

**FACTORS INFLUENCING GIRL STUDENT DROP-OUT RATE
IN MIXED PUBLIC SECONDARY SCHOOLS IN MURANG'A
COUNTY, KENYA**

BY

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DECLARATION

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

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DEDICATION

This work was dedicated to my loving husband Samuel Gatuku for his continued encouragement, great resilience in putting up with the long hours of absence during studies, while keeping the kids at bay.

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ABBREVIATIONS AND ACRONYMS

| | |
|---------------|--|
| AIDS | Acquired Immune Deficiency Syndrome |
| GBS | Girls Boarding School |
| HIV | Human Immuno Deficiency Virus |
| ILO | International Labour Organization |
| MDS | Mixed Day School. |
| UNAIDS | United Nations Acquired Immune Deficiency Syndrome |
| UNESCO | United Nations Educational, Scientific and Cultural Organization |
| UNICEF | United Nations International Children's Fund |

ABSTRACT

The purpose of the study was to investigate the factors influencing girl child drop-out in mixed public secondary schools in Kandara Sub-County in Murang'a County. The objective of this study was to examine family based factors, school environment factors, personal factors as well as to verify the influence of teacher attitude on girl child drop-out rate in Mixed public secondary schools in Kandara Sub-County, Murang'a County. The significance of the study is that it will help the government in formulation of policy and programme interventions aimed at helping the girl child, by making the said policies and programmes as proactive as possible to the needs of the girl child. The study used of both qualitative and quantitative data. The study was delimited in Kandara Sub-County in Murang'a County. The study was further delimited to family factors, environmental factors and personal factors that influence girl-child school drop-out rate. The study was also delimited to only mixed public secondary schools from a total of 1,146 Form four students and 186 teachers. The study was constrained by insufficient finances since it entailed assistance of research assistants at the data collection point. It was also limited by time. However, the use of questionnaire helped in gathering a lot of information within a short time. Lastly adequate sources of information and sourcing of data from staff and management was not easy as some people had issues with confidentiality but this was dealt with by first seeking a good rapport with the respondents and booking appointments early prior to the study. of Secondary data has been used by reviewing the existing literature on the factors influencing girl child drop-out in schools. The study used descriptive survey design, this is because the researcher would not be able to manipulate the variables for the simple reason that they had already occurred. The study population was fourteen mixed public secondary schools in Kandara Sub-County which had a total of 1,146 Form four students and 186 teachers including the principals (Head teachers) according to statistics given by education officer in Kandara Sub-County (August, 2014). The study utilized a sample size of 297 respondents. The selection of 16 form four students and 5 teachers from each school was done through stratified random sampling while simple random sampling was done for Kangui Secondary. The researcher got the list of all form students and assigned them numbers, after which the numbers were placed in a container and picked at random. The subject corresponding to the number picked was included in the sample. On the other hand head teachers were chosen purposefully in order to provide in depth information concerning the variables understudy. Questionnaires with structured and semi-structured questions were used to collect the data. Descriptive survey design was chosen, this is because the researcher would not be able to manipulate the variables for the simple reason that they had already occurred. The finding shows that the factors on examination were positively related to girls drop out of school.the factors identified were school based factors, home based factors, personal based factors and social cultural factors. The study findings are expected to enable educationists and policy makers come up with strategies for helping the girl child. Schools will also benefit in that they will come up with programmes to support the girl child and keep her in school, parents and guardians will benefit by becoming knowledgeable and help keep girls in school till completion.The study recommends that county government recognize that the social return to female education greatly exceeds those of male education. The study also recommends that every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problem affecting their girls education. These parents should be advised on the need to motivate their girl child to remain in school

CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Education is regarded as a prime mover for the socio-economic development of countries and accounts for as much as 20% of the annual Gross National Product (GNP) of developing nations (Alvares, Gillies, & Biadsher, 2008). This is considered so because education has been found to improve the productive value of human beings by imparting knowledge, skills, attitudes and behaviour traits referred to as human, social and cultural capital which are required in producing goods and services (Lazear, 2006). In addition to the productive value, education promotes harmonious co-existence, population control, healthy living, effective citizenship, nutritional adequacy and child upbringing.

It is generally agreed that education is a fundamental human right and also a catalyst for economic growth as well as human development. Globally, education has brought about high social rates of return which estimated to be 27% for completed primary education and 15-17% for secondary education. Correspondingly, private returns of education have been found to be significantly higher than social returns estimated at 49% for primary and 26% for secondary education. Notably, education remains a profitable occupation. For example, a report by UNESCO (2005) supports this notion by indicating that education is one of the most effective ways to reduce poverty, give people opportunity to improve their lives and raise their voice, improve their health, productivity and foster participation in civil society.

International conferences and declarations recognize the value of females' literacy and access to school. At the World Education Forum (2000) in Dakar, 164 governments identified six goals to achieve Education For All, EFA. Goal number five concludes that gender disparities in primary and secondary school should be eliminated by 2015. The focus is to give girls full and equal basic education. Similarly, the third UN Millennium Development Goal, aims to promote gender equality and empower women, with target to eliminate gender disparity on all levels by 2015. This goal is one step out of eight to halve extreme poverty by 2015 (UN, 2012a). The Universal Declaration of Human Rights stated that girls' access to school, like that of boys, is a human right (UN, 2012). According to Article 26,

everyone has the right to education. Also, it states that higher education shall be equally accessible to all on the basis of merit, which indicate girls', as well as boys', access to school (UN, 2012).

Education is a fundamental human right as well as a catalyst for economic growth and human development (World Bank, 2008). In almost all developing countries, school dropout or low completion rates have been a subject of interest to academics, researchers, and policy makers for a long time. There is general consensus that the school dropout problem has reached epidemic proportions internationally and has become a global problem confronting the education industry round the world (Oghuvbu, 2008). UNESCO report (2000) on the state of the world's children, points out, that about 130 million children in the developing world are denied their right to education through dropping out. To Maton and Moore (2010), the problem of dropping out should be the concern of every member of society since it has negative consequences at both the individual and social level. Thus dropout is not a mere problem that affects or impacts an individual but it is a problem that affects the entire community as it has been noticed that certain dropouts get involved in crime (Jamil, et al., 2010).

Female education has been identified as more crucial for the advancement of a nation than just education in general (McMichael, 2004). It is now widely recognized that the social returns to female education greatly exceeds those of male education. This is because development cannot happen without the participation of women in society. Reports from Bangladesh, India, Pakistan and Sri Lanka, the first three countries are the most populous in South Asia and home to the majority of out-of-school children in the region. The South Asia study and the country studies aim to understand the scale of the problem of exclusion of children in the four countries as well as in the region. This study shows there are a total of 27 million children out of school in Bangladesh, India, Pakistan and Sri Lanka, of whom 9.9 million of lower secondary school-age. At the same time, in Bangladesh, girls are more likely to drop out from lower secondary grades than boys. This suggests that although fewer boys than girls reach lower secondary education, those that do make it are more likely to be retained unlike the girls. There are some similarities in the four countries in relation to characteristics of children attending lower secondary education who are at risk of dropping out (Dimension 5): rural children are more likely to drop out. India's rural children are at a disadvantage over those in urban areas (except urban slums) in terms of lower

secondary education survival rates. In Pakistan, children living in rural areas have markedly higher dropout rates by grade (Hallman and Grant, 2006).

Making secondary education more accessible is a serious challenge in many parts of the world, certainly in sub-Saharan Africa; however, significant increases in the Arab states and sub-Saharan Africa have been made. The Gross Enrolment Ratio, GER, provides with the information that lower secondary education increased from 72 % to 80 % in the world between the years 1999 and 2009. Even though there is a progress in sub-Saharan Africa, the participation rate for this level of education remains at a very low level of 43 %. Another challenge is gender inequality among secondary school students in the region, as sub-Saharan Africa is facing serious gender disparities at the lower secondary level (UNESCO, 2011).

In Kenya, girl-child education is elusive. Mwangi, (2004) wrote that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of free primary education, access to education is still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons (Hunt, 2008).. These reasons are: demands for their labour in the homes such as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death. The children are given to marriage at a tender age in quest of dowry from the husbands. But how much is the amount and for how long does it last? The girls lament that because of the setbacks they still did not escape from poverty and their parents had nothing to show for the dowry received. Some parents justify the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy (Hallman and Grant, 2006).

The high level of school dropout of female students from public schools in Kenya hinders empowerment of women to participate in implementation of necessary social changes. These include: raising smaller, better nourished and healthier families; women with no education usually have more children (Moraa, 1999 and United Nations, 2005). In spite of the efforts made by African countries to increase female educational opportunities, girls' and women's access to education remains limited in

several sub-Saharan African countries including Kenya where many girls in the region, most of who reside in rural areas in Africa are out of school due to poverty, early pregnancies, early marriages, hostile school environment and cultural beliefs among others (Ballara, 2001).

1.2 Statement of the Problem

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

Female education has multiplier effects because it empowers women to bring about change and helps to break the vicious cycle of poverty. Despite initiatives addressed through various government policies, interventions and declarations like the Millenium Development Goals (MDGs) strive to ensure equal access to secondary school education for both boys and girls. In addition, World Bank (2010) indicates that girls' retention in schools in Kenya is lower compared to boys. High dropout and parent laxity in following up with their children's schooling especially with the introduction of FPE is a cause to worry. Uwezo Kenya report (2011).

When girls are denied access to qualitative education, their countries, on the long run, will be kept from achieving full human, social and economic development. A drive to sensitize the government and the people to devote priority attention in girl child education especially when viewed against the fact that girl-child's education is a central strategy for growth and poverty eradication. It's a fact that without an intelligent parenting (mothering) the result can be lower IQ, poor verbal and mathematical skills, health problems as adult and even behavioral problems

Drop out in education is a big loss to individuals and societies in Kenya. Preliminary investigation by KIPPRA (2011) showed that at the national levels drop out rates among female students in secondary school stood at 12.2%. Despite the governments'

endeavour to enhance access in education in Kenya, drop out rate especially girls has continued to persist and especially the female gender. Kandara Sub-County in particular presents a growing trend in the dropout rate especially for female students. A four year statistics of school completion rate show that at least 23.5% of female students in Kandara Sub-County dropped out of school as compared just 11% of male students (MOEST, 2013). Though there are many studies done on high dropout rate in Muranga County, it is apparent that the problem is still being experienced; the situation of the girl child is unclear in Kandara sub county because there has been little research done on the topic. This study therefore, aims at investigating the possible factors that influenced the high dropout rate especially for the girl-child in Kandara Sub-County.

1.3 Purpose of the Study

The purpose of the study was to examine the factors influencing girl student drop-out rate in mixed public secondary schools in Kandara Sub-County, Murang'a County in Kenya.

1.4 Objectives of the study

The objectives of the study are:

- i. To examine family based factors that influence school drop-out rate of girl student in mixed public secondary schools within Kandara Sub-County.
- ii. To establish the school environmental factors that influence drop-out rate of girl student in mixed public secondary schools within Kandara Sub-County.
- iii. To determine the influence of students' personal factors on girl student school drop-out rate in mixed public secondary schools in Kandara Sub-County.
- iv. To assess how social-cultural factors influence the girls student dropout rate in mixed public secondary schools in Kandara Sub-County.

1.5 Research Questions

- i. How family factors influence school drop-out rate of girl student in mixed public secondary schools in Kandara Sub-County?

- ii. How school environmental factors influence drop-out rate of girl student in mixed public secondary schools in Kandara Sub-County?
- iii. How do personal factors influence girl student drop-out rate in mixed public secondary schools in Kandara Sub-County?
- iv. How do socio-cultural factors influence the girl student dropout rate in mixed public secondary schools in Kandara Sub-County?

1.6 Significance of the Study

A society committed to fighting poverty and the achievement of the Millennium Development Goals (MDGs) should give girls' education a priority. There are evidence that demonstrates strong benefits of girls' education, which span across a wide range of areas including maternal and child health, social stability, environmental benefits and economic growth. Girls' education and the promotion of gender equality in education are critical to self and national development. Policies and actions that do not address gender disparities miss critical development opportunities. Girl's education is a significant variable affecting children's education attainment and opportunities. A mother with a few years of formal education is considerably more likely to send her children to school.

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

Dropout statistics can be used to monitor the success of schools and identify students in need of special attention. In addition, statistics would provide an overall indication of the success of the educational system. To make these assessments, however, data must be collected according to the same definitions, using the same procedures, and over the same period of time (Clements, 1990). Frances Hunt (2008), reducing drop out is central to improving access to basic education. Most of those who do not attend

school are children who have enrolled but who have crossed the threshold from regular attendance to regular absence. In most countries the numbers excluded this way are much greater than those who never attend school. In low enrolment systems more than half the children who start primary schooling will fail to complete it successfully. This is also rampant in High school.

1.7 Limitations of the Study

The study was constrained by insufficient finances since it entailed assistance of research assistants at the data collection point. It was also limited by time. However, the use of questionnaire helped in gathering a lot of information within a short time. Lastly adequate sources of information and sourcing of data from staff and management was not easy as some people had issues with confidentiality but this was dealt with by first seeking a good rapport with the respondents and booking appointments early prior to the study.

1.8 Delimitations of the Study

The study was delimited in Kandara Sub-County in Murang'a County. The study was further delimited to family factors, environmental factors and personal factors that influence girl-child school drop-out rate. The study was delimited to mixed public secondary schools where 237 respondents were targeted and chosen through simple random sampling.

1.9 Assumptions of the Study

The study assumed that all the respondents would be available and that they would give true and accurate information to enable credibility of the findings. The study was also based on the assumption that respondents would be willing to fill up the questionnaires.

1.10 Definition of Significant Terms

This section gives definitions of the significant terms as used in this study.

Drop out rate:- Means leaving a school, group for practical reasons, necessities, or disillusionment with the system from which the individual in question leaves.

Family Based Factors: - Refers to the conditions within a home that inhibit teach for example Poverty, Broken/ Quarrelsome families, inadequate reading space.

Gross Enrolment Ratio:-Refers to the total enrolment in a specific level of education, regardless of age, as a percentage of the eligible official school age population to the same level of education in a given school year.

Personal Factors: - Refers to inherent conditions that discourage girls from continuing with education for example continual under performance in class examinations.

School based Factors:- Refers to the conditions within school that discourage girls from concentrating on education for example lack adequate sanitation facilities

1.11 Organization of the Study

Chapter one of the study contains introduction, giving a background of the study while putting the topic of study in perspective. It gives the statement of the problem and the purpose of study. This chapter outlines the objectives, limitations, and the assumptions of the study.

Chapter two contains literature review which covers introduction, home based factors, and school based factors and personal factors. Lastly, it ends with a conceptual frame work.

Chapter three consists of research methodology which was used in the study. It covers the research design, target population, sample design, data collection, validity and reliability of data collection instruments, data analysis techniques, and ethical considerations.

Chapter four presents data analysis, presentation and interpretation according to the data collected on factors influencing girl child drop-out rate in mixed public secondary schools in Kandara Sub-County

Chapter five presents a summary of the study findings discussion, conclusions and recommendations. The findings were summarized in line with the objectives of the study which is to investigate the factors influencing girl child drop-out rate in mixed public secondary schools in Kandara Sub-County, Murang'a County in Kenya

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provides the reviewed literature of the studies that have been done on the factors leading to drop-out of girl child from school in formal educational programmes and has been divided under the following sub headings: home based, school based , personal factors and conceptual framework. Much recent research and development work in Kenya as a whole has focused on the gender gap in education and on the problem of girls under education relative to boys. The benefits are well documented and show that educated girls have lower rates of fertility, make better mothers, obtain higher paying jobs, and can actively participate in the national and economic development of the country. In order to address the problem of girl's dropout of secondary schools, many African countries have focused their efforts to improve girls' access to education and thereby increase their enrolment rates and educational benefits. However, although more girls are being educated than before, they are still numerous stereotypic genders bases in schools and the society which impede their learning and sustain their under-education. Kenya is one country where girls' educational enrolment has rapidly expanded since introduction of free primary and free day secondary education.

2.2 Global studies on girl's education

Bledsoe (2002) pointed out the irony that the richest and poorest countries share the problem of dropout. He contends that in the United states, over 30% of high school students leave school prematurely and this for the most part, condemns them to marginal part in the cultural and economic life of the country. "There is no room for the undereducated members of a technologically mature society."

In Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion class one entrants who reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal, the Philippines, Singapore, and Sri Lanka have a moderately high survival rate of 20% (Bledsoe, 2002). India and Thailand have a survival rate of 12% while the other countries of Asia have a survival rate averaging not more than 5%. In Costa Rica, the patterns of school dropout in

marginal urban areas seem more complex, may be because education system is better established. Both boys and girls are more likely to stay at school into primary cycle. In El Salvador, the cost of necessities like clothing and increased cost of tuition year after year influence parents' decision to take their children out of school regardless of level.

In many Latin American countries is near universal, completion rates are low because of high drop-out and repetition rates attainment (Birdsall et al., 2005). Failure to complete is a particular problem for children in poor families, trapping them in poverty: in India, 61 percent of the children who never complete fifth grade come from the poorest 40 percent of households (Birdsall et al., 2005). UNESCO (2003) indicated that three surveys done in Canada place the national dropout rate at 18%. The figure represented the number of people in the 10-20 and 20 -24 age groups who had not graduated and were not in school or pursuing further training. Such a situation has serious implications both for the country and for the young people themselves because of the increasing need for highly skilled workers and fewer opportunities for unskilled or functionally illiterate (Bhorat, 2003). Only 51 percent of children in Africa complete primary school. Low enrolment, high levels of drop-out and repetition rates combine to contribute to low educational attainment (Birdsall et al., 2005).

Gachukia (2004) contents that education reform initiative in Kenya since 1980's had three major impacts among others; are, increased cost of education and heavy burden on households; two, scarcity of instructional materials such as textbooks and support services such as school uniforms. These had increasing negative effects on access to and quality of education. A similar report by the Ministry of Education (2010) asserts that the level of poverty in the country has gone up and the plight of the poor aggravated to the extent where many Kenyans can no longer have access to education. In Sudan, the cost of higher education has increased since the 1980's, which is a deterrent even for those who manage to get through school certificate examination.

In Zimbabwe, the enrolment figures in secondary school for girls continue to decline in relation to those of boys. In 1987 in the Matabeleland south, girls made up of 45% of enrolment in form one (nationally 43.6%) but in form four this slipped to 36.6% (nationally 38.9%) (Fawe, 2006). Such a slip does not augur well for a country which wants to develop its human resource from both sexes for better national development. It says that one of the serious consequences of these high drop-out rates, particularly for Africa is the serious and growing problem of those secondary school leavers who

swell the ranks of the educated unemployed. This is because only 20% of those who complete the secondary stage will continue to university. UNESCO (2003) noted that in Botswana, secondary schools, more girls than boys dropout. In junior cycle, 16 - 19% of the girls dropped out in 1987 as compared to 6-8% of boys in 1988.

FAWE(2006) further revealed that 75% of girls dropout because of pregnancy while 20% of boys dropout due to lack of interest. The initial measure to overcoming challenges to basic education was to improve access; which meant increasing the number of schools, teachers and getting as many children in school as possible (Dyer 2002). With 17,000 primary schools offering formal education (Bunyi,2006), the Kenyan government declared free and compulsory primary education in 2003. An estimate of 1.3 million children enrolled in public schools raising the total number to 8 million (Kinuthia 2009). While this may have increased the enrolment rate and registered positive quantitative data, it has failed to give a consideration to the qualitative issues in side of schools. Researches and other studies in developing countries have shown that many children have not attained literacy and competency levels as required for their various levels of schooling. In deed EFA reports that millions of children are leaving school without having acquired basic skills and there are still 72 million primary aged children out of school (EFA Summary Report 2010).

Moreover, the 2005 EFA report on the quality of education, notes that an enormous gap between the number of pupils graduating from school and some of them mastering a minimum level of literacy. It asserts that meeting a minimum of standards, improving school facilities having sufficiently trained teachers with a mastery of content and pedagogy, fostering a conducive and mutual environment and improving inclusion can significantly improve the quality of education. This can be achieved by embracing the Dakar Framework of Action -2000 that recognizes the need to make primary education contextually and locally available to the ethnic minorities. In Kenya the Annual Learning Assessment (2009) report notes that traditionally marginalized communities post a much higher percentage of out-of-school children characterized by high dropout (Uwezo Kenya, 2009). Looking at the above studies, the researcher will try to establish the determinants retention of girls in secondary mixed schools in Kasarani district.

2.3 Girl Child Drop-Out Rate in Mixed Public Secondary Schools

Girls, just like boys have a right to be educated so as to maximize their personal development and their contribution to their community and society. The World Conference on Education for all held in 2001, stipulated that every person has a right to be educated to his or her fullest potential. According to the World Education Forum held in Dakar in 2000, all children, particularly girls must have access to and complete education of good quality by the year 2015 (World Conference on Education, 2001).

Ananga (2011) observes that girl's education is beneficial as it contributed to economic productivity; social development; intergenerational education; social equity; and sustainability of development efforts. Despite such consensus, much remains to be done to reduce gender parity in girls' education. Nearly 70 countries failed to reach the goal of gender parity in education by 2005 and of the 75 million children currently out of school, approximately 55% are girls (UNESCO, 2009). In Africa, girl secondary school enrolment accounts for only 57% of the school age population compared with 75% to boys. Research evidence shows that education of female is paramount to the development of a nation. Credible visionaries and world leaders such as former UN secretary General Kofi Annan continuously highlight the role and powerful impact of girl's education (World Conference on Education, 2001).

The comparatively slow rate of improvement for women is reflected in the fact that between 1980 and 1989, among women aged fifteen to twenty four, 25% were illiterate. UN sources states that in 1990, for every 100 girls of secondary school among girls of secondary school age, only 13 out of 100 were in school. Those girls in third level, grades nine and ten, only 1-5 out of 100 were in school (UNESCO, 2009).

In Pakistan where schools are generally segregated by gender, Ghuman and Lloyd (2007) describe a shortage of female teachers to teach girls, which would particularly affect schools in rural areas. Research frequently cites the gendered curriculum and learning resources for example textbooks, which promote specific notions of 'femaleness' and 'maleness', which can shape how children identify themselves, their life chances and as such their educational prospects. Gendered practices within the classroom might include teachers encouraging/discouraging students according to

gender, encouraging students to take on gendered tasks and roles within the classroom (Kane, 2004).

In Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion class one entrants who reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal, the Philippines, Singapore, and Sri Lanka have a moderately high survival rate of 20% (Bledsoe, 2008). India and Thailand have a survival rate of 12% while the other countries of Asia have a survival rate averaging not more than 5%. In Costa Rica, the patterns of school dropout in marginal urban areas seem more complex, may be because education system is better established. Both boys and girls are more likely to stay at school into primary cycle. In El Salvador, the cost of necessities like clothing and increased cost of tuition year after year influence parents' decision to take their children out of school regardless of level

Research into teachers' attitudes towards students in schools in Ethiopia and Guinea (Colclough et al, 2000) indicated teachers were more positive in general about the participation, interest and intelligence of boys rather than girls in schools. Reports from Peru suggest teachers have very low expectations of girls, because they believe they will drop-out (Ames, 2004). Glick and Sahn (2000) claim, 'classroom and school environments in Guinea appear to be significantly less conducive to learning for girls than boys, negatively affecting their chances for promotion as well as their later productivity and earnings potential'.

In many Latin American countries is near universal, completion rates are low because of high drop-out and repetition rates attainment (Birdsall et al., 2005). Failure to complete is a particular problem for children in poor families, trapping them in poverty: in India, 61 percent of the children who never complete fifth grade come from the poorest 40 percent of households (Birdsall et al., 2005). UNESCO (2003) indicated that three surveys done in Canada place the national dropout rate at 18%. The figure represented the number of people in the 10-20 and 20 -24 age groups who had not graduated and were not in school or pursuing further training. Such a situation has serious implications both for the country and for the young people themselves because of the increasing need for highly skilled workers and fewer opportunities for unskilled or functionally illiterate (Bhorat, 2003).

Numerous studies have shown that female education is pre-requisite for greater social autonomy for women and for improving the socio-economic status of families for example it is noted that countries with smaller gender gaps in education have better indicators of social welfare. For example, lower fertility rate, lower infant mortality rate, improved nutrition, increased life expectancy and better opportunities for their children in the next generation are social benefits that will accrue from more females being provided with proper education. Not only are a large number of girls denied the right to education, but many who attend school receive their education through under-resourced and over-crowded classrooms, poorly-trained or untrained teachers, and emotional and physical abuse through bullying, insults, physical punishment and sexual harassment. This hinders girls' participation in education (UNESCO, 2003). The Kenya National Development Plan (2002-2008) notes that the high wastage rate-associated with dropout in schools, low transition rates between sub-sectors, over centralized school's curriculum development and unduly lengthy completion period in higher education render the Kenyan education system inefficient.

When girls drop out of school, it affects them as individuals and women as a whole as it is a draw back on the full empowerment of women (implementation of the affirmative action) and the country at large. It has both negative individual and social consequences and its psychological effects are felt across the country. High dropout and parent laxity in following up with their children's schooling especially with the introduction of FPE is a cause to worry (Uwezo Kenya report, 2011).

Gachukia (2004) contents that education reform initiative in Kenya since 1980's had three major impacts among others; are, increased cost of education and heavy burden on households; two, scarcity of instructional materials such as textbooks and support services such as school uniforms. These had increasing negative effects on access to and quality of education. A similar report by the Ministry of Education (2010) asserts that the level of poverty in the country has gone up and the plight of the poor aggravated to the extent where many Kenyans can no longer have access to education.

During the years 2007-2011, the national secondary school dropout rate increased. In 2009 North Eastern had the highest dropout rate of 7.6% while central had the lowest at 4.0%. Kandara Sub County which is the centre of this study had a dropout rate of 7.1% in 2009 and 5.5% in 2013. This has serious implications not only on the attainment of Education For All [E.F.A] goals and targets as set out by the Dakar

Framework for action on Education For All but also in national development. If the government has to achieve education for all by 2015, there is no option but to seal every path that leads to dropout and especially of girls in secondary schools including Sub County levels. Measures have to be taken to arrest the challenges of school dropout as it leads to wastage of government funds. The Government is providing free primary and free day secondary school education. Kenya being a developing country, there is need to invest in the education of the girl-child for the purpose of accelerating its national and economic development. This would also accelerate the process of becoming industrialized by the year 2030 (Vision 2030).

2.4 Family Based Factors and Girl Child Drop-out rate in mixed public secondary schools.

Household income is found to be an important factor in determining access to education as schooling potentially incurs a range of costs, both upfront and hidden. Upfront costs include school fees, while the more hidden costs include uniforms, travel, equipment and the opportunity costs of sending a child to school. Household income is linked to a range of factors: when children start school, how often they attend, whether they have to temporarily withdraw and also when and if they drop-out (Croft, 2002). A number of studies highlight the link between poverty and dropping out from school (Bruneforth, 2006; Cardoso and Verner, 2007). Porteus et al (2000), whilst describing exclusions rather than drop-out per se, paint poverty as ‘the most common primary and contributory reason for students to be out of school’ and Hunter and May (2003) call poverty, ‘a plausible explanation of school disruption’. Dachi and Garrett (2003) asked a series of questions to parents/guardians about the financial circumstances surrounding children’s school enrolment in Tanzania: Virtually all households responding said the main barrier to sending children to school was financial and their inability to pay. Hardly any cited a negative attitude towards school on the part of the children themselves, or that the school itself was unattractive.

Both statistical data and empirical research suggest that children from better off households are more likely to remain in school, whilst those who are poorer are more likely never to have attended, or to drop-out once they have enrolled. For example, Brown and Park’s research in rural China (2002) saw ‘poor and credit constrained children’ three times more likely than other children to drop-out of primary school. Colclough et al (2000) describe the links between wealth and school retention by

observing that amongst those out-of-schools, the mean wealth index for school drop-outs was generally higher than for those who had never enrolled. Children at school were, on average, from better-off households than those who had dropped out, who were, in turn, from richer backgrounds than school-age children who had never enrolled (Tembon et al, 2000). Poor households tend to have lower demand for schooling than richer households: whatever the benefits of schooling, the costs, for them, are more difficult to meet than is the case for richer households. For children from poorer backgrounds in particular, the pressure on them to withdraw from school increases as they get older, particularly as the opportunity cost of their time increases. (Colclough et al, 2000).

According to Brock and Cammish (1997) girl children frequently drop-out of school to look after younger siblings. The presence of children less than 6 years old in the household tends to increase the probability of older siblings working and not schooling in Ghana, and the presence of female adults within the household increased the probability of girls schooling and not working (Canagarajah and Coulombe, 1997). A Lloyd and Brandon study (1994 cited in Andvig et al, n.d.) on fertility and schooling in Ghana showed that each additional younger sibling significantly increased the probability that an elder girl would drop-out of school. In interviews with street children in Tanzania (Dachi and Garrett, 2003) some respondents described how changes in household circumstances (for example death of a parent; abandonment by a parent) had forced them to leave school and earn some sort of a living. Guarcello et al (2004) study of children and work in Burundi indicated that maternal (but not paternal, nor double) orphans and foster children were more involved in economic activity than non-orphans. Orphans living without their surviving parent were more involved in work and less in school than orphans not separated from their surviving parent.

In many instances educational non-access in general (Konate et al, 2003), and dropout rates more specifically, are higher in rural rather than urban and peri-urban settings. Indeed, Birdsall et al (2005) claim that 'in many countries, the rural/urban education gap is the most important factor explaining education differentials'. There are a number of possible reasons for this. Households in rural areas tend to be poorer, schools more inaccessible, household members less educated and pressures on children to work to support the household (for example in domestic and agricultural duties), greater. Moreover children in rural areas often enroll later. While in urban

locations, there tend to be more schools and the choice of options available to households are greater.

According to Lone,(2008), 'many forces combine to spell an early end to education for girls, chief among them is poverty' according to her, the cost of voluntary contributions, uniforms, books and bus fares where the school is located far can even free education to be expensive. That in Africa, many girls are prevented from getting education entitled to them because families often send their daughters out to work at a young age so that they can get additional income they may need to exist beyond subsistence level, and finance the education of sons. World Bank (2003), more than 350 million people, over half Africa's population, lives below the poverty line of one dollar a day. This implies too that poverty excludes children, including the girl child from school. Research has shown that millions of girls do not have access to school despite the concerted efforts to push the cause forward. Okeke, Nzewi and Njoku (2008) identified among other child labour, poverty and lack of sponsorship among other causes as key to girl child dropout. According to Chibiko (2009), faculty of Education University of Nigeria in his presentation on girl child education, cited poverty as a major cause of the dropout. Citing examples from African countries he came up with recommendations on how to solve the problem by encouraging the flagging off of National campaign. According to Mwangi (2004), the Kenyan girl child education is elusive. He wrote a combination of factors including poverty. Even with the introduction of free secondary education access to education is still remaining a wide dream to many Kenyan children.

The economic importance of child labour for poverty stricken families is a core factor in explaining why such children drop out. In the short term, a working child can bring more benefit to family life than a child receiving an education."The poverty of the student's family forces them to abandon their studies,' Chhun. (2006) "Students' parents do make them go to work, do make them finish their studies early so they can earn money. Children drop out of school to help their families financially." If their clothes are torn or inadequate, girls from poor families constrained by the demands of modesty and propriety will stay at home. If they do not have adequate sanitary protection, or if their school does not have separate pit latrines, then beginning of menstruation can mean the end of a girl's education. Another 21 percent said they dropped out after having a child of their own, according to the survey, which included

responses from 513 American adults, ages 19 to 35 that have not completed high school. The responses were weighted by age, gender, and location in order for the results to be nationally representative. With nearly 1.3 million students leaving high school each year, the dropout crisis is "equivalent to a permanent recession," and siphons close to a trillion dollars from the national economy, Tony Miller, deputy secretary of the U.S. Department of Education, said during a panel discussion in May. Of the dropouts surveyed, only 17 percent held full-time jobs, and 46 percent of those employed either full time or part time said they had little to no opportunity to advance in their current positions. Students without a high school diploma also earn about 30 percent less than their peers who stayed in school, according to a recent earnings report by the Bureau of Labor Statistics. To reverse the dropout trend, schools need to empower parents to support their student by forging relationships between families, the school, and community.

According to Ndambuki (2003), his study investigated factors that contribute to girl's dropout from public mixed secondary schools in Mbooni West District in Makueni County. It was a study after the introduction of Free Secondary Education, and determines the effect teenage pregnancies have on girl dropout from public secondary schools. The method of data collection was interview. Patricia (2008), when a poor family considers how much a daughter can help in working, cooking, collecting firewood and water and looking after younger children, and how little opportunity there will be for her to get a paying job even if she is educated, then the returns rarely seem to warrant the expenditure. According to the UNO, (2014), in one of his meetings in Davos, Switzerland called on the world to invest more to release the potential of over a half a billion adolescent girls in developing countries currently held back by poverty, discrimination and violence, calling them key to achieving a crucial raft of development. Findings show that poverty is among the key factors influencing girl child dropout.

According to Okumu(2013), he researched in Kisumu West and specifically the study sought out to find the social and economic factors leading to girl child dropout from public mixed secondary schools, established that the dropout of girls depended on both home environment and school environment. The study findings indicate that social contributors cut across early marriage, lack of mentorship by teachers and parents, teenage pregnancies, poor performance, distance to school and bereavement

that transfer responsibility to the girl child. Economically poverty was established to be a major cause of girl child dropout. The study concludes that social and economic factors have a mutually reinforcing and/or feed off mechanism that leads to high dropout of girls. The study recommends government support of the District initiatives that focus on the plight of top performing girls without economic backings.

Nasaba, (2011) carried out a research in Bungoma County which revealed that poverty level is a major factor that contributes a big deal to the vulnerability of girls hence affecting their education. This was confirmed by Mt Elgon executive secretary of KNUT- Chemonges while speaking at a function Kapkirwok Primary School. According to KESSHA chairperson of Bumula Sub county, Namasaka (2013), the girl child in the district still faces a lot of challenges which inhibit her from completing high school, She observed that only 583 girls sat for 2013 KCSE exams out of the over 1133 admitted in Form One year 2010. She observed that poverty was among the chief causes. A lack of parental support and the challenges of teen pregnancy are among the primary factors driving students to leave high school before earning their diploma, according to a new report released today. Twenty-three percent of high school dropouts surveyed cited lack of support and encouragement from their parents as the reason they quit school, the report by Harris Interactive, a research firm, and Everest College revealed. The age of a guardian at home level highly determines the completion rate of girls, the older the guardian the higher the possibility of completion. Guardians who are barely the age of 25 do not have parental authority hence can be tossed here and there by the students, the same also applies to guardians who are too old at grandparents level.

2.5 School Based Factors and Girl Child Drop-out rate in mixed public secondary schools.

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Molteno et al., 2000), as have various aspects of teaching and learning processes. Teaching practice and behaviour can particularly influence a pupil's decision to drop out. Smith (2003) found that in some schools in Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

According to Nekatibeb (2002) learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nekatibeb(2002) observed that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The results is teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labour; this situation has a negative impact on girls' education, because it discourages parents from sending girls to school or shortens the time spent on teaching and learning.

Inadequate or poor physical facilities adversely affect the quality of education. It has been established that in such poor environments the girl child comes off the worst because facilities are unlikely to be gender responsive (FAWE 2004).According to Lizettee (2000) the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005). In particular girls who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they don't, they may miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

Providing water and sanitation at school level is critical for girls. Privacy issues relating to sanitation are a major factor forcing girls out of schools (Birdsall, Levine and Ibrahim,2005). These studies are echoed by a study in Kenya by the North Eastern Director of Education (2004), which established that girls were forced to leave school due to lack of adequate sanitation facilities.

UNICEF (2009) further observes that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of safe water. In addition, separate toilets or latrines should be available for girls and boys, privacy, cleanliness and safety major considerations when planning location and design of facilities.

Currently, more than 60% of all schools in Africa lack sufficient sanitation facilities (UNICEF, 2009). Even in schools with facilities, unhygienic sanitation hinders the ability of students to concentrate and learn at school (Water and Sanitation Collaborative Council and WHO, 2005). In Africa, the lack of basic sanitation facilities further decreases the enrolment of girls in secondary schools. Various studies have particularly linked the attendance of girls to the availability of adequate sanitation facilities in schools (UNICEF, 2006). Girls spend more time in schools when the number of sanitation facilities is adequate (UNICEF, 2006). As such, the need for improved access to sanitation goes beyond improved health and addresses issues of children rights and gender equity.

Studies carried out in Lesotho and Bangladesh, have indicated that girls have a preference for separate facilities (UNICEF & IRC, 1998). In schools where the toilets are shared between girls and boys or are closely located, a significant number of girls drop out of school after they attain puberty because of harassment and lack of privacy (UNICEF & IRC, 1998).

Since the introduction of the Kenyan free primary education in 2003, the enrolment rate of students has tripled (CSAE, 2008). This increase in the number of pupils has not been matched by a proportional increase in the number of sanitation facilities.

According to Ngales (2005) in a study on school girls towards health, dignity and well being in Ethiopia, it was found that female students indicated that they often missed classes during menstruation or because culturally restrictions combined with poor hygiene and lack of privacy prevented them from using latrines at all. In addition, female boarding schools pupils mentioned that they feared using latrines at night due to poor lighting. The study concluded that girls' performance, attendance and retention rates were lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with.

It is unlikely that the world will meet the Millennium Development Goal (MDG) target of reducing by half the population without access to sanitation. Further, though access to sanitation is inexorably linked to health, education, and gender equity, the

MDGs do not target improvement of school sanitation facilities. Additional effort is needed to improve access to clean, private, and safe sanitation facilities in school. Waweru (2007) found that the problem of school dropout was more pronounced in semi-arid district of Garissa than was the case in the relatively rich district of Nairobi and Kiambu. In another study by Bali carried out in six districts namely; Nairobi, Kajiado, Kilifi, Kiambu, Busia, and Siaya, it was found out that educational wastage rates among female students were higher in less developed districts (Bali, 1997).

A qualitative study research carried out by Liu (2004) in two rural communities in the north of China, in particular focusing on drop-outs at secondary level (and carrying out interviews with drop-outs and the families of drop-outs). Among the reasons put forward for dropping out was perceived future prospects (or lack of them), school failing to provide impetus/motivation for continued study and youngsters admiring the lifestyles of contemporaries who had already left. More specifically, parents indicated the youngsters were 'tired of study,' with schools being 'no fun'; there was little hope of entering university; and if they did graduate from university, few prospects afterwards; youngsters admired those working in the city (with most dropouts going to the city to work soon after they left school); and they were persuaded by parents to leave.

Research points to distance to school being an important factor in educational access, particularly for rural populations (Mfum-Mensah, 2002; Nekatibeb, 2002; Porteus et al, 2000). In research sample areas in Ethiopia and Guinea, 'as elsewhere, the greater is the distance from home to school, the less likely it is that a child will attend' (Colclough et al, 2000). In terms of drop-out this might particularly affect transitions to secondary or junior secondary schools in rural areas, where there might be fewer schools and which are further away (Fentiman et al, 1999). For younger children, particularly if the journey is deemed too far, for girls where parents/guardians are afraid of sexual harassment, especially as they grow older (Nekatibeb, 2002).

Factors within schools, for example, institutional configurations, processes and practices and schooling relations, all influence types and experiences of access. These generally interplay with demand-side factors, but in some cases experiences of schooling can be a main or the main determinant in whether a child leaves school early. Education quality is raised by many researchers as a major factor influencing schooling access (Boyle et al, 2002).

In terms of human resources, research indicates that female teachers often have an important impact on schooling quality for female pupils (Colclough et al, 2000). However, the availability of female teachers in some countries is low, and particularly in the higher grades of schooling. For example, in Colclough et al (2000) research some of the rural schools visited in Guinea and Ethiopia had no female teachers; this is not uncommon. Schools without, or with few, female teachers are often less attractive to parents/guardians on the grounds of safety/security of girl child, and also provides fewer role models to motivate towards continued attendance.

School facilities, availability of resources e.g. textbooks, desks, blackboards have been noted to influence drop-out. The availability of separate sanitary facilities is important for female retention, particularly as girls get older and start menstruation (Lafraniere, 2005). Research by Colclough et al (2000) only 5 of the 11 schools visited in Ethiopia had latrines, and, of these, only one was separated for boys and girls. In most cases, these latrines were not in a suitable condition for use. In Guinea, only two of the six schools visited had latrines. The lack of latrines led to female absence during menstruation and ‘of subsequent poor performance or drop-out of girls’.

2.6 Personal Factors and Girl Child Drop-out rate in mixed public secondary schools.

Personal factors have also been found to significantly contribute to girl child drop-out rate in Mixed public secondary schools. Liu (2004) categorised parents into three areas: those supportive of children dropping out, those indifferent and those opposed to it. In most cases it appears children made the decision to quit schools themselves, with parents opposed to the move often scolding, trying to persuade and physically punishing the youngster in order to get them to rethink; but those supporting the decision providing little resistance. In many cases a ‘lack of hope’ both on the part of parents and children seems to infuse decisions to drop-out of school.

It is also the case that some girls may chose to get pregnant, and pregnancy is a planned lifestyle choice. Lloyd and Mensch (1995 in Grant and Hallman, 2006) claim that the lack of social and economic opportunities for girls and domestic demands placed on them, along with gender inequities of education system, may lead to poor academic performances which may endorse early motherhood. Studies indicate that pregnancy is a significant cause of dropout for teenage girls from school (Cardoso and

Verner, 2007). In Dunne and Leach's (2005) research on secondary schools in Botswana and Ghana, the predominant reason for female dropout was cited as pregnancy.

Both Malawi (Kane, 2004) and Botswana (Dunne and Leach, 2005) have, or have had, laws which temporarily exclude (with the pregnant girl) the father of the child from school, if they are attending. Yet, Dunne and Leach's (2005) research suggests that in practice this only affects the girl, meaning drop-out for girls is much higher than for boys as a consequence of pregnancy. Many countries allow girls who have been pregnant to return to school (for example South Africa, Malawi and Botswana). Yet, there is little evidence to suggest re-entry levels are significant. According to Grant and Hallman (2006) re-entry may depend to some extent on whether the girls become primary care givers to their children, or whether they are able to share or relinquish childcare responsibilities. Young women who live with an adult female were more likely to return to school following a pregnancy-related drop-out (Grant and Hallman, 2006).

Disability interacts with other forms of disadvantage to restrict access further. Rousso (2003) claimed that girls with disabilities are less likely to have access to schooling than boys. Annor (2002) indicates that access to education for many with disabilities in Ghana is more likely to be an urban rather than a rural phenomenon. And research suggests middle class children with disabilities are more likely to have access to education than those from poor backgrounds. Thus poor girls living in rural areas with disabilities are probably most likely to be denied access. Access for children with disabilities/SEN is also affected by individual, supply and societal factors, such as distance to school, particularly if children have mobility problems; supply of schools which offer specialist facilities/inclusive educational practices; and cultural expectations around disability and so on. There is evidence that children with low achievement are more likely than those with higher achievement to drop-out (Boyle et al, 2002; Hunter and May, 2003).

2.7 Social cultural factors and Girl Child Drop Rate in mixed public secondary schools

According to Mingat, (2002) the non-completion of schooling by female contributes to their low social status in the society. The high level of school drop out of female students from public schools in Kenya hinder empowerment of women to participate

in implementation raising smaller, better nourished and healthier families, women with no education usually have more children (Moraa, 1999). Anyango and Abagi, (2005) states that many communities preferred boys to girls when it comes to schooling. In places where resources are less, girls are pulled out of schools.

Family background entailed the extended family, educational, occupational, and other social economic status of the family. Walberg, (1984) concludes that family educational culture includes family work habits, academic guidance and support provided to children and stimulation to think about issues in the larger environment. Other components resulting from Walberg's analysis include academic and occupational aspirations and expectations of parents or guardians for their children, the provision of adequate health and nutritional conditions and physical settings in the home conducive to academic work.

According to Lockheed et al, (1991) school learning practice is a joint process that involves the school and home. This is evident in the early stages of the primary school education. The background of the family in most of the cases affects the probability that the children would go to school, attend, or complete the various levels of education (Abagi & Odipo, 1997). Social studies engaged in social practices imply that many African households prefer investing in boy's education than girls' as they consider it more important to boys and girls less likely to drop out (Admassie, 2003). According to Hunt, (2008) African communities considered education of a girl child as a poor investment since she is expected to marry and leave home in future and her education will benefit the husband's family rather than her own. Similarly, several studies recognize that gendered social practices within households as well as schools influence patterns of schooling access for girls.

Socio-cultural beliefs, customs, practices, pregnancy, insecurity, girls' expectations and other traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school. Initiation ceremonies still mark the transition from childhood to adulthood among communities in Sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemmas for girls. Ceremony schedules usually overlap with the school calendar and that leads to absenteeism and dropouts. Although, communities accept the girls as adults, teachers or schools continue to consider them as children. Sometimes they were punished for not participating in some activities which adults do not normally participate in.

Initiated girls also felt it difficult to continue schooling after passage to adult hood as the next step is expected to be marriage.

Circumcision was another ritual that creates similar dilemmas to those who pass through initiation ceremonies. Circumcised girls not only perceived themselves as adults, but also became negative influences on their uncircumcised peers. They became rude to teachers. They often rejected schools as institutions for “children”.

Frequent absenteeism and reduced performance led them to drop out from schools and eventuality to marry (Gicharu, 1993). Together with the payment of bride price and early marriage, circumcision functions to enhance the social status of teenagers and acts as a mechanism for curbing female sexuality and premarital pregnancy. Due to emphasis placed on female virginity before marriage, these practices were perceived to increase economic returns to the family through bride wealth (Naju and Wamahiu, 1998). In some cultural settings, communities saw little or no value of educating a girl neither do they saw the children’s future being different from their own (UNICEF, 2003). In Uganda for instance, girls were considered to be married off so as to benefit the family in terms of the bride price as well as act as an escape route from poverty. African families tended to have large families with large number of children (Nafukho, 2005). The large families in most of the African cultures were encouraged to provide a sense of security and act as a source of cheap labour. Girls were considered as a source of income to the family when they were married out. According to Amutabi, (2003) most of the family’s income was spent on the basic needs of the family including health, food, clothing, and shelter. These responsibilities and the large families put a lot of pressure on educating their children and more so girls during hardship times. In other instances, the families tended to chose on whom to be educated in the family and in most cases the girl child is given the least priority. The large families in African set up and the dire need for money to sustain the family makes the girls to be married very early which in turn results in early pregnancies.

2.8 Theoretical Framework

The study will be guided by the institutional theory and human capital theory

2.8.1 Institutional theory

Institutional theory was developed by Rumberger (2004). The institution perspective focuses on school characteristics, policies and practices. Rumberger argues that

structural features of school such as the size, the resources available to the school, and access to high quality teachers influence dropout rates. This framework argues that too much emphasis has been placed on "high-risk" youth and their families, and not enough on the high-risk settings in which they live in.

Research suggests that the decision to stay in or to leave school is affected by multiple contextual and policy factors that interact over the lifetime of a student. Russell Rumberger developed a conceptual framework based on an individual perspective and an institutional perspective (2004). This framework suggests reciprocal relationships among these two factors and the possibility that these relationships can change over time as students' progress through school.

The framework's individual perspective focuses on student attributes student background characteristics, student engagement in schooling, and educational performance. There is a strong relationship between student background characteristics (race/ethnicity, gender, poverty, special education placement, and language) and dropping out of school. Equally important is what students' experience once in school. Students who are engaged in learning and in the social dimensions of school are less likely to leave school. For example, students may leave schools because courses are not challenging or because they have poor relationships with their peers and teachers (Allensworth & Easton, 2005). Poor academic achievement, both in high school and in earlier grades, is a strong predictor of dropping out. High absenteeism, student discipline problems, and student mobility are also associated with dropping out (Rumberger & Arellano, 2008).

The individual perspective also factors in the importance of earlier preparation. A student's success in the first year of high school is highly correlated to his or her potential for graduation. Students who do not successfully maintain an adequate freshman course load, either because of attendance or academic achievement, are less likely to graduate (Allensworth & Easton, 2005, 2007). While success in the first year of high school is important for staying on-track to graduate, research suggests that failing in the early grades predicts failing in high school. A study of the California high school exit exam found that it was possible to identify students in elementary school who are at risk of failing (Zau & Betts, 2008). This research suggests a highly individual approach is needed to identify and remedy dropping out of school.

2.8.2 Human Capital theory

According to Olaniyan and Okemakinde (2008), human capital refers to the stock of competences, knowledge and personality attributes embodied in the ability to perform labor so as to produce economic value. It is the attributes gained by a worker through education and experiences. Human Capital theory was originally attributed to Adams Smith in his book „The Wealth of Nations“ in 1776. He defined four types of fixed capital, namely: useful machines, instruments of the trade; buildings as means of procuring revenue; improvements of land and human capital.

The improved dexterity of a workman may be considered in the same light as a machine or instrument of trade which facilitates and abridges labor, and which, though it costs a certain expense, repays that expense with a profit.” This argument is relevant to the study in that in Ugenya district, just as in the rest of the country, students are deemed to go to school to acquire competences necessary for production / employment. Consequently, to the parents, individual students and the society, there are expenses to be incurred in education and this is regarded to be an investment in manpower, which would result in increased productivity hence more income. Dropout, conversely, impedes this process hence resulting into wastage.

However the use of the term „Human Capital“ in neoclassical economic literature is ascribed to Jacob Mincer in his article „Investment in Human Capital and Personal Income Distribution“ in the Journal of „Political Economy“ in 1958. Together with Gary Becker of “Chicago School” of economics, they gave prominence to the theory. Becker also wrote a book entitled „Human capital in 1964 in which he stressed that human capital is similar to “ Physical means of production” such as factories and machines, that is, one can invest in human capital through education, training and medical care and that one’s output is determined partially on the rate of return on capital one owns. Therefore, it can be deduced that human capital is a means of production, into which additional investment results additional output.

Education has of late been theorized under Human Capital Theory as a basically an economic/ development instrument. That is, it is viewed as an important determinant of economic performance. Individuals are thus regarded as human capital, and all human behavior is based on his or her economic self-interest functioning within freely competitive markets. The theory stresses the importance of education and training as a

major determinant of the new global economy. Dropout from school thus impedes economic, social- cultural, technological and political development. This is because a student who has dropped from school cannot participate effectively in national and individual advancement. He or she cannot get meaningful employment due to deficiency in attitude, competence, knowledge and skills.

Further, he or she cannot tap technological advancement in production or agriculture and in business. The individuals earning therefore remain exiguous and this can be corroborated by postulation that a year in high school adds more than 10% to an individual income (Goldin, 1990). It is therefore imperative that incompleteness of school would deny an individual this valuable opportunity to reap this benefit of increased income. More so, the family and the government must have invested in a student in terms of resources, used upkeep, tuition fee, meals, transport, books, uniforms and stationery. By abandoning school prematurely, the drop out individual would have wasted all the resources. Further, the dropout may not make good decision on issues that relate to his or her life as an individual and that of the society.

2.9 Conceptual Framework

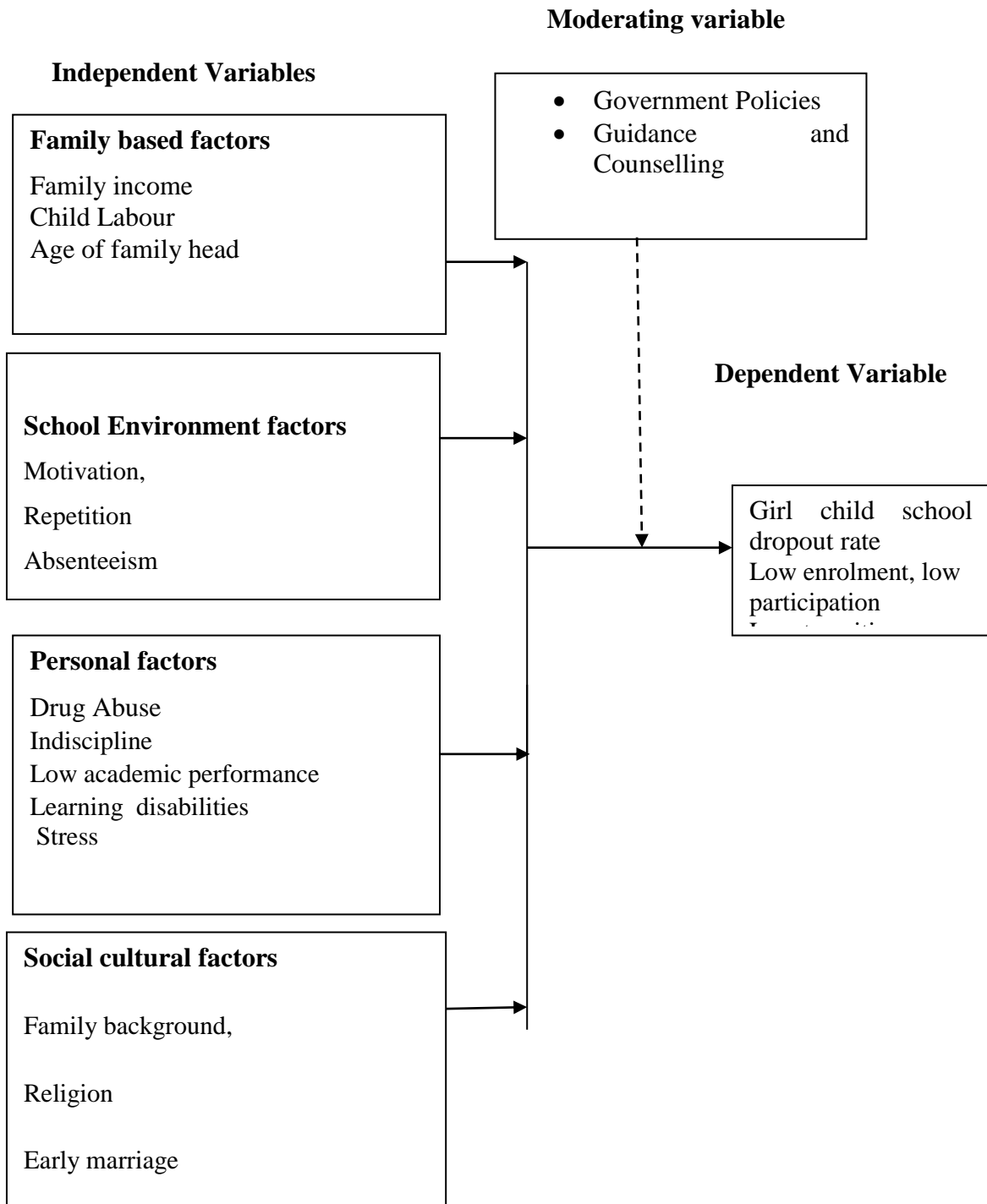


Figure 2.1 Conceptual Framework

In this study the independent variables are the factors that influence the dependent variable in this proposed study. From the literature reviewed, the study categorized the factors that influence girl child drop-out in mixed public secondary schools into

four categories namely; home based, school based, personal factors and social cultural factors.

These become the independent variables for the study. These factors are conceptualized to determine whether they influence girl child drop-out in mixed public secondary schools in conceptual framework. The above conceptual frame work shows the relationship between the independent variables and how they contribute to the unwanted outcome of girl child drop-out. In the above frame work, conducive home environment encourages girl child retention in school. It is also true that when schools create friendly learning environment girls will be more than willing to continue with their education. Lastly, Students' personal traits do contribute to their continued stay in school. Conversely, the reverse of the above factors lead to girl child drop-out from school.

2.10 Summary of the Literature

This chapter reviewed literature related to the study on factors influencing the girls' drop out rates in public secondary schools in Kandara sub-county, based on themes and sub themes drawn from the objectives. The themes included school based factors on girls drop out rates in schools with the following sub themes; Motivation, Repetition and Absenteeism. The second theme was on family based factors on girls' drop out rates in school and its sub themes were; Family income; Child Labour and Age of family head. The third theme was on personal factors on girls' drop out in schools with the following sub themes; Drug Abuse; Indiscipline ; Low academic performance ; Learning disabilities Stress. The last theme was on social-cultural factors of girls' drop out in schools. It had the following sub themes; family background, religion and early marriage.

2.11 Knowledge Gap

Female education has multiplier effects because it empowers women to bring about change and helps to break the vicious cycle of poverty. Despite initiatives addressed through various government policies, interventions and declarations like the Millennium Development Goals (MDGs) strive to ensure equal access to secondary school education for both boys and girls. In addition, World Bank (2010) indicates that girls' retention in is lower compared to boys. High dropout and parent laxity in

following up with their children's schooling especially with the introduction of FPE is a cause to worry (Uwezo Kenya report, 2011). It is against this realization that the current study aims to investigate factors influencing girl child drop-out rate in mixed public secondary schools in Kandara Sub-County, Murang'a County in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discusses the methodology that was used in collecting data relating to topic under study. They include research design, target population, sample size and sampling procedure, data collection instruments, validity of the research instruments, reliability of the research findings, data collection procedures, data analysis procedure and operationalization of the variables.

3.2 Research Design

Descriptive survey design was chosen, this is because the researcher would not be able to manipulate the variables for the simple reason that they had already occurred. The design was adopted in this study as it allowed the researcher to gather information, summarize, present and interpret for the purpose of clarification. Kombo and Tromp, 2006 argues that a survey design is appropriate for collecting, classifying, analysing, comparing and interpreting data. Both quantitative (numbers) and qualitative (words) research methods can be used to complement each other (Mahotra 1993; Morgan 1988; Perry 1988), hence the interaction between the variables of this study were investigated through a descriptive survey.

3.3 Target Population

The target population for the study was mixed public secondary schools in Kandara Sub-County. This population was selected because of the high level of female students drop out in Kandara Sub-County were recorded to have dropped out of school in 2013 (MOEST, 2013). The study was conducted in 14 mixed public secondary schools with a total population of 186 teachers and 1146 form four students according to statistics given by the Kandara Sub-County Educational officer (August, 2013). The study targeted the 186 teachers and 1,146 form four students in these mixed public secondary schools in Kandara Sub-County, Murang'a County.

3.4 Sample size and sampling procedure

The study sampled from 297 total respondents from 186 teachers and 1,146 form four students. This study used Krejcie and Morgan (1970) sample size determination table

to obtain the sample size. According to the table a sample of 297 was obtained from a target population of 1332. Simple random sampling was used in selecting teachers which according to Wallen (1974) ensures that each element within the accessible population has equal and independent chance of being selected. On the other hand, 16 form four students male and female from mixed schools were selected. This procedure is chosen so as to select members from each and every stratum.

Borg and Gall (1989) state that stratified simple random sampling is one in which the researcher first clusters the population according to some predetermined criteria, and then samples separately from each stratum. The purpose of this is to ensure that enough cases of each stratum fall into the sample to make analysis possible. The subjects corresponding to the numbers picked included in the sample, 5 teachers and 16 form four students from each school for the 14 mixed public secondary schools.

The form four students were chosen because they had been in the school for extended periods hence would provide rich information on their experiences concerning factors that influence girl child drop-out in these mixed public secondary schools.

3.5 Data Collection Instruments

Questionnaires with both structured and semi-structured questions were used for data collection. This enabled the researcher to capture all the necessary information pertaining to the topic under study. Questionnaires are useful in reaching a large group of respondents within a short time and with little costs according to Gay (1996). Questionnaires were useful in collecting research data from teachers and form four students who formed the largest number of respondents for this study, hence ease time taken to collect the data.

3.5.1 Pilot Testing of the Research Instruments

The questionnaires was reviewed by the researcher's professional peers and the research supervisor and then tested on a small pilot sample of respondents with similar characteristics as the study respondents. The pilot sample consisted of 10 management staffs from secondary school in Ruiru Constituency. Mugenda and Mugenda (2003) suggest that the piloting sample should be 1 to 10% of study sample depending on the study sample size. Piloting helped in revealing questions that could be vague which allows for their review until they convey the same meaning to all the subjects (Mugenda and Mugenda, 2003).

3.5.2 Validity of the Research Instruments

Validity determines whether the research truly measures that which it was intended to measure or how truthful the research results are (Orodho, 2005). According to Saunders, Lewis and Thonhill (1996) before using your questionnaire to collect data it should be tested. Prior to carrying out the data collection, the questionnaires were tested by conducting a pilot survey on three mixed public secondary schools in the neighbouring Gatanga District to ascertain its content validity. The purpose of the pilot survey was to check the appropriateness of the language used in the questionnaire as well as determine the difficulty of the items in the instruments.

3.5.3 Reliability of the Research Instruments

Reliability is concerned with the question of whether the results of a study are repeatable. A construct composite reliability co-efficient (Cronbach alpha) of 0.6 or above, for all the constructs, was considered to be adequate for this study. The researcher used the most common internal consistency measure known as Cronbach's alpha (α). It indicates the extent to which a set of test items can be treated as measuring a single latent variable (Cronbach, 1951). To determine the reliability of the instruments test- retest method was used on the data collected during the pilot study. The test-retest method of assessing reliability of data involved administering the same instrument twice to the same group of respondents after a time lapse of two weeks between first test and the second test (Lipsely, 1990). The researcher checked on consistency with which the questions would be giving responses, It helped research instruments yield consistent results after several trials.

3.6 Data Collection Procedures

The researcher carried out pilot survey on three mixed public secondary schools in the neighbouring Gatanga District namely, Gatanga Girls, Gatura Secondary and Giachuki Secondary Schools. This was followed by a visit to the 14 schools and the purpose was to brief the head teachers about the researcher and the topic under study, and then booking an appointment for the administration of the questionnaire. The questionnaires were used for both students and teachers, where the researcher distributed the questionnaires personally to the respective schools. Group survey method was employed. According to Sanders and Pinley (1983) where the subjects fill the questionnaires and give they back to the researcher immediately after filling.

3.7 Data Analysis Techniques

Data collected was sorted out, edited, coded, classified and then tabulated. Descriptive statistics was used in quantitative data analysis. Responses from closed-ended and open-ended questions were transferred into a summary sheet by tabulating. These was then be tallied to establish frequencies which were then be converted into percentages. The numbers of respondents" giving similar answers were converted into percentages to illustrate relevant levels of opinion. All the data collected was analyzed quantitatively using descriptive statistics with the use of Statistical Package for Social Science (SPSS). The findings were then be presented using tables of frequency distributions and percentages. The data was also be analysed using inferential statistics; Correlation and regression

The model specification is as follows: -

$$Y = \alpha + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon.$$

Where:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + \epsilon$$

Where:

Y = Girl child school dropout rate

X₁ = school based factors

X₂ = family based factors

X₃ = personal factors

X₄ = social cultural factors

β₀ = Constant Term

β₁ = Beta coefficients

3.8 Ethical Consideration

Mugenda and Mugenda (1999) defines ethics as that branch of philosophy which deals with ones conduct and serves as a guide to one's behaviour. Since researchers are people genuinely concerned about other peoples' quality of life, they must be people of integrity who will not undertake research for personal gain or research that had a negative effect on others. In order to obtain the required information, it was therefore necessary to guarantee respondents' anonymity. The respondents' names were not recorded in the final project. The researcher also committed herself to release accurate research findings irrespective of the findings from the study.

3.9 Operationalization of variables

This section analyses the operational definition of variables on the factors influencing girl child drop-out rate in mixed public secondary schools in Kandara Sub-County, Murang'a County in Kenya. Variable are given in Table 3.1

Table 3.1:Operationalization of variables

| Objectives | Type of Variable | Indicators | Measurement scale | Tools of Analysis |
|---|------------------------------|--|--------------------------|--------------------------|
| Independent Variables | | | | |
| To examine family based factors that influence school drop-out rate of girl child in mixed public secondary schools within Kandara Sub-County. | Family Based Factors | Household income Child Migration Parent's education level | Nominal | Mean, Standard deviation |
| To establish the school environmental factors that influence drop-out rate of girl child in mixed public secondary schools within Kandara Sub-County. | School Environmental Factors | Availability of female teachers School facilities Gender Violence Corporal Punishment | Ratio | Mean, Standard deviation |
| To determine the influence of students' personal factors on girl child school drop-out rate in mixed public secondary schools in Kandara Sub-County. | Students' Personal Factors | Lack of social and economic facilities Pregnancy Disability Performance in class Student's age | Ratio | Mean, Standard deviation |
| To assess how social-cultural factors influence the girls' dropout rate in mixed public secondary schools in Kandara Sub-County. | Social-Cultural Factors | Cultural beliefs Customs Tradition Expectations | Nominal | Mean, Standard deviation |
| Dependent Variable | | | | |
| | Girls' Dropout Rate | Admissions rate Number of girls in school | Ratio Ordinal | Mean, Standard deviation |

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter provides an analysis of data collected from the field. The results have been presented in tables and content delivery to highlight the major findings. They are also presented sequentially according to the research questions of the study. Statistical analysis of the findings was done using frequencies and percentages. Mean scores and standard deviations analyses have been used to analyse the data collected. The raw data was coded, evaluated and tabulated to depict clearly the factors influencing girl child drop-out rate in mixed public secondary schools in Kandara Sub-County, Murang'a County in Kenya.

4.2 Questionnaire return rate

The return rate of the questionnaire was analyzed so as to determine whether the findings obtained would be reliable and valid. During the process of collection of data by researcher from sampled schools in Kandara Sub-County, a total of 297 questionnaires were administered. Out of the 297 questionnaires administered only 260 questionnaires were returned fully completed. 200 from student and 60 from teachers. According to Mugenda Mugenda (1999), a response rate of more than 87.5% is sufficient enough for the study while 12.5% were non-responsive.

4.2 Demographic Characteristics

The study sought to establish the information on the respondents employed in the study with regards to the gender, age, academic background and duration of service of the teachers. These bio data points at the respondents' appropriateness in answering the study questions.

4.2.1 Distribution of Respondents by Gender

The respondents were asked to show their gender, this was expected to guide the researcher on the conclusions regarding the degree of congruence of responses with the gender characteristics. Table 4.2 below shows the results of the findings based on the gender analysis.

Table 4.2: Gender Distribution

| Gender | Frequency | Percent |
|---------------|------------------|----------------|
| Male | 34 | 57 |
| Female | 26 | 43 |
| Total | 60 | 100 |

The results in the table 4.2 shows that majority of the respondent were male at 57% while female were 43% implying that most of the teachers were male teachers. The high number of male teachers showed that more male teachers have led to higher retaining rate of boys in comparison to the girls. This revealed that the Sub County has more male representation in education matters, depicting that more male than female go through tertiary and higher education.

4.2.2 Distribution of Respondents by Age Group

The respondents were asked to disclose their age. The table 4.3 below shows the study finding on the distribution of age of respondents.

Table 4.3: Distribution of Age Group

| Age Bracket | Frequency | Percentage |
|--------------------|------------------|-------------------|
| 25 – 30 yrs | 10 | 17 |
| 31 – 35 yrs | 20 | 33 |
| 36 – 45 yrs | 24 | 40 |
| 46 yrs and above | 6 | 10 |
| Total | 60 | 100 |

The table above shows that majority 33% of the teachers were aged 36-40 years, this was followed by 33% of those aged 31-35 years, 17% were aged 25-30 years while 10% were aged over 40 years.

4.2.3 Academic background

The respondents were asked to indicate their academic background. The table below shows the study findings on the respondents academic background.

Table 4.4: Academic background

| Level of Education | Frequency | Percent |
|---------------------------|------------------|----------------|
| Certificate | 8 | 13 |
| Diploma | 16 | 27 |
| Undergraduate | 30 | 50 |
| Post Graduate | 6 | 10 |
| Total | 60 | 100 |

The results show that majority 50% of the respondents had attained education up-to the undergraduate level. 27% of the respondents had attained education up-to the diploma level, 13% were certificate holders while 10% of the respondents had attained education up-to the post graduate level. Majority of the schools sampled had respondents that had attained education below the degree level. This indicated that there was lack of role models in their classes and number of those with certificate, was higher in comparison to those having degrees. Teachers professional qualification matter (Mulusa, 1990).

4.2.4 Teaching Experience

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

Table 4.5: Teaching Experience

| Teaching Experience | Frequency | Percent |
|----------------------------|------------------|----------------|
| 0 – 5 years | 6 | 10 |
| 6 – 10 years | 24 | 40 |
| 11 – 15 years | 20 | 33 |
| 16 – 20 years | 10 | 17 |
| Total | 60 | 100 |

The results show that majority of the teachers had experience of 6-10 years, followed by those who had an experience of 11-15 years, 17% had experience of 16-20 years while 10% had experience of 0-5 years. This show that majority of the teachers had taught for many years and therefore were likely to be able to give sufficient and rich information about girls drop out from schools. From the foregoing, it is apparent that the largest number of the population has been in the Sub County for more than 5 years attesting to the fact that they are fully aware of the real factors influencing girl child dropout in the Sub County. Most of the teachers have enough experience in handling the cases of girls“ drop out in their classes. Teachers who have been in the field for a longer time are expected to have more experience to tackle cases of drop out.

4.3 Students Information

This section provides information on the number of girls who have dropped out of school and reasons for girls dropping out of school.

4.3.1 Number of Girls who dropped out of class

The students were asked to indicate the number of girls who dropped out of their class. The table below shows the results.

Table 4.6: Number of Girls who dropped out of class

| Number of girls who dropped | Frequency | Percent |
|------------------------------------|------------------|----------------|
| 1-3 girls | 110 | 55 |
| 4-6 girls | 60 | 27 |
| 7-9 girls | 30 | 14 |
| above 10 | 10 | 5 |
| Total | 200 | 100 |

The results show that majority 55% of the respondents indicated that indicated that 1-3 girls had dropped out of the school. 27% indicated that 4-6 girls had dropped out of the school, 14% indicated that 7-9 girls had dropped out of the school while 5% indicated that more than 10 girls had dropped out of the school. This shows that there is a high number of girls dropping out of school.

4.3.2 Reason for Dropping Out

The students were asked to indicate the major reasons for girls dropping out of school. The table below shows the results.

Table 7: Reason for Dropping Out

| Reason for dropping | Frequency | Percent |
|----------------------------|------------------|----------------|
| Lack of schools fees | 95 | 45 |
| Early marriage | 55 | 27 |
| Forced by parents | 40 | 18 |
| Distance from school | 20 | 9 |
| Total | 200 | 100 |

The results show that majority 45% of the respondents indicated that girls dropped due to Lack of schools fees, 27% indicated that girls dropped due to early marriages, 18% indicated that girls dropped out of school because they were forced by parents while 9% were of the opinion that girls dropped out of school due to distance from school.

4.4 Family Based Factors

This section provides information on family based factors that contribute to girls drop out in secondary schools in Kandara sub-county.

4.4.1 Teachers ratings on Family Based Factors

The teachers were asked to rate the statements provided on family based factors that affect the rate of girls drop out in schools. The table below shows the results.

Table 4.8: Teachers ratings on Family Based Factors

| Description | N | Mean | Standard deviation |
|--|----------|-------------|---------------------------|
| Most parent insist that girls are needed at home to assist in doing house chores | 60 | 4.3029 | 0.6653 |
| Early marriages influence children’s dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty | 60 | 4.3658 | 0.8688 |
| Most parents think that marrying off girls benefit her family in terms of attaining bride price | 60 | 4.4517 | 0.7541 |
| parents worry about wasting money on the education of girls because there are most likely to get pregnant | 60 | 4.2154 | 0.6857 |
| the children of more educated parents are more likely to be enrolled and more likely to progress further through school | 60 | 3.7357 | 0.6648 |
| Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to dropout of school | 60 | 3.9544 | 0.7548 |

Results in the table above show that majority of the respondents agreed with the statements provided on family based factors that affect the rate of girls drop out in schools. The highest rated statement is that most parents think that marrying off girls benefit her family in terms of attaining bride price as agreed with a mean of 4.4517. Another factor that was seen to influence girls drop out was that early marriages influence children’s dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty as rated with a mean of 4.3658. Respondents agreed that Most parent insist that girls are needed at home to assist in doing house chores with a mean of 4.3029. This was followed by the agreement that parents worry about wasting money on the education of girls because there are most likely to get pregnant with a mean of 4.2154. Results show that Students whose parents monitor and regulate their activities, provide

emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to dropout of school as rated with a mean of 3.9544 and finally the respondents agreed that the children of more educated parents are more likely to be enrolled and more likely to progress further through school with a mean of 3.7357.

4.4.2 Students Ratings on Family Based Factors

The students were asked to rate the statements provided on family based factors that affect the rate of girls drop out in schools. The table below shows the results.

Table 4.9: Students Ratings on Family Based Factors

| Description | N | Mean | Standard deviation |
|--|----------|-------------|---------------------------|
| Parents with low income | 200 | 4.2651 | 0.3271 |
| Lack of parental support | 200 | 4.3257 | 0.4567 |
| Poor family background | 200 | 4.7779 | 0.8655 |
| Parents marrying off their girl child | 200 | 4.6524 | 0.8651 |
| Parents perceive girls as income earners | 200 | 4.0625 | 0.3265 |
| Girl children frequently drop-out of school to look after younger siblings | 200 | 4.5741 | 0.5554 |

The results show that majority of the students strongly agreed that majority of the girls who dropped out were girls from a Poor family background with a mean of 4.7779. this was followed by those who strongly agreed that girls dropped out because they were married off by their parents with a mean of 4.6524 and they also strongly agreed that Girl children frequently drop-out of school to look after younger siblings with a mean of 4.5741. The respondents agreed that girls dropped due to lack of parental support with a mean of 4.3257. followed by those who agreed that girls whose parent had low income dropped out of school with a mean of 4.2651 and finally they agreed that Parents perceive girls as income earners and therefore persuade them o drop out of school with a a mean of 4.0625. The low income earners were mostly unemployed and depend on well wishers and bursary which does not come easily. They also cannot meet the private expenses of schooling therefore leading to dropout. This finding is consistent with Unicef, (2003), which states that education plans of children decreases with economic status to the extend that children with ability but from low

income status aspire to but do not frequently expect higher education because they do not afford it. It is also in agreement with Chhun, (2006) that the necessity of children to perform economically important tasks that support household survival limited their participation in education especially in rural groups. From the interview conducted on opinion leaders, it affirmed the reason for dropping out as low family income because of the status of the Sub County.

4.4.3 Discussion on Family Based Factors

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

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

4.5 School Based Factors Contributing To Girls Drop Out Rate

This section provides information on School Based Factors that that contribute to girls dropping out in secondary schools in Kandara sub-county.

4.5.1 Teachers ratings on School Based Factors

The teachers were asked to rate the statements provided on school based factors that contribute to girls drop out rate in schools. The table below shows the results.

Table 4.10: Teachers ratings on School Based Factors

| Factors Under Consideration | N | Mean | Standard deviation |
|--|----------|-------------|---------------------------|
| School environments are at times not conducive to effective learning and this may ultimately lead to underachievement. | 60 | 3.3873 | 0.4124 |
| Administrative skills of the school teachers can help or destroy the pupils' retention rate in schools. | 60 | 4.3651 | 0.8647 |
| The lack of academic achievements and low motivation makes the pupils to have no morale of finishing their studies. | 60 | 4.4233 | 0.8101 |

| | | | |
|---|----|--------|--------|
| when pupils do not achieve good enough results, they are sometimes encouraged to drop out. | 60 | 2.3215 | 0.3261 |
| The presence of repetition in secondary schools de-motivates the pupils in their studies. | 60 | 4.1572 | 0.9517 |
| Repetition of classes in correlation to age has got a lot of detrimental effects to the girl child. | 60 | 4.0325 | 0.9654 |
| Poor relationship between teachers and pupils causes girl child to drop out in schools. | 60 | 4.2653 | 0.4325 |

Results in the table above shows that the respondents agreed that the lack of academic achievements and low motivation makes the pupils to have no morale of finishing their studies with a mean of 4.4233. This was who agreed that Administrative skills of the school teachers can help or followed by those destroy the pupils' retention rate in schools with a mean of 4.3651. it was also agreed that Poor relationship between teachers and pupils causes girl child to drop out in schools with a ,mean of 4.2653 and The presence of repetition in secondary schools de-motivates the pupils in their studies was agreed with a mean of 4.1572. Respondents agreed that Repetition of classes in correlation to age has got a lot of detrimental effects to the girl child with a mean of 4.0325. The respondents moderately agreed that School environments are at times not conducive to effective learning and this may ultimately lead to underachievement. They also disagreed on the statement that when pupils do not achieve good enough results, they are sometimes encouraged to drop out with a mean of 2.3215.

4.5.2 Student ratings on School Based Factors

The students were asked to rate the statements provided on school based factors that contribute to girls drop out rate in schools. The table below shows the results.

Table 4.11: Student ratings on School Based Factors

| Factors Under Consideration | N | Mean | Standard deviation |
|---|----------|-------------|---------------------------|
| The learning environment is not conducive. | 200 | 4.3876 | 0.6758 |
| Poor administration increases chances of girls dropping out of school. | 200 | 3.9854 | 0.4356 |
| The lack of academic achievements and low motivation makes the pupils to have no morale of finishing their studies. | 200 | 4.4501 | 0.6940 |
| when pupils do not achieve good enough results, they are sometimes encouraged to drop out. | 200 | 4.3242 | 0.3406 |
| The presence of repetition in secondary schools de-motivates the pupils in their studies. | 200 | 2.4803 | 0.8840 |
| Repetition of classes in correlation to age has got a lot of detrimental effects to the girl child. | 200 | 4.16 94 | 0.834 |
| Poor relationship between teachers and pupils causes girl child to drop out in schools. | 200 | 4.0202 | 0.3880 |

The results show that the students agreed that the lack of academic achievements and low motivation makes the pupils to have no morale of finishing their studies with a mean of 4.4501. This was followed by those who agreed that the learning environment is not conducive with a mean of 4.3876 and when pupils do not achieve good enough results, they are sometimes encouraged to drop out was agreed with a mean of 4.3242. The students agreed that Poor relationship between teachers and pupils causes girl child to drop out in schools with a mean of 4.0202 and Repetition of classes in correlation to age has got a lot of detrimental effects to the girl child with a mean of 4.16 94. They also agreed that poor administration increases chances of girls dropping out of school with a mean of 3.9854. the students disagreed that The presence of repetition in secondary schools de-motivates the pupils in their studies with a mean of 2.4803.

4.5.3 Discussion on School Based Factors

There are important components of the school environment, which shape the structure of the school and hence learning environment. There fore in literature review, there are a number of researchers who have tried to defined which school based factors cause girls to dropout. The

students are molded by this environment s and can cope with the situation hence perform well or can be discouraged hence lead to poor performance. In Kandala Sub County, the performance of the girls who dropped out of school was found to be below average. Most schools opted to force the girls to repeat. This already points to the fact that retention is a strategy that is adopted by most of the schools. School administration policy such as repetition of class and emphasis on examination criteria onto selection and promotion of students to the next class leads to stress among the students who are not academically talented. This practice has worked negatively for the girls in the region because they ended up dropping out of the school. This agrees with Patricia (2004), ‘the frequency of the practice should not be confused with its effectiveness retention creates discouragement which eventually leads to dropout because of overgrowing the grade.’ Anderson and Whipple (2004), ‘retained students are likely to display aggressiveness, have a history of suspension or expulsion or display behaviour associated with Attention Deficit Hyperactivity Disorder.

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

4.6 Personal Factors Contributing To Girls Drop Out Rate

This section provides information on personal factors contributing to girls drop out rate in secondary schools in Kandara sub-county.

4.6.1 Teachers ratings on Personal Factors Contributing to Girls Drop out Rate

The teachers were asked to rate the statements provided on personal factors contributing to girls drop out rate in schools. The table below shows the results

Table 4.12: Teachers ratings on Personal Factors

| Factors Under Consideration | N | Mean | Standard deviation |
|--|----------|-------------|---------------------------|
| Some girls may choose to get pregnant, and pregnancy is a planned lifestyle choice. | 60 | 3.3231 | 0.8471 |
| pregnancy is a significant cause of dropout for teenage girls from school. | 60 | 4.5709 | 0.9050 |
| girls with disabilities are less likely to have access to schooling than boys. | 60 | 4.5351 | 0.8821 |
| girls with low achievement are more likely than those with higher achievement to drop-out rates. | 60 | 4.3144 | 0.8960 |
| Low self esteem of girls causes them to drop out of school. | 60 | 4.2066 | 0.6234 |
| Peer influence causes girls to drop out of school. | 60 | 3.9480 | 0.63681 |
| Drug abuse causes them to drop out of school. | 60 | 3.5609 | 0.9002 |

Most of the respondents strongly agreed that pregnancy is a significant cause of dropout for teenage girls from school with a mean of 4.5709. They also strongly agreed that girls with disabilities are less likely to have access to schooling than boys with a mean score of 4.5351. the respondents agreed that girls with low achievement are more likely than those with higher achievement to drop-out rates with a mean score of 4.3144 and that Low self esteem of girls causes them to drop out of school with a mean score of 4.2066. They also agreed that Peer influence causes girls to drop out of school and Drug abuse causes them to drop out of school with a mean of 3.9480 and 3.5609 respectively. The respondents moderately agreed that some girls may choose to get pregnant, and pregnancy is a planned lifestyle choice with a mean score of 3.3231.

4.6.2 Students Ratings on Personal Factors Contributing to Girls Drop out Rate

The students were asked to rate the statements provided on personal factors contributing to girls drop out rate in schools. The table below shows the results.

Table 4.13: Students Ratings on Personal Factors

| Factors Under Consideration | N | Mean | Standard deviation |
|------------------------------------|----------|-------------|---------------------------|
| Pregnancy by choice | 200 | 4.1105 | 0.8521 |
| Disability | 200 | 4.3231 | 0.8193 |
| Low achievement | 200 | 4.2321 | 0.4133 |
| Low self esteem | 200 | 4.4906 | 0.3152 |
| Peer influence | 200 | 4.2216 | 0.5502 |
| Drug abuse | 200 | 3.5502 | 0.8621 |

The result show that the students agreed that girls dropped out of school due to low self esteem with a mean of 4.4906. This was followed by the agreement that girls dropped out of school due disability with a mean of 4.3231. Low achievement was another factor that was rated with a mean score of 4.2321 while Peer influence was rated with a mean of 4.2216. Drug abuse was rated with a mean of 3.5502.

4.6.3 Discussion on Personal Factors

It was found that personal factors on girl child school drop-out rate in mixed public secondary schools in Kandara Sub-County. The main factors that contribute are early pregnancy, peer influence, disability and low self esteem. Pupils can drop out of school for a variety of reasons related to pregnancy, expulsion for deviant conduct, death, illness, desertion and even marriage. Pregnancy was a main factor that contributes to girls dropping out of school. The dilemma often facing a pregnant girl is how to break the news to parents and when to tell the parents. This may arise from fear, embarrassment or disappointment (Makwinja-Morara, 2007). Parents, on the other hand, can be strict or lenient that the girl-child fears risking harsh confrontation or disappointing the parent. While concurring with the study findings, Fatuma and Sifuna (2006) attributes high drop out among girls due to pre-marital pregnancies which were characterized by frequent sexual harassment particularly in unaided harambee schools. They also reported cases of teachers preying on female students, threatening to fail them or publicly humiliating them to prod them in sexual relationships. Teachers are reported to reward female students who “co-operate” with grades and tuition fees waivers, (Abagi, 1992). Such students end up being frustrated if they don’t comply or if they do, they may be victims of early pregnancy and tend to withdraw from school prematurely. This is also supported by Wanyoike, (2003) and Wrigley (1995). Ngwe”no

(1994) observed that early withdrawal from school by girls due to pregnancy is a sexist's societal attitude manifested in gender insensitive pregnancy policies, which the study intends to highlight.

4.7 Social Cultural Factors Contributing To Girls Drop Out Rate

4.7.1 Teachers ratings on Social Cultural Factors Contributing to Girls Drop out Rate

The teachers were asked to rate the statements provided on personal factors contributing to girls drop out rate in schools. The table below shows the results

Table 4.14: Teachers ratings on Social Cultural Factors

| Factors Under Consideration | N | Mean | Standard deviation |
|--|----------|-------------|---------------------------|
| Social practices imply that many african households prefer investing in boy's education than girls. | 60 | 4.3048 | 0.3689 |
| Girls are considered less important than boys and therefore are more likely to drop out. | 60 | 4.3562 | 0.9002 |
| Cultural practices where education of a girl child is seen as a poor investment. | 60 | 4.1302 | 0.49 34 |
| Gendered social practices within households as well as schools influence patterns of schooling access for girls. | 60 | 4.1156 | 0.5831 |
| Socio economic status of parents contributes immensely to school dropout. | 60 | 3.5002 | 0.8381 |
| Traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school. | 60 | 3.5165 | 0.882 1 |
| Girls are considered as a source of income to the family when they are married out. | 60 | 4.1309 | 0.896 1 |

Result show that respondents agreed that girls are considered less important than boys and therefore are more likely to drop out and social practices imply that many african households prefer investing in boy's education than girls with a mean score of 4.3562 and 4.3048 respectively. They agreed that there are Cultural practices where education of a girl child is seen as a poor investment with a mean of 4.1302 and that gendered social practices within

households as well as schools influence patterns of schooling access for girls with a mean of 4.1156. The respondents went ahead to agree that Girls are considered as a source of income to the family when they are married out with a mean of 4.1309. They also agreed though with a low mean that Socio economic status of parents contributes immensely to school dropout and Traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school with a mean score of 3.5002 and 3.5165 respectively.

4.7.2 Students ratings on Social Cultural Factors Contributing to Girls Drop Out Rate

The students were asked to rate the statements provided on social cultural factors contributing to girls drop out rate in schools. The table below shows the results

Table 4.15: Students ratings on Social Cultural Factors

| Factors Under Consideration | N | Mean | Standard deviation |
|--|----------|-------------|---------------------------|
| Social practices imply that households prefer investing in boy's education than girls. | 200 | 4.2695 | 0.723 |
| Girls are considered less important than boys and therefore are more likely to drop out. | 200 | 4.4631 | 1.32 |
| Cultural practices where education of a girl child as a poor investment. | 200 | 4.4530 | 0.67 |
| Gendered social practices within households as well as schools influence patterns of schooling access for girls. | 200 | 4.5265 | 0.646 |
| Socio economic status of parents contributes immensely to school dropout. | 200 | 4.2308 | 0.777 |
| Traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school. | 200 | 4.1602 | 1.043 |
| Girls are considered as a source of income to the family when they were married out. | 200 | 3.7101 | 1.067 |

The results show that the students strongly agreed that Gendered social practices within households as well as schools influence patterns of schooling access for girls with a mean of 4.5265 and . the respondents agreed that Cultural practices where education of a girl child as a poor investment and Girls are considered less important than boys and therefore are more

likely to drop out with a mean score of 4.4530 and 4.4631 respectively. The respondents agreed that social practices imply that households prefer investing in boy's education than girls with a mean of 4.2695 and Socio economic status of parents contributes immensely to school dropout was agreed with a mean of 4.2308. They agreed that Traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school with a mean of 4.1602 and Girls are considered as a source of income to the family when they were married out with a mean of 3.7101.

4.7.3 Discussion Social-Cultural Factors

It was found that Social cultural factors influence the girls dropout rate in mixed public secondary schools in Kandara Sub-County. These factors include; beliefs that girls should be in the house helping their mothers and Girls are considered less important than boys and therefore are more likely to drop out. Social-cultural factors are family background and early marriage. Family background entails extended rich families struggle to achieve their education as compared to those from poor families, they may give up on the way resulting to drop out. Girls from low income families are likely to drop out of school than those from the high income families. Mohammed (2004) equally reported that a girl may be withdrawn from school if a good marriage prospect arises. Early marriage is a sociocultural factor that hinders the girl child's access to school. Some parents, in an attempt to protect their teenage daughters, give them out to wealthy old friends. Some of these girls who attempt to escape from such forced marriages end up in disaster. Efforts should be made to ensure that girls go to school and complete their schooling. Alika and Egbochuku (2009) found that the socio-economic status of the girls imposes considerable constraints upon their continuing stay in school. In fact, they asserted that a girl's particular socio-economic inheritance may have a direct and important effect on educational attainment.

4.7 Correlation Analysis

The correlation matrix indicates that factors influencing the girls' drop out rate correlated with family based factors at 1 percent significance level (.478). school based factors is positively correlated, personal factors and social cultural factors requirements at 5 percent significance level (.393) and (.427) respectively.

Table 4.16: Correlation Analysis

| | Family based factors | School based factors | Personal factors | Social cultural | girls out | drop |
|----------------------|----------------------|----------------------|------------------|-----------------|-----------|------|
| Family based factors | 1 | | | | | |
| School based factors | .334 | 1 | | | | |
| Personal factors | .393 | .427 | 1 | | | |
| Social cultural | .373 | .412 | .323 | 1 | | |
| girls drop out | .478 | .190 | .137 | .393 | 1 | |

Table 4.15 above shows the summary of the correlation analysis that seeks to establish the relationship between factors influencing the girls' drop out rate, school based factors, family based factors, personal factors and social cultural factors. With an adjusted R -squared of 0.56 percent, it means that family based factors, School based factors, personal factors and social cultural factors explain 56 percent of the variations in factors influencing the girls' drop out rate. The P-value of 0.048 implies that factors influencing the girls' drop out rate are significant at 5 percent level of significance. The Durbin Watson of 2.09 showed absence of serial correlation.

Precisely, this study needed to establish relationship between; the sub variable (indicators) of each of the three determinants of the factors influencing the girls' drop out rate, as well the relationship with the four determinants. The coefficient of correlation (r), determine the degree (strength) of relationship and its value is between -1 and 1. A value 0 implies no relationship, 1 implies a perfect positive relationship, -1 means a negative relationship. An absolute value of r between 0.5 and less than 1 implies a strong relationship between the variables. If the value r is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of r is less than 0.3.

4.8 Regression Analysis

The regression analysis is concerned with the distribution of the average value of one random variable as the other variables which need not be random are allowed to take different values. The regression model specifically connects the average values of y for various values of the x -variables. The regression model was as follows:

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Where:

Y = Girl child school dropout rate

X₁ = school based factors

X₂ = family based factors

X₃ = personal factors

X₄ = social cultural factors

β₀ = Constant Term

β₁ = Beta coefficients

Table 4.17: Strength of the model

| Model Summary | | | | | |
|----------------------|----------|-------------------|--------------------------|-----------------------------------|---------|
| Model | R | R Square | Adjusted R Square | Std. Error of the Estimate | |
| dimension0 | 1 | .796 ^a | 0.633 | 0.594 | 0.30202 |

a. Predictors: (Constant), school based factors, family based factors, personal factors and social cultural factors.

Source: Reseacher (2015)

Analysis in table 4.16 shows that the coefficient of determination (the percentage variation in the dependent variable being explained by the changes in the independent variables) R² equals 0.633 that is, school based factors, family based factors, personal factors and social cultural factors only 1.5 percent unexplained. The P- value of 0.000 (Less than 0.05) implies that the model of drop out rate is significant at the 5 percent significance.

Table 18: ANOVAb

| Model | Sum of Squares | df | Mean Square | F | Sig. |
|--------------|-----------------------|-----------|--------------------|----------|-------------------|
| 1 Regression | 5.976 | 4 | 1.494 | 16.377 | .000 ^a |
| Residual | 3.466 | 136 | .091 | | |
| Total | 9.442 | 140 | | | |

- a. Predictors: (Constant), school based factors, family based factors, personal factors and social cultural factors
- b. Dependent Variable: drop out

ANOVA findings (P- value of 0.00) in table above show that there is correlation between the predictor’s variables (school based factors, family based factors, personal factors and social cultural factors) and response variable (drop out rate). An F ratio is calculated which represents the variance between the groups, divided by the variance within the groups. A large F ratio indicates that there is more variability between the groups (caused by the independent variable) than there is within each group, referred to as the error term. A significant F test indicates that we can reject the null hypothesis which states that the population means are equal. The P value is 0.000 which is less than 0.005 significance level.

Table 19: Coefficients

| Model | Unstandardized Coefficients | | Standardized Coefficients | t | Sig. |
|-------------------------|-----------------------------|------------|---------------------------|--------|------|
| | B | Std. Error | Beta | | |
| 1 (Constant) | 6.165 | .705 | | 8.746 | .000 |
| School based factors | -.348 | .081 | -.489 | -4.289 | .000 |
| Family based factors | -.436 | .084 | -.635 | -5.187 | .000 |
| Personal factors | .711 | .108 | .754 | 6.593 | .000 |
| Social cultural factors | -.286 | .084 | -.396 | -3.420 | .002 |

a. Dependent Variable: drop out rate

The established multiple linear regression equation becomes:

$$Y = 6.165 - 0.348X_1 - 0.436X_2 + 0.711X_3 - 0.286X_4$$

The study found that school based factors, family based factors, personal factors and social cultural factors have significant influence on girls drop out rate since school based factors $\beta = -.348$, $t = -4.289$, $p < .000$; family based factors $\beta = -.436$, $t = -5.187$, $p < .000$ *; personal factors $\beta = .711$, $t = 6.593$, $p < .000$ *; social cultural factors $\beta = .406$, $t = 5.445$,

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter presents summary of findings as discussed in chapter four and interpretations of the data analysis, conclusions and recommendations based on the findings.

5.2 Summary of Findings

The finding show that family based factors influence school drop-out rate of girl child in mixed public secondary schools within Kandara Sub-County. The main factors identified were girls being married off at a very young age. It was also found that majority dropped so that they can assist their parent in performing of house chores. Results show that parents thought that investing in girls was a waste of their money and therefore did not prefer taking them to school.

It was found that the school environmental factors that influence drop-out rate of girl child in mixed public secondary schools within Kandara Sub-County. The main factors that contributed were poor relation of teachers and students, non conducive learning environment and academic achievements and low motivation.

It was found that personal factors on girl child school drop-out rate in mixed public secondary schools in Kandara Sub-County. The main factors that contribute are early pregnancy, peer influence, disability and low self esteem.

It was found that Social cultural factors influence the girls dropout rate in mixed public secondary schools in Kandara Sub-County. These factors include; beliefs that girls should be in the house helping their mothers and Girls are considered less important than boys and therefore are more likely to drop out

5.3 Conclusions

The school based factors causing many girls drop out of school indicated lack of motivation and academic achievements, forced repetition of girls when they don't merit to the next class and this frustrated them because they are overgrown and are likely to give up on the way. Teachers should be able to monitor and make follow ups to those pupils who were absent from school. The parents should communicate and let the teachers be aware of any child who

is sick or is away from school. Strict measures should be taken to the parents who absent their girls so that they are baby sitting and also going to sell on market days

The home based factors that cause girls to drop out of school include performing of house chores, parents thought that investing in girls was a waste of their money and therefore did not prefer taking them to school.

The school based factors causing many girls drop out of school indicated lack of motivation and academic achievements, forced repetition of girls when they don't merit to the next class and this frustrated them because they are overgrown and are likely to give up on the way.

Other school based factors that were causative agents for dropout were: retention that made the girls overgrow the class and embarrass them for studying with their juniors, bullying that scared girl from going to school and inadequate infrastructure which affected their academic performance and hindered their freedom.

The study concludes that the personal factors that cause girls to drop out of school include early pregnancy, peer influence, disability and low self esteem. Low self esteem causes the girls to feel unworthy and therefore easily drop out of school.

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

5.4 Recommendations

The government through the Ministry of Education should continue to develop and implement policies to ensure that girls who drop out of secondary school due to pregnancy enroll back to school.

Every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problem affecting their girls education. These parents should be advised on the need to motivate their girl child to remain in school.

The parents and the community should be sensitized on the importance of girl child education. The parents should be enlightened on the importance of giving proper parental guidance to their girls and to be more involved in the education of their girls.

There is need for the government to instigate poverty eradication measures to empower the community to meet the private costs of education so as to help girls be retained in school. Further the study recommended that county government recognize that the social return to female education greatly exceeds those of male education. The problem of dropout rate of a girl child should be a concern of every member of society since it has negative consequences at both the individual and social level. Thus dropout is not a mere problem that affects or impacts an individual but it is a problem that affects the entire community

5.5 Suggestion for Further Studies

The study recommends another study to be done on the effect of teachers' involvement and its influence on girls drops out from school. The same study should also be done in other counties to establish other factors leading to girls drop out.

Another study should be carried out to find out how female students in secondary school respond to guidance and counselling, A study should be carried out on how poverty can be eradicated in Kandara Division to ensure retention of girls in schools.

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APPENDICES

APPENDIX I: LETTER OF TRANSMITTAL

Maryanne N. Wagachira

P O Box 45434 - 00100

Nairobi.

17th July 2014

REF: THE FACTORS INFLUENCING GIRL CHILD DROP-OUT IN MIXED PUBLIC SECONDARY SCHOOLS IN KANDARA SUB-COUNTY, MURANG'A COUNTY.

My name is Wagachira Maryanne Njambi and I am pursuing a Masters in Arts at University of Nairobi. The attached questionnaire is aimed at investigating the factors influencing girl child drop-out in mixed public secondary schools in Kandara Sub-County. You have been selected for the purpose of the study. Please take time to complete the questionnaire. Your genuine response will be appreciated. High level of confidentiality will be assured. The information obtained will be used purely for academic purposes.

Thank you all in advance

Yours sincerely,

Wagachira Maryanne Njambi

L50/61841/2011

APPENDIX II: INTRODUCTION LETTER FROM THE UNIVERSITY



UNIVERSITY OF NAIROBI
COLLEGE OF EDUCATION AND EXTERNAL STUDIES
SCHOOL OF CONTINUING AND DISTANCE EDUCATION
DEPARTMENT OF EXTRA-MURAL STUDIES
NAIROBI EXTRA-MURAL CENTRE

Your Ref:

Our Ref:

Telephone: 318262 Ext. 120

Main Campus
Gandhi Wing, Ground Floor
P.O. Box 20197
NAIROBI

20th September, 2014

REF: LON/CDES/SEM/C/19/151

TO WHOM IT MAY CONCERN

RE: WAGACHIRA MARYANNE NIAMBI - REG. NO L50/61851/2011

This is to confirm that the above named is a student at the University of Nairobi College of Education and External Studies, School of Continuing and Distance Education, Department of Extra-Mural Studies pursuing Masters in Project Planning and Management.

She is proceeding for research entitled "Factors influencing implementation and staff dropout rate in mixed public secondary schools". The case of Kandara Sub county Murang'a County, Kenya.

Any assistance given to her will be highly appreciated.



APPENDIX III: RESEARCH PERMIT



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471.
2241349, 3rd 65/1, 22nd 9420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Galati House
Uhuru Highway
P.O. Box 10621-00100
NAIROBI-KENYA

Ref. No.

Date:

13th February, 2015

NACOSTI/P/15/2604/4984


Maryanne Njambi Wagachira
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Factors influencing girl child drop-out rate in public day secondary schools: A case of Kandara District, Murang'a County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in **Murang'a County** for a period ending **31st December, 2015**.

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

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


SAID HUSSEIN
FOR: DIRECTOR GENERAL/CED

Copy to:

The County Commissioner
Murang'a County.

The County Director of Education
Murang'a County.

APPENDIX IV: RESEARCH QUESTIONNAIRE FOR TEACHERS

SECTION A: GENERAL INFORMATION

1. What is your gender?

Male

Female

2. What is your age bracket?

(i) 25 – 30 yrs

(ii) 31 – 35 yrs

(iii) 36 – 45 yrs

(iv) 46 yrs and above

3. What is your highest academic qualification?

(i) Diploma

(ii) Bachelor's Degree

(iii) Master's Degree

(iv) Any other (please specify) _____

4. What is your teaching experience in years?

(i) 0 – 5 yrs

(ii) 6 – 10 yrs

(iii) 11 – 15 yrs

(iv) 16 – 20 yrs

(v) 21 yrs and above

SECTION B: FAMILY BASED FACTORS

5. The study at this part aimed at identifying family based factors that affect the rate of girls drop out in schools. Likert scale of 1-5 was adopted to determine the level of agreement/disagreement (where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree)

| | Strongly Disagree | Disagree | Neutral | Agree | Strongly agree |
|--|------------------------------|-----------------|----------------|--------------|---------------------------|
| The opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household | | | | | |
| Early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty | | | | | |
| marrying off girls would benefit her family in terms of attaining bride price | | | | | |
| parents worry about wasting money on the education of girls because there are most likely to get pregnant | | | | | |
| the children of more educated parents are more likely to be enrolled and more likely to progress further through school | | | | | |
| Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to dropout of school | | | | | |

SECTION D: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS DROP OUT RATE

6. The study at this part aimed at identifying school based factors that contribute to girls' dropout rate. Likert scale of 1-5 was used to determine the level of agreement/disagreement (where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| School environments are at times not conducive to effective learning and this may ultimately lead to underachievement | | | | | |
| Administrative skills of the school head teachers can help or destroy the pupils retention rate in schools | | | | | |
| The lack of academic achievements and low motivation makes the pupils to have no morale of finishing their studies | | | | | |
| when pupils do not achieve good enough results, they are sometimes encouraged to drop out | | | | | |
| The presence of repetition in secondary schools demotivates the pupils in their studies. | | | | | |
| Repetition of classes in correlation to age has got a lot of detrimental effects to the girl child | | | | | |
| Poor relationship between teachers and pupils causes girl child to drop out in schools | | | | | |

PERSONAL FACTORS

7. The study at this part aimed at identifying personal factors that contribute to girls’ dropout rate. Likert scale of 1-5 was used to determine the level of agreement/disagreement (where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| Some girls may choose to get pregnant, and pregnancy is a planned lifestyle choice | | | | | |
| Pregnancy is a significant cause of dropout for teenage girls from school | | | | | |
| Girls with disabilities are less likely to have access to schooling than boys | | | | | |
| Girls with low achievement are more likely than those with higher achievement to drop-out rates | | | | | |
| Low self-esteem of girls causes them to drop out of school | | | | | |
| Peer influence causes girls to drop out of school | | | | | |
| Drug abuse causes them to drop out of school | | | | | |

SOCIAL CULTURAL FACTORS

8. The study at this part aimed at identifying social cultural factors that contribute to girls' dropout rate. Likert scale of 1-5 was used to determine the level of agreement/disagreement (where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| Social practices imply that many African households prefer investing in boys' education than girls' | | | | | |
| Girls are considered less important than boys and therefore are more likely to drop out | | | | | |
| Cultural practices where education of a girl child as a poor investment | | | | | |
| Gendered social practices within households as well as schools influence patterns of schooling access for girls | | | | | |
| Socio economic status of parents contributes immensely to school dropout | | | | | |
| Traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school | | | | | |
| Girls were considered as a source of income to the family when they were married out | | | | | |

APPENDIX V: STUDENTS QUESTIONNAIRE

1. If yes how many girls have dropped out of school in your class since you joined this school?

- (i) 1-3
- (ii) 4-6
- (iii) 7-9
- (iv) Above 10

2. What do you think made them drop out of school?

- (i) Lack of schools fees ()
- (ii) Early marriage ()
- (iii) Forced by parents ()
- (iv) Distance from school ()
- (v) Other ()

Please indicate.....

SECTION B: FAMILY BASED FACTORS

3. The study at this part aimed at identifying family based factors that affect the rate of girls drop out in schools. Likert scale of 1-5 was adopted to determine the level of agreement/disagreement (where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---------------------------------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| Parents with low income | | | | | |
| Lack of parental support | | | | | |
| Poor family background | | | | | |
| Parents marrying off their girl child | | | | | |

| | | | | | |
|--|--|--|--|--|--|
| Parents perceive girls as income earners | | | | | |
| Girl children frequently drop-out of school to look after younger siblings | | | | | |

SECTION C: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS DROP OUT RATE

4. The study at this part aimed at identifying school based factors that affect the rate of girls drop out in schools. Likert scale of 1-5 was adopted to determine the level of agreement/disagreement (where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|--|--------------------------|-----------------|----------------|--------------|-----------------------|
| The learning environment is not conducive | | | | | |
| Poor administration | | | | | |
| The lack of academic achievements and low motivation makes the pupils to have no morale of finishing their studies | | | | | |
| When pupils do not achieve good enough results, they are sometimes encouraged to drop out | | | | | |
| The presence of repetition in secondary schools demotivates the pupils in their studies. | | | | | |
| Repetition of classes in correlation to age has got a lot of detrimental effects to the girl child | | | | | |
| Poor relationship between teachers and pupils causes girl child to drop out in schools | | | | | |

PERSONAL FACTORS

5. The study at this part aimed at identifying personal factors that affect the rate of girls drop out in schools. Likert scale of 1-5 was adopted to determine the level of agreement/disagreement (where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---------------------|--------------------------|-----------------|----------------|--------------|-----------------------|
| Pregnancy by choice | | | | | |
| Disability | | | | | |
| Low achievement | | | | | |
| Low self esteem | | | | | |
| Peer influence | | | | | |
| Drug abuse | | | | | |

SOCIAL CULTURAL FACTORS

6. The study at this part aimed at identifying cultural factors that affect the rate of girls drop out in schools. Likert scale of 1-5 was adopted to determine the level of agreement/disagreement (where 1= strongly disagree, 2= disagree, 3= Neutral, 4= Agree, 5= strongly agree)

| | Strongly disagree | Disagree | Neutral | Agree | Strongly agree |
|---|--------------------------|-----------------|----------------|--------------|-----------------------|
| Social practices imply that households prefer investing in boy's education than girls | | | | | |
| Girls are considered less important than boys and therefore are more likely to drop out | | | | | |

| | | | | | |
|---|--|--|--|--|--|
| Cultural practices where education of a girl child as a poor investment | | | | | |
| Gendered social practices within households as well as schools influence patterns of schooling access for girls | | | | | |
| Socio economic status of parents contributes immensely to school dropout | | | | | |
| Traditions play a significant role in decisions to withdraw girls from school and their own decisions to drop-out of school | | | | | |
| Girls are considered as a source of income to the family when they were married out | | | | | |

APPENDIX VI: TOTAL TEACHERS AND FORM FOUR STUDENTS IN KANDARA SUB-COUNTY.

| SCHOOL | CATEGORY | FORM 4 STUDENTS | TEACHING STAFF |
|-------------------------------------|-----------------|------------------------|-----------------------|
| Mung'aria Secondary School | MDS | 81 | 8 |
| Gacharage Secondary School | MDS | 29 | 9 |
| Gakui Secondary School | MDS | 66 | 16 |
| Kiguoya Secondary School | MDS | 63 | 12 |
| Ng'araria Secondary School | MDS | 67 | 15 |
| Naaro Secondary School | MDS | 92 | 23 |
| Mukerenju Secondary School | MDS | 58 | 17 |
| Kangui Secondary School | MDS | 105 | 12 |
| Nguthuru Secondary School | MDS | 78 | 10 |
| St. Charles Lwanga Secondary School | MDS | 96 | 14 |
| Muruka Secondary School | MDS | 133 | 20 |
| Gakuruweini Secondary School | MDS | 105 | 16 |
| Karugia Secondary School | MDS | 46 | 8 |
| Kariguini Secondary School | MDS | 127 | 6 |
| TOTAL | | 1146 | 186 |

Source: Kandara Sub-County Education Officer, 2014

APPENDIX VII: NUMBER OF STUDENTS (2010-2013)

**MINISTRY OF EDUCATION SCIENCE &
TECHNOLOGY**

E-MAIL: deokandara@gmail.com



THE SUB-COUNTY EDUCATION OFFICE
KANDARA SUB-COUNTY
MURANG'A COUNTY

When replying please quote

17/07/14

KDR/EDU/2/VOL 1/83

P.O BOX 92-01034

KANDARA

RE: NUMBER OF ENROLLED STUDENTS FROM YEAR 2010 TO 2013

| SCHOOL | CATEGORY | 2010 | | 2011 | | 2012 | | 2013 | |
|-------------------------------------|----------|------------|------------|------------|------------|------------|------------|------------|------------|
| | | FORM 1 | | FORM 2 | | FORM 3 | | FORM 4 | |
| | | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS | BOYS | GIRLS |
| Mung'aria Secondary School | MDS | 14 | 74 | 16 | 76 | 17 | 73 | 16 | 65 |
| Gacharage Secondary School | MDS | 6 | 51 | 6 | 37 | 5 | 31 | 5 | 24 |
| Gakui Secondary School | MDS | 38 | 30 | 40 | 28 | 44 | 27 | 44 | 22 |
| Kiguoya Secondary School | MDS | 24 | 34 | 23 | 30 | 26 | 25 | 28 | 35 |
| Ng'araria Secondary School | MDS | 36 | 65 | 34 | 59 | 32 | 51 | 25 | 42 |
| Naaro Secondary School | MDS | 47 | 51 | 45 | 46 | 47 | 40 | 59 | 33 |
| Mukerenju Secondary School | MDS | 55 | 40 | 52 | 33 | 50 | 23 | 49 | 19 |
| Kangui Secondary School | MDS | 54 | 45 | 53 | 40 | 63 | 40 | 62 | 43 |
| Nguthuru Secondary School | MDS | 50 | 40 | 49 | 39 | 47 | 38 | 24 | 27 |
| St. Charles Lwanga Secondary School | MDS | 79 | 36 | 76 | 34 | 67 | 33 | 66 | 30 |
| Muruka Secondary School | MDS | 85 | 59 | 82 | 58 | 77 | 56 | 64 | 69 |
| Ngurweini Secondary School | MDS | 53 | 69 | 57 | 60 | 50 | 56 | 55 | 50 |
| Karugia Secondary School | MDS | 22 | 33 | 22 | 33 | 22 | 33 | 21 | 25 |
| Kariguini Secondary School | MDS | 74 | 59 | 76 | 49 | 88 | 50 | 87 | 41 |
| TOTAL | | 637 | 686 | 631 | 622 | 635 | 576 | 605 | 525 |

NAFTALI MUTURI
For: SUB-COUNTY DIRECTOR OF EDUCATION
KANDARA

APPENDIX VIII: TABLE FOR DETERMINING SAMPLE SIZE FOR A GIVEN POPULATION

| N | S | N | S | N | S | N | S | N | S |
|----|----|-----|-----|-----|-----|------|-----|--------|-----|
| 10 | 10 | 100 | 80 | 280 | 162 | 800 | 260 | 2800 | 338 |
| 15 | 14 | 110 | 86 | 290 | 165 | 850 | 265 | 3000 | 341 |
| 20 | 19 | 120 | 92 | 300 | 169 | 900 | 269 | 3500 | 246 |
| 25 | 24 | 130 | 97 | 320 | 175 | 950 | 274 | 4000 | 351 |
| 30 | 28 | 140 | 103 | 340 | 181 | 1000 | 278 | 4500 | 351 |
| 35 | 32 | 150 | 108 | 360 | 186 | 1100 | 285 | 5000 | 357 |
| 40 | 36 | 160 | 113 | 380 | 181 | 1200 | 291 | 6000 | 361 |
| 45 | 40 | 180 | 118 | 400 | 196 | 1300 | 297 | 7000 | 364 |
| 50 | 44 | 190 | 123 | 420 | 201 | 1400 | 302 | 8000 | 367 |
| 55 | 48 | 200 | 127 | 440 | 205 | 1500 | 306 | 9000 | 368 |
| 60 | 52 | 210 | 132 | 460 | 210 | 1600 | 310 | 10000 | 373 |
| 65 | 56 | 220 | 136 | 480 | 214 | 1700 | 313 | 15000 | 375 |
| 70 | 59 | 230 | 140 | 500 | 217 | 1800 | 317 | 20000 | 377 |
| 75 | 63 | 240 | 144 | 550 | 225 | 1900 | 320 | 30000 | 379 |
| 80 | 66 | 250 | 148 | 600 | 234 | 2000 | 322 | 40000 | 380 |
| 85 | 70 | 260 | 152 | 650 | 242 | 2200 | 327 | 50000 | 381 |
| 90 | 73 | 270 | 155 | 700 | 248 | 2400 | 331 | 75000 | 382 |
| 95 | 76 | 270 | 159 | 750 | 256 | 2600 | 335 | 100000 | 384 |

Note: "N" is population size
"S" is sample size.

Source: Krejcie & Morgan, 1970

APPENDIX IX: PERMIT FROM NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

CONDITIONS

1. You must report to the **County Commissioner and the County Education Officer of the area** before embarking on your research. Failure to do this may lead to the cancellation of your permit.

2. **Government Officers will not be interviewed** without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. **Excavation, mining and collection of biological specimens are subject to further permission from the relevant Government Ministries.**

5. You are required to submit at least two (2) final reports and one (1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.

1. The permit holder shall be responsible for the safety of the research team and the research equipment.

2. The permit holder shall be responsible for the safety of the research team and the research equipment.

3. The permit holder shall be responsible for the safety of the research team and the research equipment.

4. The permit holder shall be responsible for the safety of the research team and the research equipment.

5. The permit holder shall be responsible for the safety of the research team and the research equipment.

6. The permit holder shall be responsible for the safety of the research team and the research equipment.

7. The permit holder shall be responsible for the safety of the research team and the research equipment.

8. The permit holder shall be responsible for the safety of the research team and the research equipment.

9. The permit holder shall be responsible for the safety of the research team and the research equipment.

10. The permit holder shall be responsible for the safety of the research team and the research equipment.



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH PERMIT

Serial No. A-4264

CONDITIONS see back page

THIS IS TO CERTIFY THAT

MRS MARYANNE NJAMBI WAGACHIRA

of UNIVERSITY OF NAIROBI, P.O. BOX 100

Nairobi, has been permitted to conduct

research in Murang'a County

on the topic: FACTORS INFLUENCING

GIRL CHILD DROP OUT RATE IN PUBLIC

DAY SECONDARY SCHOOLS, A CASE OF

KANDARA DISTRICT, MURANG'A COUNTY,

KENYA

for the period ending

31st December 2015

Permit No: **NAOST/PT/15/2604/4984**

Date of Issue: **15th February 2015**

Fee Received: **Ksh. 1000**



Applicant's Signature

Secretary
National Commission for Science, Technology & Innovation

Commission for Science, Technology and Innovation (CSTI) has issued a permit to the University of Nairobi to conduct research in Murang'a County on the topic: **FACTORS INFLUENCING GIRL CHILD DROP OUT RATE IN PUBLIC DAY SECONDARY SCHOOLS: A CASE OF KANDARA DISTRICT, MURANG'A COUNTY, KENYA** for the period ending **31st December, 2015**.

Applicant's Signature

Permit No: **NAIGST/PT/15/2604/4984**
Date Of Issue: **13th February, 2015**
Fee Received: **Ksh. 1000**



National Commissioner for Science, Technology & Innovation