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FACULTY OF ARTS

DEPARTMENT OF SOCIOLOGY AND SOCIAL WORK

FACTORS THAT LEAD TO DROPOUT RATE FOR GIRLS IN PUBLIC PRIMARY SCHOOLS IN KALOLENI SUB COUNTY, KILIFI COUNTY KENYA

BY

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A Research Project submitted in partial fulfillment of the requirements for the award of the Degree of Master of Arts in Sociology (Rural Sociology and Community Development) of the University of Nairobi.

2015
DECLARATION

This research project is my own work, and it has not been presented for examination in any other institution.

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Caroline Mbeyu

C50/73166/2009

This research project has been forwarded for examination with my approval as University Supervisor

Signature: …………………………….   Date: …………………………….

Supervisor:

Professor Edward Mburugu
DEDICATION

This research project is dedicated to my loving husband Marsden, my children Sheila, Brian and Valerie for their inspiration, support, encouragement and understanding throughout my study.

May God bless you.
ACKNOWLEDGEMENTS

I wish to register my sincere gratitude to the following for their valuable contributions, time and skill that enabled me to pursue this Master of Arts Degree in Rural Sociology and Community Development. First, my University supervisor Professor Edward Mburugu for his guidance at every stage of this Project Proposal, and the University of Nairobi, Department of Sociology and Social Work staff and students of C50 2009/2010 who provided me with intellectual support.

My sincere thanks also go to my friends for their moral support and encouragement during the duration of this project. This work is dedicated to them.
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# LIST OF ABBREVIATIONS AND ACRONYMS

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<tr>
<td>AIDS</td>
<td>Acquired Immuno Deficiency Syndrome</td>
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<tr>
<td>CEDAW</td>
<td>Convention on the Elimination of All forms of Discrimination Against Women</td>
</tr>
<tr>
<td>ECD</td>
<td>Early Childhood Education</td>
</tr>
<tr>
<td>EFA</td>
<td>Education for All</td>
</tr>
<tr>
<td>FAWE</td>
<td>Forum for African Women Educationalists</td>
</tr>
<tr>
<td>FPE</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GoK</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>KCPE</td>
<td>Kenya Certificate of Primary Education</td>
</tr>
<tr>
<td>MDGS</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOEST</td>
<td>Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>SPSS</td>
<td>Statistical Package For Social Sciences</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations</td>
</tr>
<tr>
<td>UNESCO</td>
<td>United Nations Educational Scientific and Cultural Organisation</td>
</tr>
<tr>
<td>UNICEF</td>
<td>United Nations Children’s Fund</td>
</tr>
<tr>
<td>UPE</td>
<td>Universal Primary Education</td>
</tr>
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<td>WHO</td>
<td>World Health Organisation</td>
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The general objective of the study was to determine the factors that contribute to high level of school dropout rate among girls in Kaloleni sub county region. The specific objectives of the study were to examine the community related factors that encourage school dropout among girls; to examine social cultural and economic factors related to school dropout rate among girls; to identify school related factors contributing to primary school dropout rate among girls; and to assess measures taken to retain girls in school. This was a descriptive study. Teachers, parents/guardians, District Education Officer and girls currently in school were interviewed. Units of observation were the school dropout girls. A sample of eighty respondents was arrived at through random sampling, which entailed selecting without bias. Six students from class seven and eight were going to be randomly selected from each school using the class register. Forty girls were selected to represent the school dropouts. They were selected using the purposive sampling procedure. Five parents/guardians and five teachers also filed their questionnaires to give insight into this matter. Two education officers were also interviewed and shared their experiences as they usually made supervisory visits to the schools. Both a questionnaire and an interview guide were used to collect primary data. Data collected was analysed using descriptive statistics. Data analysis was done using SPSS and Microsoft excels to generate quantitative reports, which were presented in the form of tables and figures. The study found that gender discrimination encouraged school dropout among girls to a great extent (mean score 4.16), misleading beliefs that wrongly imply that girls education is not important influenced school dropout rate among girls to a great extent (mean score 4.32), and lack of close supervision contributed to primary school dropout among girls to a great extent (mean score 4.19). The study further found that regular training on the importance of remaining in school could retain the girls in school to a great extent (mean score 4.11). The study concludes that community related factors influenced dropout rate for girls in public primary schools in Kaloleni Sub County, Kilifi County, Kenya. The study also concludes that social cultural and economic factors influence girls’ dropout in primary school. The school based factors causing many girls to drop out of school indicated lack of motivation and poor academic achievements as well as lack of concern from the school management in handling the dropout issue as the main factors. The study further concludes that some factors should be taken into consideration in order to fight the girls’ dropout vice. Based on the findings of the study, the researcher recommends the following: parents should be sensitized to develop a positive view towards the importance of educating their children, parent-teacher associations are required to be more engaged and assertive, strictly enforce the adherence to the education Act that now has provisions that compel parents and communities to send and facilitate retention of pupils in schools or risk legal sanctions and a need to continuously strengthen and restructure the quality control system in the ministry of education, redefining its role.
CHAPTER ONE: INTRODUCTION

1.1 Background of the study

Education has been defined as the process through which knowledge - skills, attitudes and values - are imparted for the purpose of integrating the individual in a given society or changing the values and norms of a society. Kenyan societies had their own systems of education before the coming of the Europeans. All members of the community were involved in the education of the children. Children learnt cultural traditions and customs of their ancestors from the community, as well as skills from their families and other specialised individuals through apprenticeship programmes. Localised, relevant indigenous knowledge was therefore very important in the organisation and transmission of knowledge.

Education plays an important role in socialising the individual to fit and participate adequately in development of society. Statistics show that on average, 155 girls in every village in Africa have dropped out of school because they cannot afford sanitary towels and underwear at the age of menstruation. Without education the girls will not be able to compete for jobs and will be dependent on someone else for survival.

The provision of education is fundamental to governments overall development strategy. Universal access to basic education and training ensures equity for all children to enroll in schools including the disadvantaged and vulnerable groups. Education is also key in the protection of democratic institutions and human rights through well informed citizens.
Quality education contributes significantly to economic growth, better employment opportunities and contributes to expansion of income generating opportunities. The free primary education aims at expanding access and this has led to an additional 1.5 million children enrolled in primary school between January 2003 and June, 2004 (Gathiga, 2010). The board of governors has been given more authority to make decisions that will contribute to the provision of education. The government recognises the need to create opportunities for children and youth who for one reason or another do not complete primary or secondary school. Their education is terminal yet they have acquired meaningful skills for self-employment and are below the age of 18 to qualify for formal employment.

Early childhood education has now been made part of basic education. This means that basic education in Kenya comprises 2 years early childhood education for 4- to 5-year-olds, primary education of 8 years for 6- to 13-year-olds and secondary education of 4 years for 14- to 17-year-olds. The number of enrolment at various levels of education has increased substantially. At the primary level, enrolment grew from 891,533 to over 7.2 million in 2004 in public primary schools (MoEST, 2005). If children start primary education at age 6 and progress one grade per year then all must have completed primary education at the age of 13. The UN girls’ Education Initiative is taking place ten years after the world education Forum, which helped launch Government action, plans to reach the Millennium Education targets for 2015. The goals include eliminating gender disparity at all school levels and ensuring that all children complete basic education.
At the household and community levels, poverty is the main factor in undermining girls’ right to education. Transport, clothing, and books reinforce the gender gap. In Malawi the World Bank provided adolescent girls with stipends in addition to cash transfers being paid to their parents. By the end of the project in 2009, girls’ dropout rate had reduced by 40%. Figures, for instance, show that massive school dropouts were recorded and that out of about one million pupils who enrolled in standard one in 1993 and in 1998, less than half a million got to standard eight (Oketch and Rolleston, 2007).

Violence in schools and poor quality teaching are hampering gender parity. Tanzania showed 12% increase in school attendance when water was available. Girls have to stay home to care for the sick. Harassment and insecurity may deter girls from attending school. Many girls are facing physical and sexual abuse from their teachers and peers. According to WHO, sexual coercion and harassment are commonly experienced in school and at home. Research in Uganda found out that 8% of 16- and 17-year-olds had had sex with their teachers (Oketch and Rolleston, 2007).

A study done by PLAN International says at least one third of all child rapes in South Africa are committed by school staff. Victims remain silent fearing victimisation. It is important to identify key factors associated with girls’ dropout. Educated girls grow into women who tend to have healthier and better nourished babies who most likely will do everything to ensure that their own children attend school.
Educated girls mean that as a woman, she is empowered and more likely to participate in development efforts and in political and economic decision making. Kenya is faced with regional and gender disparities in education especially at the primary school level. The disparities differ from region to region with the lowest recorded in North Eastern part of the country. Another challenge that affects equity is providing education to hard-to-reach groups, especially girls.

1.2. Problem Statement

Quality education is key in the protection of democratic institutions and human rights through well informed citizens. Universal access to basic education and training ensures equity for all children to enroll in schools. In Kenya, Free Primary Education, which is also compulsory, saw many children particularly from poor families enjoy an opportunity to be in school. The number of boys and girls enrolled in primary school has risen from 5 to 8 million (MoEST, 2005). Although this is a significant development, particularly in the light of government’s effort to respond to global priorities in key framework documents such as the Millennium Development Goals, there are glaring obstacles that keep children out of school. A policy to improve school progression and to reduce the number of children dropping out of school is critical if Universal Primary Education is to be achieved.

Enrolment rates in public primary schools are higher for girls. However, fewer girls complete primary school and enroll in secondary school compared to boys. According to the Kenya Demographic Survey (KDHS), 40% of adolescent girls without any education
are either pregnant or are mothers compared to 8% of those who have secondary education.

It is estimated that 35% of girls between the ages of 16 and 20 are still in school compared to about 50% of boys (GoK, 2010). This is in spite of the fact that there is a return to school programme, a policy introduced by the government to allow girls who have fallen pregnant to go back to school. Stakeholders concerned about low retention rate of girls in school began a programme dubbed ‘social policy Advocacy and Networking’ aimed at giving support for girls’ education. Other studies have shown that teenage pregnancy and related consequences is a significant factor contributing to school dropout. The sex education that was incorporated in the curriculum is too basic and may not be an effective intervention. In Kilifi County, one of the major contributors to the existing high illiteracy rate is high dropout rate of girls as they transition from primary to secondary school.

Consequently, most of these girls do not proceed with their secondary education, as reflected in the statistics where primary school enrolment stands at 66.5% while secondary school enrolment stands at 13% (MoEST, 2005). For this reason, many girls are leaving school without acquiring the most basic skills. Studies done on school dropout rate have given factors that contribute towards this issue.

However, most of these studies focused on economically advantaged areas and little on less disadvantaged ones. Also there has been less interest in studies focusing on girls;
most of the studies are general. This study focused on girls and examined the factors that lead to their dropout rate in public primary schools in less advantaged areas particularly Kaloleni sub-county of Kilifi County. Despite the high dropout rate of girls in public primary schools in Kaloleni, not much information is available on the contributing factors.

This study discussed the current situation and explored reasons for school dropout of girls in selected public primary schools in Kaloleni sub-county. It also examined measures taken by the family, government and teachers in their effort to retain girls in school and also the challenges they faced as they managed this problem. The study also provided insight into the attitudes of girls toward education.

1.3. Research Questions

1. How does the community contribute towards school dropout?

2. What measures have been taken to ensure that girls are retained in school?

3. What is the major reason for school dropout?

4. What are the challenges faced by parents, teachers and the girls in trying to manage this problem?

1.4. Objectives of the study

1.4.1 General Objective

The general objective of the study was to determine the factors that contribute to high level of school dropout rate among girls in Kaloleni sub-county region.
1.4.2 Specific objectives of the study.

The specific objectives of the study were;

1. To examine the social cultural factors that encourage school dropout among girls.
2. To examine social economic factors related to school dropout rate among girls.
3. To identify school related factors contributing to primary school dropout rate among girls.
4. To assess measures taken to retain girls in school.

1.5. Justification of the study

The research study was conducted for the benefit of parents/guardians, pupils, educators and the community as a whole. It was carried out to determine the factors related to school dropout rate among girls in public primary schools in Kaloleni sub-county. Information obtained from World Bank Education indicators shows that strategies designed to improve primary school retention and progression have received relatively little attention. This study aimed to establish the factors that contribute to school girls dropping out of public primary schools. It also examined the measures taken by parents/guardians/government and teachers in their efforts to retain these girls in school. It explored challenges faced by parents, teachers and the pupils themselves in their efforts to manage this problem. Secondly, dropout rates differ significantly according to place of residence.

Kaloleni sub-county was suitable area of study, first because many girls do not complete primary education. Primary school enrolment stands at 66.5% and secondary school at
13%. Secondly, it is one of the poorest sub counties in Kenya (Kenya population and housing census, 2010) and this could be caused by the low levels of education, which lead to high rate of school dropout. The targeted respondents were girls within ages 18 to 20. This age bracket was suitable for the study because there is consistent evidence showing that a higher proportion of primary school girls of ages 16 and 17 who had access to school dropped out without completing primary school than the proportion of boys (Colclough et al., 2000; Leach et al., 2003). It is hoped that the findings of this study will be generalised to other regions with similar characteristics. These findings could also be used to inform the public and stakeholders on the intervention processes that have been implemented to address this problem.

1.6. Scope and Limitation of the Study

This study was conducted in Kaloleni sub-county and it targeted females who dropped out of public primary school between Standard 7 and 8 in the last two years (2012 and 2013). The ages of these girls ranged between 18 and 20. The study was carried out in selected public primary schools in Kaloleni sub-county only. Also, the study targeted teachers, guardians/parents, school dropouts and pupils currently in school.

Most of the previous studies were general, addressing both boys and girls. These two genders have different challenges. Other studies were done in more advantaged communities in urban settings with better economic status completely different from those of Kaloleni sub-county. In view of the above, this study focused on girls in a poverty stricken rural community. The findings of this study may not necessarily be
generalised to all poor communities in Coastal region, much less to other communities outside the region because of the differences mentioned earlier. Each region is unique in its own way in terms of culture, beliefs and economic status. It is, therefore, important to look into the factors contributing to public primary school dropout rate for girls specifically in Kaloleni sub-county in Kilifi County. This study further explored measures taken to retain girls in school. The validity of the outcome of the study was limited to the degree to which respondents were willing to divulge information.
CHAPTER TWO: LITERATURE REVIEW AND THEORETICAL FRAMEWORK

2.1. Introduction

Education has been defined as the process through which knowledge, skills, attitudes and values are imparted for the purpose of integrating the individual in a given society or changing the values and norms of a society.

2.2 Literature Review

2.2.1 Education System in Kenya

Kenya is a signatory to and has ratified several International Conventions and Declarations on inclusion which include: Universal Declaration on Human Rights (1948); Minimum Age Convention (1973); Convention on the Elimination of All forms of Discrimination Against Women (CEDAW) (1979); Convention on the Rights of the Child (CRC) (1989); Jomtien World Conference (1990); International Convention on the Protection of the Rights of All Migrant Workers and Members of their Families (1990); Beijing Declaration and Platform for Action (1995); Convention on the Elimination of the Worst Forms of Child Labour (1999); Dakar Framework of Action on EFA (2000); Millennium Development Goals (MDGs) of 2000; Convention on the Rights of Persons with Disabilities (2006); as well as the goals of African Union. These conventions provide a broad framework for the attainment of the right of every citizen to quality education.
For individuals education is a lifelong process. It begins at birth and ends with death. The UNESCO International standard classification of education defines education as comprising organised and sustained communication designed to bring about learning (UNESCO, 1975). In Kenya, just as in any other country, this sustained communication is organised and managed through a coherent system put in place by the Government.

Equity is a concept that flows from the concern for equality and social justice in a democratic society (Ainscow et al, 2011; OECD, 2007). Ainscow and colleagues further note that despite years of educational reforms in many countries, children still enter school systems from unequal backgrounds, are given access to unequal experiences and then leave with unequal outcomes. This context describes three elements of equity in education systems - equity of resources, equity in process and equity of outcomes. The first form of equity is in relation to various forms of funding formulas and financial support allocation models. The problem is the inequitable distribution of resources within the region and education institutions.

Other stakeholders like FAWE and UNICEF have also emphasised the importance of equality in educational achievement between genders. These studies have, however, unanimously concluded that there are disparities in educational achievement between the boy and the girl child, and that corrective measures to address the disparities are imperative. The former UN-Secretary General, Kofi Annan (2005) points out that without achieving gender equality for girls in education, the world has no chance of achieving many of the ambitious health, social and development targets it has set for
itself. This chapter will discuss the previous studies carried out on the contributing factors that lead to school dropout particularly for girls.

2.2.2 The 8-4-4 System of Education

In 1981, the presidential working party was commissioned to examine the curriculum reform of the entire education system in the country. The committee submitted a recommendation to change the 7-4-2-3 education system to the current 8-4-4 system, whose overall structure was similar to the US education system. The 8-4-4 system was launched in January 1985 and was designed to provide eight years of primary education, and four each of secondary and university education. Emphasis was placed on mathematics, English, and vocational subjects. The focus on vocational education was aimed at preparing students who would not continue with secondary education. These would be self-employed.

The main purpose of primary education is to prepare students to participate in the social, political and economic wellbeing of the country and to be global citizens (Education Info Centre, 2006). The new primary curriculum has therefore been designed to provide a more functional and practical education to cater to the needs of children who complete their education at primary school level and also for those who wish to continue with secondary education.

Universal primary education is free and compulsory. A major goal of primary education is to develop self-expression, self-discipline and self-reliance, while at the same time
providing a rounded educational experience. At the end of the eighth year, the Kenya Certificate of Primary Education (K.C.P.E) is taken and results are used to determine placement at secondary school based on merit. Figures, for instance, show that massive school dropouts were recorded and that out of about one million students who enrolled in Standard One in 1993 and in 1998, less than half a million got to Standard Eight (Oketch and Rolleston, 2007; Onyango, 2003).

Free Primary Education was therefore introduced. This resulted in significant increase in enrollment from 5.9 to 7.2 million pupils. However most schools were not equipped to handle large numbers of students in terms of the number of teachers, physical classroom space and learning resources (Mukudi, 2004). Some classes had 80 to 100 pupils. Ironically the introduction of free primary education has led to the dramatic increase in the number of privately owned and operated schools.

Macro-economic and demographic factors have an impact on the income, growth potential and public sector performance. They play vital roles in respect to education and training in Kenya. While they contribute to national development, they have also imposed constraints on the education sector development. The poor economic performance in Kenya has led to rising poverty levels which impact negatively on education performance indicators. The population living in poverty had risen from 48.8% in 1990 to 56.8% in 2004 (MOEST, 2005). The government plans to reduce poverty by 50% in 2015 as stipulated in the MDGs Economic Strategy Paper of 2003.
Poor economic performance has reduced schools General Enrolment from 104% in 1989 to 87.6% in 2002. This has risen to 99% after free primary education implementation in 2003 (MOEST, 2005). Nyamute (2006) notes that the current cost of free primary education is beyond the normal education budget allocation. The country’s economy has not been performing well that means it may not support the realisation of the UPE goals without infusion of outside funds.

Education quality and gender disparity have been barriers to accessing education (Boyle et al, 2002). For every 100 boys out of school there are 115 girls in the same situation (state of worlds children 2006, pp4). UNICEF notes that one out of every five girls is unable to complete primary education. The government argues that compulsory FPE is the first solution to ensuring equal chance to boys and girls to attend school. The World Bank notes that when fees were abolished in Malawi (1994), enrolment went up by 51 and, in Uganda by 70%. In Kenya the rates went up by 90% after the new policy was introduced in 2003 (MOEST, 2005).

Though the government continues to quote these success figures, dropout rates in public primary schools have increased due to unfriendly learning environment, poverty levels, child labour and the impact of HIV and AIDS (Ayieke, 2005). Other factors affecting enrolment include limited number of schools within easy walking distance, absence of female teachers and failure to provide toilets for separate genders (World Bank, 2004).
2.2.3 Benefits of educating a girl child

According to Oyugi (2008) the education of girls is today widely recognised as the most effective development investment a country can make. It is one of the criteria pathways to promote social and economic development. Female education with its multiplier effects has been shown to be crucial for advancement of nations (Beijing Declaration September, 1995). The Millennium declaration in 2000 by 189 heads of state recognised that educating girls is a powerful step towards ending poverty and achieving human rights. Many are of the view that education is a vehicle for social economic and political development. Educating a girl means that she will be able to make informed decisions, be independent economically and will be in a position to positively influence the family. In a family where the mother is educated, she will ensure that she contributes towards the economic welfare of her children and their education too (Barasa, 2004). Girl child education is paramount to personal, community and national development. Family characteristics have been known to affect students’ education success. Several studies have shown that families who communicate the importance of education in their words and actions raise children who have better school outcomes because they create an environment that allows learning to flourish. This is exactly what an educated mother will do.

Gender can be defined as the role, rights and obligations that culture and society attach to individuals according to whether they are male or female, which translates into privileges enjoyed by their sex. Usually society attaches values, norms and roles to males and females that causes gender disparities that are seen in all spheres of life. These disparities
include marginalisation of women in education, income and property rights and lack of credit (Kilifi Strategic Plan 2005 – 2010). Kilifi District has 230 primary schools. In 1999 there were 130,378 pupils and it was projected to rise to 172,335 by the year 2008. The primary school enrolment stands at 66.5% (Kilifi District Strategic Plan 2005 -2010).

According to the former Ganze MP Peter Safari, an increasing number of girls are dropping out of school. This has caused a lot of concern among the county leaders. Statistics indicate that between 2012 and 2013, 1,300 girls dropped out of school during this period in Ganze, a sub-county neighbouring Kaloleni sub-county in Kilifi County.

2.2.4 Social cultural factors
Traditionally in African societies, boys are given preference. This happens right from birth. When a mother delivers a baby boy, there is a lot of celebration and even the type of gifts bought signify the value placed on this child. There is the belief that the boy will carry on the family name while a girl is viewed as a stranger who will one day get married, drop the family name and adopt the husband’s name as she joins another family. In the rural settings where the parents are uneducated, they also believe that boys are more intelligent than girls and would prefer to educate boys to girls. Girls would therefore engage in household chores like cooking, fetching water and firewood and taking care of siblings. Parents have a negative attitude towards girl education. Chege and Sifuna (2006) note that ...for a majority of parents who are able to support the education of only some of their children, sex undoubtedly plays a major part in determining which child is to be educated.
Enrolment patterns strongly suggest that parents, when forced to choose, prefer to educate sons. In a recent study in Kenya, parents were asked what they will do if they had to make a choice of who remains in school on financial grounds. Some 58% indicated they would withdraw a daughter and 27.7% said they would withdraw sons (UNDP, 1999).

Another factor is pregnancy. In 1994 the Ministry of Education allowed girls to continue with education after dropping out of school due to pregnancy (Republic of Kenya, 1999). However (Siringi, 2002) states that the problem continues. According to a study he carried out in Mandera and Wajir districts in Kenya, girls drop out at the ages of 12 and 13 for early marriages to wealthy men because their parents fear that if they get old they may not get a husband.

Barasa (2004) carried out a study on challenges facing girl child secondary education in Kinango Division, Kwale District and notes that a few girls have made it to university though the community has few women role models and that socialisation for girls does not permit them to get higher education. They fear that higher education may make the girls too assertive and may cause them not to find someone to marry them.

In the African society, a girl is also looked at as an investment. The father looks forward to the day she will get married or she is married off early to a wealthy old man to create wealth for their family through bride price. This wealth is used to educate siblings (Lunyasuna 2008). Chege and Sifuna (2006) note that placing importance on institutions
such as bride price, polygamy, adultery fines, and the economic value of girls, especially in the rural areas, affects girls’ participation in education. Girls are an important source of income in their families, and the need for additional household income often takes priority over education. The high status accorded to marriage and motherhood in many communities impacts negatively on female participation in education. Other factors that have been cited to affect girl child participation in education by different researchers include drug abuse, indiscipline, disinterest, laziness, and the girls’ background in terms of educational level of the parents and commitment of parents to girls’ education.

The findings of these studies may not necessarily reflect the current education status of girls in Kaloleni Sub County given the fact that Kaloleni has its own cultural beliefs and challenges different from the other communities. This study will therefore focus on this particular community and establish how the social cultural factors contribute towards girls’ dropout rate in public primary school.

2.2.5 Social Economic Factors

Most rural households cannot afford a meal. It is therefore a challenge to them to pay school fees to educate their children. Though primary school education is free now, parents are expected to buy uniforms, books and other requirements that need money.

Lanyasunya (2008), in a study on socio-economic analysis of factors leading to girl child school dropout, found that the economic status of the family determined whether the girl
child completes school or not. Household income plays an important role in the enrolment, retention, performance or dropout of girls from school because of lack of fees.

Affordability is another factor that determines whether a girl will continue with education to secondary school and beyond. Even though the Government of Kenya reintroduced FPE in 2003 and aimed at waiving secondary education fees in 2008, a good number of households in the country, especially in rural areas, are still unable to afford primary and secondary education for their children, especially girls. Lack of school fees has been cited by many researches as a reason behind limited achievement of education, especially by girls. Dropping out of school is common among pupils of low social economic background (Psachapoulous and Woodhall, 1985). Another study also found out that household income had led to some dropping out of school to engage in petty trade to supplement family income (Juma, 2003).

Kasomo (2009), in a study on the factors militating against the education of girls in the lower Eastern Province of Kenya, concluded that lack of school fees is relatively less important in hampering girls’ education compared to pregnancy and peer pressure.

Though Lanyasunyu states clearly in his study that economic status of the family determines whether the girl child completes school or not, it has also been noted in some communities where there are high levels of poverty that parents would do everything possible within their means to ensure their children remain in school regardless of gender.
This shows how dynamic the issue of school dropout is in different communities hence more studies should be carried out in other communities too.

The difference in the findings is brought about by the uniqueness in these communities. It is therefore of paramount importance to carry out this study in Kaloleni to find out if the economic status of the family contributed towards girls’ school dropout and to what extent.

2.2.6 School Related Factors

School environment plays a very important role in retaining girls in school. In another study it is stated that children are taught in overcrowded classrooms. The teachers are unqualified and unmotivated and are poorly paid and lack support (Watkins, 2000). Teacher absenteeism is rampant in many rural public primary schools. This makes the public not to have much confidence in the value of education. Some schools are dilapidated with inadequate facilities. In yet other schools there are no toilets for girls. Female teachers are few (World Bank, 2004). There is also limited supply of learning materials. (Kyungu, 2002) agrees with this when he says that the quality of teaching and learning is often low with poorly trained teachers who have a very passive approach to teaching. This can affect the completion rate. Ngau (1991) observes that retention in schools can be greatly enhanced if the quality of instruction and curriculum are relevant. It has also been noted that in some communities even where classrooms are adequate and all the other facilities are in place, students, especially girls, still drop out of school. Some villages are next to the school and yet the girls are at home.
Security is one of the issues as far as school dropout rate is concerned. Girls are harassed on their way to school and back. Male teachers take advantage of and abuse them sexually. According to Barasa (2004), teachers’ attitudes and teaching materials are the most significant implication for female retention in school. Teachers’ experience and commitment to student learning emerge as key characteristics for successful learning. Chege and Sifuna (2006) note that the issue of sexual violence and abuse in some schools affect boys and girls, although the latter are more vulnerable. The main offenders include teachers, workers in boarding schools and school peers. The abuse, which ranges from verbal harassment to physical abuse, leads to withdrawal from school, unwanted pregnancies, and the death of boys and girls through HIV/AIDS (GoK and UNICEF, 1998).

Factors responsible for primary school dropout vary with gender from region to region and from school to school (Ngwee, 1994; UNICEF 1992). Other contributing factors are lack of discipline, poor administration and poor teacher/student relationship. Repeating classes also leads to dropout. Some pupils are made to repeat the same class several times even though it’s against the Government policy. This is embarrassing and affects their self-esteem, which leads to dropping out altogether. It is also believed that some students view teachers as punitive and not encouraging. This makes them to have low interest in school and eventually leads to school dropout.

The dropout rate of the nation stands at 2.1% for boys and 2.0% for girls (Mwaniki, 2008). Though these studies by the above researchers give insight into the causes of
school dropout rate for girls in public primary schools, the environment under which these studies were done is different from Kaloleni. Findings from these studies do not necessarily apply to Kilifi County because of its uniqueness in terms of socialisation. (Muganda, 1997) encourages more research saying studies on dropout have only covered a few parts of the country.

In view of the above, this study in Kaloleni will therefore seek to establish the perception of girls towards education and listen to their opinion on what could be done to retain them in school.

2.3 Theoretical Framework

The theoretical framework will look into theories that are relevant in shaping people’s behaviour in society. A theory is a group of ideas meant to explain a certain phenomenon. Research reveals that in order to address gender inequalities effectively and with reasonable results, women’s concerns and their roles in both the public and private spheres need to be located in relation to those of men (Chege and Sifuna, 2006:7).

This study was guided by the following theories:

2.3.1. Social learning theory

The theory states that people learn from one another via observation, imitation and modeling. It encompasses attention, memory and motivation. The social learning theory (Albert Bandura, 1977) states that behaviour is learnt from the environment through the process of observation. Information serves as a guide for action. Children observe people
around them and behave in various ways. This is well illustrated in the famous Bobo doll experiment (Bandura, 1961).

Individuals that are observed are called models. These could be parents, friends or peers and teachers. These models provide examples of behaviour to observe and imitate e.g masculine or feminine. A child will more likely reproduce the behaviour that its society deems appropriate for its sex.

In most Mijikenda communities the girl is looked at as an investment. Most parents would not spend money to educate a girl. People around the child will respond to the behaviour it imitates either with reinforcement or punishment. Motivation to identify with a particular model is that they should have a quality which the individual would like to possess. In most cases people behave according to what they observe in terms of behaviour, values, beliefs and attitudes.

Social learning theorists explain children’s development, gender identity and gender-type behaviours as a result of moment-to-moment, day-to-day interactions between the developing child and his immediate social environment - mother, father, and other caretakers, media, school, playmates. This theory proposes that gender typing, just like other social and cognitive behaviours, are learned through reinforcement, punishment, observation and imitation. There is considerable evidence that parents do reward and punish some behaviours differently for girls and boys. The theory also claims that children identify with and imitate their same sex parent in preference to the other parent.
In the Mijikenda community a girl learns at a very early age that her place is in the kitchen. She is not allowed to interact with men and has to stay indoors. She does exactly what her mother does. Her motivation and inspiration in education is dependent on socialisation. This has placed the girl child in a disadvantaged position as it is replicated in the education system where there is low participation by women. This has led to lack of development of the entire society. This theory is therefore relevant in this study.

2.3.2 Symbolic Interactionism Theory

Symbolic interactionism formulated by Blumer (1969) is the process of interaction in the formation of meanings for individuals. The inspiration of this theory came from Demy (1981), which believed that human beings are best understood in a practical, interactive relation to their environment.

People behave according to what they believe and not what is objectively true. People interpret one another’s behaviour and it is through these interpretations that they form the social bond e.g. young people know the dangers of smoking but still smoke because of the definition of the situation people make that smoking is cool. Likewise in education, parents have no education goals for the girl child as long as they can learn how to read and write as they wait for a wealthy man to marry them off to.

Blumer claimed that people interact with each other by interpreting or defining each other’s actions instead of merely reacting to each other’s actions (Blumer, 1962). Therefore humans act toward things on the basis of the meanings they ascribe to those
things. Both the girls and their parents may consider education to be of low value relative to marriage and family; and this could explain the high dropout rate of girls in public primary schools.

2.4 Conceptual Framework

This is the refinement and specification of concepts.

This framework will show how the variables interact to contribute towards school dropout. As indicated in the figure below, the independent variables are socio-economic, socio-cultural and school related factors which tend to contribute toward dropout rate for girls in public primary schools. The intervening variables are the encouraging factors that are early marriages, early pregnancy, low parental interest in girls’ education and perception of teachers as punitive and not encouraging. The dependent variable is the school dropout.
Figure 2.1: Conceptual framework illustrating relationships between Independent, Intervening and Dependent Variables.

**Independent Variables**

- Social cultural factors
- Socio economic factors
- School factors

**Intervening Variables**

- Early marriage and/or Early pregnancy
- Involvement in child labour

**Dependent Variables**

- School dropout
CHAPTER THREE: RESEARCH METHODOLOGY

3.1 Introduction

This chapter will describe the following: the research design, the study site, unit of analysis, sampling procedure, data collection tools and analysis techniques.

3.2 Study Site

The study was done in Kaloleni sub-county, which is in Kilifi County. The county has a population of 1.2 million people and the ratio of female to male is approximately 1:1. There were slightly more females than males. Kilifi is one of the 47 counties of Kenya and comprises Kilifi North, Kilifi South, Ganze, Kaloleni, Rabai, Magarini and Malindi sub-counties with an approximate area of 12,639 Km$^2$. (KNBS, 2009).

There are 175 sub-locations and 217,037 households. Economic activities are tourism, fishing and small-scale farming. There was a high illiteracy rate in the backdrop of severe poverty and heavy disease burden including HIV and AIDS (GoK, 2010). Maternal and infant mortality and morbidity were significantly high. Negative social cultural factors abounded, adversely affecting access to education and health among other services, which obviously had an impact on the general wellbeing of the population of Kilifi.

3.3 Research Design

This was a descriptive study aimed at investigating the factors influencing dropout rate for girls in public primary schools in Kaloleni sub-county, Kilifi County, Kenya.
According to Cooper and Schindler (2003), the descriptive research aims to establish factors associated with certain occurrences, outcomes, conditions or types of behaviour whereby there is no clear idea or expectation of the outcome of events. The main characteristics of the design are that the person carrying out the research has no control over the variables, but can only report about what happened.

3.3.1 Units of analysis and Units of observation

For purposes of this study, the units of observation were the school dropout girls between the ages of 18 to 20, girls currently in school in Standard 7 and 8, teachers, parents/guardians and District Education Officer. It was believed that information from these individuals informed the findings about the sample, which is the unit of analysis.

Unit of analysis is the object or event under study. It could also be what or who is to be described or analysed (Singleton and Straits, 1999). All the data derived from the combination of information from the various individuals will be used. Therefore in this case, the unit of analysis constitutes the factors that lead to school dropout among girls in Kaloleni sub-county of Kilifi County.

3.4 Target population

The study targeted girls both in school and those who had dropped out of school. According to the GoK (2010) report there were approximately 1,500 primary schoolgirls while the dropout rate was 5% (approximately 75 dropout cases every year) and this number was used as the target population of the study.
3.5 Sample size and Sampling procedure

A sample of eighty respondents was arrived at through random sampling which entailed selecting without bias. Six students from class seven and eight were going to be randomly selected from each school using the class register. Thus, the researcher used systematic sampling method to identify the respondents. According to Cooper and Schindler (2003), the process of systematic sampling typically involves first selecting a fixed starting point in the larger population and then obtaining subsequent observations by using a constant interval between samples taken. The researcher counted from one to six and picked every sixth female student from the register in both classes to get six students. This was replicated in all the other schools. This way the researcher had no control of who was to participate in the study.

According to Oso and Onen (2005), purposive sampling starts with a purpose in mind and the sample is thus selected to include people of interest and exclude those who do not suit the purpose. This method was therefore suitable in selecting forty girls to represent the school dropouts. Saunders and Thornhill (2003) also posited that purposeful sampling is useful when one wants to access a particular subset of people. They also indicated that when the desired population for the study is rare or very difficult to locate and recruit for a study, purposive sampling may be the only option.

Five parents/guardians and five teachers also filed their questionnaires to give insight into this matter. Two education officers were also interviewed and shared their experiences as they usually made supervisory visits to the schools. The teachers, both male and female,
should have been in the sub-county for not less than two years. Five research assistants helped in data collection.

### 3.6 Methods of Data collection

The researcher scheduled appointments with the relevant authorities in order to carry out the interviews. Administration of the questions was done on the basis of drop and pick later method by giving a period of one week to fill them in after which the questionnaires were collected. During questionnaire construction, various validity checks were conducted that ensured the instrument measured what it was supposed to and performed as it was designed to. In this study, the instruments that were administered to collect information were structured questionnaires and key informant guide. The structured questionnaires were used to collect quantitative data from the sample of the girls who dropped out of school. The key informant guide was used to conduct in-depth interviews with head teachers and education officers.

### 3.7 Ethical considerations

The study considered and addressed ethical issues to ensure free and objective respondent participation in the study. Plagiarism was considered where all major works and statements in the study were dully cited with the source clearly indicated within text and properly referenced. Informed consent was ascertained by ensuring respondents were fully informed about the purpose of the research and their consent to participate requested through an introductory letter. Confidentiality was assured as the information provided through the study would not be made available to anyone who did not participate in it.
Anonymity allowed respondents not to identify themselves throughout the study and avoided the fear of being victimised for providing the required data.

3.8 Data Analysis

This section discusses the techniques that were used to analyse data. Before processing the responses, data preparation was done on the completed questionnaires by editing, coding, entering and cleaning the data. Data collected was analysed using descriptive statistics. The descriptive statistical tools helped in describing the data and determining the respondents’ degree of agreement with the various statements under each factor. Data analysis was done using SPSS and Microsoft excels to generate quantitative reports, which were presented in the form of tables and figures.
CHAPTER FOUR: DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter presents analysis and findings of the study as set out in the research methodology. The results are presented on factors influencing dropout rate for girls in public primary schools in Kaloleni sub-county, Kilifi County, Kenya. The data was gathered exclusively using questionnaire and interview guide as the research instruments. The instruments were designed in line with the objectives of the study. The study analysed girls in school and those who had dropped out of school using a structured questionnaire and then analysed the DEO, teachers and parents.

4.1 Response rate

4.1.1 Category of Respondent

The study aimed at evaluating the girls who were in school and those who had dropped out and found 55%, who were the majority, were still in school while 45% had dropped out. The disparity in numbers was because it was a challenge to identify as well as access the girls who had dropped out of school.

<table>
<thead>
<tr>
<th>Status</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>In school</td>
<td>34</td>
<td>54.8</td>
</tr>
<tr>
<td>Drop out</td>
<td>28</td>
<td>45.2</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Table 4.1: Category of respondent
4.2 Social and demographic characteristics

4.2.1 Age Bracket

As shown by figure 4.1 below, 47% of the girls both in and out of school and who were the majority were between the ages of 16 to 20, 5% were over 20 years while 3% were between the ages of 11 to 15. Majority of the dropout cases in the schools were between the ages of 16 to 20.

Figure 4.1: Age bracket (N= 62)

4.2.2 Class Level of children

On evaluating the class level of the girls in school, the study found that 61.8% who were the majority were in class 8 while 38.2% were in class 7. From the findings it is clear that majority of the pupils came from class 8. This means that they possessed the desired characteristics by the researcher and hence were able to provide reliable information on the factors that influence dropout rate for girls in public primary school.
Table 4.2: Class level

<table>
<thead>
<tr>
<th>Class level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 7</td>
<td>13</td>
<td>38.2</td>
</tr>
<tr>
<td>Class 8</td>
<td>21</td>
<td>61.8</td>
</tr>
<tr>
<td>Total</td>
<td>34</td>
<td>100.0</td>
</tr>
</tbody>
</table>

4.2.3 Class Level of Dropout

On evaluating the dropout level of the girls the study found that 46.4%, who were the majority, dropped while in class 8, 35.7% dropped while in class 7, 14.3% dropped while in class 6 while 3.6% dropped while in class 5. This implies that impact of factors affecting girl dropout rate increased with the level of study.

Table 4.3: Class level of dropout (N= 62)

<table>
<thead>
<tr>
<th>Class level</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Class 5</td>
<td>1</td>
<td>3.6</td>
</tr>
<tr>
<td>Class 6</td>
<td>4</td>
<td>14.3</td>
</tr>
<tr>
<td>Class 7</td>
<td>10</td>
<td>35.7</td>
</tr>
<tr>
<td>Class 8</td>
<td>13</td>
<td>46.4</td>
</tr>
<tr>
<td>Total</td>
<td>28</td>
<td>100.0</td>
</tr>
</tbody>
</table>
4.3 Community Related Factors

4.3.1 Community Related Factors That Encourage School Dropout Among Girls

On evaluating the extent to which community related factors encouraged school dropout among girls, the study, through the girls both in school and who had dropped out, found that gender discrimination also encouraged school dropout among girls to a great extent as shown by a mean score of 4.16. Additionally, poor infrastructure to a great extent contributed to school dropout with a mean of 3.74. From the findings it was discovered that the community leaders who took part in impregnating young school girls to a moderate extent encouraged school dropout rate with a mean of 3.31. The findings however revealed that church leaders were always silent on the issues surrounding girls’ dropout and this encouraged school dropout among girls to a great extent as shown by a mean score of 3.77.

Table 4.4 (a): Community related factors that encourage school dropout among girls (All respondents)

<table>
<thead>
<tr>
<th>Community factors</th>
<th>Degree of extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
</tr>
<tr>
<td>Gender discrimination</td>
<td>1.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Poor infrastructure</td>
<td>1.6%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Community leaders who take part in impregnating young school girls</td>
<td>1.6%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Silent church leaders</td>
<td>3.2%</td>
<td>11.3%</td>
</tr>
</tbody>
</table>
4.3.1.1 Community related factors that encourage school dropout among girls (girls in school)
The researcher sought to investigate the extent to which the school girls agreed with the given statements on community related factors that encourage school dropout among girls. The results are displayed on table 4.4b.

On evaluating the extent to which community related factors encouraged school dropout among girls, girls in school agreed to a great extent that gender discrimination also encouraged school dropout among girls with a mean score of 4.24. Additionally, poor infrastructure to a great extent contributed to school dropout with a mean of 3.82. From the findings it was discovered that the community leaders who took part in impregnating young school girls to a moderate extent encouraged school dropout rate with a mean of 3.29. The findings however revealed that church leaders were always silent on the issues surrounding girls drop out and this encouraged school dropout among girls to a great extent as shown by a mean score of 3.76.

Table 4.4 (b): Community related factors that encourage school dropout among girls (girls in school)

<table>
<thead>
<tr>
<th>Community factors</th>
<th>Degree of extent</th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
<td>Moderate extent</td>
<td>Great extent</td>
<td>Very great extent</td>
<td>percentage</td>
<td>mean</td>
<td>N</td>
</tr>
<tr>
<td>Gender discrimination</td>
<td>1.6%</td>
<td>1.6%</td>
<td>9.7%</td>
<td>53.2%</td>
<td>33.9%</td>
<td>100.0%</td>
<td>4.24</td>
<td>34</td>
</tr>
<tr>
<td>Poor infrastructure</td>
<td>1.6%</td>
<td>3.2%</td>
<td>33.9%</td>
<td>41.9%</td>
<td>19.4%</td>
<td>100.0%</td>
<td>3.82</td>
<td>34</td>
</tr>
<tr>
<td>Community leaders who take part in impregnating young</td>
<td>1.6%</td>
<td>3.2%</td>
<td>66.1%</td>
<td>21.0%</td>
<td>8.1%</td>
<td>100.0%</td>
<td>3.29</td>
<td>34</td>
</tr>
<tr>
<td>school girls</td>
<td>Silent church leaders</td>
<td>3.2%</td>
<td>11.3%</td>
<td>17.8%</td>
<td>40.3%</td>
<td>27.4%</td>
<td>100.0%</td>
<td>3.76</td>
</tr>
</tbody>
</table>
4.3.1.2 Community related factors that encourage school dropout among girls
(school dropout girls)

The researcher sought to investigate the extent to which the school dropout girls agreed with the given statements on community related factors that encourage school dropout among girls. The results are displayed on table 4.4c.

From the findings majority of school dropouts agreed to a great extent that gender discrimination also encouraged school dropout among girls as shown by a mean score of 4.15. It was discovered that poor infrastructure to a great extent contributed to school dropout with a mean of 3.77. From the findings it was discovered that the community leaders who took part in impregnating young school girls to a moderate extent encouraged school dropout rate with a mean of 3.32. The findings however revealed that majority of the school dropouts agreed to a great extent that church leaders were always silent on the issues surrounding girls dropout and this encouraged school dropout among girls as shown by a mean score of 3.78.

The key informant’s respondents pointed out that parents usually pull girls out of school to help in domestic work. It was also observed that girls were not accorded great value in education because they were expected to get married at an early age therefore, girls had to get used to family chores that prepare them for the future. The key informants revealed that parents would prefer sending a boy to school in case of financial constraints to a girl. This, therefore, leads the study to a realisation that the factors for females dropping out of primary schools are inter-linked and are usually overlapping.
According to Barasa (2004), boys are favoured to study than girls in African societies. Chege and Sifuna (2006) supports this when he puts it that if a family is to send two out of five children to school, boys will always come first.

Table 4.4 (c): Community related factors that encourage school dropout among girls (school dropout girls)

<table>
<thead>
<tr>
<th>Community factors</th>
<th>Degree of extent</th>
<th>Total</th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
<td>Moderate extent</td>
<td>Great extent</td>
<td>Very great extent</td>
<td>Percentage</td>
<td>Mean</td>
</tr>
<tr>
<td>Gender discrimination</td>
<td>1.0%</td>
<td>2.0%</td>
<td>10.7%</td>
<td>53.6%</td>
<td>32.7%</td>
<td>100.0%</td>
<td>4.15</td>
</tr>
<tr>
<td>Poor infrastructure</td>
<td>0.5%</td>
<td>3.6%</td>
<td>32.1%</td>
<td>45.9%</td>
<td>17.9%</td>
<td>100.0%</td>
<td>3.77</td>
</tr>
<tr>
<td>Community leaders who take part in impregnating young school girls</td>
<td>0%</td>
<td>3.6%</td>
<td>67.9%</td>
<td>21.4%</td>
<td>7.1%</td>
<td>100.0%</td>
<td>3.32</td>
</tr>
<tr>
<td>Silent church leaders</td>
<td>3.6%</td>
<td>10.7%</td>
<td>17.9%</td>
<td>39.3%</td>
<td>28.5%</td>
<td>100.0%</td>
<td>3.78</td>
</tr>
</tbody>
</table>

4.3.2 Girls’ Dropout Rate Compared to that of Boys

The study aimed at establishing the level of girls’ dropout rate compared to that of boys and 29%, who were the majority, indicated that it was very high, 23% cited that it was moderate, 22% were of the opinion that it was high, 14% indicated that it was same while 1% that it was low. According to the key informants, dropout rate was high in girls compared to the boys and this was as a result of the social economic as well as cultural factors adopted by the parents/guardians.
Figure 4.2: Response by girls on dropout rate as compared to that of boys (N= 62)

4.3.3 Relation with opposite gender among pupils

Girls were asked to describe the degree of favourable relationship with opposite gender among pupils. Figure 4.3 below; 49% who were the majority indicated that it was good, 17% said it was fair, 16% were of the opinion it was very good, 13% indicated that it was bad while 5% indicated that it was horrible. Study findings show that gender relation in the school did not contribute much to the girls dropout cases and this can be translated to their parental upbringing at home.
4.4 Social-Cultural and Economic Factors

4.4.1 Social-Cultural and Economic Factors That Influence School Dropout Rate among Girls (all respondents)

The study aimed at establishing the influence of socio-cultural and economic factors on the school dropout rate among girls. According to the girls both in and out of school, misleading beliefs that wrongly imply that girls’ education is not important influenced school dropout rate among girls to a great extent as shown by a mean score of 4.32, culture that degrades the female gender influenced school dropout rate among girls to a great extent as shown by a mean score of 4.26, poor family background influenced school dropout rate among girls to a great extent as shown by a mean score of 4.06, while misleading church teachings influenced school dropout rate among girls to a moderate extent as shown by a mean score of 3.05 and displayed on Table 4.5.
Table 4.5: Social cultural and economic factors that influence school dropout rate among girls (all respondents)

<table>
<thead>
<tr>
<th>Social-Cultural and Economic Factors</th>
<th>Degree of extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
</tr>
<tr>
<td>Culture that degrade the female gender</td>
<td>1.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Misleading church teachings</td>
<td>1.6%</td>
<td>19.4%</td>
</tr>
<tr>
<td>Poor family background</td>
<td>1.6%</td>
<td>1.6%</td>
</tr>
<tr>
<td>Misleading beliefs</td>
<td>3.2%</td>
<td>1.6%</td>
</tr>
</tbody>
</table>

4.4.2 Social-Cultural and Economic Factors That Influence School Dropout Rate among Girls (girls in school)

The study aimed at establishing the influence of social cultural and economic factors on the school dropout rate among girls. According to the girls in school, misleading beliefs that wrongly imply that girls education is not important influenced school dropout rate among girls to a great extent as shown by a mean score of 4.17, poor family background influenced school dropout rate among girls to a great extent as shown by a mean score of 3.03, culture that degrades the female gender influenced school dropout rate among girls to a great extent as shown by a mean score of 3.97 while misleading church teachings influenced school dropout rate among girls to a moderate extent as shown by a mean score of 4.38 shown on table 4.6(a).

Table 4.6 (a): Social-cultural and economic factors that influence school dropout rate among girls (girls in school)
4.4.3 Social-Cultural and Economic Factors That Influence School Dropout Rate among Girls (school dropouts)

The study aimed at establishing the influence of social-cultural and economic factors on the school dropout rate among girls. According to the girls who had dropped out of school, misleading beliefs that wrongly imply that girls’ education is not important influenced school dropout rate among girls to a great extent as shown by a mean score of 4.36, poor family background influenced school dropout rate among girls to a great extent as shown by a mean score of 3.03, culture that degrades the female gender influenced school dropout rate among girls to a great extent as shown by a mean score of 3.97 while misleading church teachings influenced school dropout rate among girls to a moderate extent as shown by a mean score of 4.38.

According to the key informants high cases of female dropouts were revealed to be a combination of different contributing factors such as financial statuses of parents, misleading beliefs and school related factors among others. This coincides with
Lanyasunya (2008) observation that rich parents who have enough resources ensure their children are educated. Wealth allows them to reduce the demands for their children’s labour at home by employing house maids. On the other hand, children from the poor families get too much involved in doing domestic work at home, which reduces on their attendance rate to schools and makes revision at home difficult. This therefore subsequently leads to poor performance and dropping out of schools. This was also caused by lack of provision of moral support and guidance to the girls who have negative attitude towards schooling (Kasomo, 2009).

Table 4.6 (b): Social cultural and economic factors that influence school dropout rate among girls (school dropouts)

<table>
<thead>
<tr>
<th>Social-Cultural and Economic Factors</th>
<th>Degree of extent</th>
<th>Total</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
<td>Moderate extent</td>
</tr>
<tr>
<td>Misleading beliefs</td>
<td>0.00%</td>
<td>0.00%</td>
<td>10.71%</td>
</tr>
<tr>
<td>Poor family background</td>
<td>0.00%</td>
<td>21.43%</td>
<td>53.57%</td>
</tr>
<tr>
<td>Culture that degrade the female gender</td>
<td>0.00%</td>
<td>0.00%</td>
<td>21.43%</td>
</tr>
<tr>
<td>Misleading church teachings</td>
<td>3.57%</td>
<td>3.57%</td>
<td>7.14%</td>
</tr>
</tbody>
</table>

4.4.4 Prevalence of Drugs and Substance Abuse

On evaluating whether prevalence of drugs and substance abuse among pupils influenced girls to drop out of school, the study found that 78% who were the majority disagreed while 22% agreed as shown by the figure below. Key informants also indicated that they have controlled reach of drugs to pupils. According to them drug and substance abuse
was not a contributor of girls dropout in the area. This is an indication that drugs and substance abuse had minimal influence on girl dropout rate.

**Figure 4.4: Response whether drugs and substance are abused in school (N= 62)**

4.4.5 Violence Report

On being asked whether they reported cases of harassment the last time they were harassed, 79% who were the majority indicated they did not report while 21% reported (see figure 4.5).

**Figure 4.5: Responses whether harassment was reported to police (N= 62)**
4.5 School Related Factors

4.5.1 School Factors That Contribute to School Dropout (all respondents)

On evaluating the influence of school related factors contributing to primary school dropout rate among girls the study, through the girls both in and out of school found that lack of close supervision contributed to primary school dropout among girls to a great extent as shown by a mean score of 4.19, lack of guidance and counselling contributed to primary school dropout among girls to a great extent as shown by a mean score of 3.73, shortage of teachers leading to idleness that enhances girls dropout contributed to primary school dropout among girls to a great extent as shown by a mean score of 3.64, lack of learning facilities contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 3.31, lack of registers contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 3.05 while tough punishment in school contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 3.02 as displayed on Table 4.7.
Table 4.7: School Related factors that contribute to primary school dropout rate among girls (all respondents)

<table>
<thead>
<tr>
<th>School related factors</th>
<th>Degree of extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
</tr>
<tr>
<td>Lack of learning facilities</td>
<td>3.23%</td>
<td>11.29%</td>
</tr>
<tr>
<td>Shortage of teachers leading to idleness that enhances girls dropout</td>
<td>4.84%</td>
<td>9.68%</td>
</tr>
<tr>
<td>Lack of registers</td>
<td>4.84%</td>
<td>33.87%</td>
</tr>
<tr>
<td>Lack of close supervision</td>
<td>1.61%</td>
<td>3.23%</td>
</tr>
<tr>
<td>Tough punishment in school</td>
<td>4.84%</td>
<td>20.97%</td>
</tr>
<tr>
<td>Lack of guidance and counselling</td>
<td>4.84%</td>
<td>3.23%</td>
</tr>
</tbody>
</table>

4.5.2 School Factors That Contribute to School Dropout (girls in school)

On evaluating the influence of related factors contributing to primary school dropout rate among girls the study through the girls in school found that lack of close supervision contributed to primary school dropout among girls to a great extent as shown by a mean score of 4.03, lack of guidance and counselling contributed to primary school dropout among girls to a great extent as shown by a mean score of 4.03, shortage of teachers leading to idleness that enhances girls dropout contributed to primary school dropout among girls to a great extent as shown by a mean score of 3.53, lack of learning facilities
contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 3.06, lack of registers contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 2.88 while tough punishment in school contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 3.06.

**Table 4.8 (a): Related factors that contribute to primary school dropout rate among girls (girls in school)**

<table>
<thead>
<tr>
<th>School related factors</th>
<th>Degree of extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Percentage</td>
</tr>
<tr>
<td></td>
<td>Little extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Moderate extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Great extent</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Very great extent</td>
<td></td>
</tr>
<tr>
<td>Lack of learning facilities</td>
<td>2.94%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>11.76%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>64.71%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.65%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.94%</td>
<td></td>
</tr>
<tr>
<td>Shortage of teachers leading to idleness that</td>
<td>5.88%</td>
<td>100.0%</td>
</tr>
<tr>
<td>enhances girls dropout</td>
<td>8.82%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29.41%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38.24%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>17.65%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.53</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Lack of registers</td>
<td>5.88%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>35.29%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>38.24%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20.59%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.94%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.88</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Lack of close supervision</td>
<td>2.94%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>2.94%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>11.76%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>52.94%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>29.41%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Tough punishment in school</td>
<td>5.88%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>20.59%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>44.12%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>20.59%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.82%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>3.06</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
<td></td>
</tr>
<tr>
<td>Lack of guidance and counselling</td>
<td>5.88%</td>
<td>100.0%</td>
</tr>
<tr>
<td></td>
<td>2.94%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>8.82%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>47.06%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>35.29%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.0%</td>
<td></td>
</tr>
<tr>
<td></td>
<td>4.03</td>
<td></td>
</tr>
<tr>
<td></td>
<td>34</td>
<td></td>
</tr>
</tbody>
</table>

### 4.5.3 School Related Factors That Contribute to School Dropout (school dropouts)

On evaluating the influence of school related factors contributing to primary school dropout rate among girls the study through the girls who had dropped out found that lack of close supervision contributed to primary school dropout among girls to a great extent
as shown by a mean score of 3.41, lack of guidance and counselling contributed to primary school dropout among girls to a great extent as shown by a mean score of 3.32, shortage of teachers leading to idleness that enhances girls dropout contributed to primary school dropout among girls to a great extent as shown by a mean score of 2.91, lack of learning facilities contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 2.47, lack of registers contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 2.38 while tough punishment in school contributed to primary school dropout among girls to a moderate extent as shown by a mean score of 2.56.

Table 4.8 (b): Related factors that contribute to primary school dropout rate among girls (school dropouts)

<table>
<thead>
<tr>
<th>School related factors</th>
<th>Degree of extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
</tr>
<tr>
<td>Lack of learning facilities</td>
<td>3.57%</td>
<td>10.71%</td>
</tr>
<tr>
<td>Shortage of teachers leading to idleness that enhances girls dropout</td>
<td>3.57%</td>
<td>10.71%</td>
</tr>
<tr>
<td>Lack of registers</td>
<td>3.57%</td>
<td>32.14%</td>
</tr>
<tr>
<td>Lack of close supervision</td>
<td>0.00%</td>
<td>3.57%</td>
</tr>
<tr>
<td>Tough punishment in school</td>
<td>3.57%</td>
<td>21.43%</td>
</tr>
<tr>
<td>Lack of guidance and counselling</td>
<td>3.57%</td>
<td>3.57%</td>
</tr>
</tbody>
</table>
According to the key informants issues like sanitation conditions, separate and sufficient latrines, enough and accommodative classrooms, enough libraries, and the general surroundings created a conducive teaching/learning environment. Due to lack of enough infrastructures in the schools as well as inadequate financing in the education sector this resulted into boys and girls sharing latrines. As a matter of urgency, it ought to be noted here that when girls grow up, they need a lot of privacy, especially when they begin their monthly periods. Thus, lack of separate latrines may propel the concerned (girls) to miss going to school for some days. This in turn results to poor academic performance subsequently dropping out of school.

The above agrees with Watkins (2000) observation that natural, psychological and physiological changes that occur in girls cause them not to compete effectively with boys in academic issues, reason being that the changes make them drop out of schools than their counterpart boys. This is further confirmed by Kyungu (2002) who asserts that women ought to leave all that is good to men probably including education. Similarly, the above findings are supported in Barasa (2004) observation that the environment one studies from greatly determines his or her chances to continue studying. The type of school, its location, and availability of learning materials, on top of the curriculum provided and staffing; have a big role to play on pupils’ desire towards education. In developing countries, schools in rural areas have insufficient text books and other training materials coupled with unqualified teachers. Such schools often have high teacher/pupil ratio and absentee rates.
4.5.4 Contributing Factors to Girls Dropout

The study finding on Contributing Factors to Girls Dropout from girls in school revealed that other factors caused the highest number of school dropout with 45.16%, followed by peer influence with 22.58%. The findings established that teachers also contributed to school dropout with 20.97%, with only 11.29% of school dropout rate being caused by family issues.

Table 4.9: Distribution of respondents (all girls) according to the factors they think contribute to school dropout (N=62)

<table>
<thead>
<tr>
<th>Factors contributing to school drop out</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>14</td>
<td>22.6%</td>
</tr>
<tr>
<td>Family</td>
<td>7</td>
<td>11.3%</td>
</tr>
<tr>
<td>Teachers</td>
<td>13</td>
<td>20.9%</td>
</tr>
<tr>
<td>Others factors (e.g. pregnancies, cultural and religious practices)</td>
<td>28</td>
<td>45.2%</td>
</tr>
<tr>
<td>Total</td>
<td>62</td>
<td>100.00%</td>
</tr>
</tbody>
</table>

4.5.4.1 Contributing Factors to Girls Dropout (girls in school)

On factors contributing to girls dropout, the findings from girls who were still in school revealed that others factors including pregnancies, cultural and religious practices had the leading percentage of 47.06%, the other major contributing factor to school dropout was peer influence with 23.53%, teachers contributed to school dropout with 17.65% while family members were the least contributors with only 11.76%.
Table 4.9 (a): Distribution of respondents (girls in school) according to the factors they think contribute to school dropout (N=34)

<table>
<thead>
<tr>
<th>Factors contributing to school dropout</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Peer influence</td>
<td>8</td>
<td>23.53</td>
</tr>
<tr>
<td>Family</td>
<td>4</td>
<td>11.76</td>
</tr>
<tr>
<td>Teachers</td>
<td>6</td>
<td>17.65</td>
</tr>
<tr>
<td>Others factors</td>
<td>16</td>
<td>47.06</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>34</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

4.5.4.2 Distribution of respondents (dropouts) according to the factors they think contribute to school dropout (N=28)

On factors contributing to girls dropout, the findings from girls who had already dropped out of school revealed that others factors including pregnancies, cultural and religious practices had the leading percentage of 42.86%, followed by teachers with 25.00%. The other major factor contributing to school dropout was peer influence with 17.86%, family members were the least contributors with only 14.29%.

Figure 4.6: Distribution of respondents (dropouts) according to the factors they think contribute to school dropout (N=28)
4.5.5 Response of School Management to Gender Violence against Girls

The study aimed at establishing the response of school management to gender violence against girls in school; 42.86% indicated that they were somewhat supportive, 24% indicated that they were highly supportive, 22% indicated that they were less supportive while 11% indicated that they were not supportive.

Figure 4.7: Response of school management to gender violence against girls (N= 62)

4.6 Measures Taken to Retain Girls in School

4.6.1 Measures Taken and Extent of Retention of Girls in School (all respondents)

Girls both in school and those who had dropped out were asked to rate measures to be taken to retain them in school. According to the respondents, regular training on the importance of remaining in school could retain the girls in school to a great extent as shown by a mean score of 4.11, introduction of suggestion boxes that would enhance communication with the school administration could retain the girls in school to a great extent as shown by a mean score of 3.73, easy communication channels with the authorities e.g. chief and police could retain the girls in school to a great extent as shown
by a mean score of 3.62. However, tough rules and regulations to prevent child abuse could retain the girls in school to a moderate extent as shown by a mean score of 3.38.

Table 4.10: Extent of measures to be taken to retain girls in school (all respondents)

<table>
<thead>
<tr>
<th>Measures to be taken to retain girls in school</th>
<th>Degree of extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
</tr>
<tr>
<td>Easy communication channels with the authorities e.g. chief and police</td>
<td>3.23%</td>
<td>6.45%</td>
</tr>
<tr>
<td>Regular training on the importance of remaining in school</td>
<td>1.61%</td>
<td>1.61%</td>
</tr>
<tr>
<td>Tough rules and regulations to prevent child abuse</td>
<td>6.45%</td>
<td>3.23%</td>
</tr>
<tr>
<td>Introduction of suggestion boxes that enhance communication with the school administration</td>
<td>4.84%</td>
<td>1.61%</td>
</tr>
</tbody>
</table>

4.6.2 Measures Taken and Extent of Retention of Girls in School

Girls in school were asked to rate measures to be taken to retain them in school. According to the respondents (girls in school) regular training on the importance of remaining in school could retain the girls in school to a great extent as shown by a mean score of 4.12, introduction of suggestion boxes that would enhance communication with the school administration could retain the girls in school to a great extent as shown by a mean score of 3.79, easy communication channels with the authorities e.g. chief and police could retain the girls in school to a great extent as shown by a mean score of 3.76,
however, tough rules and regulations to prevent child abuse could retain the girls in
school to a moderate extent as shown by a mean score of 3.41.

**Table 4.10(a): Extent of measures to be taken to retain girls in school**

<table>
<thead>
<tr>
<th>Measures to be taken to retain girls in school</th>
<th>Degree of extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
</tr>
<tr>
<td>Easy communication channels with the authorities e.g. chief and police</td>
<td>2.98%</td>
<td>5.85%</td>
</tr>
<tr>
<td>Regular training on the importance of remaining in school</td>
<td>2.95%</td>
<td>2.97%</td>
</tr>
<tr>
<td>Tough rules and regulations to prevent child abuse</td>
<td>5.88%</td>
<td>2.94%</td>
</tr>
<tr>
<td>Introduction of suggestion boxes that enhance communication with the school administration</td>
<td>5.88%</td>
<td>2.94%</td>
</tr>
</tbody>
</table>

**4.6.3 Measures Taken and Extent of Retention of Girls in School**

Girls who dropped out of school were asked to rate measures to be taken to retain them in
school. According to the respondents (dropout) regular training on the importance of
remaining in school could retain the girls in school to a great extent as shown by a mean
score of 4.14, introduction of suggestion boxes that would enhance communication with
the school administration could retain the girls in school to a great extent as shown by a
mean score of 3.89, easy communication channels with the authorities e.g. chief and
police could retain the girls in school to a great extent as shown by a mean score of 3.86,
however, tough rules and regulations to prevent child abuse could retain the girls in school to a moderate extent as shown by a mean score of 3.32.

According to the key informants the administration that included village heads and chiefs ensured that they minimised cases of dropouts by inviting parents and their children to sensitisation conferences as well as meeting them in schools for the same. The study was similar with Kyungu (2002) and Ngau (1991) who observed that retention in schools could be greatly enhanced if the quality of instruction and curriculum are relevant. It has also been noted that in some communities even where classrooms are adequate and all the other facilities are in place, students especially girls, still drop out of school. Some villages are next to the school and yet the girls are at home.

Table 4.10(b): Extent of measures to be taken to retain girls in school

<table>
<thead>
<tr>
<th>Measures to be taken to retain girls in school</th>
<th>Degree of extent</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No extent</td>
<td>Little extent</td>
</tr>
<tr>
<td>Easy communication channels with the authorities e.g. chief and police</td>
<td>3.57%</td>
<td>7.14%</td>
</tr>
<tr>
<td>Regular training on the importance of remaining in school</td>
<td>0.00%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Tough rules and regulations to prevent child abuse</td>
<td>7.14%</td>
<td>3.57%</td>
</tr>
<tr>
<td>Introduction of suggestion boxes that enhance communication with the school administration</td>
<td>3.57%</td>
<td>0.00%</td>
</tr>
</tbody>
</table>
4.6.4 Role Model to Report To

Girls both in and out of school were asked whether they needed a role model that they would be reporting to. An overwhelming majority as shown by 98% agreed while 2% were not of that idea. According to the key informants, role models included teacher, business men/women, professionals, political figures, spiritual leaders e.g. bishops whom the pupils emulated and they were invited regularly to advice girls in the school.

**Figure 4.8: Response whether there was a role model to report to (N= 62)**

4.6.5 Transfer of Some of the Care Takers

Respondents who were girls both in school and dropouts were asked whether they could suggest transfer of some of the care takers and 53% who were the majority agreed while 47% declined.
4.6.6 Reason behind School Dropout

Girls were asked to indicate the reason behind their dropping out of school. They pointed out that parents as well as the society were a contributing factor citing that they favoured the boy child more than them and that the parents felt that educating the girl child was a waste of resources. Other factors that were cited include peer pressure from their friends who describe the life out of school as enjoyable.

Dropout girls further indicated that they were forced by circumstances to drop out of school. They felt that their parents and the authority that represents the government were not ready to return them to schools since they were beneficiaries of bride price. They indicated that the support from both the teachers and the church community was not sufficient and this led to their dropping out of school. It was also observed that female pupils did not have sufficient time to do enough revision, something that leads to poor academic performance. The persistent failures lead to despair, hate for studies and
subsequently dropping out of school at an early age. Some leaders were supportive in returning the girls to school but the girls declined.

According to the key informants they faced a number of challenges from financial support to run the sensitisation programme on the benefit of completing school, lack of feminine guidance and encouragement hence failing to exploit opportunities for further studies. It was further revealed to be connected to the fact that girls’ problems at school are not properly attended to however much complex they could be. Girls, therefore, lack adequate counselling especially in relation to sex education, and thus end up getting pregnant and consequently dropping out of school. The findings agreed with the study by Oyugi (2008) and Chege and Sifuna (2006) in arid and semi-arid areas. Different sets of factors that cause girls to drop out of school were identified. There was poor relationship between teachers and pupils, involvement of pupils in casual work and involvement in casual employment to meet basic needs.
CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The chapter outlines the summary of findings derived from the study. The purpose of this study was to assess the factors influencing dropout rate for girls in public primary schools in Kaloleni sub-county, Kilifi County, Kenya. The specific objectives of this study were to examine the community related factors that encourage school dropout among girls, to examine socio-cultural and economic factors related to school dropout rate among girls, to identify school-related factors contributing to primary school dropout rate among girls and to assess measures taken to retain girls in school.

5.2 Summary of Findings

The study found that gender discrimination encouraged school dropout among girls to a great extent (mean score 4.16); the study also established that church leaders were always silent on the issues surrounding girls dropout and this encouraged school dropout among girls to a great extent (mean score 3.77); poor infrastructure like roads to the school encouraged school dropout among girls to a great extent (mean score 3.74), while the community leaders were themselves part of the problem since they took part in impregnating girls leading to dropout among girls to a moderate extent (mean score 3.31).

The study also found that misleading beliefs that wrongly imply that girls education is not important influenced school dropout rate among girls to a great extent (mean score 4.32), poor family background influenced school dropout rate among girls to a great extent
(mean score 4.06), culture that degrades the female gender influenced school dropout rate among girls to a great extent (mean score 4.26) while misleading church teachings influenced school dropout rate among girls to a moderate extent (mean score 3.05).

The study further found that lack of close supervision contributed to primary school dropout among girls to a great extent (mean score 4.19), lack of guidance and counselling contributed to primary school dropout among girls to a great extent (mean score 3.73), shortage of teachers leading to idleness that enhances girls dropout contributed to primary school dropout among girls to a great extent (mean score 3.64), lack of learning facilities contributed to primary school dropout among girls to a moderate extent (mean score 3.31), lack of registers contributed to primary school dropout among girls to a moderate extent (mean score 3.05) while tough punishment in school contributed to primary school dropout among girls to a moderate extent (mean score 3.02).

The study finally found that regular training on the importance of remaining in school could retain the girls in school to a great extent (mean score 4.11), introduction of suggestion boxes that would enhance communication with the school administration could retain the girls in school to a great extent (mean score 3.73), easy communication channels with the authorities e.g. chief and police could retain the girls in school to a great extent (mean score 3.62), however, tough rules and regulations to prevent child abuse could retain the girls in school to a moderate extent (mean score 3.38).
5.4 Conclusions

The study achieved its objectives in factors influencing dropout rate for girls in public primary schools in Kaloleni sub-county, Kilifi County, Kenya. The study concludes that community related factors influenced dropout rate for girls in public primary schools in Kaloleni sub-county, Kilifi County, Kenya with the main factors being shortage of essential support services in the community, gender discrimination and the girls felt that the church leaders were always silent on issues surrounding girls’ dropout.

The study concludes that socio-cultural and economic factors influence girls’ dropout rate in primary school. Such include poor family background, misleading beliefs that wrongly imply that girls’ education is not important and culture that degrade the female gender. Other factors that caused girls to drop out of school were cultural norms like polygamy, family background like high level of illiteracy of the parents, and early marriages since the girls were regarded as sources of wealth.

The school-based factors causing many girls to drop out of school indicated lack of motivation and poor academic achievements as well as lack of concern from the school management in handling the dropout issue as the main factors. Distance to and from school was very long. The study further concludes that some factors should be taken into consideration in order to fight the girls’ dropout vice. These include regular training on the importance of remaining in school, tough rules and regulations to prevent child abuse as well as introduction of suggestion boxes that will enhance communication with the school administration. Parents, teachers and all the stakeholders should also take active role in fighting the vice.
5.5 Recommendations

Based on the findings of the study, the researcher recommends the following:

5.5.1 Economic Status

The impoverished economic status of the area or district should be addressed as a matter of urgency by the community with the assistance of the Government for the parents to have reliable sources of income to economically support their children in school. There should be a departure from reliance on formal or salaried employment, which at the moment accounts for less than 30% (Demy, 2001) of the total employment. There is a lot of potential in agriculture, which could be exploited.

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

5.5.2 Parents and the Community

Encourage and compel more substantive and sustained involvement of parents and the community in the pupils’ education affairs in schools. Parent-teacher associations are required to be more engaged and assertive. Parents and the communities have tended to be casual and indifferent on matters that relate to pupils’ progress in education maybe because of socio-economic circumstances. This reality notwithstanding, they must be reminded that the education of children is a cordial responsibility. They must cultivate a positive attitude towards the education of their children.
5.5.3 PTAs, churches, counselling agencies

Through PTAs, churches, counselling agencies and grassroots administration, households and communities must be sensitised and educated against negative attitudes and values that tend to undermine the progress of pupils’ education such as child labour, forced marriages and rituals like circumcision that keep victims away from schools for unduly lengthy periods. Strictly enforce the adherence to the Education Act that now has provisions that compel parents and communities to send and facilitate retention of pupils in schools or risk legal sanctions.

5.5.4 Quality control system

The quality control system in the Ministry of Education should be continuously strengthened and restructured, to redefine its role. Focus to be in modalities and staffing. In this way it will effectively monitor operations in schools including those that relate to activities between schools and parents and the community. They will ensure that mechanisms exist that require the maximum involvement of parents and communities in the education affairs and progress of pupils in schools.

5.6 Suggestion for Further Study

The following are the suggestions for further research. A similar study should be done from 2015-2016 to find out if the number of dropout girls will have reduced. A similar study should be done on boys dropout besides the one to be done on girls. In addition similar study should be done in private schools to compare the results. A similar study should be done covering other counties.
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Kilifi District Strategic Plan 2005 -2010


Lanyasunya (2008). Student Dropout Rate on the Increases despite Free Education: Egerton University


Miriam Gathiga (2010). Free Education Goes down the Drain Student Dropout Rate on the Increases Despite Free Education (Nairobi Inter Press Service)


Republic of Kenya kilifi District Strategic Plan 2005 - 2010 for implementation of the national population policy for sustainable development [kilifi district strategic plan.pdf](kilifi_district_strategic_plan.pdf)


Ricardo Sabates, Kwame Akyeampong, Jo Westbrook and Frances Hunt School Dropout: Patterns, Causes, Changes and Policies (July 2010).


APPENDICES

Appendix I: Introduction Letter

CAROLINE MBEYU
P.O BOX 102765 -00101
NAIROBI

TO WHOM IT MAY CONCERN

Factors influencing dropout rate for girls in public primary schools in Kaloleni sub-county, Kilifi County, Kenya.

My name is Caroline Mbeyu. I am a M.A student studying Rural Sociology and Community Development at the University of Nairobi.

I’m currently carrying out a research on factors influencing dropout rate for girls in public primary schools in Kaloleni sub-county, Kilifi County. Your school has been selected for this study. Information obtained will be helpful in policy implementation to improve girl child education.

No name will be used; therefore this information will be treated with confidentiality.

Your support will be highly appreciated.

Yours faithfully,

Caroline Mbeyu
Appendix II: Girls in school and girls dropout Questionnaire

Please answer the following questions by placing a tick (✓) where necessary in the spaces.

SECTION A: Background of respondents

1. Category of respondent

   In school    [ ]
   Dropout      [ ]

2. If you dropped out, at what class did you? ............................

3. Class level?

   Class 7 [ ]  class 8 [ ]

4. What is your age bracket? (Tick as applicable)

   Below 10 years [ ]  11-15 years [ ]  16-20 years [ ]  Over 20 years [ ]
SECTION B: Community Related Factors

5. To what extent do the following community related factors encourage school dropout among girls? Use a scale where, 5=Strongly agree, 4= agree, 3=neutral, 2=disagree, 1= Strongly disagree

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gender discrimination</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor infrastructure like roads to the school</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The community leaders are themselves part of the problem since they take part in impregnating girls leading to dropout</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>The church leaders are always silent on the issues surrounding girls drop out</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. How is girls’ dropout rate compared to that of boys in your school?

   Very high [ ] High [ ] Moderate [ ] Same [ ] Low [ ]

7. How would you describe gender relation among pupils in the school?

   Very good [ ] Good [ ] Fair [ ] Bad [ ] Most horrible [ ]
SECTION C: Social Cultural and Economic Factors

8. To what extent do the following social cultural and economic factors influence school dropout rate among girls? Use a scale where, 5=Strongly agree, 4= agree, 3=neutral, 2=disagree, 1= Strongly disagree

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Culture that degrade the female gender</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misleading church teachings</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poor family background</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Misleading beliefs that wrongly imply that girls education is not important</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Does the prevalence of drugs and substance abuse among pupils influence girls to drop out of school?

   Yes [ ] No [ ]

10. Looking at the last time you were harassed did you report?

   Yes [ ] No [ ]
SECTION D: School Related Factors

11. To what extent do the following related factors contribute to primary school dropout rate among girls? Use a scale where, 5=Strongly agree, 4= agree, 3=neutral, 2=disagree, 1= Strongly disagree

<table>
<thead>
<tr>
<th>Factors</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of learning facilities</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Shortage of teachers leading to idleness that enhances girls dropout</td>
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<tr>
<td>Lack of registers</td>
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<tr>
<td>Lack of close supervision</td>
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<tr>
<td>Tough punishment in school</td>
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<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of guidance and counselling</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

12. Which of the mentioned factors contributing to violence against girls in your school is most prevalent?

   Peers [ ]  Family [ ]  Teachers [ ]  Others [ ]

13. How has been the response of school management to gender violence against girls in your school?

   Highly supportive [ ]  Somewhat supportive [ ]
   Less supportive [ ]  Not supportive [ ]
SECTION E: Measures Taken To Retain Girls in School

14. To what extent can the following measures be taken to retain girls in school? Use a scale where, 5=Strongly agree, 4= agree, 3=neutral, 2=disagree, 1= Strongly disagree

<table>
<thead>
<tr>
<th>Measures to be taken</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
</tr>
</thead>
<tbody>
<tr>
<td>Easy communication channels with the authorities e.g. chief and police</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Regular training on the importance of remaining in school</td>
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<tr>
<td>Tough rules and regulations to prevent child abuse</td>
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</tr>
<tr>
<td>Introduction of suggestion boxes that enhance communication with the school</td>
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<td></td>
<td></td>
</tr>
<tr>
<td>administration</td>
<td></td>
<td></td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

15. Do you feel that you need a role model that you will be reporting to?

Yes [ ] No [ ]

16. Can you suggest transfer of some of the care takers?

Yes [ ] No [ ]

17. Briefly explain the reason behind your school dropout

.................................................................................................................................................................
.................................................................................................................................................................
.................................................................................................................................................................

THANK YOU FOR YOUR PARTICIPATION
Appendix III: Interview Guide for DEO

1. Which are some of the community related factors that influence school dropout among girls?

2. How does the administration that includes village heads and chief ensure there are minimised dropout cases?

3. How do you ensure that the girls’ education is not cut short due to early marriages?

4. How do you ensure the right punishment is given to the girl child in schools without interfering with their education?

5. Briefly explain some of the measures that the authorities have adopted in support of girl child education and in minimisation of dropout cases?

6. What is your contribution as an individual in reducing girl dropout cases in your area?

7. Which are some of the challenges you experience in ensuring girls complete their education?

8. Suggest areas of improvement that will ensure girl dropout cases are eradicated in Kaloleni, Kilifi County.
Appendix IV: Interview Guide for Teacher

1. Which are some of the community-related factors that influence school dropout among girls?

2. How does the school administration ensure there are minimised cases of dropouts?

3. How do you ensure that the girls’ education is not cut short due to early marriages?

4. How do you ensure the right punishment is given to the girl child in schools without interfering with their education?

5. Briefly explain some of the measures that the school administration has adopted in support of girl child education and in minimisation of dropout cases.

6. What is your contribution as an individual in reducing girl dropout cases in your school?

7. Which are some of the challenges experienced in ensuring girls complete their education?
8. Suggest areas of improvement that will ensure girl dropout cases are eradicated in Kaloleni, Kilifi County.
Appendix V: Interview Guide for Parents

1. Which are some of the community-related factors that influence school dropout among girls?

2. As the guardian how do you ensure there are minimised cases of dropout cases?

3. How do you ensure that the girls’ education is not cut short due to early marriages?

4. How do you ensure the right punishment is passed to the girl child at home without interfering with their education?

5. Which are some of the challenges you experience in ensuring girls complete their education?

6. Suggest areas of improvement that will ensure girl dropout cases are eradicated in Kaloleni, Kilifi County?