

**FACTORS INFLUENCING GIRL CHILD DROPOUT RATE IN MIXED
SECONDARY SCHOOLS IN KENYA: A CASE OF BUMULA SUB COUNTY**

BY

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DECLARATION

This project report is my own original work and has not been submitted for a degree award in any university.

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This project report has been submitted for examination with our approval as University supervisors.

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DEDICATION

This work is dedicated to my late father, Joakim Achieng Passy and the late mama Catherine Akinyi Muga who continually advocated for my further education.

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ABSTRACT

The purpose of this study was to investigate the factors that influence the drop-out of girls in mixed secondary schools in Bumula Sub County. The number of girls who sit for Kenya Certificate of Primary Education (KCPE), coupled with transition percentage and the eventual number that sits for KCSE specifically motivated this study. Not only has the completion rate of girls at secondary level been dismal but also comparatively low to other Sub Counties in Bungoma County like Bungoma South and Kimilili. This study sought to assess the effect of home factors on girl child dropout; it also sought to establish whether cultural beliefs have influence on girl child dropout; the study also investigated the influence of early sexual maturation on girl child dropout and assessed the effect of school based factors on girl child dropout. The study was based on both theoretical and empirical literature. The study was guided by Abraham Maslow's theory (1954) that is grounded on the fact that basic needs which are physiological need to be catered for before achieving those at higher level; in this case the girls' basic needs have to be met before educating her. Empirical literature cited what other researchers dealt with, their findings and recommendations. This report revealed that the entire Sub County's education for girls was hit by: home factors, cultural beliefs, early sexual maturation and school factors. The findings do concur with previous findings on the fact that the socio-economic background, a community's cultural beliefs, early sexual maturation and the school environment of the girl child determines her completion of education at secondary level. Descriptive survey research design was used and results were analyzed using statistical package for social sciences (SPSS) then presented in form of frequency tables and percentages. The entire population of mixed public secondary schools was 32; a sample size of 16 schools was under study from the four zones, this was arrived at using Mugenda and Mugenda (1999). Data was collected using questionnaire, interview schedules and secondary data and was presented using descriptive techniques and statistical inferences. The study findings are expected to enable educationists and policy makers come up with strategies for helping the girl child. Schools will also benefit in that they will come up with programmes to support the girl child and keep her in school, parents and guardians will benefit by becoming knowledgeable and help keep girls in school till completion. The study recommends instigation of poverty eradication measures in the district and strict enforcement of laws. As a basis for further research, a study on pure girls' schools should be conducted in the same Sub County and a study on means to eradicate poverty in the District.

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ABBREVIATIONS AND ACRONYMS

KCPE Kenya Certificate of Primary Education

KCSE Kenya Certificate of Secondary Education

UNICEF United Nations International Children's Educational Fund.

KDF	Kenya Defense Forces
KUPPET	Kenya Union of Post Primary Education Teachers
KNUT	Kenya National Union of Teachers
KESSHA	Kenya Secondary Schools Heads Association
WHO	World Food Programme
REEP	Rural Education Enhancement Programme
CDF	Constituency Development Fund
HIV	Human Immunodeficiency Virus
AIDS	Acquired Immunodeficiency Syndrome
DQUASO	District Quality Assurance and Standards Officer
EIF	Education Improvement Fund
D.E.O	District Education Officer
D.O.S	Director of Studies
P.T.A	Parents Teachers Association

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 1993 and Okidi et al., 2004). Many forces combine to spell an early end to girl child education. (Borg and Gall, 2003), education is a prominent factor that helps in shaping of the future of individuals. There has been worldwide concern about the rate of girl child dropout in education. Around the world seventy five million children, more than half of them girls have little or no opportunity to attend school, Lone (2008). Vital Statistics form the Millennium Report depict that of the more than 110 million children not in school, approximately 60% are girls. It goes on to state that by age 18, girls have received an average of 4.4 years less education than boys, (www.unicef.org/education.) In the USA, one out of four girls does not finish High School. (Connelly and Zheng, 2003) In El Salvador, the cost of necessities like clothing and increased cost of tuition year after year influence parents' decision to take their children out of school regardless of the level. (Kane, 2004) pointed out that "the irony is that the richest and the poorest countries, share the problem of the dropout." In 1991, less than 40% of the 330 million women aged 7 and over were illiterate, which means today there are over 200 million illiterate women in India. (Esrado, 2005) India and Thailand have a dropout rate of 12% while the other countries of Asia have a dropout rate averaging not more than 5%. (Duryea, 2003) In Costa Rica, the patterns of schooling marginal urban areas seem more complex, maybe because the education system is better established. As in a series of other aspects, the girl-child is also discriminated against extensively in the right to education at all levels, secondary inclusive. UNICEF, (2003).

In Africa, many girls are prevented from getting the education entitled to them because families often send their daughters out to work at a young age, so that they can get the additional income they may need to exist beyond subsistence level, and finance the education of sons. In Nigeria, girls drop out of schools due to retrogressive cultural values, ignorance as well as poverty. It is also obvious to note that wars and rumours of wars in countries like Southern

Sudan and Somalia hamper the education of girls. Traditionally, the education of girls in Southern Sudan was most rudimentary kind, frequently provided by religious school, in which religious studies was taught such schools did not prepare girls for the secular learning mainstream, from which they were virtually excluded. The worst hit is Southern Sudan, which has been seriously affected by civil war. Only 560 of the 8000 teachers in Southern Sudan are women, a mere 7% Nduru (2003). In Somalia almost all schools were closed in places like Kismayo in Somalia. Recently, the Kenya Defense Forces (KDF) made it possible for a school in Kismayo to open, however one could only see boys in the school according to one of the dailies picture. Birungi (2008) cited the rampant fire in schools as examples of the gaps in implementation of the girl-child education. She noted that the previous years' floods in Eastern Uganda left many schools in disrepair and these were seen as forms of exclusion.

In Kenya, women have gained or continue to gain equal right to education in many parts of the country (Kerre, 2006). Girls' education has been vital in the promotion of social and economic development of a nation. Nevertheless girl child education is elusive. Mwangi (2004) wrote the combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of Free Day Secondary Education, access to secondary education still remains the wildest of dreams to many children. There are challenges especially in keeping girls in school in Arid and Semi-Arid areas. There are many reasons for the dropout of girls ranging from: early marriages (both forced and voluntary), child labour, discrimination and no schools nearby. Early marriages and teenage pregnancies have been blamed for low enrolment of the girl child into schools in Narok County, Konchella (2012).

The situation is not any different in Bumula Sub County. The Sub County's girl child faces a myriad of setbacks which prohibit her from successfully going through the four year season in secondary education. According Biketi (2014), the District Examination officer-Bumula District, the number of girls who sat for KCSE examinations were 583 in 2013.

Table 1.1 Source: Bumula District Education Office

Year	No. Sitting KCSE	For Form One	No. Joining Possible dropouts	Percentage dropout
2011	562	1084	522	48.15
2012	578	1133	555	48.98
2013	583	1222	638	52.20

The table above simply shows that the problem is almost at catastrophic level because it is on the downward trend despite the measures taken by the government to make education free and accessible in day secondary and accessible. This shocking revelation has generated so many unanswered questions: crucial of them all; *where do they go to?* Girl child education is a vital undertaking in any society that is geared towards development. There are so many advantages of educating girls. A happy girl is the future of a country, indeed it is rightly put, ‘educate a man, you educate one person, educate a woman, you educate a complete family.’

It is for these reasons that this study was to investigate the possible causes of girl child dropout in public mixed secondary schools in Bumula sub County and seek answers to the problem hence leading to an educated society and attainment of millennium development goals thus contributing to vision Kenyan vision 2030.

1.2 Statement of the Problem

Education is one of the most critical areas of empowerment for women, as both the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of discrimination women suffer. Offering girls basic education is one sure way of giving them much greater power of enabling them to make genuine choices over the kinds of lives they wish to lead. This is not a luxury. The Convention on the Rights of the Child and the Convention on the Elimination of All Forms of Discrimination against Women establish it as a basic human right. That women might have the chance of a healthier and happier life should be reason enough for promoting girls' education. However, there are also important benefits for society as a whole. An educated woman has the skills, information and self-confidence that she needs to be a better parent, worker and citizen, (uk.answers.yahoo.com/question/index).

Despite benefits of girls' education, gender disparities in education persist in many countries. These gaps are widest at secondary education yet it's at this level where the greatest impact can be made on a girl's life. Major hindrances to secondary education are mainly cost related and as a result, too few girls are able to pursue higher education from families with low economic status. Accordingly, girls suffer more from the effects of poverty because it costs more to educate a girl than a boy due to the double cost of tuition added to the perceived loss of her labor within the household (opportunity cost).

Over recent decades there has certainly been significant progress in girls' education in Bumula Sub County. Between 2003 and 2013 combined primary and secondary enrolment for girls in Bumula rose from 38 per cent to 90 per cent. Although progress has been made in girls' education, there are a lot of issues to be resolved, and barriers to be overcome. Despite improvement, secondary school enrollment of both boys and girls is low in most regions. Bringing more girls into secondary schools require not just building and staffing more schools, but taking into account the social, geographic and financial barriers. There are a lot of economic and social barriers when it comes to education, particularly girls' education. In Bumula, there is evident economic and social exclusion of girls in education brought about by poverty and retrogressive cultural practices. Exclusion leads to lower parental demand for schooling and to inadequate and sub-standard public supply. Some parents identify discrimination and mistreatment by schools and teachers as a reason to keep their children out of school. Direct opportunity costs, lack of employment opportunities upon graduating and low returns to those who have attended school also keep excluded children out of school. Families prefer educating boys to girls, given better labor market opportunities for boys and the fact that girls in most parts of Bumula are "married away", and no longer providing for their own families. Discrimination: Unconscious discrimination, stereotypes, and expectations affect opportunities, motivation and interpersonal behavior. These factors have particularly strong effects on student performance in heterogeneous schools and classrooms.

When girls are denied access to qualitative education, their countries, on the long run, will be kept from achieving full human, social and economic development. A drive to sensitize the government and the people to devote priority attention in girl child education especially when

viewed against the fact that girl-child's education is a central strategy for growth and poverty eradication. It's a fact that without an intelligent parenting (mothering) the result can be lower IQ, poor verbal and mathematical skills, health problems as adult and even behavioral problems.

Therefore, despite the fact that there has been a lot of research and recommendations on girl child dropout rate throughout the world and Kenya as a country, it is apparent that the problem is still being experienced; the situation of the girl child is unclear in Bumula Sub County because there has been little research done on the topic. It is for this particular reason that the researcher carried out this study to investigate on the factors influencing girl child dropout rate in the Sub County.

1.3 Purpose of the Study

The purpose of this study was to investigate the factors that influence girl child dropout in public mixed day secondary schools in Bumula Sub County; Bungoma County.

1.4 Objectives of the Study

The study was guided by the following specific objectives:

1. To assess how home factors influence girl child dropout in Bumula Sub County.
2. To establish how cultural beliefs influence girl child dropout in Bumula Sub County.
3. To investigate how early sexual maturation influence girl child dropout in Bumula Sub County.
4. To assess how school factors influence girl child dropout in Bumula Sub County.

1.5 Research Questions

1. To what extent do home factors influence girl child dropout in Bumula Sub County?
2. How do cultural beliefs influence girl child dropout in Bumula Sub County?
3. To what extent does early sexual maturation influence girl child dropout in Bumula Sub County?

4. How do school factors influence girl child dropout in Bumula Sub County?

1.6 Significance of the Study

Education is regarded as an extrinsic good and instrumental in the acquisition of gainful employment. In Kenya, the kind of job one acquires largely depends on one's education level (Kadenyi, 2001). It is in light of the above consideration that this study aims to give some insight on how home and school factors influence girls' dropout rate in mixed day secondary schools.

The study was intended to make a contribution to the existing knowledge on effective ways of curbing girl child dropout. The findings of this study will provide useful information to education stakeholders to come up with means of keeping the girl child in school. The findings will also help policy formulators to come up with policies that put into consideration the plight of the girl child in secondary schools. The Ministry of Education will also benefit from the study by looking into the education system and retention as a remedy. Parents will also benefit from the study because this will help them to help the girl child successfully go through secondary level.

Dropout statistics can be used to monitor the success of schools and identify students in need of special attention. In addition, statistics would provide an overall indication of the success of the educational system. To make these assessments, however, data must be collected according to the same definitions, using the same procedures, and over the same period of time (Clements, 1990). Frances Hunt (2008), reducing drop out is central to improving access to basic education. Most of those who do not attend school are children who have enrolled but who have crossed the threshold from regular attendance to regular absence. In most countries the numbers excluded this way are much greater than those who never attend school. In low enrolment systems more than half the children who start primary schooling will fail to complete it successfully. This is also rampant in High school.

1.7 Delimitations of the Study

The study only covered Bumula Sub County of Bungoma County in the Western part of Kenya. Apart from that it only covered public mixed day secondary schools meaning that pure girls' schools, mixed boarding schools, girls' day schools and private schools were left out, the reason being that there are only two pure girls' schools in the area and one private school. This is

also an area in the rural setting hence application to urban areas should be done with a lot of caution. The study investigated the factors that influence girl child dropout in Bumula Sub County, Bungoma County. The District is located on western part of Bungoma County and borders Busia County. The District has a population of 178,897 (IEBC 2012) and an area of 944 km². Although Bumula centre is the headquarters of the district, there are other busy neighboring market centres like Myanga, Mateka and Buyofu. Bumula is predominantly occupied by the Bukusu community, Batura along Bumula-Nambale border, Wanga along Bumula-Matungu border and other immigrant communities from other counties mainly Kakamega and Trans Nzoia.

1.8 Limitations of the Study

Some respondents were not willing to participate for fear of victimization. This was curbed by the researcher declaring confidentiality. Some information was too sensitive to be divulged to a stranger. The study distance between schools in the rural set up posed a challenge.

1.9 Assumptions of the Study

The researcher assumed that the sampled schools would be a reflection of all schools in the sub county. That the answers given by the respondents were a reflection of the true picture of factors influencing girl child dropout. It was expected that the participants in the study were knowledgeable and willing to give the information required for the study. It was also assumed that the data got from schools and education offices was reliable and accurate information.

1.10 Definition of significant terms used in the study

Girl child: Is a biological female offspring from birth to 18 years of age.

Retention: This is a strategy used by educators on academically weak students by making them to repeat or redo a class or grade.

Cultural beliefs: Norms, virtues and vices that a community holds unto dearly.

Teen Pregnancy: Is pregnancy conceived while the girl is still a teenager.

Dropout: Termination of education before completion.

Early sexual maturation. The desire to engage in sex either willingly or unwillingly before the right age or time i.e. adulthood.

Mixed Secondary Schools: These are schools which admit students of both gender.

Home factors: These can be defined as conditions at home that may necessitate or hinder the girl child from completion of school.

School factors: Important components of the school environment which shape the structure of the school and hence the learning environment

1.11 Organization of the Study

This chapter has covered the background of the study, statement of the problem, significance of the study, delimitations and limitations, operational definition of terms and organization of the study. Chapter two looks at related literature both theoretical and empirical while chapter three contains the research design, study area, study population, sample and sampling procedure, development of research instruments, pilot study, validity and reliability, data collection procedures and data analysis procedures.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter is divided into two main subsections. These are theoretical literature and empirical literature. Theoretical literature shades some light on one key theory related to the girl child education and her endeavor to be educated while empirical literature addresses factors affecting girl child dropout in Bumula Sub County.

2.2 Abraham Maslow's theory.

The study was based on the theory of Abraham Maslow (1954) who viewed the operation of human needs occurring at different levels from the most basic needs to those at the highest level. That the basic needs which are physiological had to be catered for before achieving those at higher levels. Girl child dropout is high due to increasing poverty in the households which deter their ability to meet the costs incurred in education. As a result of this, the girl's opportunity cost was also an issue of concern as there was a struggle between the opportunity cost and time to be in school. The society also contributed to dropout by providing income generating opportunities to school age going children. All these was due to the poverty that derailed the parents efforts in providing the physiological needs such as food, clothing, shelter and health as Maslow put it as such needs become a burden to households. Provision of school necessities equally became a problem resulting in temporal withdrawals which in the long run led to permanent dropout.

2.3 Home factors and Girl Child dropout

According to Lone,(2008), 'many forces combine to spell an early end to education for girls, chief among them is poverty' according to her, the cost of voluntary contributions, uniforms, books and bus fares where the school is located far can even free education to be expensive. That in Africa, many girls are prevented from getting education entitled to them because families often send their daughters out to work at a young age so that they can get additional income they may need to exist beyond subsistence level, and finance the education of

sons. World Bank (2003), more than 350 million people, over half Africa's population, lives below the poverty line of one dollar a day. This implies too that poverty excludes children, including the girl child from school. Research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. Okeke, Nzewi and Njoku (2008) identified among other child labour, poverty and lack of sponsorship among other causes as key to girl child dropout. According to Chibiko (2009), faculty of Education University of Nigeria in his presentation on girl child education, cited poverty as a major cause of the dropout. Citing examples from African countries he came up with recommendations on how to solve the problem by encouraging the flagging off of National campaign. According to Mwangi (2004), the Kenyan girl child education is elusive. He wrote a combination of factors including poverty. Even with the introduction of free secondary education access to education is still remaining a wide dream to many Kenyan children.

The economic importance of child labour for poverty stricken families is a core factor in explaining why such children drop out. In the short term, a working child can bring more benefit to family life than a child receiving an education."The poverty of the student's family forces them to abandon their studies,' Chhun. (2006) "Students' parents do make them go to work, do make them finish their studies early so they can earn money. Children drop out of school to help their families financially." If their clothes are torn or inadequate, girls from poor families constrained by the demands of modesty and propriety will stay at home. If they do not have adequate sanitary protection, or if their school does not have separate pit latrines, then beginning of menstruation can mean the end of a girl's education. Another 21 percent said they dropped out after having a child of their own, according to the survey, which included responses from 513 American adults, ages 19 to 35 that have not completed high school. The responses were weighted by age, gender, and location in order for the results to be nationally representative. With nearly 1.3 million students leaving high school each year, the dropout crisis is "equivalent to a permanent recession," and siphons close to a trillion dollars from the national economy, Tony Miller, deputy secretary of the U.S. Department of Education, said during a panel discussion in May. Of the dropouts surveyed, only 17 percent held full-time jobs, and 46 percent of those employed either full time or part time said they had little to no opportunity to advance in their current positions. Students without a high school diploma also earn about 30 percent less

than their peers who stayed in school, according to a recent earnings report by the Bureau of Labor Statistics. To reverse the dropout trend, schools need to empower parents to support their student by forging relationships between families, the school, and community. According to Ndambuki (2003), his study investigated factors that contribute to girl's dropout from public mixed secondary schools in Mbooni West District in Makueni County. It was a study after the introduction of Free Secondary Education, and determines the effect teenage pregnancies have on girl dropout from public secondary schools. The method of data collection was interview.

Patricia (2008), when a poor family considers how much a daughter can help in working, cooking, collecting firewood and water and looking after younger children, and how little opportunity there will be for her to get a paying job even if she is educated, then the returns rarely seem to warrant the expenditure. According to the UNO, (2014), in one of his meetings in Davos, Switzerland called on the world to invest more to release the potential of over a half a billion adolescent girls in developing countries currently held back by poverty, discrimination and violence, calling them key to achieving a crucial raft of development. Findings show that poverty is among the key factors influencing girl child dropout. According to Okumu(2013), he researched in Kisumu West and specifically the study sought out to find the social and economic factors leading to girl child dropout from public mixed secondary schools, established that the dropout of girls depended on both home environment and school environment,*(ir-library.ku.ac.ke/handle/*. The study findings indicate that social contributors cut across early marriage, lack of mentorship by teachers and parents, teenage pregnancies, poor performance, distance to school and bereavement that transfer responsibility to the girl child. Economically poverty was established to be a major cause of girl child dropout. The study concludes that social and economic factors have a mutually reinforcing and/or feed off mechanism that leads to high dropout of girls. The study recommends government support of the District initiatives that focus on the plight of top performing girls without economic backings.

Nasaba, (2011) carried out a research in Bungoma County which revealed that poverty level is a major factor that contributes a big deal to the vulnerability of girls hence affecting their education. This was confirmed by Mt Elgon executive secretary of KNUT- Chemonges while speaking at a function Kapkirwok Primary School. (pmonoo@westfm.co.ke. According to

KESSHA chairperson of Bumula Sub county, Namasaka (2013), the girl child in the district still faces a lot of challenges which inhibit her from completing high school, She observed that only 583 girls sat for 2013 KCSE exams out of the over 1133 admitted in Form One year 2010. She observed that poverty was among the chief causes, (*highschoolnotes@usnews.com*). A lack of parental support and the challenges of teen pregnancy are among the primary factors driving students to leave high school before earning their diploma, according to a new report released today. Twenty-three percent of high school dropouts surveyed cited lack of support and encouragement from their parents as the reason they quit school, the report by Harris Interactive, a research firm, and Everest College revealed. The age of a guardian at home level highly determines the completion rate of girls, the older the guardian the higher the possibility of completion. Guardians who are barely the age of 25 do not have parental authority hence can be tossed here and there by the students, the same also applies to guardians who are too old at grandparents level.

The recommendations and findings of these studies on the influence of poverty on girl child dropout have therefore necessitated this study.

2.4 Cultural beliefs and Girl Child dropout

African Patriarchal societal view point favours boys over girls because boys maintain the family lineage. This is compounded by the fact that the same culture did not give their mothers an education thus setting no role model at family level. Demands for labour in their homes such as assisting in looking after young siblings: child marriage, doing household chores, death of mother and looking after a sick member of the family. According to Lusalunya, (2000) Maasai girls in Kenya have numerous cultural barriers but the most determined girls overcome these barriers, (*ageconsearch.umn.edu/bistream/.../series54.p...*), the research paper indicates that, in Maasai Land, a daughter's marriage increases the wealth of the family through combined cattle and cash dowries, and since a girl joins her husband's family upon marriage, her father is relieved of the economic burden of supporting her, the belief that the biological family does not benefit from educating a daughter, since the girl becomes the member of the husband's family when she marries, and they will reap the benefits. The practice of early marriage is also worsened by the increasing poverty of the Maasai people, which leads them to marry off their

daughters at an early age. For those families that are able to pay for education costs, there is a widespread cultural preference for sons first. And even if the girls join high school, they are likely to be withdrawn when a suitable suitor shows up. This is compounded by the circumcision rite of passage which is cited reason for girl child dropout. In the Maasai culture, premarital pregnancy is known to bring the family disgrace and a reduced bride price that gives the reason for girls to be pulled out of school. Therefore the fear of early pregnancy is the second most frequent reason that girls drop out of school.

Lanyasunya, (2000), in her study, 'socio-cultural factors leading to girl child dropout in Samburu District' observes that girls though not entirely excluded from education generally and high school education for that matter, their percentage continues to decline as we move up the education ladder. Her study set up to investigate whether, social factors such as early pregnancy, attitude of parents, economic status of the parent and cultural factors such as early pregnancy, mobility due to insecurity contribute to girl child dropout in schools in the District. The methodology she used to collect data was snowball since according to her one has to inquire about the girls who dropped out using one of them. The findings indicated that early pregnancy was the chief cause therefore parents fear that their daughters will get pregnant before completing school thus will not hesitate to marry the early.

It was been reported in BBC News (2006), that African Patriarchal societal view point favours boys over girls because boys maintain the family lineage. UNICEF education chief in South Africa, Wamahiu (2008), cited that issues of administration, discipline and corporal punishment, sexual harassment, child labour as some of the things that lead to exclusion of girls from schools. United Nations statistics national reports and studies initiated by NGO's in (2005) repeatedly showed that girls as a group had lower literacy rates, receive less health care and are more impoverished than boys. According to Omwami, (2006), a study done in Busia County highlighted that women in the county since time immemorial have lived with disparities in education in terms of enrolment, dropouts, retention, completion, transition due to culture . The retrogressive cultural barriers include: limited access to justice, limited control over their bodies, patriarchy, culture, unlimited physical violence and denied access to natural resources like land and major family assets. The background puts the girl child off the radar of education. He found out that men were the custodians of culture hence having an advantage to education at all levels.

Having found out that the rate of girl child dropout in the region is high, he proposes close monitoring of the girl child from time of enrolment in form one to Form Four is mandatory to ensure completion, political leadership to carry out serious advocacy and provision of sponsorship for bright girls.

According to KUPPET Secretary General, Luketero, (KUPPET office, Bungoma October 2013), some girls in the county are given to marriage against their wish and when they refuse, they are threatened with death and exclusion from family. While some parents still believe that a girl at the same level of education as men is a disgrace to the community. For these reason early marriage is a solution to the embarrassment.

The many findings in their divergent therefore motivated a research of the same in Bumula County to find out if the same applies.

2.5 Early Sexual Maturation and Girl Child Dropout

Pregnancy related school dropouts have become a matter of public concern in the world today. Several studies have shown that age at first intercourse is reducing, suggesting that today's young adults are becoming sexually active at an increasingly younger ages. In addition, some studies have shown that few adolescents use contraceptives and are at risk of pregnancy (Kiragu, 1991; McCauley and Salter, 1995; Kiragu & Zabin, 1995). This results in situations such as dropping out of school, poverty, early marriage and contracting sexually transmitted diseases (DHS Charter book, 1992; Kane et. al., 1993; Iinigungumugabo, 1995).As reported in the December 2000 edition brief of the National Association of State Boards of Education (NASBE), in the developed countries such as the USA, early parenthood is seen to be adding a great burden to the already challenging navigation of adolescence. Each year, it is estimated that some 500,000 adolescent females become parents before completing high school in the United States. Research reports also indicate that the United States records the highest teen birth rates in the industrialized world, twice as high as that of the United Kingdom which is the developed nation with the second highest rate of teen pregnancy (The National Campaign to Prevent Teen Pregnancy, 1997). The educational stakes are also very high for young parents in the developed countries whereas a high percentage of young mothers drop out of school, making early

motherhood the number one reason for dropping out of school among young girls in these countries.

In Africa, especially the sub-Saharan Africa countries, there are concerns about high rates of pregnancy-related school dropouts, also leading to the reported gender disparities in education in the developing world (Mensch et. al.). Schoolgirls who become pregnant have fewer opportunities to complete their education after childbirth and have fewer opportunities for socioeconomic advancement. Among policy makers and even the media, pregnancy is increasingly being mentioned as a reason for premature school leaving in the region. Anyone who has lived or travelled in Africa and read the local papers is familiar with the attention given to “schoolgirl pregnancy”- a term which draws attention to the risks schoolgirls face when they stay in school beyond the age of sexual maturity (Lloyd & Mensch, 2005). In most of the countries, schoolgirls whose pregnancies are detected are required to drop out of school, at least temporarily. In most cases, schoolgirls who become pregnant in countries like Nigeria, Mali and even Zambia either had to resort to unsafe abortions or they face official school expulsion. Because girls who dropped out of school due to pregnancy usually never returned to school to complete their education after childbirth, their opportunities for socioeconomic advancement are limited. While in many settings, rules are currently being liberalized to provide for possibility of re-entry, the number of those returning back to school is still very low. And due to the fact that a pregnant schoolgirl has to choose between dropping out of school and undergoing an abortion in order to remain in school, it poses a high cost associated with becoming pregnant while still in school. On the other hand, boys who get the girls pregnant do not face the same risks.

Many African governments have also included family life education programs in their school curriculum in an attempt to educate adolescents about the consequences and responsibilities associated with sexual activity. The high rates of schoolgirl pregnancies suggest that these family life programs have their shortcomings and indicate that educational policies should be used not only to reduce the incidence of schoolgirl pregnancies but also to assist pregnant schoolgirls to complete their education. Gyepi-Garbrah (1985) writes: “The plight of pregnant schoolgirls in Africa is particularly wrenching. They must either terminate their

pregnancy by taking recourse in abortion in order to continue their education, or drop out of school either on their own volition or on pain of threatened official expulsion. When girls drop out of school because of pregnancy, their future socio-economic prospects are significantly reduced.” Other than the health problems associated with teenage pregnancy, it can also affect the girl’s future by delaying or terminating education, decreasing the chance of education beyond high school and increasing the chances of a poor marriage, unemployment or a low paying job. It is also noted that rather than pregnancy causing girls to drop out of school, other factors such as the lack of social and economic opportunities for girls and women in general as well as the domestic demands placed on them, coupled with the gender inequities of the education system, may result in unsatisfactory school experiences, poor academic performance and an acquiescence in or endorsement for early motherhood.

In Kenya, the youth population with young people between ages 15 – 19 is large, accounting for 25% of the population of the country. As in other parts of Africa and the rest of the world, these young people are faced with tremendous challenges in the transition to adulthood. The challenges are serious such that many young people especially young girls are leaving school early due to pregnancy. 23% of young women aged between 15 – 19 years are pregnant with their first child and 50% of young people have begun child bearing by age 20 years (CSA Kenya, 2007). It is important to note that most of the Kenyan young girls in this age bracket are still pursuing education in secondary schools and the pregnancies at this very age definitely interfere with their education efforts at that level. The introduction of free primary school education by the Kenya government has also led to increased numbers of school enrolment including those already in the sexually active age groups. A growth in the percentage of girls attending school after puberty inevitably leads to a rise in the risk of pregnancy among students being that they are already sexually active.

Given the fluidity of the traditional African marriage process, the onset of sexual relations and childbearing prior to formalizing a union was not unknown in Kenya in the past (Meekers 1992). The rapid expansion in education has led, however, to an increasing association in the public mind between premarital sexual activity, childbearing and schoolgirl dropout. Kenya’s education policy also fully embraces the “Education for all” notion irrespective of sex, religion,

ethnic and social background, economic status and color. The Ministry of Education endeavors to eliminate gender disparities and promote social equity through provision of basic education to all, including females (MOE 1998:55).

(MOEST, Education Act 2013), One of the Ministry's strategies to meet educational objectives is to increase the course completion rate through reduction of dropout rates. The Ministry is fully aware that the dropout rate for girls is higher than that of boys and also that pregnancy and subsequent drop out of the girls from school contributes to the very disparities the educational policy seeks to eliminate. The statistics on school drop out of the teenage mothers in Kenya reveal that the problem has been demanding urgent solution. According to Angelina (2003) Pregnancy and birth are significant contributors to high school dropout rates among girls. Only about 50% of teen mothers receive a high school diploma by 22 years of age, versus approximately 90% of women who had not given birth during adolescence.

Many factors go into why pregnant teenagers drop out of high school and here are a few: Many teens find it very difficult to find the time to make the routine doctor visits during pregnancy and overcome the natural sicknesses involved with a pregnancy. Social factors such as name calling and bullying from school peers make attending school difficult. Nearly one-third of teen girls who have dropped out of high school cite early pregnancy. Austin (2012), the National Campaign to Prevent Teen and Unplanned Pregnancy, along with America's Promise Alliance, recently presented a new report, Teen Pregnancy and High School Dropout: What Communities Can Do to Address These Issues, in Washington, D.C. The report highlights the link between teen pregnancy and dropout rates, a connection that is often overlooked. According to the report, 30% of teen girls who drop out of high school cite early pregnancy or parenthood as the culprit. Only 40% of teen mothers' complete high school and only two percent of teen moms (those who have a baby before age 18) finish college by age 30. Recommendations of the report, focuses on innovative collaborations among school systems, other public agencies, and community-based organizations that are successfully assisting students avoid early pregnancy and parenthood. According to Mariana, (2004) in Butula Sub County of Busia County cites poverty brought about by the HIV and AIDS scourge that has swept the County. It therefore recommends help to the students who have been orphaned by HIV and AIDS by paying for them Secondary and

University fees. The NGO also recommends relieve food for the orphans and the old vulnerable grandparents who stay with them. There have been efforts to do these through REEP and WFP. Despite all these spirited efforts the rate of girl child dropout is still high in the area thus necessitating this study.

Ndambuki (2011), the study established that the rate at which girls' dropout of secondary schools in Mbooni District is related to performance in internal examinations, teen pregnancies, discipline, the home environment and the school environment. Suggestions were made for replication of the study in the whole country. (Citizen News 2013), while interviewing Naomi Kangethe, a dropout at Form Three level, reported that most parents are not ready to parent a pregnant child. It poses a challenge to a bright girl who wants to continue with her education. In most cases, such drop out. Oteba (2014), who is in charge of a local NGO in, Cheptais district, he says that the District is set to help 250 girls who dropped out of school due to early pregnancy and the biting poverty resume back their studies. The Community development and sustainability organization working in Mt Elgon and Cheptais districts to sensitize girl child and victims of the Sabaot Land defense force atrocities will cater for the girls' education once they are identified after their education was cut short following the SLDF militias command in the area between, (2006-2008). Speaking in Cheptais, the organization director Peter Chem said that the organization was touched by the affected girls plight after majority of them turned into maids and harlots to help their families and will pay their full secondary school fees. "The situation is so sad here in Cheptais after a number of girls dropped out of school due to early pregnancies, they have not received any support from the government because their predicament has not been highlighted by the media, so as an organization we will not relent until the willing girls resume back their studies," said Chem. The director said that the community has also neglected girls who fall pregnant and proceeds with educating the boy-child hence affecting the future of young girls who end up involving themselves in unprotected sex which lead to the high rate of HIV/AIDS prevalence. "We are planning a walk for a purpose on 8th March to help us raise more funds to educate the young mothers resume their studies because educating the girl-child is to educate the community," said Chem. pmonoo@westfm.co.ke (12/08/2013), reported that in Mount Elgon District of Bungoma County, over 500 girls had a reason to smile after they had a session of enlightenment and counseling with stakeholders in gender and education development on ways

to curb early marriages and pregnancies. Girls were called on to set their goals high in professional fields for them to have a better future.

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. The Star Newspaper reported on 11/20/13; Bumula tops girls dropout The Bungoma KUPPET branch has decried the high rate of school dropout among girls due to early pregnancies. Branch gender secretary Rebecca Masibayi said Bumula sub county leads in teen pregnancies in the county. "The rate of teen pregnancies is worrying us and the culprits involved will face the full force of the law if they are apprehended," she said. She said cases of school dropouts among girls have not been fully addressed as they go unreported." She noted the downward trend of girl child education especially those in secondary school. (Girls in the region have dropped out of school due to pregnancy. Masibayi disclosed that Bumula sub-county leads in teen pregnancy). Luketero, (KUPPET office, Bungoma October 2013) while speaking during the release of JISET examination in Bungoma High School, said that some girls in the county are given to marriage against their wish and when they refuse, they are threatened with death and exclusion from family. While some parents still believe that a girl at the same level of education as men is a disgrace to the community, for this reason early marriage is a solution to the embarrassment, he recommends strict enforcement of the law on the culprits in order to serve as a lesson to others. He also strongly recommends abolition of mixed schools.

The diverging views, varied findings, recommendations and expansive findings by these studies motivated this study so as to establish the teen pregnancy issue and how it affects girl child dropout.

2.6 School Factors and Girl Child Dropout

A number of researchers have tried to delve into retention and its effects on dropout. For instance, Kirui (1982) blames the schools' administrative policy such as repetition of class and emphasis on examination criteria onto selection and promotion of students to the next class. He

observes that this method of promotion favours the privileged social classes and may lead to heterogeneity in class, which makes the girls to be unable to cope with the younger fellows. According to Mbulwa (1991), grade retention has been shown to have negative effects on general success in schools; retention and dropouts are related in terms of costs that systems have to incur. Retention is a common educational practice; however the frequency of the practice should not be confused with its effectiveness. A major reason given for the use of retention is that the child is immature and is lagging significantly behind his or her peers academically. Therefore the proposed remedy is for the child to repeat the same grade and be exposed for the second year to the same curriculum. Many parents have asked themselves this question. Should my child be retained in school? Can retention be harmful? A survey by Patricia (2008), based on information and research from Ann Cotton (Cambridge Female Education Trust, UK), entitled: School Retention: A Common Practice but is it effective? Leone proposes that if a child is failing in school we must ask what we can do differently rather than requiring the student to repeat the grade. Because according to her retention creates discouragement which eventually leads to dropout because of overgrowing the grade.

Shane, Gabrielle, Anderson and Angela (2004), researched and found out that, the estimated number of students that are retained are 2.4million, and retention rate has been on the rise for the past 25 years according to Jimmerson, Anderson and Whipple, 'retained students are more likely to display aggressiveness, to have a history of suspension or expulsion, to act out in a classroom or display behaviours associated with Attention Deficit Hyperactivity Disorder. Children who are learning disabled are also more likely to be retained. Jimmerson, et all (2004), though thorough research found out that 'retention was found to be one of the most powerful predictors of high school dropout.' They also question the commonly held belief that retention in Kindergarten or first grade is less adverse than retention occurring in later grades. They quote a researcher who summarized the literature in this area: 'retention in Kindergarten or first grade does not produce long lasting academic gains, but rather increases the likelihood that the student will become a high school dropout'

Rust and Wallace, (1993), conducted a study, pairing low achieving students that had been promoted with students who were either placed in transitional classes or retained. Their achievement test scores were compared in years two, three and four of the study. The results of

the study indicate that both groups experienced higher scores in the year immediately following the retention, but after that, scores leveled out. According to them, these findings show no benefit to retaining a student. They say, besides being expensive, retention has yet to prove itself effective. In essence a comprehensive review of the research literature suggests strongly that retention does not only impact negatively on the academic progress of at-risk students but also on their self-image and their motivation. Dropping out of school may be understood as a sign that they have lost hope, believing that there are no actions they can take that will improve their situation. A sense of 'learned helplessness' dominates their thinking and behaviour. The researchers came up with the following recommendations which they put in steps. First, when retention is being considered for a student, individuals making the decision should be aware of the many studies that have been conducted that do not only fail to demonstrate the benefits of retention but also highlight its adverse effects. Secondly, if the student is struggling academically a comprehensive evaluation should be done to identify the student's strengths, the next step is to design and implement an appropriate intervention programme and lastly monitoring of the effectiveness of the intervention. Potter, (1996) also examines the question of why educators continue to retain students in spite of the fact that retention has proved to be in itself ineffective. He states, 'today, retention remains the major strategy used by educators to cure academic failure. This practice persists although the research and literature proves it harmful to students in terms of both achievement and personal adjustment. Instead of retaining a student, teachers, students and parents have access to other alternatives that would produce better outcomes in the lives of students, which may include making sure that all students have some prekindergarten encounters so that they can start schooling on the same footing with the more advantaged ones (Curie et al, 1995), delayed school entry, student who are delayed entry by a year need less remedial classes (May et al, 1995) among other recommendations.

Overall, bullying decreases with age, although there is an initial increase when pupils transition from primary to secondary school (Olweus, 1993; Smith et al, 1999; Pellegrini and Long, 2002; Salmivalli, 2002; Griffin and Gross, 2004; Pepler et al, 2006). As children grow older they develop better social skills, which seem to protect them against bullying (Smith et al, 1999) - there are also fewer pupils who might bully them, as bullies are typically older pupils (Smith, et al, 1999; Carney and Merrell, 2001; Griffin and Gross, 2004). Early research suggests

that boys are more likely to be involved in bullying, but later studies, which include indirect forms of bullying, show less of a gender difference (Craig, 1998; Stassen Berger, 2007). Girls are more involved in verbal and relational bullying and boys in physical (Reid et al, 2004; Stassen Berger, 2007). As yet it is unclear whether there is a consistent age or gender trends in cyber bullying. Outcomes associated with bullying behaviour include loneliness, poor academic achievement, poor social adjustment and greater risk of drug and alcohol use, and of being convicted of crime (Olweus, 1997; Roberts, 2000; Nansel et al, 2001). Research also suggests a link with later violence in adulthood; some bullies behave aggressively towards partners, use harsh physical discipline with their own children, and their children are more likely to become bullies themselves (Roberts, 2000; Carney and Merrell, 2001; Smokowski and Kopasz, 2005).

According to Demoder (2012), lack of infrastructural facilities for girls like absence of proper ablution rooms deter them from completing education. In an article by Zimbabwe by Zimbabwe's forgotten children, a documentary that tells the story of three children trying to survive in a country that was once the jewel of Africa but where systems and infrastructure have collapsed epitomizes the plight of an African girl child. Hull (2013) cites lack of enough desks, chairs and closeness of the boys pit latrines to the girls' as a major cause of the girls' discomfort in school. The mere thought of sharing a latrine with boys or workers keeps the girl off. Recently one of the TV station highlighted a school in North Eastern Kenya in which a nearby bush was a place to do the duty for both teachers and learners. Kerner, (2014) Imagine trying to attend classes in these schools while you have your menstrual period. Imagine your menstrual period is extremely painful. Imagine your reuse-able pad is soaked through but there is no running water to clean it, or that there is no trash bin for disposing your used pad. Imagine having your pad soaked through to your pants so you have to hide the stain with your book bag. And don't forget this happens every month. Sadly, adolescent girls in the developing world do not have to imagine these situations. They experience it every year, even every month – if they manage to stay in school. Many are not able to stay in school after too many missed classes, too many embarrassing moments, too many failed tests, too many repeated grades and too many disappointments Meek (2011) there are cases of lack of enough books which affect the girls' academic performance hence attracting retention and thus dropping out because of overage. Namasaka (2013), school infrastructural development is among the major causes of girl child

dropout. According to her girls find it difficult to share pit latrines with boys in schools that have less of the rooms meant for the purpose. This emanates from their cultural environments which do not allow a girl to be seen visiting the toilet. Citizen TV News (2014) highlighted a school in Turkana region that used a bush for both teachers and students. If this poses a challenge to the teachers, it can also pose a challenge to students and the girl in this matter? This despicable and diabolical situation leads to girl child dropout. According to Chhun (2006), if their clothes are torn or inadequate, girls from poor families constrained by the demands of modesty and propriety will stay at home. If they do not have adequate sanitary protection, or if their school does not have separate pit latrines, then beginning of menstruation can mean the end of a girl's education.

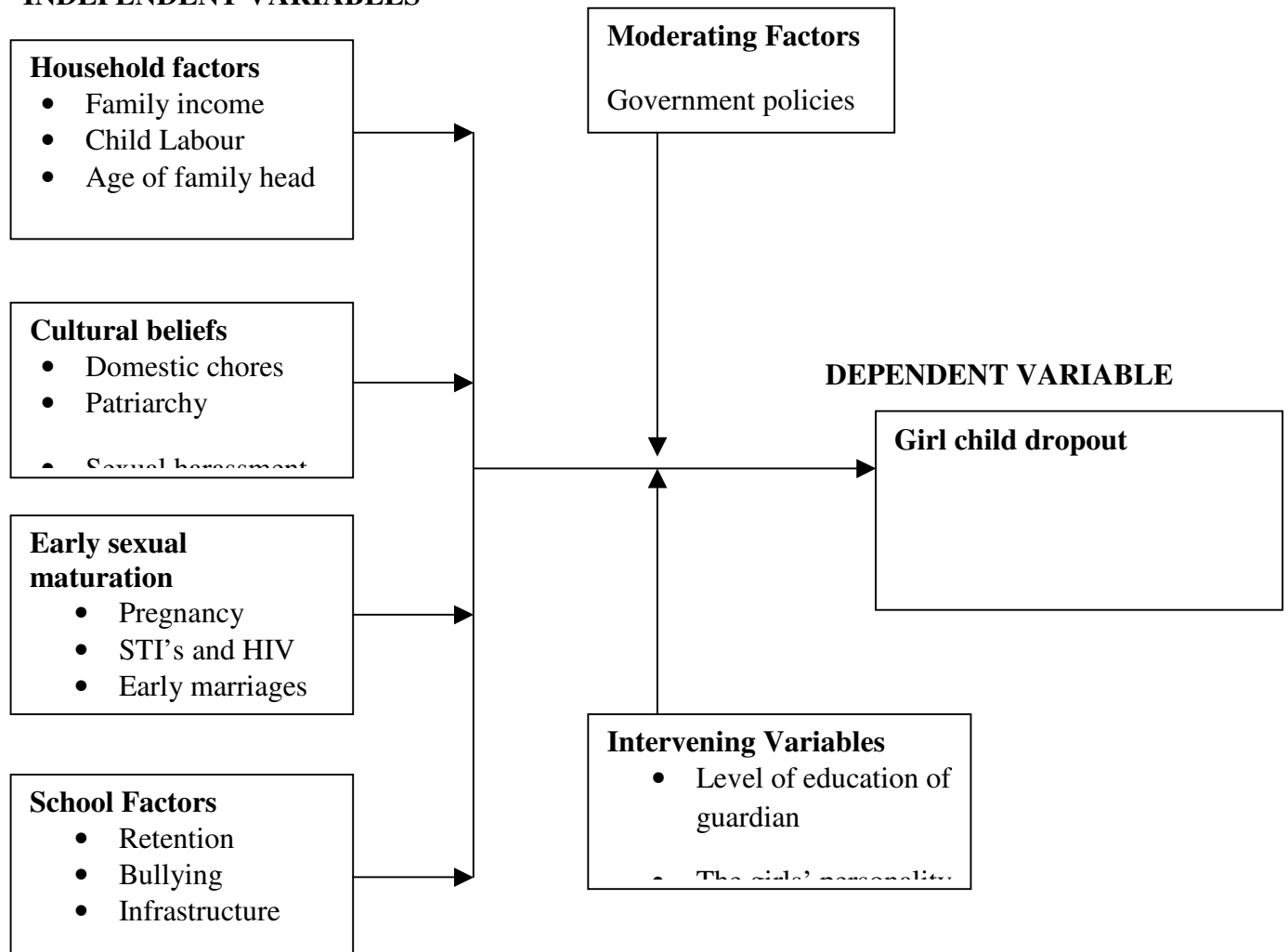
The recommendations and findings of these studies on the influence of retention on dropout have therefore necessitated this study. This study will therefore seek to find out the role of retention in girl child dropout and if the recommendations of earlier studies have been implemented in the Sub County.

2.7 Conceptual Framework

The study was guided by a conceptual framework that defined the relationship between the independent variables and the dependent variable i.e. which is girl child dropout.

Figure 2.1 Conceptual Framework

INDEPENDENT VARIABLES



2.7.1 Discussion of Conceptual Framework

Figure 2.1 above shows interrelationship of various factors influencing girl child school dropout. The above factors are interrelated in a sense that each category of factors can influence students to make a decision either to drop out of school completely or to complete their secondary education. Hence this conceptual framework shows that dropout from school is dependent on household, cultural beliefs, early sexual maturation and school based factors. However there are intervening and moderating factors too. This interrelationship guided this study in attempting to examine the factors contributing to secondary school dropout.

2.8 Knowledge Gaps

Previous studies have shown that girl child dropout from high schools is on the increase in most parts of the world and in Kenya as a country too. There is still very little representation of women in educational spheres, leadership positions, political representation, management positions and public offices despite the spirited effort by the government of Kenya to create gender parity. There have been proposals from the M.O.E.S.T on affirmative action and use of quota system in order to increase female representation. Many studies have been done in the whole world on the factors influencing girl child dropout, but little has been conducted in Bumula Sub County; in fact almost none. It was therefore this gap that this study sought to fill.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter focused on the research design and the area of study. It also described the study population, research instruments, methods of data collection and the rationale for their selection. It also delved in data analysis techniques and validity and reliability of the research instruments.

3.2 Research Design

A research design can be thought of as the structure of the research. It is glue that holds the entire element in a research project together. A descriptive research design was employed in this study. Descriptive studies though simple in design and execution can yield convenient information about the status of the phenomenon, (Borg and Gall, 1996). This is because it is an efficient way of obtaining information needed to describe people's feelings, thoughts, opinions, habits or social issues, (Orodho and Kombo, 2002 Zechmuster and Schaughnessy, 1992). According to (Kothari & Pals 1993) its purpose of is to explore and describe the characteristics of the population as it exists at the time of study and in some cases to establish causal relationship. This kind of information can best be achieved by use of either direct interviews or questionnaires which are the main instruments of research design. Descriptive studies are not only restricted to fact finding, but may often result to information of important principles of knowledge and solutions to significant problems, (Kerlinger, 1996). They are more than just a collection of data. According to Jacobs and Razarieh (1996), it is a technique through which detailed information about social phenomenon can be gathered by subjecting the respondents to a series of items in a questionnaire or interview and through such investigation, it becomes possible to find explanations of social phenomenon in questions.

The descriptive survey method was chosen because it is well suited for studying attitudes that the researcher cannot observe directly, thus it could meet the objectives of the study and produce a means to conceptualize interpret and understand the causes of school dropout.

3.3 Target Population

The target population is the larger group to which the researcher hopes to apply the results of the study (Mugenda and Mugenda 1999). It refers to all members of real or hypothetical set of people or objects from which the researcher wishes to generalize the findings of the research (Borg & Gall 1996). It is the entire group of persons or elements that have at least one thing in common. The entire Sub County has 32 public mixed secondary schools distributed into four zones which are: Siboti zone has 6 schools, Kabula zone has 8 schools, Kimaeti zone has 9 schools and Bumula zone has 9 secondary schools. The study was carried out in the four zones which gave an equal chance to all public mixed day secondary schools in the Sub County and enabled the researcher to generalize his results to the larger population and make inferences in the entire Sub County. Therefore the target population consisted of 32 principals, 32 DOS, 32 PTA chairpersons, 32 school head girls, one DEO, one DQUASO, one District Exam Officer, one KESSHA, one KNUT and one KUPPET. Hence the total target population was 32 schools and 6 opinion leaders. The study will be carried out in all the four zones. This gives equal chance for participation to all public mixed secondary schools thus the findings can be generalized.

3.4 Sampling Procedure and Sample Size

Sampling is the procedure a researcher uses to gather people, places or thing to study, it is a process of selecting a number of individuals from a population such that the selected group contains elements representative of the characteristics found in the entire group, (Orodho and Kombo, (2002). A sample is a set of a particular population (Mugenda 1994). It is a finite part of a statistical population whose properties are studied to gain information about the whole. Cohen and Manion, 1994; Mueller 1997), noted that a sample represents a group of respondents drawn from the population in such a way that the information obtained from the sample can be generalized on the population. They further state that the major reason for sampling is to reduce expenses in terms of time, money and effort.

3.4.1 Sampling Procedure

Sampling is the process of selecting a representative of the total population in order to produce a cross section. There are 32 mixed day secondary schools in the region. Simple random sampling was used to select the 16 to be used in the study from the total number of mixed day secondary schools in the Sub County i.e. 32 schools. Principals, DOS's, PTA chairpersons and school head girls from the selected schools were identified to participate. Purposive sampling was used to select the opinion leaders and education officials whom the researcher believed held important information that would help to make reasonable conclusions from all perspectives. This is a technique which a researcher purposefully targets a group of people believed for the study (Kombo and Troup, 2006). This technique was the most suitable one because it involved selecting information with cases for in depth analysis.

3.4.2 Sample Size

Mugenda and Mugenda (1999) provide that where the target population is not so small or too big, then 50% of the target population can be a sufficient sample size to represent the population. This implies that 50% of 32 schools were 16 schools, whereby 16 principals, 16 DOS, 16 PTA chairpersons, 16 school head girls 3 education officials and 3 opinion leaders, which gave rise to 70 respondents as a sample size to participate in the study. This implies that 67 questionnaires and three interview schedules for the three opinion leaders were generated to aid in the study.

Table 3.1 Sample Size

Zone	No. of schools	No of schools sampled
Siboti	6	3
Kabula	8	4
Kimaeti	9	4
Bumula	9	5
Total	32	16

3.5 Methods of Data Collection

In this study, three methods were used for data collection. These are questionnaires, interview schedules and secondary data. This is because all instruments have some strengths and weaknesses therefore; a combination of several instruments is thought to yield reliable results, (Shipman, 1992).

3.5.1 Questionnaires

The questionnaires were used because they were bound to give the respondent adequate time to provide well thought out responses to the item. They also enabled the researcher to cover larger samples within a relatively short time. The instrument had structured items which the respondent filled in. The first part of the questionnaire had background information, while the second part had information on issues related to girl child dropout. The questionnaire was designed by the researcher in consultation with the supervisor and other experts and were delivered to the respondents by the researcher and research assistants then collected on the agreed date.

3.5.2 Interview

Gupta, (2004), the interview is useful in situations where great in depth study is required. Kothari (2004), this method of data collection resembles a questionnaire with little difference which lies in the fact that a schedule (proforma containing a set of questions which the enumerator fills in. It requires a person known as the interviewer asking questions generally in a face to face contact to the other person or persons. Interview schedules were prepared and administered to opinion leaders with an enumerator filling in the responses.

3.5.3 Secondary Data

Gupta (2004) refers to secondary data as that statistical material which is not originated by the investigator himself, but which he obtains from someone else's records. During visits to schools, the researcher examined enrollment and completion rate of girls. The aim of examining this was to find out how many girls were enrolled in form one and how many managed to sit for KCSE ranging from 2011 to 2013. This was done by thoroughly checking the admission register, class registers and from KNEC examination entry.

3.5.4 Pilot Study

Piloting of the study was done in a Sub County which has the same characteristics with Bumula. This was done prior to the actual study in Bumula so as to enable the researcher to establish the research instruments weaknesses, logistical problems that may arise and also provide insights into the nature of results to be expected, the instruments did give the results as the respondents were able to respond to all the items appropriately without difficulty.

3.6 Validity of the research Instruments

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. In other words, validity is the accuracy and meaningfulness of inferences, which are based on the research results, Mugenda and Mugenda, (2003). It has therefore to do with how accurately the data obtained in the study represents the phenomenon under study. If such data is a true reflection of the variables, then inferences based on such data were accurate and meaningful. The instruments were rated in terms of how effectively it samples significant aspects of the purpose of study. The content validity of the

instruments was determined in two ways: first the researcher discussed the items in the instruments with the supervisor, lecturers from the department and colleagues. These people indicated by tick or cross for every item in the questionnaire if it measured what it was supposed to measure or not. Advice given by the people helped the researcher determine the validity of the research instruments. The suggestions were used to make necessary changes. Secondly, content validity of the instruments was determined through piloting where the responses of the subjects were checked against research objectives.

3.7 Reliability of the research Instruments

Koul (1993) states that the reliability of a test refers to the ability of that test to consistently yield the same results when repeated measurements are taken of the same individual under the same conditions. Basically reliability is concerned with the consistency in the production of the results and refers to the requirement that at least in principle another researcher or the same researcher on another occasion should be able to replicate the original piece of research and receive comparable evidence or results, with similar or same study population.

To establish the reliability of the instruments, pretesting through piloting was done in pilot study. The main reason for piloting the instrument was to ensure that the items are acceptable in terms of their content and that they adequately cover any aspect of the unit which the researcher wishes to explore. In a case where it were discovered that items in the questionnaire were difficult for the respondents, they were rectified accordingly. The reliability of the items was based on the estimates of the variability among the items. The reliability coefficient was determined using the test- retest method. This was because the method was more accurate as it determines the stability of the instrument. Feedback obtained from the pilot study assisted the researcher in revising the instrument of data collection to ensure that it covered the objectives of the study. The researcher instruments are expected to consistently yield the same result when repeated trials under similar conditions (Sharma et al 1989, Koul 1993, Mugenda and Mugenda 2003). The questionnaires were pretested through a pilot study to verify their ability in collection of data as far as what influences girl child dropout is concerned. The study was carried out in Butula Sub County. The fact that respondents completed the items and expressed their take on items that required their suggestions proved the instrument reliability for the study.

3.8 Data Collection Procedure

For the success of this research, the researcher identified and in serviced research assistants in preparation for the process. Questionnaires which were in line with the objectives of the study were used so as to get responses from the target population. The researcher obtained an introductory letter from the University of Nairobi CEES department, the researcher also wrote a request letter to the D.E.O and to respondents. This was be followed by obtaining a research permit from the Ministry of Science and Technology. The researcher then carried out a pilot study to verify the instruments' reliability.

3.9 Ethical considerations

It was vital that confidentiality was considered and respondents were clearly explained to the purpose of the study. By seeking the necessary permission to carry out this study the findings will not be concealed rather will be submitted to the necessary authorities. .

3.10 Operational definition of variables

There were two variables that were considered in this study, namely; independent and dependent variables. The independent variables were: home based factors, cultural beliefs, early sexual maturation and school based factors, while the dependent variable was school dropout.

Figure 3.1 Operational definitions of variables

Objectives	Independent	Dependent	Indicators	Scale	Respondents
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	Variables	variable			
To assess the influence of home factors on girl child dropout.	-Dropout of the girl child	Home factors	-Fees payment register -absence from class register. - lack of tuition items e.g. calculators	-Nominal -Nominal -Nominal	- Parents/guardians -Students -Dropouts
To establish the effect of cultural beliefs on girl child dropout	-Dropout of girl child	-Cultural beliefs	-Attitude towards school -Participation in school activities e.g games	-Nominal -Interval	- Principals of schools -Students
-To investigate the influence of early sexual maturation on girl child dropout	-Girl child dropout	-early sexual maturation	-Girls in school who are in the family way -Absence from school register -Ratio of boys to girls	-Nominal -ratio	- School principals -Education officers - KNUT,KUPPET and KESSHA
To assess the influence of school	-Girl child dropout	-School factors	-school policies -disciplinary cases on bullying -school	Nominal -Ordinal	- School principals

factors			infrastructure		
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CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents an analysis of the data that was gathered using the tools of research discussed in chapter three. The findings of this study are presented in the context of specific objectives: to assess how home factors influence girl-child dropout, to investigate how cultural

beliefs influence girl child dropout, to investigate how early sexual maturation influence girl-child dropout and to assess how school factors influence girl-child dropout in Bumula Sub County. The results of the study are presented in three sections. The first section presents data on questionnaire return rate; the second gives descriptive data on general profile of the respondents by gender, age and length of service, the third section presents information on the data addressing the objectives.

4.2 Instrument return rate

The study used questionnaires and interview schedules as instruments of data collection. The questionnaire contained both closed and open ended questions.

Table 4.1 Questionnaire return rate

The questionnaires were returned as shown in the table below.

Sample	Dispatched	Received	Return Rate
Principals	16	16	100%
D.O.S's	16	16	100%
Head girls	16	16	100%
P.T.A	16	16	100%
Education Officials	3	3	100%
TOTAL	67	67	100%

All questionnaires that were given were received back therefore achieving a return rate of 100%. This is because there was ample time to do the work the reason being that the proposal was approved early enough and the researcher is a resident of the Sub County therefore interacts with the respondents in both formal and informal gatherings. This made it easy for follow up to

be made. In depth interview was conducted on opinion leaders by the researcher. The opinion leaders included KUPPET, KNUT and KEESHA representatives.

4.3 General profile of respondents

4.3.1 Area zones

The researcher sought to know the exact number of schools in the Sub County. The findings were as follows.

Table 4.2 Area zones

Zone	No. of schools	No of schools sampled
Siboti	6	3
Kabula	8	4
Kimaeti	9	4
Bumula	9	5
Total	32	16

The number of schools sampled was 16 using the sampling procedure as identified in chapter three i.e. Mugenda and Mugenda (1999) which provides that provided the population is not so small or too big then 50% of the population is sufficient sample to represent the population and this is what happened in this case. The researcher used 16 schools out of 32 schools, a 50% representation. Bumula Sub County is divided into 4 educational zones for the purpose of easy administration of educational matters since it is vast and in a rural setting which pose transportation challenges. Each zone has an Area Education Officer.

4.3.1 Gender of respondents

The researcher also sought to know the gender of respondents and the table below shows the findings.

Table 4.3: Gender of respondents

Gender	Frequency	Percentage
Male	40	57.14
Female	30	42.86
	70	100

There were 70 respondents as shown in the table 4.4 above among who 57.14% were male and 42.86% female. This revealed that the Sub County has more male representation in education matters, depicting that more male than female go through tertiary and higher education. Were it not for the purposive sampling of head girls to participate in the research the percentage of female respondents would have been dismal.

4.3.2 Category of Schools

A question was asked for the respondent to indicate the type of school and the responses were as follows.

Table 4.4 category of schools

Type	Frequency	Percent
Mixed	16	100%

All the schools in this category were public mixed day secondary schools. This was in answering the purpose of the study which aimed at investigating factors influencing girl child dropout in public mixed day secondary schools.

4.3.3 Length of Time of Respondents in the Zones

The researcher asked a question on the length of time in the Sub County. The table below shows the findings.

Table 4.5 Length of Time in Service in the Zone

Years	Frequency	Percentage
1-5	30	42.86
6-10	20	28.57
11-15	12	17.14
16 and above	08	11.43
Total	70	100

Table 4.5 reveals that 42.86% of the respondents had served for less than five years in the zones. 28.57 percent had served for more than five years but less than 10 years. 17.14 percent had served for between 11 and 15 years and a dismal 8 percent have served for sixteen years and above and this included mostly the P.T.A chairmen who are residents of the area. This implicates that there is high turn over of education stakeholders and leaders due to natural or human factors. Only 11.43% had served for more than 16 years, therefore the stakeholders have little understanding of the exact challenges facing the girl child education and best measure to curb it.

4.3.4 Length of Service since College for Principals, D.O.S and Education Officials

A question was asked on the length of time since college. The findings are shown in the table below.

Table 4.6 Length of Service since College

Years	Frequency	Percentage
1-5	18	47.37
6-10	10	26.32
11-15	06	15.79
Above 16	04	10.53
Total	38	100

From the table above, it revealed that 47.37% of the Ministry of education employees have experience of 1-5 years, 26.32% had 6-10 years in service, 15.79% had an experience of between 11-15 years and lastly 10.53% had an experience of above 16 years. From the foregoing, it is apparent that the largest number of the population has been in the Sub County for less than 5 years attesting to the fact that they are not fully aware of the real factors influencing girl child dropout in the Sub County.

4.3.5 Female students currently enrolled in schools for the last 3 years

During the visits to schools and the D.E.O's office, the researcher got the following secondary data.

Table 4.7 Number of female students enrolled from 2010

Year	No. of girls enrolled in form one	No. of girls who sit for KCSE	Drop out % of girls	No. of boys enrolled	No. of boys who sat for KCSE	Dropout % of boys
2010	1084	562	48.15%	2048	1548	24.41%

2011	1133	578	48.98%	2250	1730	23.11%
2012	1222	583	52.20%	2348	1838	21.72%
TOTAL	3439	1718		6646	5116	

Based on the findings presented in table 4.7 above it is apparent that out of 3439 girls who were enrolled in schools, 1723 only managed to sail through the myriad of setbacks and sat for KCSE. This is comparatively juxtaposed with boys who out of 6646 enrolled in the public mixed secondary schools in the Sub County, 5116 of them sat for KCSE. From the foregoing it is obvious that the girls in the area receiving a raw deal in education matters. This is in agreement with Patricia (2008) ‘choose a desk in a public mixed school, and the most likely occupant is a boy’. This is also shown here, that in public mixed secondary schools in the Sub County more boys than girls successfully go through the system.

4.4 Home factors and Dropout of Girls

The first objective was to asses how home factors influence girl child dropout in Bumula Sub County from mixed day secondary schools. This aspect was important because it determined the enrolment and retention of girls in high schools. This was accomplished through the research question stating, ‘to what extent do home factors influence girl child dropout?’ some of the home based factors used to develop the objective include: family income, child labour and age of the family head.

4.4.1 Household income and Drop out.

An observation was made on the characteristics of a home and their contribution to girl child dropout during the study. The findings are as shown below.

Table 4.8 Income per month

Income per month	Frequency	Percentage
>1500	14	43.75
1501-5000	08	25.00
5001-10000	06	18.75
10001-20000	02	06.25
<20000	02	06.25
	32	100

Basing on the table above, the findings revealed that families who earn less than Kshs 1500/= dominate the Sub County i.e. 43.75%, those who had a family income of between 1501 and 5000 were 25%, between 5001 and 10000 were 18.75%, 10001 and 20000 were 6.25% finally those above 20,000/= were also 06.25%. It is therefore revealed that the economic status of the household influenced the dropout of girls in Bumula Sub County. The low income earners were mostly unemployed and depend on well wishers and bursary which does not come easily. They also cannot meet the private expenses of schooling therefore leading to dropout. This finding is consistent with Unicef, (2003), which states that education plans of children decreases with economic status to the extend that children with ability but from low income status aspire to but do not frequently expect higher education because they do not afford it. It is also n agreement with Chhun, (2006) that the necessity of children to perform economically important tasks that support household survival limited their participation in education especially in rural groups. From the interview conducted on opinion leaders, it affirmed the reason for dropping out as low family income because of the status of the Sub County. According to Luketero, Bumula Sub County is the poorest Sub County in the County. It also revealed that parents who earn less engage their girls in child labour in order to subsidize their low income. This is in agreement with Chhun (2006) that as children grew older, the opportunity cost of their time increased

dropout among the children of the moderate income earners was fairly low accounting for 6.25%.

4.4.2 Child labour and Dropout of Girls

An observation was made on allure to income generating activities during the study. This was an area of interest since it determined the opportunity cost of education as girls grew older and her decision to withdraw from school.

Table 4.9 Child labour and Dropout of Girls

Type of Work	Frequency	Percentage
Helping at home	13	19.40
Helping in the shamba	14	20.90
Caring for young siblings	13	19.40
Engaging in income generating activities	15	22.39
Caring for sick relatives	12	17.91
Total	67	100

The researcher asked a question on activities that make students absent themselves from school. The finding from the table above show that most of the girls who drop out of school are allured to income generating activities like house helps at 22.39 %. This was closely followed by helping in the shamba at 20.90 percent. Other child labour related activities are helping at home in household chores at 19.40% which tied with caring for younger siblings and finally caring for sick relatives at 17.91%. This clearly depicts that girls are kept at home for labour purposes and it is consistent with Chhun, (2006) “Parents do make children go to work and make them finish their studies early so that they can earn money and that children dropout of school to help their families financially.” The head girls were also asked how often they arrive late in school, over 50% of them ticked sometimes, meaning that they are engaged at home before reporting to school.

The interview conducted on opinion leaders revealed that a large number of girls who drop out of school engage in income generating activities which make them absent themselves from school for several days even before they drop out.

4.4.3 Age of family head and Girl Child Dropout

Age of family head was also investigated. This was necessary in finding out the influence of family head on the girls' dropout. The question was directed to students who were asked who paid their fees and the age. It also determines the capability of the family head to have authority and discipline over the student.

Table 4.10 Age of family head

Years	Frequency	Percentage
15-25	05	31.25
26-35	03	18.75
36-45	02	12.50
46-55	02	12.50
Above 55	04	25.00
	16	100

The findings as tabulated above clearly indicate that most girls' fees is paid by teenagers and below 25 years which constitutes 31.25%. This is followed by above 55years which has 25%. Between 26-35 years has 18.75%, 36-45 years has 12.25% same as 46-55 years. Based on the findings above it is apparent that the family head, who pays fees, is barely stable financially, therefore the possibility of dropping out is high. This is also in agreement with UNICEF (2003) that, girls dropout to go to child labour so as to carter for family needs. As indicated on the table above, it is also clear that fee is paid by grandparents who are rarely interested in girls' report

forms. People in middle age who are supposed to be fee payers scored the least percentage. This explains the dropout rate. The interview conducted on opinion leaders revealed that most school fees balances are owed by students who have teenagers and grandparents paying fees for them. It also revealed that the guardians are rarely concerned about the academic performance of their children, that girls become maids in order to help in the education of their male siblings.

4.4.4 Consultation of parents/guardians on academic progress

The principals were asked to state the frequency of parents/guardians involvement in their children academic and general progress by ticking the parameters given i.e. quite often, rarely, sometimes and not at all and the findings are shown in the table below.

Table 4.11 Levels of parental consultation on education of their girls

Aspect	Frequency	Percentage
Quite often	01	06.25%
Rarely	03	18.75%
Sometimes	02	12.50%
Not at all	10	62.50%
	16	100

The table above depicts that almost all parents do not consult about their daughters' academic performance. This is because the 'not at all' aspect scored the highest percentage of 62.50%. Lack of parental concern leads to relaxation on the student part hence dwindling academic percentage.

4.5 Cultural Beliefs and Girl Child Dropout

The second objective was to establish how cultural beliefs influence Girl Child dropout. It was the question that guided the objective was, “how do cultural beliefs influence girl child dropout?” The researcher investigated factors that prevent the girl child education that are embedded in their culture. The head students were asked to say what hinders them from studying at home.

Table 4.12 Household Chores

Type of Work	Frequency	Percentage
Helping at home (household chores)	10	62.50%
Working for payment	4	25.00%
Helping in the shamba	2	12.50%
Total	16	100

From the findings household chores carried the highest percentage of factors that prevent the girl from studying at 62.50% followed by allure to income generating activity at 25% and lastly helping in the shamba at 12.50%. The findings indicate that the culture of the people dictates that household work is a preserve for girls and not boys. Interview results also indicated that most girls stay at home to do household chores while boys go to school.

4.5.1 Patriarchy and Girl Child Dropout

The girls were asked to state some of the factors that make girls dropout of school. A number of causes were enumerated by the researcher and the respondents were asked to indicate by ticking them and specify ant other. The same question was also directed to the principals and parents representatives.

Table 4.13 Patriarchy and Girl Child Dropout

Factor	Number	Frequency
Family attitudes and beliefs	07	14.58%
Pregnancy	08	16.67%
Sexual harassment	08	16.67%
Lack of school fees	09	18.75%
Sickness	05	10.42%
Mistreatment by teachers	04	08.33%
Belief that education is for boys is better than girls	07	14.58%
	48	100%

The study reflected from table 4.13 showed that 14.58% of the respondents cite family attitudes and beliefs as factors contributing to the dropout of girls in the Sub County. 16.67% feel that pregnancy contributes and the same percentage applies to sexual harassment, lack of school fees is 18.75%, sickness has 10.42%, mistreatment by teachers account for 8.33% while the belief that it is better to educate boys than girl make 14.58%. It is therefore open that male dominance contributes to girl child limited access to education and completion. This is in accordance with Omwami, (2006) “since time immemorial, women have lived with disparities in the County in education sector in terms of enrolment, dropout, retention, completion and transition due to culture. The retrogressive cultural factors include: patriarchy, retrogressive culture, unlimited physical violence, limited access to justice and limited control over their bodies.”

4.5.2 Sexual Harassment and Girl Child Dropout

A question was asked on stating some of the factors that make girls dropout of school. A number of causes were enumerated by the researcher and the respondents were asked to indicate

by ticking them and specify any other. The same question was directed to the principals and representatives.

Table 4.14 Sexual Harassment

Factor	Number	Frequency
Family attitudes and beliefs	08	16.67
Pregnancy	12	25.00
Sexual harassment	10	20.83
Lack of school fees	09	18.75
Sickness	05	10.42
Mistreatment by teachers	04	08.33
	48	100

From the table above, sexual harassment accounts for a good percentage i.e. 20.83%. Family attitudes and beliefs score 16.67%, pregnancy has 25%, lack of school fees has 18.75%, sickness accounts for 10.42% while mistreatment by teachers account for 8.33%. From these findings we can infer that sexual harassment is one of the key factors that lead to girl child dropout in the Sub County. This confirms Omwami, (2006) “women have limited control over their bodies.”

The interview schedule that was used to collect data from opinion leaders indicated that girls in the county who dropout due to sexual harassment are many. The worst outcome is that some culprits are relatives and teachers. Therefore cases go unreported thus rendering their work as defenders a nightmare, and even when reported, the girls’ families are compromised.

4.6 Early Sexual Maturation and Girl Child Dropout

The third objective was to investigate how early sexual maturation influence girl child dropout. It was guided by the question, “to what extent does early sexual maturation influence drop out of girls?” To answer this research question, three factors were enquired: pregnancy, HIV Aids and STI’S and lastly, early marriages.

Table 4.15 Pregnancy and Dropout

Factor	Number	Frequency
Pregnancy	30	44.78%
Sexual harassment	10	14.93%
Lack of school fees	15	22.39%
Sickness	10	14.91%
Mistreatment by teachers	02	02.99%
	67	100

Based on the findings presented in table 4.15 above, it goes without saying that pregnancy accounts for the highest number of dropouts in the Sub County. Sexual harassment factors account for 14.93%. This is in agreement with the Lanyasula, (2000) “early pregnancy is a chief causes of girl child drop out from high schools.” It also agrees with the star newspaper of the County with reported that Bumula topped in dropout of girls in Bungoma County. Lloyd & Mensch, (2005) “in sub Saharan countries, pregnancy is increasingly being mentioned as a reason for premature school leaving in the region, schoolgirls whose pregnancies are detected are required to dropout of school, at least temporarily.”

Similarly, the findings from the comprehensive interview on opinion leaders revealed that the high rate of pregnancy due to premarital sex leads to dropout of girls. Masibayi, (2012) “the rate of teen pregnancies is worrying; there is a downward trend of girl child education especially in secondary schools.”

4.6.1 HIV, STI's and Girl Child Dropout

The researcher also sought to find out the number of girls who dropout due to sicknesses related to early sexual maturation. This was vital because it determines the successful completion of girls in the education system.

Table 4.16 Sickness and Girl Child Dropout

Factor	Number	Frequency
Sickness	06	37.50%
Sexual harassment	03	18.75%
Pregnancy	07	43.75%
Total	16	100

According to the table 4.16 above, it is apparent that sickness is among the causes of girl child dropout in Bumula Sub County. It accounts for 37.50% of dropouts in the Sub County. The table also reveals that 18.75% of the dropouts have sexual harassment as a reason which of cause, in most cases, leads to sexually transmitted diseases. Pregnancy in this table accounts for 43.75% which is the highest percentage. This in agreement with Kiragu & Zabin, (1995) “a few adolescents use contraceptives and are at risk of pregnancy, early marriage and contracting sexually transmitted diseases.” The same findings were depicted when the interviewer using the interview schedule to KUPPET secretary general as an opinion leader indicated that girls contract the sexually transmitted diseases and cannot access medical care due to embarrassment and poverty. According to him some end up committing suicide if they cannot be treated.

4.6.2 Early Marriages and Girl Child Dropout

The researcher sought to find out the contribution of early marriages to girl child dropout.

Table 4.17 Early Marriages and Dropout

Factor	Number	Frequency
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Early marriage	10	20.83%
Pregnancy	12	25.00%
Sexual harassment	08	16.67%
Lack of school fees	09	18.75%
Sickness	05	10.42%
Mistreatment by teachers	04	08.33%
Total	48	100%

According to the table above, it showed that early marriage cannot be ignored as a cause of girl child dropout leading to 20.83% dropout rate. This is in comparison with other factors like pregnancy which has 25.00%, sexual harassment accounts for 16.67%, lack of school fees accounts for 18.75%, sicknesses account for 10.42% whilst mistreatment by teachers account for 08.33%. The interviewed respondents agree to the fact that early marriages lead to dropout highly contributed by teen pregnancies. The pregnant girl will prefer marriage to embarrassment of going back to school-most of them, of cause as second or third wives.

4.7 School Factors and Girl Child Dropout

The last objective was to assess how school factors influence Girl Child Dropout in the Sub County. The study therefore sought to find out these factors led by the question, “how do school factors influence girl child dropout.” This aspect was vital because it determining the efficiency of the education system in sampled schools. The factors included: retention, bullying and infrastructure.

Table 4.18 Action taken on students who fail to attain the set pass mark

Factor	Number	Frequency
Repeat	20	41.67%
Do supplementary exam	15	31.25%
Promoted	08	16.67%
Guiding and counseling	05	10.41%
Total	48	100

Based on the questionnaires administered to head girls, D.O.S's and principals, repetition contributed to 41.67% of girls' dropout in mixed secondary schools, it was followed by supplementary exam at 31.24%, promotion contributed 16.67% while guiding and counseling contributed 10.41%. In cases of poor performance, many schools opted for repetition. The question posed to the D.O.S on which class registered the highest number of dropouts indicated that form 3 because of pressure from education stakeholders to perform causing them to retain under performers. The interview conducted on opinion leaders indicated that they are aware of repetition and stated that it was a strategy for improving students' performance. More so some parents could not meet the cost of registering for exams at form four levels, so most dropouts caused by repetition occur at form three levels. Jimmerson et al (2004), 'retention was found to be the most powerful predictors of high school dropout.'

4.7.1 Bullying and Girl Child Dropout

A question was asked on factors interfering with studies at school and the responses are tabulated below.

Table 4.19 Factors interfering with studies at school

Factor	Number	Frequency
Harassment from boys	10	62.50%
Mistreatment by teachers	03	18.75%
Discrimination	03	18.75%
Total	16	100

The findings from the table above show that harassment from other students especially boys contribute the lion's share i.e. 62.50%. Mistreatment by teachers account for 18.75% same as discrimination from both students and school workers. An interview conducted on KUPPET and KEESHA representative revealed that there were reported incidents of bullying mostly from girls. That the bullying came from both male and female students, those female students from well to do families discriminated those from poor families. These agree with Berge, (2007) "girls are more involved in relational bullying and boys' physical."

4.7.2 School Infrastructure and Girl Child Dropout

The researcher sought to find out whether school infrastructure led to girl child dropout by posing the question; what are some of the factors that make your stay in school uncomfortable?

Table 4.20 Infrastructure and dropout

Factor	Frequency	Percentage
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Sharing of pit latrines	3	18.75%
Closeness of boys latrines to girls'	9	56.25%
Classroom congestion	4	25.00%
Total	16	100

The findings above show that among the respondents, 18.75% cite sharing of pit latrines with boy students. A big percentage, 56.25% indicated that proximity of girls' to boys' latrines made girls uncomfortable, whilst 25.00% cited classroom congestion as a factor. From the interview conducted on opinion leaders, i.e. the KESSHA woman representative she agreed that some a good number of schools do not have enough facilities to ensure the girls' privacy especially during her menstrual period. This caused a lot of discomfort hence absenteeism.

4.7.3 Information on measures to be taken to discourage dropout of girls

This study attempted to establish the measures to be taken in order to discourage dropout of girls in mixed day secondary schools in Bumula Sub County. This was an important aspect for it would guide the education stakeholders to know the measure to improve on the completion rate of girls in education, especially in secondary education.

Table 4.21 Measures to be taken to discourage dropout of girls.

Aspect	Frequency	Percentage
Sensitize parents on the value of education	15	21.43%
Enforcement of laws	08	11.43%
Re admission of student mothers	11	15.71%
Sensitize girls to be assertive	11	15.71%
Allow payment of fees in kind	10	14.29%
Create income generating activities at school level	05	07.14%
Improve on economic status of parents	10	14.29%
	70	100

Based on the findings from the questionnaires and interview schedule, 21.43% of the respondents asserted that parents need to be sensitized on the importance of girl child education, 11.43% see the use of administration as helpful, 15.71% view that re admission of student mothers will help, the same percentage applies to sensitization of girls, 14.29% prefer payment of fees in kind, 07.14% prefer the creation of income generating activities at school level while 14.29% advise on improvement of economic status of the parents. From the interview all opinion leaders expressed the importance of using the administration. The head teachers, D.O.S's and P.T.A see payment of fees in kind as a solution.

4.8 Summary

The analysis done from this chapter revealed that the causes of girl child dropout in the Sub County range from home factors, cultural beliefs, early sexual maturation and school based factors.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the major findings, discussions, conclusions and recommendations. It also presents suggestions for further research. The purpose of this study was to establish the factors influencing the dropout rate of girls in public mixed day secondary schools in Bumula Sub County; Bungoma County. The study was guided by the following research objectives: to assess how home factors influence girl child dropout, to establish how cultural beliefs influence girl child dropout, to investigate how early sexual maturation influence girl child dropout and to assess how school based factors influence girl child dropout.

5.2 Summary of findings

In the first objective, the researcher sought to find out the extent to which home based factors influence girl child dropout from public mixed day secondary schools in Bumula Sub County. The family income as has a significant influence on girl child dropout. It was observed as indicated in the table 4.8 that 43.75% of the dropouts were from low income households which mainly comprised of the unemployed. Those with moderate income where majority of the self employed lied had 25% and 18% dropout percentage. Only 6.25% of the dropouts came from high income families according to the standards of the Sub County, this group consisted of the salaried or employed. On child labour the observation was that, a total of 22.39% of girls engage in income generating activities like working for neighbours in order to get money for school opportunity costs e.g. uniform and remedial lessons as depicted in table 4.9. The age of family head contributes to dropout in that, the younger the family head the more the dropout. This is in table 4.10. Home factors also encompasses the aspect of parental consultation and concern, it was discovered that few parents consult about the progress of their girls. The findings therefore indicated that low income increased the girls' chances of dropout because of fees problems which leads to chronic absence from school and eventually dropout.

The second objective sought to establish how cultural beliefs influence girl child dropout. The findings of the study revealed that the community still believes that domestic chores are to be performed by girls, resulting to 62.5% as the percentage of girls who were affected as shown in the table 4.11. Family attitudes and beliefs compounded with sexual harassment are vital players in girl child dropout as shown in table 4.12 and 4.13. From these tables, it apparent that girls are generally expected to continue performing traditionally designated duties even as they attend school. Majority fetch water, firewood, takes care of siblings in addition to manual work at home. For many poor families, girls labour may be absolutely imperative for family survival. Therefore the relatively greater value placed on the unpaid labour for girls and the inflexible curriculum result to the following: deferred entry, frequent absenteeism and chronic fatigue. All these negatively impact on the girls' education. The girls' performance is impaired and self image lowered eventually leading to dropping out of school.

The third objective was to investigate how early sexual maturation influence girl child dropout. The findings indicate that pregnancy, early marriage and sexually transmitted diseases had a relationship with girl child dropout in mixed secondary schools in Bumula Sub County. The table 4.15 indicates that pregnancy contributes to 44.78% of the dropout. Sickness in table 4.16 carter for 37.50% and this sickness comprise of HIV and STI's, similarly early marriages are rampant in the region accounting for 20.83% in the Sub County. It was therefore established that a good number of girls who drop out are victims of early sexual maturation which is compounded with lack of knowledge on contraceptives and even those who know about them do not have access.

In the fourth objective the researcher sought to assess how the influence of school factors lead to dropout of girls. The findings indicated that the school environment has a great role to play in either helping the girl child complete school or pushing her out of school. The school factors that were in play were retention accounting for 41.67% as depicted in table 4.18, harassment from boys accounting for 62.50% and availability of good infrastructure in form of enough latrines accounting for 56.25%. Retention is necessitated by the need for schools to post high academic results leading to overage among the learners who eventually got discouraged and succumbed to dropout. It was also established that the highest percentage of dropout occurred at form three levels depicting that promotion to form four is entirely depended on academic

performance. The findings revealed that although retention is against the government policy it is still being practiced in the region, necessitated by the act that promotion of teachers is depended on KCSE mean score. From the findings bullying contributes to dropout. The type of bullying that was prevalent is boy harassment which highly discouraged girls from staying in school especially if the boy is from a well to do family, meaning that the girl's parents have little to be done.

5.3 Discussion of findings

This section entails discussion of the findings with reference to literature review.

5.3.1 The extent to which home factors affect girl child drop out

A number of researches available indicate the propensity of girls to complete schooling is intricately tied to their home backgrounds. The study findings indicated that home factors have a key role to play in continuity of girl child education in mixed day secondary schools in the Sub County, the low income earners have the highest dropout rate in the region going at 43.75% unlike the high income earners which goes at 6.25%. Chibiko (2009) cites poverty as a major cause of the dropout, that over a half of Africa's population live below the poverty line of one dollar per day, this implies too that poverty excludes children, including girl child from school. According to Okeke, Nzewi and Nzoku (2008) identified poverty and lack of sponsorship among other causes as key to girl child dropout. The rise in the level of poverty in Kenya indicate that many Kenyans live below the poverty line and that poverty is among the major factors discouraging parents from investing in their children's education. The highest dropout rates were found among children from poor households which concur with studies by Mwangi (2004). BBC News (2006), demands for labour in their homes such as assisting in looking after young siblings, doing household chores, death of the mother and looking after a sick member of the family is just too heavy a load on the girl. If children do attend school, changes in the financial situation of parents, as reflected by the volatility of income, may push some children out of schools; girls inclusive. The increased level of poverty makes them unable to feed their children properly and provide adequate health services. In these circumstances children whose parents cannot afford costs of instructional materials and other school related costs tend to go to school irregularly and, in the long run, drop out of school or have a problem during the entire learning

process in school. Faced with limited resources and reduced returns from education, parents are not only unable to but also not motivated to educate their children. In the end, these factors have negative effects on children's school participation and the overall performance of students in many subjects in school.

Another important factor that is often related to dropout in Bumula Sub County was allure to income generating activities. The main attraction was house help popularly known as 'maid,' while in Siboti zone working in tobacco plantations was a factor with full knowledge of their parents. In concurrence with earlier studies by Chhun (2006) that students' parents do make them go to work, do make them finish their studies early so that they can earn money. Children drop out to help their families financially. Duchi and Garret (2003), asserted that a buoyant job market and the ability to earn quick and good money is a motivating force behind decisions to leave school. A good number of girls engage in quick income generating activities in the Sub County like house servants, working in sugar and tobacco plantation and small scale businesses like selling ripe bananas among others. This also concurs with Rumberger (1993) communities could influence dropout rates by providing employment opportunities during school hours. The community provided an enabling environment by employing them in their farms and houses therefore they leave school to earn money.

Among the factors in play that lead to dropout of girls from mixed secondary schools in the Sub County is the age of family head. The findings indicated that girls who came from families headed by youths have high possibility of dropping out at 31.25% while those families headed by adults are unlikely to drop out of school. The findings also indicated that there is high dropout if the head of the family is above 55, this concurs with *highschoolnotes@usnews.com* that lack of parental support, are among the primary factors driving students to leave high school, it goes further to state that 23% of high school dropouts cited lack of support and encouragement from their parents. There is also laxity family heads that are grandparents' age to instill discipline in the girls therefore leading to poor performance and eventually dropout. The Sub County is among those hit by AIDS scourge thus children a number of children live with their grandparents who are not keen in monitoring school work. Some also live with elder siblings as a family head who are barely adults. This agrees with Mariana (2012) that many dropouts are girls who live with their grandparents and/or siblings who are not well versed with school matters hence can

easily be lied to by the students, the situation of the too young or too old a family head is brought about by deaths of parents caused by HIV and AIDS. The underlying cause here is therefore poor guiding and counseling from home.

5.3.2 How cultural beliefs affect girl child dropout

Of the underlying cause of girl child dropout in the Sub County is tied to domestic chores. Girls are expected to continue performing traditionally designated duties even as they attend school. A majority of them fetch water, firewood, take care of their siblings and also participate in manual work at home standing at 62.50%. this is in concurrence with Patricia (2004) who states that ‘when a poor family considers how much a daughter can help in working, cooking, collecting firewood, fetching water and looking after younger children, and how little opportunity there will be for her to get a paying job even if she is educated, then the returns rarely seem to warrant the expenditure.’ So the relatively greater value placed on the unpaid labour for girls and the inflexible curriculum result to the following; deferred entry, frequent absenteeism and chronic fatigue. All these negatively impact on the girls’ education, her performance is impaired and self image lowered eventually leading to dropping out of school.

Another aspect the cultural beliefs was patriarchy. The Sub County has a belief in male dominance which affects the girl child in almost all spheres of her life education not spared. The retrogressive cultural barriers include belief in education for a boy is better than girls, performing household chores, sexual harassment and mistreatment. This is in concurrence with other studies like Omwami (2006) that women in the County in Busia have since time immemorial lived with disparities in education in terms of enrolment, dropouts, retention, completion and transition due to culture. The retrogressive cultural barriers include: limited access to justice, limited control over their bodies, patriarchy, culture, unlimited physical violence and denied access to natural resources like land and major family assets. It also concurs with BBC News (2006), that African patriarchal societal view point favours boys over girls because boys maintain the family lineage; this is compounded by the fact that the same culture did not give their mothers education thus setting no role model at family level. Men in Bumula Sub County are the custodians of culture hence having an advantage to education at all levels, thus the rate of girl child dropout is a lot necessitated by cultural beliefs.

The last aspect that was looked at is sexual harassment. It stands at 20.83% referring to the findings of the study. According to Wamahiu (2008), cited administration, discipline and corporal punishment, sexual harassment and child labour as some of the factors that lead to exclusion of girls from schools. This also concurs with Omwami (2006) also agrees that among the retrogressive cultural beliefs, women have limited control over their bodies, this background keeps the girl off the radar of education. Bumula Sub County has reported cases of sexual harassment from both teachers, school boys and villagers; older men who give favours in terms of monetary gains to the unsuspecting girl. The cases go unreported because the girl fears embarrassment.

5.3.3 The extent to which early sexual maturation affect girl child dropout

The first aspect of sexual maturation factor was early pregnancy. The Sub County has recorded a lot of cases related to teen pregnancy in high school and especially in mixed day secondary schools. The research findings indicated that pregnancy accounted for 44.78% of the girl child dropout in the region. Therefore in literature review there are also a number of researchers who tried to explain the extent to which teen pregnancy contributes to dropout. According to (Kiragu and Zabin 1995; McCauley & Salter 1995), that age at first intercourse is reducing, suggesting that today's young adults are becoming sexually active at increasingly younger ages. Ilinigumugambo (1995) study indicated that few adolescents use contraceptives and are at risk of pregnancy. It is this very factor that is ailing the Sub County to the extent that the Star Newspaper reported that Bumula Sub County leads in girls' dropout due to teenage pregnancies. This conjures with Masibayi (2014) that there is a downward trend of girl child education especially those in secondary school that girls in the region have dropped out due to pregnancy. The union officials reported that many pregnancy cases go unnoticed because they are never reported. The girls' parents are usually bought off by the culprits hence allowing them to go scot free. Those who fall pregnant drop out even though the Ministry of Education prohibits because they fear name calling, balancing school work and prenatal care and with time overgrow the school uniform thus becoming a centre for attraction. This also concurs with Mensch et al (2005), those schoolgirls who become pregnant have fewer opportunities to complete their education even after child birth. Nearly one third of teen girls who have dropped

out of school cite early pregnancy. This among policy makers and even media pregnancy is being mentioned as a reason for premature leaving of the school in the region.

The second factor was sexually transmitted diseases and girl child dropout. The Sub County has suffered the effect of sexually transmitted diseases which led to the increase in dropout rate. The findings of this study indicated that 14.91% of the girls who dropped out suffered from sexually transmitted diseases. There are also reported cases of HIV and AIDS which are contracted from tobacco farmers to unsuspecting school girls who are lured into it by financial favours. This is in agreement with Kane et al (1993) that early sexual maturation results in dropping out of school, poverty, early marriages and sexually transmitted diseases. This also agrees with Mariana (2004) that HIV and AIDS is a major cause of dropout in the County because apart from the dropouts being affected, they are also infected.

Bumula Sub County's effort on education for girls has also been hit by early marriages. The less the age of first intercourse, the less the age for marriage as witnessed in the Sub County. As a social contributor to school dropout it is intertwined with the home environment. Girls who join school are likely to withdraw if a well-off suitor shows up because of poverty of the parents and the girl's inability to afford school requirements. In this case going to school to her is traumatizing. Records from the Principals offices showed that most girls who dropped out got married almost immediately. This can be linked to studies earlier done by researchers like *ir-library.ku.ac.ke/handle/* which indicated that lack of mentorship and teen pregnancies and early marriages leads to dropout of girls from high schools. According to Lusalunya (2000), the findings indicated that early marriage was the chief cause of dropout, the practice of early marriage is also worsened by increasing poverty of the Maasai people which leads them to marrying off their daughters at an early age.

5.3.4 The influence of school factors on girl child dropout

There are important components of the school environment, which shape the structure of the school and hence learning environment. There fore in literature review, there are a number of researchers who have tried to defined which school based factors cause girls to dropout. The students are molded by this environment s and can cope with the situation hence perform well or

can be discouraged hence lead to poor performance. In Bumula Sub County, these factors were found to be varied as discussed in this section.

The first aspect of school based factors was retention. In Bumula Sub County, the performance of the girls who dropped out of school was found to be below average. Most schools opted to force the girls to repeat. According to the findings of this study, those who repeat make 41.67%, schools that opt for promotion make 16.67% while guiding and counseling make 10.41%. This already points to the fact that retention is a strategy that is adopted by most of the schools. School administration policy such as repetition of class and emphasis on examination criteria onto selection and promotion of students to the next class leads to stress among the students who are not academically talented. This practice has worked negatively for the girls in the region because they ended up dropping out of the school. This agrees with Patricia (2004), 'the frequency of the practice should not be confused with its effectiveness-retention creates discouragement which eventually leads to dropout because of overgrowing the grade.' Anderson and Whipple (2004), 'retained students are likely to display aggressiveness, have a history of suspension or expulsion or display behaviour associated with Attention Deficit Hyperactivity Disorder. Retention in Bumula Sub County has to been proven to be expensive to parents who are already burdened by poverty; this makes them give up on educating their children. According to Rust & Wallace 1993 stated that there are no benefits in retaining a student, that besides being expensive, retention has yet to prove itself effective.

Secondly, there are a number of reported cases of bullying in the Sub County. The findings of the study showed that there are cases to the effect that girls are usually harassed by boys in school and that they are harassed and embarrassed by older girl students. This is in concurrence with (Smith et al 1999; Pellegrini & Long 2002 ;) that as children grow older they develop better social skills, which seem to protect them against bullying, Smith et al (1999), there are also fewer students who might bully them, as bullies are typically older people. The practice goes undetected in some cases because they are threatened by the bullies not to report the case to the administration lest they face dire consequences. They bullied therefore develop outcomes associated with loneliness, poor academic achievement poor social adjustment and greater risk of drug and alcohol abuse and eventually drop out of school.

Lastly, the school's infrastructural endowment is among the factors that lead to dropout of girls from the schools in Bumula Sub County. According to the findings of this study, this was shown in form of classroom congestion and closeness of girls to boys pit latrines. Respondents cited other infrastructural factors like lack of enough books and desks. Most schools in the Sub County have pit latrines for both girls and boys but the closeness is what makes life unbearable for girls. Among the factors stated above, closeness of the girls pit latrines to the boys' ones which went at 56.25% which made their life uncomfortable for boys made faces at them while doing the duty. This coincides with Demoder (2012), who found out that lack of infrastructure facilities for girls like absence of proper toilets deter the girls to continue with education. Francis Hunt (2013) cites lack of enough desks, chairs and books. Most schools in the region have fewer books despite the fact that the Government of Kenya gives books to schools. They said that wear and tear coupled with theft cases being day schools and lack of a library to store leads to losses. Without the textbooks and well equipped libraries, girls continue to perform dismally in academics. The continuous poor performance leads to repetition of the class and eventual dropout.

5.4 Conclusions

Conclusions were drawn based on the findings of the study.

The home based factors that caused girls to drop out of school were that many girls dropped out of school due to poverty, others were allured to quick income generating activities in child labour which also included the unpaid labour at home of assuming parents role of taking care of the home and siblings. Also age of family head caused dropout in the Sub County.

Cultural beliefs that caused girl child dropout from mixed day secondary schools were the traditional retrogressive belief that girls are the one to do all domestic chores, patriarchy which bred male chauvinism and therefore limited girls' chances of accessing education and sexual harassment which came from both relatives and non relatives.

Early sexual maturation also led to the dropout of girls. It was propagated by the following aspects: early pregnancy which was very rampant, presence of HIV and AIDS cases

compounded with sexually transmitted diseases and early marriages which was like rubberstamping the end of a girl's education.

School based factors that were causative agents for dropout were: retention that made the girls overgrow the class and embarrass them for studying with their juniors, bullying that scared girl from going to school and inadequate infrastructure which affected their academic performance and hindered their freedom. Conclusively, home factors, cultural beliefs, early sexual maturation and school based factors were all identified as factors influencing the dropout of girls in mixed day secondary schools.

5.5 Recommendations

Based on the foregoing discussion of the findings and conclusion, the following implications and recommendations are offered to teachers, students, educators and the government regarding the education of girls in particular and students in general in secondary schools.

1. There is need for the government to instigate poverty eradication measures to empower the community to meet the private costs of education so as to help girls be retained in school.
2. The government should strictly enforce some of the laws passed. For instance forced child labour and repetition are outlawed yet the practices are quite prevalent on the ground. The community should be sensitized on the children's act and education act.
3. Curriculum developers' interventions should be oriented towards enhancing education participation for both male and female students without biasness. Majority of syllabi is gender insensitive.
4. School head teachers should evaluate students based on their academic performance and the poor performers should be encouraged instead of repeating.
5. Through funding, the government should closely monitor the construction of infrastructural facilities in the schools in order to make the girl's life comfortable.

5.6 Suggestions for further research

To bring more light into the issue investigated in this study, the researcher recommends that the following studies be conducted.

1. A similar study covering the whole of Kenya to find out if the findings reached here hold true for the whole republic.
2. A comparative study in pure girls' schools to establish the causes of dropout.
3. A study should be carried out on how poverty can be eradicated in Bumula Sub County.

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APPENDIX 1: QUESTIONNAIRE FOR THE PRINCIPAL

The purpose of this questionnaire is to collect data on the factors influencing girl-child drop-out rate in mixed secondary schools in Bumula Sub County, Bungoma County. Your school has been sampled to take part in the survey.

Instructions

- a) Please do not write your name on the questionnaire.
- b) The information you will give will be treated with confidentiality.
- c) Kindly provide answers to the questions as honestly and as precisely as possible.
- d) Indicate your choice by a tick (√).
- e) Kindly answer all the questions.

SECTION A: Background Information

1) Please indicate your gender

Male Female

2) For how long have you taught since you left college / university? (in years)

a) 1 – 5 b) 6 – 10 c) 11 – 15 d) 16 and above

3) For how long have you performed your duties as the head teacher in this school?

(in years)

a) 1-5 b) 6- 10 c) 11- 15 d) 16 and above

4) Indicate with a tick (√) the type of your school

(b) Girls boarding

(c) Mixed day and boarding

(d) Mixed day

SECTION B: Issues related to female students drop out

5. What is the total number of female student currently enrolled in your school?

6. How often do the parents / guardians consult about their children education?

- a) Quite often c) Sometime
b) Rarely d) Not at all

7. What are some of the reasons why female students in your school absent themselves? (You may tick more than one answer).

- a) Helping at home
b) Helping in the shamba
c) Sickness
d) Caring for the younger siblings
e) Engaging in casual work
f) Caring for sick relatives
g) Others specify _____

8. Do your students pay school fees promptly?

- Yes No

If no, what happens to those who do not pay on time?

- a) Given time to pay
b) Parents summoned to school
c) Sent home
d) Others specify _____

9. Other than school fees, what other monies are students required to pay per year?

- a) PTA/Development fund
b) Meals
c) Remedial teaching
d) Others specify

10. Have the female students ever complained about mistreatment from their teachers during class times?

Yes No

If yes what were the reasons for mistreatment and approximately how many students

Mistreatment	Number
a)	
b)	
c)	
d)	

11. Have the female students ever complained about mistreatment from other students within the school?

Yes No

If yes what were the reasons for mistreatment and how many were the victims?

Mistreatment	Number
a)	
b)	
c)	
d)	

12. Does your school have a pass mark for the students for promotion to the next class?

Yes No

If yes, what happens to those students who fail to attain the set pass mark?

- a) Do supplementary exams
- b) Repeat
- c) Promoted
- d) Other specify _____

13. What are some of the causes that make female students drop out of school? You may tick more than one answer.

- a) Poverty level
-

- b) Poor performance
- c) Mistreatment by teachers
- d) Mistreatment by other students
- e) Pregnancy
- f) Family factors / problems
- g) Belief that education for boys is better than for girls
- h) Others specify _____

14. Which class has indicated the highest number of dropouts by female students?

Class	Number
Form 1	
Form 2	
Form 3	
Form 4	
Total	

15. In your own opinion what measures can be taken to curb the drop outs of female students in Bumula Sub County?

- a) _____
- b) _____
- c) _____

Thank you very much.

APPENDIX 2: QUESTIONNAIRE FOR DIRECTORS OF STUDIES

The purpose of this questionnaire is to collect data on the factors influencing girl-child drop-out rate in mixed secondary schools in Bumula Sub County, Bungoma County. Your school has been sampled to take part in the survey.

Introductions

- a. Please do not write your name on the questionnaire.
- b. The information you will give will be treated with confidentiality.
- c. Indicate your choice by a tick (√).
- d. Kindly answer all the questions.

SECTIONS A: Background Information

1. Please indicate your gender

Male Female

2. Four how long have you taught since you left college/University? (in years)

(a) 1-5 b) 6- 10 c) 11- 15 d) 16 and above

3. For how long have you taught in this school?(in years)

(a) 1 – 5 b) 6 – 10 c) 11- 15 d) 16 and above

4. For how long have you performed the duties of a class teacher?..... years.

SECTION B: Issue related to students drop outs from secondary school

5. How many female students were admitted in your class in form one? -----

6. How many of the original number of female students admitted in form one are currently in form four? -----

7. How many female students are currently in form four class? -----

8. If the number of students is less, what caused the difference? (Tick (√) appropriate reason)

a) Transfer to other schools

- b) Repetition
 - c) Drop out
 - d) Other s specify _____
-

9. What are some of the factors that made female students drop out of school? (You can tick more than one factor)

- (a) Mistreatment by teachers
 - (b) Family attitude and beliefs
 - (c) Pregnancy
 - (d) Sexual harassment
 - (e) Lack of school fees
 - (f) Discriminated at school and home
 - (g) Sickness
 - (h) Any other specify _____
-

10. What are some of the challenges that are facing female students your class? (You may tick more than one answer).

- a) Absenteeism
 - b) Lateness to school
 - c) Lateness for lessons
 - d) Students negative attitude towards school and class work
 - e) Lack of school fees
 - f) Discriminated at school or home
 - g) Others specify _____
-

11. In your own opinion what measures can be taken to enhance retention students in school ?

a) _____

b) _____

c) _____

Thank you very much.

APPENDIX 3: QUESTIONNAIRE FOR HEAD GIRLS

The purpose of this questionnaire is to collect data on the factors influencing girl-child drop-out rate in mixed secondary schools in Bumula Sub County, Bungoma County. Your school has been sampled to take part in the survey.

Instructions

- a) This is not a test but an attempt to understand problems connected with students drop out in secondary schools.
- b) Please do not write your name in this questionnaire.
- c) Indicate your choice by a tick (√).
- d) For blank spaces fill in the correct answer according to your opinion.
- e) Any information you give will be treated with confidentiality.
- f) Kindly answer all the questions.

SECTION A: Background Information

1. The type of your school

Provincial District

2. Category of your school

Mixed day Mixed day and boarding

SECTION B: Issues related to drop out from secondary schools.

3. How many of you are there in your family?

Girls Boys Total.....

4. (a) How many of your sisters started schooling and later dropped out of secondary school?

(b) Please give reasons for the dropout.

(i) _____

(ii) _____

(iii) _____

5. How often are you late in getting to school? (Tick one appropriate box).

(a) Always (b) Sometimes (c) Never

6. If you were late to get to school what were the reasons for this?

(a) _____

(b) _____

(c) _____

7. Have you ever been absent from school?

Yes No.

If yes what were the reasons for this? (You can tick more than one reason).

a) Helping at home

b) Helping in the school

c) Sickness

d) Caring for younger siblings

e) Engaging in casual work

f) Caring for sick relatives

g) Others specify _____

8a) Who pays for your school fees? _____

b) How old is she/he? (in years).

15-20

26-35

36-45

45-55

Above 55

9. How much money do you estimate for your family income per month in Kshs?

Tick the appropriate

>1500

1501-5000

5001-10000

10001-20000

< 20000

10. Do your parents / guardians assist support you in your education?

Yes No

If yes state how

(a) _____

(b) _____

(c) _____

(d) _____

11. When at home how many hours do you spend per day reading or doing homework?

_____ hours.

12. Are you assigned duties at home by your parent / guardian?

Yes No

If yes state approximately how many hours you spend doing these duties

.....hours.

13. What activities occupy you at home that keep you from studying?

(a) _____

(b) _____

(c) _____

(d) _____

14. Have you ever repeated a class?

Yes No

If yes, which class did you repeat and why?

(a) Form _____

(b) Reasons for repeating (you may tick more than one reasons)

(i) Poor performance

(ii) Forced by parents

(iii) Forced by teachers

(iv) Others specify _____

15. What factors interfere with your studies within the school? (Indicate them in order of merit).

(a) _____

(b) _____

(c) _____

(d) _____

16. What are some of the factors that make female students drop out of school? (You can tick more than one factor)

a) Mistreatment by teachers

b) Family attitudes and beliefs

c) Pregnancy

d) Sexual harassment

e) Lack of school fees

f) Discriminated at school or home

g) Sickness

h) Any other specify _____

17. In your own opinions what measures can be taken to curb the drop outs of female students in your school?

(a) _____

(b) _____

(c) _____

(d) _____

Thank you very much.

APPENDIX 4: QUESTIONNAIRE FOR EDUCATION OFFICIALS

The purpose of this questionnaire is to collect data on the factors influencing girl-child drop-out rate in mixed secondary schools in Bumula Sub County, Bungoma County.

Instructions

- a) Please do not write your name on the questionnaire.
- b) The information you will give will be treated with confidentiality.
- c) Kindly provide answers to the questions as honestly and as precisely as possible.
- d) Indicate your choice by a tick (√).
- e) Kindly answer all the questions.

SECTION A: Background Information

1) Please indicate your gender

Male Female

2) For how long have you served since you left college / university? (in years)

a) 1 – 5 b) 6 – 10 c) 11 – 15 d) 16 and above

3) For how long have you performed your duties in the Sub County?

(in years)

a) 1-5 b) 6- 10 c) 11- 15 d) 16 and above

SECTION B: Issues related to female students drop out

4. What is the total number of female student currently enrolled in schools in the District?

5. What are some of the reasons why female students dropout of schools in the District?

- a) Helping at home
- b) Helping in the shamba
- c) Sickness
-

d) Caring for the younger siblings

e) Engaging in casual work

f) Caring for sick relatives

g) Others specify _____

6. Is there any allocation of bursary from the Ministry for the girl child?

Yes No

If yes, do parents/guardians apply for their children?

Yes No

If no, why?

7. What other monies are students required to pay per year apart from the Ministry's allocation to schools?

a) PTA/Development fund

b) Activity

c) EIF

d) Others specify

8. Have the female students ever complained to your office about mistreatment from their teachers?

Yes No

If yes what were the reasons for mistreatment and approximately how many students

Mistreatment	Number
a)	
b)	
c)	
d)	

9. Have there been any reported cases of bullying in your office?

Yes No

If yes what were the reasons for mistreatment and how many were the victims?

Mistreatment	Number
a)	
b)	
c)	
d)	

10. Have you ever received cases of forced repetition of class from parents/students?

Yes No

If yes, what did you give?

- a) Do supplementary exams
- b) Repeat
- c) Promote
- d) Other specify _____

11. What are some of the causes that make female students drop out of schools in your District?

You may tick more than one answer.

- a) Poverty level
- b) Poor performance
- c) Mistreatment by teachers
- d) Mistreatment by other students
- e) Pregnancy
- f) Family factors / problems
- g) Belief that education for boys is better than for girls
- h) Others specify _____

12. Which classes have reported highest number of dropouts by female students in the District?

Class	Number
Form 1	
Form 2	
Form 3	
Form 4	
Total	

13. In your own opinion what measures can be taken to curb the drop outs of female students in Bumula Sub County?

- a) _____
- b) _____
- c) _____

Thank you very much.

APPENDIX 5: QUESTIONNAIRE FOR P.T.A CHAIRPERSONS.

The purpose of this questionnaire is to collect data on the factors influencing girl-child drop-out rate in mixed secondary schools in Bumula Sub County, Bungoma County. Your school has been sampled to take part in the survey.

Instructions

- a) This is not a test but an attempt to understand problems connected with students drop out in secondary schools.
- b) Please do not write your name in this questionnaire.
- c) Indicate your choice by a tick (√).
- d) For blank spaces fill in the correct answer according to your opinion.
- e) Any information you give will be treated with confidentiality.
- f) Kindly answer all the questions.

SECTION A: Background Information

1) Please indicate your gender

Male Female

2) For how long have you been the chairperson of the school? (in years)

a) 1 –3 b) 4-7 c) 8-11 d) 11 and above

3) Indicate with a tick (√) the type of your school

(b) Girls boarding

(c) Mixed day and boarding

(d) Mixed day

SECTION B: Issues related to female students drop out

4. What are some of the reasons why female students in your school absent themselves? (You may tick more than one answer).

- a) Helping at home
 - b) Helping in the shamba
 - c) Sickness
 - d) Caring for the younger siblings
 - e) Engaging in casual work
 - f) Caring for sick relatives
 - g) Others specify_____
-

5. Approximate how much the parents you represent earn per month in Kshs? Indicate by a tick.

>1500

1501-5000

5001-10000

10001-20000

<20000

If no, what happens to those who do not pay on time?

- a) Given time to pay
- b) Parents summoned to school
- c) Students sent home
- d) Others specify_____

6. Other than school fees, what other monies are students required to pay per year?

- a) PTA/Development fund
- b) Meals
- c) Others specify

7. Have parents ever complained about mistreatment of female students to you?

If yes what were the reasons for mistreatment and approximately how many students

Mistreatment	Number
a)	
b)	
c)	
d)	

8. Does your school have a pass mark for the students for promotion to the next class?

Yes No

If yes, what happens to those students who fail to attain the set pass mark?

- a) Do supplementary exams
- b) Repeat
- c) Promoted
- d) Other specify _____

9. What are some of the causes that make female students drop out of school? You may tick more than one answer.

- a) Poverty level
- b) Poor performance
- c) Mistreatment by teachers
- d) Mistreatment by other students
- e) Pregnancy
- f) Family factors / problems
- g) Belief that education for boys is better than for girls
- h) Others specify _____

10. In your own opinion what measures can be taken to curb the drop outs of female students?

- a) _____
- b) _____

Thank you very much

APPENDIX 6: INTERVIEW SCHEDULE FOR OPINION LEADERS

Which body do you represent?

1. For how long have been in this body? -----
2. Girl child education: How are we doing?
3. Are there reported cases of girl child drop outs in this district?
4. What are some of the factors that contribute to the drop out of girls?
5. What is your body doing to combat this menace?
6. What policies is the government putting in place to deal with this?
7. In your opinion, what should be done to avert the situation?
8. Are you aware of any forced retention in the Sub County?

APPENDIX 7: WORK PLAN

ACTIVITY	MONTH							
	JAN	FEB	MAR	APR	MAY	JUN	JUL	AUG
Proposal preparation								
Proposal presentation								
Field visits/Data collection								
Data analysis and interpretation								
Report presentation								

APPENDIX 8: BUDGET ESTIMATES

S/N	Item	Amount
1.	Transport	15,000.00
2.	Equipment and supplies	10,000.00
3.	Data collection and analysis	20,000.00
4.	Secretarial services	15,000.00
5.	Contingencies	6,000.00
	Total	66,000.00

APPENDIX 9: LETTER OF TRANSMITAL

MWIRUTI SECONDARY SCHOOL,

P.O BOX 2588-50200,

BUNGOMA.

8TH OF JUNE 2014.

TO

THE D.E.O,

BUMULA DISTRICT,

P.O BOX 134,

BUNGOMA.

Dear Sir,

RE: REQUEST TO CARRY OUT RESEARCH IN THE DISTRICT

I am a postgraduate student at the University of Nairobi pursuing a course in Masters of Arts in Project Planning and Management. I am required to conduct a research of which I have chosen Bumula Sub County as my area in studying factors influencing girl child dropout in mixed day secondary schools.

I therefore seek your permission to collect data on the same.

Thank you in advance.

Yours faithfully,

Passy M Everlyne

REG NO. L50/84216/2012.

APPENDIX 10: LETTER TO RESPONDENTS

MWIRUTI SECONDARY SCHOOL,
P.O BOX 2588-50200,
BUNGOMA.

To my Respondents,

I am Everlyne Passy pursuing a Masters programme in Project Planning and Management in the University of Nairobi. Kindly help me by filling in the questionnaire to enable my research project to run smoothly. I am researching on factors influencing girl child dropout in Bumula Sub County. The purpose of this research is to help policy makers especially the Ministry of Education in planning for education; it will also be used by other researchers as secondary data.

This information will be treated with a lot of confidentiality.

Yours sincerely,

Passy Everlyne.

APPENDIX 11: LETTER OF AUTHORIZATION



REPUBLIC OF KENYA

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
State Department of Education- Bungoma County**

**TEL: OFFICE 020-2639018
TEL: HOUSE 0770-469320
deobumula@education.go.ke
When replying please quote
Our Ref: BUM/ED/ADM**

**SUB-COUNTY EDUCATION OFFICE
BUMULA SUB-COUNTY
P.O. BOX 142-50200,
BUNGOMA.
DATE: 5/4/2014**

Dear Sir,

**RE: RESEARCH AUTHORIZATION – PASSY EVERLYNE REG NO.
L50/84216/2012**

This is to acknowledge that Passy Everlyne is a student at the University of Nairobi, college of Extra-Mural Studies taking masters in Project Planning and Management.

By copy of this letter she is allowed to carry out an Educational Research related to her studies in Bumula Sub County.

Kindly accord her the necessary assistance to enable her carry out her research in your institutions.

Thank you.

**CYRUS A. JUMA (MR)
DISTRICT EDUCATION OFFICE
BUMULA SUB COUNTY**

A handwritten signature in black ink, appearing to read 'Cyrus A. Juma', written over the typed name.

**DISTRICT EDUCATION OFFICER
BUMULA DISTRICT
P O. Box 142 – 50200,
BUNGOMA**

APPENDIX 12: TRANSMITAL LETTER



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
KAKAMEGA & WESTERN KENYA AREA

Your Ref:

Our Ref: Uon/Cees/Kak/2/2/SPF/ (11)

Telephone: Kakamega 056-31038

4th June, 2014

P.O. Box 422

KAKAMEGA
KENYA

TO WHOM IT MAY CONCERN

REF: PASSY EVERLYNE, REG NO. L50/84216/2012

This is to confirm that the above named person is a student at the University of Nairobi, College of Education and External Studies, School Of Continuing and Distance Education, Department Of Extra-Mural Studies, pursuing a course leading to the award of Masters of Arts, Project Planning and Management. She has completed the coursework and is now working on research work.

Any assistance accorded to her will be highly appreciated

Yours faithfully,


Mr. Stephen Okelo,
Resident Lecturer,
Kakamega & Western Kenya Area.

