as a country is unlikely to achieve Education For All (EFA) Goals, Gender Parity by 2015 and the millennium Development Goals (MDGs).Some girls described not wanting to go to school when menstruating because they felt they could not fully participate in school activities. Girls, teachers and parents all agreed that girls' menstruation and related issues have an effect in school performance and attendance. Most girls use cotton from old dresses as sanitary protection materials and in adequate protection quality.

Saxena (1995), says that adolescence is a period of acquiring new capacities. It is not only a time of opportunity but also of vulnerability to risky behavior which can have life-long consequences especially on education, growth and reproduction. Teachers play an important role in providing information and advice to the adolescents. Spectrum of information can range from routine growth to guidance and health advice on sanitary requirement. School is the place where adolescents get opportunity to share many personal issues with their peers for example on menstrual cycle (Jaffe, Wolfe & Wilson, 2010). Many queries get easily resolved merely by having discussion with school

friends or female teachers, which otherwise may be difficult to get resolved elsewhere. Those adolescents who unfortunately do not get chance to attend the schools during these formative years may fail to spot such golden opportunities and lag behind in the support which they would have easily attained by just attending school.

Stopford (2011) found that girls who used commercial sanitary pads were more likely to have pocket money and be sexually active. According to previous research done by former postdoctoral fellow (Puffer 2010), it is common for girls to engage in sex or seek out a boyfriend to help pay for pads or other items like school fees. If a girl becomes pregnant, it is likely she will drop out of school. As an alternative to commercial sanitary pads, other girls used handmade or reusable pads such as rags, multiple underwear, tissue or old pieces of mattress. This group missed slightly fewer days of school than girls who used commercial sanitary pads however; they were more likely to suffer from vaginal infections. In focus groups, girls reported their overall school experience was negatively impacted by menstrual leaks and negative emotions like shame, embarrassment and ridicule. Stopford (2011) suggests the availability of sanitary pads can greatly improve a girl's overall school experience. Much of the focus to date has been on keeping girls in school.

2.7 Stereotyping in text books and girl child dropout

Discrimination against girls through educational materials and examinations

the curriculum development process in Nepal has long been a male dominated activity (Tedaro, 2007). Most curriculum and textbook writers are males who are not sensitive to gender issues. In textbooks, male figures occur far more times than female figures. Science and mathematics textbooks contain more gender-neutral words than other subjects. Textbooks do not include topics or lessons chosen with the explicit aim of bringing about gender balance in the school, society and nation. In curriculum materials, males are presented as heroes, while females have a low profile.

According to Kukreti & Saxena, (2004), the main causes of drop out of girls from school in rural and urban areas were school text books and other reading materials. These are factors that have had adverse effects on the girl child. Research in many parts of the world reveal gender bias in school curricular, text books and subjects choices which either confirm or further allows the chances of girls using their schooling to over-come the economic and social constraints which will face them in adulthood, (Michael, 2005). (Wamahiu, 1999). Within the Africa context school text books have great significance in the socialization process being major administration resources available to the children in schools.

2.8 Summary of literature review

Studies have proven that understanding of the importance of girl's education can be shaped by different circumstances related to specific factors namely: administrative experience of the head teachers, gender of teachers, physical facilities, provision of sanitary pads and stereotyping in text books. These

circumstances can be present in different environments such as the schools, homes, community and others. Literature reviews that the factors above are paramount in the shaping of girl child school retention. In absence of the above factors would lead to high rate of girl child dropout.

2.9 Theoretical framework

The study is based on Maslow's hierarchy of needs. If the basic needs of food, shelter are not met then the pupils cannot remain in school. Maslow theory outlines that   physiological needs must first be met before proceeding to higher needs. Physiological needs are basic biological functions such as thirst, hunger and sleep (Okumbe,2007).The study sought to investigate the influence of the school based factors on girl child drop out in public primary schools. It adopted its theoretical framework from the Maslow's hierarchy of needs advanced by (Okumbe, 2007).

A pyramid divided into five horizontal levels, from top to bottom:
- Self actualization
- Self –esteem, confidence and Achievement.
- Social needs. Friendship and the family
- Safety and security
- Physiological needs (survival) air, shelter, food and sleep
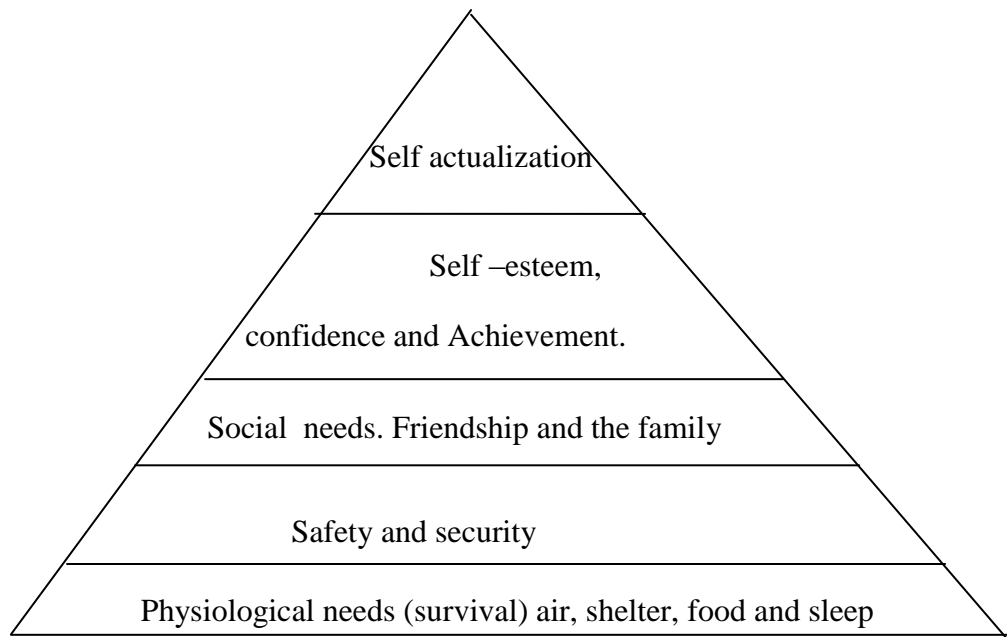
Figure 2.1 Maslow's hierarchy of needs

2.10 Conceptual frame work

Conceptual framework in Figure 2.2 relates the independent variables to

Dependent variables.
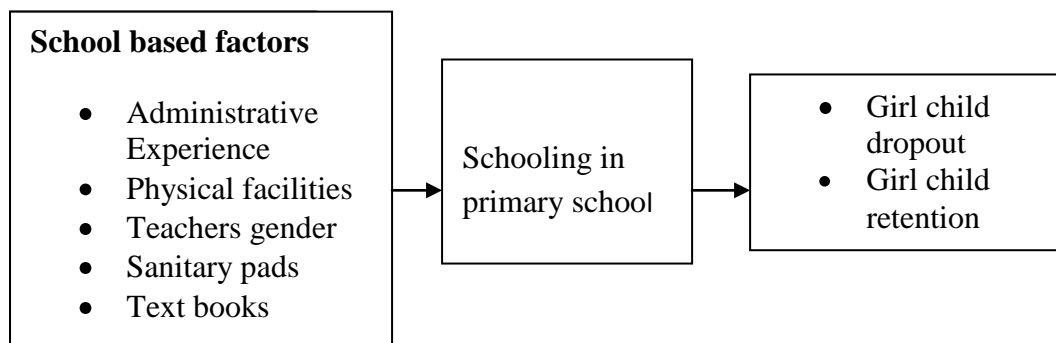
Figure2. 2 Conceptual frameworks on girl child drop-out

The conceptual framework in figure 2 shows the administrative experience of

the head teacher, physical facilities, teachers gender, provision of sanitary

pads and stereotype in textbooks as the independent variables relate to girls

drop out in Igembe North District as the dependent variable.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The chapter presents the research methodology that was used to provide data that was used to answer the research questions, target population, research design, sample size and sampling procedure, research instruments, validity and reliability of the research instruments, data collection procedures, data analysis technique.

3.2 Research design

The study used descriptive survey design. The descriptive survey research design was used for its appropriateness in making reality known through collecting detailed factual information that describes existing phenomena at a given moment in time. This research design obtained information by asking in this case the respondents, questions about their perceptions, attitudes, behaviours or values Mugenda & Mugenda (2003). The responses were given orally and in writing. This design was appropriate in this study because it enabled the researcher to collect detailed data from the respondents, through the use of questionnaires, interviews and observation schedules. The data was organized in logical ways and described as the situations occurred at a given time to describe factors influencing girl child dropout in public primary schools.

3.3 Target population

The researcher targeted the DEO, the teachers, head teachers and class eight pupils. Igembe North District has 164 public primary school which means 164 head teachers. The target population was therefore 1 DEO plus 164 head teachers plus 1050 teachers plus 181,870 pupils giving a total of 183,085 subjects. The DEO was chosen because he has a wide experience on the factors influencing dropout in the district. The head teachers and teachers keep records and interact with the pupils. The standard eight pupils are slightly mature and can handle questions well in the questionnaires.

3.4 Sample size and sampling procedure.

Mugenda & Mugenda (1999) defines a sample as a small group obtained from the accessible population. Kothari (1985) noted that observing the characteristics of a carefully selected and a representative sample one can make certain deductions on the extension of a population from which it is drawn. The researcher sampled purposefully the standard eight pupils since they could give mature answers on drop out. They are also more competent in English. The researcher involved sixteen schools in the district. This is a 10% of the total schools. Out of this sixteen head teachers were also involved. Random sampling was applied to get the 200 pupils from the sixteen schools. The sample size was therefore 16 head teachers, 32 teachers and 200 standard eight pupils making a total 248 respondents.

3.5 Research instruments

The researcher collected data by use of questionnaires. The DEO and the teachers were given a questionnaire differently structured so as to get the required information. A questionnaire is a series of written questions on a given topic. The researcher administered four sets of questionnaires: one for the District Education Officer, head teachers, teachers as well as for the pupils. Questionnaires were appropriate because they were collect information which is not directly observable (Gall and Barg, 1996) the questionnaires were also less costly and used less time as instruments of data collection. The questionnaires for the head teacher had part A and B. Part A contained personal details and part B on the factors influencing drop out. This was applied to the DEO and the teachers' questionnaires. For standard 8 pupils' questionnaire consisted of two parts. Part A contained the background information of the particular pupil and part B contained the factors influencing dropout and recommendation on ways of reducing the vice. The questionnaires were detailed out in sub sections, factors such as administrative experience of the head teacher, gender of teachers, stereotyping in school text books, physical facilities and provision of sanitary pads.

3.6 Validity of the instruments

Validity refers to the correctness and soundness of results of conclusion reached. (Orodho 2004) contends that validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under investigation. The extent to which research results are generalized to

37

population and conditions defines external validity in other words, research instruments are valid if they measure what they purport to measure, pre-testing was done in 5 schools and the results were used to access whether the questionnaires were clear to the subjects. The questionnaire was also subjected to experts for further validation.

3.7 Reliability of the instruments

Reliability refers to the degree of consistency or whether it can be relied upon to produce the same results when used by someone else (Scrimshow, 1990). (Orodho 2005) argues that reliability focuses on the degree to which empirical indicators are consistent across two or more attempts to measure theoretical concepts, The consistency of instrument in measuring what they intend to measure was established by using test-retest reliability coefficient, where the two sets of data obtained from the same group of respondents at different times were compared to detect ambiguities and inconsistencies and correction made. According to Mugenda &Mugenda (2003), test- retest procedures helps to ascertain that the instruments of collecting data are free from pitfalls and mistakes that would have surfaced in the data collection process if the pre-testing of the instruments had not been done.

3.8 Data collection procedure

Before collecting the data, the researcher got permit from the National Council for Science and Technology. The researcher also got a letter of introduction from The University of Nairobi. These enabled the DEO and other respondents to allow the researcher to collect data. The researcher obtained the list of schools from the DEO's office. The 16 schools to be sampled was through random sampling .The researcher contacted the schools head teachers and obtained an appointment to visit them with an aim of collecting data. Once at the school the researcher discussed the types of questionnaires with the head teachers who introduced the researcher to the teachers and the teachers guided the researcher in getting the class eight pupils. The researcher   addressed the class eight pupils and the questionnaires were administered. The pupils were given time to answer and immediately collected after they finished. Head teachers, teachers and DEO needed time to respond to questionnaires. During the visit the researcher made investigations and observations on conditions of the sampled schools and community around.

3.9 Data Analysis Techniques

The Data anticipated both quantitative and qualitative in nature. The collected data was edited for consistency, coded and variables defined in the SPSS before data is keyed in. Qualitative data was seeking to make general statements on how themes of data were related. This data was organized, simplified and put in a reduced form from the field work data that was obtained. This type of data

will be made manageable and comprehensive so that conclusions can easily be reached. Quantitative data got from the questionnaires were edited to make it complete and consistence. The data was coded into thematic categories and grouped. The type of statistics used depends on the scale of variables of the study and scale of measures such as the ratio, interval, ordinal or nominal.

CHAPTER FOUR

DATA ANALYSIS AND PRESENTATION OF FINDINGS

4.1. Introduction

The chapter presents analysis of the data from a sample of 200 standard eight pupils, 32 teachers, 16 head teachers from 16 primary schools in Igembe North District, Meru County. Data analysis and report of findings was done using descriptive statistics. The findings of the study were presented, interpreted and discussed based on the study objectives and research questions. The findings were analyzed and presented in tables, bar graphs, charts and percentages for comparison of the responses. The responses are presented as follows.

4.2 Questionnaire rate of return

The researcher administered the questionnaires to 14 head teachers, 30 teachers and 180 standard eight pupils of public primary schools in Igembe North District in Meru country. Majority 88% of head teachers and 71% teachers returned the questionnaires. Similarly 89 pupils of class eight returned the questionnaires. On average, the overall response rate was 82.7%. The questionnaire return rate was acceptable as Mugenda and Mugenda (2003) noted that a response rate of 75% and above is acceptable. Questionnaire return rate is indicated in Table 4.1.

Table 4.1 Questionnaires return rate

Category	Target	Return rate	%Return rate
Head teachers	16	14	88
Teachers	32	30	94
Pupils	200	180	90
Total	**248**	**224**	

Table 4.1 shows the return rate of the questionnaires from the respondents.

The response rate was 90.3%. This return rate was good for the study.

4.3 Demographic data of respondents

Demographic information of the respondent's background was based on gender, Head teachers and teacher's professional qualifications and teaching experience in the schools.

4.3.1 Head teachers responses

Questionnaires were given to the head teachers and were filled and returned.

The head teachers responses are indicated in Table 4.2.

Table 4.2 Head teachers response

	Frequency	Percentage
Responded	14	88%
Non Response	2	12%
Total	**16**	**100**

Table 4.2 shows that out of 16 sampled head teachers, 2 represented by 12 percent did not respond to the questionnaires, while the highest percentage of 88 responded.

Majority of the head teachers (88%) responded to the questionnaires. These responses were considered positive for this study.

The study involved 14 head teachers in public primary schools in Igembe North District and their gender is indicated in Fig 4.1.
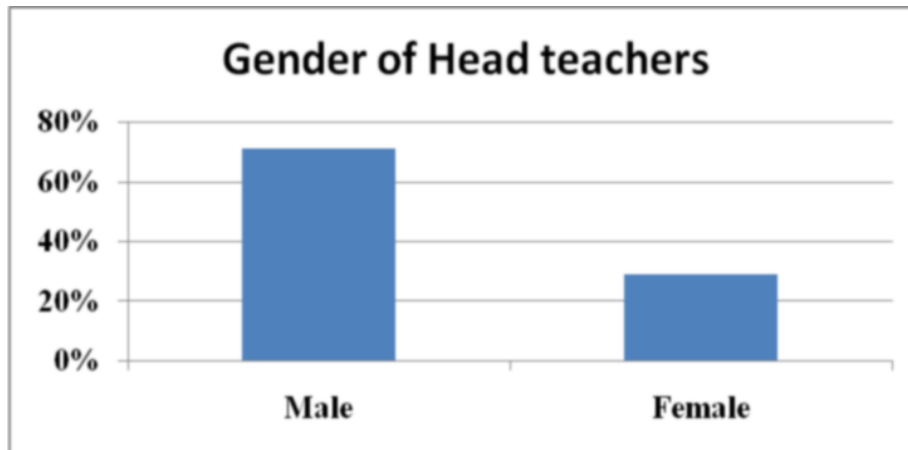
Figure 4.1: Gender of head teachers

From Figure 4.1 it can be noted that majority of head teachers in public primary schools in Igembe North District were males as represented by 71 percent compared to female head teachers at 29 percent. This shows that there are few female teachers in management as a result there is limited role models for girls as compared to boys.

4.3.2 Teachers teaching experience

The study sought to establish the teaching experience of teachers in the school. It was necessary that the teaching experience of the teachers be established in order to determine their understanding on girl's issues. The results of the study are presented in Table 4.3

Table 4.3 Teachers teaching experience

Experience	Teachers	percentage
1- 2 years	6	19
5- 10 years	11	34
10-15 years	10	31
Over 16 years	5	16
Total	**32**	**100%**

The study found out that the majorityof the teachers were highly experienced with 34% who had 5-10 years of teaching experience with only 16% having over 16 years of teaching experience. The rest of teachers had less than 3 years of teaching experience. Thus the findings indicated that teachers in the respective schools had adequate teaching experience thus in a position to give reliable information on school based factors that influence girl child drop out in Igembe North District.

4.4 Professional Qualifications of the head teachers

The National Association of Elementary School Principals (NAESP, 2001) considers instructional as synonymous with the leading of learning communities in which staff members meet on a regular basis to discuss their work and collaborate to solve problems especially on enrollment and retention of girls in school. Effective school leaders build these integrated communities

of professional practice in the service of pupils retention in schools (Goidring, 2006).

4.4.1: Professional Qualifications of the head teachers

The head teachers who took part in the study had a bachelor of education degree with 5-6 years' experience as head teachers. The study sought to findout the professional qualification of the head teachers in the district. The results are indicated on Table 4.4.

Table 4.4: Professional Qualifications of the head teachers

	Frequency	Percentage
P1	5	36
Graduate	6	43
Diploma	3	21
Total	**14**	**100%**

The study established that majority of the head teachers 43% had bachelor of education degree, as indicated in table 4.4.This shows that schools in Igembe North District are headed by people with relevant profession qualifications who are therefore well trained managers who can handle school matters with utmost professionalism. Only 3 head teachers were diploma holders representing 22 percent. According to the study 5 head teachers had a P1 certificate representing 36 percent while no head teachers had P2 qualifications. The information obtained showed that the school head teachers were well placed in terms of capacity to manage the issues of girls in the schools in order to keep them from dropping out.

4.4.2 Age of teachers

The study sought to find out the age and gender of the teachers and results are indicated in Table 4.5.

Table 4.5 Age of teachers

Age	percentage
Below 30 years	18
31-40 years	55
41-50 years	18
51 and above years	7
Total	**98**

Study findings presented in Table 4.5 indicate that majority of teachers were between 31-40 years of age representing 55%. The teachers below 30 years are those between ages 41-50 had a percentage of 18 % while 7% representing those between 51 years and above. This shows that the schools in Igembe North District have energetic and vibrant teachers who can deliver and achieve high academic standards.

4.4.3: Experience of teachers in Igembe North District.

The study sought to find out the experience of teachers in terms of years worked and results are indicated in Figure 4.2
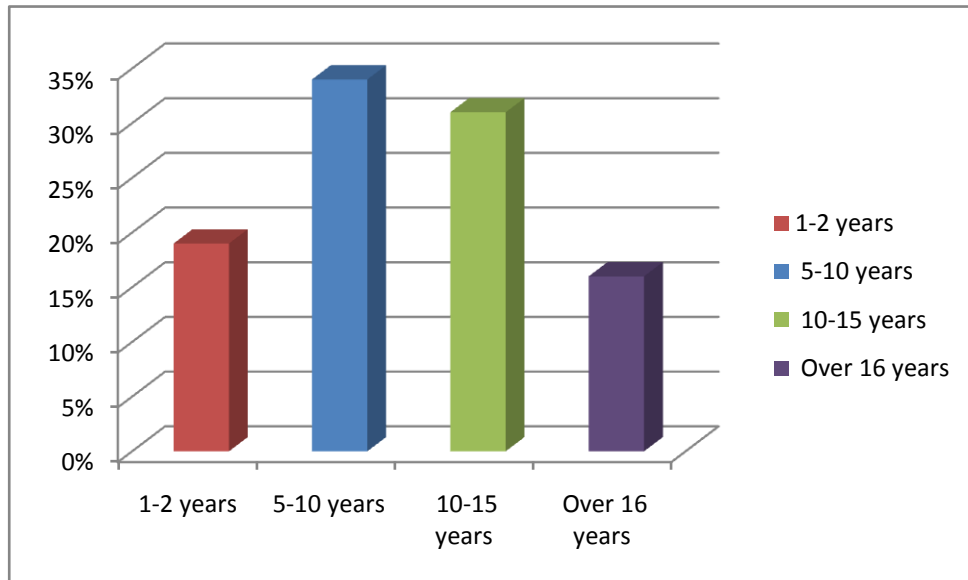
Figure 4.2: Experience of teachers

According to figure 4.2, it can be deduced that the largest number experienced in teaching professional was between those with 5-10 years which was 34 percent of respondents. The others had an experience of 10-15 years who were represented by 31 percent whereas others had an experience of 1-2 years. There were however five respondents who had over 16 years in the profession.

4.4.4 Pupils age

The study sought to find out the age of the pupils and their responsesare indicated in Fig 4.3.

.
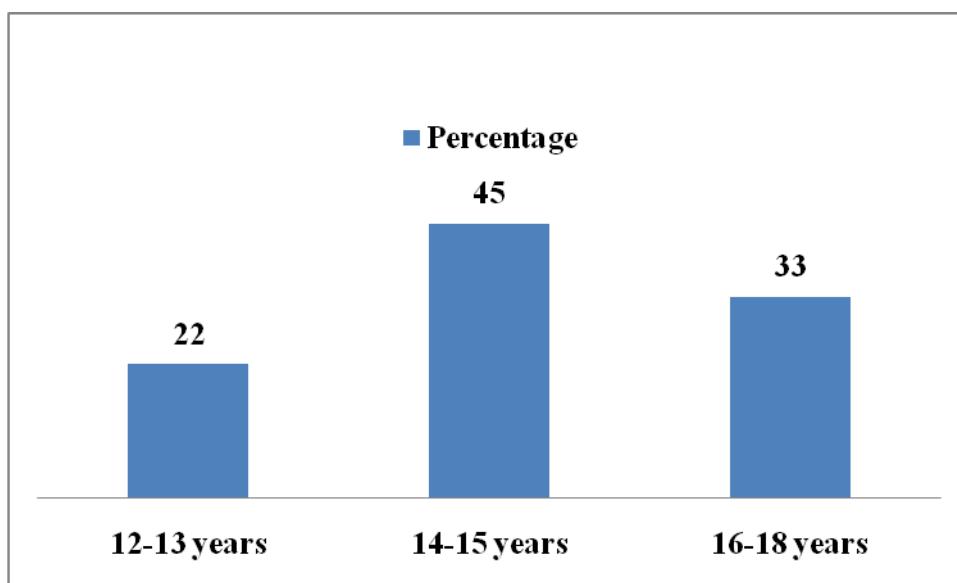
Figure 4.3 Age of pupils

From figure 4.3 it can be noted that 22 percent of pupils in class eight are of age bracket 12-13 years. This shows that most of the pupils join school at a tender age and there are few repetition cases. There are however 33 percent of pupils who are between 16 -18 years as attributed to the fact that some had repeated classes or joined school at an older age

4.5 Influence ofPhysical facilities and girl child dropout

The education of girls is increasingly recognized as an investment with many valuable returns including the health and economic prosperity of women, their families and nations (Herz, 2004). United Nations International Children's Emergency Fund (UNICEF) and the International Water and Sanitation (IWS) Centre have noted that education for girls can be supported and fostered by

something as basic as a girls-only toilet. United Nations International Children's Emergency Fund (UNICEF 2005) argued that lack of access to separate and offer decent toilets at school is impeding girls' access to their education.

4.5.1 School based factors contributing to girls' school drop out

Many children, particularly those in rural, agricultural areas have pressures on them to work which often clash with traditional schooling timetables. Boring education environment results in girls leaving school for more entertaining environment outside school. This often leads to more permanent dropout (Henderson & Mapp, 2002). Non flexible schooling timetables have been known to add drop outs in areas where outside social and economic factors pose a serious threat to consistent attendance.

The head teachers were asked to show the extent to which school based factors influence girls dropout in schools and responses are indicated in Table 4.6.

Table 4.6 School based factors contributing to girls drop out

	Strongly agree	Agree	Disagree	Strongly disagree	Total
Physical facilities	0	7	5	2	14
	0	50	36	14	100
Administration	2	8	4	0	14
	14	57	29	0	100
Sanitary pads	6	4	2	2	14
	43	29	14	14	100
Gender of teachers	7	4	0	3	14
	50	29	0	21	100
Stereotyping in text books	1	8	5	1	14
	7	51	36	6	100

There are differences in response concerning the factors or reasons that lead to girls dropout in public primary schools in Igembe North District as indicated in Table 4.6. Each and every factor had differing opinion from the head teachers varying from strong agreement to some having no response. Some of the factors appeared to have more responses in terms of agreement than the others with some having all the teachers either strongly agreeing or agreeing with none disagreeing or having a neutral opinion. Out of these analyses it is clear that most common reason for girl child dropout was gender of teachers and sanitary pads. Gender of teachers is considered the most important factor as

majority of the respondents in this group indicated. As per the findings 7(57%) strongly agreed that gender was a major factor that led to girl child dropout, followed by 4(29%) agreeing and 3(21%) disagreeing. On the other hand 8(51%) of respondents disagreed that stereotyping in text books leads to girl child school dropout, 5(36%) agreeing and 1(7%) strongly agreeing, while head teachers administration strategies showed 2(14%) strongly agreeing and 8(57%) agreeing.

4.5.2 Influence of physical facilities on girls drop out

Questions were asked to find out the influence of physical facilities on girls drop out. Responses are indicated in Table 4.7.

Table 4.7Influence of physical facilities

Percentage	percentage
agree	34
Strongly agree	52
disagree	14
Total	100

The study established that lack of physical facilities was a factor that leads to girls school dropout. The findings in Table 4.7 shows that (52%) agreed that lack of physical facilities led to girl child dropout while others disagreed and strongly disagreed on the same.

53

4.6 Influence of gender of teachers and girl child dropout

Kenya has consistently failed to guarantee the equal rights of women in teaching, failed to challenge prejudice against female teachers and often failed to develop effective incentives to encourage female teachers to work in poor or rural areas. The limited number of female teachers in primary schools is a major constraint on girls education. The presence of female teachers both makes schools more girl-friendly and provides role models for girls (Jiwani,1998).

4.6.1 Teachers views on how gender of teachers bring about girls dropout

The study wanted to establish the influence of gender on girls dropout from schools. Their responses are recorded in Figure 4.4.
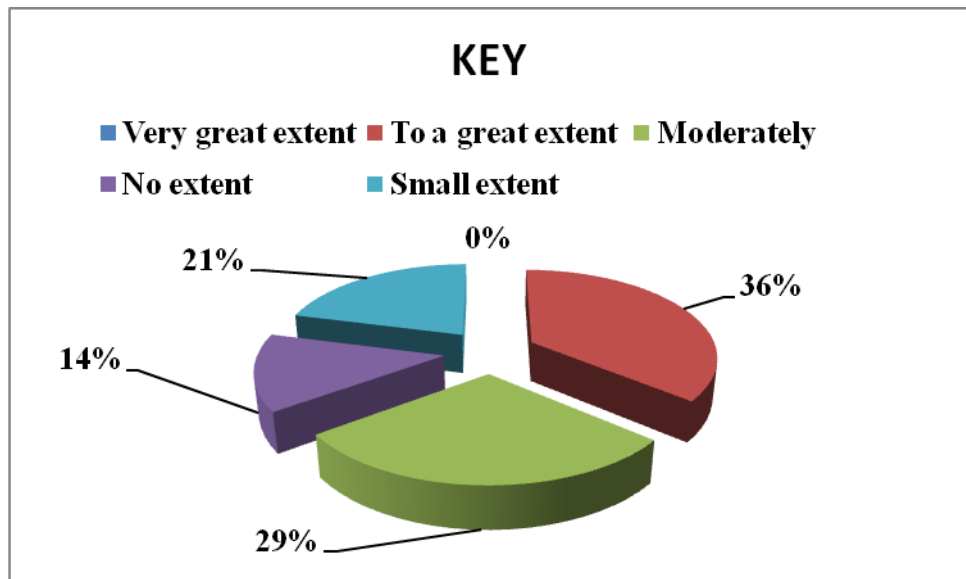
Figure 4.4 Teachers views on how gender of teachers influences girls

dropout

Figure 4.4 Indicates that gender of teachers influence girls to a great extent as shown by 36 percent of the respondents. 29 percent of the respondents felt that gender of teachers moderately affected girls' school dropout, while a small extent represented by 21 percent agreed that gender of teachers has an influence on girls drop out. However only a small percentage of 14 indicated that gender of teachers contributes to girls' school dropout.

4.6.2 Gender challenges experienced by head teachers in managing the school

Questions were asked whether head teachers have problems in managing the schools. Their responses are indicated in Table 4.8.

Table 4.8Head teachers challenges experienced in managing the school.

	Frequency	**Percentage**
Lack of enough teachers	8	57
Pupils indiscipline	4	29
Management skills	0	0
Lack of enough school facilities	2	14
Totals	14	100

Girls child drop out has been known to affect many schools in Igembe North District. The findings in Table 4.8 shows that majority of the head teachers

agreed that lack of enough teachers in school increases girl child dropout

The researcher also intended to know whether pupils indiscipline was a challenge to head teachers as they managed the school because of gender. The results in this question, showed a varying opinion where (57%) of the head teachers admitted lack of enough teachers in a school led to girl child dropout, (29%) had a differing opinion of pupils indiscipline and (7%) talked of poor school facilities. A strong argument for increasing investments is the potential impact on girls' education, namely that improved WASH conditions can empower girls to attend school to date. Few rigorous studies have evaluated the impact of school-based WASH interventions on girls' educational outcomes. In practice, girls' toilets are rarely provided is isolation but as one component within a bundle of WASH interventions including hardware like the provision of safe water, soap and adequate lighting and even girl-friendly latrines. This will enhance the retention of girls in schools and reduce dropouts.

4.7Provision of sanitary pads and girl child drop-out

School is the place where adolescents get opportunity to share many personal issues with their peers for example on menstrual cycle (Jaffe, Wolfe & Wilson, 2010). Many queries get easily resolved merely by having discussion with school friends or female teachers, which otherwise may be difficult to get resolved elsewhere. Those adolescents who unfortunately do not get chance to

attend the schools during these formative years may fail to spot such golden opportunities and lag behind in the support which they would have easily attained by just attending school. The study sought to establish whether provision of sanitary pads has had any influence on girl child drop out in public primary schools in Igembe North District.

4.7.1 Influence of sanitary pads on girls dropout in primary schools

The study wanted to find out the influence of sanitary pads on dropping out of girls from primary schools. Questions were asked and responses are recorded in Table 4.9.

Table 4.9 Influence of sanitary pads on girls dropout in primary schools

Responses	Percentage
Agree	43
Strongly agree	29
Disagree	28
Total	**100**

The study established from 72% of the respondents that sanitary pads had a lot of influence on dropping out of pupilsin public primary schools. This is because the girl child is always absent from school during this time of monthly menses simply because they are not able to afford sanitary pads. They lose several days of valuable learning in the class, hence they eventually dropout from school.

4.7.2 Teachers responses on influence lack of sanitary pads on girls dropout

The study wanted to establish whether girls dropout of schools because of lack of sanitary pads. Questions were asked on influence of sanitary pads and responses are indicated on Table 4.10.

Table 4.10 Teachers responses on influence lack of sanitary pads on girls'

dropout

Responses	Frequency	Percentage
Strongly agree	17	54
Agree	7	20
Disagree	6	16
Total	30	100

4.8 Influence of Stereotyping in text books and girl child dropout

According to Kukreti & Saxena, (2004), the main causes of drop out of girls from school in rural and urban areas were school text books and other reading materials. These are factors that have had adverse effects on the girl child. Research in many parts of the world reveal gender bias in school curricular, text books and subjects choices which either confirm or further allows the chances of girls using their schooling to over-come the economic and social constraints which will face them in adulthood (Michael, 2005).

The study wanted to find out whether stereotyping in text books influence girl child to drop out. Questions were asked and responses are indicated in Table4.11.

Table 4.11 1nfluence of stereotyping in text books and girl child dropout

Responses	Frequency	Percentage
Strongly agree	13	58
Agree	92	30
Disagree	64	36
Strongly disagree	11	6
Total	180	100

The study established that 58% of the respondents strongly agreed with the study that stereotyping in text books where men characters are treated like heroes affects the education of girls hence they drop out of school. This agrees with other studies that discrimination against girls through educational materials and examinations the curriculum development process influences education of girls in Nepal, because education has long been a male dominated activity (Tedaro, 2007).

4.8.1 Other factors that influence drop out of girls from primary schools

From the interviews conducted and the collected data, the study established that there are other factors that influence education of girls and their subsequent dropping out of school. The findings are recorded in Table 4.12.

Table 4.12 Other factors that influence drop out of girls from primary schools

Responses	frequency	Percentage
Early marriages	70	35
Parents' attitude towards girls education	45	25
Parents don't value education	56	31
Community's attitude to education	38	21
Influence of FGM	83	46
Lack of role models	58	32
Influence of Miraa business	67	37
Teenage pregnancies	52	29

The study established that the factors mentioned in Table 4.12 had a lot of influence on girl child education and contributed to dropping out of school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.1 Introduction

This chapter presents a summary of the study findings, conclusions and recommendations which sought to investigate the school based factors that influence girl child drop out in public primary schools in Igembe North District, Meru County. The data was analyzed and presented using frequency table distributions.

5.2 Summary of the findings

This study was aimed at investigating the influence of schools based factors on girl child drop out in public primary schools in Igembe North District. Some girls after joining standard one were not able to reach class eight. There were several cases of non-completion as cited by the head teachers, teachers, Pupils and the DEO. This was mainly due to dropout. The issue determines education efficiency in that the pupils who join a certain level should be able to finish the level they were enrolled in.

The study aimed at identifying the role played by head teacher, teachers in promoting the retention of girls in school. The study also sought to identify some strategies and recommendations which if adopted could increase the girls retention in school up to class eight. The researcher administered three sets of questionnaires to the head teacher, teachers and pupils. The data collected identified several factors influencing girls child drop out. These are:

head teachers' administrative experiences, physical facilities, gender of teachers, provision of sanitary pads and stereotyping in text books. The study established that lack of role models among the girls had a lot of influence on girls hence they dropped out of school.On top of these, the teachers identified other factors such as early marriages and parents lack of interest in educating a girl child. From the study, the head teacher identified various ways of promoting girls education such as: understanding pupils background, allowing pupils who drop out back to school, strengthening guidance and counseling sessions in schools and motivate pupils by providing them with sanitary pads.

Finally the study found out that the major causes of girls drop out are lack of enough physical facilities like toilets/ latrines and lack of sanitary pads during their menses. The respondent noted that the government should support the school by providing sanitary pads for girls as well as giving more money to schools to construct enough latrines in order to retain girls in schools until they complete primary education.

5.3 Conclusions of the study

Based on the findings the study made the following conclusions.

i)   That head teachers need training on gender issues so they are able to understand girls' issues.

ii)   Most girls drop out of school due to lack of role models among teachers to motivate them. It was evident that girls dropped out of school because men teachers were insensitive on them.

iii)   The stereotyping in text books had an impact on girls' child. Males portrayed as heroes and girls as losers made girls feel demoralized and therefore no need to pursue their education.

iv)   That lack of sanitary pads among girls from poor background discouraged girls in quest for education they missed classes in some days during their menstrual flow.

v)   Most girls drop out of school due to lack of enough physical facilities like latrines and toilets. Also the direction they face matter to girls to make them comfortable when using them.

5.4 Recommendations of the study

In light of the research findings and conclusions the study made the following recommendations.

i)   Government must train leaders on gender issues through refresher course so that they are able to understand girls' issues better.

ii)   Government through Teachers service commission should seriously consider recruiting more female teacher than male teachers so that girls can have role models in the schools.

iii)   There is need for Kenya Education Management Institute (KEMI) to discourage authors of texts books from discriminating against girls through educational materials that text books should include topics or lesions chosen with the explicit aim of bringing about gender balance among pupils.

iv)   There is also need for Ministry of education to control the free primary education Funds given to public primary schools so that head teachers can use it well and build enough latrines for pupils.

v)   The head teachers should allow back pupils who drop out of school. If pupils have dropped out due to one or another reason and they are willing to continue with their studies, they should be given a chance.

5.5 Suggestions for further research

Based on the findings, the following suggestions to further research were made:

i.   Since the study was done in one district there is need for replication of this study using a larger sample of primary schools to get responses even at a national level on the school based factors that influence girls child drop out.

ii.   From the study the researcher found out that most of the dropout never went back to school. There is need to carry out a study on where they

end to. This will assist in coming up with program that assist those who drop out to fit well in the society

REFERENCES

Peterson,& Barger, (1985*). Inclusive Education: Achieving Education for All be Including those with Disabilities and Special Needs*. Washington DC: World Bank Publication.

Aikma & Unterhalter, (2005). *Transforming policy and practice for gender equality and education.* Johannesburg, Oxford publishing.

Blasé, J. & Blasé, J. (2000). *Effective instructional leadership: Teachers'perspectives on how principals promote teaching and learning in schools.* Journal of Educational Administration, 38

Bowen, A. & Luby, M. (2007). *The effect of a hand washing promotion program in Chinese primary schools.* American, Journal of Tropical Medicine & Hygiene.

Ciano, J.N. (1982). *An investigation of the causes and effects of schools drop outs in Nairobi City.* Nairobi: University, Kenya.

Colclough, R. & Tembon, M. (2000). *Gendered cultural practices which influence girls and educational chances and experiences.* South Africa,

Coombs, J and Cooley, W. (1968). *Dropouts in high school and after high schools.* American Educational Research Journal, 5(3).

Dakar, (2010). *Humanitarian assistance annual report.* Senegal international committee of the Red cross.

Dick, (2008). *states that if education is the duty of the state.*

EFA, (2000). *Progress Kenya has made in achieving EFA goals and commitments agreed in Jomtien Conference in 1990.* Nairobi Kenya .

Fennema, E. Peterson, P. (1990*). Teachers' attributions and beliefs about girls, boys, and mathematics.* America Educational Studies in Mathematics,

Goldring, E. (1990 *). Assessing the status of information on classroom organization frame works for gifted students*. Journal of educational research.s

Henderson, A. & Mapp, K. (2002). *A new wave of evidence: The impact of school, family, and community connections on student achievement*.Austin, TX: Southwest Educational Development Laboratory.

Herz B, Sperling. (2004). *What works in girls' education: evidence and policies from the developing world*. New York: Council on Foreign Relations press.

Holmes, J. (2003), *"Measuring the Determinants of School Completion in Pakistan:Analysis of Censoring and Selection Bias".* Economics of Education Review 22

Human Rights Watch, (2001. *Sexual violence against girls* South Africa, Scared at school pg 14.

J.A Okumbe. *Educational Management*. Theory and Practice.

Jiwani, Y. (2010). *"Violence Prevention and the Canadian Girl Child."* Canada. International Journal of Child, Youth and Family Studies, 134

Kakuru, D. Muhwezi (2003*).: Gender Sensitive Educational Policy and Practice Uganda Case study.* International Bureau of Education

Kasente, D. (2003). *Gender and Education in Uganda: A Case Study for Monitoring Report.*Makerere University

Kukreti, B, Saxena, M. (2004). *Drop-out problems among students at school level.* Kurukshetra,52(11): 26

Leithwood, K. (2004). *Teacher working conditions that matter: Evidence for change* . Toronto, Elementary Teachers' Federation of Ontario publishers

Maithly, B. Saxena, V. (*1995) Adolescent's Educational Status and Reasons for Dropout from the School*, Vol 33, Issue c 2, PG 127-128 Western Kenya. Journal of Water and Health.

Mugenda, O.M. & Mugenda, (1999). *Research Methods: Quantitative and Qualitative approaches.* Nairobi. Acts press.

Mugenda, O.M. & Mugenda, (2003). *Research Methods: Quantitative and Qualitative approaches.* Nairobi. Acts press.

Obura, (1992). *Indicators on primary education problems in Eastern.* Southern Africa, International institute for Educational planning.

Okumbe, J. (2007*). Educational management theory and practices*, Nairobi University press.

Orodho, A. J. (2004) *.Technique writing research project and reports.* Nairobi. Kenya .Masalo Publishers.

Rheingans, R. (2009). *Can a school-based water, sanitation and hygiene intervention catalyse changesin learning environment?* Western Kenya. International Research Colloquium.

Rumberger, R.W. (1987) *High school drop outs. A Review of issues and evidence* Review of Educational Research, 57 (2).

Rumberger, R.W.(1983). *Dropping out of school. The influence of race, sex and family background.* American Educational Research Journal.

Stopford, B.(2004). *A primary school baseline study of SSHE .* Swaziland. Waterlines publishers.

pressdaga, O. & Heneveld W., (1995*). Girls and schools in Sub-Saharan African from Analysis to Action.* The International Bank for Reconstruction / World   Bank, WB.

UNESCO. Nicolai, S. (2003). *Education in Emergencies.Save the Children*. London. UNESCO

UNICEF and IRC (2006*.), International Water and Sanitation Centre, the country pilot project*. Netherlands, UN

World Bank, (2005). *World Development Report: Investment, Climate, Growth, and Poverty.* World Bank

World Bank.(2006). *Global Monitoring Report: MDG: Strengthening Mutaul Accountability, Air, Trade, and Governance.* Washington D.C.: The International bank for Reconstruction and Development

World Bank, A. H. D. D.(2007). *Secondary Education in Africa: At the Cross Roads: Choices for Secondary Education and training in Sub-Saharan Africa.* Washington sD.C.: SEIA and the World

World Bank (2008*), Transitions in Secondary Education in Sub-Saharan Africa Equity and Efficiency Issues,* Working Paper No125, World Bank, Washington DC,

APPENDICES

APPENDIX I

LETTER OF INTRODUCTION

University of Nairobi

Department of Educational

Administration and Planning

P.O Box 92, Kikuyu

The Headteacher

Dear Sir/Madam,

Ref: Participation in Research

I am a student at the University of Nairobi pursuing a master's degree in Educational Administration. I am conducting a research on the **school based factors that influence girl child drop-out.** The study is to take place in public primary schools in Igembe North District**.** The information given will be used solely for this research and shall be treated with confidentiality.

Thank you in advance.

Yours faithfully,

Mwari Sabina

APPENDIX II

QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is designed to gather information related to school based factors influencing girl child dropout in public primary schools in Igembe North District. You are kindly requested to fill in the questionnaire as honestly as possible. Your responses will be used for this specific study only. To ensure maximum confidentiality on your part, Please do not write your name anywhere on this questionnaire. Items require you to respond by ticking {√} in the spaces the appropriate options or just filling in the spaces provided.

Part A

1. What is your gender?   Male   ▭   ▭   Female

2. What is your age?_____

3. Indicate your professional qualifications

P2	
P1	
Arts	
Diploma	
Graduate	
Others specify	

4. How many years have you taught since you left college?

3-5 years ▭   ▭   ▭   6-10 ▭

years   10-15 years   Above 15

years

73

5. How many years have you served in the current stations? _____

Section B: School based factors influencing girl child dropout

6. To what extent does the issue of school dropout apply to your school?

To a very great extent ☐ to a great extent ☐

To a small extent ☐ to a very small extent ☐

7. Who is mostly affected by drop out? Boys ☐ ☐ Girls

Give reasons for the above_____

8. Mention any activity that the school involves itself in to address the

problem of dropout._____

9. The following factors contribute to the school dropout by girls.

	Strongly agree	Agree	Disagree	Strongly disagree
Physical facilities				
Poor school administration				
Sanitary pads				
Gender of teachers				
Stereotyping in text book				

10. Do you think Head teachers need training on gender issues?

Yes ☐ No ☐ Not sure ☐

11. What challenges do you experience most in managing the school?

Lack of enough teachers ☐ Pupils indiscipline ☐

Management skills ☐ Lack of enough school facilities ☐

12. What have you observed as an effect of lacking enough latrines and toilets?

Increased girls dropout ☐   Pupils sneaking out ☐

Poor health facility ☐

13 Are you involved in any way to improve school physical facilities?

Yes ☐   No ☐

14. If yes, what strategies have you carried out to improve?_____

15 How many female teachers do you have in your school?_____

16 Why do you think female teachers are important to girls?

Understand girls' issues more than male teacher ☐

Guidance and counseling ☐   Role models ☐

motivate girls ☐

17. To what extent do you agree that gender of teachers affects girl child drop out at primary school level in this area?

Very great extent ☐   ☐   To ☐

great extent   Moderately

Small extent ☐   No extent ☐

18 Do teachers contribute to pupils dropping out of school?

Yes ☐   No ☐

If yes, explain_____

19 Does stereotyping in text books affect girls in any way?

Yes ☐   No ☐

Thank you for taking time to complete this questionnaire

APPENDIX III

QUESTIONNAIRE FOR TEACHERS

This questionnaire is designed to gather information related to school based factors influencing girl child dropout in public primary schools in Igembe North District. You are kindly requested to fill in the questionnaire as honestly as possible. Your responses will be used for this specific study only. To ensure maximum confidentiality on your part, Please do not write your name anywhere on this questionnaire. Items require you to respond by ticking {√} in the spaces the appropriate options or just filling in the spaces provided.

Part A: Personal details.

1. What is your gender?   Male ☐   ☐   Female

2. Indicate your age? _____

3. How long have you taught since you left college?_____

4. How long have you been in the current station?_____

Part B: Factors influencing girl child drop out.

5. Is drop out common in your school?

To a great extent ☐ fair ☐ a smaller extent ☐

6. Which of the following factors have contributed to the drop out in your school?

Lack of sanitary pads ☐   inadequate physical facilities ☐

Poor administration ☐   stereotyping in text books ☐

77

7. a). Who is mostly affected by drop out?   Boys ☐   ☐s

   b). Give reasons for the above_____

8. What suggestions can you give to reduce this dropout?_____

9. Indicate an activity or activities that the school involves itself in to address

the problem of drop out. _____

10. Rank the subjects in order of their performance

English, Kiswahili, Mathematics, Science and Social studies

11. In what extent does the gender of teachers affect girls?

   Very great extent   ☐   To a great extent   ☐

   moderately   ☐   To a small extent   ☐

   No extent   ☐

12.The following factors contribute to the school dropout by girls. In a scale of

1-4 indicate you opinion on the influence of the factors listed below.

	Strongly agree	Agree	Disagree	Strongly disagree
Physical facilities				

Poor school administration				
Sanitary pads				
Gender of teachers				
Stereotyping in text book				

13.Do you think Head teachers need training on gender issues?

      Yes ☐   No ☐   Not sure ☐

14. What have you observed as an effect of lacking enough latrines and toilets?

    Increased girls dropout ☐   Pupils sneaking out ☐

    Poor health facility ☐

15. Are you involved in any way to improve school physical facilities?

         Yes ☐   ☐   No

16 .Why do you think female teachers are important to girls?

    Understand girls' issues more than male teacher ☐

    Guidance and counseli ☐   Role models ☐

    motivate girls ☐

17. To what extent do you agree that gender of teachers affects girl child drop out at primary school level in this area?

Very great extent ☐ ☐ To great ☐

extent   Moderately

Small extent ☐   No extent ☐

18. Do teachers contribute to pupils dropping out of school?

    Yes ☐   No ☐

    If yes, Explain_____

19. Does stereotyping in text books affect girls in any way?

    Yes ☐   No ☐

20. In your opinion indicate other factors that influence girl child drop out from public primary schools in Igembe North district?----------------------------

----

Thank you for taking time to complete this questionnaire

QUESTIONNAIRE FOR STANDARD 8 PUPILS

This questionnaire is designed to gather information related to school based factors influencing girl child dropout in public primary schools in Igembe North District. You are kindly requested to fill in the questionnaire as honestly as possible. Your responses will be used for this specific study only. To ensure maximum confidentiality on your part, Please do not write your name anywhere on this questionnaire. Items require you to respond by ticking {√} in the spaces the appropriate options or just filling in the spaces provided.

Part A: Personal details

1. Please indicate the name of your school_____

2. Indicate your gender   male ☐   ☐ Female

3. Indicate your age _____

4. Who caters for your basic needs?_____

Part B: Factors influencing girl child drop out.

5. a Have you ever thought of dropping out of school?   Yes ☐ No ☐

    b. If yes please give reasons that made you feel like dropping out _____

6. a Are there drop out cases in your school?   Yes ☐   No ☐

    b. Give a reason (s) that made them dropout_____

7. What are those who dropped out doing currently?_____

8. How does lack of sanitary pads influence girl child drop out?_____

9. a. Do you think lack of enough physical facilities like latrines and toilets

81

would cause girls to drop out of school? Yes ☐ No ☐

Not Sure ☐

b Explain your answer_____

10 a. Does gender of teachers in your school has any influence on girls?

Yes ☐ No ☐

b. Explain your answer_____

11 Does the stereotyping in textbooks affect girls?

Yes ☐ No ☐ Not sure. ☐

12 Amongst your colleagues who were not able to reach class eight, were there some who dropped out because of sexual harassment by teachers?(for girls)

Yes ☐ No ☐

13. a). Are there pupils who dropped out because of inadequate physical facilities in your school? Yes ☐ No ☐

b). If yes explain_____

14. Amongst your colleagues who were not able to reach class eight; were there some who dropped out because of stereotyping in text books?

Yes ☐ No ☐

15. In what extent does the gender of teachers affect girls?

Very great extent ☐ To great extent ☐ Moderately ☐

Small extent ☐ No extent ☐

16. In a scale of 1-4 indicate how the following factors keep you out of school.

	Strongly agree	Agree	Disagree	Strongly disagree
Sanitation facilities				
Attitude of other students				
Gender stereo types				
Head teachers commitments				
Availability of guidance & counseling				
Poverty				
Lack of role models in schools				

Thank you for taking time to complete this questionnaire

APPENDIX V

INTERVIEW SCHEDULE FOR DISTRICT EDUCATION

OFFICER (D.E.O)

Instructions

Kindly complete this questionnaire as honestly as possible and provide the most accurate information. Do not write your name.

1. What is your Gender   Male ☐   ☐ Female

2. What is your age? _____

3. How long have you been in this District?_____

4. What is the percentage of girl child drop out in this region?_____

5. Are you involved in any campaign against girl child drop out ?_____

6. What reasons would you give for high girl dropout?_____

7. What are some of the factors leading to the high rate of girl child drop out in the district?_____

8. What measures would you recommend to be put in place to curb girl child drop out in the District?_____

9. What do you think influence girl child drop out from school?_____

10. Do you think head teacher need training on gender issues management? Give reason for your answer._____

11. What are some of the challenges head teachers face in managing their school?_____

12. What have you observed as effect of lack good physical facilities in schools?_____

13. How are female teachers important to girls?_____

14. Are there enough textbooks in the schools? What ratio._____

Thank you for taking time to fill this questionnaire.