FACTORS INFLUENCING GIRLS DROPOUT RATE IN SECONDARY SCHOOLS IN URIRI SUB-COUNTY, MIGORI COUNTY

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DECLARATION

This research project is my own original work and has not been presented for award of degree in any other University

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DEDICATION

I dedicate this work to my husband and my children for the encouragement and support they gave me during the entire course.

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ABBREVIATIONS AND ACRONYMS

C.A.R	Central African Republic
E.F.A	Education for All
F.A.W.E	Forum for African Women Educationist
F.G.M	Female Genital Mutilation
F.P.E	Free Primary Education
G.D.P	Gross Domestic Product
G.E.R	Global Enrolment Rate
G.E.R	Gross Enrolment Rate
K.C.P.E	Kenya Certificate of Primary Education.
K.C.S.E	Kenya Certificate of secondary education.
K.N.B.S	Kenya National Bureau of Statistics
K.N.E.C	Kenya National Examinations Council
K.N.P.C	Kenya National Population Census
M.o.E	Ministry of Education
NACOSTI	National Commission for Science, Technology and Innovation
NGOs	Non-Governmental Organizations
R.O.K	Republic of Kenya
SPSS	Statistical Package for the Social Sciences
U.N	United Nation
U.O.N	University of Nairobi
UNESCO	United Nations Educational, Scientific Cultural organization

ABSTRACT

This study examined factors influencing the dropout rate of girls from secondary schools in Uriri Sub-county. The study was guided by the following specific objectives: to determine the influence of economic status, the effects of early marriages and the effects of rites of passage on girl child education in Uriri sub-county. A mixed method was used for the research study which included piloting studies, ethical consideration and significance of the study. The target population consisted of 30 principals, 60 teachers, 150 students and 150 parents. The participants from the selected schools were selected using simple random sampling. The sample was made up of 15 principals, 30 class teachers, 75 students and 75 parents. Questionnaires and interview guides were the selected tools for data collection. Editing of the questionnaires was done to ensure there were no errors. Qualitative method of analysis was used. Analysis of quantitative data was done using statistical analysis techniques such as the frequencies, means and percentages Analysis of qualitative data was done using content analysis. . Presentation of the data was done using tables, graphs and charts. The study findings revered that early marriages lead to dropout rate of girl child from secondary school.. The study recommended that girl child acquire basic education as this is their outmost rights stipulated in the constitution of Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education has been the backbone of economic development of every society. However, the drop out of girl students constitutes a serious drain and loss on a country's budget in education, particularly when secondary education opportunities are expected to increase. The enrolment at the secondary school level has progressively increased from 30, 121 in 1963 to 130, 000 in 1973, to 458, 712 in 1986 and finally to 862, 907 in 2003 (Kenya National Bureau of Statistics KNBS, 2009), Despite the fact of the above expansion in secondary school education, the gravity of education wastage as a result of drop-out has remained as one of the most unnoticed aspect in the education system of Kenya (Kenya National Population Census, KNPC, 2005).

A study carried out by Kenya National Population Census, Central Bureau of Statistics of 2002revealed that drop-out of students in the age group between 15 and 18years was 41% (Kenya National Bureau of Statistics, 2002). This age group represents secondary school students and mostly girls. Orodho and Njeru (2003) argue that only a minimal percentage of students who enroll for secondary school educations complete the cycle.in spite of the fact that curriculum can be seen as a planned document through which the value of a given society is transmitted in a school setting each society tries to supervise the education of its members. It is through the school that a society provides a specialized training for its young members. Girl-child drop-out, despite it being a common issue in secondary schools located in rural areas, there has been less effort devoted to examine what causes it and its impacts.

This has necessitated the need for sensitization of parents, girls and teachers on the advantages of education to girls. The worry of majority of the parents is that they may lose a lot by educating their girls because they assume that they can get pregnant at any time or even get married and once they are married and are part of another family they will have lost their investment. This is the main reason why parents do not encourage their girls to continue with their education.

Hunt, (2008) indicated that studies conducted globally on girl child education showed that the global enrolment rate (GER) of girls was 83.1%. This has been witnessed in a large number of developed countries in central Asia, Europe and Middle East, which have witnessed very little improvement in girls 'enrolment because they are frequently absent and lowers their performance and thus results to them dropping out of school and being married off. Birdsall (2005) indicated that majority of the countries in Latin American, there is a very low rate of school completion because most of the students drop out and there is high rate of repeating. Because of increased rates of dropouts especially in families that are poor is the greatest issue that these families face and results to them being trapped in poverty. Based on research that was conducted in India, it was established that 61% of dropouts before completing 5th grade were from those families that were very poor 40% (Birdsall, 2005).

According to UNESCO (2003) the rate of dropouts in Canada based on 3 surveys established that the rate of dropouts was at 18%; this was a representation of those people who were aged 10-24 and hadn't graduated and aren't in school or undertaking any training course. This kind of situation has a great effect on the country and the individuals because there is an increasing demand for workers with skills and there are decreasing opportunities for those workers who possesses no skill or are not literate (Bhorat, 2003). He further stated that in United States (US), more than 30% students at high school level leave before completing and he attributed this to the marginal culture and the lifestyle.

In the case of Africa the percentage of students who complete their education is 51%. The low level of educational attainment in the region is attributed to low levels of enrollment, increasing level of school dropouts and repetition rates ta are high (Birdsall, 2005). There is no thorough research conducted on the effects of girl child dropouts and what causes them despite the fact that most countries in the region are faced with the issue of increasing girl child drop outs and which also affects its economy.

In Uganda, they consider that girls should be married off so that their family can escape poverty through the price that is paid for the girl in terms of pride price. Bledsoe, (2002) indicated that the irony bit of it is that the rich and poor countries share that same issue of school drop-outs. Furthermore, FAWE (2006) indicated that

the 75% of drop outs by girls is because of pregnancy while for boys lack of interest contributes to 20% of their dropping out.

Several researches that have focused in those countries that aren't yet developed reveal that children in those countries are not literate and competent for the different level of schooling. According to the report by education for all (EFA), millions of children drop out of school without any basic skill and there're 72 million of them who aren't in school (UNESCO, 2010).

Moreover, the 2010 report by UNESCO regarding educations quality indicate that there is a huge gap between children who graduate and some of the mastering a minimum level of literacy. It asserts that to meet the least standard, bettering the facilities of a school, being equipped sufficiently trained teachers with a mastery of content and pedagogy, fostering a conducive and mutual environment and improving inclusion can significantly improve the quality of education.

The total population in Zimbabwe is 14.5 million, and the rate of literacy is 80% which is the highest in the entire Sub-Saharan Africa. Zimbabwe is no exception, just like in any other African country, despite their effort to mainstream the issue of gender in its development, the cause and impacts brought about by girls dropping out especially in rural areas have not been thoroughly studied which makes them to remain under-appreciated.

There are various factors attributed to the issue and they include, poverty, hardship in the economy, traditional as well as religious beliefs, early marriages. These causes generally apply for the entire African nations, in Zimbabwe, they have been affected in different aspects by girls dropping out of school; this affects the economy as well as the education system. Because of the increasing rate of girl child dropping out of school it has forced some teachers to be transferred forcefully to other schools because of over staffing and other have lost their jobs. These situations results to unemployment and socio-economic issues because the teachers who are rendered jobless are affected in a negative manner.

In addition school dropouts affect the society in that they become a liability because they lack the ability to provide meaningful contribution to the building of the nation.

On the contrary, those dropouts take part in criminal and anti-social activities causing unstable socio-economy.

In Kenya, girls' education has been fundamental in the promotion of economic and social development. The introduction of Free Primary Education (FPE) was to make education accessible to all children. However, very many girls did not access primary education (Ministry of Education, MOE, 2003). The enrolment seemed to have increased in 1973 and 1974 at the abolition of School fees (Sifuna, 1992). However, the gross enrolment rates of girls declined due to the stated factors above. A report from the Centre of Study of Adolescents showed that 10, 000 girls dropped out of school annually in Kenya thus translating to loss of Ksh. 60 billion (Omondi, 2008). In Migori there have been quite a number of girls dropping out of secondary schools due to poverty, early marriages, roles in the society, and poor parental care factor. It has created a lot of concern such that something should be done about it. This is a similar case in Uriri sub- County. Girl child education may then be viewed as liberation to the society if the female gender can now be retained in schools in the wake of free education without any kind of discrimination.

Uriri Sub-County has witnessed the scenario of girl child drop outs in secondary schools. Despite the government efforts through Ministry of Education, having disbursed bursaries and constituency development funds allocation every financial year, this effort has not been successful due to girls dropping out of schools (Ministry of Education, 2003). It's thus very crucial for an examination on whether similar issues are the ones affecting children in Uriri sub county secondary school. It is significant in order to make educational policies that are informed and also establish ways of dealing with the issue.

The study therefore, investigated the factors influencing girls' drop – out rate in secondary schools in Uriri sub- County in Migori County. The problem hadn't been threatening the education of girls but had also become a concern to the nation. Despite it regarded as an issue to the economy and socio-culture, it is also a major phenomenon in Uriri sub-county, and so the researcher investigated the factors that influence girl's dropout rate in secondary schools in Uriri sub- county, Migori County.

1.2 Statement of the Problem

The power of a successful nation lies behind the intellectualism of its people. Therefore, education to female has a multiple effect since it encourages women to be the voice of change and assist them in breaking poverty cycles. Girls dropping out of school affect them as a person and women in general because it is a setback to the women empowerment and also affected the country as a whole. It has both negative individual and social consequences and its psychological impacts are felt across the country (Omondi, 2008).

The intention of the study is investigating the factors that influence girls' dropout rate in secondary schools in Uriri sub- county, Migori County. The concern had been prompted following among other reasons, cases of students especially the female students' drop out of school, increased cases of truancy, early marriages and dismal performance of students in Kenya Certificate of Secondary Education (KCSE) and majorly affecting girls in Uriri sub county secondary schools.

1.3 Purpose of the Study

The purpose of this study was to examine factors influencing the drop out of girls from secondary schools in Uriri Sub-county.

1.4 Objectives of the study

i. To determine the influence of economic status of the girl child is related to drop out from schools in Uriri sub-county.

ii. To establish the effects of early marriages on girl child education in Uriri sub-county.

iii. To investigate the effects of rites of passage on girl child education in Uriri sub –county.

1.5 Research Questions

i. What are the effects of economic status of girl child students on drop out cases in Uriri sub-county?

ii. Does early marriage affect girl child students' drop out in Uriri sub-county?

iii. What are the effects of rites of passage of girl child on their education in Uriri sub-county?

1.6 Significance of the Study

The study findings might be of importance to head of schools as they would be able to understand factors influencing the drop out of girls from secondary schools. Hence, they would be able to come up with strategies to minimize the rate of girls drop out in school.

The findings of the study might also be important to policy makers as it would provide an understanding on the factors influencing the drop out of girls from secondary schools. The policy makers may be able to formulate policies which protect the girl child from the identified factors. The policies may also be tailored to dealing with gender disparity. This may help in reducing the number of girls who drop out of school annually.

The study findings might also be important to students as they will be able to identify the factors that lead to school dropout. The students can try to overcome the challenges by sharing with their teachers and other individuals which they could get help from.

The study findings may also add to the body of knowledge on the factors influencing the drop out of girls from secondary schools. Researchers and academicians can base their future studies on the current study.

1.7 Limitations of the Study

Limitation of the study was:

The study collected primary and secondary information from principals, two teachers, students and parents. The study only focused on mixed secondary schools. However the study made use of internet to collaborate information from other sources and studies in Kenya. Time was a challenge during the data collection. The study dropped and picked later the questionnaires. Poor road transport was also challenge. The study made use of different means of transport such as motorbikes and salon cars to access different areas in Uriri Sub County.

1.8 Delimitations of the Study

The study was conducted in mixed and girl's secondary schools within Uriri-sub County. The study was delimited to economic status, early marriages and rites of passage on girls drop out from secondary schools. The main instrument that was applied in gathering of data was questionnaires and interview guides. The sample size was 15 principals, 30 teachers, 75 students and 75 parents of those secondary schools that were sampled randomly.

1.9 Assumptions of the Study

i. Girls in Uriri sub-county had the same educational opportunity as boys.

ii. Parents were willing to support education of girl child.

iii. That both boys and girls shared the same learning situations in class.

1.10 Definition of Operational Terms

Classification of schools: This refers to whether the school is national, provincial or district school. It also refers to whether the school is public or private.

Drop out: Refers to a person who leaves school before sitting K.C.S.E, at form four (4)

Dropout rate: This is the population of female learners who drop from school before completing the 4 years of secondary school education.

Education: Is a formal process of acquiring knowledge, skills and values for a long period of time. Thus, broadly speaking, education is inclusive of all the processes that assist in forming the mind of an individual, their character, physical activities so girl child must undergo all these processes to acquire knowledge. In context of school dropout rates of girl child, it is evident that girl child doesn't undergo complete process of acquiring knowledge due to the above stated variables.

Factors: These are variables that cause an effect on a phenomenon and according our study these are early marriages, poverty and

female genital mutilation. They are what influences girls dropouts.

Initiation it's a rite of passage of a given community in which girls feel if they have undergone through it they are adults and ready for marriage and this leads to drop out of school.

Low income status: they are the families whose earnings are less than two times of what the government declares as poverty line and they are not able to pay for the education expenses need arises.

National Schools: Refers to the highest: ranked secondary schools, which admit top Kenya Certificate of primary Performance (K.C.P.E) performers. They have five streams and above.

Private Schools: These are institutions belonging to or for the use of one particular person or a group only or a company. Although, these schools are privately owned, it is worth noting that the pupils are public. They must be therefore inspected

Public Schools: Types of public schools formerly assisted and maintained schools are now referred to as Public Schools. Government provides teachers and the community provides physical facilities and support staff. Funds are public funds and are subject to audit by the government,

School category: Refers to the various school types, which includes boys boarding, boy's day, boys both day and boarding, girls boarding, girl's day, girls both boarding and day, mixed boarding, mixed day and mixed both boarding and day.

School type: This refers to whether the school is boarding, day or mixed.

1.11 Organization of the Study

This project consisted of five chapters. The first chapter dealt with the background, statement of the problem, research questions, purpose of the study and significance of the study. It further includes objectives, limitations, delimitations, basic assumptions, definition of operational and organization of the study. The second chapter entailed literature review on factors influencing the drop out of girls from secondary schools.

Chapter three was a detailed description of research methodology, target population, sample and sampling procedure, research instruments, reliability, validity, data collection and analysis techniques. Chapter four dealt with data analysis, interpretation of the data and finally discussion. While chapter five summarized the research findings, give conclusion and finally give recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter discussed the literature review on the dropout rate of girls in secondary schools in Uriri sub- County in Migori County. The literature was reviewed under the following areas: general information on school dropout rate, economic status and its effects on learners' drop- out rate, other practices that encourage dropout rate, early marriages, roles of gender in the society and parental care fa, conceptual framework and summary of the literature review

2.2 Overview of School Dropout

Based on a research study that was carried out in India, it was established that mortality rate of infants whose mothers were illiterate was high compared to for those whose mothers had attained at least basic level of education (Caldwell, 1977). For those mothers who were literate, they use resources that are limited in the welfare of their children compared to those mothers who are illiterate but have a higher level of income (Floro & Wolf, 1990). It was further found that educating girl child reduced fertility rates, delays marriages and reduces the size of the family (Herz, 2005). Those women who are educated have the desire of seeing more children enrolling to school. Behrman, Robert and Taubman (1990) indicated that parents who are educated encourage children to get education too.

The productivity of the farm increases with increase in education because the women get in contact with agricultural specialists; they are also capable of implementing new ideas of farming and use the facilities that exist (Floro and Wolf, 1990). NGOs, UNESCO and FAWE have been in the frontline in promoting for empowerment of women and also for them to be educated (UNESCO, 1992). Through various conferences such as the one that was held in the years 1990 in Thailand at a place known as Jomtien, and another one that was held in the year 1993 in Ouagadougou in Burkina Faso has led to the adoption of measures that are focused on lowering disparities in terms of gender in education. Abagi (1995) indicated that education of the girl child is still lagging behind especially in African countries. There is great inequality that is witnessed in various aspects of life starting from education in terms

of gender and this raises debates from various groups such as the gender lobby, educationist, researchers as well as educationists.

In the case of Sudan, from the 80s, there has been a constant increase in the cost of pursuing higher education which is a major issue which discourages those who have the needed qualifications. For the case of Zimbabwe, there has been reduction in the number of female students who enroll for secondary education in comparison to that of males. Based on the statistics of Matabeleland South in the year 1987 out of all students who enrolled to form one, 45% were female but reaching form four the figure reduced to 36.6%, (FAWE, 2006). For a country that wants to improve its human resource for both genders, such reduction is not good.

In general, school dropout for girls is a drawback in any society because there are various theories that have established that through education the contribution of female in the workforce increases. The attitude of women is changed through education be it in the office or in their household roles (Mincer, 1962). It provides them with a wide range of opportunities in terms of various activities in the economy. Through the skills acquired through education, they are able and have the ability to take part in different activities that lead to development and other programs vocationally related.

Discrimination based on gender started during the colonial times when policies were discriminating females (Mbilinyi & Mbughuni, 1991). With majority of African nations having attained independence, there was still discrimination of women at various educational levels inspire there social policies by the government. In 1972 during form one selection for secondary education in Kenya, twenty-five thousand pupils qualified for admission but only one-third of the vacancies went to girls while two-thirds went to boys (Kinyanjui, 1998). According to a research that was done by Maleche (1972) female education is hampered by ignorance as well as poverty. In most of the countries in Africa, the role of women is engaging in chores of the house. This tradition need to change because both genders are provided equal chances in education. For the past several past years, recruitment or workers in the global market has been done based on qualification, sustainability, and competency. In Kenya, women are discriminated based on their gender just like other women in other nations are. The preference of majority of employers is men even in cases where women have

higher qualifications. Because of such discrimination, women are discouraged from pursuing higher levels of education.

According to Gachukia (2004), School drop outs refer to a situation where an individual leaves school before doing Kenya National Examination. He contends the initiative for reforms in Kenyan education which began in the 80s were faced with 3 main challenges among others. They are; high cost of education which is a burden to the households; there are scarce instructional materials such as textbooks and other supporting services like uniforms. The result was that they negatively affected accessibility to quality education. Based on a report that was provided by the Ministry of education (2010) indicated that there has been an increase in level of poor status in the economy and the poor have reached a point where they are not able to get access to education.

Based on United Nation's (UN's) report of the year 1985 it indicated that females level of education is low to enter, remain and even complete education because of the complex process of interaction of structural, cultural and personal factors making the rate of school wastage higher for girls compared to for boys. Because of this, there is need for research to be carried out on impacts of high rates of drop outs of girls in secondary schools.

2.3 Economic Status

Low economic status leads to poverty. People living in abject poverty may not have access to education because poverty is an enemy to economic development. It retards economic development as it leaves one without literacy and numeracy skills. The children may opt to drop out of school to go and work and get less payment for their survival. Even though governments in various countries have tried to make efforts in providing free education, lack of other necessities like fulfillment of family needs still causes a lot of drawbacks in education. School and home are closely linked because environment at home really affect the learning of any child. There is a high rate of absenteeism and dropouts among children living in low economic status this is because they have roles to do like caring for other family members or working. The rate of drop outs of those students that are aged 16- 24 is high in those families that are poor compared to those that are from well to do families.

Based on census report of the United States (US) for the years 2011, there are about 46.2 million Americans who live in poverty. There was a literacy campaign that was started by a child fund in China for those families that had no textbooks. The aim was to assist families to escape the poverty cycle through various programs on education and livelihood. In the year 2013 there was an 8% rate of African American girls dropping out of school, the rate for Hispanic youth was 7% and for Asian youth was 4% which was a high rate compared to those of Caucasian.

Al Samarrai and Peasgood's (1998) did a research study in Tanzania and indicated that the education of mother's influenced that of their girls' and that of fathers influenced that of boys'. It was also established that primary education for married mothers increased the chances of girls enrolling to primary school by 9.7% and to secondary school by 17.6%, but has no effect on boys' enrollment.

In Kenya, Okumu (2005) did a study using respondents from Nairobi and Kwale and applied situation analysis survey where he established that the most significant factor to dropout of girls was poverty which was 33% in Kwale and 64% in Nairobi. 42% of the respondents in Nairobi stated that they would educate their sons if here is a crunch in the economy contrary to 8% who indicated that they would prefer to educate their daughters. Based on Republic of Kenya, ROK (2007) report it was showed that the populations of Kenyans who are living below the poverty levels are 58% which makes it very hard for the poor to afford the cost of educating their children.

The impact of the state of the economy has a great effect on the status of the children and the effect can lead to struggles in future life especially if the young individuals don't attain full education. There are some governments that allocate a small share of gross domestic product (GDP) on education which makes availability of education to the public insufficient and of poor quality especially for the poor. The common scene in district schools is that of poor budget that doesn't meet the needs of the students and the result is that classes are overcrowded, there are no computers and desks are not in good conditions. Teachers could also be affected because of burn-outs or they may be forced to teach subjects that are not their specialization. These issues can have great challenge on children that are brought up in poor families.

When resources are scarce in a family, chances of venturing and investing in education becomes a great challenge to them. Because of financial constraints, there is dictation on who should be educated and in most cases boys are the preferred ones. In many societies, they prefer to take boys to school rather than girls due to inadequate resources because boys have been given many privileges than the girl child. This scenario is seen that the benefit brought about by educating girl child has less effect on the family compared to that of the boy child (Onyango, 2003). Majority in a society will view girl child as a source of income in form of dowry hence being that the family is experiencing financial constraints, the girl child suffers the most.

2.4 Early Marriages

A research study of one of the communities in India called sikandra in a state called uttar Pradesh revealed that they prepare early for all their duties in marriage in good time. The school is seen to offer nothing in this direction and so they opt to stay at home to learn from their mothers, aunts and grandmothers who give them thorough knowledge to prepare them for practical apprenticeship and socialization. Risk of being disorientated by the school is avoided because what the school offers is not enough to dispense of the necessities of domestic education (Oxhenham, 1984).

After girls are married when they are still young, them going back to school hasn't been possible yet (UNESCO, 1970). According to a research conducted by Onyango, (2003) the cultural norms and practices that relate with the value that is attached with bride price is what motivates parents to marry off their daughters when they are still young. However, positive attitude towards attaining education in females is not widespread in many countries in Africa. World Bank research revealed that rates of school going girls in Zaire were lower than those of boys as girls dropped out of school to get married. In Sierra Leone, early marriage is against the law, but it is still high, with serious implications for girls' educational development.

In another situation, whereby one's daughter conceives out of wedlock, she has little chances to continue with her education, instead they are married off at that tender age. Some parents also become discouraged by spending a lot of money on their daughter's education, leaving them consumed by bitterness, rage and desire for revenge against the person responsible for the pregnancy. Others adopt a holier than

thou attitude turning against the girl and condemning her for carelessness and sometimes even throwing her out of the home, leading to girl-child drop outs. This scenario makes most of parents not to support their daughters' education (Onyango, 2003).

In majority of the regions in Kenya, the issue of early marriages has negatively affected enrollment of girls to secondary schools. There has been a fight by the Kajiado Women Lobby Group to protect the girl child in Maasai land from being married off young to encourage their education. In Kuria, the District Commissioner banned traditional weddings as part of a campaign to eradicate early marriages in the district. He further lamented on the high dropout rate of girls in the district of between 80% and 83% as the highest in Nyanza province.

The dropout rates are decreasing compared to that of boys and mothers are valuing education as being important regardless of whether the child gets a salaried job or not. Uriri-sub County falls among those areas that have the same problem especially the Maragoli, the Luo and Kuria communities and part of Abagusi who stay in that sub-county.

2.5 Rites of Passage on Girl Child Education

Initiation of females has become a major concern in the United States, Canada, England, and Australia, because the migrants who are from communities that practiced the practice are continuing it.

Deaths of girls due to circumcision aren't determined and this increases the dropout rates of girls from school. In regions like Sudan where antibiotics cannot be accessed, it is estimated that about 1/3 of the girls who initiated like Female Genital Mutilation and finally succumb from the act. From the conservative approximation in Central African Republic (CAR), Egypt, and Eritrea-this are the only regions that the data is available- it is indicated that more than a million females suffer from health issues as a result of this acts of initiation. In CAR, ¼ of women and one fifth in Eritrea did report some complications that relate with initiation. In cases where the hospitals and health clinics are no sufficiently equipped, emergencies that arise from initiation practices cannot be handled.

Therefore if a victim of Female Genital Mutilation (FGM) develops excessive bleeding that cannot be controlled or is infected, they will succumb in a few hours. After the procedure has been done the victim may suffer infections such as tetanus and also as a result of intense pain the victim might go into shock. Based on a survey that was conducted in Sierra Leon it was established that out of 100 girls, who underwent FGM, one of them died and 12 were hospitalized. It was also established that because of use of inexperienced operators and blunt objects during the procedure, it leads to damage of organs which in the long run could result to death.

In every society education is an asset in form of an investment (Bledsoe, 2002). As in the case of any other investment, a choice has to be made preceded by series of fundamental private decisions. Gender therefore, is a very important factor in making decisions on who will be schooled and the duration it will take. Before such decisions are made, families consider their priorities and, in most cases, socio-cultural and socio-economic constraints put a girl child continuing with education at a disadvantage.

Female African Educationists did research on education of girl child and women in Africa and made a report that after initiation rites girls may be forced into marriages at tender ages and in cases where they are pursuing education, schools become a conducive environment for them (FAWE, 2006). Most communities have regarded initiation as the most important practice than sending their daughters to school. Because on the initiation practices, the education of the girl child is bogged down since they are now concerned with managing initiation instead of getting involved in work related to education (Family Health International, 2007).

Based on the Global Women project (2007), majority of females in Tharaka area in Kenya, dropout of school once they have undergone FGM which is a common practice in this part of the country just like in many parts of Africa. The practice is usually started with a ceremony where they are cut, when they are secluded for a month and during this period which is meant for wound to heal and during this time they are bitten up and afterwards there will be a big celebrations by family members and the community and during the celebration there are abusive songs sung. Majority of the girls who go through this practice do not continue with their education because of the physical and psychological impact it has on them.

2.6 Summary of Literature Review

The related literature reviewed revealed that girl child education played a significant role in the society by providing clear knowledge on how to promote fairness, equity and distribution of resources among the women in the society. Girl child education is also important to those who have a will to improve levels of literacy among people in the society, the government, donors and non-governmental organizations. The study on factors influencing girls dropping out of secondary schools in Uriri sub-County aims to identify the effects of girls quitting secondary schools education. Girl child education is important to the society as it elevates the economy of a given society; the research helped the researcher to realize the solutions to the influences of school dropouts in Uriri sub-county.

2.7 Conceptual Framework

The conceptual framework showing the factors influencing the drop out of girls from secondary schools in Migori County, Uriri Sub county.

Figure 2.1: Factors influencing drop out of girl students

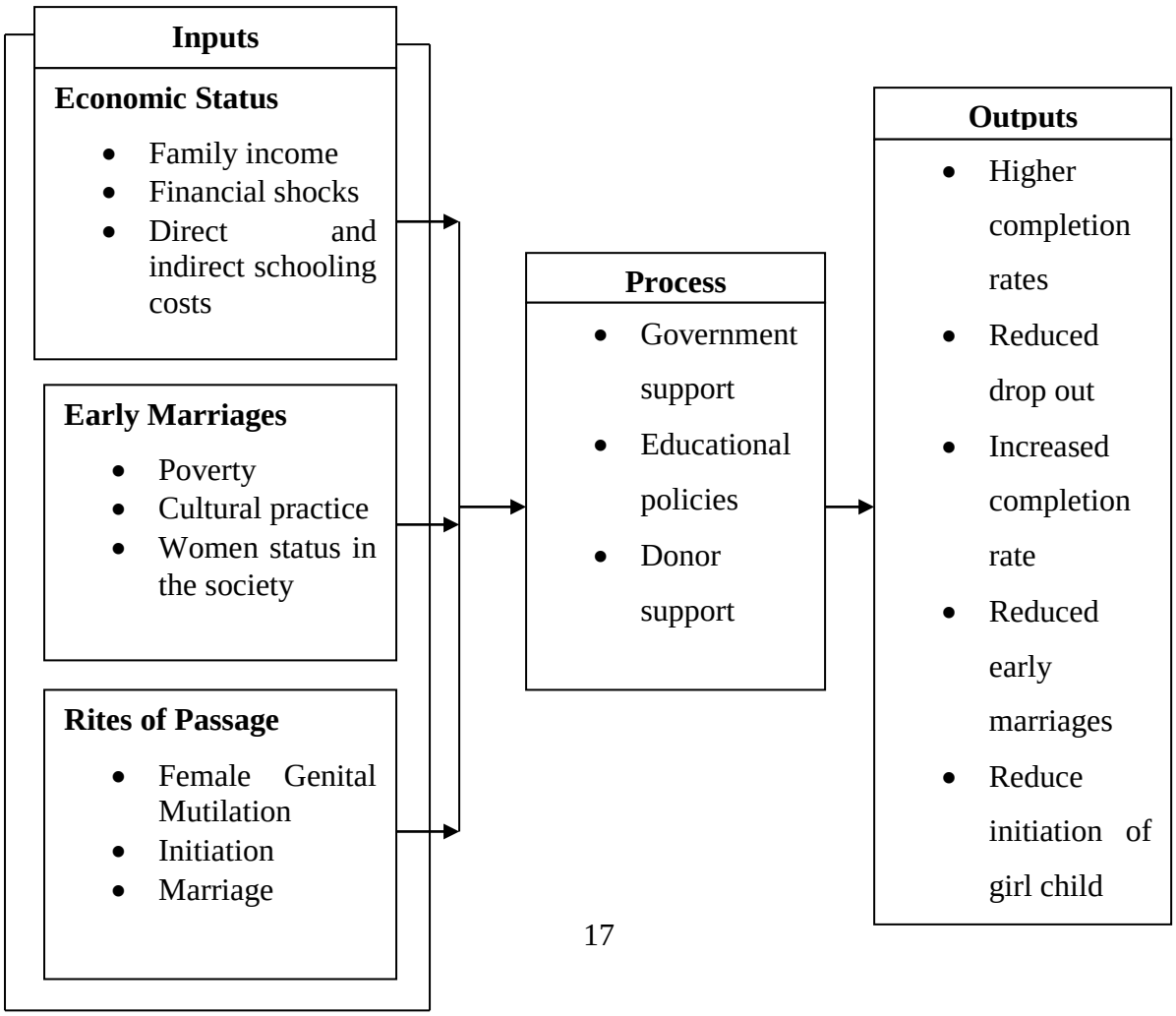

Figure 2.1 represents a conceptual framework that the study adopted to explain the relationships between the girl-child drop out and factors influencing the drop out of girl child from secondary schools. The study presupposed that the factors like low economic status, initiation of girls, early marriages, roles in the society and parental care factors have a lot of influence to the drop out of girl child from secondary schools. However, there were also intervening factors that tried to be in place to help in curbing this great fall out of girl child from secondary schools and these are governmental support, programmes, educational policies and amendments and lastly, interventions by local and foreign donors.

The basis of conceptual framework was the relationship of predictor variables (low economic status, effects of initiation of females, early marriages, roles of gender in the society and parental care factors) and dependent variables; factors influencing drop out of girls from secondary schools

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed the research methodology. It covers the research design, target population, sampling design, research instruments, validity and reliability of the research instrument, pilot study, data collection data analysis, procedures and data presentation and ethical considerations.

3.2 Research Design

A mixed method was used for the research study. Mixed method research is applied in conducting a study that involves collection, analysis and integration of both quantitative and quantitative research. Through this design there is a clear comprehension of the problem that is being investigated (Kothari and Garg, 2014). Therefore, the method was suitable for generating qualitative and quantitative data that was used for data analysis.

3.3 Target Population

Girls and mixed secondary schools of Uriri Sub County were targeted. The girls' schools were 10 while the mixed secondary schools were 20. Therefore 30 schools were used. Target population was all principals in the Sub-County, all teachers in the sub County, all students in the Sub-County and all parents in the Sub-County. Therefore the target population consisted of 30 principals, 60 teachers, 150 students and 150 parents. A representative sample was drawn from the targeted population as illustrated in Table 3.1 below.

The target population is as shown in Table 3.1

Table 3.1 Target Population

Description	Total
Schools	30
H/T	30
Teachers	60
Students	150
Parents	150

3.4 Sampling and sample size

Before any information is gathered, a sample must be selected from the population being targeted and to achieve this, there needs to be a plan which is sampling design. The study applied random sampling because it made sure that all the sub-groups are being represented in the sample based on their ratio in the population. In selecting the schools that will participate, the study applied the use of simple random sampling the same techniques was also applied in selecting the participants from the selected schools. The sample consisted as study population of 195 participants. Glass and Hopkins (2002) indicated that sample size of 50% or more is an appropriate representation of target population. Therefore, the sample was made up of 15 principals, 30 class teachers, 75 students and 75 parents.

The representative sample is as shown in table 3.2

Table 3.2 Sample Size

Description	Total	Sample Size	%
H/T	30	15	50
Teachers	60	30	50
Students	150	75	50
Parents	150	75	50
Total	**390**	**195**	**50**

3.5 Research Instruments

Questionnaire was the selected tool for collection of data and interview schedule. The questionnaire was divided into four sets the principal, teachers, students and parents. The first part included general information where the respondent indicated personal information and the second part included specific information where the respondent gave information directed to the research. There were closed questions and open questions. Open questions gave a chance to the respondent to provide an independent opinion. The researcher issued the respondents with the questionnaires and collected the following day to allow the respondents have an humble tile of filling them. The questionnaires were relevant in that they allowed confidentiality, giving respondents the assurance that whatever information they gave were not to be used for any other purpose apart from the intended purpose.

Interview schedule was another instrument that was used in data collection. Interviews were conducted during working hours whereby Principals were visited at their working places and interviewed. The interviews gave in-depth information to the researcher as the questions were leading.

3.6.1 Validity of Research Instruments

According to Trochim (2006) validity refers to the level to which a measure provides the measures of what it was designed to measure. It's not possible to have an instrument whose validity is perfect; therefore to measure validity degree is applied. The process of validating is inclusive of data collection and analysis in order to establish how accurate the instruments are. There're several tests that can be applied in testing validity of instruments that are quantitative in nature and among them is pilot test. Validity in this study was tested by applying content validity. In addition the opinion of experts who in our case was supervisor and lecturers was sought. This assisted in modification of questionnaire before data collection. Questionnaires were issued to the selected Principals, teachers, students and parents from each school. The respondents used during the pre-test phase were deliberately excluded during the final administration.

3.6.2 Reliability of Research Instruments

The main concern of reliability is the level to which the instruments result to output that is similar even after administration has been done several times; it is thus important to determine reliability because consistency of the data gathered is crucial in ensuring quality of data collected (Lyon, 2007). Reliability in this study was affirmed by using a sample of 20 individuals who were selected from the schools used in the pilot study. From the findings of the pilot test, the questionnaire was corrected before it was used in collection of data for the actual study.

3.7 Pilot study

A pilot study was conducted in schools that were not involved in the final study, and this was done before data collection for the actual study. Twenty respondents of Oruba girl's secondary school and Chunge mixed secondary school were used for the pilot. It was for the purpose of ascertaining content validity in the questioner items. The contents were corrected before data collection.

3.8 Data Collection Procedures

Before proceeding to the field, the authority from NACOSTI, County Commissioner and county education officers were consulted. A letter of introduction that was acquired from university of study University of Nairobi (UON) stating the objective the study was obtained to guide in gathering of data. The respondents were given the questionnaires by the research who was helped by research assistants who were trained prior. Respondents were given one day to complete questionnaires. The researcher did a face to face interview with the principals.

3.9 Data Analysis Procedure

Mugenda and Mugenda (2003) defined analysis as the process of structuring, bringing order and meaning to the data that has been obtained. Editing of the questionnaires was carefully done this allowed avoiding of errors and omissions to make sure that it is complete and consistent. Coding of the data was done by use of SPSS version 22.0. Qualitative method was applied in analyzing the data. Analysis of quantitative data was done by use of descriptive statistical analysis techniques such as the frequencies, means and percentages. The presentations were done by use of tables, graphs and charts. Content analysis was used to analyze qualitative data. The qualitative data was classified and summarized.

3.10 Ethical Considerations*:*

For this study, approval was obtained from NACOSTI, County Commissioner, Sub-county education director. Students under 18 years the researcher got permission from their parents. Interviews were done in central locations such as school halls and offices. Prior to implementation of the studies, stakeholders' consultations were made with various representatives of study participants. During these meetings, the purpose and procedures of the study were explained and input and cooperation from participants solicited. Information collected was treated with confidentiality.

CHAPTER FOUR

DATA ANALYSIS, INTERPRETATION AND PRESENTATION

4.1 Introduction

In this chapter, the researcher analysed the data pertaining to the factors influencing girls-drop-out rate in secondary schools in Uriri sub-county, Migori County. According to Kothari (2014), data has to be presented and analysed in accordance with the laid process for the purpose of developing research. The chapter also covers the analysis methods of interpretation and the presentation of the analysed data and the information.

4.2 Instrument Response rate.

Data was collected from the following categories

Table 4.1 Instrument Response rate

Description	Sample Size	Actual	Response rate %
H/T	9	5	50%
Cass teachers	18	9	50%
Students	45	23	50%
Parents	45	23	50%
Total	**117**	**60**	**50%**

According to Table 4.1, head teachers were 15 making a response rate of 50 percent, 30 teachers making a response rate of 50 percent, 75 students making a response rate of 50 percent, and 75 parents making a response rate of 50 percent. The response rate was representative. According to Mugenda and Mugenda (2003), a response rate of 50 percent is adequate for analysis and reporting; a rate of 60 percent is good and a response rate of 70 percent and over is excellent.

4.3 Demographic Information

This section contains a discussion of the background information of the respondents interviewed in the study.

The study sought to determine the type of schools in Uriri Sub-County. Results are as shown in Table 4.2. The views were sought from the principals.

Table 4.2 Type of Schools

Category	Frequency	Percent
Girls boarding	2	22
Mixed boarding	4	44
Mixed day	3	33
Total	**9**	**100**

According to the findings in Table 4.2, 44 percent of the principals indicated that schools in Uriri Sub-County are mixed boarding. Further, 33 percent of the principals indicated that the schools are mixed day. Besides, 22 percent of the principals indicated that the schools are girl's boarding schools. Overall, majority of the principals noted that schools in Uriri Sub-County are mixed boarding.

The study sought to determine the gender of students. The findings are as shown in Table 4.3. The views were sought from the students.

Table 4.3 Gender of Students

Category	Frequency	Percent
Male	28	62
Female	17	38
Total	**45**	**100**

According to the findings in Table 4.3, 62 percent of the students are male while 38 percent of the students are female. This implies that the population of boys in schools in Uriri Sub- County is big.

The students were requested to indicate their age. Results are as shown in Table 4.4

Table 4.4 Age

Category	Frequency	Percent
Age bellow 14	5	11
14-17	25	56
21-25	11	24
Above 25	4	9
Total	**45**	**100**

According to the findings in Table 4.4, 56 percent of the students indicated that they are aged between 14-17 years, 24 percent of the students indicated that they are aged between 21-25 years. While 11 percent of the students indicated that they are below 14 years and 9 percent are above 25 years. Overall, majority of the students are of the age representative for students attending secondary school in Kenya.

The teachers were asked to indicate the number of years they have served in the teaching profession. The results are as shown in Table 4.5

Table 4.5 Length of Service as Teachers

Category	Frequency	Percent
0-2 Years	4	22
3-5 Years	7	39
6-8Years	6	33
Above 8 Years	1	6
Total	**18**	**100**

According to the findings in Table 4.5, 39 percent of the teachers indicated that they had worked in the teaching profession for a period between 3 to 5 years. Moreover, 33 percent of the teachers indicated that they had worked in the teaching profession for a period between 6-8 years. While, 22 percent of the teachers indicated that they had worked in the teaching profession for a period between 0-2 years and 6 percent had worked indicated that they had worked in the teaching profession for above 8 years. Overall, majority of the teachers have worked in the teaching profession for some

duration. Hence they understand the schools activities such as the factors affecting a girl child education.

The teachers were asked to indicate the forms with the highest girl child drop out. The findings are as shown in Table 4.6

Table 4.6 Girl Child School Dropout Rate

Category	Frequency	Percent
Form one	3	17
Form two	8	44
Form three	5	28
Form four	2	11
Total	**18**	**100**

According to the findings in Table 4.6, 44 percent of the teachers indicated that form two had the highest girl child dropout. However, 28 percent of the teachers indicated that form three had the highest girl child dropout. Besides, 17 percent and 11 percent of the teachers indicated that form one and four form had the highest girl child drop respectively. Overall, majority of girls drop out of school is in form two.

The teachers were asked to indicate whether they had any procedures of trying to discourage the drop out of girl child student in their school in place. The findings are as shown in Table 4.7

Table 4.7 Procedures of Trying to Discourage the Dropout Rate of Girl Child

Category	Frequency	Percent
Yes	11	61
No	7	39
Total	**18**	**100**

According to the findings in Table 4.7, 61 percent of the teachers indicated that they had set procedures of trying to discourage the dropout rate of girl child student in their school. Besides, 39 percent of the teachers indicated that they had no procedures of trying to discourage the drop out of girl child student in their school. Overall, majority of the teachers noted that they had set procedures of trying to discourage the drop out of girl child student in their school.

The teachers were asked to indicate their general feeling about their fellow teachers who are involved in the program of cubing the school drop out of girls of a friend or a relative who has dropped out of secondary school. Results are as shown in Table 4.8

Table 4.8 Teachers Involvement in Girl Child School Dropout Rate

Category	Frequency	Percent
Yes	15	83
No	3	17
Total	**18**	**100**

According to the findings in Table 4.8, 83 percent of the teachers indicated that there is a reduced drop out of girl child in schools due to involvement of teachers. Moreover, 17 percent of the teachers indicated that there is no any great change. Overall, majority of the teachers noted that their involvement helps in reducing drop out of girls from school.

The study sought to determine whether the action of parents and the Board of Management are reasonable to curb the menace. The findings are as shown in Table 4.9. The views were sought from teachers.

Table 4.9 Involvement in Girl Child School Dropout Rate

Category	Frequency	Percent
Yes	10	56
No	8	44
Total	**18**	**100**

According to the findings in Table 4.9, 56 percent of the teachers indicated that the action of parents and the Board of Management are reasonable to curb the menace. However, 44 percent of the teachers indicated that the action of parents and the Board of Management are not reasonable to curb the menace. Overall, majority of the teachers noted that that the action of parents and the Board of Management are reasonable to curb the menace.

The study sought to determine how important it is to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school. Results are as shown in Table 4.10.

The views were sought from the teachers.

Table 4.10 The Role of Government in Dealing with School Dropout Rate

Category	Frequency	Percent
Excellent	1	6
Very good	4	22
Good	7	39
Average	5	28
Poor	1	6
Total	**18**	**100**

According to the findings in Table 4.10, 39 percent of the teachers indicated that it is good to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school. Further, 28 percent of the teachers indicated that it was average to the school if the government and other stakeholders intervene to curb the girl child drop out. Moreover, 22 percent of the teachers indicated that it was very good to the school if the government and other stakeholders intervene to curb the girl child drop out. Besides 6 percent of the teachers indicated it was excellent to the school if the government and other stakeholders intervened to curb the girl child drop out Overall, majority of the teachers noted that it is good to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school.

The study sought to determine whether the drop out of girl child student affect the standards and performance of other students and the school as a whole. The findings are as shown in Table 4.11

The views were sought from teachers

Table 4.11 Effects of Girl's Dropout Rate on Performance

Category	Frequency	Percent
Yes	12	67
No	6	33
Total	**18**	**100**

According to the findings in Table 4.11, 67 percent of the teachers indicated that the drop out of girl child student affect the standards and performance of other students and the school as a whole. Moreover, 33 percent of the teachers indicated that the drop out of girl child student did not affect the standards and performance of other students. Overall, majority of the teachers noted that drop out of girl child student affect the standards and performance of other students and the school as a whole.

The study sought to determine whether the administration has been supportive in enhancing the participation for the girl child in education. Results are a shown in Table 4.12

The views were sought from teachers

Table 4.12 Administration support of Girl Child School Dropout Rate

Category	Frequency	Percent
Yes	14	78
No	4	22
Total	**18**	**100**

According to the findings in Table 4.12, 78 percent of the teachers indicated that the administration has been supportive in enhancing the participation for the girl child in education. Besides, 22 percent of the teachers indicated that the administration has not been supportive in enhancing the participation for the girl child in education. Overall, majority of the teachers noted the administration has been supportive in enhancing the participation for the girl child in education

The teachers were asked to indicate whether during class discussion or normal learning process which gender they expect to participate more than the other. As shown in Table 4.13

Table 4.13 Class Participation in Terms of Gender

Category	Frequency	Percent
Boys	9	50
Girls	4	22
Both	5	28
Total	**18**	**100**

According to the findings in Table 4.13, 50 percent of the teachers indicated that during class discussion or normal learning process they expect boys to participate more than the other. Besides, 28 percent of the teachers indicated that during class discussion or normal learning process they expect both boys and girls to participate. Overall, majority of the teachers noted that during class discussion or normal learning process they expect boys to participate more than the other.

The study sought to determine how girls participate in class. The results are as shown in Table 4.14.

The views were sought form teachers

Table 4.14 Girls Participation in Classroom

Category	Frequency	Percent
Excellent	1	6
Average	8	44
Below Average	5	28
Poor	4	22
Total	**18**	**100**

According to the findings in Table 4.14, 44 percent of the teachers indicated that the girl's participation in class was average. Further 28 percent of the teachers indicated that the girl's participation in class was below average. Besides, 22 percent of the teachers indicated that the girl's participation in class was poor. Overall, majority of the teachers noted that girl's participation in class was average

The teachers were asked to indicate what they have done to help girls remain at school. The findings are as shown in Table 4.15

Table 4.15 Role of Teachers in Girl Child School Dropout

Category	Frequency	Percent
Guide and counsel them	12	67
Send them away	0	0
Punish them	0	0
Not bothered	6	33
Total	**18**	**100**

According to the findings in Table 4.15, 67 percent of the teachers indicated that they guide and counsel the girls. Moreover, 33 percent of the teachers indicated that they were not bothered. Overall, majority of the teacher's guide and counsel the girls to help them remain in school.

The principals were asked to indicate whether parental care factor had an influence on girl child education. Results are as shown in Table 4.16

Table 4.16 Effects of Parental Care on Girl Child School Dropout

Category	Frequency	Percent
Yes	8	89
No	1	11
Total	**9**	**100**

According to the findings in Table 4.16, 89 percent of the principals indicated that parental care factor had an influence on girl child education. Moreover, 11 percent of the principals indicated that parental care factor had no influence on girl child education. Overall, majority of the principals noted that parental care factor had an influence on girl child education.

The study sought to determine how the board of management was reacting to issue of girl's school dropout. The findings are as shown in Table 4.17

The views were sought from the principals

Table 4.17 Reaction of Board of Management in Girl Child School Dropout

Category	Frequency	Percent
Positively	6	67
Negatively	3	33
Total	**9**	**100**

According to the findings in Table 4.17, 67 percent of the principals indicated that board of management was reacting to girl's school dropout positively. Besides, 33 percent of the principals indicated that board of management was reacting to girl's school dropout negatively. Overall, majority of the principals noted that board of management was reacting to girl's school dropout positively.

The study sought to determine whether the performance of the school deteriorated due to drop out of some girl students in this school. The results are as shown in Table 4.18

The views were sought from the principals

Table 4.18 Effects of Girl Child Drop Out on School Performance

Category	Frequency	Percent
Yes	5	56
No	4	44
Total	**9**	**100**

According to the findings in Table 4.18, 56 percent of the principals indicated that performance of the school deteriorated due to drop out of some girl students in the school. Moreover, 44 percent of the principals indicated that performance of the school did not deteriorate due to drop out of some girl students in the school. Overall, majority of the principals noted that performance of the school deteriorated due to drop out of some girl students in the school.

The study sought to determine whether the administration had been supportive in enhancing the participation for the girl child in education. The findings are shown in Table 4.19

The views were sought from the principals

Table 4.19 Participation of the Administration in Girl Child School Dropout

Category	Frequency	Percent
Yes	7	78
No	2	22
Total	**9**	**100**

According to the findings in Table 4.19, 78 percent of the principals indicated that the administration had been supportive in enhancing the participation for the girl child in education. Besides, 22 percent of the principals indicated that administration had not been supportive in enhancing the participation for the girl child in education. Overall, majority of the principals noted that the administration had been supportive in enhancing the participation for the girl child in education.

The study sought to determine which forms had the highest girl child students. Results are as shown in Table 4.20

The views were sought from the students

Table 4.20 Forms with the Highest Girl Child Students

Category	Frequency	Percent
Form one	16	36
Form two	10	22
Form three	12	27
Form four	7	16
Total	**45**	**100**

According to the findings in Table 4.20, 36 percent of the students indicated that form one had the highest girl child students. Twenty seven percent of the student's indicated that form three had the highest girl child students. Further, 22 percent of the students indicated that form two had the highest girl child students. Besides, 16 percent of the students indicated that form four two had the highest girl child students.

Overall, majority of the students noted that form one had the highest girl child students

The students were asked to indicate whether they had any friend or relative who dropped out of school. Results are as shown in Table 4.21

Table 4.21 Girl Child School Drop Out

Category	Frequency	Percent
Yes	34	76
No	11	24
Total	**45**	**100**

According to the findings in Table 4.21, 76 percent of the students indicated that they had a friend and relative who dropped out of school. Besides, 24 percent of the students indicated that they did not have any friend or relative who dropped out of school. Overall, majority of the students noted that their friends and relatives dropped out of school

The study further sought to determine if those who had dropped out of school were willing to go back to school to complete their secondary education. The findings are as shown in Table 4.22

The views were sought from the students

Table 4.22 Willingness to go back to School after Dropping Out

Category	Frequency	Percent
Yes	32	71
No	13	29
Total	**745**	**100**

According to the findings in Table 4.22, 71 percent of the students indicated that those who had dropped out of school were willing to go back to school to complete their secondary education. Besides, 29 percent of the students indicated that those who had dropped out of school were unwilling to go back to school to complete their secondary education. Overall, majority of the students noted that those who had dropped out of school were willing to go back to school to complete their secondary education

The study sought to determine the general feeling of a friend or a relative who had dropped out of secondary school. The findings are as shown in Table 4.23

The views were sought from the students

Table 4.23 General Feeling of an Individual after Dropping out of school

Category	Frequency	Percent
Want to go back to school	15	33
Don't want to go back to school	12	27
Feel bitter and dejected	8	18
Does not care about school	10	22
Total	**45**	**100**

According to the findings in Table 4.23, 33 percent of the students indicated that those who had dropped out of school were willing to go back to school. Further 27 percent of the students indicated that those who had dropped out of school did not want to go back to school. Moreover 22 percent of the students indicated that those who had dropped out did not care about school while 18 percent of the students indicated that those who had dropped out felt bitter and dejected. Overall, majority of the students noted that those who had dropped out of school were willing to go back to school.

The study sought to determine whether the action of parents and the board of management were reasonable to curb high school dropout rate. The results are as shown in Table 4.24. The views were sought from the students

Table 4.24 Action of Parents and the Board of Management about School Drop Out

Category	Frequency	Percent
Yes	26	58
No	19	42
Total	**45**	**100**

According to the findings in Table 4.24, 58 percent of the students indicated that the action of parents and the board of management were reasonable to curb high school dropout rate. Besides, 42 percent indicated that the action was not reasonable. Overall, majority of the students noted that the action of parents and the board of management were reasonable to curb high school dropout rate.

The study sought to determine how important it was to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school. The findings are as shown in Table 4.25. The views were sought from the principals.

Table 4.25 The Role of Government in Curbing School Drop Out

Category	Frequency	Percent
Excellent	1	11
Very good	1	11
Good	2	22
Average	4	44
Poor	1	11
Total	**9**	**100**

According to the findings in Table 4.25, 44 percent of the principals indicated that it was very important to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school. Moreover 22 percent of the principals indicated that it was good to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school. Overall, majority of the principals noted that it was very important to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school.

The parents were asked to indicate whether the drop out of girl child student affect the standards of living of a society in terms of human resource inadequacy in various offices where gender issue is sensitive. Results are as shown in Table 4.26

Table 4.26 Effects of Girl Child School Drop Out on Human Resource Adequacy

Category	Frequency	Percent
Yes	31	69
No	14	31
Total	**45**	**100**

According to the findings in Table 4.26, 69 percent of the parents indicated that drop out of girl child student affected the standards of living of a society in terms of human resource inadequacy in various offices. Besides, 31 percent of the parents indicated that that drop out of girl child student did not affect the standards of living of a society

in terms of human resource inadequacy in various offices. Overall, majority of the parents of a society in terms of human resource inadequacy in various offices.

The students were asked to indicate whether the girls in their school or class took education seriously. The findings are as shown in Table 4.27

Table 4.27 Girls Role in their Education

Category	Frequency	Percent
Yes	33	73
No	12	27
Total	**45**	**100**

According to the findings in Table 4.27, 73 percent of the students indicated that girls in their school or class took education seriously. Besides, 27 percent of the students indicated that the girls did not take their education seriously. The girls did not take their education seriously because most of them were not sure whether they will complete their secondary school education. Others were already given out for marriage. Overall, majority of the students noted that girls in their school or class took education seriously.

The students were asked to indicate whether they live with your parents. Results are as shown in Table 4.28

Table 4.28 Students Living with their Parents

Category	Frequency	Percent
Yes	36	80
No	9	20
Total	**45**	**100**

According to the findings in Table 4.28, 80 percent of the students indicated that they live with their parents. Moreover, 20 percent of the students indicated that they did not live with their parents. Those said no indicated that they live with their relatives. Overall, majority of the students live with their parents.

The parents were asked to indicate their family size. The findings are as presented in Table 4.29

Table 4.29 Family Members

Category	Frequency	Percent
0-2 members	6	13
3-6 members	18	40
7-9 members	12	27
Above 10 members	9	20
Total	**45**	**100**

According to the findings in table 4.29, 40 percent of the parents indicated that their family comprised 3-6 members. Further, 27 percent of the parents indicated that their family comprised 7-9 members. Moreover, 20 percent of the parents indicated that their family members were above 10 while 13 percent of the parents noted that they had 0 -2 family members. Overall, majority of the parents' families comprised 3-6 members.

The parents were asked to indicate the level of their parents' education. The findings are as presented in Table 4.30.

Table 4.30 Parents level of education

Category	Frequency	Percent
Illiterate	2	4
Primary level	15	33
Secondary level	19	42
Tertiary level	9	20
Total	**45**	**100**

According to the findings in Table 4.30, 42 percent of the parents indicated that they had secondary school education. Further, 33 percent of the parents indicated that they had primary school education. Moreover, 20 percent of the parents indicated that they had tertiary level education. Overall, majority of the parents' have secondary school education.

The study sought to determine whether parents experience any problems towards sending their children to school. Results are as shown in Table 4.31. The views were sought from parents.

Table 4.31 Problem Experienced While Sending Children to School

Category	Frequency	Percent
Yes	39	87
No	6	13
Total	**45**	**100**

According to the findings in Table 4.31, 87 of the parents indicated that they experience problems towards sending them to school. Besides, 13 percent of the parents indicated that they do not experience nay problems while sending them to school. The parents further indicated that they had enough money to pay for their schools fees. Others indicated that their family has many children and sending them to school is difficult. Overall, majority of the parents noted that that they experience problems towards sending them to school.

The students were asked to indicate whether any of their sisters had dropped out of school. Results are as shown in Table 4.32

Table 4.32 Number of Girls Dropping Out of School

Category	Frequency	Percent
Yes	30	67
No	15	33
Total	**45**	**100**

According to the findings in Table 4.32, 67 percent of the students indicated that their siblings had dropped out of school. Besides, 33 percent of the students indicated that their siblings had not dropped out of school. Overall, majority of the students noted that their siblings had dropped out of school

The principals were asked to indicate the level the girls drop out of school. Results are as shown in Table in 4.33

Table 4.33 Level of Girl School drop out

Category	Frequency	Percent
Primary	7	78
Secondary	2	22
Total	**9**	**100**

According to the findings in Table 4.33, 78 percent of the principals indicated that girls dropped out of school at primary level. Besides, 29 percent of the principals indicated that girls dropped out school at secondary level. Overall, majority of the principals noted that girls dropped out of school at primary level.

The parents were asked to indicate whether they believe that students drop out in secondary school is a menace and affect the whole society. The findings are presented in Table 4.36

Table 4.34 Effects of Girls School Drop Out

Category	Frequency	Percent
Yes	40	89
No	5	11
Total	**45**	**100**

According to the findings in Table 4.36, 89 percent of the parents indicated that students drop out in secondary school is a menace and affect the whole society. Besides, 11 percent of the parents indicated that students drop out in secondary school is not a menace and does not affect the whole society. Overall, majority of the parents noted that students drop out in secondary school is a menace and affect the whole society.

The study sought to determine whether parents have a role to play in the girl child education and drop out. The results were presented in Table 4.37

The views were sought from parents

Table 4.35 Role of Parents in the Girl Child Education

Category	Frequency	Percent
Yes	28	62
No	17	38
Total	**45**	**100**

According to the findings in Table 4.37, 62 percent of the parents indicated that they had a role to play in the girl child education and drop out. Besides, 38 percent of the parents indicated that they had no role to play in the girl child education. Overall, majority of the parents noted that they had a role to play in the girl child education and drop out

4.4 Impact of Economic Status on Girl Child education

The first objective was to establish whether economic factors affect the rate of girl's dropout in secondary school. The findings are shown below

The principals were asked to indicate whether income influences girls drop out from school. Results are as shown in Table 4.38

Table 4.36 Influence of Income on School Drop Out

Category	Frequency	Percent
Yes	6	67
No	3	33
Total	**9**	**100**

According to the findings in Table 4.38, 67 percent of the principals indicated that the level of income influences dropout of girls in schools. Besides, 33 percent of the principals indicated that the level of income does not influence dropout of girls in schools. Overall majority of the principals noted that the level of income influences dropout of girls in schools

The principals were asked to give reasons as to why the level of income affects girls' dropout. The principals said that the economic background of majority of the parents in Uriri Sub County could not afford the high cost of secondary education.

The principals were asked to give reasons why they felt that the income affected dropout rate in schools. All the principals (100%) indicated that students drop out of school due to involvement in income generating activities. This indicated that households with little income are not able to retain their children in school and they prefer their children involvement in income generating activities.

The principals were asked to indicate whether the girl child has been given all the privileges to education. The findings are presented in Table 4.39

Table 4.37 Girl Child Privileges to Education

Category	Frequency	Percent
Yes	4	44
No	5	56
Total	**9**	**100**

According to the findings in Table 4.39, 60 percent of the principals indicated that girl child had not been given all the privileges to education. Besides, 40 of the principals indicated that girl child has been given all the privileges to education. Overall, majority of the principals noted that the girl child had not been given all the privileges to education

The respondents further indicated that girls do not attend school regularly and most of them are left at home to do house chores. Some of the respondents also indicated that they have witnessed their school age girls get married and hence stop attending school.

The parents were asked to indicate whether the communities their in promote the girl child education. Findings are a presented in Table 4.40

Table 4.38 Community Promotion of Girl Child Education

Category	Frequency	Percent
Yes	11	24
No	34	76
Total	**45**	**100**

According to the findings in Table 4.40, 76 percent of the parents indicated that their communities do not promote the girl child education. Besides, 24 percent of the parents indicated that their communities promote the girl child education. Overall, majority of the parents noted that their communities do not promote the girl child education.

Those who said no further indicated that homes where there is no enough money to send all the children to school would prefer to take boys to school other than the girls.

4.5 Effects of Early Marriages on Girl Child Education

The study sought to determine the number of girls that were admitted in form one four years ago. The principals indicated that more than 100 girls were admitted in form one four years ago. The study also sought to determine the number of girls admitted in form one four years ago are in fourth form now.

The study sought to determine the causes of the decrease. Results are as shown in Table 4.41. The views were sought from principals.

Table 4.39 Causes of Decrease of Girls in School

Category	Frequency	Percent
Lack of school fees	1	11
Child labor	2	22
Early Marriage	3	33
Rites of passage	2	22
Total	**9**	**100**

According to the findings in Table 4.41, 33 percent of the principals indicated that early marriages caused the decrease of girls in school. Further, 22 percent of the principals indicated that child labor and rites of passage caused the decrease of girls in school. Besides, 11 percent of the principals indicated that lack of school fees and

caused the decrease of girls in school. Overall, majority of the principals noted that marriage caused the decrease of girls in school.

The study sought to determine the factors that make the girl child to drop out of school. Results are as presented in Table 4.42. The views were sought from principals

Table 4.40 Causes of Girl Child Drop Out Of School

Category	Frequency	Percent
Early marriage	4	44
Child labor	3	33
Rites of passage	2	22
Total	**9**	**100**

According to the findings in Table 4.42, 44 of the principals indicated that early marriages cause's girl child to drop out of school. Further, 33 percent of the principals indicated that the need to become households to meet their families financial needs cause girls to drop out of school. Besides, 22 percent of the principals indicated that girls may also drop out of school because of rites of passage. Overall, majority of the principals noted that early marriages cause girl child to drop out of school

4.5 Impact of Rites of Passage on Girl Child School Dropout

From objective three, the principals were asked to indicate whether rites of passage affect girl child education. Results are a presented in Table 4.43

Table 4.41 Effects of Rites of Passage on Girl Child School Dropout

Category	Frequency	Percent
Yes	7	78
No	2	22
Total	**9**	**100**

According to the findings in Table 4.43, 78 percent of the principals indicated that rites of passage affected girl child education. Besides, 22 percent of the principals indicated that rites of passage had no effect on girl child education. Overall, majority of the principals noted that rites of passage affected girl child education.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary of the findings and conclusions are presented; it also provides suggestions for further research, relevant to the study. The overall goal and objectives of the research was to establish the factors influencing girls drop out-rate in secondary schools in Uriri Sub County, Migori County. The results of the research are presented and discussed in the preceding sections of this chapter.

5.2 Summary of the Study

The first objective of the research was to identify the factors influencing girl's child drop out in secondary schools in Uriri sub county, Migori county, the second objective was to establish the effects of early marriages on girl child education in Uriri Sub county and to investigate the effects of initiation on girl child education in Uriri Sub-county was comprehensively studied and findings organized as below. A good number of the stakeholders strongly believed that Early marriages lead to dropout rate of girl child from secondary school since marriages comes with responsibilities hence girls won't be in a position to continue with their studies immediately they conceive. The case of initiation also is a contributing factor to dropping bout of girls in secondary schools since the process of healing also takes time and immediately they heal the parents opts to marry them off since they regard them as adults after initiation process.

5.3 Major Findings

This section provided summary of key findings on the factors influencing girl's dropout rate in secondary schools in Uriri Sub County, Migori County.

5.3.1 Impact of Economic Status on Girl Child education

The study found that most of the families in the county were not able to afford secondary school education because of their background economically. It was further established that low income families could not afford to continue schooling their children and therefore preferred them being involved in activities aimed at generating income to substitute the family with.

The study also established that the reason why students drop out is because they are involved in other activities with the aim of generating income. This implies that children from low income families cannot continue schooling and therefore embark to activities that will enable them earn some income. The study found that the girl child had not been given all the privileges to education. Further, girls do not attend school regularly and most of them are left at home to do house chores. Some of the respondents also indicated that they have witnessed their school age girls get married and hence stop attending school.

The study revealed that most communities do not promote the girl child education. This is because families with little financial income opt to take the boys to school while the girls stay at home to assist their parents in home activities.

5.3.2 Effects of Early Marriages on Girl Child Education

The study established that more than 100 girls were admitted in form one four years ago. The study also revealed that there are less than 60 girls who were admitted in form one four years ago in fourth form now. Those dropping from school were as a result of early forced marriages. The study found that the number of girls decrease at a high rate within the four years of secondary school. The study also established that marriage cause girl child leave school; others dropout to become households to meet their families financial needs and girls might also dropout to do business.

5.3.4 Impact of Rites of Passage on Girl Child Education

The study revealed that rites of passage affects girl child education. Since 78% of the principals indicated that rites of passage affects girl child education. The rites of passage lead to early marriages and lowers academic performance of girls.

5.4 Conclusions of the Study

The study found that most of the families in the county were not able to afford secondary school education because of their background economically. It was further established that low income families could not afford to continue schooling their children and therefore preferred them being involved in activities aimed at generating income to substitute the family with. The study concludes that economic status has a significant effect on girl child education.

The study established that more than 100 girls were admitted in form one four years ago. The study also revealed that there are less than 60 girls who were admitted in form one four years ago in fourth form now. Those dropping from school were as a result of early forced marriages. The study concludes that early marriages have a negative effect on girl child education.

The study revealed that rites of passage affects girl child education. It leads to early marriages and lowers academic performance of girls. The study therefore concludes that rites of passage have a negative effect on girl child education since in increases girl child school dropout rate.

5.5 Recommendations

The study found that economic status has a significant effect on girl child education. Early marriages have a negative effect on girl child education. Rites of passage have a negative effect on girl child education since it increases girl child school dropout rate. The study therefore recommends that

i. Various education stakeholders should adopt policies such as those of free secondary education. This will ensure that girls from low income families acquire education despite of the financial challenges.

ii. The government should formulate policies that protect young girls from getting married. Parents who are found guilty should be dealt with according to the law. This will minimize the number of young girls given out for marriage. It will increase the number of girls attending school.

iii. The Ministry of Education should work together with the community to educate them about the adverse effects of rites of passage to girls. The community should also be educated on the importance of girl child education. This will help in minimizing the number of girls who are initiated. The girl child will be able to acquire basic education as this is their outmost rights stipulated in the constitution of Kenya.

iv. Every government agency to adopt a way of preparing the end year report based on the achievements brought about by curbing the menace of dropout of

girls in secondary schools for a way to have a track path of policies implementation.

v. Follow up is a very important tool to the success of any policy implementations as it will lead to avoiding costly errors and fraud in any organizational operations.

vi. Measuring of all education stakeholder's competency in ensuring there is a decrease in girls' dropout in secondary schools should be based on performance appraisal

5.6 Suggestions for Further Research

Based on the knowledge gaps identified by the study, the following recommendations for further research were identified;

1. A study on factors suitable for minimizing girl child school dropout in secondary schools.
2. The role of parents and board of governors in management of female student's dropout in secondary schools.
3. The role of guidance and counseling in management of female students' dropout in secondary schools.
4. A national study on Female Genital Mutilation as an initiation rite hindering the dropout of the girl child in secondary schools.

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APPENDICES

Appendix I Introduction Letter

MONICA OTIENO AWINO

UNIVERSITY OF NAIROBI,

The H/T Respondent Secondary School

Dear Sir / Madam,

Re: Data Collection On The Factors Influencing Girls Drop –Out Rate In Secondary Schools In Uriri Sub-County, Migori County

I am a postgraduate student at the University of Nairobi pursuing a Degree of Master of Sociology of Education. I am conducting an academic research on the above topic. I am requesting to be allowed to conduct the study in your school. I will use questionnaires. The questionnaire is designed only for the purpose of academic research. The identity of the person providing and information will be kept confidential, the information you provide, will be solely used in this study.

Your Co-operation will be highly appreciated

Yours faithfully,

Monica Otieno Awino

Appendix II Introduction Letter to Parents

MONICA OTIENO AWINO

UNIVERSITY OF NAIROBI,

Dear Parent,

I am a Master's Student at University of Nairobi. I am conducting a study on **THE FACTORS INFLUENCING GIRLS DROPOUT RATE IN SECONDARY SCHOOLS IN URIRI SUB-COUNTY, MIGORI COUNTY.** I am requesting you to participate in the study. The Information that you will provide will only be used for learning purposes. The information will also be helpful to you because it will encourage you to take your girl's to school.

Thank you for your understanding

Monica Otieno Awino

Appendix III Questionnaire for Principals

Please fill the questionnaire by providing your response by ticking against your selected response and fill the blanks (……) by providing detailed responses.

For each question below, unless indicated otherwise, please tick the answer correctly according to your views.

Kindly indicate the name of your school

…….....
.....

1. What is the type of school are you in?

Girls boarding [ ]

Mixed boarding [ ]

Mixed day [ ]

2. How many girls were admitted in form one four years ago? .....

3. How many girls were admitted in form one four years ago are in fourth form now? .....

If the number has decreased what caused the decrease?

Lack of school fees [ ]

Drop out [ ]

Transfer to other schools [ ]

Married [ ]

Exclusion [ ]

Others; specify

…….
…….....
.....……
……..

4. Does parental care factor have influence on girl child education in your school?

Yes [ ]

No [ ]

5. How is the Board of Management reacting to this kind of phenomenon?

Positively [ ]

Negatively [ ]

6. Has the performance of the school deteriorated due to drop out of some girl students in this school?

Yes [ ]

No [ ]

7. What are the influencing factors that make girl child drop out of school?

To get married [ ]

Becomes house helps [ ]

Do businesses [ ]

8. As the administration been supportive in enhancing the participation for the girl child in education?

Yes [ ]

No [ ]

How?

…….....……

……

9. Does income affect drop out level in your school?

Yes [ ]

No [ ]

Not sure [ ]

Explain…… ……

Appendix IV Questionnaire for Teachers

Please fill the questionnaire by providing your response by ticking against your selected response and fill the blanks (……) by providing detailed responses.

For each question below, unless indicated otherwise, please tick the answer correctly according to your views.

1. For how long have you been a teacher? (for teachers only.)

0-2 Years	[ ]
3-5 Years	[ ]
6-8Years	[ ]
Above 8 Years	[ ]

2. In your school which forms have the highest girl child drop out?

a) Form one [ ]

b) Form two [ ]

c) Form three [ ]

d) Form four [ ]

3. Do you have any procedures of trying to discourage the drop out of girl child student in your school in place?

Yes [ ]

No [ ]

If yes, what steps have you taken as a school to implement and ensure that its really working?

……

…….……

…….

4. What is the general feeling about your fellow teachers who are involved in this program of cubing the school drop out of girls of your friend or a relative who has

dropped out of secondary school; if you have any; and if you don't have don't answer this section;

a) There is a reduced drop out of girl child in schools [ ]

b) There is no any great change [ ]

5. Is the action of parents and the Board of Management reasonable to curb this menace?

a) Yes [ ]

b) No [ ]

6. How important is it to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school?

a) Excellent [ ]

b) Very good [ ]

c) Good [ ]

d) Average [ ]

e) Poor [ ]

7. Does the drop out of girl child student affect the standards and performance of other students and the school as a whole?

a) Yes [ ]

b) No [ ]

If No give a reason;

……..

……

……

8. As the administration been supportive in enhancing the participation for the girl child in education? Yes [ ] No [ ]

If No give a reason;

…….....

……

9. During class discussion or normal learning process which gender do you expect to participate more than the other? Boys [ ] Girls [ ] Both [ ]

Explain your answer above;

……

……

……..

10. How do girls participate in class?

Excellent [ ] Average [ ] Bellow Average [ ] Poor [ ]

Give reason to the above;

……

……

……..

11. As a teacher what have you done to help girls remain at school?

Guide and counsel them [ ]

Send them away [ ]

Punish them [ ]

Not bothered [ ]

Any other;

……

……

…….

12. Do you think that the girl child has been given all the privileges to education?

Yes [ ]

No [ ]

Support your answer above

:……

……...……

……...…

……..

13. Do communities you are in promote the girl child education?

Yes [ ]

No [ ]

Explain your response

……

……...……

……

…….

Appendix V Questionnaire for Students

Please fill the questionnaire by providing your response by ticking against your selected response and fill the blanks (……) by providing detailed responses.

For each question below, unless indicated otherwise, please tick the answer correctly according to your views.

1. Indicate your gender

   Male [ ]

   Female [ ]

2. Indicate your age

   Age bellow 14 [ ]

   14-17 [ ]

   21-25 [ ]

   Above 25 [ ]

3. In your school which forms have the highest girl child students?

   a) Form one [ ]

   b) Form two [ ]

   c) Form three [ ]

   d) Form four [ ]

4. Is there any of your friends or relatives that has dropped out of school?

   Yes [ ]

   No [ ]

If yes, would she want to come back to school to complete her secondary education?

   Yes [ ]

   No [ ]

5. What is the general feeling of your friend or a relative who has dropped out of secondary school?

a) Want to go back to school [ ]

b) Don't want to go back to school [ ]

c) Feel bitter and dejected [ ]

d) Does not care about school [ ]

6. Is the action of parents and the Board of Management reasonable to curb this menace of high school dropout rate?

a) Yes [ ]

b) No [ ]

7. How important is it to the school if the government and other stakeholders intervene to curb the girl child drop out from secondary school?

a) Excellent [ ]

b) Very good [ ]

c) Good [ ]

d) Average [ ]

e) Poor [ ]

8. Does the drop out of girl child student affect the standards of living of a society in terms of human resource inadequacy in various offices where gender issue is sensitive?

a) Yes [ ]

b) No [ ]

If No give a reason

……...……

……

……..

9. Do girls in your school or class take education seriously? Yes [ ] No [ ]

If No give a reason;

……

……

……

10. Do you live with your parents?

Yes [ ] No [ ]

If No whom do you live with?

……

……

11. What's the size of your family? Write the number ……

12. What's the level of your parents' education?

Illiterate [ ]

Primary level [ ]

Secondary level [ ]

Tertiary level [ ]

13. Do your parents experience any problems towards sending you to school?

Yes [ ]

No [ ]

If yes give reason;

……

……

14. Did any of your sisters dropout of school Yes [ ] No [ ]

If yes How many? ……..

15. At what level did they drop out of school?

Primary [ ]

Secondary [ ]

University [ ]

Appendix VI Questionnaire for Parents

Please fill the questionnaire by providing your response by ticking against your selected response and fill the blanks (……) by providing detailed responses.

For each question below, unless indicated otherwise, please tick the answer correctly according to your views.

1. Do you have a child in secondary school?

   Yes [ ]

   No [ ]

2. If yes, what gender are they?

   Male ☐

   Female ☐

3. Has any of your girl child dropped out of school?

   Yes [ ]

   No [ ]

4. Was that the end of her secondary education or they proceeded after a while?

   Yes, they proceeded. [ ]

   No, they didn't. [ ]

5. In case they proceeded, what was their main drive and motive?

   ……
   ……
   ……
   ……
   ……

6. Do you believe that students drop out in secondary school is a menace and affect the whole society?

   Yes [ ]

   No [ ]

7. Do you think parents have a role to play in the girl child education and drop out?

   Yes [ ]

   No [ ]

8. If yes, explain

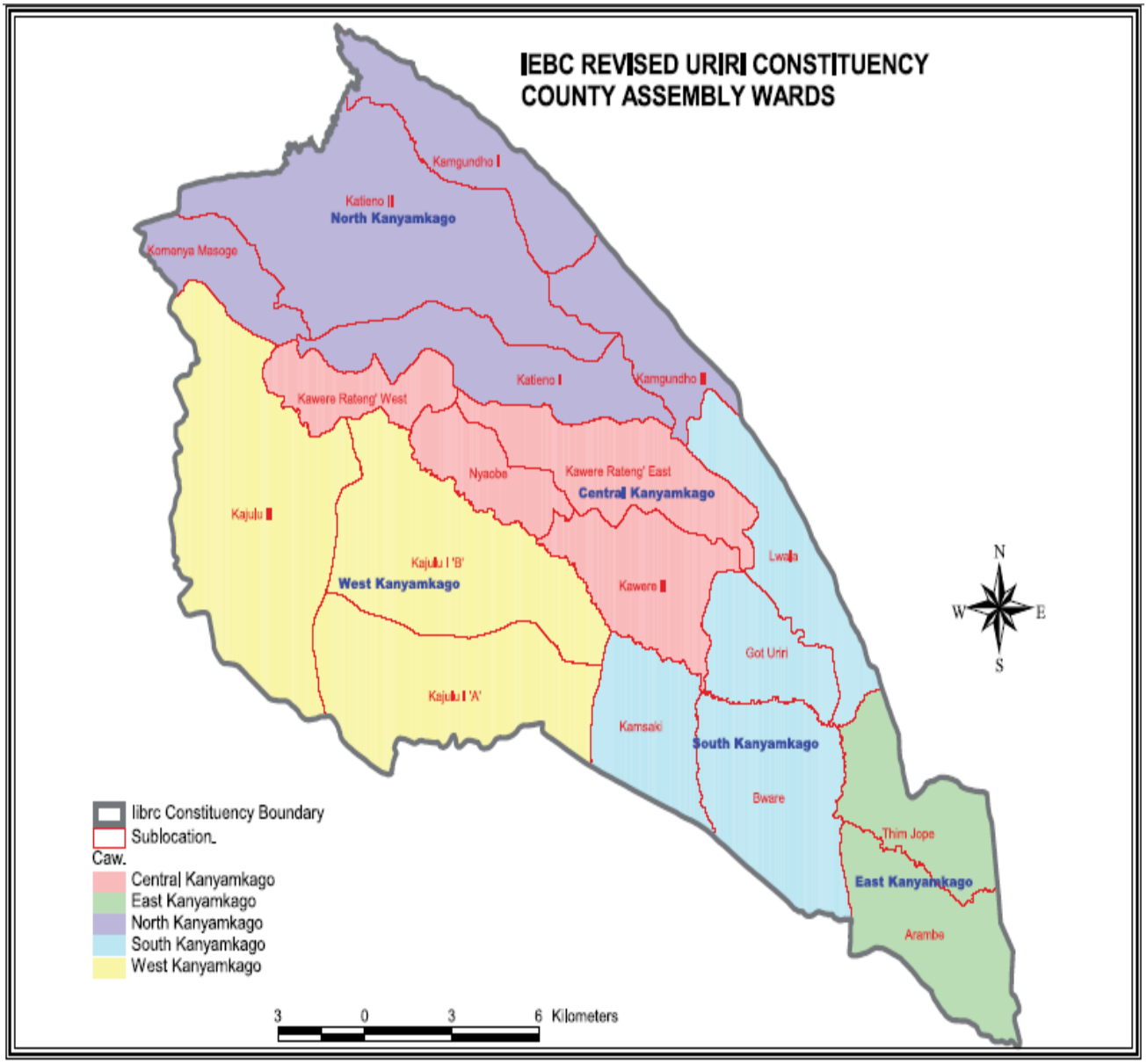
   ……

Thank you for your Response

Appendix VII Interview Schedule for Parents

1. What do you think is the main reason why most girls in Uriri Sub-County drop out of school?
2. As a parent, what do you think should be done to cub the problem of girl child student's drop out of secondary school system?
3. What challenges do girls face when pursuing their course?
4. What are the main causes of girls dropping out of school?
5. What are the main causes of girls dropping out of school?
6. What steps have taken to ensure that your girl goes to school?
7. How did you deal with your community rites of passage affecting your girls?
8. How do you deal with the issue of ear marriage?

Appendix VIII Study Site



Appendix IX NACOSTI Letter

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone:+254-20-2213471, 2241349,3310571,2219420
Fax:+254-20-318245,318249
Email: dg@nacosti.go.ke
Website : www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No. **NACOSTI/P/18/11368/26778** Date: **6th November, 2018**

Monica Atieno Owino
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on ***"Factors influencing girls drop –out rate in secondary schools in Uriri Sub-County, Migori County"*** I am pleased to inform you that you have been authorized to undertake research in **Migori County** for the period ending **6th November, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit **a copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.

GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Migori County.

The County Director of Education
Migori County.

Appendix X Research Permit

THIS IS TO CERTIFY THAT:
MS. MONICA ATIENO OWINO
of UNIVERSITY OF NAIROBI, 0-40403
RAPOGI,has been permitted to conduct
research in *Migori County*

on the topic: *FACTORS INFLUENCING GIRLS DROP -OUT RATE IN SECONDARY SCHOOLS IN URIRI SUB-COUNTY, MIGORI COUNTY*

for the period ending:
6th November,2019

.....
Applicant's Signature

Permit No : NACOSTI/P/18/11368/26778
Date Of Issue : 6th November,2018
Fee Recieved :Ksh 1000

.....
Director General
National Commission for Science, Technology & Innovation