FACTORS INFLUENCING THE GIRLS’ DROPOUT RATES IN PUBLIC PRIMARY SCHOOLS IN MUMIAS WEST SUB-COUNTY, KAKAMEGA COUNTY, KENYA.

BY
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A RESEARCH PROJECT REPORT IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF ARTS IN PROJECT PLANNING AND MANAGEMENT OF THE UNIVERSITY OF NAIROBI

2014
DECLARATION

This research project is my original work and has not been presented for any award in any other university.

Signature……………………………………… Date…………………………

WABUTI PRISCAH MWANZA

L50/60845/2013

This research project has been submitted for examination with my approval as the university supervisor.

Signature……………………………………… Date…………………………

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Department of Extra Mural studies

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DEDICATION

I dedicate this work to my late father Mwalimu John Mwanza and my dear Mum lay leader Nerea Mwanza for their moral support and my son Augustine Wafula for being patient with me especially when I was away at times when they needed me most. May God bless them.
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<tr>
<td>DEO</td>
<td>District Education Officer</td>
</tr>
<tr>
<td>CSA</td>
<td>Center for the study of Adolescents</td>
</tr>
<tr>
<td>MSC</td>
<td>Mumias Sugar Company</td>
</tr>
<tr>
<td>WEFOCO</td>
<td>Western Focus Community Organization</td>
</tr>
<tr>
<td>MCSP</td>
<td>Mumias Constituency Strategic Plan</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
<tr>
<td>NER</td>
<td>Net Enrolment Rate</td>
</tr>
<tr>
<td>KDHS</td>
<td>Kenya Demographic and Health Survey</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Science and Cultural Organization</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations International Children Education Fund</td>
</tr>
<tr>
<td>MDG</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>GER</td>
<td>Gross Enrolment Rates</td>
</tr>
<tr>
<td>K.C.P.E</td>
<td>Kenya Certificate of Primary Examination</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry of Education</td>
</tr>
<tr>
<td>KAACR</td>
<td>Kenya Alliance of Advancement of Children Rights</td>
</tr>
<tr>
<td>MCSP</td>
<td>Mumias Constituency Strategic plan</td>
</tr>
<tr>
<td>HIV</td>
<td>Human Immuno Deficiency virus</td>
</tr>
<tr>
<td>AIDS</td>
<td>Acquired Immuned Deficiency Syndrome</td>
</tr>
<tr>
<td>FAWE</td>
<td>Federation of African Women Educationists</td>
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ABSTRACT

Globally, studies conducted on girls’ education showed that the global enrolment rate of girls was 83.1% in 2001. Central Asia, Europe and Middle East have witnessed little improvement in girls’ net enrolment between 2001 and 2006. In Africa, Ethiopia has the lowest primary enrolment and high drop out rates. South Africa in 2002, 66,000 teenage girls could not attend education institutions due to pregnancy. A report from Centre for study of Adolescents showed 10,000 girls dropped out of school annually in Kenya. A study in Mumias East Sub county by Western Focus Community Organization 2010 in Education revealed that girls dropped out of school due to early pregnancies, poverty and repetition. In Mumias West Sub-county, the poverty index was 61% and repetition may be a deterrent to completion. The purpose of the study was to establish the factors influencing girls’ drop out in public primary school in Mumias West Sub-county, Kakamega County. Objectives of the study are to determine how school based factors influence girls’ drop out rate in public primary schools, examine the extend to which economic factors influence girls’ drop out rates in public primary schools, establish how environmental factors influence girls’ drop out and assess social-cultural factors influencing girls’ drop out rates. The study adopted a descriptive research design. Target population was 1900 respondents. Sample size was 192. Purposive and simple random sampling were used to select each member. Research instruments used were 2 sets of questionnaires and an interview schedule. A pilot study was carried out in 2 public primary schools in Matungu Sub-county to ascertain validity and reliability of the Research instruments. Data was analyzed using descriptive statistics that involved frequency and percentages, with the help of computer Statistical Package for Social Science (SPSS). Major findings on school based factors were 73.6% had been absent. 78.2% responded they were awarded by teachers. 42.9% responded they had no feeding programmes. Economic factors, reading and writing materials provided by parents was 57.1%. 71.4% respondents were orphans and only 14.3% parents paid fees on time. On environmental factors, 71.1% disagreed that girls were not provided with enough sanitary towels. 67.3% respondents went to school on foot. No role models around the school community was 57.1%. On social-cultural factors, 72.4% were Christians, 6.4% pagans, 19.2% Muslims and 1.9% Hindus. From background, 35.3% was polygamous, 12.8% single families and 51.9% was nuclear families. 57.1% respondents had handled pregnancy cases. Conclusion based on the findings were repetition of girls in Std 6-7 be discouraged. Teachers should be able to monitor girls who are absent, strict measures on parents who absent their girls from school. On direct schooling costs, parents to provide activity fee, tuition and buy uniform for the girls. Distance to school was too long and girls took a long time as they walked and reached late to school and were punished. Early pregnancy should be seriously addressed. The study recommended that the Ministry of Education should introduce feeding programmes in all public primary schools. Repetition of girl-child should be addressed. Sensitize parents on the need to support their girls’ education. Further studies revealed a similar study be done on boys’ drop out. A similar study be done in private schools in Mumias West Sub-county and also a similar study be done from 2013-2014 to find out if the drop out rate of girls has reduced.
CHAPTER ONE
INTRODUCTION

1.1 Background of the Study

Education can be defined as the means by which to train an individual for better research, production, and knowledge empowerment (UNESCO, 2003). Traditional education was tailored towards inculcating moral values and the adaptation to the environment for the survival of indigenous people. Primary school education was essential in the foundation of an individual’s education (Hunt, 2008). Educational training therefore plays a primary role in equipping an individual in the society with the relevant skills and knowledge that are necessary for the socio economic development of a country. This makes education a basic human right that fosters human development and economic growth. In its bid to encourage economic human and growth development, the government of Kenya was a member of international accord, Universal Primary Education (UPE) under the Education For All (EFA) 2015 framework. In this perspective, Kenya has been assigned a target to achieve 100 percent primary enrolment rate within the mentioned stipulated timeframe.

Globally, studies conducted on girls’ education showed that the global enrolment rate (GER) of girls was 83.1% in 2001 (Hunt, 2008). However a large number of developed countries in Central Asia, Europe and Middle East have witnessed very little improvement in girls’ enrolment in Net Enrolment Rate (NERS) between 2001 and 2006. Education indicators in the world clearly show that girls are disadvantaged in terms of education opportunities because they are affected by cultural activities, religion, socio-economical activities and poverty. According to the 2007 Education for all Global Monitoring report, out of the 77 million children who were not enrolled in either primary
or secondary schools in 2004, 57% were girls (Sifuna, 1990). In Sub Saharan Africa about 50% of the 77 million girls drop out of school annually (Hunt, 2008).

The notion that educating girls is of little value is deep rooted in most countries in Africa. The attempt towards universal primary education has spiraled up the rate of enrolment of girls in the primary schools. Though there has been high enrolment rate, girls who enroll in primary schools hardly complete the education. Millennium Development Goals underscores the importance of ensuring equal access to education for both boys and girls. Unfortunately, for most developing countries, girls seem to suffer more from discrimination in terms of retention and access at primary level of education (UNESCO, 2003). This has led to lack of women’s employment and development in the society.

The primary concern in the provision of basic education was ensuring that pupils stay in school until they complete their education. However, dropping out of school is a serious problem to the pupils as it denies them their human rights to basic education in many international treaties and conventions individual’s right to education has been repeatedly addressed. The pupils who withdrew from school prematurely ended up not obtaining any proof of their education certificate. The free primary education, which is also compulsory and significant development, particularly in light of the government’s effort to respond to global priorities outlined in key framework documents such as the Millennium Developments Goals, there were glaring obstacles keeping our children out of school, (Center for the Study of Adolescent CSA, 2010). Further, it explained that though enrolment rates in primary school are higher for girls, fewer girls complete. According to the latest Kenya Demographic Health Survey (KDHS, 2003), 40 percent of adolescent girls without any education are either pregnant or have already become mothers. In addition, for those girls with only a primary school education, 26 percent are mothers compared to an eight percent of those who have a secondary school education or higher.
In Africa, Ethiopia is one of the countries with the lowest primary school enrollment rates, thus attaining universal primary education in the country requires greater efforts. Furthermore, low quality of school and a high dropout rate, as well as gender and rural-urban disparities remain the major challenges of the country. Theoretically, school enrollment and dropout are determined by household’s demand for education and the supply of education services (Connelly and Zheng, 2003). He further reported that demand for education is determined by parents’ decision on the amount of schooling for their children, which was based on assessments of the costs and benefits of education. In South Africa in 2002, 66,000 teenage girls could not attend educational institutions due to pregnancy. The figure rose to 86,000 in 2004, and dropped slightly to 71,000 in 2006. This means that in 2002, about 12% of South African teenage girls who did not attend educational institutions reported pregnancy as the main reason, rising to 17% in 2004 and declining to 14% in 2006. Another study in Kwazulu-Natal in South Africa revealed that 32% of teenage girls between age 14-19, who had ever given birth, were attending school (Hallman and Grant, 2006).

From the comprehensive report of basic education (2005) in Uganda, it was asserted that the introduction of Universal Primary Education (UPE) in Uganda has escalated the dropout rates in primary schools from 4.7% in 2002 to 6.1% in 2005. Uganda has the highest school dropout rate in East Africa, according to a 2010 report by the United Nations Educational, Scientific and Cultural Organization (UNESCO). The dropout rate of children from schools in Northern Uganda is 37% compared to the national average of 13%. A follow-up of every 100 pupils who joined Primary One in 1999 showed that only 25% reached Primary Seven in 2006 in Uganda. Data from the Ministry of Education showed that school dropouts in the country are higher at the primary level than at secondary level (UNESCO, 2010).
In Kenya, girl’s education has been fundamental in the promotion of economic and social development. The introduction of Free Primary Education (FPE) was to make education accessible to all children. However, very many girls did not access primary education (MOE, 2003). The enrolment seemed to have increased in 1973 and 1974 at the abolition of school fees (Sifuna, 1990). However the gross enrolment rates of girls in primary schools declined from 85% in 1989 to 87% in 1992 and 78% in 1996. From the above statistics there was clear indication that there is a decline on enrolment of girl child even after introduction of FPE. This was a clear indication that girls are denied access to education for various reasons. A report from the Centre for Study of Adolescents showed that 10,000 girls dropped out of school annually in Kenya thus translating to loss of Ksh 60 billion (Omondi, 2008).

In Busia County, according to Muhindi, (2013) it was reported that pregnancy and early marriages are reasons for high school dropout rate in the county. Samia Sub County is the hardest hit as 48.9 per cent of pupils do not complete primary education. A report from the Sub County’s education office showed that out of 3459 enrolled only 1766 sat for KCPE in 2012. Following the high dropout rate, the education and children’s departments to liaise and design a way of ensuring that pregnant pupils return to school to write national examinations. A study carried out in Shianda, Mumias East Sub-county, by Western Focus Community Organization (WEFOCO, 2010) in Education, revealed that girls drop out of school. Girls are the most disadvantaged people since they are expected to be house-women or to look for any kind of employment to support their families. They often get engaged in commercial sex business and get contraction of sexual transmitted infections, or early pregnancy that contributed to dropping out of school in early age. During the Mumias Educational day, April 2011, the District Education officer, complained of the high rate of school dropouts. In the youth workshop sponsored by the area member of parliament, one of the agenda was to fight gender disparity by improving
access, retention and completion of the girl-child education at all cost in Mumias Sub-county (MCSP, 2012-2016).

Overall, the Ministry of Education in Kenya, as stipulated in the Strategic Paper of 13th July 2009, spelled out the need to “Ensure that all children, particularly girls, have access to and complete quality primary education”, “Eliminate gender disparities in primary and secondary education and achieve gender equity in education, with a focus to ensuring girls’ full and equal access to, retention and achievement in basic quality education”, “Strengthen partnership with the private sector and Develop key programmes for learners with special needs” It is on the basis of the above that the researcher recognized the negative impacts on girls education, decided to carry out a study on the factors influencing rate of girls’ drop out in public primary schools in Mumias West Sub County, Kakamega County, Kenya.

1.1.1 School Based Factors

The school based factors included lack of motivation, repetition and absenteeism. Lack of motivation made pupils to have no morale of finishing their studies and may make them drop out. If the parents lack interest and don’t provide support towards the education by providing the learners with necessary resources such as school levies, reading and writing materials and uniform, it will negatively affect the girls’ attendance and may lead to drop out. Repetition led to drop out, pupils repeating classes sometimes withdraw from school eventually due to the over age. Transition rates between class 6 and class 7 were low because schools discouraged weaker learners from taking KCPE examination. Weaker learners repeated or were pulled out of school. Teachers’ use of verbal abuse as an issue that led to absenteeism and drop out. Teachers’ bad attitude towards pupils, involvement of casual work and lack of food at home.
1.1.2 Economic factors

Economic factors are the level of income in providing needs of learners in school. They are poverty, calamities and direct schooling costs. Mumias West Sub County has registered a poverty index of 61% despite the existence of Mumias Sugar Company (MSC) as the biggest supplying company in Africa. Most farmers are uprooting sugarcane and those who are in the business have to wait for 24 months and end up getting loses. They are not able to support their families and pay the school levies. Parents are not able to buy school uniform and pay activity fees, pay registration/examination fees and school meals. Inability to pay these costs can lead to drop outs. Death of parents affected the pupils more so girls as they took up the burden of taking care of the young ones. The HIV/AIDS has left many of the children orphaned.

1.1.3 Environmental factors

Surrounding that affects the learners negatively or positively. These were: distance, sanitation and health and early pregnancies. Distance to the nearest school from the homestead may negatively impact attendance and increase drop out rate, especially in rural areas and for girls. Problems related to the length of time, energy to cover the distance and also on an empty stomach. They reach at school too tired, late and are punished. On the way they are not safe and may be lured by men. Girls do not attend school during menstruation, because they cannot afford sanitary towels and are forced to use pieces of rags or sponge from the mattresses. They become victims of early pregnancy where they are lured by men who are able to give them some money that they need to buy what they don’t have. They take responsibility for the situation while the boy suffered no school related consequences. Girls suffering from malnutrition and also affected by jiggers are likely to drop out
1.1.4 Social-cultural factors

Social-cultural factors are family background, religion and early marriage. Family background entails extended rich families struggle to achieve their education as compared to those from poor families, they may give up on the way resulting to drop out. Girls from low income families are likely to drop out of school than those from the high income families. The fear of religion by parents is based on the assumption that western education promoted values and behaviour that are contrary to the cultural norms.

1.2 Statement of the Problem

In the African Society, emphasis was put in educating boys than girls. This was because girls would be married off at an early stage of their lives (Okemwa, 2010). Educating the girl child is paramount to empowering them for the well being of the society. Therefore, educating the girl child is like educating a whole nation. Despite these benefits, there are still cases of girl’s dropping out of school. WEFOCO, (2010) revealed that girls’ dropped out of school was due to early pregnancies, poverty levels, lack of financial support and repetition. Other causes of girls dropping out were failure of girls getting access to sanitary towels during their menstruation periods, infection of jiggers.

According to Mumias constituency strategic plan 2012 – 2016, the poverty index was 61%. This percentage was constituted by persons living below a dollar per day. The causes are due to massive population against depleted resources, the cultural issue and religious aspect majority being Muslims and it allowed girl’s to be married off at an early stage and high dependency syndrome, and many are orphans and therefore high drop out rates of girls due to poverty (Olwenyi, 2011). Most of the parents are farmers who rely on sugarcane as their major cash crop. The crop takes 24 months to mature and they are paid very poorly by Mumias Sugar Company. They sometimes end up getting loses and
uprooted the canes as a result they cannot afford to pay fees and sustain themselves, yet MSC is the largest sugar supplying company in East and Central Africa.

The enrollment of girl’s from std 6 to 8 according to the statistics from the D.E.O’s office (2013) showed that the number of girl’s in the year 2010 who were in class six was 2,460 when they transited to the next level which was std 7 year 2011 they were 2,181 and when they entered class eight the year 2012 the number was 1,300.

Table 1: Summary of girls’ enrollment from the year 2010 to 2012:

<table>
<thead>
<tr>
<th>Class</th>
<th>Std 6</th>
<th>Std 7</th>
<th>Std 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>1434</td>
<td>1336</td>
<td>816</td>
</tr>
<tr>
<td>Mumias Central</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>South Wanga</td>
<td>1026</td>
<td>845</td>
<td>484</td>
</tr>
<tr>
<td>Total</td>
<td>2460</td>
<td>2181</td>
<td>1300</td>
</tr>
</tbody>
</table>

Source: D.E.O’s office 2012

From the above information the number of girls’ sitting in class 8 for K.C.P.E was low compared to the number of the same pupils that were enrolled in the previous classes 6-7. Most of them were forced to repeat if they did not merit to the next class. Where do the remaining girls go? This study therefore intended to investigate the factors influencing the girl’s drop out rates in public primary schools in Mumias West Sub County, Kakamega County, Kenya.

1.3 Purpose of the study

The purpose of this study was to establish the factors influencing the girls’ dropout rates in public primary schools in Mumias West Sub County, Kakamega County, Kenya.
1.4 Objectives of the study

This study was guided by the following objectives;

1. To determine how school based factors influence the girls’ dropout rate in public primary schools in Mumias West Sub-County.
2. To examine the extent to which economic factors influence the girls’ dropout rate in public primary schools in Mumias West Sub-County.
3. To establish how environmental factors influence the girls’ dropout rate in public primary schools in Mumias West Sub-County.
4. To assess how social-cultural factors influence the girls’ dropout rate in public primary schools in Mumias West Sub-County.

1.5 Research questions

1. How do school based factors influence the girls’ dropout rate in public primary schools in Mumias West Sub-County?
2. To what extent do economic factors influence the girls’ dropout rate in public primary schools in Mumias West Sub-County?
3. How do environmental factors influence the girls’ dropout rate in public primary schools in Mumias West Sub-County?
4. How do socio-cultural factors influence the girls’ dropout rate in public primary schools in Mumias West Sub-County?

1.6 Significance of the study

It is hoped that the results of this study may create awareness to girls, parents, community and the government in addressing issues related to drop out rates of girls in public primary schools. This study is hoped to make the parents know why their girls are dropping in public primary schools yet there is free primary education. The study will
assist the school administration to create a child-friendly environment to be able to accommodate all the girl-child with different problems. Recommendations made would help minimize drop out.

1.7 Limitations of the study

These are factors that may hinder the study from being actualized. Some headteachers were reluctant to avail documents for analysis due to legal implications involved but the researcher had to explain the importance of the research and assured the respondents of the confidentiality of the information gathered from the documents. The locations of the schools were far apart but the researcher used motorbike to access the schools. Roads were impassable during the rain seasons. The researcher started to administer the research instrument first to schools that had serious problems with flooded roads and were in the interior before the rains began lastly moved to urban ones.

1.8 Delimitation of the study

Most schools in the area were accessible hence when sampled for the study, transport cost was manageable and research was carried on time. The study was confined to public primary in Mumias West Sub-county because they had low enrolment of girls in school according to the statistics at the D.E.Os office Mumias from 2010-2012. The major concern of this study content was limited to girls drop out rates.

1.9 Basic assumptions of the study

The study was based on the following assumptions:

Respondents gave correct, truthful and honest responses in the questionnaires. All public primary schools found in Mumias West Sub County were mixed schools with the exception of St. Peter’s Mumias Boys Primary and St. Anne’s girls that are boarding. All
public primary schools had qualified trained teachers. All upper primary pupils can communicate in English and are able to answer the questionnaires.
1.10 Definition of significant terms used in the study

**Girls drop out rates in public primary schools** refers to girls who leave school when they have not completed their primary education in public schools.

**Public schools** refers to schools that are controlled and managed by the government.

**Girl child** refers to a female pupil.

**School based factors** refers issues in the classroom that affect the learners while in school.

**Environmental factors** refers to the conditions or surrounding that affect the learners positively and negatively.

**Economic factors** refers to the level of income in providing needs of their children in school.

**Social-cultural factors** refers to beliefs, marriages norms, religion and family level of a society.

1.11 Organization of the study

The study is organized in five chapters. Chapter One covers the background of the study, statement of the problem, the purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions, definition of significant terms and organization of the study.

Chapter two will dealt literature related to factors influencing rate of girls drop out in public primary schools in Mumias West Sub County, Kakamega County. These are school based factors, economic factors, environmental factors and social-cultural factors. It also included the theoretical framework and conceptual framework.

Chapter three presented research methodology to be used in the study. It entailed the research design, target population, sampling procedures and sample size, research
instruments, piloting the study, validity and reliability of the instruments, data collection procedures, data analysis and presentation and ethical issues.

Chapter four is devoted to data presentation, analysis and interpretation and the discussion of the findings. Chapter five provided the summary of findings, conclusions, recommendations and suggestions for further research.
2.0 Introduction

This chapter reviewed literature related to the study based themes and sub themes drawn from objectives. The themes included school based factors on girls’ drop out rate in school, economic factors on girls’ drop out rate in school, environmental factors and girls’ drop out in school, social-cultural factors on girls’ drop out in school, theoretical framework and conceptual frame work.

2.1 School Based Factors on Girls’ Drop Out rate

Administrative skills of the school headteachers can help or destroy the pupils retention rate in schools. Administrative who are for effective teaching and caters for more teachers training will have high retention in school than the ones who concentrate on expanding physical facilities. Where teachers don’t display dependability of pupils performance will be affected (World Bank, 1980). This result into frustration and eventually withdrawal of pupils from schools. World Bank report (1988) states that drop out rates depends on individuals and the country at large. School based factors were considered to influence the girl child dropout rate. School based factors are categorized in this study as; lack of motivation in the school, absenteeism and repetition.

2.1.1 Motivation

According to studies in China Liu, (2004) described an example of school failing to provide motivation to continue schooling when the desire to leave the countryside for the city grew too big. The lack of academic achievements and low motivation makes the pupils to have no morale of finishing their studies and this makes them not to likely finish their
studies. Pryor and Ampiah, (2003) points out that in Uganda, the presence of role models and the motivation given to the pupils plays a bigger role in the desire for education in schools. This shows that there is need for primary schools to motivate their pupils as well as role models that have achieved success through education in the society. The presence of role models in the family households who have achieved higher education in relation to regular attendance of school plays a bigger role in influencing the academic achievement of the girls. Grant & Hallman, (2006) shows that higher household education level increases students’ access to education and attendance and ultimately decreases dropout rates. In addition, some research indicates that non-educated household members many times neither provide enough educational support, nor recognize the value of schooling (Pryor & Ampiah, 2003).

According to Perna, (2006) the moral support and motivation from family members, teachers, and friends had a positive impact on the academic performance of the girl child. Bathaatar et al, (2006) argued that in South Africa, when pupils do not achieve good enough results, they are sometimes encouraged to drop out. On the other hand, if parents and guardians lack interest and doesn’t provide support towards education, it will negatively affect the children’s school attendance and may lead to dropouts (Pryor & Ampiah, 2003).

2.1.2 Repetition

The presence of repetition in primary schools de-motivates the pupils in their studies. Repetition of classes in correlation to age has got a lot of detrimental effects to the girl child. From the guardian’s or parent’s and the student’s perspective, repetition may influence the student’s capability of finishing school (Hunt, 2008). Repetition leads to dropouts, both directly and indirectly; girls repeating classes sometimes withdraw from
school directly due to their age while those who have ever repeated classes at some stages are more likely to drop out at later stages in comparison to those who have not (Grant & Hallman, 2006). Likewise, teaching pupils of different ages requires special curriculum and learning practices hence making repetition a factor to drop out rates in schools.

Schools in many countries require that students successfully complete a grade before allowing them to gain access to the higher grade. With situations where absences and temporary withdrawals are high, and quality levels low, repetition rates in many countries are high. For example Kane, (2004) drawing on UNESCO, (2002) stated that in over half of all African countries, more than one in ten students repeat at least one grade of primary school.

Class repetition can cause dropouts. Lockheed and Verspoor, (1991) indicate that fewer than 60 percent of the children who enter school in the low-income countries and about 70 percent of those who enter school in the low-middle-income countries reach the last year of primary school. According to Odaga and Heneveld, (1995) a significant number of children who enroll in the first grade do not complete primary school in Sub-Sahara Africa. They note that dropout rates are high at the primary level in general, with slightly more girls dropping out than boys.

Repetition may also be a deterrent to completion. If children have to repeat a grade they will be older before they reach the last grade of primary school, which again increases the opportunity cost of their time and increases the chances of girls withdrawing when they reach puberty.

Ackers et al, (2001) described how in Kenya low transition rates between standards 6 and 7 are partly explained because schools discourage weaker students from taking the Kenya Certificate of Primary Education (KCPE) examination in order to protect the school’s image. This means ‘weaker’ students either repeat or are pushed out of schooling.
Ouma et al. (2002) noted that according to 1998 data, 61% of Standard Six pupils had repeated at least once and 23% had repeated twice or more. Ouma also found that while repetition is against government policy, it is actively encouraged at schools due to the publication of league tables based on mean scores in the KCPE and the poor attendance leads to increased repetition and dropouts.

2.1.3 Absenteeism

Absenteeism can be defined as persistent, habitual, and unexplained absence from school (Bond, 2004). Bond noted that chronic absenteeism occurs when a student is absent without reason. Bond identified three dimensions of absenteeism: truancy, condoned absenteeism, and school refusal, whereas the Auditor General Victoria, (Australia, 2004) identified four major dimensions of absenteeism: truancy, school refusal, school withdrawal, and early leaving.

The Auditor General Victoria, (Australia, 2004) describes truancy as persistent, habitual and unexplained absence from school of a child of compulsory school age, although it can occur with parental knowledge and sometimes consent. However for the most part truant students tend to spend their time away from school and home; time away from home is used to conceal absences from their parents. Truancy can take the form of fractional truancy, where students arrive late, leave early or skip individual classes.

According to Cunningham, (2005) truancy is the absence of a student from school without the knowledge or permission of parents. The truant leaves home under the pretense of going to school but turns away and become involved in out-of-school activities. Truancy is unauthorized non-attendance.

School refusal differs from truancy in that children refuse to attend school even in the face of persuasion and punitive measures from parents and school. These students stay at home with the knowledge of their parents and school administrators (McShane, Walter, &
Rey, 2001). This form of absenteeism is widely associated with social and medical disorder involving persistent non-attendance at school, excessive anxiety, and physical complaints. This type of absenteeism can be separated from the other types, given its psychological and/or medical composition. Dube and Orpinas, (2009) noted three reasons for students’ refusal to attend school: 17.2% of their participants refused to go to school to avoid fear or anxiety-producing situations, to escape from adverse social or evaluative situations, or to gain positive tangible rewards, 60.6% missed school to gain parental attention or receive tangible rewards (positive reinforcement) and 22.2% had no specific reason for not attending school.

Children are absent from school because their parents keep them away from school on a frequent basis because of the parents’ needs and priorities. For the most part, these children’s parents do not enroll them at school (Australia, 2004).

A study by Mulwa, (1998) in arid and semi arid areas in Keiyo, a different set of causes girls’ drop out were identified. There are poor relationship between teachers and pupils, involvement of pupils in casual work, lack of food at home, chronic sickness and medical problems, involvement in casual employment to meet basic needs.

There exists a correlation between quality and relevance of education and completion rates. Reid, (1987) noted that meaningful curriculum irrespective of the subject content has to be a coherent structure. Be relevant, well planned, well taught and challenging when it is not the results are dissatisfaction, apathy on rejection and in some case absenteeism.

### 2.2 Economic Factors and Girls Drop Out rate in school

A United Nation report on education and gender equality on low and middle income countries shows that completion rates are lower for children from poor households and less than half of the poorest children complete the first year of school (Birdsall et al, 2005). A
micro-level family income has a direct link to affordability of education and impact on whether the children attend education (Hadley, 2010). According to Ballar, (2001), many girls in the region, most of who reside in most areas in Africa are out of school due to poverty.

Economic factors in this study included the following; Poverty, direct schoolings costs and natural calamities. They are further discussed in the following sub-themes:-

2.2.1 Poverty and girls’ drop out rate in school

Graham-Browne, (1991) and Nejema, (1993) argued that poverty and the fiscal crises which force families to cover shortfalls have a devastating impact on households and the education system as far as girls’ education is concerned.

According to Mumias constituency strategic plan 2012 – 2016, the poverty index was 61%. This percentage was constituted by persons living below a dollar per day. The causes are due to massive population against depleting resources, the cultural issue and religious aspect majority being Muslims and it allows girl’s to be married off at an early stage and high dependency syndrome, and many are orphans and therefore high drop out rates of girls due to poverty (Olwenyi, 2011). Most of the parents are farmers who rely on sugarcane as their major cash crop. The crop takes 24 months to mature and they are paid very poorly by Mumias Sugar Company. They sometimes end up getting loses and uprooted the canes as a result they cannot afford to pay fees and sustain themselves, yet MSC is the largest sugar supplying company in East and Central Africa.

In Ethiopia, like other developing countries, household poverty is a major factor keeping many children out of school. Poor households often cannot afford to send their children to school or are forced to withdraw children out of school at early ages. Although primary school is free in Ethiopia, hidden costs such as books, supplies, uniforms and food hinder poor households from sending their children to school. This is caused by lack of
interest, pregnancy, early marriages, hidden costs at school and family responsibilities. Besides the challenge of high school dropout rate, Ugandan families and communities struggle to access healthcare, education and other basic services and young children often suffer unreasonably. Uganda has the highest proportion of children orphaned by HIV/AIDS worldwide. There are an estimated 2.3 million orphans in Uganda due to HIV/AIDS (Save the Children, 2005). Vulnerability of children in Uganda mainly come from factors such as poverty, orphanhood, parental negligence, abuse, exposure to extreme and hazardous labour, street life, children conflicting with the law, child-headed households and disability. Uganda has been impacted by the HIV/AIDS epidemic over the past 30 years and many of these vulnerability factors are directly related to the impact of HIV/AIDS.

The amount of time girls spend on chores and other productive activities such as marketing reduces the time and energy they spend in schools, affecting their success and persistence. In Guinea and Niger, girls are prominent in petty trading in border towns and spend much of their time away from schooling. (Long and Fofanah, 1990). In Uganda, Nammuddu, (1991) argues that poor performance of girls has relations with the greater demand on their time to perform household chores including fetching water and wood, cooking and the care of younger siblings.

### 2.2.2 Direct schooling costs

These have been found to be the major reason parents offer for not educating girls or for removing them from the school. Apart from tuition, such costs include fees for registration and admission, examinations, the cost of uniforms, extra tutorials and feeding programme.

Kinyanjui, (1993) and Namuddu, (1994) linked the severity of direct costs with the shift of educational costs to parents in the name of cost sharing.
The opportunity costs of girls’ schooling are associated with resources/services lost due to sending the child to school. Child labour is Indispensable to the survival of many rural households in Sub-Saharan Africa: agricultural work, domestic work (cooking, collecting fuel and fetching water) marketing as well as child care services are required from children, with girls demanded more than boys (Odaga and Haneveld, 1995). The need for domestic labour has grown also with the rapid growth of urban areas.

Ethiopia is one of the countries with the lowest primary school enrollment rates in the world, thus attaining universal primary education in the country requires greater efforts. Furthermore, low quality of school and a high dropout rate, as well as gender and rural-urban disparities remain the major challenges of the country. Theoretically, school enrollment and dropout are determined by household’s demand for education and the supply of education services (Connelly and Zheng, 2003). He further reported that demand for education is determined by parents’ decision on the amount of schooling for their children, which is based on assessments of the costs and benefits of education.

Sirungi, (2002) pointed out that girls lack counseling programmes to assist them and are victims of discrimination in situations where families are poor. The situation is made worse by number of non free costs which some find difficult to pay; the cost include school uniform and activity fees. Even in countries where primary education is free as it is in Kenya. There remain many costs, for example registration and examination fees the costs of transport to school uniforms and school meals (Watkins, 2000) inability to pay these costs can lead to drop outs.
2.2.3 Natural calamities

The presence of the natural disasters and calamities in the society creates negative impacts to those affected. For instance, the death of parents affects the children more so the girls as they take up the burden of taking care of the younger ones.

Many households of the country are affected by unexpected economic and demographic shocks such as drought, food shortage, job loss, illness or death of an adult family member. These household-specific negative shocks have a detrimental effect on children’s school enrollment and dropout. While previous empirical studies on child schooling in Ethiopia focus on the influences of household’s socio-economic status (World Bank, 2004).

Thousands of educational personnel, teachers, and pupils have died of malaria, HIV/AIDS pandemic, and other chronic diseases (UNICEF, 2006). From the UNESCO report 2003, it is pointed out that HIV/AIDS pandemic has had a devastating effect on the dropout rates of girls in public primary schools. The report points out that the girls drop out of school to stay at home so as to take care of their ailing parents or younger siblings. This burden affects the girls and in most instances decreases the motivation of the affected children (Abagi & Odipo, 1997). The consequences of this stigma in the society affect the academic performance of the affected girls. This results in girls giving up on education so as to find a better place.

Attendance rates are affected by health factors including the impact of HIV/AIDS and other diseases as well as the inability to pay school levies. The HIV/AIDS pandemic does also affect school attendance and participation in the sense that it has left many children orphaned. Those who are orphaned eventually drop out of school due to inability to raise the levies charged in school.
2.3 Environmental factors and girls’ drop out in schools

There are many environmental factors that place girls at risk of drop out. Such factors include: Distance, Sanitation and Health and Early pregnancies. Globally, Focusing on dynamic in the school space, the Federation of Africa Women Educationists (FAWE, 2006) noted that lack of a conducive school environment was a leading cause of the low retention of girls in schools with poor sanitation being a major learning determinant of whether adolescent girls turn up for class or not in addition to lack of security.

According to FAWE, (2006) girls’ education was an important investment in developing countries because of its contribution towards better health for their families alongside increasing the women’s potential as well as lowering fertility rates.

2.3.1 Distance

Distance to the nearest school from the homestead negatively impacted the attendance and increase dropout rate, especially in rural areas and for girls. In addition to access, quality of school such as teachers’ qualifications, availability of textbooks and classroom facilities are important factors because returns to schooling is dependent on child’s acquisition of basic skills and knowledge. If the household perceives that school cannot provide children with such basic skills, they may decide that an investment in education is not worth the small return (World Bank, 2004). Poor school quality may thus discourage households from sending their children to school. For children who are in school, parents may withdraw their children from school and involve them in income generating activities or household’s domestic works (World Bank, 2004).

From the supply side of education government policy and school characteristics determine child schooling outcomes. The most important school characteristics include the cost, the distance from the child’s home and the quality of the school. The distance of the nearest school from the homestead negatively affects enrollment completion probabilities
(Chaudhury, et al. 2006). Gitter and Barham, (2007) reported a negative and significant effect on child educational attainment of travel time to the nearest school in rural Honduras. School availability and its distance determine child’s age at starting schooling in Ethiopia (Abebaw, et al, 2007). In addition to access to school, availability and quality of textbooks and instructional materials, teachers and class size are also found to be important determinants of a child schooling (Woldehanna, et al, 2006; Abebaw, et al, 2007; Chaudhury, et al, 2006).

Distance from school was another deterrent for girls’ education in many countries in Africa. Odaga and Heneveld, (1995) refer to a large number of studies in the region where it had been reported that the long distances girls (particularly rural girls) travel to school has two major problems: one relates to the length of time and energy children have to extended to cover the distance, often on an empty stomach, the other relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also had implications for the motivation of girls to stay in school. In Guinea, studies show that close proximity of schools had a positive motivating impact on girls’ participation in schools while in Mali, most girls stated that living far away from school and having to walk discourages them.

According to the study carried out by UNICEF, (1998) the proximity and access to primary school was a predetermining factor on the enrolment and retention. In arid and semi arid areas, the distance between schools and homes is for and education delivery systems are often incompatible with the lifestyle of the nomadic people. Distance between schools and home affect girls than boy because parents are afraid of letting a girl walk alone and she may be kept out of school unless there is someone to accompany her, preferably an elder brother to school. In Ghana and Egypt, researchers have found that long distance to primary school deters girls’ enrolment but not boys. Wanyama, (2011) stated
that distance in terms of mileage and time is also a factor that influenced girls’ dropout in mixed day secondary schools in Bungoma District, Kenya.

2.3.2 Sanitation and Health

Sanitation is an intervention to lessen exposure to diseases by providing a clean environment. The health of the pupils is essential in the dissemination of education. The promotion of hygiene and health issues in schools is essential as they are the important elements in the school and society. Teachers are therefore encouraged to advocate for change at the school level in terms environment sanitation and hygiene. For example, when a child is healthy, there is a higher probability for them to receive the education given to them.

A study done in Zimbabwe shows that schools did not provide a hygiene enabling environment as there were no learning materials, policy and resources on hygiene and health (Nekatibeb, 2002). This posed challenges in the provision of hygiene enabling facilities, especially, the lack of access to sanitation for the maturing girl child and a school curriculum that provides positive reinforcement and practical life skills training approach. Analysis of the effects of lack of proper sanitation in Gambia shows that children are at risk of developing illness and missing school due to the deterioration (Rose & Al Samarrai, 2001).

Temporary and permanent withdrawals from schools are often as a result of health issues. Studies, such as Nekatibeb, (2002) and Rose & Al Samarrai, (2001), recognize a connection between females’ menstruation patterns and dropouts. They argue that 10 % of African school-age girls do not attend school during menstruation or drop out when the first period occur. The several days of absence each month has a negative impact on the girls’ learning ability and education. Likewise, girls who have limited access to soap might not attend school because of the fear of the possibility of the period appearing on the
clothes, and this calls for private and cleaner toilet facilities. According to a study conducted in Ethiopia, (Colclough et al, 2000) revealed that five out of eleven visited schools lack sanitary facilities and only one had separate toilets for boys and girls; similar results was found in Guinea. The same study found that the unavailability of latrines in schools led to females’ nonattendance during their periods, which clearly has an impact on performance and may lead to dropouts.

According to studies in Nigeria (Peters, 2003) sanitation practices among school children greatly influences the learning process. In their study it was observed that schools with adequate sanitation facilities have a higher mean score. The girl child is considered to be the most affected individuals in these cases. The introduction of free primary education in Kenya has led to a massive school enrolment rate. This has majorly affected the hygienic practices and sanitation facilities in most of the primary schools.

The health condition of the school going children is also paramount in the process of education development. Children suffering from malnutrition such as lack of micronutrients and proteins in their diet, for example, results in children with poor grades, and little attention in class. The malnourished children suffer from low motivation results in them dropping out early due to poor cognitive function (Pridmore, 2007).

2.3.3 Early pregnancy

Worldwide, rates of teenage pregnancy range from 143 per 1000 in some sub-Saharan countries to 2.9 per 1000 in South Korea. In the Indian sub-continent, teenage pregnancy is more common in traditional rural communities compared to the rate in cities (Mehta, Suman, Grenen, Riet, Roque & Francisco, 1989). Economically poor countries such as Niger or Bangladesh have far more teenage mothers compared to economically rich countries such as Switzerland or Japan. A study on school dropouts by Reyhner, (1992) revealed that youth in the USA from poor ethnic groups are at a higher risk of dropping out
than those from middle income families and much higher than youth from wealthy backgrounds.

There are 70000 reported teen girls pregnancy in developing countries each year (Mehta et al, 1989). For example in Botswana, the trend is no different. Teen girls from economically disadvantaged families are more likely to fall pregnant than their counterparts from affluent families. This is partly due to the economic pressures and partly because of limited awareness of the risks and consequences of premature pregnancy.

Teenage pregnancy in most of the primary schools is a hindrance to education for girls. The fear and the abomination of pregnancies out of marriage in African set up propel many pregnant girls to drop out of school. The impregnated girls were considered promiscuous and this makes them to shy away from going back to school after delivery and this makes the number of girls dropping out of school due to pregnancies higher. Bhalalusesa, (2000) claims that in the situation of pregnancy, girls are assumed to take responsibility for the situation while the father suffers no school related consequences. Other research has found that some mothers pull their daughters out of school once they reach puberty in fear of them becoming pregnant (Kihuva-ndunda, 2001).

Schoolgirl pregnancy and the incidence of female dropout are closely related throughout Africa (Naju and Wamahiu, 1998). Usually unwanted, these pregnancies end the schooling of girls both though self-withdrawal and national pregnancy policies that ensures the expulsion of girls from the education system with little or no chance of re-entry. Naju and Wamahiu, (1998) argued that it is the societal responses to pregnancy that push girls out of school and hamper their opportunities for educational and career development. They noted that in most African countries, school policies and practices are based on the mistaken assumption that the problem of premarital schoolgirl pregnancy is caused by the pregnant schoolgirls themselves, and to a lesser extent, by their parents. The tendency has been to portray the
pregnant girls as easily susceptible to becoming pregnant while still in school and eventually dropping out.

Odaga and Heneveld, (1995) indicated that fear of pregnancy is another factor for parents to remove their children from schools. They refer to a study in Cameroon where Christian parents were found to marry off their daughters at puberty even if they have not finished primary school for fear of pregnancy. The health implications of teenage pregnancy are another reason for early dropouts.

2.4 Social-Cultural factors on girls’ drop out in schools

According to Mingat, (2002) the non-completion of schooling by female contributes to their low social status in the society. The high level of school drop out of female students from public schools in Kenya hinder empowerment of women to participate in implementation raising smaller, better nourished and healthier families, women with no education usually have more children (Moraa, 1999). Anyango and Abagi, (2005) states that many communities preferred boys to girls when it comes to schooling. In places where resources are less, girls are pulled out of schools. Socio-cultural factors to be discussed are as follows; family background, religion and early marriages.

2.4.1 Family Background

Family background entailed the extended family, educational, occupational, and other social economic status of the family. Walberg, (1984) concludes that family educational culture includes family work habits, academic guidance and support provided to children and stimulation to think about issues in the larger environment. Other components resulting from Walberg’s analysis include academic and occupational aspirations and expectations of parents or guardians for their children, the provision of adequate health and nutritional conditions and physical settings in the home conducive to academic work.
According to Lockheed et al, (1991) school learning practice is a joint process that involves the school and home. This is evident in the early stages of the primary school education. The background of the family in most of the cases affects the probability that the children would go to school, attend, or complete the various levels of education (Abagi & Odipo, 1997).

Social studies engaged in social practices imply that many African households prefer investing in boy’s education than girls’ as they consider it more important to boys and girls less likely to drop out (Admassie, 2003). According to Hunt, (2008) African communities considered education of a girl child as a poor investment since she is expected to marry and leave home in future and her education will benefit the husband’s family rather than her own. Similarly, several studies recognize that gendered social practices within households as well as schools influence patterns of schooling access for girls.

According to Hunt, (2008) parents were considered to influence to a larger extent the academic performance of their children. Girls from literate family backgrounds joined school with greater motivation and ambitions than those from poor families. With the less familiarity of books, girls from poor families struggled to achieve their education when compared to those from literate homes. In their struggle to catch up with the rest, they give up on the way resulting in dropout. Likewise, girls from homes who provided stimulating environment and full of learning materials consistently learn quickly in schools than their unfortunate counterparts.

Socio economic status of parents contributes immensely to school dropout. Pupils that come from well to do and educated families try to persevere in school programme overcoming all the odds on the way to success, while those from poor and uneducated families do easily succumb to and thus dropout of the school system.

Pupils from low income families were more likely to dropout of school than are children from middle income families and pupils from high-income families. All these
factors are due to direct cost of education on parents. This direct cost includes school fees, cost of uniform, schoolbooks, school equipment, transportation system and a meal. The ability of each parent to be able to meet the needs of their children will determine their stability in the school. For pupils in rural areas, transportation cost can easily become the most expensive element of private cost of education. No school bus is provided; pupils either walk or use public transportation, ride bicycle or motor cycle. Parents admit that this extra expense is something they cannot afford to come up with on a daily basis and they would have little to argue if the children use this as an excuse to stay at home.

Household size and family structure are also important determinants of children’s schooling because a household’s income and expenses are partly related to its size and structure.

Socio-cultural beliefs, customs, practices, pregnancy, insecurity, girls’ expectations and other traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school. Initiation ceremonies still mark the transition from childhood to adulthood among communities in Sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemmas for girls. Ceremony schedules usually overlap with the school calendar and that leads to absenteeism and dropouts. Although, communities accept the girls as adults, teachers or schools continue to consider them as children.

Sometimes they were punished for not participating in some activities which adults do not normally participate in. Initiated girls also felt it difficult to continue schooling after passage to adulthood as the next step is expected to be marriage.

Circumcision was another ritual that creates similar dilemmas to those who pass through initiation ceremonies. Circumcised girls not only perceived themselves as adults, but also became negative influences on their uncircumcised peers. They became rude to teachers. They often rejected schools as institutions for “children”.
Frequent absenteeism and reduced performance led them to drop out from schools and eventually to marry (Gicharu, 1993). Together with the payment of bride price and early marriage, circumcision functions to enhance the social status of teenagers and acts as a mechanism for curbing female sexuality and premarital pregnancy. Due to emphasis placed on female virginity before marriage, these practices were perceived to increase economic returns to the family through bride wealth (Naju and Wamahi, 1998).

In some cultural settings, communities saw little or no value of educating a girl neither do they saw the children’s future being different from their own (UNICEF, 2003). In Uganda for instance, girls were considered to be married off so as to benefit the family in terms of the bride price as well as act as an escape route from poverty.

African families tended to have large families with large number of children (Nafukho, 2005). The large families in most of the African cultures were encouraged to provide a sense of security and act as a source of cheap labour. Girls were considered as a source of income to the family when they were married out. According to Amutabi, (2003) most of the family’s income was spent on the basic needs of the family including health, food, clothing, and shelter. These responsibilities and the large families put a lot of pressure on educating their children and more so girls during hardship times. In other instances, the families tended to chose on whom to be educated in the family and in most cases the girl child is given the least priority. The large families in African set up and the dire need for money to sustain the family makes the girls to be married very early which in turn results in early pregnancies.

In the recent past study of factors influencing drop out rates of students in Butula District Secondary schools, Ndeta, (2010) described school culture to have three characteristics namely; belief, attitude and behaviour that characterize the school in terms of how people treat and feel about each other.
2.4.2 Religion

Religion was frequently associated with low female participation in schools (Odaga and Heneveld, 1995). The reasons had to do with the fear of parents based on the assumption that western education promoted values and behaviour for girls that are contrary to cultural norms. Brock and Cammsih, (1997) implied that religion is a proxy for cultural views about appropriate female roles as there were examples among entrepreneurial Muslim communities which invested their wealth in the education of their daughters. Christian communities also withdrew their daughters because they feared that formal schooling brings about non-traditional customs to girls.

Particularly, the possibility of pregnancy among teenage girls and the economic responsibility for their adult daughters and grandchildren induced Christian parents to many off girls rather than keep them in schools.

2.4.3 Early marriages

According to UNICEF, (2001) in Bangladesh girls were withdrawn from a good marriage prospect arises. Also in countries like Nepal, Kazakhstan and Indonesia although attitudes towards the education of girls have been in change, many parents believe that investment in a girls education is wasted when is simply going to be married and work in another household. This leads towards girls’ withdrawal from school.

The United Nations Children’s Fund, (UNICEF)’s research report titled “Early Marriage: Child Spouses” (2001) has examined early marriage, the marriage of children and young people under the age of 18, from a human rights perspective.

It has also attempted to examine the prevalence, contexts, and causes of early marriage and its impacts on every aspects of the lives of those affected particularly young girls and on the whole society based on the available secondary sources on early marriage. The
available data, according to the report, suggest that early marriage is most common in sub-Saharan Africa and South Asia, where poverty, traditional taboos about pre-marital sex and fears of HIV/AIDS are widespread.

Girls who are lagging behind in school are likely to drop out. Grant and Hallman, (2006). Drop out for girls were higher than boys in many setting during adolescents. This suggested that poor performing girls are more vulnerable to drop out once girls have left school. Marriage is likely to follow.

In most communities in the Coast province such as Digo and Giriama, girls were regarded as a source of income. A father had the right to marry his daughter at any time to whomever he wishes. In the past we have had cases where families of abused girls are bribed with more than Kenyan Shilling 20,000 (around $230 USD) to stay mum or even stop the case once the suspected perpetrators are arrested. KAARC Coast Region Coordinator, Saka (2010) further found that “Most of the young girls were easily lured by men to indulge in sex when these men give them money while some parents have turned their young girls into an income generating source”. He warned those involved that they would be arrested and charged.

2.5. Theoretical framework

The study was guided by the theory of Abraham Maslow of hierarchy of needs. It was propounded by Abraham Maslow, (1954). Maslow suggested that human needs operated at a number of different levels, from basic needs which are physiological needs that have to be catered for before considering those at the higher levels. It has been noted that school drop out of girls in public primary schools is considering higher because the girls fail to be provided with the basic needs such as sanitary towels, uniform and reading materials.

The girls did not get the necessary support in the process of schooling. As a result they did not see the need of schooling and were also lured by men and ended up dropping out of
school. The physiological needs such as food, shelter and health need to be provided by the parents but parents were very poor and therefore unable to provide needs for their children.

The parents had a burden to provide all these needs and therefore the girls will permanently drop out. The community led to girl’s dropping because they provided income generating activities to school going children. The cost of schooling for the poor is high with high level of incidence of poverty. Maslow looked at the entire physical emotional, social and intellectual qualities of an individual and how they impact learning.

Other levels were; the safety or security needs, social/affiliation needs, esteem needs and self actualization needs. Pupils needed to feel emotionally and physically safe and accepted within the classroom to progress and reach their full potential. The gap in knowledge that the study fulfills was that the primary needs have to be fulfilled before other needs such as safety or security needs, social/affiliation needs, esteem needs and self actualization needs.
2.6 Conceptual framework

This study was guided by the conceptual framework on the factors influencing girls’ dropout rates in public primary schools in Mumias West Sub County.

Figure 1.1: Conceptual Frame work showing various factors influencing girls’ dropout.

Source: Researcher
This study was guided by the conceptual frame work in figure 1.1. In this study, independent variables were school based factors, economic factors, environmental factors and social – cultural factors, and the dependent variable was the drop out of girls in public primary schools in Mumias West Sub–County Kakamega County. Other variables were interviewing and moderating variables. The directions of the arrows shows the interrelationships between the key variables of the study.

School based factors included lack of motivation, repetition and absenteeism. These independent variables had an effect on the girls’ academics. For example if the girls were not encouraged by teachers and were also made to repeat classes they would be discouraged or frustrated and therefore drop out of school. The economic factors such as poverty, natural calamities (death) and large family size had a negative influence on the girl’s drop out. For example a girl who had lost a parent was forced to take care of her siblings or stayed at home to take care of their ailing parents. Most families are very poor the girl’s may be forced to do child labour in order to get money to buy food.

Environmental factors were distance, early pregnancies and sanitation and health. Distance to the nearest school also had a negative impact on the girl’s who came from very far. This was because they were forced to walk very long distance and they reached school when they were late and tired. This made them drop. When the girl’s are not provided with enough sanitary towels they may not be comfortable to go to school because of the fear of the possibility of the periods appearing on their uniforms. Social–cultural factors such as family background, early marriage, and family structure have an influence on the girl’s drop out. A girl whose parents are from a good family background will have role good model and is likely to be motivated by the parents than one who comes from a poor family background where parents don’t care about education.
2.7 Summary of literature

This chapter reviewed literature related to the study on factors influencing the girls’ drop out rates in public primary schools in Mumias West sub-county, based on themes and sub themes drawn from the objectives. The themes included school based factors on girls drop out rates in schools with the following sub themes; Motivation, Repetition and Absenteeism. The second theme was on economic factors on girls’ drop out rates in school and its sub themes were; poverty, direct schooling costs and natural calamities. The third theme was on Environmental factors on girls’ drop out in schools with the following sub themes; distance, early pregnancy and sanitation and health. The last theme was on social-cultural factors of girls’ drop out in schools. It had the following sub themes; family background, religion and early marriage. The study was guided by a theoretical frame work propounded by Abraham Maslow, (1954). The chapter was also backed by a conceptual frame work.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter described the methodology used to conduct the study. This included Research Design, Target population, Sampling Procedure and Sample size, Data Collection Instruments, Piloting of the study, Validity and Reliability of Research Instruments, Data Collection Procedures, Data Analysis Techniques and Ethical issues.

3.2 Research Design

Research Design is the ‘glue’ that holds all the elements in a research project together (Kombo and Tromp, 2006). Research design that the researcher used was a descriptive survey design. It was appropriate because it described a situation and sought to give a complete accurate description of a situation at hand. Survey design involved asking a relatively large number of people with the same set of standardized questions. Kothari, (2004) noted the information gathered through survey can also be used to answer questions that have been asked to solve problems that have been observed. Descriptive Survey was appropriate since the study was to seek to describe factors influencing the Girls’ dropout rates in Public Primary School in Mumias West Sub County.

3.3 Target Population

Mugenda and Mugenda, (2003) define population as that group of individuals, objects, or events to which the researcher wants to generalize the results of the study. In this case, the target population comprised of, 50 Headteachers, 50 Std 7 class teachers, 1800 class 7 girls a total of 1900 as target population from which a sample was drawn or chosen.
3.4 Sample size and Sampling procedure

According to Singleton, (1993) sampling is part of research that shows how objects are to be selected for observation. Sample size refers to the number of items to be selected from the entire population or universe to make the sample.

A sample is a smaller group obtained from the accessible population. Sample size of 10% is reasonable for experimental studies while 30% is required for descriptive studies (Mugenda and Mugenda, 2003). Sampling is the process of selecting a number of individuals for a study in such a way that the individuals selected represent the large group from which they were selected.

3.4.1 Sample Size

The sample size for this study was 192 drawn from a target population of 1900.

3.4.2 Sampling Procedure

The researcher used the 30% (Mugenda & Mugenda, 2003) to sample the headteachers and the Std 7 class teachers. 30% (50=15) headteachers and 30% (50=15) Std 7 class teachers.

During the primary of multi-sampling, 30% of the target population was selected. This 30% (1800 = 540). A further 30% of the primary sample (540) was selected at the secondary stage of the multi-sampling. Thus 30% (540 = 162). Sample size had 162 class 7 girls + 15 headteachers and 15 class teachers giving a total of 192 respondents.
Table 2: Sampling of schools

<table>
<thead>
<tr>
<th>Divisions</th>
<th>School population</th>
<th>Proportional sampling</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Wanga</td>
<td>30</td>
<td>$\frac{30}{50 \times 15}$</td>
<td>9</td>
</tr>
<tr>
<td>Mumias Central</td>
<td>20</td>
<td>$\frac{20}{50 \times 15}$</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>50</strong></td>
<td></td>
<td><strong>15</strong></td>
</tr>
</tbody>
</table>

Table 3: Sampling of Std 7 girls

<table>
<thead>
<tr>
<th>Divisions</th>
<th>Std 7 girls population</th>
<th>Proportional sampling</th>
<th>Sample size</th>
</tr>
</thead>
<tbody>
<tr>
<td>South Wanga</td>
<td>800</td>
<td>$\frac{800}{1800 \times 162}$</td>
<td>72</td>
</tr>
<tr>
<td>Mumias Central</td>
<td>1000</td>
<td>$\frac{1000}{1800 \times 162}$</td>
<td>90</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1800</strong></td>
<td></td>
<td><strong>162</strong></td>
</tr>
</tbody>
</table>

The respondents were 15 headteachers, 15 Std 7 class teachers, 162 std 7 girls. A total of 192 respondents.

The researcher used stratified random sampling to identify the schools to be studied. Simple random sampling method was used to select one std 7 class teacher where streams were two or more and class 7 girls. To select these respondents, it involved giving a number to every subject or member of the accessible population, placing the numbers in a container and then picking any number at random. The subjects corresponding to the numbers picked were included in the sample. This was to give each member an equal chance to participate in the study. Purposive sampling was used to select headteachers with the required information on girls’ drop out rate in schools. It involved the
headteachers only. A two stage, multi sampling technique was used to come up with a convenient, sample size for class seven girls.

3.5 Research Instruments

Reliable data depends on the precision of research instrument to be used. Therefore to have reliable data, suitable instruments necessary to provide high accuracy for generalization was used. This research employed the use of questionnaires, interviews to collect information from the respondents as the main instruments of data collection.

A questionnaire is a research instrument that gathers information or data about the population. The self-administered questionnaires was completed by respondents themselves after being delivered by the researcher. A questionnaire was good in that information could be collected from a large sample and diversified regions, was confidential, saved on time, had no bias, its inexpensive, reliable and high return rate.

Questionnaires for class seven pupils were divided into 4 sections A, B, C and D. Section A consisted of demographic information, age and educational background. Second B was designed to elicit information on the school based factors, Section C was on economic factors and lastly section D provided information on the social-cultural factors and environmental factors (each focused on the specific objectives of the study). The pupils’ questionnaire comprised of 15 items. The questionnaires were both closed ended and open-ended. The questions were addressed to the class seven girls.

The second questionnaire for Std 7 class teachers had five sections: Section A consisted of demographic information (age, gender, qualification and experience, school) of the respondents. Sections B, C and D each focus on the specific objectives of the study.

Section B was on school based factors. Section C was on economic factors. Section D was on environmental while section E provided information on the social-cultural factors. Two types of question items were provided in the questionnaire, structured and unstructured. Several options were to be given where respondents were expected to
indicate the most appropriate choice in the open-ended (unstructured) they would give the correct answer in the space provided.

For the structured (closed-ended), they gave the answer by a tick. The questions were addressed to the Std 7 class teachers.

Interview schedule was a set of questions that the interviewer asked when interviewing. An interview schedule made it possible to obtain data required to meet specific objectives of the study. The questions were open ended based on the objectives of the study to get the information from the respondents. The interview schedule was in one section only. Interview schedule helped the researcher to get the required information on how it affected the girls drop out rates. The interview schedule was for the headteachers.

3.5.1 Pilot testing of instruments

The role of the pilot study shall be to reveal any weakness of the instruments and help tighten up the instruments. The pilot study was done in 2 public primary schools in Matungu Sub-County prior to the study. The pilot study was carried out with respondents randomly selected. Respondents used in the pilot were not to be used again in data collection during the main study.

The number of respondents for the pilot study was 24. They comprised of 2 headteachers, 2 Std 7 class teachers and 20 Std 7 girls. The researcher checked from the respondents the answers given and established if the questions were well answered and understood. Test re-test method was also used to check on consistency with which the questions were generating responses, the language used in the questions was analyzed. Questions which were ambiguous or vague were removed from the questionnaire. Results were analyzed to ensure questions were well designed and put in a simple way. Corrections were made on research instruments before administering. After main study, instruments were approved by the supervisor.
3.5.2 Validity of Research Instruments

Validity of an instrument is a measure of how well an instrument measures what it is supposed to measure (Kombo and Tromp, 2006). Validity is the accuracy and meaningfulness of inference, which are based on the research results. Thus, the degree to which results obtained from the analysis of data actually represents the phenomenon under study (Mugenda and Mugenda, 2003). Therefore, it has to do with how accurately the data obtained in the study represents the variables of the study. To determine, construct and content validity, first the researcher came up with items related to research objectives. Validity in this study was done using techniques of content validity. Indicators were made to capture the information that answered the research questions in the study. See table 4 on operationalization of the variables. Secondly the researcher analyzed the response from the pilot study and made necessary corrections on the tools to make value to the study.

Table 4: Operationalization of variables

<table>
<thead>
<tr>
<th>Objective</th>
<th>Variable</th>
<th>Indicators</th>
<th>Tool</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>Factors influencing the girls drop out rates in public primary schools</td>
<td>Drop out rate</td>
<td>Records at DEO’s office, Records in schools e.g. admission registers, attendance registers</td>
<td>Questionnaires</td>
<td>Nominal</td>
</tr>
</tbody>
</table>
## Independent Variables.

<table>
<thead>
<tr>
<th>Objective</th>
<th>Variable</th>
<th>Indicators</th>
<th>Tool</th>
<th>Scale</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. To determine the school based factors influence girls’ drop out rates in public primary schools</td>
<td>School based factors</td>
<td>Tuition fees</td>
<td>Questionnaires</td>
<td>Nominal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Teacher/pupils absenteeism</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Repetition</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>School rules</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Lack of motivation</td>
<td></td>
<td></td>
</tr>
<tr>
<td>2. To examine the extent to which economic girls drop out rate in public primary schools</td>
<td>Economic factors</td>
<td>Family income occupation</td>
<td>Questionnaires</td>
<td>Nominal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Education level</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. To establish environment factors influence the girls drop out rate in public primary school</td>
<td>Environmental factors</td>
<td>Means and time they arrive at school</td>
<td>Questionnaires</td>
<td>Nominal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Accessibility to sanitary towels</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Role models</td>
<td></td>
<td></td>
</tr>
<tr>
<td>4. To assess how social-cultural factors influence the girls drop out rate in public primary schools</td>
<td>Social cultural factors</td>
<td>Family size</td>
<td>Questionnaires</td>
<td>Nominal</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Attitude</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Interaction</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Religion</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td>Early marriage</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
3.5.3 Reliability of the research instruments.

Reliability is a measure of the degree to which a research instrument yields consistent result or data after repeated trials. (Mugenda & Mugenda, 2003). Kothari, (2004) says reliability of an instrument is a priority of the instruments to yield consistent results when administered to certain sample under given conditions. Reliability is concerned with the question of whether the results of the study are repeatable. The term is commonly used in relation to the question of whether the measures that are devised for concepts are consistent. To determine the reliability of the instruments test- retest method was used on the data collected during the pilot study. The test-retest method of assessing reliability of data involved administering the same instrument twice to the same group of respondents after a time lapse of two weeks between first test and the second test (Lipsely, 1990).

The researcher checked on consistency with which the questions would be giving responses, It helped research instruments yield consistent results after several trials.

3.6 Data Collection Procedures

After ascertaining that the instruments for data collection were reliable and valid, the researcher sought an introductory letter from the University of Nairobi to enable her get a permit from the Deputy Commissioner Mumias West Sub County and make other important preparations for data collection.

The researcher send notification letters to the District Education Office Mumias West Sub County and to the headteachers of the sampled schools. Thereafter the researcher made a first visitation to the schools concerned, meet the headteachers and brief them about the intended research and if possible agree on data collection dates.

The researcher made a second visit to the schools to collect data. Respondents were assembled in quiet and convenient rooms, briefed about the study and then arranged according to groups. Thereafter the researcher distributed the questionnaires to
respondents and asked them to read and follow the instructions carefully as they filled them. Respondents were advised not to write their names on the questionnaires to ensure anonymity and confidentiality. Assistance pertaining to the instructions or clarity of questions was offered where necessary.

The researcher then collected the completed questionnaires from the respondents.

3.7 Data Analysis Techniques

Data collected was sorted out, edited, coded, classified and then tabulated. Descriptive statistics was used in quantitative data analysis. Responses from closed-ended and open-ended questions were transferred into a summary sheet by tabulating. These was then be tallied to establish frequencies which were then be converted into percentages. The numbers of respondents’ giving similar answers were converted into percentages to illustrate relevant levels of opinion.

All the data collected was analyzed quantitatively using descriptive statistics with the use of Statistical Package for Social Science (SPSS). The findings were then be presented using tables of frequency distributions and percentages.

3.8 Ethical Considerations

According to Mugenda and Mugenda, (2003) ethical considerations are important for any research. In this study, the research ethics were reviewed to ascertain ethical guidelines for conducting the research so that ethical values are not violated. Such issues included proper conduct of the researcher during the research process, avoidance of plagiarism and fraud, confidentiality and privacy of the information obtained from the respondents, avoidance of physical and psychological harm to the respondents, obtaining voluntary and informed consent from the respondents and dissemination of the findings. These values were strictly adhered to.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents the study findings which have been analyzed based on the study objectives in line with the following thematic and sub-thematic areas; questionnaires, return rate, demographic data of respondents; school based factors that influence girls’ drop out rate in public primary schools, economic factors that influence girls drop out in public primary schools, environmental factors that influence girls’ drop out in public primary schools and socio-cultural factors that influence girls’ drop out in public primary schools. Data was collected and presented using frequency tables and percentages.

4.2 Questionnaire return rate

The return rate of the questionnaire was analyzed so as to determine whether the findings obtained would be reliable and valid. During the process of collection of data by researcher from sampled schools in Mumias West Sub-county, a total of 192 questionnaires were administered; 162 for class seven girls, 15 for headteachers and 15 for Std 7 class teachers. A total of 156(96%) for class 7 girls, 14(93%) questionnaires for Std 7 teachers and 13(87%) interview schedule for head teachers were also collected. The return rate of the questionnaire and interview schedule is shown in Table 4.1.

Table 4.1 : Instrument return rate

<table>
<thead>
<tr>
<th>Instrument</th>
<th>Project sample size</th>
<th>Achieved sample size</th>
<th>Return rate percentage (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers interview schedule</td>
<td>15</td>
<td>13</td>
<td>87</td>
</tr>
<tr>
<td>Std 7 class teacher questionnaire</td>
<td>15</td>
<td>14</td>
<td>93</td>
</tr>
</tbody>
</table>
The average return rate of questionnaires from respondents was $87\% + 93\% + 96\% = 276\%/3 = 93\%$. The overall return rate was (93%) considered to be good.

### 4.3 Demographic characteristics of the respondents

It was to elicit information of respondents’ age brackets and parents or guardian level of education. The information was needed to establish the age level of the respondents and the class they were learning. It also elicited information of the respondents (teachers) age, level of education and years of experience.

#### 4.3.1 Distribution of respondents by age

The study sought to establish the demographic characteristics of the respondents. The respondents were asked to indicate their age from the three options that had been given and the responses were computed in the table 4.2.

**Table 4.2 : Respondent age brackets**

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>10 – 15</td>
<td>133</td>
<td>85.3</td>
<td>85.3</td>
</tr>
<tr>
<td>16 – 20</td>
<td>23</td>
<td>14.7</td>
<td>100</td>
</tr>
<tr>
<td>Above 21</td>
<td>0</td>
<td>0</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.2, it can be seen that 133 (85.3%) of the respondents were within the ages 10-15, 23(14.7%) of the respondents were within the range of 16-20. This shows that most of the girls in class seven are in their teen years and here is where a lot of pregnancies
are likely to occur. There was 0(0%) of respondents above 21 years. It is most likely that girls who are forced to repeat are within the age of 16-20. It implies that majority of the respondents are within the correct age in their classes.

4.3.2 Respondents parents or guardian highest level of education

Respondents were asked to indicate their parents/guardians highest level of education. The table 4.3 shows the results.

<table>
<thead>
<tr>
<th>Educational level of parents</th>
<th>Frequency</th>
<th>Percentage</th>
<th>Cumulative (%)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>57</td>
<td>36.54</td>
<td>36.54</td>
</tr>
<tr>
<td>Secondary</td>
<td>54</td>
<td>34.62</td>
<td>71.16</td>
</tr>
<tr>
<td>College</td>
<td>35</td>
<td>22.43</td>
<td>93.59</td>
</tr>
<tr>
<td>University</td>
<td>10</td>
<td>6.41</td>
<td>100</td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

From the table 4.3, it can be observed that the highest level of education attained by parents was primary education that was 57 (36.5%), 54 (34.6%) have secondary level, 35 (22.4%) college education and university 10 (6.4%). The level of education has an impact on ones income level. Girls whose parents or guardian have high level of education are less likely to have the problem of direct schooling costs than those who have low level of education. The level of parents’ education is important in determining the aspiration and motivation to learn by children. The presence of role models in the family who have achieved higher education in the school play a bigger role in achievement of the girls.
4.3.3 Distribution of the respondents’ by gender

To establish the distribution of the respondents by gender, they were asked to indicate their gender that was given. Table 4.4 presents the findings of the study.

Table 4.4: Gender distribution of class 7 teachers

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>7</td>
<td>64.3</td>
<td>64.3</td>
</tr>
<tr>
<td>Female</td>
<td>5</td>
<td>35.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The findings of the study revealed 64.3% of the Std 7 class teachers were male and 35.7% were female gender. Majority of the respondents were male. It therefore indicated that there is gender imbalance in Mumias West Sub-county. Majority of the schools are in remote areas and most women don’t stay near the school trading centres because of the insecurity and may not be able to cope up with hardship of these areas. Majority of the men operate from their homes. The high number of male class teachers showed that more male teachers have led to higher retention rate of boys in comparison to the girls.

4.3.4 Distribution of the respondents by age

The study sought to establish the ages of the respondents. Respondents were asked to indicate their age from the three options that had been given. The findings of the study are presented in Table 4.5.
Table 4.5: Respondents age

<table>
<thead>
<tr>
<th>Age</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-30 years</td>
<td>3</td>
<td>21.4</td>
<td>21.4</td>
</tr>
<tr>
<td>31-40 years</td>
<td>7</td>
<td>50.0</td>
<td>71.4</td>
</tr>
<tr>
<td>Over 41 years</td>
<td>4</td>
<td>28.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 shows that 3(21.4%) of respondents were between ages 20-30, 7(50.0%) were between ages 31-40 and 4(28.6%) were ages above 41 years. From the findings of the study it can be concluded that half of Std 7 class teachers in Mumias West Sub-county have more teaching experience and are able to handle the cases of girls drop out in their classes. 3(21.4%) may be beginners and had not experienced many challenges in their schools.

4.3.5 Respondents’ level of education

The study sought to establish the level of education achieved by class 7 teachers. The respondents were asked to indicate their level of education. Table 4.6 represents the findings.

Table 4.6 Respondents’ level of education

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate (college)</td>
<td>7</td>
<td>50.0</td>
</tr>
<tr>
<td>Diploma</td>
<td>4</td>
<td>30.4</td>
</tr>
<tr>
<td>Graduate</td>
<td>2</td>
<td>19.6</td>
</tr>
<tr>
<td>Post graduate</td>
<td>1</td>
<td>10</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
</tr>
</tbody>
</table>
The table 4.6 shows that 7(50%) were certificate holders, 4(30.4%) had diploma, 19.6% were graduate and 1(10%) post graduate. Majority of the schools sampled had respondents that had a certificate. This indicated that there was lack of role models in their classes and number of those with certificate, was higher in comparison to those having degrees. Teachers professional qualification matter (Mulusa, 1990).

4.3.6 Respondents’ years of experience

The respondents were asked to state their year of experience in teaching. This was to find out how long they had taught. The findings of the study were as presented in Table 4.7.

Table 4.7 : Respondents’ years of experience

<table>
<thead>
<tr>
<th>Years</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>0-4</td>
<td>6</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>5-10</td>
<td>3</td>
<td>21.4</td>
<td>64.3</td>
</tr>
<tr>
<td>11 and above</td>
<td>5</td>
<td>35.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The table 4.7 above shows 6(42.9%) of teachers were below 5 years experience, 3(21.4%) had 5-10 and 5(35.7%) had above 11 years. Most of the teachers lacked enough experience in handling the cases of girls’ drop out in their classes. Teachers who have been in the field for a longer time are expected to have more experience to tackle cases of drop out and in this case they are 5(35.7%). This means that they are fewer than those who have taught for a short time and are likely not able to handle certain cases of drop out.
According to a World Bank report, (1987) the number of years of experience a teacher was the most consistently positive and significant contributor to learners academic achievement.

4.4 School based factors that influence girls drop out rate in public primary schools

The first objective of the study was to determine how school based factors influence the girls’ drop out rate in public primary schools in Mumias West Sub-county. It led to form a research question; How do school based factors influence the girls drop out rate in public primary schools in Mumias West Sub-county? The research question was answered using the five factors from the girls; repetition of girls, awards when they perform well, absenteeism, punishment. A cross-tabulation of age group of girls who repeated a class.

The study sought to establish school based factors influencing the rate of girls’ drop out. Several questions targeting respondents/class teachers, motivation, guiding and counseling committee in school, feeding programme for pupils and payment of tuition fees on time were asked.

4.4.1 Cross-tabulation of age group of the girls who repeated classes

Cross-tabulation was to compare the girls between certain age brackets and if they had either repeated a class or not. The results are shown in table 4.8.

Table 4.8: Cross-tabulation of age group of the girls who repeated classes

<table>
<thead>
<tr>
<th>Age bracket</th>
<th>Have you ever repeated a class</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Yes (%)</td>
<td>No (%)</td>
<td>Total</td>
</tr>
<tr>
<td>10-15</td>
<td>63 (47.4%)</td>
<td>70 (52.6%)</td>
<td>133</td>
</tr>
<tr>
<td>16-20</td>
<td>17 (73.91%)</td>
<td>6 (26.09%)</td>
<td>23</td>
</tr>
<tr>
<td>Total</td>
<td>80 (51.3%)</td>
<td>76 (48.7%)</td>
<td>156</td>
</tr>
</tbody>
</table>
The results in the table 4.8 shows that all the respondents who had repeated a class, were 17(73.91%) of the Age bracket 16-20, while 63(47.4%) were between the age bracket of 10-15. 70(52.6%) of the girls who fell in the age bracket of 10-15 years disagreed that they had not repeated any class. Majority of the girls have overgrown due to repetition of classes. This may result in the girls being frustrated on the way because of their ages in the class.

4.4.2 Award by teachers when girls have performed well

The study sought to establish if the teachers motivated the girls by awarding them when they performed well. This was to encourage the girls to work very hard in class. The findings of the study are presented in table 4.9

Table 4.9 : Awards given by teachers when pupils performed well

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>122</td>
<td>78.2</td>
<td>78.2</td>
</tr>
<tr>
<td>No</td>
<td>34</td>
<td>21.8</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Majority of the girls 122 (78.2%) responded they were awarded by teachers when they performed well in their examination. This means that the smaller number 34 (21.8%) who considered not to be given awards when they performed well in their examination may feel frustrated and were forced to drop out of school due to lack of motivation by the teachers. What is likely to happen is that many are encouraged to work hard as they are motivated. It will improve the performance of the girls and hence majority will not drop. The smaller number may however may get discouraged on the way and give up.

4.4.3 Absent from school
The respondents were asked to state whether they were absent from school. This was to find out how frequent they attended school. The responses are tabulated in table 4.10.
### Table 4.10: Number of girls who have been absent from school

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Absent</td>
<td>99</td>
<td>63.5</td>
<td>63.5</td>
</tr>
<tr>
<td>Present</td>
<td>57</td>
<td>36.5</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Majority 99 (63.5\%) stated that they had been absent from school, while 57 (36.5\%) indicated that they had not. Absenteeism can make girls miss lessons and end up performing very poorly in examinations. Absenteeism can lead girls to being forced to repeat classes because they are not able to perform well. Girls may hate school and are likely to drop.

#### 4.4.4 Punished by teachers when homework is not done.

The study sought to establish whether the girls were punished by teachers when they did not do their homework. The results are shown in table 4.11.

### Table 4.11: Girls punished by teachers when homework is not done.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Punished</td>
<td>122</td>
<td>78.2</td>
<td>78.2</td>
</tr>
<tr>
<td>Not punished</td>
<td>34</td>
<td>21.8</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The study revealed that majority of the girls were punished when they did not do their homework given by the teachers, 122 (78.2\%). Although we had a smaller number 34
(21.8%) which means they can lead to poor performance and likely led girls to drop out of school.

**4.4.5 Girls motivation in class by teachers**

The study sought to establish whether the class teachers motivated the girls in their classes. The results are presented in Table 4.12.

<table>
<thead>
<tr>
<th>Table 4.12 : Motivation of girls by teachers</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>-------------------------------</td>
</tr>
<tr>
<td>Motivated</td>
</tr>
<tr>
<td>Not motivated</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>

From the findings 13(92.9%) indicated that they motivated their pupils in class and 1(7.1%) indicated that they did not motivate the pupils. The ones who are not motivated may drop out because they are frustrated and my give up on the way.

**4.4.6 Guiding and counseling in school**

The study sought to establish if there was guiding and counseling committee in school.

The response of the findings is shown in Table 4.13.

<table>
<thead>
<tr>
<th>Table 4.13 Guiding and counseling in school</th>
</tr>
</thead>
<tbody>
<tr>
<td>Response</td>
</tr>
<tr>
<td>--------------------------------------------</td>
</tr>
<tr>
<td>Guiding counseling in school</td>
</tr>
<tr>
<td>No guiding and counseling in school</td>
</tr>
<tr>
<td>Total</td>
</tr>
</tbody>
</table>
The results show that 13(92.9%) of respondents indicated that guiding and counselling in their school and only 1(7.1%) indicated that it was missing. From the findings it showed that majority of the schools have guiding and counseling committee that helped the girls during their teen adolescent. Therefore are able to overcome many challenges in their teen age.

4.4.7 Feeding programme for girls

The respondents were asked to indicate whether they had a feeding programme for the girls in their school. The responses were as illustrated in the table 4.14 below:

Table 4.14: Feeding programme for girls

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Feeding programme</td>
<td>8</td>
<td>57.1</td>
<td>57.1</td>
</tr>
<tr>
<td>No feeding programme</td>
<td>6</td>
<td>42.9</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The table above showed that the response given by the respondents. 8(57.1%) of the respondents agreed that there were in place. The number 6(42.9%) can make girls to drop out. The basic needs are necessary for a human being. A girl child who does not get lunch will not be able to concentrate with her studies. Abraham Maslow, (1954). Basic needs have to be catered for before considering needs that are at the higher level.

4.4.8 Payment of tuition on time by girls

The study sought to establish the payment of tuition fee on time. The response of the findings was shown in the Table 4.15.
Table 4.15: Payment of tuition fee on time by parents.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Payment of fee on</td>
<td>2</td>
<td>14.3</td>
<td>14.3</td>
</tr>
<tr>
<td>time</td>
<td>12</td>
<td>85.7</td>
<td>100.0</td>
</tr>
<tr>
<td>Delay in payment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

From the findings, the study indicated that 2(14.3%) agreed that payment of tuition fee by parents was done on time, while majority 12(85.7%) of the respondents disagreed that payment of tuition fees was not done on time. The reasons for non-timely payment of fees was that the parents were poor and they preferred to pay for their brothers first who they are supporting. In all schools sampled, poverty was a cause for parents not being able to pay tuition fees. This resulted in some many girls dropping out of school. Some pupils have not paid the activity money which is shs. 100 and upto date they are still in their homes. This finding contradicts earlier research findings which indicated that poor parents invested their limited resources in education of their sons (Eshiwani, 1985).

4.5 Economic factors influencing the girls’ drop out in public primary schools.

The second objective was to examine the extent to which economic factors influence the girls’ drop out rate in public primary schools in Mumias West Sub-county. The study sought to establish the economic factors influencing girls. Several questions targeting respondents on poverty, direct schooling costs, reading and writing materials to girls and orphans in the classes of std 7 class teachers were asked.
4.5.1 Reading and writing materials

The study sought to establish provision of adequate reading and writing materials to the girls by their parents. The results of the findings are shown in table 4.16.

Table 4.16: Adequate of reading and writing materials

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Reading materials</td>
<td>89</td>
<td>57.1</td>
<td>57.1</td>
</tr>
<tr>
<td>No reading materials</td>
<td>67</td>
<td>42.9</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Reading and writing materials are very important key elements/tools towards learners education. The learners need to read on her/his own when the teacher is not in the class. The learners were asked if they had enough reading and writing materials. The response from the selected school, 89 (57.1%) indicated that they had enough reading and writing materials while 67 (42.9%) did not agree which is a large number that can make girls drop out due to lack of reading and writing materials. The girls 67(42.9%) may not be able to do the work or assignment given by the teacher because they lack reading and writing materials.

4.5.2 Payment of fees

The respondents were asked to indicate the person who paid their fees. The responses are illustrated in the table 4.17.
Table 4.17 Payment of fees by parents

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents</td>
<td>81</td>
<td>51.9</td>
<td>51.9</td>
</tr>
<tr>
<td>Guardian</td>
<td>55</td>
<td>35.3</td>
<td>87.2</td>
</tr>
<tr>
<td>Sponsor</td>
<td>20</td>
<td>12.8</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The findings of the study revealed that 81(51.9%) of the respondents indicated that parents paid their fees, followed by 55(35.3%) guardian and lastly 20(12.8%) indicted that sponsors paid the fees. This showed that majority of the parents paid fees for the girls’. Those who were orphans were helped by sponsors and only a smaller number 12.8%. Majority of the girls were staying with their parents.

4.5.3 Parents providing enough reading and writing materials for the pupils

The respondents were asked to indicate whether the parents provided enough reading and writing materials to their pupils. The responses were as shown in Table 4.18.

Table 4.18 Parents providing reading and writing materials to the pupils

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>6</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>No</td>
<td>8</td>
<td>57.1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
From the findings 6(42.9%) response indicated that parents provided reading and writing materials, while 8(57.1%) of respondents indicated that parents never provided reading and writing materials. This revealed that in public primary schools parents assumed that the government provided all the reading and writing materials since education was free in primary schools. The parents provided little or no support to their girls needs while in school.

4.5.4 Orphans in respondents

The respondents were asked to indicate whether there were any orphans in their class. The responses were as illustrated in the table 4.19.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>10</td>
<td>71.4</td>
<td>71.4</td>
</tr>
<tr>
<td>No</td>
<td>4</td>
<td>28.6</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

As shown in table 4.19, majority of the respondents reported having orphans in their classes. 10(71.4%) of the respondents reported to have orphans in their classes and 4(28.6%) did not have orphans. This shows that most of the parents to girls had passed on and therefore most of them were forced to stay with their grandparents who are very old and may not offer good parenting and are unable to afford basic needs. Most of the girls are forced to take care of their young siblings at home, do child labour to earn a living and are likely to drop out on the way (UNICEF, 2006).
4.6 Environmental factors influencing girls drop out in public primary schools.

The third objective was to establish how environmental factors influence the girls’ drop out rate in public primary schools in Mumias West Sub-county.

The study sought to establish the environmental factors that influence the girls’ drop out. Several questions targeting respondents, Distance, cleanliness and sanitation and health were asked. Also several questions targeting on sanitary towels, conducive learning environment and role models in the school community were asked. The results were presented in the subsequent sub themes as follows:-

4.6.1 Means of transport to schools

The study sought to establish means of transport the girls used to come to school. The following were the responses given on the means of transport to reach school, it is presented in Table 4.20

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Motorcycle</td>
<td>22</td>
<td>14.1</td>
<td>14.1</td>
</tr>
<tr>
<td>Bicycle</td>
<td>24</td>
<td>15.4</td>
<td>29.5</td>
</tr>
<tr>
<td>Vehicle</td>
<td>5</td>
<td>3.2</td>
<td>32.7</td>
</tr>
<tr>
<td>On foot</td>
<td>105</td>
<td>67.3</td>
<td>100.00</td>
</tr>
<tr>
<td>Total</td>
<td>156</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

Accessibility of the school also plays a bigger role in the retention of the girl child. Most of the girls 105 (67.3%) went to school on foot, followed by 24 (15.4%) used bicycles, the 22 (14.1%) used motorcycles and lastly 5 (3.2%) used vehicles. According to the study carried out by UNICEF, (1995) the proximity and access to primary school was a
pre-determining factor on the enrolment and retention considering the long distance the girls walk to school. They are later forced to drop out of school.

**4.6.2 Provision of sanitary towels**

The respondents were asked to state whether their parents provided the girls with sanitary towels. The response of the findings is shown in table 4.21.

**Table 4.21 Frequency table on girls provided sanitary towels by parents**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>104</td>
<td>66.7</td>
<td>66.7</td>
</tr>
<tr>
<td>No</td>
<td>52</td>
<td>33.3</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

From the findings, the study indicated that 104(66.7%) of the girls are provided with the sanitary towels by parents. 52(33.3%) said that they were not provided with the sanitary towels and used the old rags, hence making them uncomfortable while in school. The lack of these materials made some girls’ to drop out of school as they are being laughed at by their friends when the uniform is soaked with blood. If the trend is allowed to continue, the girls may miss to come to school when they are in their periods. The several days of absenteeism from school each month had a negative impact on the girl-child’s education.

**4.6.3 Cleanliness of school uniform**

The study sought to establish how often the girls cleaned their uniform. The results of the findings were shown in the Table 4.22.
Table 4.2 Frequency table on cleanliness of uniform of the girls

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Always</td>
<td>51</td>
<td>32.69</td>
<td>32.69</td>
</tr>
<tr>
<td>Rarely</td>
<td>17</td>
<td>10.90</td>
<td>43.59</td>
</tr>
<tr>
<td>Sometimes</td>
<td>88</td>
<td>56.41</td>
<td>100.00</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

Majority of girls 88(56.4%) are considered to sometimes clean their uniform. This shows that they mostly re-use their uniforms before washing them. 51(32.7%) always cleaned their uniforms and lastly 17(10.9%) rarely washed their uniforms. Poverty and lack of financial power to buy detergents makes them to rarely wash their uniforms. Lack of cleanliness of school uniform can lead to girls developing diseases and also being absent from school because they cannot afford soap to wash their uniforms. The girls may not be free to play ad socialize with their friends when they are dirty.

4.6.4 Provision of enough sanitary towels to girls

Respondents were asked to indicated whether girls’ were provided with enough sanitary towels. The responses were as follows in Table 4.23.

Table 4.23 Provision of enough sanitary towels to girls

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provided enough sanitary towels</td>
<td>4</td>
<td>28.57</td>
<td>28.57</td>
</tr>
<tr>
<td>No enough sanitary towels</td>
<td>10</td>
<td>71.43</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>
The findings showed that 4(28.6%) agreed that they were provided with sanitary towels and the majority 10(71.1%) disagreed that they were not provided with enough sanitary towels. This shows lack of commitment by the parents to support the girl child. Lack of sanitary towels makes the girl-child uncomfortable in class and this may influence them to drop out of school.

4.6.5 Conducive learning environment

The researcher sought to establish whether the learning environment was conducive in schools. The findings are recorded in Table 4.24.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conducive learning</td>
<td>9</td>
<td>64.3</td>
<td>64.3</td>
</tr>
<tr>
<td>No conducive learning</td>
<td>5</td>
<td>35.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The findings indicted that 9(64.3%) considered learning environment in school to be conducive. The small number 5(35.7%) considered learning environment being not good is a major concern. 5(35.7%) shows that some pupils are made to drop out of school due to un-comfortability in school. This may be caused by teachers using very abusive language not providing child-friendly environment to the pupils and strict school rules.

4.6.6 Role models around the school community
Respondents were asked to indicate whether they had role models around the school community. The responses were as follows in Table 4.25.

**Table 4.25: Role models around the school community**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Role models</td>
<td>6</td>
<td>42.9</td>
<td>42.9</td>
</tr>
<tr>
<td>No role models</td>
<td>8</td>
<td>57.1</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The findings showed that 6(42.9%) said that there were role models around the school community while 8(57.1%) disagreed that there were no role models around the school community. Majority of the respondents disagreed that role models were lacking was a major concern to why girls were dropping out of school. Role models play a key role in being emulated. When they are missing in a community they will not make the girls to be empowered.

### 4.7 Social cultural factors influencing girls drop out in public primary schools.

The last objective of this study was to assess how socio-cultural factors influence the girls’ drop out rate in public primary schools in Mumias West Sub-county. Some of the socio-cultural factors included religion, type of family, girls approached for relationship. Several questions targeting respondents were class teachers meeting with girls’ parents, respondents had handled cases of pregnancy in their classes, background information of girls in the class and agreeing that girl-boy friendship existed in the class were asked.

#### 4.7.1 Type of religion
The study sought to establish the religion of the respondents. They were asked to indicate the religion. The findings of the study are presented in Table 4.13.

Table 4.26: Frequency table on respondents’ religion

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hindu</td>
<td>3</td>
<td>1.92</td>
<td>1.92</td>
</tr>
<tr>
<td>Muslim</td>
<td>30</td>
<td>19.23</td>
<td>21.15</td>
</tr>
<tr>
<td>Christian</td>
<td>113</td>
<td>72.44</td>
<td>93.59</td>
</tr>
<tr>
<td>Pagan</td>
<td>10</td>
<td>6.41</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The table shows that Hindu 3 (1.92%), pagan 10 (6.41%), Muslim 30 (19.23%) and Christian 113 (72.44%). From the findings of the study, it can be concluded that majority of the respondents were Christians. The sponsors are able to instill good morals to the girls. The problem may be with parents at home who may not be able to guide the girls with the correct teachings. Core values of the schools will be adhered to by many girls and therefore this could result in good performance in the examinations. Discipline of the girls will be high.

4.7.2 Type of family the girls come from

The study sought to establish the type of family the girls’ came from. This was to establish if the girls had good parenting.

Table 4.27 Frequency table on respondents’ family
<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Polygamy</td>
<td>55</td>
<td>35.3</td>
<td>35.3</td>
</tr>
<tr>
<td>Nuclear</td>
<td>81</td>
<td>51.9</td>
<td>87.2</td>
</tr>
<tr>
<td>Single</td>
<td>20</td>
<td>12.8</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>156</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The table 4.27 shows that majority of the respondents were 81 (51.9%) came from nuclear family, 55 (35.3%) polygamy and 20 (12.8%) were single family. The single and the polygamy families have problems that may lead to girls’ drop out. Some girls lived with only one parent and they experience many challenges. The polygamous families had many problems because the fathers did not balance the provision of basic needs to all the two or three houses they were managing. Majority of the respondents had both the parents to take care of them. This showed that there was good parenting. The more close to the parents were to monitor the girls, the easier it was for the girls to acquire good education and had a negative impact on drop out.

### 4.7.3 Those approached for a relationship

The study sought to establish a relationship between those girls’ who have been approached by any boy for a relationship and those girls who had not. This is shown in table 4.28

**Table 4.28 : Girls who have been approached for a relationship**

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Approached for a relationship</td>
<td>99</td>
<td>63.5</td>
<td>63.5</td>
</tr>
<tr>
<td>Not approached for a relationship</td>
<td>57</td>
<td>36.5</td>
<td>100</td>
</tr>
</tbody>
</table>
The study revealed that 99(63.5%) agreed that they had been approached by boys for a relationship, while 57(36.6%) disagreed. This shows that boy-girl relationship exist in the std 7 classes. These can make the girls not to concentrate on their studies. Some may get pregnant on the way and drop out of school.

4.7.4 Class teachers having class meetings with girls parents

The respondents were asked to indicate whether the class teachers had class meetings with girls parents in their class. The responses were as shown in Table 4.29.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class meetings</td>
<td>9</td>
<td>64.3</td>
<td>64.3</td>
</tr>
<tr>
<td>No class meetings</td>
<td>5</td>
<td>35.7</td>
<td>100.0</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>14</strong></td>
<td><strong>100</strong></td>
<td></td>
</tr>
</tbody>
</table>

The respondents in the table 4.29 showed that 9(64.3%) reported to have class meeting with the girls’ parents in their classes on the progress of the girls. This means that 5(35.7%) of the respondents reported not having class meetings with their parents. It is important for the parents to meet the class teachers and discuss the strength and weakness of the girls in class. This would assist the parent to discover the type of girl she is bringing up and in the choice of career.

4.7.5 Handling any cases of pregnancy in the classes

The respondents were asked to indicate whether they had handled any cases of pregnancy in their classes. The responses were as illustrated in Table 4.30.
Table 4.30 Handling any cases of pregnancy in class

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Handled cases of pregnancy</td>
<td>8</td>
<td>57.1</td>
<td>57.1</td>
</tr>
<tr>
<td>Not handled any cases of pregnancy</td>
<td>6</td>
<td>42.9</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The findings of the results are shown in table 4.30, majority of the respondents indicated to have handled cases of pregnancy in their classes. Girls in class 7 are in their early adolescents and needed to be talked to or taken good care. 8(57.1%) respondents indicated they had handled cases of pregnancy in class, while 6(42.9%) disagreed that they had not handled any cases of pregnancy in their classes. Girls who are lagging behind in school are likely to drop out. Grant and Hallman, (2006) states that drop out of girls are higher than boys in many setting during adolescents.

4.7.6 Background information of every girl in the class.

The study sought to establish the background information of every girl in the class. Respondents were asked to state the background information of every girl in class. The results of the findings are shown in the Table 4.31.

Table 4.31 Background information of every girl in the class

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percent</th>
<th>Cumulative %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Background information</td>
<td>5</td>
<td>35.7</td>
<td>35.7</td>
</tr>
<tr>
<td>No background information</td>
<td>9</td>
<td>64.3</td>
<td>100.0</td>
</tr>
<tr>
<td>Total</td>
<td>14</td>
<td>100</td>
<td></td>
</tr>
</tbody>
</table>

The study revealed that only 5(35.7%) of the class teachers agreed that they had background information of every girl in their class. Majority of the teachers 9(64.3%)
disagreed that they had no background information of the girls in their class. Lack of background information may lead to lack of provision of moral support and guidance to the girls who have negative attitude towards schooling.

4.8 Report on the interview schedule responses from the headteachers in Mumias West County

A sample used was 13 headteachers. The total number of girls enrolled in the schools was higher compared to the male counterparts. The interview schedule had a number of open-ended questions which were to elicit information on factors influencing girls’ drop out rates in public primary schools in Mumias West Sub-county. The headteachers were asked the number of female and male in their schools. Majority gave more enrollment of female than male. They stated that this was because the girls were performing well in the examination as compared to boys. The boys were engaged in income generating activities of Boda boda. The head teachers were asked if they experienced any drop out cases of girls in their schools. They all said yes. One head teacher even further gave an example of a case he was handling where the girl was orphaned and both the parents had died. Sometimes being controlled by the grandparents was hard because they are very old. The girl was forced to go and do child labour (house help) in Nairobi in order to earn a living since the grandparents were very poor. Some were also forced to drop because they had to take care of their siblings.

When asked to state the number of girls who had dropped in the years 2010, 2011, 2012, the largest number that dropped was in the year 2010 and the least was in the year 2012. This was because when the new government took over in the year 2013, the policy was passed that each girl-child was to access free primary education. This has helped to retain all the school going girls in schools. In 2012, the number of drop out reduced due to
the new government that discouraged child labour. The total number of those who dropped out were more female than male as the numbers indicated.

The headteachers were asked to list any factors that contributed towards girls’ drop out. The factors they mentioned included poverty, early marriages that were contributed by the boda boda operators who lure the girls with only 100/=\$. The parents cannot provide the needs of their girls, lack of correct parenting, lack of sanitary towels, lack of guiding and counseling in schools for both girls and parents, peer group influence, death of the parents, child labour, overgrown cases in the classes who may be unwilling to repeat.

The respondents were asked in their own opinion what they thought could be done to reduce girls drop out. The following reasons were given, micro business to be initiated among parents, feeding programmes should be in schools, child labour should be discouraged or under age employment, guiding and counseling for both parents and girls, provision of basic needs, repetition should be discouraged, schools should cater for all girls with different levels of learning, law should be enforced for example jail those who impregnant girls, pads should be provided to girls in school.
CHAPTER FIVE
SUMMARY OF FINDINGS, DISCUSSIONS, CONCLUSION AND
RECOMMENDATIONS

5.1 Introduction

This chapter presents a summary of the findings, conclusion based on the objectives of the study and recommendations. It also presents suggestions for further research. The study aimed at establishing factors influencing the girls’ drop out rate in public schools in Mumias West Sub-county, Kakamega County, Kenya.

5.2 Summary of the findings

The main findings from the study were: The study established on demographic data of girl-child showed that 85.3% of the respondents were within the ages 10-15 and 14.5% were between ages 16-20 years. This means that most of the respondents are in their teen years and here was where a lot of unwanted pregnancies are likely to occur. The highest level of education attained by the respondents’ parents was primary level at 36.5%. The level of education had an impact. Girls whose parents had higher level of education are less likely to have the problem of direct schooling costs (Counelly and Zheng, 2003) than those who have low education levels.

In establishing the school based factors influencing girls’ drop out in public primary school, the study established that 73.6%, ages 16-20 respondents agreed that they had repeated a class. Majority of the girls who had outgrown in a class was due to repetition. Poor performance therefore caused girls to repeat classes. The study established that 78.2% of respondents agreed that they were awarded by teachers when they performed well in an examination. Majority of the girls indicated that they had been absent from school, Absenteeism played a role in the dropping out of girls. Teachers (78.2%) punished the girls when they never did their homework. 42.9% suggested they had no feeding
programmes in their schools while 57.1% agreed to this. Pupils need to have lunch in order to be able to concentrate on their studies/work well, Abraham Maslow, (1954).

Regarding to economic factors, the study found out that reading and writing materials provided by parents in the sampled schools was 57.1%, while 42.9% of the respondents disagreed that the parents never provided for this materials. This is a large number than can make girls to drop out of school. This revealed that in the public primary schools, parents assumed that the government provided free reading and writing materials since education was free in primary schools. They provided little or no support to their girls in schools. 71.4% respondents reported to have orphans. It revealed that most of the girls are forced to stay with their grandparents who are very old. They may not offer good parenting and also are unable to provide the basic needs and had many domestic chores. Most of the girls are forced to take care of their young siblings at home by doing domestic chores and are likely to drop out on the way. The poverty index was 61%, according to Mumias Constituency Strategic plan 2012-2016. Most parents are farmers and rely on sugarcane as a major cash crop. They are getting loses and uprooting the canes. They can’t afford to pay fees and sustain themselves. Payment of tuition fees was not done on time. Only 14.3% parents paid fees on time, while majority (85.7%) did not pay the tuition fees.

On environmental factors influencing girls to drop out in public primary schools in Mumias West Sub-county, Kakamega County, the study established that majority (71.1%) respondents disagreed that girls were not provided with enough sanitary towels. This showed lack of commitment by the parents to support the girl child basic needs. Girls are forced to use old rags hence making them uncomfortable. Lack of these pads makes them miss school till the menses are over. Most of the girls may drop out. Accessibility of the school plays a bigger role in the retention of the girl child. (67.3%) respondents went to school on foot. Considering the long distance the girls walked from home to school, they
took a lot of time and energy to cover the distances and also on empty stomachs. They reached school very tired and were punished by the teachers on duty. This may discourage them and eventually drop out of school. On the way, the girls are not safe, they have to leave home very early in the morning and come back late in evening.

The response for no role models around the school community was indicated by (57.1%) of respondents. It was a major concern to why girls dropped out of school. Role models were important because the girls would emulate the people they saw. They lacked somebody to encourage and mentor them so that they can be empowered.

On social-cultural factors influencing rate of girls’ drop out in public primary schools in Mumias West Sub-county, the study found the response on religion as indicated that 72.4% of the respondents were Christians and 6.4% pagan. Most of the schools provided and instilled good morals to the girls. They helped them to be God fearing people. 35.3% came from polygamous families and 12.5% were single families. This could affect the girls and may lead to girls dropping out of school. Some girls lived with only one parent and had many challenges. The study found out that 42.9% of respondents disagreed that they had not handled any cases of pregnancy while majority 57.1% had handled pregnancy cases. Girls lagging behind in school are likely to drop out and a majority of the respondents 64.3% had no background information of every girl in their classes.

5.3 Discussion

5.3.1 School based factors influencing girls’ drop out rates in public primary schools

The study aimed at determining how school based factors influence the drop out rates of girls in public primary schools. 73.6% of age bracket 16-20 respondents agreed that they had repeated a class. This showed that girls who tend to repeat had overgrown, and had negative impact on education and this may result in them dropping out of school. Studies showed that repetition led to dropout. Girls repeating classes sometimes withdraw
from school directly due to age while those who have ever repeated classes at some stages are more likely to drop out at later stages in comparison to those who have not (Grant & Hallman, 2006). Schools discourage weaker pupils taking KCPE and low transition rates between Std 6 (Acker et al, 2001). The study established that 78.2% of girls were awarded by teachers when they performed well in an examination. This encouraged them to work hard. According to Perna, (2006) the moral support and motivation from family members, teachers and friends have impact on the academic performance of the girl-child.

The study findings also showed that 63.5% of the respondents agreed that they had been absent from school. The findings agreed with the study by Mulwa, (1998) in arid and semi-arid areas in Kenya, different set of causes girls’ drop out were identified. There are poor relationship between teachers and pupils, involvement of pupils in casual work, lack of food at home, chronic sickness and medical problems, involvement in casual employment to meet basic needs. The findings established that class teachers (92.9%) agreed that they motivated their pupils in their classes, 92.9% guided and counselled the girls and 42.9% disagreed that they did not have feeding programmes. Only Std 8 had lunch in most of the sampled school and not all other girl-child.

5.3.2 Economic factors influencing girls’ drop out rates in public primary schools.

The study aimed at examining the extend to which economic factors that influence girls’ drop out rates in public primary schools. The study found that 42.9% of the respondents did not have enough reading and writing materials. This led to poor performance of the learners in agreement with Eshiwani, (1983) and Fuller, (1985) who said that institutional materials, especially textbooks and library activity, are related to achievements. Eshiwani observed that availability of adequate textbooks makes teaching task easy. The findings also established that 57.1% class 7 teachers disagreed that parents never provided reading and writing materials. School enrollment and dropout rate determined by households’
Most of the parents are poor and can not afford to provide the necessary support to their girls education. The study revealed that parents assumed that in public primary schools, the government provided enough reading and writing materials since education was free and compulsory in these schools. Class teachers indicated that (71.4%) of the girls in their classes were orphans, it implied that most of the girls were forced to stay with their grandparents who were very old, unable to provide good parenting to the girls and could not afford even the basic needs. These girls are forced to take care of their younger siblings, participate in manual work at home and perform child labour for the family survival. Many are orphans and therefore high drop out rates due to lack of payment of tuition fees on time by girls. The findings indicated that 85.7% of respondents disagreed that payment of fees was poorly done. In most of the sampled schools, poverty was a major cause for parents not being able to pay the tuition fees. The findings contradicted with earlier research findings that poor parents invested their limited resources in education of their sons (Eshiwani, 1985). According to Mumias Constituency Strategic plan 2012 – 2016, the poverty index was 61%, most of the parents are farmers who relied on sugarcane as a major cash crop. The crop took 24 months to mature and were paid poorly by Mumias Sugar Company. This has caused farmers to uproot the canes as a result they fail to afford to pay fees and sustain themselves (Olwenyi, 2011).

5.3.3 **Environmental factors influencing girls drop out rates in public primary schools**

The study sought to establish the environmental factors influencing girls’ drop out rates in public primary schools. To establish this, the girls’ were asked to indicate if the parents provided them with sanitary towels. The study found that 33.3% of the girls were not provided with sanitary towels by their parents and used old rags, hence making them uncomfortable. Lack of these materials made some girls drop as they were being laughed
at by their counterparts. Studies by Neakatibeb and Rose & Alsamarrai, (2001) recognized connection between female menstruation patterns and drop out. They argue that 10% of the African school age girls do not attend school during menstruation or drop out when first period occur. Another finding was that the respondents (71.1%) disagreed that the girls were not provided with enough sanitary towels. This showed lack of commitment by the parents to support the girl child. The findings indicated that 64.3% of respondents who were teachers agreed that learning environment in school was conducive and 57.1% indicated that there were no role models around the school community. One head teacher said that when choosing school management board, it was very difficult to get parents who had reached Form four. Some parents had negative attitude towards education. They told their children that they never went to school yet they are able to eat. Most of the girls are discouraged and lacked role models to encourage them to perform well. Accessibility to schools played a bigger role, the findings established that 67.3% of the girls went to school on foot. This was because most schools in Mumias West Sub-county were rural with poor infrastructure, roads were impassable especially during the rain season. These girls walked long distances to and from school on empty stomachs and when they reached late to school, they were punished. This made them hate school and led to drop out. According to Hunt, (2008), irregular attendance to school is caused by long distances to school.

The girls may not be safe on the way, they leave home very early and return late in the dark. They may be lured by boda boda for as little money as one hundred shillings and others preferred to ask for lifts from motorcycle boda boda which exposed them even more. Behaviour patterns of girls are affected and therefore leading to early pregnancy.

5.3.4 Socio-cultural factors influencing girls’ drop out rates in public primary schools

The study sought to assess how socio-cultural factors influence girls’ drop out rates in public primary schools. The study found that 72.% of the respondents were Christians
and only 19.2% of the respondents established to be Muslims and a majority had either a church or mosque in the neighbourhood. This showed that the schools sponsors made frequent visits to schools. They set a day for example in some schools when the made the sermons on the parade and also organized on monthly basis to come and talk to the girls. They therefore instilled good moral values to the girls. It was however noted that some girls went to overnight prayers and crusades and got engaged in bad behavior that made some being pregnant. 35.3% of girls came from polygamous families, while 12.8% were from single families. These were the most affected girls since the responsibility was left to the mothers alone who had many children and were also very poor because they lacked any source of income. The children are forced to drop out on the way. Discipline of the girls was left to the mother alone. The girls sometimes overlooked the mother’s advice. 6.3% respondents indicated to have class meetings with the girls parents and 35.7% respondents disagreed that only a half of the parents were able to discuss with the teachers the weaknesses or problem of their girls. The parents who never had any class meetings could not discover any problems their girls had and therefore chances of the girls dropping out on the way was very high. Another finding was that, majority of the respondents (57.1%) indicated that they had handled pregnancy cases in their classes. Girls in class 7 are at the early adolescent and needed the teachers to develop a very friendly child environment. A lot of guiding and counselling was required to both the pupils and the parents. Girls were to be discouraged from visiting friends and relatives during the April, August and December holidays. The study established that majority of the respondents (64.3%) disagreed that they had no background information of the girls in their classes. Lack of this lead to lack of provision of moral support and guidance to the girls who have negative attitude towards schooling. If they do, they drop out in greater number (Blick and Sahn, 2000).
5.4 Conclusions

Based on the research findings, the following conclusions were made:

The school based factors causing many girls’ drop out of school indicated lack of motivation and academic achievements, forced repetition of girls in Std 6-7 when they don’t merit to the next class and this frustrated them because they are overgrown and are likely to give up on the way. Teachers should be able to monitor and make follow ups to those pupils who were absent from school. The parents should communicate and let the teachers be aware of any child who is sick or is away from school. Strict measures should be taken to the parents who absent their girls so that they are baby sitting and also going to sell on market days. Feeding programmes should not be for class 8 only.

The economic factors influencing girls’ drop out included poverty, death of one or both parents which resulted to the girls being orphans. This orphans had to take care of other siblings and therefore had to do child labour to provide for the family. Direct schooling cost, parents had to provide activity fees, tuition fees and buy uniform. Some are unable and this may lead to the girls dropping.

The environmental factors influencing girls’ drop out stated were distance to and from school was very long and therefore girls took a lot of time on the way as they walked to school since they had no other means, they reached late to school and were punished. Early pregnancy of girls should be addressed. Parents should be sensitized on the need to provide sanitary towels to their children. Other well wishers to assist the girls in provision of these pads.

Lastly on socio-cultural factors that caused girls’ to drop out of school were cultural norms like polygamy, family background like high level of illiteracy of the parents, early marriages since the girls were regarded as sources of wealth and also retrogressive cultural practices should be discouraged.
5.5 Recommendations of the study

Based on the study findings, this study made the following recommendations.

1. **Feeding programmes**; The study recommended that the Ministry of Education should introduce feeding programmes in all public primary schools and support them fully in order to have each girl able to get lunch in school. This will help to stop girls coming late after lunch and avoid accident that occur when girls cross the roads that are always busy.

2. The girl-child should be guided and cancelled by teachers and also their parents on the good parenting for their girls.

3. Repetition of girl-child in primary schools should be seriously addressed. The head teachers and teachers of schools that belief in the issue of mean score should register all the girls to the next examination class and not only a small fraction. This will avoid overgrown cases in the same class and pregnancies.

4. Parents should be sensitized on the need to support their child education in schools so as to develop a positive view towards the importance of educating them.

5.6 Suggestions for further research

The following are the suggestions for further research.

1. A similar study should be done from 2013-2014 to find out if the number of drop out of girls has reduced.

2. A similar study be done on boys’ drop out other than the one which was done on girls.

3. A similar study be done in private schools in Mumias Sub-county to compare the results.

4. A similar study covering other counties be done.
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APPENDICES

Appendix I: Letter of Transmittal

Wabuti Priscah Mwanza,
University of Nairobi,
Extra Mural Centre,
P.O. Box 422,
Kakamega.

Dear Respondents,

**REF: PERMISSION TO ADMINISTER RESEARCH QUESTIONNAIRES**

I am a Masters student at the University of Nairobi undertaking a course in Project Planning and Management, Registration No. L50/60845/2013. I am conducting a study to determine the factors that influence rate of girls drop out in Public primary school Mumias West sub county, Kakamega County.

To facilitate this study you are kindly requested to participate in answering the questionnaires and interview schedule.

Be rest assured that the information found will be held with much confidence.

Complete all the questions and do not write your names on the questionnaire.

Thanks for your co-operation.

Yours faithfully,

WABUTI PRISCAH MWANZA
Appendix II:
Questionnaires for the Pupils

INSTRUCTIONS

This questionnaire intends to collect data on a number of factors influencing the Girl’s drop out rates in public primary schools. Please answer the questions as honest as you can to assist us come up with recommendations to curb the drop out rate.

Do not indicate your name on the questionnaire. Tick (✓) as appropriate on the response that applies to you.

SECTION A: DEMOGRAPHIC QUESTIONS

Name of school: ____________________________________________

1. Indicate your age group from the following options
   A. 10 – 15  B. 16 – 20  C. Above 21

2. What is your parent’s or guardian level of education?
   A. Primary Level  B. Secondary Level
   C. College  D. University

SECTION B: SCHOOL BASED QUESTIONS

3. Have you ever repeated a class?  A. Yes  B. No

4. Are you awarded by teachers when you perform well in an examination?
   A. Yes  B. No

5. Have you ever been absent from school?  A. Yes  B. No

6. Are you punished by the teachers in class when you do not do your homework?
   A. Yes  B. No
SECTION C: ECONOMIC AND ENVIRONMENTAL QUESTIONS

7. Do you have enough reading and writing materials?
   A. Yes ☐  B. No ☐

8. What job would you like to do after schooling?
   A. Teacher ☐  B. Nurse ☐ ☐
   C. Doctor ☐  D. Business ☐ ☐  E. Engineer ☐

   Others (specify) ..........................................................


10. Do your parents provide you with sanitary towels? A. Yes ☐  B. No ☐

    If No, what do you use? _________________________________

11. How do you come to school?  A. Vehicle ☐  B. Bicycle ☐

    C. Motorbike ☐  D. On foot ☐

12. How often do you clean your school uniform?

    Always ☐  Rarely ☐  Sometimes ☐

SECTION D: SOCIO-CULTURAL QUESTIONS

13. What is your religion?  A. Hindu ☐  B. Muslim ☐

    C. Christian ☐  D. Pagan ☐

14. What type of family do you come from?

    A. Polygamy ☐  B. Nuclear ☐  C. Single ☐

15. Have you been approached by any boy for a relationship?

    A. Yes ☐  B. No ☐

Thanks for your co-operation
Appendix II:

Questionnaires for Std Seven Class Teachers

Instructions

This questionnaire intends to collect data on a number of factors influencing the Girl’s drop out rates in public primary schools. Please answer the questions as honest as you can to assist us come up with recommendations to curb the drop out rate.

Do not indicate your name on the questionnaire. Tick (✓) as appropriate on the response that applies to you.

SECTION A: DEMOGRAPHIC QUESTIONS

Name of School: ___________________________________________________________

1. Your gender?  A. Male □  B. Female □
3. What is your level of education?
   A. College □  B. Diploma □
   C. Graduate □  D. Postgraduate □
4. Years of experience? A. 1 – 5 □  B. 5 – 10 □  C. 11 and above □

SECTION B: SCHOOL BASED QUESTIONS

5. Do you motivate pupils in your class?  A. Yes □  B. No □
6. Have you ever experienced drop out of girls in your class?  A. Yes □  B. No □

   If yes, what were the reasons?
   (i) __________________________________________________________
   (ii) __________________________________________________________
   (iii) _________________________________________________________
7. Do you have a guiding and counseling committee in school? A. Yes  B. No

8. Is there a feeding programme for the pupils in your school? A. Yes  B. No

   If no, how do you ensure that the pupils have at least a meal               


9. Do all the girls benefit from the school feeding programme?                
   A. Yes  B. No.

10. Is the tuition fee paid on time? A. Yes  B. No

   If No, how do you solve the problem?

   (i)                                                                                      

   (ii)                                                                                     

   (iii)                                                                                     

   (iv)                                                                                      

SECTION C: ENVIRONMENTAL QUESTIONS

11. Are girl’s provided with enough sanitary towels? A. Yes  B. No

12. Is the environment conducive for learning? A. Yes  B. No

13. Are there any role models around the school community?
   A. Yes  B. No

SECTION D: ECONOMIC QUESTIONS

14. Do the parents provide enough reading and writing materials to their pupils?
   A. Yes  B. No

   If No, how do you solve the problem?

   (i)                                                                                      

   (ii)                                                                                     

   (iii)                                                                                     

   (iv)                                                                                      

15. Are there any orphans in your class? A. Yes B. No

SECTION E: SOCIO-CULTURAL QUESTIONS

16. Do you have any class meetings with following:-
   (a) Girl’s in your class? A. Yes B. No
      If yes, how often? ________________________________

   (b) Parents. A. Yes B. No
      If yes, how often? ________________________________

17. Have you handled any case of pregnancy in your class? A. Yes B. No

18. Do you have all the background information of every girl in your class?
   A. Yes B. No

19. Do you agree that girl-boy friendship exists in your class?
   A. Strongly agree B. Disagree
   C. Strongly disagree D. Not sure

20. Now in your own opinion what could be the major causes of girls dropping out of school?
   (i) ________________________________________________
   (ii) ________________________________________________
   (iii) ________________________________________________
   (iv) ________________________________________________
 Thanks for your co-operation

Appendix III

Interview Schedule for the Head Teachers

INSTRUCTIONS

This questionnaire intends to collect data on a number of factors influencing the Girl’s drop out rates in public primary schools. Please answer the questions as honest as you can to assist us come up with recommendations to curb the drop out rate.

Do not indicate your name on the questionnaire. Tick (✓) as appropriate on the response that applies to you.

Name of school: ___________________________________________________________

1. How many male and female pupils do you have?  A. Female  B. Male

2. Do you have any drop out cases of girls in your school?

3. How many girls dropped out in the following years?
   2010:  ________________________________
   2011:  ________________________________
   2012:  ________________________________

   (a) Of this, how many were female and how many were male?
       Female: __________
       Male: __________

4. What could be the factors contributing towards girls drop out?
   (i)  ____________________________________________
   (ii) __________________________________________
   (iii) _________________________________________
   (iv) _________________________________________

5. In your own opinion what do you think could be done to reduce girl’s drop out?
   (i)  ____________________________________________
   (ii) __________________________________________
   (iii) _________________________________________