

**SCHOOL BASED FACTORS INFLUENCING GIRLS'
COMPLETION OF PRIMARY EDUCATION IN MIGORI
DISTRICT OF MIGORI COUNTY, KENYA**

Ombago D. O. Charles

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DECLARATION

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

Ombago D. O. Charles
E55/72601/2009

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

Dr. Rose Obae
Lecturer
Department of Educational Administration and Planning
University of Nairobi

Mr. Edward Kanori
Lecturer
Department of Educational Administration and Planning
University of Nairobi

DEDICATION

This research project is dedicated to my late parents, Albert and Salina, my wife Lorna and my beloved children Saline, Elvina, Marion and Albert Ombago.

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TABLE OF CONTENTS

Content	Page
Declaration	ii
Dedication.....	iii
Acknowledgement	iv
Table of contents.....	v
List of tables.....	ix
List of figures.....	x
List of abbreviations and acronyms	xiii
Abstract.....	xiv

CHAPTER ONE

INTRODUCTION

1.1 Background to the study	1
1.2 Statement of the problem.....	4
1.3 Purpose of the study.....	5
1.4 Objectives of the study	5
1.5 Research questions.....	6
1.6 Significance of the study.....	7
1.7 Limitations of the study	7
1.8 Delimitations.....	8
1.9 Basic assumptions of the study.....	8
1.10 Definition of significant terms.....	8
1.11 Organization of the study.....	9

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction.....	11
2.2 Primary education completion by girls.....	11
2.3 Importance of girls’ completion of primary education	12
2.4 School- based factors influencing girls’ completion of primary education...	14
2.5 Theoretical framework of the study.....	23
2.6 Conceptual framework of the study.....	25

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction.....	26
3.2 Research design	26
3.3 Target population.....	27
3.4 Sampling techniques and sample size.....	27
3.5 Research instruments	28
3.5.1 Instrument validity.....	29
3.5.2 Instrument reliability.....	29
3.6 Data collection procedure	30
3.7 Data analysis techniques.....	31

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction.....	32
4.2 Questionnaire return rate	32

4.3 Demographic information of respondents	33
4.4 Number of girls in class eight	41
4.5 Findings on school-based factors influencing girls’ completion of primary education in Migori District.....	48
4.6 Regression analysis of school based factors influencing girls completion of primary education	67

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction.....	69
5.2 Summary.....	69
5.3 Conclusions.....	72
5.4 Recommendations.....	73
5.5 Suggestions for further research	74
REFERENCES.....	75

APPENDICES

Appendix I: Letter of introduction.....	80
Appendix II: Head teacher’s questionnaire	81
Appendix III: Class teacher’s questionnaire	85
Appendix IV: Pupil’s questionnaire	88
Appendix V: Research permit	91
Appendix VI: Research authorization letter	93

LIST OF TABLES

Table	Page
Table 4.1: Questionnaire return rate	32
Table 4.2: Distribution of headteachers by division	34
Table 4.3: Distribution of class teachers by division	34
Table 4.4: Distribution of pupils by division	34
Table 4.5: Distribution of headteachers by gender	35
Table 4.6: Distribution of class teachers by gender	36
Table 4.7: Distribution of head teachers by age	37
Table 4.8: Distribution of class 8 teachers by age	38
Table 4.9: Distribution of class 8 pupils by age.....	39
Table 4.10: Distribution of headteachers by length of service	40
Table 4.11: Distribution of class teachers of class 8 by length of service	41
Table 4.12: Number of girls in class 8 compared to boys in 2013	42
Table 4.13: Headteachers' views on number of girls in class 8 in 2013 compared to that of class 7 in 2012	43
Table 4.14: Classteachers' views on number of girls in class 8 in 2013 compared to that of class 7 in 2012	44
Table 4.15: Pupils' views on number of girls in class 8 in 2013 compared to that of class 7 in 2012	45
Table 4.16: Class with highest number of girls dropping out of school.....	46

Table 4.17: Girls leaving school before completing class eight	47
Table 4.18: Whereabouts of girls who left before completing class 8: Pupils’ response	47
Table 4.19: Leading school based factors influencing girls non completion of primary education: pupils opinion	49
Table 4.20: Long distance cause girls drop out of school: Headteachers’ responses	50
Table 4.21: Long distance cause girls to drop out: classteachers’ opinions	51
Table 4.22: Long distance can cause a girl to leave schooling: Pupils’ opinions	51
Table 4.23: Are FPE funds adequate?.....	53
Table 4.24: Extra levies charged in school: Headteachers’ responses	54
Table 4.25: Schools charge extra levies: Pupils’ responses	54
Table 4.26: Action taken against pupils who did not pay extra charges.....	55
Table 4.27: Exam failures are forced to repeat classes	57
Table 4.28: Repetition of classes cause girls to drop out: Headteachers’ responses	57
Table 4.29: Repetition of classes cause girls to drop out of school: Class teachers’ responses	58
Table 4.30: Girls left because of forced repetition	59
Table 4.31: Number of female teachers compared to male teachers	60
Table 4.32: Pupils’ teacher preference	61

Table 4.33: More female teachers encouragement to girls' completion:	
Headteachers' opinions	61
Table 4.34: More female teachers encouragement to girls' completion: class	
teachers' opinions	62
Table 4.35: Girls and boys share toilets	63
Table 4.36: What is mostly done to girls who break school rules	64
Table 4.37: Some girls have school because of caning	65
Table 4.38: Harassment by teachers cause girls to drop out	
of school: Headteachers responses.....	66
Table 4.39: Harassment by teachers cause girls to drop:	
class teachers' responses	66
Table 4.40: Regression analysis.....	68

LIST OF FIGURES

Figure	Page
Fig.2.1 Conceptual framework on factors influencing completion of primary education by girls in Migori	24

LIST OF ABBREVIATIONS AND ACRONYMS

FPE	Free Primary Education
KCPE	Kenya Certificate of Primary Education
KNEC	Kenya National Examinations Council
MCC	Millennium Challenge Corporation
MDGs	Millennium Development Goals
MOE	Ministry of Education
PCR	Primary Completion Rate
SACMEQ	Southern and Eastern African Consortium for Monitoring Education Quality
SSA	Sub-Saharan Africa
UNESCO	United Nations Educational Scientific and Cultural Organization
UNESCO-UIS	Unesco Institute of Statistics

ABSTRACT

The purpose of the study was to investigate the school based factors that influenced girls' completion of primary education in Migori District of Migori County, Kenya. The study had six objectives; to determine the effects of distance from home to school on girls' completion of primary education in Migori district; to assess the effects of school levies on girls' completion of primary education in Migori district; to assess how government policy on repetition influences girls' completion of primary education in Migori district; to assess the extent to which the proportion of female teachers in a school affects girls' completion of primary education in Migori district; to investigate the effects of school's sanitation facilities on girls' completion of primary education in Migori district; and to investigate the influence of school safety on girls' completion of primary education in Migori district.

Literature review revealed that distance from home to school, school levies, repetition, proportion of female teachers in a school, sanitation facilities and school safety were significant factors in determining girls' completion of primary education. The study employed descriptive research design. The study used stratified random sampling to select 34 schools, simple random sampling using pieces of papers with 'yes' or 'no' to select 170 girls, and purposive random sampling to select 34 headteachers and 34 class teachers of class 8. Data was gathered using questionnaires with both close and open-ended items. Expert judgement from the project supervisor ensured instrument validity while test-retest in pilot study yielded $r=0.86$ which indicated the questionnaire items were reliable.

The collected data was computed into descriptive statistics using frequencies and percentages. Analysis of the findings revealed that distance from school, school levies, repetition, proportion of female teachers, and school safety were significant factors influencing girls' completion of primary education in Migori district. The study further established that sanitation facilities were not a significant factor influencing girls' completion of primary education in the district. Multiple regression revealed that the school based factors accounted for only 35.4% in determination of girls' completion of primary education in Migori District.

In the light of the research findings, it was recommended that more schools be established and be spread well to reduce on the distance girls have to walk from home to school. In addition to more schools, there was need for establishment of at least a public boarding primary school for girls only in Migori district. It was recommended that the Ministry of Education should ensure that the repetition policy is implemented fully. It was further recommended that the government should increase capitation funds to primary schools. The researcher recommended that there should be parity in the proportion of female teachers to male teachers to

attract girls to finish school. It was recommended that school safety and child friendly school policies and practices be implemented to ensure that practices such as corporal punishment are done away with completely to encourage more girls to complete primary education in the district. Finally, it was recommended that guidance and counseling be given priority to address discipline issues and other challenges facing girls in schools. The researcher suggested that a study be conducted to establish out-of-school factors influencing girls' completion of primary education. A similar study can also be replicated but to investigate school based factors that influence boy's completion of primary education in Migori district.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Kenya's education sector aims at achieving Education for All (EFA) goals and Millennium Development Goals (MDGs) by the year 2015 in tandem with international conventions and commitments, and consonant with Kenya's Constitution (2010) and the Children Act (2001) which guarantee education as a basic right of the child.

EFA Goal 2 focuses on ensuring that by 2015, all children, particularly girls, children in difficult circumstances and those belonging to ethnic minorities, have access to, and complete free and compulsory primary education of good quality (UNESCO, 2000). United Nations (2000) also commits to achieving universal primary education by ensuring that by the year 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. Reaching these goals would therefore be hollow if the focus is only on enrolment rather than completion of primary (Millennium Challenge Corporation, n.d.).

Although there are countries where girls are more likely to complete primary school than boys (for example, in Latin America and South Africa), majority of cases with a gender imbalance are against girls. Although girls also face serious

barriers in Iraq, Maldives and Pakistan, nearly half of the countries where girls are less likely to complete primary than boys are in Sub-Saharan Africa (SSA) (UNESCO-UIS, 2011). It is also noted by UNESCO-UIS (2011) that the number of children attending primary school has increased rapidly since 2000 with the highest rate in SSA in which girls registered the highest rate of increased enrolment. In developing countries, almost 25% of young women (aged 15-24) – a total of 116 million – have never completed primary school (Lepi, 2014). While access to primary school has increased, a diverse set of obstacles seem to continue to affect completion of girls (Rolleston, Akyeampong, Ampiah & Lewin, 2011).

According to UNESCO (2014), drop out before completing a full primary cycle has hardly changed since 1999. In 2010, around 75% of those who started primary school reached the last grade. In Sub-Saharan Africa (SSA) the proportion of those starting school who reached the last grade worsened from 58% to 56%. Further, in SSA, only 23% of poor girls in rural areas were completing primary education by the end of the decade. If recent trends in the region continue, the richest boys will achieve universal primary completion in 2021, but the poorest girls will not catch up until 2086.

In Kenya, the proportion of girls completing primary education has been increasing over the years with Kenya Certificate of Primary Education (KCPE) statistics of 2012 showing that girls accounted for 48.81%. Migori County

featured among the 11 counties in which the ratio of girls sitting for KCPE was significantly lower than boys – 43% for girls to 57% for boys (Kenya National Examinations Council, 2013). In Migori district, girls accounted for 42.8% of all candidates who sat for KCPE in 2012 (Migori District Education Office, 2013), an indication that fewer girls are able to complete primary education in the district.

Studies have shown a strong positive correlation between girls' primary education and positive externalities like accelerated economic growth, slower population growth, increased agricultural yields, higher wages, decreased child and maternal mortality, fewer cases of domestic violence and increased female participation in government (Millennium Challenge Corporation, n.d; USAID,2008; UNESCO-UIS, 2012). This therefore shows that completion of primary education by girls has both significant social and private benefits. Many of these positive externalities require that a minimum threshold of schooling years be attained (Bruns, Mingat & Rakotomalala, 2003; Holkamp, 2009).

A cross country literature review by Hunt (2008) shows that school related factors determine girls' ability to complete primary education. Some of the school related factors that studies have identified include distance from home to school, security in school, sanitary facilities, proportion of female teachers, school levies, policy on repetition, and teachers' attitude towards teaching girls. Rough (2000), notes

that there are numerous constraints that appear in achieving girls' completion of primary education. He asserts that even when the constraints that affect girls' completion can be fairly well substantiated in one context, they may not be the same in another context or even the same context a few years later. This study is therefore necessary.

In their study of the effects of primary school quality on school drop out among Kenyan girls and boys, Lloyd, Mensch and Clark (2000) noted that much of research on school quality had traditionally been related to academic achievement. They suggested that there was need to identify school factors that encourage retention of girls through primary. There are no in-depth studies that have been done in Migori district on school based factors that influence completion of primary education by girls. Studies have been done in the neighbouring districts of Nyatike (Pichi, 2012) and Kuria (Okoth, 2012), but even these have laid more emphasis on household and socio-economic factors.

1.2 Statement of the problem

In 2003, the Government of Kenya introduced free primary education to ensure that all children have access to primary education. This move has further been anchored on the county's Constitution (2010) and other legislations like the Children Act (2001) and the Basic Education Act (2013) which have affirmed basic education as a right of the child. To further improve access for girls and

ensure their completion, the Government introduced the Gender and Education Policy (2007) which allowed re-entry of girls who have given birth. Class repetition has also been abolished.

In terms of the children completing primary education by sitting for KCPE, the national ratio of girls has been improving from 47.24% in 2008 to 48.81% in 2012 (KNEC,2013). However, Migori district has lagged behind in terms of girls completing primary education despite the government's commitment- only 42.8 percent of the pupils who completed primary education in 2012 were girls. The district is therefore far from meeting EFA and Millennium Development Goals of ensuring girls complete primary education. This situation seems to persist even as the government continues providing free primary education in public primary schools.

1.3 Purpose of the study

This study sought to investigate the school-based factors that influence girls' completion of primary education in Migori District of Migori County.

1.4 Objectives of the study

The study was guided by the following specific objectives:

- i. To determine the effects of distance from home to school on girls' completion of primary education in Migori district.

- ii. To assess the effects of school levies on girls' completion of primary education in Migori district.
- iii. To assess how government policy on repetition influences girls' completion of primary education in Migori district.
- iv. To assess the extent to which the proportion of female teachers in a school affects girls' completion of primary education in Migori district.
- v. To investigate the effects of school's sanitation facilities on girls' completion of primary education in Migori district.
- vi. To investigate the influence of school safety on girls' completion of primary education in Migori district.

1.5 Research questions

The study was guided by the following research questions:

- i. What are the effects of distance to school on girls' completion of primary education in Migori district?
- ii. What are the effects of school levies on girls' completion of primary education in Migori district?
- iii. How does the government policy on repetition influence girls' completion of primary education in Migori district?
- iv. To what extent does the proportion of female teachers in a school affect girls' completion of primary education in Migori district?

- v. What are the effects of school's sanitation facilities on girls' completion of primary education in Migori district?
- vi. How does school safety influence girls' completion of primary education in Migori district?

1.6 Significance of the study

The findings of the study may be used to advise curriculum planners and primary school administrators on how to ensure that the curriculum and the schools are made gender sensitive, friendly and supportive to the girl child. The study findings may be used by the government to improve, develop and implement a legal framework that addresses challenges facing education of girls in primary schools. The findings of the study may be used to educate and sensitize parents and communities in the district on the needs and benefits of primary education completion by girls, and how to retain girls in primary schools.

1.7 Limitations of the study

Transfer of girls from one primary school to another within or across the district may give the impression that such girls have withdrawn from school. Where possible, the researcher validated such information from school friends of the affected girls.

Tracing individual girls who have not completed primary school may be difficult. The researcher only sampled primary school girls in class 8 as these were

believed to be old enough to understand reasons that made the girls not to complete primary school.

1.8 Delimitations

The study was conducted in only one district – Migori district – which is administratively divided into three divisions, namely; Suba East, Suba Central and Suba West. It only covered public primary schools in the district. The pupils under study were class 8 girls in the primary schools. The researcher also dealt with head teachers of primary schools and class teachers of class 8 of the primary schools.

1.9 Basic assumptions of the study

The following assumptions were made in the study:

- i. All the public primary schools in the district have proper records on students' progression and completion.
- ii. That teachers and pupils have adequate information on the factors within the school that affect girls' completion.

1.10 Definition of significant terms

The following terms are defined within the context of the current study:-

Distance to school refers to the distance from a girl's home to the primary school in which she studies.

Girl's primary school completion refers to girls sitting for the end of primary cycle national examination, KCPE, in Class 8.

Government policy on repetition refers to the policy of not holding a learner in the same class/grade as the previous year but rather, being promoted to a higher grade the following year automatically.

Primary education refers to the level of education that extends from class 1 to class 8 in Kenya's education system.

Proportion of female teachers refers to the number of female teachers in comparison to the number of male teachers in a school

Sanitation facilities refer to facilities or structures constructed in the school for the purposes of disposal of human waste and for cleanliness.

School based factors refer to identifiable school based variables that may affect decision by a girl to stay in or leave school.

School levies refer to monies charged by a school to be paid directly by the pupil/parent to the school.

School safety refers to absence of risky conditions or threats that may cause physical, emotional or psychological injury/distress to the learners (girls) in a school.

1.11 Organization of the study

The study was organized in five chapters. Chapter one focused on the background to the study, statement of the problem, purpose of the study,

objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, definition of operational terms and organization of the study.

Chapter two looked at the review of related literature. This includes primary education completion by girls both globally and locally, and the school based factors that influence girls' completion of primary education. The chapter also included the theoretical framework and conceptual framework of the study.

Chapter three covered research methodology which entailed the research design, target population, sampling techniques and the sample size, research instruments, their validity and reliability, data collection procedures, and the data analysis techniques.

Chapter four focused on data analysis techniques and interpretation. Chapter five dwelt on summary of the findings, conclusions and recommendations. It also suggested areas for further studies.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter looked at primary education completion by girls, and factors affecting girls' completion of primary globally, regionally and in Kenya. It lastly looked at the theoretical framework and the conceptual framework for the study.

2.2 Primary education completion by girls

The number of children attending primary school has exploded over the last 10 years, thanks in large part to the tremendous resource mobilization campaigns and political commitments arising from the World Education Forum in 2000, with enrolments rising from 646 million in 1999 to 702 million in 2009 – a 9% increase in access worldwide (UNESCO-UIS, 2011). In total, Sub Saharan Africa (SSA) led in the increase by 59%, of which girls' increased access rose by 66%.

According to Herz and Sperling (2004), 100 million girls worldwide that begin primary do not finish. From a regional perspective SSA lagged behind most in girls' completion of primary education. In 2009, UIS estimated that PCR were as high as 88%, although regional values ranged from 67% in SSA to 101% in Latin America and Caribbean (UNESCO-UIS, 2011).

According to UNESCO (2014), by 2011, 57 million children worldwide were still out of school. SSA is the region that is lagging most behind, with 22% of the region's primary school age population still not in school in 2011. Girls make up 54% of the global population of children out of school and almost half of children out of school globally are expected never to make it to school, and the same is true for almost two of three girls in the Arab states and SSA. The full goal of gender parity demands appropriate schooling environments, practices free of discrimination and equal opportunities for boys and girls to realize their potential. Among low income countries, disparities are commonly at the expense of girls.

According to Warrington, Fentiman and Kiragu (2011), although most Kenyan children now attend school, completion rates remain relatively low. The situation is worse for girls. MOE statistics show that between 2005 and 2007, primary survival rate to grade 5 was generally higher for girls (MOE, 2008). It therefore implies that more girls leave primary school between class 6 and 8 (Otieno & Colclough, n. d.).

2.3 Importance of girls' completion of primary education

Completion of primary education by girls in particular, has many socio-economic and political gains, both to the individual and the nation. It leads to better health of infants and children, and better attainment of schooling for the next generations (Bruns et al, 2003). Each additional year of maternal education can reduce the risk

of child death by 7% to 9% (UNESCO-UIS, 2012). It also lowers fertility rates and therefore slows down population growth. An extra year of female schooling reduces fertility rate by 10% (UNESCO-UIS, 2012). It reduced maternal deaths and according to UNESCO (2014), if all women completed primary education there would be 66% fewer maternal deaths. In terms of education attainment for the next generations, for each additional year of a mother's education, the average child attains an extra 0.32 years, and for girls the benefit is slightly larger (UNESCO, 2014).

Bruns et al (2003) note that more equitable distribution of primary schooling is associated with lower poverty and faster economic growth. Completion of primary education by girls leads to greater labour productivity, increased agricultural yields and higher wages (Stormquist, n. d; MCC, n. d.). It has also been noted that it translates into better resource management, including conservation of forests (Bruns et al 2003).

Completion of primary education by girls leads to more political participation by girls, especially in democratic processes. It further results in fewer cases of domestic violence as shown by a study in Calcutta which established the positive impact education has on the ability of women to resolve situations of domestic violence (Bandyopathyay & Subrahmanian, 2008).

In Kenya, completion of primary education is a right. The constitution of Kenya stipulates that basic education, in which primary education is included, is a fundamental right of the child. Further, a study conducted by the Centre for the study of Adolescence (CSA) suggests that the government may be losing an estimated Ksh. 60 million (US \$ 750000) annually as a result of girls leaving school before completion, and this excludes private costs (Wamahiu, 2011). Therefore when there are girls in the country who fail to complete primary education, it is imperative that reasons are determined and remedies sought.

2.4 School- based factors influencing girls' completion of primary education

Girls' completion of primary education is influenced by interplay of factors and is the result of a process rather than a single event (Hunt, 2008). This study will focus on school-based factors which will include distance from school, school levies, government policy on repetition, proportion of female teachers, sanitation facilities and school safety.

2.4.1 Distance from school

Distance to the nearest school affects enrolment and completion, especially for girls (Chaundhury, Christiaensen & Asadullah, 2006). Research in diverse places as Ghana, India, Malaysia, Peru, Philippines, Egypt and Pakistan shows that distance matters for girls. Evidence from Ethiopia and Guinea (Colclough et al, 2000 in Hunt, 2008) confirms that the greater the distance to the nearest primary

school, the less likely that a child will attend, especially girls. According to Huissman and Smith (2011) effects of distance are severe for girls partly due to parents' concern for their daughters' safety, which could become more of a hurdle once girls reach puberty. Decreasing distance therefore assuages concerns about safety and reputation of girls as they get into puberty and makes more girls to remain in and complete primary schooling.

Studies in Pakistan showed that what was thought to be lack of potential interest in education for girls in conservative Balochistan and Northwest Frontier provinces was rather lack of opportunities as interests changed once primary schools were constructed in the neighbourhood (Rugh, 2000). Similarly, Egyptian parents who claimed strong resistance to girl's education changed their minds almost overnight when schools were conveniently constructed nearby. The study in Egypt found that girls' enrolment in primary school dropped off rapidly when the school was more than 1.5 kilometers away. In Malawi and Pakistan distance of more than 1kilometer from home was found to be an obstacle in girls' enrolment and completion of primary education (Rugh, 2000). Nearness of primary school led to female pupils' primary school drop out decline by about 16% (Hussain, Salfi & Khan, 2011).

Long distance discourages young girls from starting school at the right age which leads to late enrolment. Late enrolment becomes a barrier to girls' completion as

they become embarrassed at being overage for a given grade (Rolleston et al 2011) and also face other pressures like early marriage before completing primary education.

Ondiek (2010) in a study in Kuria district, Kenya, found that long distance exposes girls to sexual assault leading to traumatization, dropping out of primary and getting married before completing primary education. Similarly, Warrington et al (2011) found that many girls in Kajiado had the fear of rape on the journey to and from school, and the fear became stronger with distance, especially in rural areas. In Narok, Tonkei (2008) found that 44% of pupils identified long distance to school as one of the factors that contributed to drop out among girls in public primary schools in Olokurto division. Walking long distances to school also contributes to tiredness and reduced ability to study (Warrington et al, 2011) and can discourage young girls from starting school at the right age which later becomes a barrier to completion.

2.4.2 School levies

School fees and other levies charged by school interact with household income and socio-cultural factors to affect the retention of girls in primary schools. Even in countries where primary schooling is free, ancillary costs can leave people who live in poverty at a disadvantage (UNICEF, 2012). A study by Plan International (2012) found out that in Liberia, despite introduction of FPE in 2010, over 36%of

families were still paying fees. Such costs include uniform, paying for exams, special or extra tutoring, teachers' salaries, and school events (Rugh, 2000). Studies in certain less developed countries have shown a significant and positive correlation between drop out rates and percentages of people having very low income. Inability to pay school levies is generally associated with low income. Increase in per capita income of a country results in increased primary completion rates, and girls benefit more from increased incomes (Lloyd & Hewett, 2009), for example a £500 per capita income increased by £ 100 is associated with a 4% increase in percentage of girls completing. Low incomes can prevent poorer children from attending, or force parents to choose which of their children to educate, which in most cases goes to disadvantage the girl child (Gachukia, 2004). Moreover, schools may graduate school fees so that they become less affordable as the grade level increases, as in the case of special tutoring in Egypt (Rugh, 2000).

In Kenya, the government introduced FPE in 2003 but the FPE capitation funds are not sufficient hence parents come into supplement in order to meet gaps in the school budgets (Sawamura & Sifuna, 2008; Kirechi, Andala, Kisebe & Simiyu 2012). Even optional payments like extra tuition have turned out to be compulsory. Pupils are often sent home for such indirect fees. A study in Homa Bay district by Roschanski (2007) found that, when girls are repeatedly sent home

for the school levies, some become too shy to return to school and in some cases fail to complete primary school education.

2.4.3 Government policy on repetition

Repetition is a precursor to pupils' dropping out and failing to complete primary education (Hunt, 2008). In many schools it is believed that repetition improves academic performance in summative exams and therefore improves schools image. Research evidence suggests that repetition does not improve exam results or learning, but has been linked instead with low achievement and stripping away motivation for children who are forced to repeat grades (Plan International, 2012). In Senegal, where 14% of pupils repeat grades, a cohort study of some 2000 pupils in nearly 100 schools (1995-2000) found that repeating a grade at an early stage increased the risk of dropping out the following year by 11% (UNESCO, 2004).

Studies by Plan International (2012) have shown that if girls fall too behind in school (due to repetition) at the critical ages of 13 and 14, they risk dropping out and never returning to complete schooling. Research on reasons for girls dropping out in Malawi (Holkamp, 2009) found that girls who have repeated classes get shy and leave school. There is a strong association between academic performance and repetition. Girls who perform well are generally more retained in school and are able to complete primary education compared to those who perform poorly.

In Kenya, the government policy is that no pupil should be forced to repeat classes but should be promoted to the next class automatically. Repetition is regarded as wastage in education system. Although MOE policy outlaws repetition, schools discourage weaker students from taking KCPE in order to protect school's image (Hunt, 2008). Such pupils either repeat or are pushed out. Repetition in class 7 is higher than in any other grade, reflecting parental and school pressure to pass KCPE, and the drop out rate seems to be higher between class 7 and class 8, and more girls drop out than boys (Otieno & Colclough, n.d.). Hunt (2008) further points out that if children have to repeat a grade, they will be older before they reach the last grade of primary, which increases the opportunity cost of their time and increases chances of girls withdrawing when they reach puberty.

2.4.4 Proportion of female teachers

The proportion of female teachers in a school has been found to be significant in keeping girls in school until they complete (Chandhury et al, 2006; Hunt, 2008; Huisman & Smits, 2012). A higher number of female teachers in a primary school positively affect the completion of girls as observed in India (World Bank, 2003). Female teachers often have an important impact on schooling quality for female pupils (Hunt, 2008) as they act as role models and offer protection and understanding which may not be provided by male teachers. In some cases male teachers may even be sexually threatening to girls, leading to non-completion

(Huisman & Smits, 2012). Parents therefore prefer for their daughters where there are female teachers yet in many developing countries, there is shortage of female teachers and a general reluctance among female teachers to go to schools located in remote areas (Hussain, et. al. 2011).

In Kenya, a study in Wajir and Mandera districts (Kakonge et al, 2001) identified lack of female teachers who act as role models as one of the factors negatively affecting schooling of girls. Juma (2012) found that primary teaching force in Kwale and Taita-Taveta is male dominated and holds negative view of girls' schooling, adversely affecting girls.

2.4.5 Sanitation facilities

According to Okemwa (2010) lack of or poor quality toilet and sanitary facilities affect retention of girls in primary school until the end of the cycle. In many cases, schools do not offer separate toilet facilities for boys and girls which is a great distress for menstruating girls (Okemwa, 2010). Poor quality sanitary facilities also present health risks which create disincentives for girls' school attendance, and in some cases, this loss of dignity and privacy causes girls to drop out of school completely. Girls also become vulnerable to sexual harassment on their way to and from the toilet (Lloyd et al, 1998). According to Huisman, Rani and Smits (2010), separate toilets for girls address safety in public places.

Lack of or poor quality sanitation facilities coupled with household poverty also make girls to miss an average 3 to 5 days of schooling per month which impacts negatively on their academic performance (McMahon et al, 2011) and completion of primary education. An analysis of the Chinese Health and Nutrition Survey in Kenya found that lack of water could result in a 13% reduction in probability of enrolment and a 2 year fall in amount of time a girl attends school (with onset of menstruation). Kenyan girls in the study stated that one of the most effective ways to deal with menstruation is to “go home” since in school there is lack of water and inability to bathe, which is a preferred practice if a girl is menstruating while at home.

2.4.6 School safety

According to Action Aid International (2004), violence is a major barrier to education for millions of girls across the globe. Girls face multiple forms of violence at school such as sexual assault, harassment, sexualized verbal degradation and humiliating punishments. The violence is perpetrated by their male peers and even teachers. In Malawi, 17% of girls dropped out before completing primary schooling because of bad treatment by their teachers (Holkamp, 2009).

In many schools, girls are still asked to fetch water, sweep classrooms and perform other chores rarely asked of boys. In classroom teachers often do not

encourage girls to participate and can actively discriminate against and belittle girls. In and around schools men, boys and male teachers may harass and abuse girls. Male-dominated school environments then erodes girls confidence and ability to participate, and creates an atmosphere that is dismissive of girls as learners (Plan International, 2012). In Guinea for example, classroom and school environments appeared to be less conducive to learning for girls, and in Peru, teachers had very low expectations of girls (Hunt, 2008). In Malawi, girls had been regularly characterized by teachers as ‘dull, second rate students incapable of answering questions’ (USAID, 2008).

Girls in Kenyan primary schools suffer from harassment of both sexual and non-sexual nature (Lloyd, Mensch & Clark 1998; Mensch, Clark, Lloyd & Eruklar, 2001; Dunne, Humphreys & Leach, 2003; Ruto 2009). Though banned by the government, corporal punishment is still reported in Kenyan primary schools (Warrington et al, 2011). Some teachers (both male and female) use verbal abuse which generates low self esteem and is found by many girls to be more hurtful than even corporal punishment (Dunne et al, 2003). In a study conducted in Olokurto division Narok district, Tonkei (2008) pointed that poor teacher-pupil relationship was one of the factors said to be contributing to drop out among girls in public primary schools. In some cases boys are left free to colonize sections of a school where they act more violent play. All these produce unfriendly school environment that tends to push out girls before completing their primary

education. Plan International (2012) found that the basic and fundamental school based interventions in retaining girls in school to completion were safety and security in school and non discriminatory policies in school and classroom.

Socio-cultural norms in Kenya have largely created the perception that boys are academically brighter than girls and that the latter cannot do well in sciences and Mathematics. An analysis of SACMEQ III and girls' performance in Mathematics by Hungi (2011) partly attributes lower performance to the Kenyan culture which is mostly dominated by men and perceives girls as not being able in Mathematics and sciences. This affects even how teachers teach the subject. Lloyd, et al (1998) found that 32% of teachers in Kenya did not think math was important for girls to study and looked at girls as 'weak', 'lazy' and 'blind'. Such subtle or explicit gendered messages are internalized by girls who then tend to give up. According to Birdsall et al (2005), girls and their families may find little reason to attend school if they are taught that girls are of less value than boys, which reinforces the inability of girls to complete primary education.

2.5 Theoretical framework of the study

This study employed the Herzberg's Hygiene-Motivation theory to investigate the school based factors that influence girls' completion of primary education in Migori district. According to the theory, there are two distinct factors of

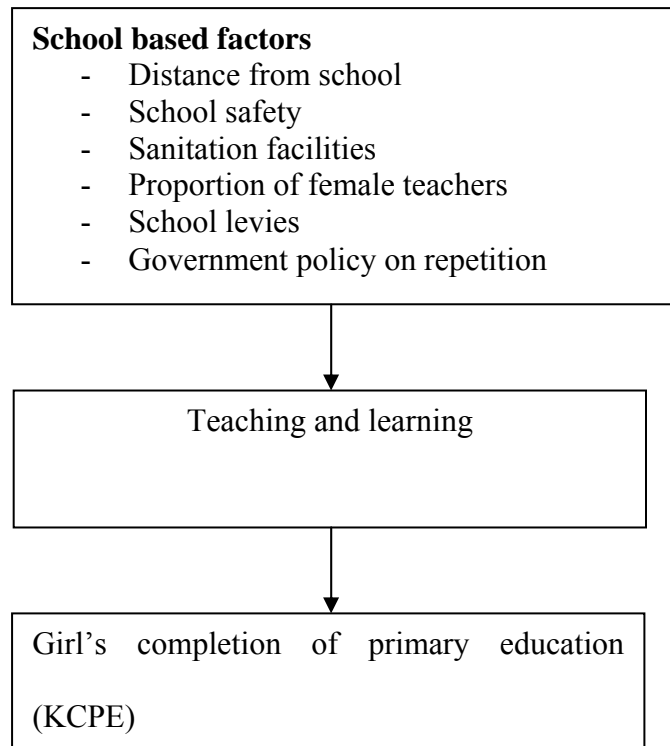
satisfaction and performance in an organization; hygiene (extrinsic) factors and motivators (intrinsic factors).

The hygiene factors (dissatisfiers) relate to the work environment, and if not adequately fulfilled, result into dissatisfaction. If appropriate hygiene factors are provided, employees will not be dissatisfied with their work, but neither will they be motivated to perform at their full potential (DeShields Jr, Kara & Kaynak, 2005). Motivators are related to actual execution of the work and relate to job satisfaction when present but not dissatisfaction when absent. They result to high employee motivation, satisfaction and commitment when present.

Schools also have hygiene factors and motivators that must be addressed to make girls stay in the schools until they complete their primary education. Hygiene factors related to primary schools can include distance to the school, school levies, proportion of female teachers, sanitary facilities and policy on repetition. These factors cannot of themselves produce motivation but if they do not reach a basic minimum, would act as inhibitors/dissatisfiers in learning within the school and therefore discourage girls from staying in school up to completion. Motivators in the schools relate to the processes of learning and can include positive classroom interactions, the content of the curriculum, academic achievement, and recognition and fair treatment of girls while in school.

2.6 Conceptual framework of the study

Figure 2.1 School based factors influencing completion of primary education by girls in Migori



In the conceptual framework, the girls' completion of primary education (achieved by sitting for KCPE) is the dependent variable which is affected by interplay of other factors (independent variables) that are present within the school. The school based factors such as distance to school, school levies, the number of female teachers, sanitary facilities, school safety, and policy on

repetition shape the learning environment and process which in turn determine the girls' stay in school.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter looked at the research design, location of the study, target population and sampling design. It also looked at the research instruments that were used, their validity and reliability. Finally, it addressed data collection procedures as well as analysis.

3.2 Research design

The study employed descriptive research design to investigate the school based factors that influence girls' completion of primary education. According to Orodho (2005), the design can be used to explore relationships between variables. It is a method of collecting information by interviewing or administering questionnaires to a sample of individuals. The study sought to establish the relationship between variables distance to school, school levies, school safety for girls, sanitary facilities, proportion of female teachers in a school, and policy on repetition on one hand, and how these influence girls' completion of primary education.

The design was chosen because of its simplicity and ability to investigate phenomena in their natural setting. It is strong with respect to external validity because it is concerned with the question of whether the findings obtained may be generalized over a wider population, and it also requires minimal cost to execute (Ross, 2005).

3.3 Target population

The target population for this study was 114 public primary schools in Migori district, the 114 headteachers and 114 class teachers of the public primary schools, and the 1706 girls in standard 8 (DEO Migori, 2013). Public primary schools were chosen because of the common denominator of receiving capitation funds from the government.

3.4 Sampling techniques and sample size

The sample size was determined by among others, heterogeneity of the population, available resources, time and the desired precision (Orodho, 2009; Mugenda & Mugenda, 2003; Ross, 2005). Public primary schools in Migori district are distributed within the three divisions as follows: 25 in Suba East, 40 in Suba Central, and 49 in Suba West (DEO Migori, 2013). Mugenda and Mugenda (2003) propose that 10% to 30% of the target population was appropriate sample size. This study used stratified random sampling, with the three divisions being the strata. 34 schools (30% of all the public primary schools) were selected, and

using the formula $Z = \frac{S_n N}{\sum S_n}$ (where Z is divisional representation, S_n is the total number of schools in the division, N is the sample size and $\sum S_n$ is the total number of public schools in the district), was proportionately allocated to each division as follows; 7 in Suba East, 12 in Suba Central, and 15 in Suba West. Simple random sampling using lottery (pieces of paper) was used to select samples within the respective stratum (division).

Out of the 1706 girls in the public primary schools, 170 girls were used as the sample, with each of the 34 schools giving 5 girls. Simple random sampling was used to select the girls through the use of pieces of papers with Yes or No options. Class teachers of standard 8 were requested to provide lists of names or admission numbers of girls in standard 8, and simple random sampling method was used to select the girls who became respondents. 34 class teachers and 34 head teachers were purposively sampled from the 34 schools.

3.5 Research instruments

The researcher used questionnaires which were administered to the head teachers, the class teachers and the girls in class 8. The questionnaires were used because they are considered most suitable research instruments for descriptive research design as they require less time, are less expensive and permit collection of data from a wide population. It also makes respondents to feel free to give frank

answers to sensitive questions. The questionnaires were sub divided into two sections, A and B. Section A covered the demographic/background information while section B covered the school based factors affecting girls' completion of primary education. The questionnaires had both closed and open ended items.

3.5.1 Instrument validity

Validity of the instrument addresses whether the instrument would measure what they are supposed to measure. A pilot study was carried to a sampled population of similar characteristics but not included in the sample study. Expert judgment from project supervisor (lecturer in the Department of Educational Administration and Planning, University of Nairobi) was sought on the contents of the questionnaire. Adjustments were thereafter made to suit the study.

3.5.2 Instrument reliability

Reliability refers to the degree to which a particular measuring instrument gives equivalent results over a number of repeated trials – the consistency in eliciting same responses every time the instrument is administered (Orodho, 2009). The study used test-retest method to ascertain the reliability of the instruments. This was done within 2 weeks. This time span was neither too long nor too short to distort responses.

Using Pearsons Product Moment Correlation Coefficient, the two results were compared to confirm whether or not the instruments (questionnaires) were reliable. This was calculated directly from the raw data using the formula.

$$r = \frac{\sum xy - (\sum x)(\sum y)/N}{\sqrt{[\sum x^2 - (\sum x)^2/N][\sum y^2 - (\sum y)^2/N]}}$$

Where r is Pearsons Product Moment Correlation Coefficient, N is the number of respondents; x is results of first test, y is results of the second test (retest) and \sum - summation. A correlation coefficient (r) of 0.86 was established which was considered reliable.

3.6 Data collection procedure

The researcher sought permission from the Ministry of Education, Science and Technology through the National Commission for Science, Technology and Innovation before collecting data from the sampled schools. Copies of the permit were presented to the County Commissioner and County Director of Education, Migori County and the DEO Migori district to facilitate visits to the schools. The researcher visited each of the sampled schools, and introduced self to the head teacher, explained the purpose of the study and assured them of confidentiality. The head teacher, the class teacher of Standard 8 and the sampled girls were requested to fill the questionnaires.

3.7 Data analysis techniques

The data from the questionnaires were coded then edited to ensure there were completeness, accuracy and uniformity. This was to allow processing using Statistical Package for Social Sciences (SPSS) programme. The researcher used descriptive statistics to summarize the data. This involved the use of frequency tables, percentages and mean scores. Inferential statistics using multiple regression analysis was applied to establish the extent to which the school-based factors influenced girls' completion of primary education in the district. The findings were then compared with the literature review to enable the researcher to draw conclusions.

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.1 Introduction

The chapter presents and discusses the findings of the study, the analysis of data collected and interpretation in relation to the objectives and research questions. It includes an assessment of the school based factors that were investigated. The responses were compiled into frequencies and converted into percentages presented in cross-tabulations.

4.2 Questionnaire return rate

The pupils, class teachers and head teachers questionnaires were the main instrument. The pupils' questionnaires were given to 170 pupils, class teachers questionnaires to 34 class teachers of Class 8 and head teachers questionnaires were given to 34 head teachers. Table 4.1 indicates the questionnaires that were dully filled and returned.

Table 4.1: Questionnaire return rate

Respondents	Delivered	Returned	%
Pupils	170	161	97.7
Class teachers	34	32	94.1
Headteachers	34	31	91.2

Total	238	224	94.1
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Out of the 170 pupils questionnaires, 161 were filled and returned, representing 94.7 percent returned rate. 32 questionnaires for class teachers which represented 94.1 percent were filled and returned, while out of the 34 questionnaires given to teachers, 31 were filled and returned, representing 91.2 percent. The return rates were considered high and therefore could make the findings reliable.

4.3 Demographic information of respondents

There was need to determine the respondents' distribution by division, age, gender and length of service in the schools so as to ascertain the validity of information generated from them. The findings are as in tables 4.2-4.5 show respondents distribution by division, gender and age.

4.3.1 Distribution by division

The researcher used stratified sampling technique to identify schools and respondents based on the three divisions of Migori district. Tables 4.2 to 4.4 represent the distribution of the respondents.

Table 4.2: Distribution of headteachers by division

Division	Frequency	%
Suba East	6	19.4
Suba Central	10	32.2
Suba West	15	48.4
Total	31	100.0

Table 4.3: Distribution of class teachers by division

Division	Frequency	%
Suba East	7	21.9
Suba Central	10	31.2
Suba West	15	46.9
Total	32	100.0

Table 4.4: Distribution of pupils by division

Division	Frequency	%
Suba East	34	21.1
Suba Central	52	32.2
Suba West	75	46.7

Total	161	100.0
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There were 19.4%, 32.2% and 48.4% headteachers representing Suba-East, Suba Central and Suba West divisions respectively. There were 21.9%, 31.2% and 46.9% class teachers of class 8 representing Suba East, Suba Central and Suba West divisions respectively. Out of 161 pupils who participated in the study, 21.1% were from Suba East division, 32.2% from Suba Central division and 46.7% were from Suba-West division. The variations in the number of headteachers, class teachers and pupils were influenced by differences in the number of schools among the divisions. The numbers were considered proportionately representative of the target population.

4.3.2 Distribution by gender

There was need to know the distribution of headteachers and class teachers of class 8 by gender. The findings are in table 4.5 and 4.6.

Table 4.5: Distribution of headteachers by gender

Gender	Frequency	%
Male	25	80.6
Female	6	19.4
Total	31	100.0

Table 4.6: Distribution of class teachers by gender

Gender	Frequency	%
Male	23	71.9
Female	9	28.1
Total	32	100.0

Table 4.5 shows that out of the 31 headteachers who participated 80.6% were males while 19.4% were females. Majority of the headteachers were therefore males. Table 4.6 shows that there were more male classteachers of class eight (71.9%) compared to 28.1% who were females. Males therefore dominate in the leadership (headteachers and class teachers of the most senior class) of the sampled schools which may send a negative gendered message to the girls. This concurs with the findings of Plan International (2012) that male dominated school environments erode girls' confidence and participation in school.

4.3.3 Distribution of respondents by age

There was need to establish the age of headteachers in the sample. In most cases age is directly proportional to experience. It was felt that the more advanced in age and in the profession, the more reliable the information generated from such participants. Table 4.7 presents the findings.

Table 4.7: Distribution of head teachers by age

Age	Frequency	%
25 yrs and below	0	0
26-35 yrs	1	3.2
36-45 yrs	9	29.1
Over 45 years	21	67.7
Total	31	100.0

Table 4.7 shows that those headteachers in age bracket of over 45 years were more than those in any other age bracket at 67.7%. 21.9% of the sampled headteachers were in age bracket 36-45 years while 3.2% of the headteachers were in age bracket 26-35 years. There were no headteachers in the age of 25 years and below. This age distribution was deemed fit since attaining position of headship is directly related to age. It was also a confirmation that the sampled headteachers would be able to give satisfactory information about girls' completion of primary schooling.

The researcher also sought to establish the distribution of classteacher of class 8 by age. This would help in pointing towards the reliability of information given by them. Table 4.8 presents the findings.

Table 4.8: Distribution of class 8 teachers by age

Age	Frequency	%
25 yrs and below	1	3.1
26-35 yrs	11	34.4
36-45 yrs	13	40.6
Over 45 years	7	21.9
Total	32	100.0

Out of the classteachers sampled, 3.1% were in age bracket of 25 years and below, 34.4% in age bracket 26 to 35 years, 40.6% in age bracket 36 to 45 years and 21.9% were in age bracket of over 45 years. In most schools, the responsibility of being classteacher of class 8 is normally given to teachers who are mature enough in age. The distribution therefore reflects a normal trend in schools and the teachers were deemed likely to give reliable information.

There was need to establish the distribution of pupils by age. The result is captured in Table 4.9.

Table 4.9: Distribution of class 8 pupils by age

Age	Frequency	%
13 yrs and below	24	14.9
14 yrs	62	38.5
15 yrs	43	26.7
16 yrs	25	15.5
17 yrs	6	3.8
18 yrs and above	1	0.6
Total	161	100.0

The average age was established to be 14.4 years which implied that on average, the girls were average. It should be noted that the official primary school age as recognised by MOE is 6-13 years. Since the ages were stated in years excluding months, an error could be allowed for age 14 years to be within the primary school age bracket. However, this still left pupil above 14 years old to be 46.6% of the girls sampled. This implied that there were either high incidences of late enrolment or, high rate of repetition in the district. Either way, this amounted to obstacle in girls' completion of primary education. Literature reviewed revealed that repetition results in average pupils which makes the pupils to be embarrassed of being too old for their classes and for girls, it puts pressure towards withdrawing from school and getting married (Rollestone et al, 2011).

4.3.4 Distribution of respondents by length of service in the schools

The researcher sought to establish the length of service of the headteachers in the schools. This would help in validating the information they would give based on their experience within their respective schools. The findings are in Table 4.10.

Table 4.10: Years of service as headteacher

Years	Frequency	%
Less than 2 yrs	3	9.7
2-4 yrs	8	25.8
More than 4 yrs	20	64.5
Total	31	100.0

Out of 31 headteachers 64.5% had been heads in their schools for more than 4 years, 25.8% had been heads in their schools for between 2 to 4 years while only 9.7% had been in their schools as heads for less than 2 years. Majority of the headteachers had therefore served in their schools for a time long enough to understand the experiences within the schools. They were deemed fit, based on length of service, to give reliable information.

There was also need to establish the distribution of class teachers of class 8 in the sample by length of service in their respective schools. This was to help in finding

out whether they would be in a position to give reliable information on the girls in their classes. The information is summarized in Table 4.11.

Table 4.11: Distribution of class teachers of class 8 by length of service

Years	Frequency	%
Less than 2 yrs	6	18.8
2-4 yrs	10	31.2
More than 4 yrs	16	50.0
Total	31	100.0

Table 4.11 shows that of all the class teachers of class 8 sampled, 18.8% had taught in their respective schools for less than 2 years, 31.2% for between 2 and 4 years and 50% had been teaching in their schools for more than 4 years.

The findings on the age and length of service of headteachers and class teachers of class 8 confirmed that they had the necessary experience both in the teaching profession and in their respective school. They could therefore be relied upon to give more accurate responses.

4.4 Number of girls in class eight

There was need to establish the number of girls in class eight in 2003 in Migori district in comparison with that of boys, and also in comparison with that of class

seven during the previous year (2002). This was necessary in order to establish if fewer girls completed class eight. The researcher also sought to establish from the pupils whether they knew girls, who had actually left their school before finishing class 8, and if so, where such girls could have gone to thereafter.

4.4.1 Number of class 8 girls compared to the number of boys in 2013

There was need to establish whether the number of girls in Class 8 in 2013 compared favourably with that of boys during the same year. One of the aims of the government of Kenya is to attain gender parity in primary schooling. The result is captured in Table 4.12.

Table 4.12: Number of girls in class 8 compared to boys in 2013

Gender	Frequency	%
Boys	555	56.5
Girls	428	43.5
Total	983	100

Table 4.12 shows that the number of girls completing primary education is lower than that of boys as girls accounted for 43.5% compared to 56.5% for boys. The 2012 KCPE results report by KNEC (2013) had raised concern that there were fewer girls than boys completing primary education in Migori district at 42.8% for girls compared to 57.2% for boys. This implies that more girls left school

before completing class 8 compared to boys. This confirms that girls' completion of primary education in Migori district is a problem.

4.4.2 Number of girls in class 8 in 2013 compared to the number in class 7 in 2012

There was need to establish whether the number of girls in class eight remained the same as to how they were in class seven or changed in the upward trend or downward direction. The researcher sought to know this from the experience of the headteachers, class teachers of class 8 and pupils. The respondents were not required to give the absolute number of girls.

Table 4.13: Headteachers' views on number of girls in class 8 in 2013 compared to that of class 7 in 2012

View	Frequency	%
Same	2	6.5
Increased	2	6.5
Decreased	27	87.0
Total	32	100

The results in Table 4.13 indicated that the number of girls in class 7 in 2012 did not remain the same as the cohort moved to class 8 in 2013. The result indicated that 6.5% of headteachers agreed that the number of girls who transited from class

7 in 2012 to class 8 in 2013 increased while 87.0% of headteachers said the number of girls decreased, 6.5% agreed that the number remained the same. The researcher also sought to find out about the same from the classteachers of class 8 and the responses are summarized in Table 4.14.

Table 4.14: Classteachers' views on number of girls in class 8 in 2013 compared to that of class 7 in 2012

View	Frequency	%
Same	3	9.4
Increased	2	6.2
Decreased	27	84.4
Total	32	100

Out of 32 class teachers, only 6.2% agreed that the number of girls in class 8 in 2013 was higher than that of the same cohort in class 7 in 2012. Out of the 32 class teachers, 84.4% indicated the number of girls who transited from class 7 to class 8 in 2013 was lower while 9.4% said the number remained the same.

Table 4.15: Pupils' views on number of girls in Class 8 in 2013 compared to that of class 7 in 2012

View	Frequency	%
Same	12	7.5
Increased	18	11.2
Decreased	131	81.3
Total	161	100

The responses of pupils as captured in table 4.15 shows that only 7.5% of the pupils agreed that the number of girls remained the same as they moved from class 7 in 2012 to class 8 in 2013, and 11.2% of the pupils agreed that the number increased. 81.3% of the pupils indicated that the number of girls who were in class 7 in 2012 decreased when compared to the number of girls in 2013. From the responses of the headteachers, class teachers and pupils it was evident that the number of girls changed as the cohort moved from class 7 in 2012 to class 8 in 2013. Majority indicated that the number of girls who transited from class 7 in 2012 to class 8 in 2013 decreased. This implied that some girls in Migori district did complete primary education.

Headteachers were requested to give their experiences about the class with the highest drop out of girls in the schools. Table 4.16 shows the findings.

Table 4.16: Class with highest number of girls dropping out of school

Class	Frequency	%
Class 5	2	6.5
Class 6	12	38.7
Class 7	17	54.8
Total	31	100.0

Majority of the headteachers noted that most girls dropped out at class 7 (58.4%) followed by class 6 at 38.7% while only 6.5% said class 5 led in girls' drop out. Majority of girls therefore dropped in class 7. This finding agrees with that of Otieno and Colclough (n.d.) who found that in Kenya drop out rates were higher between class 7 and class 8, and more girls dropped out than boys. This could be due to the fact that most schools are under pressure to do well in KCPE examinations and repetition is used to hold back academically weaker students. This results in overaged girls, as shown in Table 4.9, who get shy and leave school. This is consistent with the findings of Plan International (2012) that when girls fall back at critical ages of 13-14 years, they are likely to get out of school before completing.

Further, to validate the information in Tables 4.13, 4.14, 4.15 and 4.16, class 8 girls were asked if they knew of any girl or girls who left their school before completing class 8. Their response is summarized in Table 4.17.

Table 4.17: Girls leaving school before completing class eight

Response	Frequency	%
Yes	148	91.2
No	13	9.8
Total	161	100

The findings revealed that 91.2% of the pupils agreed that they actually knew at least a girl who had left their school before completing class 8. Only 9.8% did not know. However the above information could not confirm whether the girls did not complete primary education. The researcher therefore sought to establish further from the pupils where the girls who had left school before completing class 8 went to. This is captured in Table 4.18.

Table 4.18: Whereabouts of girls who left before completing class 8: Pupils' response

Response	Frequency	%
Transferred to other schools	67	48.2
Married	95	68.3
Stay at home	55	39.6

Employed

22

15.8

The data captured reveal that 48.2% of the pupils knew of girls who had transferred to other schools, 68.3% knew of girls who had been married, 39.6% knew of girls who were staying at home while there was 15.8% of pupils who knew of girls who had been employed before completing class 8. Other than pupils who were reported to have transferred to other schools, the researcher concluded that those girls who had been married, staying at home, or employed were at risk of not returning at school and hence not completing primary education. It was therefore necessary to establish the school based factors that influenced girls' completion of primary education in Migori district.

4.5 Findings on school-based factors influencing girls' completion of primary education in Migori District

This section analyses the findings on school-based factors influencing girls' completion of primary school education in Migori district. The following independent variables were analyzed in relation to the dependent variable. The independent variables discussed include: distance from home to school, school levies, repetition of classes, proportion of female teachers in school, sanitation facilities, and safety of girls while in school. The dependent variable is completion of school by girls at primary level. The researcher required the pupils to make a summary of school based factors above by ranking them or their

aspects as leading cause of girls' non completing of primary schooling in their schools. The results are in Table 4.19.

Table 4.19: Leading school based factors influencing girls non completion of primary education: pupils opinion

Factor	Frequency	%
Long distance to school	1	0.7
lack of school levies	71	44.1
Class repetition	34	21.1
Inadequate female teachers	3	1.9
Lack/poor sanitation facilities	2	1.2
Mistreatment to punishment by teachers	10	6.2
Harassment by male peers	7	4.3
Girl-teacher sexual relationship	33	20.5
Total	161	100.0

4.5.1. Responses of participants on distance and completion of school

There was need to determine the effects of distance from home to school on girls completion of primary education in Migori district. The researcher sought the opinions of headteachers, class teachers of class 8 and pupils. These are summarized in Tables 4.20 to 4.22.

Table 4.20: Long distance cause girls drop out of school: Headteachers' responses

Opinion	Frequency	%
SA	1	3.2
A	12	38.7
D	15	48.4
SD	3	9.7
Total	31	100.0

SA – Strongly Agree A – Agree D – Disagree SD- Strongly Disagree

Table 4.20 shows that 3.2% of the headteachers strongly agreed that long distance from school to home was a determinant for girls' completion of primary schooling in their schools. 38.7% agreed that distance matters. However majority had contrary opinion in that 48.4% disagreed while 9.7% strongly disagreed that long distance from school made girls in their schools not to complete primary schooling.

Table 4.21: Long distance cause girls to drop out: classteachers' opinions

Opinion	Frequency	%
SA	1	3.1
A	9	28.1
D	15	46.9
SD	7	21.9
Total	32	100.0

Table 4.21 shows that only 3.1% of class teachers of class 8 strongly agreed while, 28.1 agreed that distance influenced girls completion of primary education in their school. On the other hand 46.9% disagreed and 21.9% strongly disagreed that distance of pupils' homes to school influenced completion of primary education. The researcher proceeded to find out from pupils whether long distance to school could make a girl to leave school before finishing class 8. The result is in Table 4.22.

Table 4.22: Long distance can cause a girl to leave schooling: Pupils' opinions

Opinion	Frequency	%
Yes	42	26.1
No	119	73.9

Total	161	100.0
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The findings reveal that 26.1% of the pupils agreed that long distance could make a girl to drop out of school while 73.9% disagreed. When asked to rank long distance as a leading factor in non completion of primary education in their schools, only 0.7 percent of girls agreed while 99.3% disagreed that it ranked first (Table 4. 19).

The fact that a total of 41.9% of headteachers’ and 32% of class teachers agreed that long distance mattered in completion of primary education by girls in their schools cannot be overlooked. Equally 26.1% of the pupils had indicated that long distance could make girls to leave school before completing class 8. The researcher concluded that distance was a significant factor in girls’ completion of primary education in Migori district. This is in agreement with Tonkei (2008) who identified long distance to school as one of the factors contributing to drop out among girls in public primary schools in Olokurto division of Narok district. Girls fear harassment to and from school. This is consistent with the findings of Hussain and Smits (2011) that effects of distance are severe for girls due to safety concerns to and from home. The real and perceived safety concerns even become bigger once girls reach puberty. Similarly the finding agree with that of Ondiek (2010) who found that in Kuria district, long distance exposed girls to sexual assault leading to traumatization and dropping out of school.

4.5.2 Impact of school levies on girls' completion of primary education in Migori district

Since 2003, the Government of Kenya has been sending FPE funds to all public primary schools at the rate of Kshs. 1,020 per pupil annually. This was to make primary school accessible, increase retention and ensure completion. There was need to assess whether the capitation funds were enough and whether schools charged extra levies. It was also necessary to assess whether school levies affected girls' completion of primary education in Migori district. Table 4.23 shows headteachers' responses on whether the capitation funds were enough.

Table 4.23: Are FPE funds adequate?

Opinion	Frequency	%
Yes	2	6.5
No	29	93.5
Total	31	100.0

Table 4.23 indicates that 6.5% of headteachers confirmed that the government's FPE funds were enough while a majority (93.5%) of headteachers confirmed that the FPE funds were not enough. The researcher therefore sought to know whether schools charged extra levies to fill their budget deficits.

Table 4.24: Extra levies charged in school: Headteachers' responses

Opinion	Frequency	%
Yes	27	87.1
No	4	12.9
Total	31	100.0

Table 4.24 indicates that 87.1% of headteachers said their schools charged extra levies while only 12.9% of the headteachers' did not charge any levies. The researcher also sought to know from pupils if their schools charged extra levies. The findings are captured in Table 4.25.

Table 4.25: Schools charge extra levies: pupils' responses

Opinion	Frequency	%
Yes	131	81.4
No	30	18.6
Total	161	100.0

The findings reveal that 81.4% of the pupils agreed that their schools charged extra levies while 18.6% of the pupils said their schools did not charge extra levies. Taken together with the headteachers responses the researcher concluded that despite FPE monies being sent by the government, schools were forced to charge levies to fill up budget deficits. This agrees with the findings of Sawamura

and Sifuna (2008) in Kenya, and Kirechi et al (2012) in Matete and Lugari divisions that parents (pupils) were still required to pay such levies as exam fees, PTA-teachers salaries and development levies. The researcher deemed it necessary to get pupils' experiences on what happened to those who defaulted in paying the school levies, and if they actually knew of at least a girl who had left their schools before finishing class 8 because of school levies. The findings are captured in Tables 4.26 and 4.27.

Table 4.26: Action taken against pupils who did not pay extra charges

Action	Frequency	%
Sent home	115	95.0
Caned	36	29.8
leave school	13	10.7
Call parent	96	79.3
Forgiven	24	19.8

Out of the pupils who were sampled 95% reported that those who could not pay school levies were sent home, 29.8% indicated they were caned, 10.7% said they left school, 79.3% indicated their parents were called while 19.8% said those who defaulted were forgiven. The fact that 10.7% of the pupils acknowledged that pupils who could not pay the levies left school and that 29.8% said they were caned points to serious implications of school levies on girls' completion of

primary education in Migori district. In Table 4.19, 44.1% of pupils ranked lack of school levies as the leading cause of girls leaving their school before completing class 8. Parents with low incomes are not able to meet the extra levies and this leads to pupils, more particularly girls, being forced out of school before completion. This agrees with the findings of Kirechi et al 2012 in Matete and Lugari division, Kenya. The situation is worsened by methods employed by schools to ensure compliance by pupils who default in paying school levies such as caning them or sending them home. This agrees with Roschanski (2007) who found in a study in Homabay district that when girls were repeatedly sent home for school levies some became too shy to return to school.

4.5.3 Government policy on repetition and girls completion of primary

The government policy is that no pupils should be forced to repeat classes as repetition is wastage. The government encourages automatic promotion to ensure that all pupils transit through primary cycle of education. There was need to assess how the government policy on repetition influenced girls completion of primary education in Migori district.

Given that class teachers and headteachers were likely to be aware of the policy, and hence less likely to give reliable information, the researcher sought to know from the pupils whether their schools forced pupils who have failed in examinations to repeat classes. The pupils' responses are captured in Table 4.27.

Table 4.27: Exam failures are forced to repeat classes

Opinion	Frequency	%
Yes	113	70.2
No	48	29.8
Total	161	100.0

Table 4.27 shows that 70.2% of the pupils agreed that those who had failed in examinations in their schools were forced to repeat classes while 29.8% disagreed. The researcher sought to know from the classteachers and headteachers whether repetition of classes was the cause of girls dropping out their schools. The responses are summarized in Tables 4.28 and 4.29.

Table 4.28: Repetition of classes cause girls to drop out: Headteachers' responses

Opinion	Frequency	%
SA	6	19.3
A	14	45.2
D	7	22.6
SD	4	12.9
Total	31	100.0

Table 4.28 shows that 19.3% of headteachers strongly agreed while 45.2 % agreed that repetition caused girls not to complete primary education in their schools. On the other hand, 22.6% of headteacher disagreed while 12.9% strongly disagreed.

Table 4.29: Repetition of classes cause girls to drop out of school: Class teachers' responses

Opinion	Frequency	%
SA	2	6.2
A	15	46.9
D	12	37.5
SD	3	9.4
Total	32	100.0

Findings in Table 4.29 show that 6.2% of classteachers strongly agree and 46.9% agreed that repetition forced girls to drop out before completing class 8. On the other hand, 37.5% disagreed while 9.4% strongly disagreed.

A majority comprising of 64.5% of headteachers and 53.1% of classteachers therefore agreed that repetition negatively influenced girls' completion of primary education in their schools. The researcher sought to know from the pupils if they

knew of at least a girl who had left their school before completion because of being forced to repeat class. The responses are summarized in Table 4.30.

Table 4.30: Girls left because of forced repetition

Opinion	Frequency	%
Yes	114	70.8
No	47	29.2
Total	161	100.0

Despite government policy on repetition, it is evident that forced repetition existed in the schools in the district and that some girls were not completing because of the same. This is acknowledged by 70.8% of the pupils, 53.1% of class teachers and 64.5% of headteachers. The repetition is highest in class 7 which reflects parental and school pressure to pass KCPE. This agrees with the findings of Otieno and Colclough (n.d) in Kenya and Holkamp (2009) in Malawi that repetition affects girls' schooling. If girls have to repeat and fall too behind in school at critical ages 13 and 14 years, they risk dropping out and never returning to school (Plan International, 2012).

4.5.4 Proportion of female teachers in schools and girls' completion of primary education

There was need to assess the extent to which the proportion of female teachers to male teachers affected girls' completion of primary education in Migori district. The researcher therefore sought to know the number of female teachers in comparison to male teachers. This information was got from the headteachers and summarized in Table 4.31.

Table 4.31: Number of female teachers compared to male teachers

Gender	Frequency	%
Male	154	56
Female	121	44
Total	275	100.0

Table 4.31 shows that 44% of the teaching force was female, compared to 56% that was male. The finding therefore showed that the district had fewer female teachers in comparison to male teachers. The researcher proceeded to find out girls' preference of school with more male teachers in comparison to one with more female teachers. The finding is in table 4.32.

Table 4.32: Pupils' teacher preference

Opinion	Frequency	%
Male	28	17.4
Female	133	82.6
Total	161	100.0

Girls in Migori district preferred schools with more female teachers (82.6%), yet only 44% of teachers in the district were females. This was therefore likely to discourage girls. However, in table 4.19 only 1.9% of pupils ranked inadequate female teachers as the leading cause of girls dropping out of their schools. Headteachers' and classteachers' opinions were sought about existence of more female teachers and girls completion of primary school education. The findings are in Tables 4.33 and 4.34.

Table 4.33: More female teachers encouragement to girls' completion:**Headteachers' opinions**

Opinion	Frequency	%
Yes	15	48.4
No	16	51.6
Total	31	100.0

Table 4.32 shows that majority of headteachers' at 51.6% felt that existence of more female teachers did not influence girls' completion of primary education in their schools while 48.4% of the headteachers' agreed that it affected girls schooling.

Table 4.34: More female teachers encouragement to girls' completion: class teachers' opinions

Opinion	Frequency	%
Yes	11	34.4
No	21	65.6
Total	32	100.0

Table 4.34 shows that 34.4% of class teachers of class 8 indicated that more female teachers mattered in girls schooling while a majority of 65.6% felt that existence of more female teachers did not influence girls' completion. On average 41.3% of teachers (both headteachers and class teachers) felt that the existence of more female teachers was important in encouraging girls to complete primary schooling. This is in agreement with World Bank (2003) in their study in India which found out that a higher number of female teachers positively affected girls' completion of education. Female teachers were likely to mentor girls academically, protect them from harassment and support them in times of need. Girls believed that female teachers understood them better and this is supported

by findings of Huisman and Smits (2012) who noted that male teachers could be even sexually threatening to girls and less supportive.

4.5.5 Schools' sanitation facilities and girls completion of school

The researcher sought to investigate the influence of sanitation facilities on girls' completion of primary education in Migori district. The pupils were required to indicate whether their schools had separate toilets for boys and girls or whether they shared. Literature review had revealed that sharing toilets interfered with the privacy and security of girls and was therefore a disincentive towards girls' attendance and completion of schooling. Pupils' responses are shown in Table 4.35.

Table 4.35: Girls and boys share toilets

Opinion	Frequency	%
Yes	0	0
No	161	100
Total	161	100.0

Table 4.35 shows that girls and boys were not sharing toilets in all public primary schools in Migori district. The researcher further sought to know from the pupils how they ranked adequacy and state of toilets in school as a leading cause of girls not being able to complete primary schooling. Table 4.19 showed that only 1.2%

of the pupils viewed sanitation facilities as the leading cause of girls leaving before completing primary school education. The researcher concluded that sanitation facilities were not a major factor influencing girls' completion of primary education in Migori district. This is because the safety and privacy of girls in the toilets is not compromised given that non of the schools in the district has boys and girls sharing same toilets.

4.5.6 School safety and girls' completion of primary education

The study investigated the influence of school safety on girls' completion of primary education in Migori district. Factors considered under safety included harassment by teachers, harassment by male peers, and forms of punishment. Opinions and experiences on school safety were sought from the headteachers, class teachers of class 8 and pupils. The researcher sought to know from pupils what was mostly done to girls who broke school rules. Responses are summarized in Table 4.36.

Table 4.36: What is mostly done to girls who break school rules

	Frequency	%
Caning	48	29.8
Sent home	27	16.8
Work outside class	12	7.5
Warning	74	45.9
Total	161	100.0

Table 4.36 shows that 29.8% of pupils reported that caning was the commonest method of handling girls who broke school regulations, 16.8% said they were mostly sent home, 7.5% said they were being given work outside class while 45.9% said they were mostly warned. The researcher further probed from the pupils whether girls had left schools because of corporal punishment. The finding is in Table 4.37.

Table 4.37: Some girls have school because of caning

Response	Frequency	%
Yes	34	21.1
No	137	78.9
Total	161	100.0

Table 4.37 confirms that there were girls who left school in the district because of corporal punishment. This happened despite government's ban on corporal punishment in schools since 2001. This finding agrees with that of Warrington et al (2011) who found that corporal punishment was still practiced in primary schools in Kajiado district. The researcher wanted to know if harassment of girls by teachers influenced girls' completion of primary education in Migori district. Experiences of headteachers and class teachers of class 8 were sought and the findings are in Table 4.38 and 4.39.

Table 4.38: Harassment by teachers cause girls to drop out of school:

Headteachers responses

Response	Frequency	%
Yes	11	35.5
No	20	64.5
Total	31	100.0

Table 4.39: Harassment by teachers cause girls to drop: Class teachers'

responses

Response	Frequency	%
Yes	7	21.9
No	25	78.1
Total	32	100.0

Tables 4.38 and 4.39 indicate that 35.5% of headteachers and 21.9% of class teachers agreed that harassment of girls by teachers in their schools forced girls to leave before completing primary school. 64.5% of headteachers and 78.1% of class teachers disagreed. In Table 4.19 6.2% of pupils ranked mistreatment/punishment by teachers as a leading cause of girls non-completion of primary schooling, 4.3% indicated harassment by male peers was the leading cause of girls dropping out of school and a significant 20.5% identified sexual harassment by male teachers as the leading cause of girls non completion of

primary education in their schools. In total, 33.6% ranked school safety as a leading cause of girls leaving before completing class 8. The finding agrees with those of Llyod et al (1998), Mensch et al (2001), Dune at al (2003), Action Aid International (2004), Hunt (2008), Ruto (2009) and Warrington et al (2011) that school safety matters in girl's attendance and completion of primary education. When conditions inside the school are harsh and less supportive to the girls, they became scared, their absenteeism increased and eventually some withdrew from school. Plan International (2012), concluded that the fundamental school based factors which encouraged girls to stay in school through to completion included safety and security, and non discriminatory policies in school and classroom.

4.6 Regression analysis of school based factors influencing girls completion of primary education

The researcher sought to establish the extent to which the school based factors (independent variables) – distance from school, school levies, repetition, proportion female teachers, sanitation facilities and school safety – influenced girls' completion of primary education (dependent variable) in Migori district. Table 4.40 gives summary of the analysis.

Table 4.40: Regression analysis

Model Summary^b

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.740 ^a	.548	.354	1.76366

The regression table indicates that 35.4% of variations in girls' completion of primary education is caused by long distance, extra levies charged, repetition of classes, proportion of female teachers, sanitation facilities and school safety concerns. The remaining 64.6% variation cannot be attributed to school based factors. Girls' completion of primary education is influenced by in interplay of factors (Hunt, 2008). This implies that there were other out of school factors that influenced girls' completion of primary education in Migori district.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of the study was to investigate school based factors influencing girls' completion of primary education in Migori District of Migori County. This chapter presents the summary of the finding, conclusions and recommendations of the study. It also suggests areas of further research.

5.2 Summary of the study

The study investigated the school based factors that influence girls' completion of primary education in Migori District of Migori County, Kenya. The objectives of the study were: To determine the effects of distance from home to school on girls' completion of primary education in Migori district; to assess the effects of school levies on girls' completion of primary education in Migori district; to assess how government policy on repetition influences girls' completion of primary education in Migori district; to assess the extent to which the proportion of female teachers in a school affects girls' completion of primary education in Migori district; to investigate the effects of school's sanitation facilities on girls' completion of primary education in Migori district; and to investigate the influence of school safety on girls' completion of primary education in Migori district.

The study employed descriptive research design. The target population included all the headteachers, classteachers of class 8 and female pupils of class 8 in all the public primary schools in Migori district. The sample size included 34 headteachers, 34 classteachers of class 8 and 170 female pupils of class 8. The researchers used questionnaires to collect data. These were in three sets; headteacher's, classteacher's and pupil's. The data was coded and analyzed using descriptive statistics. SPSS was used for effective analysis. Data was presented in frequency tables and percentages.

Through data analysis, the study established that distance from school to home was a significant factor influencing girls' completion of primary education in Migori district since 41.9% of headteachers, 32% of classteachers agreed that long distance from home to school was a factor hindering schooling of girls in their schools. 28.1% of pupils agreed it could cause, although only 0.7% ranked it as a leading factor in their schools. Long distance to school creates real and perceived threat of insecurity to girls on their way to and from school.

The study found that the FPE monies sent to school were not adequate and that majority of schools charged extra levies to fill their budget deficits. It was established that majority of pupils who defaulted in payment of levies were sent home (95%) or their parent were called (79.3%). It was also established that there

were girls who had left before completing primary schooling because of school levies.

The study found that despite the government policy of automatic promotion, schools in the district forced pupils who had failed in exams to repeat classes (64%) and that some girls had left before completing primary education due to forced repetition. The study found that due to repetition, the schools have overage girls in class 8 (average age being 14.4 years). The study established that most girls left school in class 7.

It was revealed that there were more male teachers (56%) than female teachers (44%) in the district and yet 82.6% of pupils preferred schools with more female teachers than male teachers. Majority of the headteachers and class teachers (51.6% and 65.6% respectively) were of the opinion that proportion of female teachers did not matter.

The study found that girls and boys in public primary schools in Migori district did not share toilets. Sanitation facilities, especially adequacy and nature of toilets were found not to be significant factors influencing girls' completion of primary education in Migori district.

The study revealed that corporal punishment, although banned by the government, was still practised in primary schools in Migori district. It was found that girls

harassment by both male peers and teachers pushed some girls out before completing primary education. There were 20.5% of female pupils of class 8 who ranked sexual harassment by teachers as a leading cause of girls' non completion of primary education. The study revealed that school safety was a significant factor influencing girls completion of primary education in Migori district.

5.3 Conclusions

From the study's findings, the researcher made the following conclusions;

Distance from home to school was a significant factor that actually influenced girls' education. Reduced distance to school was perceived to improve safety. Increased distance to school hindered girls' completion of primary education in Migori district. Charging of school levies influenced girls' completion. Poverty and therefore lack of school levies resulted in girls being repeatedly sent home, some being caned and some opting to leave school before finishing class 8. Availability of school levies (improved incomes) resulted in girls' retention in and completion of primary education in the district. The government policy in Kenya out laws repetition as it creates conditions that make girls to drop out. Repetition was found to be practiced in schools in Migori district. Automatic promotion leads to increased completion by girls while repetition forced girls to drop out and not finish primary education in Migori district. Repetition was therefore a major factor influencing girls' completion of primary education. Proportion of female teachers to male teachers was a factor influencing girls' completion of primary

education. Increased number of female teachers improved retention of girls in school as they were supportive and empathetic to girls. Reduced number of female teachers in a school was an obstacle to completion. Sanitation facilities did not significantly influence girls' completion of primary school in Migori district. Girls did not share toilets with boys and therefore the safety and privacy to and from and inside toilets was guaranteed. School safety was found to be a factor that influenced girls' completion of primary education in Migori district. Safer and more girl child- friendly schools encouraged girls to complete primary education while less safe schools demotivated girls and forced them out before completing primary schooling. Lastly the school based factor were not the only factors that influenced completion of girls' primary education. They only accounted for 35.4% of incidences of girls' non completion. The researcher concluded that there were other out-of-school factors that accounted for girls' completion of primary education. These had not been covered in the study.

5.4 Recommendations

The study recommends that more schools should be established and be well spread to reduce on the distance girls have to walk from home to school. In addition to more schools, the study recommends the establishment of at least a public boarding primary school for girls only in Migori district. The Ministry of Education should ensure that government policy on repetition is implemented to the letter and that no pupils should be forced to repeat classes. The study

recommends that the government should increase capitation funds to schools, including payment of KCPE enrolment fees for the pupils in Class 8. It is recommended that more female teachers should be employed and deployed to public primary schools in Migori district to attract girls to finish school. The study recommends that schools should adopt safe and child friendly policies and practices in school. The researcher recommends that guidance and counseling should be given priority in school to address discipline issues and other challenges facing girls and that there should be capacity building for school administrators and teachers on the same.

5.5 Suggestions for further research

On the basis of the findings of this study, the researcher recommends the following for further research:

1. The study can be replicated but to establish household and socio-cultural factors that influence girls' completion of primary education in Migori district. The findings from such a study, combined with findings from this study, can help to put in place measures that can improve PCR of girls' in Migori district.
2. A similar study can also be done to investigate the school-based factors that influence boys' completion of primary education in Migori County.
3. A study can be conducted to establish more child-friendly interventions in discipline matters, with more emphasis on guidance and counseling.

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APPENDIX I: LETTER OF INTRODUCTION

**University of Nairobi,
P. O. Box 30197,
Nairobi – Kenya**

The Headteacher,

.....School.

Dear Sir/Madam,

RE: RESEARCH PROJECT

I am a postgraduate student at the University of Nairobi and a teacher by profession. I am undertaking research in Migori district on **school-based factors influencing girls' completion of primary education.**

The purpose of this letter is to request for your permission to allow me to conduct research in your school. This study is purely for academic purpose and the respondents' confidentiality will be highly respected.

I am looking forward to your co-operation.

Thank you in advance.

Yours faithfully,

Ombago D. O. Charles

APPENDIX II: HEAD TEACHER'S QUESTIONNAIRE

This questionnaire is intended to find out useful information on **school based factors that influence girls' completion of primary education in Migori district**. I consider you very useful in the study and therefore request you to spare your time to provide information relating to the questions that follow. Your response will be treated with utmost confidentiality.

Please tick (✓) the appropriate response/fill the spaces using appropriate response.

Part A: Personal details

1. Indicate your gender

Male Female

2. What is your age bracket?

25 yrs and below 26-35yrs 36-45yrs over 45yrs

3. How long have you been the head of the school?

Below 2 yr 2-4yrs More than 4yrs

Part B:

4. (a) Are all the girls in class 8 in your school in 2013 the same in number as the ones who entered class 7 in 2012?

Yes No

- (b) If the number increased, what was the cause?

		Yes	No
1	Transfer from other schools		
2	Repetition		
3	Reduced school levies		
4	Improved performance		

(c) If the number decreased, what was the cause?

	Yes	No
Transfer to other schools		
Repetition		
Early marriage		
Pregnancy		
Poverty/lack of school levies		
Expulsion		

5. Which class in your school usually has the highest rate of girls leaving school before completing?

Class 4 and below Class 5 Class 6 Class 7
 Class 8

6. Does your school have separate toilets/latrines for boys and girls?

Yes No

7. What is the number of teachers in your school by gender

Male Female

8. How do you sort out indiscipline of girls in your school

Method	A	O	S	R	N
Corporal punishment					
Guidance and counseling					
Send them home to call parent					
Warnings					
Expulsion					
Given work to do outside class					

NB: A – Always O – often S – Sometimes R – Rarely

N – Never

9. Is the Free Primary Education monies provided by the government in meeting the school's budget enough?

Yes No

10. If no, does the school charge other levies to meet the budget deficit?

Yes No

11. If yes, what do you do to pupils who are not able to pay?

Send them home Call the parent Leave them

12. Are there girls who have left your school before sitting for KCPE due to lack of school levies?

Yes No

13. Do you think the existence of more female teachers than male teachers in a school encourages girls to stay in school until they complete?

Yes No

14. Would you agree with the following as being school based causes of girls' non-completion of primary education in your school and its neighbourhood

Cause	SA	A	D	SD
Poverty/inability to pay school levies				
Long distance to school				
Poor academic performance of the girl				
Poor/inadequate toilets for girls				
Harassment by teachers				
Harassment by male peers in school				
Indiscipline				
Class repetition				
Lack of (enough) female teachers				

SA – Strongly Agree A – Agree D – Disagree SD – Strongly Disagree

15. In your own opinion, what is the main school-based cause of girls' failure to complete primary education in your school?

16. Suggest measures that should be taken within the school to enable more girls to complete class 8

Thank you for your cooperation

APPENDIX III: CLASS TEACHER'S QUESTIONNAIRE

This questionnaire is intended to find out useful information on **school based factors that influence girls' completion of primary education in Migori district**. I consider you very useful in this study and therefore request you to spare your time to provide information relating to the questions that follow. Your response will be treated with utmost confidentiality.

Please tick (✓) fill in the appropriate response

Section A: Personal details

1. Please indicate your gender

Male Female

2. What is your age bracket

Below 25yrs 26-35yrs 36-45yrs Over 45yrs

3. How long have you been teaching in this school?

Less than 2yrs 2-4yrs More than 4yrs

Section B: School based factors affecting girls' completion

4. What is the enrolment of pupils in your class by sex?

Boys _____ Girls _____

5. Has the number of girls in class 8 in 2013 changed compared to their number in class 7 in 2012?

Yes No

6. If it increased, what was the cause?

Source	Yes	No
Transfer from other schools		
Repetition		
Reduced school levies		
Improved school academic performance		

7. If it decreased, what was the cause?

Cause	Yes	No
Transfer to other schools		
Repetition		
Drop out		

Others (specify) _____

8. Would you agree with the following as being causes of girls' non-completion of primary education in your school?

Cause	SA	A	D	SD
Lack of school fees				
Distance to school				
Poor/inadequate toilets for girls				
Repetition				
Poor academic performance of the girl				
Low number of female teachers in the school				
Indiscipline				
Harassment by fellow school boys				
Harassment by teachers				

SA- Strongly Agree, A- Agree, D- Disagree, SD- Strongly Disagree

9. Who, between boys and girls, do you find easier/enjoyable to teach?

Boys Girls Both

10. How do girls who break school rules usually get corrected in your school?

	A	O	S	R	N
Corporal punishment					
Working outside class					
Sent home					
Guidance and counseling					
Warnings					
Ignored					

A – Always O – Often S- Sometimes R – Rarely N – Never

9. In your opinion what is the main school based reason for girls leaving primary school before completing class8 (KCPE)?

10. Suggest what can be done to ensure more girls complete primary education (sit for KCPE)

Thank you for your cooperation

APPENDIX IV: PUPIL'S QUESTIONNAIRE

This questionnaire aims at finding out useful information on **school factors that influence girls' completion of primary education**. I consider you very important in this study and therefore request you to spare your time to answer the questions that follow. Your answers will be treated with confidentiality.

Please tick (✓) the appropriate response/fill appropriate response.

Section A: Demographic data

1. What is your age? _____
2. When did you join this school? _____

Section B: School based factors

3. Are you the same number of girls in your class as you were in class 7 in 2012? Yes No
4. If no, is the number higher (more) or lower(less)?
Higher (more) Lower (less)
5. Do you know of any girl who was your school mate but left school before finishing class 8?
Yes No
6. If yes, where did she/they go after leaving your school?
Got married Transferred to another school
Stays home went to work
7. Do pupils pay fees/school levies in your school?
Yes No
8. If yes, what happens to those who do not pay?
Sent home Yes No Caned Yes No
Leave school Yes No Call their parents Yes No
Forgiven Yes No

9. What is mostly done to girls who break school rules in your school?
 Caning Sent home Given work to do outside class Warned
10. Are there girls who have left your school because of caning?
 Yes No
11. Are there girls who have been sent away and left your school because of indiscipline
 Yes No
12. Between a school with more female teachers and another with more male teachers, which one would you prefer to learn in?
 With more female teachers With more male teachers
13. Do girls and boys share same toilets/latrines in your school?
 Yes No
14. Are pupils who have failed in exams in your school forced to repeat class?
 Yes No
15. Is there any girl(s) who left your school because she was forced to repeat a class?
 Yes No
16. Can the following things in a school make girl to leave school without completing class 8?

	Yes	No
School fees		
Poor girl's toilets		
Girl-teacher sexual relationship		
Harassment by boys/other pupils		
Class repetition		
Punishment by teachers		
Poor academic performance of a girl		

Sharing toilet/latrine with boys		
Lack of (enough) female teachers		
Long distance to school		

17. Do you consider teachers in your school friendly to pupils?

Yes No Some

18. Who do teachers in your school treat better in school?

Boy Girl Both

19. Rank the following from the MOST (Position 1) to the LEAST (Position 12) as you see them in being causes of girls leaving your school before completing class 8?

Factor	Rank
Poor/lack of toilets for girls	
Mistreatment/punishment by teachers	
lack of school fees	
Poor academic performance of a girl	
School is far from home	
Class repetition	
Lack of (enough) female teachers	
Harassment by other pupils/boys	
Girl- teacher sexual relationship	
Sharing toilets/latrines with boys	


20. Suggest what can be done to enable more girls in your school to finish class 8.

Thank you for your cooperation

APPENDIX V: RESEARCH PERMIT

THIS IS TO CERTIFY THAT:
MR. OMBAGO D.O CHARLES
of UNIVERSITY OF NAIROBI, 0-40400
migori, has been permitted to conduct
research in Migori County
on the topic: SCHOOL-BASED FACTORS
INFLUENCING GIRLS' COMPLETION OF
PRIMARY EDUCATION IN MIGORI
DISTRICT OF MIGORI COUNTY, KENYA
for the period ending:
31st December 2013

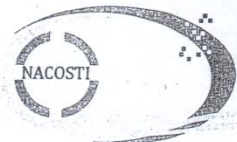
Permit No. : NACOSTI/P/13/8440/123
Date Of Issue : 30th October, 2013
Fee Received : Kshs khs1000.00



[Signature]
Applicant's Signature

[Signature]
Secretary
National Commission for Science
Technology & Innovation

APPENDIX VI: RESEARCH AUTHORIZATION LETTER



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

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

Ref: No.

Date:

NACOSTI/P/13/8440/123

30th October, 2013

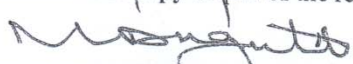
Ombago D. O. Charles
University of Nairobi
P.O.Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School-based factors influencing girls' completion of primary education in Migori District of Migori County, Kenya*," I am pleased to inform you that you have been authorized to undertake research in **Migori County** for a period ending **31st December, 2013**.

You are advised to report to **the County Commissioner and the County Director of Education, Migori 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
Migori County