

**FACTORS INFLUENCING GIRLS DROP OUT IN PUBLIC
BOARDING AND DAY SECONDARY SCHOOLS IN MASABA
NORTH DISTRICT- KENYA**

By

Keraita John Ogeto

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DECLARATION

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

Keraita John ogeto

Reg. No E56/63032/2011

This research project has been submitted to the university with my approval as the University supervisor.

Dr. Daniel Komo Gakunga

Lecturer, Department of Educational Foundations

University of Nairobi

DEDICATION

This research project is dedicated to my beloved wife Phoebe Waruguru who was very encouraging and supportive to me, my daughters Santee, Favourite, and son Grant who were always on my side to bring this work to a conclusion and hope that it will inspire their future undertakings.

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LIST OF ABBREVIATION AND ACRONYMS

UNESCO	United Nations Educational, Scientific and Cultural Organization
UNPF	United Nations Population Fund
EFA	Education for All
EPDC	Education Policy and Data Center
KDHS	Kenya Domestic Health Survey
KESSP	Kenya Education Sector Support Program
MOE	Ministry of Education
PTA	Parents Teachers Association
KIHBS	Kenya Integrated Household Budget Survey
NGO's	Non Governmental Organizations
AED	Academy for Educational Development
FAWE	Forum African Women Educationist
KAIS	Kenya Aids Indicator Survey
MDG's	Millennium Development Goals
GOK	Government of Kenya
HIV	Human Immuno Virus
AIDS	Acquired Immuno Deficiency Syndrome
UNICEF	United Nations Children Educational Fund
MNSR	Masaba North Secondary Schools Report
MER	Masaba Educational Report
UNAIDS	United Nations program on Aids
MNSSER	Masaba North Secondary Schools Educational Report

ABSTRACT

The purpose of this study was to investigate the factors influencing girls' drop out in public boarding and day secondary schools in Masaba North District. The study was guided by four objectives which were to examine the extent to which socio-economic factors influence girls' drop out, to establish the influence of individual factors on girls' dropout rate, to establish the influence of school factors on girls' dropout rate and to determine the influence of gender policy implementation on girls' dropout rate. In literature review the study focused on the factors influencing girls' dropout in public boarding and day secondary schools in Masaba North District. It reviewed the gap under the following sub themes: overview of girls' dropout, influence of socio-economic factors, family background and girls dropout, economic status of the family, cultural status, individual factors, gender and girls' dropout, aspiration and girls' dropout, age and girls' dropout, school based factors, sanitation, school levies, teaching learning resources, peer influence and gender policy implementation. The study adopted the relevant conceptual framework which guided the researcher in determining the variables.

The study employed descriptive design method using focus group discussion and questionnaires as the main research instruments. The study targeted all the 20 public secondary schools in the district with a total population of 600 teachers, 7,213 students and the head teachers were sampled in the study. One teacher from every school was also selected (in charge of guidance and counseling). The form fours were the most respondents because they had been in school for long.

Data was analyzed using frequencies and percentages and presented in tables and conclusions drawn. Therefore the study found out that the factors in questions have high influence in girls school drop-out. The gender policy implementation is the key to minimize the drop out. The study therefore called for collaborative efforts by government and other players in providing civic education on behavior change.

CHAPTER ONE

INTRODUCTION

1.1 : Background to the Study

Over the last decade, the cumulative drop out rate in secondary schools in Kenya has been as high as 37 percent and repetition rate has been 14 percent between form two and form three, the survival rate at these levels has also been low at 40 percent (KESSP, 2005).

According to the latest Kenya Demographic Health Survey (KDHS), 40 percent of adolescent girls without any education are either pregnant or have already become mothers. This is in spite of the fact that there is a return to work program, a policy introduced by the government to allow girls who have already fallen pregnant to return to school. According to the latest survey in Masaba North District, the rate of drop out in public day secondary schools for girls is more alarming than public boarding secondary schools, (Education Report, 2009). The percentage for day secondary schools ranges between 40 percent and 45 percent in the last five years while in boarding is between 35 percent and 40 percent , (MNSR, 2011).

According to UNICEP (2003), none discriminating education benefits both girls and boys and thus ultimately contributes to more equal relationship between women and men. Equality of access to and attainment of qualifications is necessary if more women are to become agents of change. Literacy of women is an important key to improve health, nutrition and education in the family and to empowering women to participate in decision-making in society. Investing in formal and non-formal education and training for girls and women, with its exceptionally high social and economic returns, has proved to be one of the best means of achieving sustainable development and economic returns, (UNICEP, 2004 and World Bank, 2005).

To equip girls with education leads to more equitable development, stronger families, better services, child health and effective participation in governance.

In Pakistan, a girl in the age group 5 to 9 is 14 percent less likely to attend school than boys, (Aslam and Kingdom 2008).

In both India and Pakistan, while wealthier boys and girls participate in school at similar rates there is a gender gap of almost 5 years between them at the bottom of quintile of income distribution. Similar patterns can be observed in Democratic Republic of Congo, Benin, Gambia and Togo. In spite of benefits of education the problem of gender disparity in education remains unresolved in many developing countries.

EFA (2010) indicates that there were 72 million children out of school in 2007. By 2015, it is estimated that 56 million children will be out of school unless corrective measures are taken. About 54 percent of children out of school are girls. In sub-saharan Africa, almost 12 million girls may never enroll. In Yemen, nearly 80 percent of girls out of school are unlikely even to enroll, compared with 36 percent of boys. Literacy remains among the most neglected of all education goals with about 759 million adults lacking literacy skills today out of whom two thirds are women.

Alika and Egbochuku (2009) asserts that drop out from school among girls is a global phenomenon. According to the World Bank report (2007) the dropout rate amongst secondary schools girls in the US Latin Americans aged 16 to 24 is 30 percent compared with 12.9 percent for blacks and 8.2 percent for whites. There are reasons as to why Latina girls leave high school before graduation and they include pregnancy, marriage, gender roles, stereotyping, family demands and economic status. Others includes: - attitudes of teachers, proficiency in English, peer pressure and lack of role models are also contributing factors to this disturbing trend.

The EFA Monitoring report (2006) shows that 70 percent of children enrolled in sub-Saharan Africa do not reach the last grade level of education. In Africa only a third of children who enter school actually complete primary education and half of these complete secondary education, (UNFPA, 2003). Moreover, small percentage of children who graduate from primary level: the majorities do not have the skills associated with their level of education, (Destefano, 2007). The (EPD) Education policy and data center (2007) notes that there are large differentials between primary school entry and primary school completion; there is also differentials between secondary school entry and secondary school completion. For instance, in Uganda, Malawi and Cambodia the high dropout suggests that there may be structural, factors in some countries that cause children who start school to dropout, (UNESCO, 2002). UNESCO observes that, male, female attendance gaps are lower than were a few decades possibly reflecting the international efforts to get girls to school.

A study by Oxfam (2004) carried out in Kenya, Uganda and Tanzania revealed the cultural practices of withholding girls from enrolling or discouraging these enrolled from continuing with further studies due to beliefs. In Kenya, enrollment in secondary school education level has grown by 18.3 percent from 882,390 students in 2003 to 1,043, 467 in 2006. However, disparities in gender have persisted. In 2004, the national completion rate was 91.5 percent for boys and 87.5 percent for girls registering a gap of between 4 percent in favour of boys Oxfam (2004).

In Masaba North district, Masaba district development plan (2002 – 2008) reveals that the provision of education facilities and opportunities exhibits gender bias. According to this document, there were low enrolment levels and high dropout rates among girls. Efforts are therefore required to enhance enrolment and discourage dropouts in both day and boarding secondary schools. At primary level, the boys and girls are given

equal opportunities. However, in cases of limited financial resources, boys are given preference (Masaba District Development Plan, 2002 – 2008).

1.2 : Statement of the Research Problem.

According to the republic of Kenya (2007), the national educational system has been characterized by gender disparities at the national level and between the various regions in favour of males. In spite of the government's efforts of providing free primary education, subsidized secondary education, the girls dropping out of school in Masaba North District is still an issue of concern in the recent past. The stakeholders' efforts of providing education to the girl child in the district have not been very successful because a large percentage drops before completing the full circle of four years in secondary education (MNSSER, 2011).

The power of a successful nation lies behind the intellectualism of its people both men and women. This determines the economic development of the nation a great deal. Considering the fact that education is one great business of life, a great percentage of Kenya's budget is allocated to the education sector. Despite this enormous financial contribution by the government, Masaba North experiences high school girl drop out. This is a clear indication that a number of fundamental issues are yet to be addressed in order to effectively handle the problem at hand (M.E.R, 2009).

In Masaba North District, Educational support (2004) claims that between 2008 and 2013 there were dropout rates of 10% for girls and 7% for boys. High wastage rates associated with dropping out, repetition in schools and low transition renders the education system inefficient (MOE, 2008). The study sought to investigate the extent of girls' drop out from secondary schools in Masaba North District and establish the factors influencing secondary school drop out in public boarding and day secondary schools, (MOE, 2007).

1.3: Purpose of the Study

The purpose of the study was to determine the factors influencing girls drop out in public boarding and day secondary schools in Masaba North District.

1.4: Objectives of the Study

The study was guided by the following objectives:

- i. To examine the extent to which socio-economic factors influence girls drop out in public boarding and day secondary schools in Masaba North District.
- ii. To determine the influence of individual related factors on girls' school dropout in Masaba North District.
- iii. To establish the influence of school related factors on girls' dropout in Masaba North District.
- iv. To determine the influence of gender policy implementation on girls' drops out rate(re-entry policy) in public boarding and day secondary schools in Masaba North District.

1.5: Research Questions

The study sought to answer the following questions.

- i. To what extent do the socio-economic factors have influence on girls' drop out rate in public boarding and day secondary school?
- ii. How do individual factors have an influence on girls' school drop out in public boarding and day secondary schools in Masaba North District?
- iii. How does school factors influence girls' drop out in public boarding and day secondary schools in Masaba North District?
- iv. To what extent does the gender policy implementation have an influence on girls' drop out rate in public boarding and day secondary schools in Masaba North District?

1.6: Significance of the Study

The study analyzed factors that influence girls' drop out in Masaba North District for boarding and day secondary schools. For the educational school planners, school administration and Board of Governors, the study enabled them to identify the existing gender gaps in secondary boarding and day schools in the district and hence inform them in formulating policies that could minimize wastage of education resources and promote education for both boys and girls. The study sought to help them offer guidance to the female child both so that the child could be able to participate fully in education as a result improve the culture of school dropout in the district thus enhancing the completion cycle in school as boys. The study may also shaded light to the parents on problems affecting their daughters and help them to come up with solutions that could promote girls' education. The findings could also serve as a basis for further research on the subject by students taking education as a field of study.

1.7: Basic Assumptions of the Study

The study assumed that students' records would be available in all the schools, it assumed that there were guidance and counseling teachers in all the schools and that the head teachers fostered an enabling environment for the girls' education. The study also assumed that all the schools had the gender policy document and that the respondents would be available during the administration of the data collection tools and that they would provide accurate information and the results found were generalized to the whole population.

1.8: Limitations of the Study

Masaba North district was not well networked by tarmac road; distance from one school to the other was far making accessibility difficult especially during the rainy season in which the data collection was carried out. Walking from one school to the other was tedious and tiresome.

1.9: Delimitations of the Study

The study covered public boarding and day schools because private schools have different factors such as administrative among other factors that influence their girls' dropouts. This study was based on the status of education in secondary schools in Masaba North district and focused on dropout among secondary school girls in the district. It was carried out in both girls' secondary schools and mixed secondary schools in the district while boys' secondary schools were excluded. The study only included students, teachers and head teachers in the selected schools. Although parents could provide crucial information, there were not respondents in the study because of the logistics in involving them.

1.10: Definition of Operational Terms

The following terms were used in the study for the following meanings:

Completion: Refers to the state of going through form one to four by a student in secondary school.

Disparity: Refers to the difference or inequality in opportunities in education in favour of one gender to the disadvantage of the other.

Drop Out: Refers to a secondary school girl-child student who leaves school before the end of four years of secondary school and does not re-enroll.

Dropout rate: Refers to a percentage of pupils withdrawing from school before completing the form four against those enrolled in form one.

Enrolment: Refers to the total number of students enrolled in a school in a given time.

Gross Enrolment Ratio: Refers to the numbers of pupils in the theoretical age group for a given level of education, regardless of age, expressed as age group for the same level of education.

Literacy: Refer to the state of an individual capable of reading and writing simple text understanding in a given language and preferring simple arithmetical calculation.

Retention: Refers to a state where school pupil progress from form one to form four without dropping out of school.

Secondary schools: A school level for children aged between 14 and 18 years old after primary school and before university or tertiary level education.

1.11: Organization of the Study

The study was organized as follows:

Chapter one presented the introduction to the study including the background to the study, Statement of the research problem, purpose of the study, objectives of the study, question to be answered by the study, significance of the study, basic assumptions of the study, Limitations of the study, delimitations of the study and definition of operational terms. Chapter two reviewed the relevant Literature in the area dropout among girls in secondary schools. The study explored the influence of both socio-economic factors such as poverty, cultural beliefs and cultural practices and school-based factors such as school administration strategies, and physical and learning resources on secondary school dropout among girls. Chapter three presented the research Methodology. It described the research design, target population, sample and sampling procedures, research instrument, piloting of the study instrument validity and instrument reliability. Data collection procedures and data analysis

techniques and ethical considerations were outlined in this chapter. Chapter four presented the data obtained from the respondents. Lastly, chapter five contained the summary of the study, conclusion and recommendations on areas for further studies.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1: Introduction

In this chapter the study reviewed literature related to factors influencing school dropout among girls in public and day secondary school in Masaba North District. These factors included socio-economic factors such as poverty, school based such as poverty, school based such as administration, availability of physical and learning resources. The study assessed family background, individual factors, gender and girls' dropout and the parents' involvement enhance the dropout rate for girls from school. The study determined the influence of girls' re-entry policy to girls' dropout. The study also assessed the gender policy implementation in school and to what extent it had been implemented. There was also a summary of review of related literature and conceptual framework.

2.2: Overview of Girls' Dropout in Boarding and Day Schools in Kenya

According to the republic of Kenya (2007), the national education system has been characterized by gender disparities at the national level, and between 1999 and 2004 North Eastern and coast province had gender disparities of over 10 percent while Central Province has a gender disparity of 2 percent. Achoka (2007) terms secondary school dropout as pandemic and alarming. In her finding on school dropout in Kenya, She points out that the average dropout and completion rates in secondary schools in Kenya for girls in the period 1992-2002 were 20 percent and 80 percent respectively while for the boys they were 14 percent and 87 percent respectively. In Masaba North District, International Chief Support Programme, (ICSP) reported that between 2001 and 2004 there were dropouts rates of 10 percent for girls and 7 percent for boys,(Brigit, Helms 2004).

2.3: Influence of Socio-Economic Factors on the Girl's Dropout in Public Boarding and Day Secondary Schools

A lot of research has consistently found that there is a strong correlation between education and socio-economic status of the household (Bhgwati and Kamat, 1973). Household socio-economic status is very powerful prediction of school achievement and dropout behaviour (Rumberger, 1995). In most cases histories of dropouts, it was clearly observed that their dropout was due to poverty or poor economic conditions of the households. Parents could not bear to afford the school expenses of their children. Similarly, due to poor economic conditions of households girls' dropout before completing the last grade in order to earn and financially support the households

The incidence of poverty was estimated at 56 percent of the Kenya population, where 82 percent of the poor live in rural areas and 18 percent in urban areas. Nyanza province had a poverty incidence of 46.5; about half of the province population is currently living in poverty (NADA 4. and EDI, 2005/2006). Masaba North District has a poverty incidence of 46 percent as at 2006; this shows extreme poverty in the areas which is a factor to girls' dropout in the district. In terms of intersection with poverty in the household girls are more vulnerable to permanent exclusion from school. The existence of poor families is heavily dependent on the labor of children especially the girls and women, in such a situation of poverty , the cost in real terms were too high and schooling was seen as a poor investment which provides no sure access to better employment(Bhagwati and Kamat, 1973). Poor families were unable to cover the direct costs of educating all their children, making an economically rational decision to boy child rather than girl child to school. Boys have a better employment prospects in the future and where extended families were the norm, also support aging parents. The opportunity cost of girls' education was also usually

significantly higher than that for boys and this was because girls labor than boys. Nejema (1993) argue that poverty and the fiscal crises which force families to cover shortfalls have a devastating impact on household and the education system as far as girls' education was concerned.

Educating girls and women was an important step in overcoming poverty. Inequality and poverty are not inevitable. The focus on poverty reduction enables the right to education to be a powerful tool in making a change in the lives of girls and women. Poverty has been universally affirmed as a key obstacle to the enjoyment of human rights and it had a visible gender profile.

The main reason for that was the fact that poverty resulted from violation of human rights, including the right to education, which disproportionately affect girls and women. Various grounds of discrimination combine, trapping girls in a vicious downward circle of denied rights. Denial of rights to education leads to exclusion from the labor market and marginalization into the informal sector or unpaid work. This perpetuates and increases women's poverty (Tumutti, 1985.)

Even though the government of Kenya declared free primary education in 2003, parents are however still expected to meet the costs of examination fee, school uniform and school meals and health care. Most poor house holds still cannot afford these thus leading to girls dropping out of school just because they don't have school uniforms and sanitary towels.

2.3.1: Family Background and Girls Dropping out of School

UNAIDS estimated that by the end of 2005 over 40 million people were living with HIV and AIDS. In the ten most affected countries all over of which are in sub-sahara Africa, adult HIV infection rate ranges from 12 to 39 percent of the population. The AIDS pandemic continues to grow worldwide; threatening gains made in all sectors

particularly girls education. The impact of AIDS on human and financial resources is deliberating education in many countries, while this trend affects all students; girls' position in the classroom is the most vulnerable (Rihani, 2006).

Their education as a result of the challenges posed by AIDS, (UNICEF, 2004) notes that as family members become sick or die girls often will drop out of school to care for them or for other family members, including young siblings who may be able to remain in school.

According to Kenya Aids indicator survey, 2007 national prevalence stands at 7.1 percent. There was a significant difference in HIV prevalence across provinces, over half 51.4 percent of all HIV infected adults live in Nyanza and Rift Valley (KAIS, 2007). Siaya district has the high incidence of HIV/AIDS estimated at 24 percent (KAIS, 2000). This continues to pose major challenge to all sectors of our economy affecting the development gains realized over years. If parents were infected, then it was more often that the girls will dropout of school to take care of the sick parents. In Nyanza the prevalence of orphaned children was 20.9 percent nearly double the national prevalence (KAIS, 2007). Several million of children were living with parents who were ill, often becoming the primary caregivers for their parents, young siblings and other dependants. The needs assessment and costing report on achieving, (MDG, 2005), notes that over 60 percent of these infected were living in rural areas where socio-economic conditions were worsening due to poverty and unemployment. The increasing number of orphans in developing countries from the spread of AIDS and war had increased attention on the human capital development of these vulnerable children. Kenya has observed an increase in the number of orphans due to deaths occasioned from HIV/AIDS related infections. According to the 2003 KDHS, data on orphaned children (Children under fifteen who have lost either one or both of their

natural parents) show that 9 percent have lost their father 4 percent have lost their mother and 2 percent have lost both. Concerns that orphans will acquire less education and thus worsening their own life chances, School age children who have lost one or both parents may not be able to afford the cost of schooling, they may be needed for economic activities or their guardians may simply invest less in their welfare particularly girls feel the more effect of HIV/AIDS.

2.3.2: Economic Status of the Family

Findings by UNESCO (2010) indicates: that about 1.4 billion of the world people survive on less than US & 1.25 a day. According to this report, many were parents struggling to keep their children in school and being born into poverty was one of the strongest factors leading to marginalization in education. This view is reiterated by Chapman, N.K (2008), who points out that the results of high cost of education have been reflected in overall decline in enrollment rates, high incidences of dropouts and repetition indicate teaching and learning resources and deterioration in the quality of education.

Chapman (2008) pointed out that the children born into poverty were less likely to stay in school and would have fewer qualifications.

Oxfam GB (2004) observes that household deprivation hurts girls education in particular as poverty intersects with social and cultural practices, beliefs and attitudes. Girls are often the first to feel the effect. In Masaba North district as pointed out in the District Development plan (20002-2008) in cases of stressed financial resources, boys are given preference due to poverty, parents encourage their daughters to dropout of school for marriage because they want dowry before they die. For those parents such marriages give them an opportunity to earn some income to meet some of their basic needs including clothes, food and medicine (Oxfam GB 2004).

The same view was expressed by the republic of Kenya (2007) which points out that the inability to meet educational cost was a greater barrier to girls' education. Girls were forced to seek for early marriage to escape poverty. They were forced into pre-marital sex, leading to unwanted pregnancy and eventual dropout of school.

According to the Republic of Kenya (2007), In Kenya throughout the country the school careers of girls were cut short by unwanted pregnancies forcing them to drop out of school. They could engage in pre-marital sex in order to earn some income for their basic needs.

Child labour was another result of poverty that hurts education. According to UNESCO (2010) there were estimated 166 million child laborers in the world, the report indicate that child labor ranged in scope from young to girls collecting water and firewood with their mothers to young boys tending cattle and engaging in paid work and to more extreme and dangerous forms of work. The report indicated that with labour activities taking up an average of thirty-seven hours a week. Young girls from the poorest households were less likely than boys to combine school and work forcing them to drop out of school.

This observation was shared by Chapman (2008) who concludes that child labour is widespread in Kenya. Chapman notes that despite the legislative and policy measures which have been put in place in this country there is widespread child labour in Kenya estimated to have two to three million children working. He further pointed out that child labour exploits children, physically, mentally, morally by blocking them from accessing education and forcing those in school to drop out.

2.3.3: Cultural Status and Girls's Drop out of School

Cultural and traditional values stood between girls and their prospects for education can address some of societies deeply rooted inequalities, which condemn millions of

girls to a life without quality education, therefore also too often to life of missed opportunities improving opportunities for girls and women help them to develop skills that allow them make decisions and influence community change in key areas. In Uganda, Nammuddu (1999) argues that poor performance of girls has relations with greater demand on their time to perform house chores including fetching water and wood, cooking and the care of younger siblings. One reason for denying girls and women their right to education is rarely articulated by those in charge: that is their fear of the power that girls will have through education. There is still some resistance to the idea that girls and women can be trusted with education. (Odaga and Heneheld, 1995) indicate that the education investment behaviour or decisions of most African families is based on gender differentiation, birth order and number of siblings. According to them, parents often consider that boys are better at school. Education is also seen in some societies as a fear of change and now with globalization, the fear becomes even greater fear to lose the cultural identity fear of moving towards the unknown or the unwanted, and fear of dissolving in the many others.

2.4: Individual Related Factors and Girls' dropout from Boarding and Day Secondary schools

The World Bank (2007) points out that far from being safe havens for learning, schools are often sites intolerance, discrimination and violence. Girls are disproportionately the victims. Many girls who surmount the barriers preventing from attending school face harassment and sexual abuse from their peers or from teachers once they are enrolled. Aggressive and intimidating behaviour and unsolicited physical contacts such as touching and groping assault, conceive sex and rape, or

constitutes forms of sexual abuse that force girls out of school. This view is supported by MOE (2007) which point that such incidences occur in school.

2.4.1: Gender and Girls' Dropout in Boarding and Day Secondary School

Gender differentiation and its oppressive tendencies especially on the girl child and woman started right from birth. From the time babies are born treat boys and girls differently (Kibera and Kimokoti, 2007). There is documented evidence that female education is one of the most important forces of development (King, 1999). While it is important to educate both boys and girls FAWE enumerates a number of reasons in favor of educating the girl child because it has the highest return in the developed countries; it has multiliter effects and empowers women to bring about other necessary changes like family size increased income and market productivity. Although it is agreed that educating female brings more benefits to society than educating males, more males especially in less industrializes economies of Africa continue to go to school and work their way up the ladder (Muller,1990). Most societies worldwide prefer to educate boys to girls. The society does not put a lot of emphasis on the education of girls. It is argued that a woman does not need to be educated because unlike the man who is the head of the family and bread earner is expected to be a wife, home maker and a mother (Kibera, Wairimu and Kimokoti, (2006). This – practice ignores the practice that over 30 percent of families worldwide, Kenya included are now headed by women (McKenzie, 1993).

2.4.2: Aspiration and girls' dropout in boarding and day secondary schools

According to the study conducted by (Tumti, 1985) girls aspiration is energized by guidance and counseling in schools. Girls who are focused in education may end up dropping if the environment in which they are learning is not conducive and friendly.

He argues that such students need to be guided in order to build or add up to their aspiration. The importance of guidance and counseling in schools is presented by (Ndichu,2005) Who stated that modern society has changed so much, the society safety nets that existed in traditional societies and ensured a somewhat stable environment for children to grow up. In the school setting there are many difficulties which students may express through withdrawal, unhappiness, annoyance, anger and inability to meet needs which may lead to turning their aspiration into a nightmare than a success.

2.4.3: Age and girls' dropout in boarding and day secondary schools.

The AED mentoring guide for girls success 2009 notes that girls begin to mature into young women when they are in upper primary and secondary school. They go through many challenges and hence need support. During this time girls benefit information that they may not bear from their parents or teachers. When girls receive information will help them make good decision about all aspect of their lives they are more likely to stay in school take care of themselves and be successful in future activities. Mentoring also helps students at this age to support them in program completion, confidence building and transitioning to further education or work force (Cindy, 2004).

2.5: School Based Factors and Girls Dropout in Boarding and Day Schools

Alika and Egbochuku (2009) points out that the school administration plays a crucial role in determining whether or not students will stay in school to complete the education cycle or dropout before completion. The policies in place will either promote school attendance or discourage it. This includes setting goals and standards

that keep everybody focused, initiating and managing change and monitoring students and staff discipline.

In agreement to this, Achoka (2009) points out that to minimize school dropout amongst girls, school administration is the key in advising parents, teachers and students against regressive cultural practices that threaten retention, ensuring that the school is free from violence, sexual harassment, threats and individual hatred. She further points that, ensuring that the school is responsive to the needs of the girl child and that there is a guidance and counseling department to address problems faced by girls in school will significantly encourage girls to stay in school. In a manual of a child friendly schools the MOE (2010) points out that school administration is key in promoting equality and equity in schools which entail deliberate efforts to seek out boys and girls and providing gender responsive facilities such as toilets, desks, sanitary disposal systems and adequate water. In schools where the administration is not keen on such issues more girls are likely to drop out of school.

2.5.1: Sanitation and Girls' Dropout from Boarding and Day Secondary Schools

Tsujita, (2009) as cited by UNESCO (2010), notes that poor infrastructure in schools is a turn off from school especially to girls who find it more difficult to cope forcing them to dropout. This view is shared by UNICEF (2003) which indicates that 10 percent of girls skip school during menstruation or dropout entirely because of lack of decent sanitation. The report adds that lack of water; privacy and sanitation disposal systems may simply force girls to drop from school. The MOE (2010) contends with this view when they observe that limited or poor quality toilet facilities may have different implications for girls in terms of enrolment and attendance because of their special needs during their menstruation periods as well as their vulnerability to sexual harassment on their way to or from the toilet.

2.5.2: Teaching Learning Resources and Girls Dropout from Schools

Oxfam (2004) shares this view as indicated by in their report. According to their findings in Tanzania, lack of facilities such as desks made a number of girls to drop out of school. While boys could make to with sitting on the floor most girls found it a big challenge sitting on floor. Apart from teasing boys to their posture on the floor, they had to pay attention whenever they woke up or sat down.

2.5.3: School Levies and Girls Dropout from Boarding and Day Secondary Schools

Increased parental interest and involvement in school would have a positive impact on effects to decrease corruption in school, (Rihani 2006.) Existing research reveals that; school levies that are imposed on students result to drop out especially to students who come from poor families. When parents are fully involved in schooling is an important indicator of child success of schooling (Rush and Vitale 1995.) students perform better in school if their parents are more involved with their schooling. The more parents participate in schooling in a sustained way at every level in advocacy, finance decision making and oversight roles, as fund raisers and booster, as volunteers and para - professionals and as home teachers, the better for students and less drop out (Williams DL and Charkin N 1989).

2.5.4: Peer Influence and Girls Dropout in Public Boarding and Day Secondary Schools

According to the MOE (2007) argues that girls in their teens are easily lured by their peers to engage in their teens are easily lured by their peers to engage in premarital sex which may lead to dropping out of school. Even where relations exist between students themselves it is mostly the girls who drop out of school. Sometimes students have dropped due to their own reasons many influence their friends to drop, and look

for greener pastures when the school environment is not friendly. The school may be a haven of violence, harassment and sexual violence from both boys and teachers. The paper further indicates that addressing drop outs among girls means putting in place policies confronting sexual violence and harassment of girls in school.

2.6: Gender Policy and Girls Drop Out In Public Boarding and Day Secondary Schools

Education is widely recognized as the key to National development. An increase in access and quality of education, relative to the National population is critical to socio-economic growth and providing increased individual earning and subsequently reduced income inequalities and the reduction of poverty (GOK 2007.) The National education system has been characterized by gender disparities at the National level and between the various regions in favor of male. The commitment of Kenya to attain gender equality is underlined in various National and International Legal and policy documents (The children act, 2001) unequivocally stipulates every child's entitlement to education, thus ensuring full inclusion of girls in basic education. Other policy documents seek to mainstream gender in all sectors, pledge to enforce a policy of equal opportunities, lay emphasis on the education of girls and stipulate measures for mainstreaming gender in education sector.

Research on gender and education has focused on unearthing the underlying causes of gender disparities and the factors that hinder attempts to reduce and eventually eliminate disparities. Studies have revealed that key factors include social, cultural and religious beliefs, attitudes and practices, poverty, child labour, poor learning environment, lack of role models, HIV/AIDS curriculum, pedagogy and learners' attitudes among others.

The MOE (1999) school management guide gives the head teacher the responsibility for all matters pertaining to the smooth learning of the school. The head teacher should encourage enrolment and retention of both boys and girls and sensitize the staff and the community on gender issues affecting performance of all students. The head teacher should be familiar with issues related to gender and education especially the ministry policy on access, equity, relation and quality education for girls and boys. Head teachers should advise the teachers on the choice of teaching and learning materials that are gender friendly and discourage classroom practices that are gender blind and gender biased. The head teacher should also ensure the guidance and counseling services are established and offered to students.

2.6.1: Re-Entry Policy and Girls Drop Out In Public Boarding and Day Secondary Schools

According to the MOE (1994) the government of Kenya introduced re-entry policy of girls after school pregnancy. However the government found that socio-cultural factors were important in preventing young mothers from returning to school. The re-entry policy for girls who drop out of school after becoming pregnant while still at school is of international concern. The Kenya government has already signed numerous international and regional declarations guaranteeing all children the right to education. However it is not well known to what extent girls are taking advantage of the policy, how aware school managers are of the policy and what challenges they meet in its implementation (Omwancha Kodek, 2012)

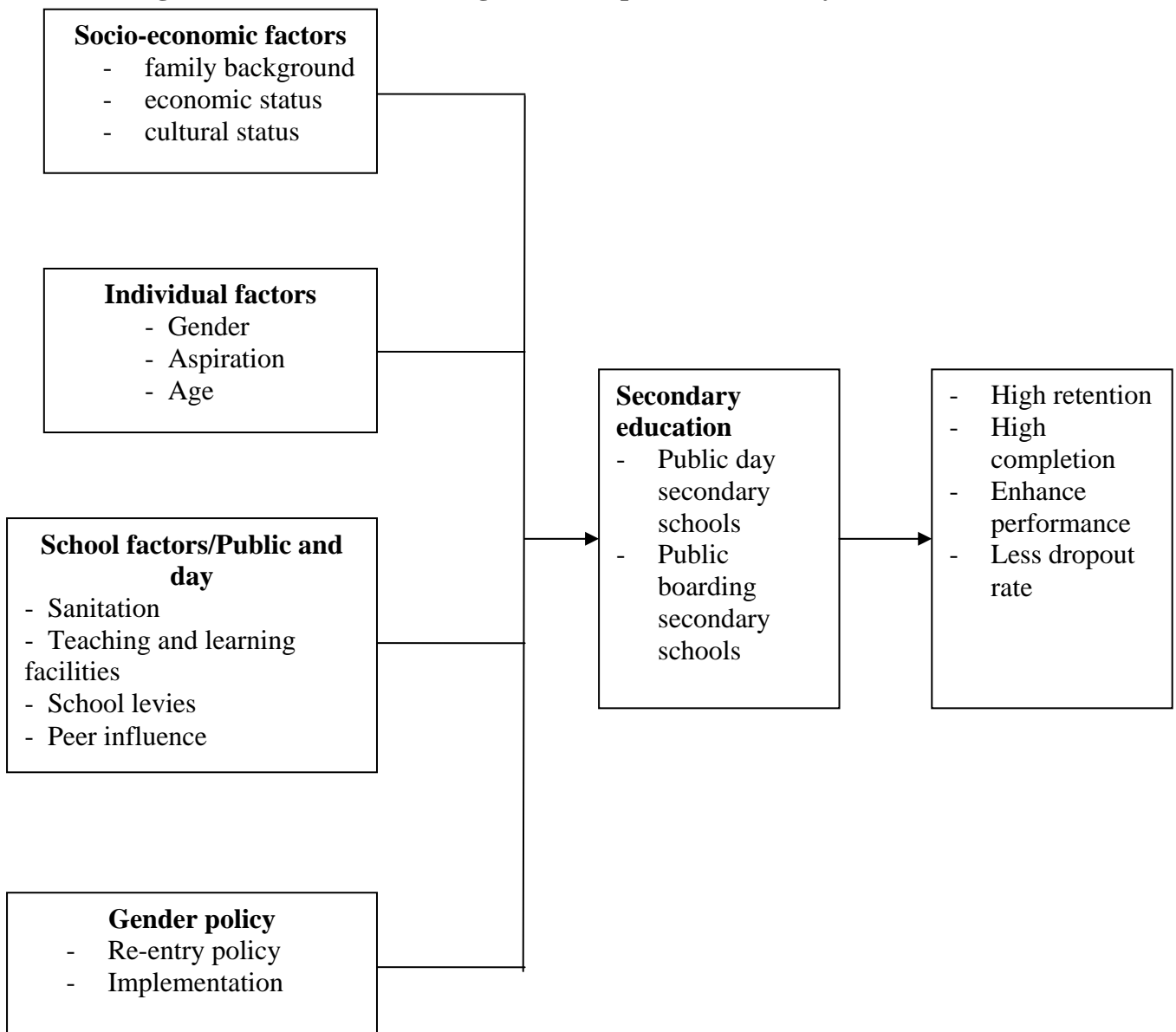
2.6.2: Implementation of Re-Entry Policy and Girls' Dropout from School

According to (FAWE,2012) has shown that teenage girls continue to drop out of school due to pregnancy with many of them not returning to school after child birth, even in the African Countries which have enacted policies to enable re-admission of

girls after childbirth, few girls return to and complete school. This has serious impact on communities. Children whose mothers have little or no education are likely to develop health difficulties and to continue living in poverty. Therefore FAWE has undertaken a comparative study of the implementation of re-admission policies targeting adolescent mothers in Malawi, Mozambique, Namibia, Swaziland, Zambia, and Zimbabwe. This study is aimed at examining implementation strategies and identifying gaps in translating re-entry policies into practice across the six countries, (FAWE, 2009).

2.7: Conceptual Frame Work

Figure 2.1 Factors Influencing Girls' Dropout in Secondary schools



In the conceptual frame works shown above, (figure 2.1), the four factors, socio-economic factors, school factors, individual related factors, school related and gender policy shows the input or the influence to drop out of girls in secondary day and boarding schools. The factors influence high retention, high completion, enhances performance and fewer dropouts. When there is high input of the factors, the secondary education for girls is well maintained resulting to high retention of girls in school, but when there is low input more girls drop out of school.

According to the conceptual framework (figure 2.1 there are four factors which influence the dropout of girls from school: these are socio-economic factors, school related factors, individual factors and gender policy implementation. In social economic factor students who come from families which are poor may not complete their secondary education because of lack of school levies. Some families have cultural believes that boys are important than girls, thus affecting girls education. Individual factors such as gender, aspiration and age also affects the girls' education whereby girls who surmount the barriers preventing from attending school face harassment sexual abuse, aggressive, assault and rape. School factors such as sanitation, teaching learning facilities, school levies and peer influence affect girls' education if they are not adequate. Girls feel neglected more than boys when facilities are poor. If the facilities are improved then girls would be retained in school. In gender policy some schools are reluctant in implementing gender policy. Girls who drop out of school due to reasons such as pregnancy are supposed to be re-admitted in order to complete their schooling. If this factor is implemented then there would be high completion, less dropout, high retention and enhance performance.

2.8: Summary of Review of Related Literature

In the context of this study boarding and day schools dropout among girls is perceived to be a result of complex interaction of factors such as socio-economic , cultural, school based factors, family economic background, individual factors, teaching learning resources, school levies, peer influence earlier pregnancy and gender based on the key objectives of the research. An approach to addressing girls' economic challenges is to provide additional guidance to girls out of school on specific academic topics to ensure their success and to motivate their stay in schools (Rihani, Kay and Psaki, 2006). A powerful prediction of schools achievement and dropout behavior is said to be household socio-economic status (Rumberger, 1995). In most cases research on dropout has indicated that it is due to poor economic conditions of households, girl dropout of school before completing the last grade (form four) in order to earn and financially support their households. (UNICEF, 2004) notes that as family members become sick or die girls often will dropout of schools to care for them or for other family members. Research has indicated that parents' involvement in schooling is one of the most important indicators of child success in schooling (Rush and Vitale, 1995).

The Principals should encourage enrolment and retention of both girls and boys and sensitize the staff and the community on gender issues affecting performance of both boys and girls and implement education policy hence have collaborative efforts with the ministry of education and other ministries. However the primary responsibility and accountability over its success rests with the ministry of education in which the head teacher plays the major role, (MOEST, 2003). Therefore Literature review hold that there is a relationship between the various factors and dropout rates for girls in boarding and day public secondary schools. It holds that various factors contribute to

the high dropout rates for girls, the socio-economic factors, school supplies based factors, such as sanitation, teaching learning resources, physical facilities and peer influence to address the situation implementation of the gender policy should be in place hence re-entry programme in boarding and day secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1: Introduction

This chapter presented a detailed description of the selected research methodology. It described the research design, target population, sample size and sampling procedure research instruments, piloting of the study, validity and reliability, data collection procedures, data analysis techniques and ethical considerations.

3.2: Research Design

Through the use of descriptive survey design the study surveyed the dropout phenomenon of female secondary school students in boarding and day secondary school in Masaba North District. The descriptive design was relevant due to its ability to identify factors influencing the dropout rate among girls as well as obtaining information from the teachers and students. The quantitative approach to the study reviewed the school records including enrollment and dropouts to collect the available data. To interpret the data, a cross sectional research design was used for statistical description, interpretation and determination of influence on dropout.

3.3: Target Population

Mugenda and Mugenda (1999) define population as an entire group of entities, individuals, objects or events having common characteristics. It is the sum total of all that conforms to a given specification. Target population is a large area from which a sample population size is selected. The target population for the this study comprised of 20 public secondary schools out of which two were purely girls' schools and the remaining three were mixed boarding secondary schools.

The target population comprised form four students, head teachers, teachers and guidance and counseling teachers. The form four students were considered most

appropriate respondents for the study because they had been in school for a longer period of time and were more familiar with the issues to be investigated. Teachers were important because they are the ones who facilitate the learning process through organizing and conducting instructional activities in the classroom and they interact with the learners. Most principals of schools play an important role because they provide learning and teaching materials, supervision and implementation of the curriculum which may affect learners resulting to dropouts. Guidance and counseling teachers have a central role because they are the ones who interact with students especially during critical moments. The targeted population was 7,813 people. These composed of 600 teachers and 7,213 students of whom 4,088 were boys and 3,125 were girls in both boarding and day secondary school.

3.4: Sample Size/Sampling Procedures

This section described the sample size and sampling procedures. A sample is a subset of the population that can be analyzed at reasonable cost and used to make generalization about the population parameters with ease. According to Gay (1992) a researcher selects a sample due to various limitations that may not allow research on the whole population. Mugenda and Mugenda (1999) note that the resources and time tend to be the major constraints in deciding on the sample size to use. They argue that the proximity between the researcher's place of residence and study sample is a factor of consideration in research. Thus reducing the impediments associated with distance coverage while increasing the interaction rated between the researcher and respondents at personal levels both formally and informally.

Gay (2006) recommends that the minimum sample of a small population is 30% while 10% can do for a big population. There were 20 public secondary school legible for

the study in Masaba North District. All the principals of these secondary schools were sampled in the study. The numbers of form four students were about 2,060 in the district therefore, there were about 240 students' respondents. The number was equally divided in all the schools. There were also 20 principals, 20 guidance and counseling teachers and 10 other teachers who were either deputy principal or class teachers of those legible schools. The total respondents translated to 290.

Before going to the field the research obtained a list of public boarding and day secondary school in Masaba North District (D.E.O). Education Officer (D.E.O). The list was then used as a sampling frame. The survey sample was then drawn from the population. Only the form students were purposefully sampled to participate since they had been in the school for long.

3.5: Research Instruments

The study used interview schedule and questionnaires. The selection was guided by the nature of data collected, time available as well as the objectives of the study. The study was mainly concerned with collecting opinions, views, feelings and attitudes. Such information was best collected through the use of questionnaire and interview techniques (Bell, 1993). Semi structured questionnaires were used to capture both qualitative and quantitative data. The questions were structured into six sections in line with the objectives, section two dealt with demographic information, section gathered information examining the extent to which socio- economic factors influenced dropout rate, section three sought to establish the influence of basic school supplies on girls dropout rate, section four focused on collecting information on influence of mentoring activity on school dropout, section five focused on the role of parental involvement in girls education while the last section captured on influence on

gender policy implementation on school dropouts. There was an interview scheduled to study the objectives and focus discussions with the head teachers.

3.6: Pilot Study

Piloting was done in Metamaywa secondary school in Masaba North District to determine whether the respondents could present similar characteristics. A sample of 15 students and 3 teachers participated in the study. The pre-testing of the research instruments to the respondents with same characteristics helped in eliminating errors made during the administration and scoring. It also helped in reframing questions which could be misunderstood differently from what the study tried to test.

3.6.1: Validity of the Research Instruments

Research instrument is considered to be valid if it actually measure what it intended to measure and when the data collected through it accurately represents opinion (Amin, 2005). All terms must be clearly defined so that to have same meaning to all respondents (Best and Khan, 2004). The instruments were given to two experts to evaluate the relevance of each item in relation to study objectives. During the discussion with the experts, themes and sub- themes capturing the topics of the study were established. Open and closed ended questions in the questionnaires were constructed to conduct the questionnaires and interview sessions.

The experts also decided on which section to be included in each part. Peer review of the instrument was carried out to check the relevance.

3.6.2: Reliability of the Instruments

Reliability is a measure of the degree to which a research instrument yields consistent results or data after repeated trials. The instruments were administered to 15 students and 3 teachers who were again given the same instrument two weeks later, scoring was done to ascertain the number of items answered. This was correlated using

Speersions' coefficients correlation (r). Reliability of the study was determined through the test re-test method.

3.7: Data Collection Procedure

The study proceeded to collect both quantitative and qualitative data using the already designed research instruments. All this took place during the school days in order to get all the targeted respondents for the study. A research permit was sought from the National Commission for Science and Technology and Innovation (NACOSTI). Copies of the permit granted were presented to the relevant authority. The District Commission Masaba North was informed to issue security. The DEO Masaba North issued clearance letter to visit schools under study. The researcher contacted head teachers through a letter and there after made arrangements for actual school visits. Confidentiality was assured to all respondents.

3.8: Data Analysis Procedures

Both qualitative and quantitative data was collected. The response in the questionnaires was tabulated, coded and processed by computer. The results from the data were analyzed using Statistical Package for Social Sciences (SPSS). Descriptive statistics was used to analyze the responses. Analysis of data was accompanied with tabulations and percentages.

Descriptive statistics of frequencies and percentages was used to summarize the data. Data from the open ended items in all the categories of questionnaires were read thoroughly and recorded for qualitative data analysis. These categories for all types of questionnaires were generated using codes assigned by the use of SPSS computer programme. The data were then evaluated and analyzed for usefulness in answering research questions.

3.9: Ethical Considerations

Despite the high value of knowledge gained through research, knowledge cannot be pursued at the expense of human dignity. The researcher ensured the informed consent of the respondents and the interviewers. The researcher had personal identification before the respondents and informed them the intention of the research was only for academic purposes, the researcher explained the expected duration of participation and procedure to be followed, the extent of privacy and confidentiality. The respondents were not obligated to write their names on either the questionnaires or focus group discussion. The respondents had the freedom to ignore items that they did not wish to respond.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1: Introduction

This chapter presents the findings of the study. The purpose of the study was to determine the factors influencing girl's dropout in public boarding and day secondary schools in Masaba North District. The method used for research was survey design. The study surveyed the dropout phenomenon of female secondary school students in boarding and day secondary schools in Masaba North District. The main instrument for data collection was questionnaires for students, teachers, principals and guidance and counseling teachers. The responses from the subjects were compiled into frequencies and converted into percentages and presented in tables. The data was then analyzed based on each question asked by the study in the questionnaire.

4.2: Questionnaire Return Rate

The questionnaire for the respondents were categorized into two groups in order to get a clear comparative return rate of questionnaires in public boarding and day school. A total of 290 questionnaires were administered to the respondents, 40 for teachers and 250 for students. Research administered 100 questionnaires for students in public boarding schools and 150 questionnaires to public day schools. Forty questionnaires were administered to both Head teachers and Guidance and counseling teachers. Each Head teacher and one teacher from every school was a respondent. In public boarding there was 100 percent return rate but in public day 141 students returned giving a response return rate of 94 percent. All the principals and teachers had 100 percent return rate. Hartman (1979) notes that 50 percent return rate is adequate, 60 percent is good and 70 percent and above is very good. A result a return rate of 94% seemed to be very good and sufficient for data analysis. The return rate was seen to be sufficient

because a large number of students and teachers who were administered with the questionnaires responded and returned.

4.3: Demographic Characteristics of the Respondents

The personal data helped in contextualizing the findings and their influence to girls dropout rate in school and also formation of appropriate recommendations to enable more girls be retained and complete their secondary school education.

The information included age, orphan status, class teachers gender, highest school qualification, level of training in guidance and counseling and length of service were examined. The demographic information was obtained from all the respondents in the sample namely, principals, teachers, students, guidance and counseling teachers as shown on Table 4.1 below

Table 4.1: Demographic Data of Respondents

Characteristics of respondents	Public Boarding secondary school		Public day secondary school	
	Frequency	%	Frequency	%
GENDER: Male	3	60	10	66.7
Female	2	40	5	33
TOTAL	5	100	15	100
Teachers work experience				
0-5	0	0	4	26.7
6-10	1	20	3	20
11-15	2	40	3	20
Over 15	2	40	5	33.3
TOTAL	5	100	15	100
Students	100	100	141	100
Total	100	100	141	100
Category of school				
Mixed	3	60	15	100
Single sex	2	40	-	100
Total	5	25	15	75

4.3.1: Students Age and Influence on Dropout

In this section the study sought to focus on age of the students. To analyze this, the respondents were asked to state their year of birth and the responses presented in Table 4.2 below

Table 4.2: Students Age and Influence on Dropout

Students' age	Public Boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
19 years	7	7	13	9.2
18years	12	12	30	21.3
17 years	21	21	6	4.3
16 years	20	20	34	24.1
15 years	25	25	51	36.2
14 years	15	15	7	4.9
Total	100	100	141	100

The students' age ranged from 14 to 19years. Students representing 7 percent in boarding secondary schools were aged 19 years, while in public day secondary schools students representing 9.2 percent were aged 19 years, students representing 21.3 percent in public boarding schools were aged 18 years. The students who were 19 years and 18 years in both public boarding and day secondary schools were over age. In Kenya students are expected to undertake eight years of primary education and four years in secondary education, (KIPPRA, 2001). It could be therefore be interpreted that the majority of the secondary school students were above the secondary school age and had spent more years than required in school. This factor could be attributed to high repetition which stands at 17.3 in Nyanza. The majority of 60 percent of the girls were over and above the school age. This confirms (Rihani 2006) who noted that; when girls repeat many times they are likely to drop out of school and either get married or work as house helps.

4.3.2: Distribution of Students by Orphan status

The study focused on orphan status of the students and influence on dropout rate of girls in public boarding and day secondary schools, to analyze this, the respondents were asked to state their orphan status and the responses were presented in Table 4.3

Table 4.3: Students' Responses on Orphan status

Status	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Mother only alive	61	61	73	51.7
Father only alive	7	7	16	11.3
Total orphan	10	10	22	15.6
Both parents alive	22	22	30	21.3
TOTAL	100	100	141	100

According to the Table 4.3 students representing 61.5 percent in public boarding had only their mothers alive, students representing 7 percent in public boarding had their fathers alive while in public day was 11.3 percent with their fathers alive. Students in public boarding representing 22 percent were total orphans. 22 percent students in public boarding had their parents alive while 40 percent students in public day had both parents alive. Therefore, it can be seen that over 50 percent of the students who responded had either lost one or both parents and were either total or partial orphans. The high rate of orphans was as a result of high HIV/AIDS preferences in Masaba North District which stood at 24 percent. (UNICEF, 2004). While orphan hood affects all students, girls position in the classroom is most vulnerable. This concurs with (UNICEF, 2004) which notes that the school aged children who have lost one or both parents may not be able to afford the cost of school. They may be needed for

economic activities or their guardians may simply invest less in their welfare particularly girls who often become care givers for their younger siblings who eventually drop out of school.

4.3.3: Distribution of Teachers by Gender

The study also intended to establish the gender of the teachers who were involved in the guidance and counseling. To analyze, respondents were asked to state their gender and their responses presented in Table 4.4

Table 4.4: Distribution of Teachers by Gender

Teachers' responses by gender

Gender	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Male	3	30	10	33.3
Female	7	70	20	66.7
Total	10	100	30	100

Teachers' respondents in public boarding secondary schools on gender showed that 30 percent were male teachers in while in public day secondary school 33.3 percent teachers were males. In public boarding secondary schools 70 percent teachers were females while in public day 66.7 percent of the teachers were females. Further analysis along gender revealed that more female teachers were guidance counselors; this would translate into helping students make meaningful choices of school subjects and plan their life.

4.3.4: Distribution of Teachers by Age

The study further intended to establish the age ranges of the teachers who were involved in guidance and counseling. To analyze this, the teachers were asked to state their age and their responses were presented in Table 4.5;

Table 4.5: Teachers' Responses on their Age Brackets

Age bracket	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Over 30 years	6	60	23	76.7
28 – 30 years	3	30	4	13.3
23 – 27 years	1	10	3	10
Total	10	100	30	100

60 percent of the teachers in public boarding secondary schools were over 30 years and 76.7 percent of the teachers in public day schools were over 30 years. In the age bracket of (28 – 30) years there were 30 percent of the teachers in public boarding and 13.3 percent in public day school. 10 percent of the teachers in public boarding were in the age bracket of (23 – 26) years and 10 percent in public day schools. Analysis of the demographic attributes of sample teachers surveyed reveal that, most of them were over 30 years which was a good age bracket to handle students the majority being females. They had long experience growing as a girl child and therefore able to understand girls' individual differences and situations.

4.3.5: Distribution of Teachers by Level of Training in Guidance and Counseling

The study also sought to obtain the teachers' level of training in guidance and counseling. To get information, teachers were asked to state their level of training in guidance and counseling and their responses were presented in Table 4.6

Table 4.6: Teachers' Responses on their level of Training on Guidance and counseling

Level of training	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Degree	1	10	1	3.3
Diploma	1	10	2	6.7
Certificate	1	10	5	16.7
Short courses(workshops) and seminars	6	60	20	66.7
Not trained	1	10	2	6.7
Total	10	100	30	100

90 percent of the teachers in public boarding schools had knowledge on guidance and counseling whereas only 10 percent of the teachers did not have any form of training. 93 percent of the teachers in public day had knowledge in guidance and counseling and 16.7 percent teachers in public day were trained in certificate courses and 10 percent in public day lasting three months. Only one teacher in public boarding and day had attended a degree course in guidance and counseling. 10 percent of the teachers had attended diploma courses in public boarding and 6.7 percent in public day schools. The majority of the teachers representing 60 percent and 66.7 percent respectively had however gained the knowledge in organized workshops by NGOs' partners lasting one week. These findings confirm (Tumuti 1985) who in his study on guidance and counseling in Kenyan schools noted that most teachers have very little or no counseling training. It is recognized that most activities were facilitated by Ngo's. According to American Journal of science Research (2010) counselor with

high length of working experience are more conversant into trends regarding guidance curriculum development and delivery system.

4.4: Socio-Economic Influences on Girls Dropout Rate

In this objective one, the study examined the extent to which socio-economic factors influence girls' dropout in public boarding and day secondary schools. For the study to get more information, teachers and students were asked on the following themes: family background, classes mostly affected by dropouts, students already thought of leaving school, number of students who have already dropped out and the reasons for dropouts.

4.4.1: Family Background for the Dropouts

The teachers were asked to give the family background for the dropouts; this was to help in determining the socio-economic and socio-cultural issues leading to dropouts.

The teachers' responses on the questions are represented in the Table 4.7 below

Table 4.7: Teachers Responses on Influence of Family Background on girls' Dropout

Influence	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Orphans	2	20	6	20
Uncaring parents	2	20	4	13.3
Poor families	6	60	20	66.7
Total	10	100	30	100

When teachers were asked about the family background of the majority of the dropouts, 20 percent and 20 percent were reported to be orphans from public boarding and day secondary schools respectively. There were 20 percent responses from public boarding and 13.3 percent from public day secondary schools which said uncaring

parents. Poor families' responses had the highest response, which was 60 percent and 66.7 percent. According to the (MNSR, 2011) the district had a poverty incidence of 42 percent. In terms of intersection with poverty in the household, girls are more vulnerable to permanent exclusion from school. Poor households are unable to cover the direct cost of educating all children making uneconomically rational decision to send boy child rather than girls to school as noted by (Rumberger, 1995). Household economic status is a very powerful prediction of school achievements and dropout behaviour. The high rate of orphan hood is partly as a result of the HIV/AIDS prevalence in the District which stands at 24 percent (KAIS, 2000) while orphan hood affects all students, girls' position in the classroom is most vulnerable. They are often to sacrifice as a result of the challenges posed by AIDS (UMCEF, 2004)

4.4.2: Cultural Influence in Education and dropout

The study focused on culture and its influence on girls' education, the students were asked who made decision for them to be in school? Their responses were presented as in Table 4.8

Table 4.8: Students' Responses on cultural influence in Education

Decision maker	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Mother	70	70	97	68.8
Father	15	15	26	18.4
Both	8	8	10	7.1
Others	7	7	8	5.7
Total	100	100	141	100

According to table 4.8, students from public boarding reported that mothers played a major role with 70 percent while those in public day secondary schools also reported

that their mothers too took the key role. 15 percent in public boarding reported that their fathers made the decision, while in public day 18.4 percent reported that their fathers played a key role. Students from both categories reported that 8 percent both parents played a key role and 7.1 percent respectively. In both categories students are assisted by other people in decision making where they reported 7 percent and 5.7 percent. 70 percent and 68.8 percent report was due to the partial orphan with mothers only as the majority of the students were partial orphan giving their mothers only. It can therefore be interpreted that mothers seemed to be more involved in girls' education and some gender awareness was being seen where both parents decided together. The other 7 percent and 5.7 percent were total orphans who stayed with guardians such as uncles, aunts, grandparents and other relatives who made decision for them to attend school. However, the 15 percent and 18.4 percent in public day secondary schools means that fathers still held the key to decision making in most families. On a further analysis when the teachers were asked who the family will favor especially when there are little resources, 100 percent reported boys were more favored. Although it is agreed that educating females bring more benefits to the society than educating males, more males especially in less industrialized economies of Africa continue to go to school and work their way up the educational ladder (Muller, 1990). Most societies, worldwide prefer to educate boys to girls. The society does not put a lot of emphasis on the education of girls. It is argued that a woman does not need to be educated because unlike the man who is the head of a family and bread earner is expected to be a wife, home maker and mother (Kibera and Kimonoti, 2006). This practice ignores the fact that over 30 percent of families world wide, Kenya included are now headed by women (Mackenzie, 1993).

4.4.3: Students who had thought of Dropping out of School

The study wanted to find out what goes on in the minds of students as pertaining their educational progress, to get more information, students were asked the following question, have you ever thought of leaving school? If yes why? The students responses were shown as analyzed in Table 4.9

Table 4.9: Students' Responses on their Thoughts of Dropping out of School

Thought of leaving school	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
YES	21	21	105	74.5
NO	79	79	36	25.5
TOTAL	100	100	141	100

It can be interpreted that students representing 21 percent in public boarding and students representing 74.5 had thought of leaving school whereas the remaining 79 percent in boarding secondary schools and students representing 25.5 percent of the students in day schools had no. On further analysis when asked why they thought of leaving school. The following reasons were given: too much household work and no time to study, death of parents, no one to take care of them, fathers too harsh to them, wanting relationship with teachers, ridicule from other students on poor performance and forced repetition. This analysis shows that students who drop out of school at least think about it before they eventually drop, they feel too much overburdened with societal roles and responsibilities. The 21 percent in public boarding and 74.5 percent was a very big number to be thinking of dropping out at any particular time. This is confirmed by (Arunda, 2008) who noted that the need for guidance and counseling in all learning institutions can be over stated globally. It is evident that students in all

levels of learning and in educational institutions have needs that call for guidance and counseling services which if unattended to, could lead to numerous in disciplinary actions and wastage.

4.4.4: Students' Awareness on Dropout in their Classes

The study wanted to find out if the students were well aware of what is happening in their surrounding, to get this information, the students were asked the following question; are there students in your current class girls and boys who have dropped out of school? The responses were analyzed in Table 4.10

Table 4.10: Students' Responses on Awareness on Dropouts in their classes

Awareness	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
YES	69	69	111	78.7
NO	31	31	30	21.3
TOTAL	100	100	141	100

According to the Table 4.10 over half in both public boarding and public day secondary schools with the responses of 69 percent and 78.7 percent were aware of the dropouts in their classes whereas 31 percent of the students in public boarding and 21.3 percent in public day schools were not. This reflected the high level of awareness amongst the students on the happenings around them.

4.4.5: Number of Boys who had dropped out of School

To emphasize further, the students were asked if they could remember in numbers how many girls and boys had dropped in the current school year and the responses were represented in Tables 4.11 and 4.12.

Table 4.11: Students’ Responses on Number of Boys who had dropped out this year (2013)

NO. of Dropouts	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
None	53	53	69	48.9
1	15	15	24	17.1
2	6	6	10	7.1
3	4	4	6	4.3
4	2	2	4	2.8
5	1	1	1	0.7
Don’t know	19	19	27	19.1
Total	100	100	141	100

At least 53 percent responses in public boarding and 48.1 percent responses in public day secondary schools of the students questioned said that none of the boys dropped out of school. 15 percent and 17.1 percent said at least one boy dropped out of school, while 6 percent and 7.1 percent respectively in both boarding and day secondary schools said at least two boys had dropped out of school. The remaining 19.1 percent were not certain of the exact number of boys who had dropped out but they were aware that their colleagues had left school. This can be interpreted that the number of boys who dropped out of school were less than girls.

4.4.6: Number of Girls who had dropped out of School

The study wanted to find out the number of girls who had dropped out and the following question was asked, how many girls you know in your class who have dropped out of school this year? Their responses were represented in Table 4.12.

Table 4.12: Students' Responses on Number of Girls who had dropped out this year (2013)

NO. of Dropouts	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Did not respond	12	12	14	9.7
1	55	55	90	63.8
2	5	5	5	3.5
3	4	4	2	1.4
4	2	2	2	1.4
5	1	1	2	1.4
Don't know	21	21	26	18.4
Total	100	100	141	100

At least 12 percent of the students in public boarding secondary schools and 9.9 percent of the students in public day secondary schools said that none of the girls had dropped school while 5 percent and 3.5 percent respectively in public boarding and day secondary schools had dropped. In both categories of boarding and day schools reported 2 percent dropout. 21 percent in public boarding and 18.4 percent in public day said that they are not certain of the exact number of their colleagues who had dropped out. On a closer analysis when table 4.11 and 4.12 were compared, it was noted that in both boarding secondary schools and day secondary schools, more girls than boys had dropped out of school yet even the school still had three months to go. This however notes the gender disparity between girls and boys as girls are vulnerable to socio-economic and socio-cultural issues within the larger society as stated by (Kibera and Kimokoti, 2006), that a woman does not need to be educated because

unlike the man who is the head of the family and bread earner is expected to be a wife, home maker and a mother.

4.4.7: Reasons for Girls' Dropping out of School

The study wanted to find out the main reasons contributing to girls dropping out of school, to get more information, students were tested on a variety of reasons of which they would choose reason they felt was the major factor. The following question was asked; why do you think girls leave school? Their responses were shown in Table 4.13.

Table 4.13: Students' Responses for girls dropping out of School

Reason	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Poor families	24	24	28	19.9
Pregnancies	36	36	52	36.9
Less motivated parents	6	6	6	4.3
Failing many times	1	1	2	4.1
Don't like school	3	3	5	3.5
Lack of school supplies	2	2	9	6.4
Early marriages	16	16	15	10.6
Death of parents	2	2	8	10.7
Lack of sanitary towels	7	7	11	7.8
Others e.g. (harassment)	3	3	5	3.5
Total	100	100	141	100

From the Table 4.13 it can be noted that 24 percent of students who responded in public boarding schools said girls dropped out of school due to poor background, 19.9 percent in public day secondary schools also claimed the same, 36 percent in boarding category said they drop out due to pregnancies and 36.9 percent of students in day school category also claimed that they drop due to pregnancies. 6 percent of the students from boarding schools said due to less motivated parents. 1.2 percent of the

students representing 1.4 percent and said due to failing many times, 3 percent of the students in both categories of schools said due to lack of interest in school. 2 percent of the students in boarding and 64 percent of the students in public day school said due to lack of school supplies. 16 percent of the students and 10.6 percent said due to early marriages. 2 percent of the students in boarding school category said due to death of parents. 7 percent and 7.8 percent of the students from both public boarding secondary schools said due to lack of sanitary towels, while the other percentage of students gave other reasons of dropping out of school including school environment, mistreatment and ridicule from other students.

4.4.8: Classes Mostly Affected by Dropout

The study wanted to find out which classes were mostly affected by dropouts; to get more information the teachers were asked the following question, which classes are mostly affected by dropouts? The responses were as presented in Table 4.14

Table 4.14: Responses of Teachers on Classes Mostly Affected with Drop outs

FORMS	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
1 – 2	8	80	21	70
3 – 4	2	20	9	30
TOTAL	10	100	30	100

80 percent of the teachers from public boarding and 85 percent teachers representing 70 percent from public day secondary schools responded indicated that the classes mostly affected were forms 1 – 2. It can therefore be interpreted that at that age, most girls experience body changes in terms of physical and psychological changes. Girls begin to experience their menses and enlargement of breasts. If they do not have proper and fitting uniform, they feel uneasy to be in school, worse still if they do not have sanitary towels, they feel more embarrassed and may drop out of school. The society again begin to look at them as mature women ready to get married and more

often than not parents tend to put pressure for their daughters to get married. This is in line with AED Mentoring guide for girls' success 2009, which notes that girls begin to mature into young women when they are at the age of 10-15 years which is the time they are in their last years in primary and earlier years in secondary schools, they go through many challenges and hence need support.

4.5: Influences of Basic Schools Supplies and Dropout

In the objectives 3 the study focused on the influence of basic school supplies on girls' dropout rate in schools. To generate the needed information, the following areas were explored; supplies needed to keep girls in school, payment of levies and the influence of performance. In this question the research sort to find out the basic school requirements needed in order to retain the girl in school and the influence on dropout rate. To answer this question teachers were asked the following question, what are the basic school supplies needed to keep the girl in school? Table 4.15 below highlights their responses.

Table 4.15: Teachers' Responses on School Supplies and Drop out

Item	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Stationery	2	20	4	13.4
School uniform/levies	3	30	16	53.3
Sanitary towels	5	50	10	33.3
Total	10	100	30	100

According to table 4.15 out of the 40 teachers who responded in both public boarding and day secondary schools 15 percent of the teachers noted stationery including exercise books and text books, pens were also needed, 30 percent of the teachers in

boarding, 53.3 percent of the teachers in public day and 50 percent noted the need for school uniforms and school levies while the remaining teachers indicated sanitary towels. From the analysis we can see the equal emphasis on school uniforms, levies and sanitary towels, which are part of the parental responsibility and not covered by the government strategy on free secondary education. Since the government subsidizes the cost of exercise and textbooks, parents are still expected to meet the cost of uniform, extra levies and examination fee. Girls especially feel embarrassed when they do not have proper uniforms and they opt to drop out of school. Sanitary towels play a key role in keeping girls in school, without this many girls fear the embarrassment and often absent from school for at least 4 days in a month. As Kinyanjui (1993) and Namuddu (1994), link the severity of direct costs with shift of educational cost to parents in the name of cost sharing.

On a further analysis the study sort to know if the students had these resources, a question was therefore asked to the students, do you have all the basic requirements you need to be in school? 80 percent of the students in both categories of schools reported that they did not have and 20 percent of the students reported that they had the basic requirements. This may translate into many girls dropping out of school if they are not able to get the supplies especially the school levies, uniforms and sanitary towels. The findings contradict the government policy on free primary education as stated in FPE handbook (2002), that parents need to ensure children have all the basic needs in school.

4.5.1: Payment of School Levies and Dropout

In this section, the study sort to find out how levies were paid and whether the levies were paid in time. This would generate the discussion on what happened if levies were paid or not paid in time and the consequences. To answer this question, the

students were asked the following question, who pays the school levies? And does he or she pay in time? The responses of the students were presented in Table 4.16

Table 4.16: Students Responses on Payment of School Levies

Who pays levies	Public boarding secondary schools		Public day secondary schools	
	Frequency	Percentage (%)	Frequency	Percentage (%)
Mother	40	40	77	54.6
Father	18	18	20	14.1
Both	12	12	19	13.4
Other	30	30	25	17.7
Total	100	100	141	100

According to the table 4.16, 40 percent of the students from public boarding and 54.6 percent of the students from public day secondary schools reported that their levies were paid by their mothers, 18 percent of the students from boarding schools and 14.1 percent of the students from day secondary schools reported that their fathers were responsible, 12 percent of the students from boarding secondary schools and 13.4 percent of the students from public day reported that both parents paid, 30 percent of the students from public boarding and 17.7 percent students from public day reported that levies were paid by other guardians. From this reflection, it could be seen that mothers were responsible for payment of school levies than fathers and other guardians. Furthermore when the students were asked if the levies were being paid in time, only 33 percent of the students reported that their levies were paid in time while 66.3 percent and 68.2 percent in public day schools were not paid in time.

On a further analysis the study wanted to know repercussion faced by these unable to get the requirement, to respond to this, un-overwhelming of nine teachers in public boarding and twenty five in public day secondary schools representing 90 percent and 93 percent respectively reported that the students would be absent from school frequently since they were sent home frequently to get the supplies. About 10 percent of the teachers in public boarding and 5 percent of the teacher in public day respectively reported that the students would just stay at home. This meant that there was a likelihood that every time the students were sent home there was possibility that one will never return and if this happened frequently, then most likely many girls never returned to school hence leading to high dropout. All the 20 teachers representing 100 percent reported that girls were affected in terms of basic school requirements than boys. These were confirmed with head teachers giving similar responses. Odaga and Heneveld (1995) indicated that; the educational investment behaviour or decisions of most African families is based on gender differentiation, birth order and number of siblings. According to them, parents often consider that boys are a better investment than girls and that they also do better at school.

4.6: Influence of Parental Involvement in Girls Education on Drop out

In assessing the issue of parental involvement in girls drop out the study wanted to establish the influence of parental involvement on girls drop out. To generate more information, the following subsections were explored; including parents/caregiver support in education, extent of students satisfaction, level of parental involvement in terms of school fee payment, checking homework, attending school functions, interaction with teachers and the most involved parent.

4.6.1: Parents' Support in Education

In this section the study wanted to find out the level of parental support and to what extent the students were satisfied with the support. To get the view, the following question was asked to the students, do you get support from the parents and to what extent are you satisfied with the support? The responses were represented in the Table 4.17

Table 4.17: Students Responses on Parental support in Education and Drop out

Rank	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage%
Not satisfied	6	6	15	10.6
Less satisfied	56	56	70	49.6
Satisfied	22	22	25	17.7
Very satisfied	12	12	20	14.2
Extremely satisfied	4	4	11	7.8
TOTAL	100	100	141	100

According to the table 4.17 6 percent and 10.6 percent respectively in boarding and day secondary schools reported that they were not satisfied with the level of support, 56 percent in boarding secondary schools and 49.6 percent in public day reported that they were less satisfied, 22 percent in boarding and 17.7 percent student that said they were satisfied, 12 percent of the boarding students in public reported that they were very satisfied. Those who reported that were extremely satisfied were 4 percent of the students from boarding schools and public day secondary schools representing 7.8 percent. Despite the students agreeing that parents support them almost half of the students representing about 62 percent were either not satisfied or less satisfied in the public boarding and 80 percent in public day school. These students did not have requirements and were vulnerable to dropping out. The others who were satisfied at

least had most of the basic items and could only miss certain things occasionally whereas the remaining percentage 16 percent in public boarding and 15.6 percent in public day were able to get all the requirements to be able to remain in school. As the Ministry of Education (2002), states that it is the duty of parents and guardians to take their children to school and encourage them to be in school and stay until they complete their studies without discrimination. It is still being noticed that quite a majority of parents do not take this seriously.

4.6.2: Level of Parental Involvement in School Levies

For both public boarding and day secondary schools the teachers were asked to rank their observation on the level of parental involvement in the following areas; payment of school levies, checking academic progress/homework attending school functions, and interaction with teachers.

4.6.2.1: Level of Parental Involvement in Payment of School Levies and Dropout Rate

Teachers were asked their observation on parental involvement in payment of levies, their responses were represented in Table 4.18.

Table 4.18: Teachers’ Responses on level of Involvement in Payment of School Levies

Performance in payment	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Average	3	30	7	23.3
Low	6	60	19	63
Very low	1	10	4	3.3
TOTAL	10	100	30	100

According to table 4.18, teachers in public boarding secondary schools representing 30 percent and 25 percent of the teachers in public day indicated average

participation, 60 percent of the teachers in boarding and 63 percent of the teachers in day schools representing indicated low participation. 10 percent of the teachers in boarding representing and 3.3 percent of teachers in day schools indicated very low participation. It was therefore noted that parents do not participate actively in payment of school levies in both categories of schools and could be cross checked by the parents responses that the levies were not paid in time. Secondary education in which the parents misunderstood the government to be paying all the expenses hence became reluctant to pay. This contradicts the government policy on FPE (2002) which says parents were still expected to shoulder part payment such as examination fee and other levies approved by the school management committee and sub-county board.

4.6.2.2: Level of Parental Involvement in checking Homework

To explore the level of involvement in monitoring progress and checking homework, the teachers were asked the following questions, what is the level of parental involvement in checking homework?

Table 4.19: Teachers’ Responses on Parental Involvement in Checking Homework

Performance in checking homework	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Average	2	20	5	16.7
Low	6	60	25	60.7
Very low	2	20	5	16.7
TOTAL	10	100	30	100

According to the Table 4.19, teachers representing 20 percent in boarding and 16.7 percent in public day said the parents were average in checking homework. 60 percent of the teachers in boarding school and 66.7 percent in public day recorded low

performance, while 20 percent of the teachers in public boarding and 16.7 percent day school recorded very low performance. From this finding, it could be noted that over half, almost 60 percent of the parents still did not have interest in checking their children's progress and even those who try were still just average. The report contradicts the ministry of education guideline (2003) which spells out the parents responsibilities to include having positive attitude towards education, monitor their children's progress and assist children with homework. This findings confirms (Wible, 2004) who noted that one consistent barrier to education quality in Africa and South Asia is the lack of study time and light allowed for children to do homework and practice reading and other exercises. Parents do not create environment neither insist upon time devoted for studies.

4.6.2.3: Level of Parental Involvement in Attending School functions

The study wanted to find out how parents involve themselves in school functions. The perception of teachers was assessed using the following question, what is the level of participation of parents in attending school functions? The responses were represented in Table 4.20.

Table 4.20: Teachers Responses on Parental participation in School functions

Performance Level in participation	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage%	Frequency	Percentage%
High	2	20	7	23.3
Average	5	50	16	55.3
Low	2	20	4	13.3
Very low	1	10	3	10
TOTAL	10	100	30	100

According to the Table 4.20 above, at least 20 percent of the teachers in public boarding secondary schools and 23.3 percent teachers in public day secondary schools

indicated high attendance, 50 percent of the teachers in public boarding and 53.3 percent of the teachers reported. 20 percent of the Teachers in public boarding and 13.3 percent of the teachers indicated low attendance in public day schools. 10 percent of the teachers in both public boarding and day schools indicated very low attendance. From the distribution, it could be noted that at least parents were aware of the school functions and almost 70 percent parents had attended either of the school functions. It can be concluded that most of the parents were aware but were either reluctant or not motivated to attend school functions. Volunteering parents and guardians in school decision making impacts students' achievements largely because it builds relationships between parents and schools that encourage adults to become involved in students learning, (Epstein, J.L.2005).

4.6.2.4: Level of Parental Interaction with Teachers

The study in this question wanted to find out the relationship between the teachers and the parents as both were stake holders. The responses given by teachers were as reflected in the Table 4.21

Table 4.21: Teachers Response on Parents' Interaction with Teachers

Level of interaction	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage%	Frequency	Percentage%
High	1	10	4	13.3
Average	3	30	8	26.7
Low	5	50	14	46.7
Very low	1	10	4	13.3
TOTAL	10	100	30	100

According to the table 4.21 10 percent Of the teachers recorded high involvement in public boarding secondary schools and 13.3 percent of the teachers in public day secondary schools recorded high involvement, 30 percent of the teachers in public

boarding recorded average whereas in public day secondary schools 26.7 percent of the teachers recorded average involvement, 50 percent of the teachers in both public boarding and day secondary schools recorded low involvement, 46.7 percent of the teachers in public boarding secondary schools and day secondary schools recorded very low involvement, 10 percent of teacher in public boarding secondary schools and 13.3 percent in day secondary school recorded very low level of involvement in interaction with teachers. This reflected that most parents in both public boarding and day secondary schools did not interact with teachers to discuss students' performance.

4.7: Influence of Mentoring Programme on Student

To assess the teaching whether they were aware of the mentoring programme in the school on drop out, the study sort to determine the influence of girls' mentoring programme on school dropout. This was discussed from the guidance and counseling perspective within the school. Both respondents from boarding and day secondary schools' level of knowledge were therefore tested on the following issues, the role of guidance and counseling, awareness amongst students, student's attendance to the sessions, classes mostly targeted and the usefulness in supporting girls' education.

4.7.1: The Role of Guidance and Counseling Teachers and Dropout

The study wanted to find out if teachers know their role as guidance and councilors, to get the information, an open ended question was asked to the teacher in the following manner; what is your role as guidance and counseling teacher in your school? The following responses were noted in both public boarding and day secondary schools: to guide and counsel students on issues affecting them in school and at home, listening to students' problems and discussing freely with them, talking to girls about how they cope with daily situations and guide them of life skills and how to deal with challenges in life, creating in behaviour change, assisting in career choice of creating

self awareness and self motivation in achieving success in education. This confirms (Cindy 2004). Who noted that in many primary secondary and post secondary school, mentor programmes are offered to support students in programme completion, confidence building and transitioning to further education or work force.

4.7.2: Awareness among Students and Dropout

The study wanted to find out the level of awareness of guidance and counseling services amongst students. The responses were gathered from both public boarding and day secondary schools in Masaba North district where the question was asked to the student; do you know if there is guidance and counseling sessions in your school?

The responses were collected, compared, analyzed and presented in Table 4.22

Table 4.22: Students’ Responses on the Awareness of Guidance and Counseling services in their Schools

Awareness	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage%	Frequency	Percentage%
Yes	81	81	105	74.46
No	19	19	36	25.50
TOTAL	100	100	141	100

From the Table 4.22 it could be noted that 81 % students in public boarding and 74.6 percent students in public day were aware, whereas 19 percent of the students in public boarding and 25.5 percent students in public day secondary schools were not aware. It could be therefore be concluded that in as much as there is high level of awareness amongst students on the availability of this services at the school, still quite an high percentage of students in both boarding and day secondary schools were not aware and need to be made aware, some still have not been made aware and some

schools have not embraced guidance counseling in school. This finding proved (Toomuti, 1985) who noted that consequently guidance and counseling has not received the emphasis it deserves and further very little research has been in Kenya to guide its development.

4.7.3: Class Targeted with Sessions in Guidance and Counseling

In guidance and counseling the study was interested in finding which classes were most targeted with guidance and counseling sessions; to generate information, the following question was asked to the teachers; which classes do you mostly target with the sessions?

The responses were represented in Table 4.23

Table 4.23: Teachers’ Responses on Targeted classes in Guidance and Counseling sessions

Class	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage%	Frequency	Percentage%
The whole school	1	10	4	13.3
Form III-IV	1	10	5	16.7
Form II	5	50	12	40
Form I	2	20	5	16.7
Not aware	1	10	4	13.3
TOTAL	10	100	30	100

According to Table 4.23 above 10 percent of the teachers said the whole school in public boarding and 13.3 percent of the teachers in public day secondary schools. 10 percent of teachers said form 3 to form 4. 50 percent in teachers in boarding secondary school and 40 percent of teachers in day secondary schools said form 2 students. 20 percent of the teachers in public boarding and 16.7 percent of the teachers

in public day said forms 1 were targeted. Among the teachers who responded, 10 percent of them from boarding secondary schools and 33.3 percent of the teacher from public day secondary school said that they were not aware of the class targeted with guidance and counseling sessions. From this analysis it could be noted that guidance and counseling target form 2 class. It is worthy noting that those are the classes experiencing the high dropout. This confirm the (AED, 2009) mentoring guide for girls success which note that girls begin to mature into young women when they are in upper primary and early in secondary school.

4.7.4: How the sessions were conducted and dropout rate

The study was interested in finding out how the guidance and counseling sessions were being carried out in schools. The students were asked the following question, how are the sessions conducted? The students' responses are shown in Table 4.24

Table 4.24: Students Responses on Guidance and Counseling Sessions

Basis	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage%	Frequency	Percentage%
Individual	10	10	20	14.2
Group	61	61	73	51.8
Not aware	9	9	18	12.8
No response	20	30	30	21.2
TOTAL	100	100	141	100

According to the Table 4.24, students in boarding representing 10 percent and students in public day secondary school representing 14.2 percent said the sessions were individual, 61 percent of the students in boarding and 51.8 percent in public day said the sessions were conducted in groups, 9 percent of the students in boarding and 12.8 percent students in public day said did not know whereas 20 percent of the

students in boarding and 21.2 percent in public day secondary school did not respond. It could be noted that most of the sessions were group based meaning general topics were covered, only 10 percent in boarding and 14.2 percent in day schools benefited from individual sessions where they get to open up more and share their problems. Unlike group sessions, majority of students may lack concentration hence less likely to measure the effectiveness of the sessions. On further analysis, the study sought to find out the group composition of the sessions in terms of gender, 43.6 percent of the in boarding secondary school 42.7 percent of the students in day school said the sessions were organized for girls only, 27 percent of the students in public boarding said mixed group of girls and boys whereas boarding school and day school said that they were not aware.

The 43.6 percent and 42.7 percent could be attributed to the presence of academy for educational development, an NGO working towards improving education in 15 out of the 20 schools within the district. The 27 percent and 27.5 percent could be attributed to the schools own initiatives where as the 43.6 percent and 42.7 percent represents the schools with no trained counselors and students not aware of services. This is confirmed by (Rihani, 2006) when she notes that one approach to addressing girls' economic challenge is to provide additional guidance to girls out of school hours on specified academic and non academic topics to ensure their success and to motivate their stay in school.

4.7.5: Frequency of the Sessions and Dropout Rate

The study wanted to find out how regular the sessions were held, the regularity would also help in determining the consistency thus effectiveness to get this information, students were asked the following question, how regular are the sessions organized and conducted? The students' responses were shown in Table 4.25

Table 4.25: Students' Responses on the Frequency of the Sessions

Regularity	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Daily	2	2	1	0.7
Weekly	27	27	40	28.3
On need basis	10	10	12	8.5
Once a term	5	5	9	6.3
Other	41	41	63	44.7
Not aware	15	15	16	11.3
TOTAL	100	100	141	100

According to the Table 4.25 at least 2 percent of the students in public boarding schools and 0.7 percent of the students in public day secondary schools sessions were conducted daily. 27 percent of the students in public boarding and 28.3 percent of students in public day school said weekly, 10 percent of the students in public boarding secondary school and 8.5 of the students in day secondary schools said on need basis, 5 percent of the students on public boarding and 6.3 percent of the students in day secondary schools said once a term, 41 percent students in public boarding and 44.7 percent in public day schools said other including monthly, twice a week, twice a month, whereas 15 percent students in public boarding and 11.3 percent students in public day said were not aware. 11.3 percent and 8.5 percent can be linked to the students who had individual sessions, 41 percent and 44.7 percent would be girls only sessions facilitated by NGO, 5 percent and 6.3 percent would be sessions targeting the whole school, 27 percent would be for mixed group sessions whereas 15 percent and 13.3 percent had nothing going on in the school. A regular session especially with girls helps them understand the importance of school and improvement in educational outcomes as (Arudo, 2008) notes that the need for guidance and counseling in all learning institutions cannot be overstated, globally it is

evident that students in all levels have needs that call for guidance and counseling services which needs not be overlooked.

4.7.6: Students Attendance to the Sessions and Dropout Rate

The study sought to find out if there were already students benefiting from the services, to get more information. The following question was asked to the students, have you attended any of the guidance and counseling sessions? The responses of the students were represented in Table 4.26. These responses comprised of both public boarding and day secondary schools.

Table 4.26: Students' Responses in Attendance of Sessions

Attendance	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Yes	60	60	97	68.8
No	10	10	15	10.6
Not aware	30	30	29	20.6
TOTAL	100	100	141	100

From the Table 4.26, 60 percent of the students in public boarding secondary schools and 68.8 percent of the students in public day secondary schools had attended at least one of the sessions, 10 percent of the students in public boarding secondary school and 10.6 percent in public day secondary schools had not attended any of the sessions despite being aware , whereas the remaining 30 percent of the students in public boarding and 20.6 percent of the students in public day secondary school were not aware of the existence of the sessions. The high numbers attending the sessions could be associated with the NGO's presence this is confirmed by (MOE 2003) which noted

that the implementation of the gender and education policy will be collaborating effort between the ministry of education and other line ministries and stakeholders.

4.8: The Effects of Physical and Learning Resources on Girls' Dropout

The third objective was to establish the influence of school factors on dropouts among girls in Masaba North District schools. The study enquired from the head teachers on the adequacy of varied physical facilities within the schools. The responses were as shown in Tables 4.27 4.28, 4.29, 4.30 and 4.31.

Table 4.27: Head teachers' Responses on Adequacy of Desks in Classrooms

Response	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Adequate	1	20	2	13.3
Fairly adequate	3	60	10	66.7
Not present	1	20	1	6.7
Did not respond	0	0	2	13.3
TOTAL	5	100	15	100

According to the Table above the head teachers confirmed that indeed there was a challenge on availability of desks with a majority of them in both categories rating the desk as fairly adequate. Only a small percentage agreed that they had enough desks in their schools. Lack of desks in classrooms may negatively affect the girl child these can worse in a school where both girls share a desk.

Table 4.28: Head teachers Responses on Adequacy of Books in Library

Response	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Adequate	1	20	2	13.3
Fairly adequate	1	20	1	6.7
Not present	3	60	11	73.3
Did not respond	0	0	1	6.7
TOTAL	5	100	15	100

Only a small percentage of the heads confirmed having enough books in the library. On the contrary, majority of them indicated that they did not have enough books. Interestingly, most of the students confirmed that they had adequate books in the library. Suggesting that most of the students were less concerned with adequacy of library books and their availability or lack of them never made much difference, this finding suggests that additional books were required in the schools libraries in the district and those students need to be encouraged to use the library more frequently. Therefore inefficiency in the use of the library may lead to students performing poorly in class resulting to repeating and dropout. On the availability of laboratory equipment the results were shown in Table 4.29

Table 4.29: Head teacher Responses on Availability of Laboratory Equipment

Response	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Adequate	1	20	1	6.7
Fairly adequate	1	20	2	13.3
Inadequate	2	40	10	66.6
Not present	1	20	1	6.7
Did not respond	0	0	1	6.7
TOTAL	5	100	15	100

The study shows that a small portion of the heads had adequate laboratory equipment at their schools. Majority of the heads reported inadequacy of the laboratory equipment suggesting that more equipment were necessary in the district. In confirmation, most of the students confirmed that they lacked adequate laboratory equipment. This could be attributed to the laboratory as a break from the monotony of classroom and hence easily noticed that the laboratory equipment were inadequate.

When laboratory equipments are inadequate in the schools there is likelihood that students may not do well in sciences. When a girl fails in exams she is likely to give up and drop out of school. On the availability of toilets, the results were as shown.

Table 4.30: Head teachers' Responses on Adequacy of Toilets in Schools.

Response	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Adequate	2	40	7	46.6
Fairly adequate	1	20	1	6.7
Not present	2	40	6	40
Did not respond	0	0	1	6.7
TOTAL	5	100	15	100

According to the Table 4.30 above it was observed that half of the schools had adequate toilets facilities for their students; while another half confirmed that their toilet facilities were inadequate. The girl child is more sensitive to the toilet facilities in schools both public boarding and day which were a hindrance to the education of the girl child in the district.

The MOE (2010) points this out when they observe that limited or poor quality toilet facilities may have differential implications for girls in terms of environment and attendance because of their special needs during their menstrual periods, as well as their vulnerability to sexual harassment on their way to or from the toilet. The MOE policy on toilets states that no more than 30 boys should share one toilet, and no more than 25 girls should share one toilet. On the sanitary disposal systems the results were as shown in Table 4.31.

Table 4.31: Head teachers Responses on the Availability of Sanitary Disposal Systems

Response	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Adequate	1	20	2	13.3
Fairly adequate	2	40	9	60
Inadequate	1	20	2	13.3
Not present	0	0	1	6.7
Did not respond	1	20	1	6.7
TOTAL	5	100	15	100

According to the findings in the table majority of the schools rated their sanitary disposal systems as either adequate or fairly adequate. These findings suggest sanitary disposal systems as either adequate or fairly adequate. The findings suggest that about half of the schools did not have proper sanitary disposal systems. The girl child is also sensitive to the availability of sanitary disposal systems suggesting that this was probably another hindrance to the education of the girl child in the district in confirmation, majority of the students agreed their disposal systems were inadequate from the education authorities in the district. Most girls stayed away from school for between 3 and 7 days when they had their monthly periods. Rampant absenteeism led to poor performance and in some cases led to girls dropping out of school (UNICEF 2004).

On the availability of water in the schools the results were as shown in Table 4.32

Table 4.32: Head teachers' Responses on the Availability of Water in the School

Response	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Adequate	1	20	2	13.3
Fairly adequate	2	40	9	60
Inadequate	1	20	2	13.3
Not present	1	20	1	6.7
Did not respond	0	0	1	6.7
TOTAL	5	100	15	100

Whereas half of the schools in public boarding reporting having enough water, the other half reported a shortage of the same suggesting that water was probably another hindrance to the education of the girl child in the district. In public day more than half reported having water probably because the students may not need a lot of the commodity since they commute from home: the girl child in boarding in the district has an hindrance to the education since she was sensitive to the availability of enough water in the school in order to maintain the requisite personal hygiene. This was confirmed by the students with about half of them indicating that their schools lacked enough water.

4.9: Influence of Gender Policy Implementation on Dropout Rate

In objective four the study wanted to investigate how gender policy implementation influence girls dropout rate in public boarding and day secondary schools, in this regard, the following were tested from the guidance and counseling teachers and head teachers asked to give the level of awareness among the teachers, access to the document, level of success in the implementation within the school, challenges facing the implementation and improvements needed.

4.9.1: Level of Awareness on the Policy Document and Dropout rate

The study wanted to investigate if the teachers were aware of the policy.

Table 4.33: Teachers' Response on the Awareness of the Policy Document and Dropout

Awareness	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Yes	9	90	28	93.3
No	1	10	2	6.7
TOTAL	10	100	30	100

According to the Table 4.33, 90 percent of the teachers in public boarding and 93.3 percent of the teachers in public day secondary schools were aware of the existence of the document whereas 10 percent teacher in public boarding secondary school and 6.7 percent of the teachers in public day secondary schools were not aware of the document. Most teachers were aware of document. This actually reflected high level of awareness within the schools. On a deeper analysis, the study wanted to find out the level of access to the copies of the document to both public boarding and day secondary schools, at least 30 percent had no access to the policy documents whereas the remaining 70 percent in both category of schools had no access to the documents including the head teachers. This reflected that despite the awareness, most of the teachers did not know the content as the document was not accessible in most of the schools, both boarding and day secondary schools. This finding therefore contradicts the Ministry of Education (1999) schools management guide which states that the head teacher should encourage enrolment and retention of both girls and boys and sensitize the staff and the community on gender issues affecting performance of all students. Therefore lack of the documents may lead to lack of knowledge of the

policy in line with ministry of education. This could lead to minimal retention leading to high dropout of girls.

4.9.2: Level of Success in the Implementation of the Policy and Dropout rate

The study in this question wanted to find out the level of implementation of the gender policy in schools. To explore further, teachers were asked the following question, how successful is the implementation of the policy in your school? The responses were given and represented in Table 4.25.

Table 4.34: Teachers’ Responses on the Level of Success in Implementation of the Policy document

Level of success	Public Boarding sec. schools		Public Day sec. schools	
	Frequency	Percentage %	Frequency	Percentage %
Very successful	2	20	20	66.6
Somehow successful	6	60	6	20
Unsuccessful	1	10	2	6.7
Don't know	1	10	2	6.7
TOTAL	10	100	30	100

According to the Table 4.34, at least 20 percent of the teachers in public boarding reported and 66.6 percent of the teachers in public day secondary school reported implementation being very successful, 60 percent of the in public boarding and 20 percent of the teachers in public reported somehow successful, 10 percent of teachers in public boarding reported unsuccessful. 16 percent of the teachers both categories responded that they do not know of the policy. It could be noted that 20 percent and 66.6 percent reported very success implementation as result of teacher who access to the policy document and may have lead to and apply the content in school environment. However the 60 percent and 20 percent somehow successful meant that the teachers were no sure of the implementation process were only guessing. The unsuccessful 10 percent despite knowing the policy did not try to implement the

policy while the 10 percent did not know existence of the policy. The head teachers had not implemented the policy in most of the schools. This underscored their roles as noted in (1999) school management guide.

4.9.3: Challenges Facing the Implementation of the Policy

The study was to find out the challenges being experienced in the implementation of the policy. An open ended question was asked to both teachers and head teachers; list at least two challenges facing the implementation of this policy? The responses included the following ; poor dissemination of the policy and inadequate materials for more information, parents not sensitized on the policies hence not aware of cultural influence, lack of follow ups especially at the grass root level of awareness on the existence of the policy and how it should be implemented, stigmatization of the girls who have come back after delivery (re-entry policy), teachers having negative attitude towards girls who join school hence set back to the implementation process. Low self esteem among girls hence girls shy away and can not contain the ridicule by other students when they are either pregnant or after delivery. This all point to the Ministry of Education in which the head teacher play a major role (MOE, 2003). It can therefore be concluded that the Ministry had not played its role in disseminating the policy at the grass root level. Students especially girls continue to suffer, despite the gender friendly policies in place, and therefore resulting dropping out of school or staying at home without seeking re-entry after delivery. Masaba North is likely having the same trend.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1: Introduction

The chapter summarizes the findings of the study, conclusions arising from the study and the recommendations for policy action aiming at reducing the dropout rate of girls in both public boarding and day secondary schools. The study focused on the factors influencing girl's dropout in public boarding and day secondary schools in Masaba North District.

The chapter further explores areas of further research envisaged in contributing towards the reduction of gender parity and healthy competition between girls and boys.

5.2: Summary of the Study

The purpose of this study was to determine the factors influencing girls dropout in public boarding and day secondary schools in Masaba North District. The summary of the findings were represented as per the objectives themes. The research questions were formulated to guide the study. Research objectives sort to establish the extent to which social economic factors influence girls drop out in public boarding and day secondary in Masaba North district, to determine the influence of individual factors on girls' drop in Masaba North District, to establish the influence of school factors in Masaba North District, and to determine the influence of gender policy implementation on girls drop out rate in public boarding and day secondary school in Masaba North district. The study learnt that female teachers still failed to share their life experiences towards their achievement to the female students thus encouraging them to work hard. More often than not female teachers are expected to take the lead in promoting girls success but the opposite is always the case as they too develop

negative attitude towards the female students through use of bad language and description of physical appearance of the girls. This has therefore resulted to poor relationship between female teachers and students. Teachers therefore need to change their negative attitude to support the girl child to pursue educational excellence.

The study further revealed that most of the students did not have all the school basic requirements and levies not paid in time. Masaba North District is situated in a District with high poverty incidence of as high as 42 percent. This reflects to poor households which were unable to cover the cost of educating their children. This left the girl child in terms of intersection with poverty more vulnerable to permanent exclusion from school.

Families with both parents, still decision making were done by fathers representing 21.3 percent although there is some improvement in certain families reporting 23.1 percent decision making by both parents. This underscores the 100 percent agreement by teachers that boys still get first preference in education. Families still make economically rational decision to send boys to school when faced with hard economic times and practice ignores the fact that over 30 percent of families worldwide are now headed by women (Mackenzie, 1993). Gender bias also exist in terms of gender roles and responsibilities, girls often do all the household work before and after school as this make it hard to balance the school work and house hold chores an indicator pressing girls to drop out of school. Dropouts were common in form two and form three with girls dropping out more than boys. The study further revealed that at this time girls are hard hit by poverty, pregnancy and lack of sanitary towels, early marriages, orphan hood and academic non performance and less motivated by parents. There was an overall agreement between teachers and students on major cases of dropout and this showed that girls were very much more aware of the reasons why

they drop out of school. In the upper secondary, girls begin to discover themselves, at puberty they are more curious about all that is happening in themselves and surrounding they begin to experience the physical and physiological changes in their bodies. Girls become attracted to the opposite sex and can easily fall prey to peer pressure and sugar daddies who can give them small gifts to satisfy their needs when families cannot afford. Parents also look at them as adults and start to give them responsibilities of adults a result of these issue girls end up making wrong decisions which lead them to dropping out of school.

Further analysis of the study indicated that basic school requirements had an influence on the dropout rate of girls in secondary schools in Masaba North District. A large number of the students had inadequate school requirements such as uniforms, levies, sanitary towels and textbooks. Provision and payment of school levies was very poor and majority of students missed lessons while sent home to get the levies and other school requirements especially the examination fees. The study also indicated that girls were more affected than boys. In most cases when girls were sent home more often, there were high chances that some gave up and never returned to school.

A closer analysis of the study further reflected that most parents were at least giving some level of support to their children. However most of the children were either not satisfied or less satisfied or justified with a few cases of students expressing more satisfaction. The study also revealed mothers were more involved in girl child education than fathers. Mothers seemed to be more participative and actively involved in their daughter's education as compared to children with fathers only and total orphans. A cross-sectional review of the study showed that most of the levies were paid by mothers. Mothers were friendlier, easily approachable than fathers whom sometimes become hostile to the girls and care very little about their educational

progress. If parents do not participate in school activities, they miss out on important issues affecting their children in education hence remain ignorant. Parental involvement in education is therefore an important indication of children's success in school.

The level of awareness was high amongst students on the existence of guidance and counseling services in the school. From the study this could be attributed by the existence of the NGO working in the District implementing girls mentoring programs within the 10 of the 20 schools in the District. The NGOs are taking part in training the teachers on how to conduct counseling. A cross sectional study also revealed that guidance and counseling sessions targeted the forms 2 and 3 classes which experience high dropout rates. The dropouts were still evident in these classes. The teachers seemed to have not taken seriously their roles despite them knowing, even in schools where implementation was on it seemed that teachers were not bothered of the outcomes of those programs.

The study further revealed that students embraced the mentoring programs more than the teachers. Teachers therefore should exploit the positivity of the students' in order to reduce the problems faced especially by girls in school and at home. This study pointed to mentoring as an effective youth intervention strategy. Mentored youth are likely to be absent from school, have better attitudes towards school and improved relationship with parents and teachers. Girls' economic challenge can be addressed by providing additional guidance out of school hours on specific academic and non academic topics to ensure success and to motivate their stay in school.

5.3: Major Findings

The study revealed that generally there is high dropout rate of girls in boarding and day secondary school. The dropouts was influenced by a number of factors such as poverty of parents, repetition of classes, pregnancies cultural influences, early marriages, lack of basic school supplies, inadequate of sanitary disposal systems, sanitary towels and death of parents.

5.3.1: Socio – Economic Factors

In objective one, the study revealed further that most parents in Masaba North District live below the poverty line. Most of the parents or household were poor that they could not afford the cost of educating all their children. Poverty was very critical for it led to inadequate school supplies. Some students were orphans other parents were single parents who could not afford the cost of education in both public day and boarding secondary schools. Pregnancies and early marriages were as a result of poverty and lack of proper guidance by both parents and teachers.

In objective two, the study revealed that, intolerance, discrimination and violence could lead to dropouts. The study learnt that many girls who surmount the barriers from attending school face harassment and sexual abuse from their peers or from their teachers once they have enrolled. All forms of girls intimidating behaviour could lead to girls drop out.

5.3.2: Individual Related Factors

The study established that in school girls are venerable to intolerance, discrimination and violence. Girls sometimes face harassment and sexual abuse from the peers even from their teacher once they have enrolled in school. It established physical contact such as touching breasts and private parts contributes to girls' dropping out of school. Further the study established that focused girls if they are not guided may drop out of

school. As girls mature in upper primary and early years of their secondary level, they need proper guidance so that they can make good decisions in their life.

5.3.3: Influence of Basic school Supplies and Dropouts

In objective three was to determine the influence of basic school supplies/physical and dropout rate. The study revealed that, most schools had inadequate sanitary disposal systems, suggesting that this issue needed further attention from the education authorities in the district. The girl child was also sensitive to the availability of sanitary towels and disposal systems, suggesting that it could be another hindrance to the education of the girl child in the district. On the availability of water in the school, the study found out that half of the school did not have enough water suggesting that water could be another hindrance to the education of the girl child.

In physical and learning resources, the study revealed that, indeed there was a challenge on availability of desks in most schools in the district. In concurrence confirmed that they didn't have enough desks. This confirmed that majority of the schools needed additional desks. On the library books, the study found out that the district was in need of the library books. This finding suggests that additional books were required in the school libraries. On laboratory equipment only a small proportion of the schools had adequate laboratory equipments suggesting that a greater investment was required in the education sector in the district by injecting more equipment in to the schools.

5.3.4: Gender Policy Implementation Findings

In objective four about gender policy implementation, the study indicated that most schools still did not apply gender friendly policies developed by the ministry of education. It also revealed that the level of success was low in implementing this

policy. Most teachers interviewed had either no access to the document nor had read the document. The ministry expects the head teachers to be familiar with the ministry policies especially on access, equity, retention, re-entry and quality education for all boys and girls, still the head teacher lacked the capacity to implement these in schools. Schools were therefore faced with many challenges. The ministry had therefore failed in its duties to ensure gender friendly schools for both boys and girls. The girl child therefore remained the hard hit victim. Gender policy implementation would ensure equal opportunities for both boys and girls and would promote gender giving girls opportunities to excel in school.

5.4: Conclusion of the Study

The study established that the dropout rate of girls was escalating in Masaba North District. The most common reasons for girls dropping out of school were lack of fees, early pregnancies, early marriages, repetition, cultural influence, lack of guidance and counseling in schools, lack of support by guidance and counseling teachers and parents, poor performance in school, inadequate schools' physical effects. This suggested that poverty levels in the region affected delivery of educational curriculum in the district. Most of these reasons were a clear sign of poverty.

The study established that parents were committed to the education of girls with majority of the head teachers confirming that parents valued their daughters' education though there existed a perception in the community that the girls' education was less important and as a result there were incidences when girls were advised to attend to domestic chores at the expense of attending school.

The physical and learning resource affect dropout among girls in secondary schools in Masaba North district. The study confirmed that indeed there was challenge on availability of desks, library books, laboratory equipment, toilet, sanitary disposal

systems and water. The girl child was sensitive to the availability of most of these physical facilities for requisite daily personal hygiene at school suggesting that their inadequacy could be a hindrance to the education of the girl child in the district.

5.5: Recommendations from the Study

The study therefore recommends that:

1. There is need for collaborative measures by government and other players in providing civil education on behaviour change to reduce the impact of HIV/AIDS and initiate poverty reduction measures as these have real negative impact on the girl child education.
2. That parent still need to be sensitized on the elimination of retrogressive and oppressive beliefs, cultures and practices that still act as barrier towards girl's educational success. There is need to change the attitude of teachers, parents and students on the cultural issues which hinder the gender friendly practices in schools and at home. This therefore calls for a clear guideline/sensitization to ensure equity in access and completion rates.
3. That there is need for creation of awareness through parents' representatives in school management committees on the need to increase and or maintain contact hours between students and teachers in terms of curriculum coverage by providing school supplies on time to avoid sending children home.
4. The school management committees need to initiate income generating and learning activities within the school to help needy girls in terms of school supplies provision in order to stimulate their interest in school.
5. That there is need for ministry of education to identify and train active teachers who are role models for the students to be as mentors and streamlined into the system the teachers should only perform the guidance role not coupled

with the regular classroom work. This is because students need a caring understanding adult who is able to guide them towards achieving their educational goals. Besides the introduction of life skills in school, school timetables should allow time for these sessions because it seems that as at now it is not provided for in the school timetable and programs. A policy statement or guideline should be drawn by the ministry to ensure students utilize these services.

6. Ultimately, the study recommends that in terms of gender policy implementation, the ministry should ensure proper dissemination plan covering the head teachers, teachers, students and parents. This couple with close monitoring at the grass root level would ensure a high level at success in the implementation process.

5.6: Suggestions for Further Research

1. A study should be carried out to assess the boys' perception and roles towards promoting girls' education.
2. Effects of socio-economic activities on retention and completion both primary and secondary schools in Masaba North district.
3. A replication of this study can also be done in other areas of Kenya.

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APPENDIX: I

LETTER OF INTRODUCTION TO RESPONDENTS

KERAITA JOHN OGETO
UNIVERSITY OF NAIROBI,
DEPARTMENT OF EDUCATIONAL
FOUNDATION,
P.O BOX 92,
KIKUYU
DATE.....

The H/T.....Secondary School

Dear Sir / Madam,

RE: Research project on data collection on the factors influencing girls drop out in public boarding and day secondary school in Masaba North District, Kenya.

I am a postgraduate student at the University of Nairobi pursuing a master of education in educational foundation (comparative). I am conducting an academic research on the above topics. I am requesting to be allowed to conduct the study in your school. I will use questionnaires. The questionnaire is designed only for the purpose of academic research. The identity of the person providing and information will be treated with utmost confidentiality, and the information you will provide will be used for the purpose of this research only.

Your Co-operation will be highly appreciated

Yours faithfully,

Keraita John Ogeto,

APPENDIX: II

HEAD TEACHERS' QUESTIONNAIRE ON GIRLS' DROP OUT

Instructions

Kindly fill the questionnaire provided by ticking (v) the appropriate response. You need not write your name in the questionnaire.

Background information

1. Please indicate your gender

Male [] or Female []

2. Please indicate the division in which your school is located

Rigoma [] Gachuba [] Gesima []

3. Please indicate your age bracket in years

25-30 Years [] 31-35 Years [] 36-40 years []

41-45 years [] 46-50 years [] 51-55 years []

Over 55 years []

4. For how long have you been in the teaching profession?

1-5 years [] 6-10 years [] 11-15 years [] 16-20 years [] 21-25 years []

26-30 years [] 31 and above []

5. For how long have you been a head teacher?

1-5 years [] 6-10 years [] 11-15 years [] 16-20 years [] 21-25 years []

26-30 years [] 31 and above []

6. For how long have you been a head teacher at your current station?

1-5 years [] 6-10 years [] 11-15 years [] 16-20 years [] 21-25 years []

26-30 years [] 31 and above []

7. Please indicate your highest academic qualification.

Master's degree [] post graduate diploma [] Bachelors degree []

Diploma [] others specify []

Have you ever attended an in service training course?

Yes [] No []

If yes please indicate the focus (es) of the

course.....

.....

8. How many students are there in your school?

Category	Number	
	Public Boarding	Public Day
Boys		
Girls		

9. Please indicate how many teachers you have in your school?

Category	Number	
	Public Boarding	Public Day
Male		
Female		
Total		

10. Please indicate the category of your school

Mixed day [] Girls day [] Mixed Boarding [] Girls Boarding []

11. Please indicate the category of your school.

District school [] Provincial [] National []

12. Are there cases of dropouts in your school?

Yes [] No []

13. If yes please indicate how many have been affected in the last five years.

	2008		2009		2010		2011		2012	
	Public Boarding	Public Day	Public Boarding	Public Day	Public Boarding	Public Day	Public Boarding	Public Day	Public Boarding	Public Day
Boys										
Girls										
Total										

14. What happened to the girls who did not complete form four in your school?

Transferred [] Dropped out [] don't know []

Others (please specify).....

15. For those who dropped out what was the reason for drop out?

Pregnancy []

Lacked fees []

Got married []

Failed exam []

Fell sick []

Parents / guardian uncooperative []

Family responsibility []

Got a job []

Others (please specify).....

16. How in your opinion, do you rate most parents' commitment to their daughters' education in the district?

Very committed [] committed [] Not committed []

17. Do your students pay fees regularly?

Yes [] No []

18. What happens to those students who do not pay their fees on time?

Are sent home [] given time to pay [] parents summoned to school []

Parents pay in kind [] others

(specify).....

In a mixed school, where parents have a daughter and son in the same school, whose fees are paid first?

Boy [] Girl [] both have their fees paid at the same time [].

19. Is there any perception in the community around your school that girls' education is less important?

Yes [] No []

20. How do you rate your school in terms of adequacy of physical facilities?

Item	Adequate		Fairly Adequate		Inadequate		Not Available	
	Frequencies	%	Frequencies	%	Frequencies	%	Frequencies	%
Desks								
Books in library								
Equipments in labour								
Toilets								
Sanitary disposal systems								
Water								

21. In your own opinion what are the most common reasons for girls' dropping out of school?

.....

.....

22. Are you aware of the ministry of education gender policy in education?

Yes [] No []

23. How successful is the implementation of this policy in school?

Very successful [] somehow successful [] un successful [] Don't know []

24. Do you have access to the copies of the policy document?

Yes [] No [] Don't know []

25. What are the challenges facing the implementation of the policy? List two

.....

.....

Thank you for sparing your time to respond to this questionnaire.

End

APPENDIX: III

TEACHERS' QUESTIONNAIRE ON GIRLS DROPOUT

Introduction

Kindly fill in the questionnaire provided by ticking (✓) the appropriate response or writing required information. You need not write your name or the name of your school in the questionnaire

Background information

1. Please indicate your gender

Male [] or Female []

2. Please indicate the division in which your school is located.

Rigoma [] Gachuba [] Gesima []

3. Please indicate your age bracket in years.

25-30 yrs [] 31-35 yrs [] 36-40 yrs [] 41-45 yrs [] 46-50 yrs []

51-53 yrs [] over 55 yrs []

4. For how long have you been in the teaching profession?

1-5 yrs [] 6-10 yrs [] 11-15 yrs [] 16-20 yrs [] 21-25 yrs [] 26-30 yrs []

31 and above []

5. Please indicate your highest academic qualification

Masters degree [] post graduate Diploma [] Bachelors degree []

Diploma [] others (please specify):

Have you ever attended an in service training course

Yes [] No []

If yes please indicate the title (s) of the course:

Please indicate the category of your school

Mixed Day [] Girls Day [] Mixed Boarding [] Girls Boarding []

6. Please indicate the category of your school?

District school [] Provincial [] National []

7. Are there cases of dropouts in your school

Yes [] No []

8. What happened to the girls who did not complete form four in your school?

Transferred [] Dropped out [] don't know []

Other (Please specify):

.....
.....

For those who dropped out, what was the reason?

Pregnancy [] lacked fees [] got married [] failed exams [] fail sick []

Parents / guardian uncooperative [] family responsibility [] got a job []

Others specify:

In your own opinion, how do you rate most parents' commitment to their daughters' education in the district?

Very committed [] committed [] Not committed []

13. Do your students pay fees promptly? Yes [] No []

14. What happens to those students who do not pay their fees on time?

Are sent home [] given time to pay [] Parents summoned to school []

Parents pay in kind [] others (specify):
.....

15. In a mixed school where parents have a daughter and son in the same school whose fees is paid first?

Boy [] Girl [] both have their fees paid at the same time []

16. Is there any perception in the community around your school that girls' education is less important?

Yes [] No []

17. How would you rate your school in terms of adequacy of physical facilities?

Item	Adequate		Fairly Adequate		Inadequate		Not Available	
	Frequencies	%	Frequencies	%	Frequencies	%	Frequencies	%
Desks								
Books in library								
Equipments in labour								
Toilets								
Sanitary disposal systems								
Water								

18. In your own opinion what are the most common reasons for girls dropping out of school?

19. What measures in your capacity as a teacher, do you put in place to minimize girls' school drop out?

20. Suggest ways in which drop out amongst girls in secondary school in Masaba North District could be minimized.

Thank you

APPENDIX: IV

QUESTIONNAIRE FOR STUDENTS

Instructions

This questionnaire is designed for use to determine factors influencing the dropout rate of girls in public boarding and day secondary schools do not write your name anywhere on this questionnaire since all responses are confidential.

Kindly fill the questionnaire provided by ticking () the appropriate response or writing required information.

Thank you for your cooperation.

SECTION A: Demographic information

1. Gender Male [] Female []
2. Year of birth []
3. Class []
4. Are you an orphan? Yes [] No [] if yes
5. What is your orphan status?

Mother only [] Father only [] Total [] both parents alive []

SECTION B: Socio-economic influence on girls drop out rate

1. Who pays for you school fees including examination fee? Mother [] Father []
Both [] Other.....
2. Have you ever thought of leaving school? Yes [] No []
if yes why.....
3. Are there students in your current class who have dropped school this year? Yes
[] No [] Don't know []

4. If yes, How many? Boys [] Girls [] Don't know []
5. Why do you think girls leave school (tick one reason you consider major) poor families [] pregnancies [] less motivated parents [] Don't like school [] Early marriage [] Death of parents [] Lack of sanitary towels [] failed many times [] lack of school supplies others.....
-

SECTION C: Influence of basic school supplies on drop out rate

1. What are some of the school requirements supplies that you need in order to be in school (from most to least important).....
2. Do you have all these school supplies required for your studies Yes [] No []
3. If no what are you lacking which may adversely affect your performance in school?
4.
-
5. Are your levies paid in time? Yes [] No []

SECTION D: Influence of parental involvement in girls' education

1. Do your parents / care giver support you in your education? Yes [] No []
2. To what extent are you satisfied with the support? Not satisfied [] less satisfied [] Satisfied [] very satisfied [] extremely satisfied []
3. Who among the parents make the decision on education matters in the household? Mother [] Father [] Both [] Other
-

SECTION E: Influence of mentoring activity on drop out rate

4. Do you know if there are guidance and canceling sessions in your school?

Yes [] No [] don't know []

5. If yes who organize this session the school [] NGO'S [] which one.....

Not a ware []

6. How are sessions conducted group basis [] individual basis [] not a ware

7. How are these sessions organized?

Girls only [] Boys only [] mixed group [] Not a ware []

8. How regular are these sessions organized?

Dairy [] weekly [] on need [] once a term []

Other (specify)..... don't know []

9. Have you attended any of the sessions?

Yes [] No [] Not aware []

Thank you

APPENDIX: V

QUESTIONNAIRE FOR GUIDANCE AND CONSELLING TEACHERS

Instructions

This questionnaire is designed for use to determine factors influencing the drop out rate of girls in public secondary and day schools in Masaba North District. Do not write your names anywhere on this questionnaire since all responses are confidential. Kindly fill the questionnaire provided by ticking the appropriate response or writing required information. Thank you for your cooperation.

Date of

interview.....

School code

.....

SECTION A: Demographic information

1. Gender male [] female []
2. Age between 24-26 [] 26-28 [] 28-30 [] over 30 yrs []
3. Highest level of education, secondary [] Teacher training college []
University []
4. Are you a trained counselor? Yes [] No []
5. If yes what level? Certificate [] Diploma [] Degree [] short course (workshop and seminars)
6. How long have you been a guidance and counseling teacher?
1-2 yrs [] 3-4 yrs [] 5-7 yrs [] over eight yrs []

SECTION B: Socio – economic influence on girls drop out rate

1. What is the family back ground for the majority of the drop outs? Tick only one
orphans [] single parent [] uncaring parents [] poor families []

2. Which classes are mostly affected? Form 1& 2 [] 3 & 4 [] All []

3. In your own opinion, what is the main reason for dropout especially for girls?

Cultural issues [] family's level of income [] school environment []

others

(specify).....

4. When poor families are faced with the challenge of taking their children to school, who do you think they will consider first? Boys [] Girls []

SECTION C: Influence of basic supplies on dropout rate

1. What type of school supplies are needed by students in order to remain in school (Tick only one) Stationary [] School uniform [] Levies [] Sanitary towels []

2. Do some students get problems in getting these supplies? Yes [] No []

3. Who is most affected? Girls [] Boys []

4. What happens to pupils who are unable to get these supplies/ absent from school

Frequently [] stay at home []

SECTION D: Influence of parental involvement in girls education

1) What is the level of parental involvement in girls' education in your school? Low [] Average [] Very low [] Don't know []

2) How would you rate their level of involvement in the following areas;

Payment of school levies: Very high [] High [] Average [] Low []

Very low [] Don't know [] **checking home work:** Very high [] high

[] Average [] low [] very low [] don't know [] **attending school**

functions : very high [] high [] average [] low [] very low []

interaction with the teachers : very high [] average [] low [] very low []

- 3) Who among the parents / care given is more involved? Mother [] father []
others (specify).....

SECTION E: Influence of mentoring activity on drop out rate

1. List at least one role of guidance and counseling teacher in the school.....
.....
2. Are the students aware of these services?
Yes [] No [] not aware []
3. If yes who organize for these sessions
The school [] NGO [] any other (specify)
.....
4. How frequent do you hold these session? Once a week [] once a term []
when need arises [] others
specify.....
5. Which classes do you mostly target with the session? The whole school []
form 1-2 [] form 3-4 [] other
specify.....

SECTION F: Influence of gender policy implementation on drop out rate

1. Are you aware of the ministry of education gender policy in education?
Yes [] No []
2. How successfully is the implementation of this policy in your school?
Very successful [] some how successful [] unsuccessful [] don't know []

3. Do you have access to the copies of the policy document? Yes [] No []
don't know []

4. What are the challenges facing the implementation of this policy? (list two)

.....

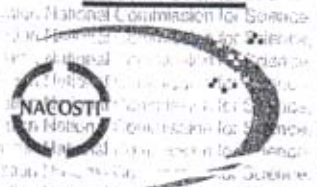
Thank you

CONDITIONS

1. **You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
2. **Government Officers will not be interviewed without prior appointment.**
3. **No questionnaire will be used unless it has been approved.**
4. **Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
5. **You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
6. **The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A/489

CONDITIONS: see back page

**THIS IS TO CERTIFY THAT:
MR. JOHN OGETO KERAITA
of UNIVERSITY OF NAIROBI, 10-40202
keroka, has been permitted to conduct
research in Nyamira County**

**on the topic: FACTORS INFLUENCING
GIRLS DROP OUT IN PUBLIC BOARDING
AND DAY SECONDARY SCHOOLS IN
MASABA NORTH DISTRICT- KENYA**

**for the period ending:
31st December, 2013**

**Permit No : NACOSTI/P/13/1467/163
Date Of Issue : 24th October, 2013
Fee Received : Kshs khs1000.00**



[Signature]
**National Secretary,
National Commission for Science,
Technology & Innovation**

**Applicant's
Signature**



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20 2241349, 20-267 3550,
0713 788 787, 0735 404 245
Fax: +254-20-2213215

Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke

9th Floor Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Date

When replying please quote

24th October, 2013

Our Ref: **NACOSTI/P/13/1467/163**

John Ogeto Keraita
University of Nairobi
P.O.Box 30197-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing Girls drop out in public boarding and day secondary schools in Masaba North District-Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Nyamira County** for a period ending **31st December, 2013.**

You are advised to report to **the County Commissioner and the County Director of Education, Nyamira County** before embarking on the research project.

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

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nyamira County.