

**CAUSES OF DROPOUT AMONG BOYS AND GIRLS FROM
SECONDARY SCHOOLS IN UGENYA DISTRICT, SIAYA
COUNTY, KENYA**

BY

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DECLARATION

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

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This research project has been submitted for examination with my approval as
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DEDICATION

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS –	Acquired Immune Deficiency Syndrome
ASHEWA –	Association for Strengthening Higher Education for Women in Africa
CSA –	Centre for the Study of Adolescence
ECD –	Early Childhood Development
EFA –	Education For All
FAWE –	Forum of Africa Women Educationists
FDSE -	Free Day Secondary School
FGM -	Female Gender Mutilation
FPE –	Free Primary Education
GCN –	Girl Child Network
GEM –	Girls Education Movement
HIV –	Human Immunodeficiency Virus
IMF –	International Monetary Fund
KDHS –	Kenya Demographic Health Survey
LDC –	Less Developed Countries
MDGR –	Millennium Development Goals Report
MDGS –	Millennium Development Goals
NGO –	Non Governmental Organization
PTA –	Parents Teachers Association

SSE –	Subsidized Secondary Education
UDHR –	Universal Declaration of Human Rights
UN –	United Nations
UNDP –	United Nations Development Program
UNESCO –	United Nations Education, Science and Cultural Organization
UNGEI –	United Nations Girls Education Initiative
UPE –	Universal Primary Education
WHO –	World Health Organization

ABSTRACT

The problem of the study is to find out and compare the causes of dropout among boys and girls in secondary schools in Ugenya District, Siaya county, and recommend intervention measures and further studies to ameliorate the same. The phenomenon has severe negative consequences to both the individuals and the society in terms of economic, social, political and psychological dimensions and the problems are differentiable among the boys and girls. Siaya Districts has a high secondary school dropout rate of 11.6 compared to 9.5 for Nyanza province and 6.6 nationally. The high dropout rate may be as a result of socio-economic factors such as poverty, early marriages, and health status of parents as well as of children. The purpose of this study was to establish the causes of dropout among boys and girls from secondary schools in Ugenya Districts, Siaya County, Kenya and specifically to find out the factors that lead to dropout from secondary school, among boys and girls, determine the gender that is mostly affected by the dropout problem and determine possible ways of retaining learners in school until completion. A conceptual framework was used in the study to help focus on the causes of dropout among boys and girls from secondary schools in Siaya District. The study adopted descriptive survey design. The population of the study comprised of 1073 form four students, 25 Principals and 30 class teachers from 25 secondary schools in Ugenya District. Probability sampling technique was used to select 22 form four students, 10 Principals and 11 class teachers. The instruments of data collection were questionnaires. Piloted was done in five schools using test-re-test method. A correlation coefficient of 0.78 was obtained for questionnaire's reliability. Validity of the instruments was ascertained by the supervisor from the department of Educational foundations of the University of Nairobi. Quantitative data collected using closed-ended items in the questionnaires, were analyzed using descriptive statistics like frequencies and percentages. The findings were presented in form of tables and graphs. The study found out that pregnancy, early marriage, low academic achievement, poverty and indiscipline caused dropout among boys and girls in secondary schools in Siaya County. Additionally, more girls dropped out of school compared to the boys with dropout rates of .16 and .11 respectively. Close to three quarters of the of the principals and class teachers recommended and employed guidance and counseling as a measure for retaining learners in the school until completion. The study therefore recommended that schools should strengthen guidance and counseling departments in order to offer quality services that may lead to responsible behavior, abolish forced repetition for weak students and solicit funds from donors and well wishers for assisting the learners from poor families. Increase Constituency Development Fund, Local Authority Transfer Fund and government bursaries to take care of the increasing number of needy students in the district. Majority of the schools did not have income generating activities and there was need for such projects to be encouraged to reduce parent's burden on school levies. The findings of the study may be used by policy makers to curb dropout and improve the enrolment of students in Siaya District.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Education can be defined as “The act or process of imparting or acquiring general knowledge, developing the powers of reasoning and judgment, and generally of preparing oneself and others intellectually for mature life” (“Education-Universalium”, 2012). The Education – Universalium (2012) further expound that, “Education is the act or process of imparting or acquiring particular knowledge and skills, as for a profession. According to Murray (1999), education is what takes place in a societal institution of systematic planned learning.

United Nations Educational, Scientific and cultural organization (UNESCO, 2000) defines education as an organized and sustained instruction designed to communicate a combination of knowledge, skills and understanding valuable for all activities of life (Jarvis,1990, p.105). This study will adopt the UNESCO definition because it talks about “organized and sustained instructions” which takes place in formal education set-up.

It has not always been possible that learners acquire necessary knowledge and skills as the definition of education demonstrates, because some of them dropout of school. Njau and Wamahiu (1994, p. 55) define dropout phenomenon as cases

of ‘children leaving school before completing the prescribed cycle of education.’ According to this definition, children may decide to leave school voluntarily or maybe pushed out of the system by a number of factors. Whichever the case, this problem results in to wastage in terms of “inefficient utilization of both human and economic resources by the education system. Late entry, frequent absenteeism and repetition are other indicators of wastage, closely related to the problem of dropout.” (FAWE, 1994, p.55). School dropout also impinges on the vision 2030, which was set by the Kenyan government to industrialize, through improvement in education and training, (social- vision 2030 n.d). Thus, it leads to wastage of potential human resources necessary for development (Business daily, 2013). The initiation of free primary Education by the government in 2003 and subsidized secondary education in 2008 resulted to increased school enrolments. However, learners are still dropping out of schools due to factors such as poverty /lack of basic needs, insecurity and catastrophes such as drought and famine (Gathigah, 2010).

The notion of gender in relation to drop out problem is significant in education because it helps us to understand that men and women, boys and girls carry out different roles and have diverse needs, talents, knowledge and experiences. It is imperative for educational planners to understand, apply these differences in educational policy, programs and projects that can be relevant and helpful to both boys and girls. In order to achieve gender parity and human rights, it is paramount

to strategically use the distinct knowledge and skills held by both sexes. There is need to offer boys' and girls' equal opportunities to enter, participate in, and complete school. The curricular, teaching /learning processes and materials ought to be gender responsive so as to make the learners possess life skills and attitudes that result in fullest mental, intellectual, psychological, moral, physical, social, economic and political development.

According to 'Down the Drain' (2008), that 40% of adolescent girls without any education are either pregnant or have already become mothers. They further note that, for those girls with only primary education, 26% are mothers compared to 8% of those who have a secondary school education or higher. The report further assessed the cost of teenage pregnancy and school dropout in Kenya, it is estimated that about 35% of girls between the ages of 16 and 20 are still in school, compared to about 50% of boys. The case is so, although the girls are now allowed to go back to school after giving birth. Further, the findings of a National Survey of Secondary School Students (2010), concludes that over 13% of girls conceive before reaching the age of 14 years. This trend denies them of the chance to pursue quality education that would have enhanced their social and political empowerment, and also makes the government to incur high financial cost that is generated by this phenomenon.

According to a survey carried out under the forum, for every 10,000 learners dropping out of school every year, the government alone incurs a loss of approximately 750 000 dollars. The most significant cause of girls leaving school prematurely is teenage pregnancy and related problems. Parents or other family members also suffer loss due to dropout as they would have already invested on their children education through payment of school fees, transport, as well as purchase of uniforms, among other costs, including opportunity costs (Gathigah, 2010).

Although there has been tremendous expansion in higher/ tertiary educational institutions, the capacity of higher education sector in Kenya is still inadequate and only three percent of the University aged cohort are enrolled in university education (Otieno and Ngolovoi, 2009). This also discourages the disposition of learning at secondary schools, in addition to cases of dropouts brought about by death of parents, pregnancy, poverty and being in other vulnerable situations. Odhiambo (1988, p.2), further supposes that the dropout problem entails loses of the resources used to educate that particular dropout, even if the said individual acquired some education before dropping out of school. This is because the individual may not have attained adequate knowledge, skills and attitude to enable them to participate in economic social and political development of the country. Rumberger (1983) noted that by dropping out of school, the individuals have “educational deficiencies that severely limited their economic and social well-

being throughout their adult lives,” there is therefore need for policies that target equal access, retention and transition of students of both genders, at all levels including vocational and non-formal education.

The dropout problem is significant in Ugenya District and thus warrants research which will avail information, recommendation and suggestion in order to come up with intervention to this predicament. This was confirmed by Ugenya DEO and his assistant (J.Odhiambo & E. Badia, personal communication, July 30, 2012).

The following table, further confirm the above assertion.

Table 1.1: Student Enrolment Rate in Secondary Schools in Ugenya

Year	Gender	From 1	Form 2	Form 3	Form 4	Total
2012	B	910	949	826	650	3335
	G	797	691	500	423	2411
	T	1707	1640	1326	1073	5746
2011	B	792	844	799	658	3093
	G	692	651	487	471	2301
	T	1484	1495	1286	1129	5394
2010	B	804	804	770	527	2905
	G	657	526	515	337	2036
	T	1461	1330	1286	864	494
2009	B	799	781	620	506	2706
	G	525	559	382	307	1773
	T	1324	1340	1002	813	4479
2008	B	748	653	556	463	2420
	G	518	439	337	297	1591
	T	1266	1092	893	760	4011
2007	B	589	559	478	421	2047
	G	402	350	342	265	1359
	T	991	909	820	686	3406
2006	B	596	424	470	197	1687
	G	367	347	365	201	1280
	T	963	771	835	398	2967
2005	B	465	479	271	357	1572
	G	376	326	244	200	1146
	T	841	805	515	557	2718
2004	B	480	396	392	274	1542
	G	305	276	211	205	997
	T	785	672	603	479	2539
2003	B	396	359	282	304	1341
	G	273	240	243	192	948
	T	669	599	525	466	2259

Public:25 Private Mixed Day:17 Girls School: 3 Boys school:2 Mixed Day and Boarding: 2

Source - Ugenya District Education Office

From the table above it can be seen that the enrolment rate preponderantly reduces for every subsequent class, (Form 1 to 4) for the period 2003 to 2012. This implies that, some students could have dropped out from secondary school in Ugenya within this period.

1.2 Statement of the Problem

The study problem is the existing dropout in secondary schools. Dropout phenomenon has severe negative consequences to both individuals and the society in terms of economic, social, political and psychological dimensions. Some of the factors contributing to this problem are different among boys and girls in Ugenya district. It is against this background that the study seeks to find out and compare the causes of this problem across the two genders, and recommend for further studies and intervention measures for the same. The empirical evidence gathered by the study will be that which can be generalized and applied in national, regional and even international levels.

1.3 The Purpose of the Study

The purpose of the study was to compare the causes of dropout between girls and boys from Public Secondary Schools in Ugenya District, Siaya County.

1.4 Objectives of the Study

The following were the objectives of the study:

- i) To find out the factors that lead to dropout from secondary school, among boys and girls, in Ugenya District.
- ii) To determine the gender that is mostly affected by the dropout problem in Ugenya District.
- iii) To suggest possible ways of retaining learners in school until completion.

1.5 Research Questions

The research questions that guided the study were as follows:

- i) What are the factors that lead to dropout from secondary school, among boys and girls in Ugenya District?
- ii) Which gender is mostly affected by the problem of dropout from secondary schools, in Ugenya District?
- iii) What are the possible ways of retaining students in school until completion?

1.6 Significance of the Study

One of the expectations of this study is to enable teachers, parents, administrators and other educational stakeholders to discern the problem of dropout, in terms of its causes and extent, as well as strategies that can be applied to address it.

Furthermore, the study may, hopefully, provide feedback on issues inquired into, which may be employed to militate against this phenomenon. Parents may also, from this review, acquire adeptness on how to handle their children, so as to militate against this wastage.

Finally the study may make suggestion for further inquiry by scholars in education so as to come up with more findings that will help retain the learners in schools.

1.7 Assumptions of the Study

In this study the researcher makes the following assumptions:

- i) That all schools selected for the study are affected by learner dropout.
- ii) The schools sampled will be true and adequate representatives of all the schools in the district.
- iii) The entire respondents will co-operate by responding in the interview or filling questionnaires with factual and accurate information.
- iv) The records provided by the school administrators will be correct, relevant and comprehensive.
- v) The findings of the research will be appropriate and conclusive enough to allow generalization of the phenomenon in the entire republic and enable borrowing and application of the results in other regions.

- vi) Other scholars will be interested in further studies of the problem and education policy makers will implement the recommendations of the research.

1.8 Scope of the Study

The study restricted its scope to public schools in Ugenya district that were started in or before 2009, because it is from those schools that the researcher can trace the number of dropouts from form one to form four. The reason why the researcher chose this district for study is because it is among the districts affected by the problem under the study and also because he works and lives there, hence acquainted with the area and its aspects.

The research focused on sample schools selected from each division in Ugenya District and the information obtained will form the basis on which conclusion regarding the district parameters will be made. People interviewed or to which questionnaires were administered include school principals/head teachers and Form 4 class teachers, and students of 2010 – 2013 cohorts.

1.9 Limitations

The factors which vitiated against the research undertakings were as follows:

- i) Inadequacy of current data/records on dropout cases. This can be overcome by probing the respondents so as to update their memory on facts about the problem. Care should be taken so as to sample schools which are likely to have appropriate data/records.
- ii) The respondents may not be cooperative/ may be reluctant to answer questions, may not give correct information and in some cases, they may not honor appointments. To intervene in this situation, there will be preliminary contact with the respondents in which the purpose of the research will be explained and confidentiality regarding their responses guaranteed. Further, interviewees will be implored, through a letter attached to the questionnaire, to be honest and cooperative and would be assured of synopsis of research findings.
- iii) In some cases, school programmes may be so rigid and stringent, hence may not allow for effective participation by respondents. In this case, the goodwill of the school administrators may be prevailed upon so as to allow some time for teachers to respond to the interview or fill in questionnaires.
- iv) Some students could have dropped out of school without giving reasons for their action while others join other schools after leaving the ones they were initially admitted to. To address this, the former

ones can be interviewed if they can be traced down while the study will assume that these who join other schools have not dropped out.

- v) Most schools in the district are inaccessible by major roads and there is need to travel to conduct research by using motor cycles, which may be unsafe and may not surmount muddy roads.

1.10 Definition of Operational Terms

Access – To get opportunity of joining a school.

Affirmative action – The practice of favoring people who are usually treated unfairly because of their race, sex or any other consideration, for schooling, job opportunity or any other benefit.

Cohort – A group of students whose attendance and or participation can be tracked from the time they started schooling to completion of a full school cycle.

Completion – Finishing a school's full cycle.

Dropout – A student who abandons school before completion of the secondary school cycle.

– A phenomenon in which learners stop going to school before the completion of a full school cycle.

Economic Development – Increase in a country's productivity, structural changes in the economy and general improvement populace and nation.

Economic Value – Ability to create utility /usefulness or to be productive.

Equity – Fair and reasonable way of behaving towards people, so that everyone is treated in the same way.

Gender Disparities – Unfair difference in the treatment of male and female students because of their sex.

Human Capital – A person with his competence ability, knowledge and skills to provide labor in a production process.

Participation – To take part in school's activities.

School – A place where organized, systematic and formal learning takes place.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

In this chapter, the researcher makes assessment of the problem of secondary school dropout in gender perspective and has divided the section under the following topics/sub heading: school girl pregnancy; early marriage; legal, policy and financial constraints; school- related factors; gender disparity in access, participation and completion; community level barriers of girls and boys regarding schooling; voluntary dropout; and finally, global influence on education.

2.2 School Girl/ Early Pregnancy

According to Brown (2012), Kenya is among countries with a high prevalence of teenage mothers worldwide, and 3 in every 10 girls are having babies and disrupting their schooling. Kenya is ranked sixth, among 25 countries selected for the study carried out by the UN's special envoy for global education. The study further reveals that cases of child marriages in some countries are seen as a part of a wider economic strategy, which generates income and assets while reducing the costs associated with raising children. The aforementioned report, by the former UK prime minister entitled, "Out of wedlock, into school: combating child marriage through education," mentions Kenya as a country whereby child

marriages soars during critical periods, a phenomenon christened “drought brides”. The report further reveals that the girls between the ages 15 and 19 are twice as likely to die during pregnancy and child birth compared to their older peers. More so girls aged below 15 years are five times more likely to die.

Siringi (2012), quoting the report asserts that even though the law now allows girls who have given birth or pregnant to go back to school and continue with their education, respectively, social attitudes still create a barrier to re-entry. Stigmatization, bullying, mockery and abuse by teachers, pupils and other parents reduce their self confidence and force them out of school.

Consequently, the pregnant girls may opt to marry or stay out of school to look after their babies, while boys continued with school even if they had impregnated someone (FAWE, 2010 P. 106). The researcher feels that this trend is experienced in most parts of the country, Ugenya included and consequently wants to establish the extent of the problem.

2.3 Early / Child Marriage

The rights of a girl child has received wide attention especially by the United Nations which has set aside a day to mark this important event. According to Daily Nation (2012), “International Day of the girl child was adopted as a resolution in 2011 by the UN General assembly to help galvanize worldwide

enthusiasm for goals to better lives, providing an opportunity for them to show leadership and reach their full potential”. The report further reveals that worldwide girls continue to suffer from “gender stereotypes, discrimination, abuse, violence, exploitation, vulnerability to child marriages and denial of their right to education.” This results to denial of the girls’ opportunity to participate in societal development. (“International Day of the Girl Child”, 2012).

The article further reveals that even though many international human instruments recognize and appeals for gender equality, gender based violence, which include retrogressive practices like child marriages remain major challenges to the attainment of Gender equity and equality.

Further, 30% of girls in developing countries are married before the age of fifteen (GCN , 2012).Early marriages also affect participation of girls in education resulting in vicious circle of poverty, on top of health risks that include HIV/AIDS exposure. KDHS (2008) adds that, women who are well educated and economically empowered are less likely to experience sexual violence. It can therefore be deduced that the reverse is true for the dropouts. Corroborating this assertion, this paper also notes that, education is the panacea to ameliorating negative cultural practices such as early marriages. Education is consequently viewed as an important ingredient to socio-economic and political development and a key prerequisite in achieving vision 2030. The researcher endeavors to

confirm whether the early marriage problem is also felt in Ugenya district and to suggest ways in which it can be addressed.

2.4 Legal, Policy and Financial Constraints Contributing to Dropout

Huggins, Randell and Shirley (2007) supposes the legal and policy framework, which encompasses inadequate government funding for schools and teachers, insufficient financial incentives for girls education and the gap between policy and practice in declarations about girls education as responsible for underachievement and/or incompleteness of secondary schooling. He further cited school fees, uniforms, books, and library and laboratory resources as a challenge especially in the rural areas. The manner and extent which this challenge affects comparatively boys and girls in Ugenya district need to be established.

2.5 School Related Factors Leading to Dropout

Rendell (2009) also cited school related factors leading to dropout, such as curricular that reinforce traditional gender stereotypes, inadequate sanitation facilities, lack of provision of sanitary materials for girls, sexual harassment by male teachers and classmates and insufficient female teachers as role models. Challenges within the school set up, also encompasses the use of unsuitable teaching methods and corporal punishment “Some teachers do not provide conducive learning environment or quality education, they have preferential treatment towards students and some administer heavy corporal punishments.

Such problems generate fear of being beaten or emotionally abused, and thus contribute to the student drop-out (FAWE 2010 P.82).It should be noted that corporal punishment is banned in Kenya through the legal notice of June 2001 (Gazette Notice 2001).

2.6 Gender Disparities in Access, Participation and Completion

Glennester, Kremer, Mbiti and Takavarash (2011) found that among the LDCs ,mostly African countries, including Kenya, high level of attrition rate among secondary school girls impede access to university. According to the study conducted by ASHEWA (2010), girls experience numerous challenges such as financial and social problems related to poverty, which result to their high dropout rate. Some students drop out of school because they have to earn a living, after the death of parents often due to AIDS .Other socio-economic problems affecting youth are connected to alcohol, drugs and sex. The research seeks to find out the magnitude and manner in which these factors affect school girls and boys collectively and/or differently.

2.7 Community Level Barriers of Girls and Boys Regarding Schooling

Community level barriers that affect children between ages 13 and 18 include failure to pay school fees because a parent is not working or deceased. Further, some parents fail to encourage their children to do their school work .More so some parents fail to attend PTA meetings, due to reasons such as apathy

/complacency, negligence or pre-occupation with other socio-economic activities, and this renders them incapacitated to follow up their children's effort and to fully participate in school programmes .In some families ,because of parental illiteracy or poor educational background ,going to school is not seen as important so there is little parental motivation for the children to go to and/or complete schooling. Other reasons include death of parents, attending initiation programmes (especially boys) and dropping out of school to care for sick parents. Further female children were said to drop out of school so as to take care of their siblings when a parent dies of AIDS, (FAWE 2010).

Although the government supports secondary education, some boys resort to drugs/alcohol abuse and abandon school. More so, in most cases, the government or donor support may be forthcoming but does not cover all the schools' expenses such as meals, uniforms and transport, and this may cause or contribute to children dropping out of school (FAWE 2010, P. 67). The study by ASHEWA further reveals that "Many of the problems that the students encounter are related to direct cost which includes responsibilities that have fallen on them or the need to keep up with the cost of living."(FAWE 2010 P.67).These results to child labor especially on menial jobs with exiguous earning, for instance female students may do laundry or become domestic workers to affluent families or boys look after animals, become touts, motorcycle ('bodaboda') operators or fishermen.

2.8 Voluntary Dropout

Drop-out phenomenon may also be voluntary, as students may not prioritize education or lack dedication to their studies or due to indiscipline. This takes place even though their families are capable to fund their education. These are the caliber who seek “freedom” from school, for instance, females when lacking attention from busy parents, seek attention elsewhere and end up being pregnant. Boys may also assume an important role in looking after their siblings. (FAWE, 2010, P.67). The research also intends to find out if there are cases of voluntary dropout, and to what extent this problem is prevalent in girls compared to boys, in Ugenya district.

2.9 Interventions to Dropout Problem

2.9.1 Global Influence on Education

According to the study commissioned and published by Action Aid international Kenya, (2008), on the impact of IMF policies on Education, Health and women’s Rights in Kenya, education training and Research in Kenya are governed by national and international laws, policies and initiatives that education is key in reducing poverty, accelerating human development, achieving rapid and sustainable socio – economic development and facilitating gradual and more integration of the developing world. As a result, several regional and international instruments, which provide for the development and promotion of access, equity and equality of education have been adopted and ratified by countries. Kenya

through the ministry of education and other government agencies, has taken, several steps to meet these international commitments and goals. However, the government has not sufficiently utilized all the opportunities to secure access, equity, standards, quality and relevance in education.

2.9.2 Global / International Effort to Curb Dropout Problem

There have been numerous attempts by the international community and Kenyan government to address the problem of dropout through enactment of various national laws, policies and initiatives. For instance, the UDHR (1979) decrees, in Article 28, that education should be free in elementary and fundamental stages, which in the Kenyan context, refers to primary and secondary schooling. The charter further recommends that technical, professional and higher education should be equitably accessible to all on the basis of merit. More so, UPE was viewed as a practical instrument to ameliorate regional, urban – rural and male – female disparities. Furthermore, education is regarded as a basic need, just like food, clothing, shelter and health care. Consequently, every child /person is entitled to at least a certain level of education regardless of gender or socio – economic background. This level may vary from one country / state to another (Faure et al., 1972, p. 10). It has also been postulated that education is the automatic means of reducing disparities and ensuring social mobility and justice. Consequently universal education would produce social and economic equality in poor societies (Farrell, 1985). Education For All (EFA) ,which is a world – wide

campaign to address educational requirements of children, youth and adults by 2015, has been adopted by the Kenyan government. This stemmed from the world conference which was held in Jomtien, Thailand in 1990 (World Conference on EFA, 1990). The first goal of EFA is the expansion of early childhood care and education. This goal boosts subsequent development of the children, as it emphasizes good foundation of learning.

It is therefore imperative for us to curb this problem, if we are to meet Millennium Development Goals (MDG) especially on universal primary education, and on gender equality. The MDG number two, for instance, is particularly geared towards attainment of universal primary education, targets ‘To ensure that, by 2015, children everywhere, boys and girls alike, will be able to complete a full course of primary schooling. The indicators for this target include net enrolment ratio in primary education, proportion of pupils starting grade one, who reach grade five (approximately equivalent to standard one to eight schooling in Kenya) and literacy rate of 15-24 years old, (MDGR Guidance Notes, 2000, p. 11). Another MDG relevant to this study is MDG number three, which according to MDGR Guidance Note (2000), aims to promote gender equality and empower women. The target was to eliminate gender disparity in primary and secondary education preferably by 2005 and to all levels of education no later than 2015. However, since 2015 is just two years away, it is the researcher’s view that

although there have been some efforts towards this end, remarkable changes which could indicate chances of success have not been achieved.

UNICEF, too, has been struggling so as to attain gender parity in education, culminating in the inauguration of United Nations Girls initiative (UNGEI) as a vehicle to achieve this objective. The organization has also enhanced a program dubbed '25 by 2005' participation strategy to ensure there is gender equity in education within 25 different countries mainly developing such as Kenya, Mali, Mozambique, Niger, Nepal and Bangladesh. Further, GEM, which is a grassroots strategy to empower girls through education and sensitize communities on the need to take children to school, was initiated in 2001 (UNICEF, 2001).

2.9.3 Efforts by the Kenyan Government to Curb School Dropout

The free primary education and subsidized secondary education policies inaugurated by the government of Kenya in 2003 and 2007 respectively and later reinforced by compulsory primary education as provided by the new constitution promulgated in August 2010 led to tremendous rise in enrolment rate in both primary schools and secondary schools and also by both genders (boys and girls). Learners, particularly those from low socio-economic backgrounds, obtained the opportunity to participate in education due to this scheme (Ministry of Education Report, Feb 2005). Despite this landmark achievement by the government in commitment to Dakar declaration on education for all (EFA) and universal

primary education (UPE) and millennium development goals (MDG), there is still wastage and less than 100% participation, retention, and transition due to students / pupils dropping out of school (Gathigah , 2010, p.1).

Thus Universal primary education (UPE) policy in the form of fee abolition has become an effective way of realizing education for all (EFA) program in many African countries since 1990. The third goal is to promote gender equality and empower women. It aims to ‘eliminate gender disparity in primary and secondary education and to all levels of education no later than 2015 (MDGR Guidance Notes, 2000).

The ministry of education has attempted to intervene and ameliorate this situation by incorporating adolescent reproductive health / sexual education and life skills education into the school curriculum. There has also been effort by NGOs such as FAWE, which has been conducting seminars/workshops on adolescent reproductive health, as well as financing girls’ education. More so the government has decreed that girls dropping out of school due to pregnancy, have chance to return back and continue with their education. Education budget accounts for over thirty five percent of the annual expenditure of developing countries. The high percentage of budgetary allocation to education sector in the developing countries attest to the importance that these countries attach to education in National Development, as reported by Wanjohi (2002, p. 1). However, there

could be variations from this generalization, but it is important to note that expenditure on education accounts for a significant portion of these countries' resources. For instance, in Kenya this year's budget (2012/2013), education sector has been allocated 233.1 billion which is 16 percent of the total budget of 1459.9 billion. This is a pointer that the government is committed to advance education sector, in terms of participation, retention, transition and completion (Obura, 2012). Among the allocation, Kenya shillings 8.3 billion is earmarked for FPE, 19.7 billion for FDSE, 1.6 billion for ECD, 118.7 billion for teachers' salaries and 84.8 billion for other projects, including Research ("Know where your tax money is going" 2012).

The government has also come up with affirmative action for the girl students, because they are more vulnerable in most cases, and as such quota systems should be adopted to cover them. There is further need to strengthen sexual and reproductive health education so as to discourage unwanted pregnancy which is the major cause of dropout among girls. According to Wanjohi (2002), the wastage problem in schools in Kenya has raised concern to the government, educators and other stakeholders in general. Consequently, the Eighth National Development Plan (1997-2001) pointed out that one of the problems faced in educational system is the completion rate.

2.10 Theoretical Framework

Theoretical framework can be defined as a process of identifying a core set of connectors within a topic and showing how they fit together or are related in some way to the subject. Hence it involves the grouping of thoughts and theories related to a research question, into themes that frame the subject (Mc Griff, 2012).

According to Olaniyan and Okemakinde (2008), human capital refers to the stock of competences, knowledge and personality attributes embodied in the ability to perform labor so as to produce economic value. It is the attributes gained by a worker through education and experiences.

Human Capital theory was originally attributed to Adams Smith in his book ‘The Wealth of Nations’ in 1776. He defined four types of fixed capital, namely: useful machines, instruments of the trade; buildings as means of procuring revenue; improvements of land and human capital.

The scope of this thesis is limited to human capital which he described as “The acquired and useful abilities of all the inhabitants or members of the society. The acquisition of such talents, by the maintenance of the acquirer during his education, study or apprenticeship, always costs a real expenses, which is a capital fixed and realized, as it were, in his person. Those talents, as they make a part of his fortune, so do them likewise that of the society to which he belongs.

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

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

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

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

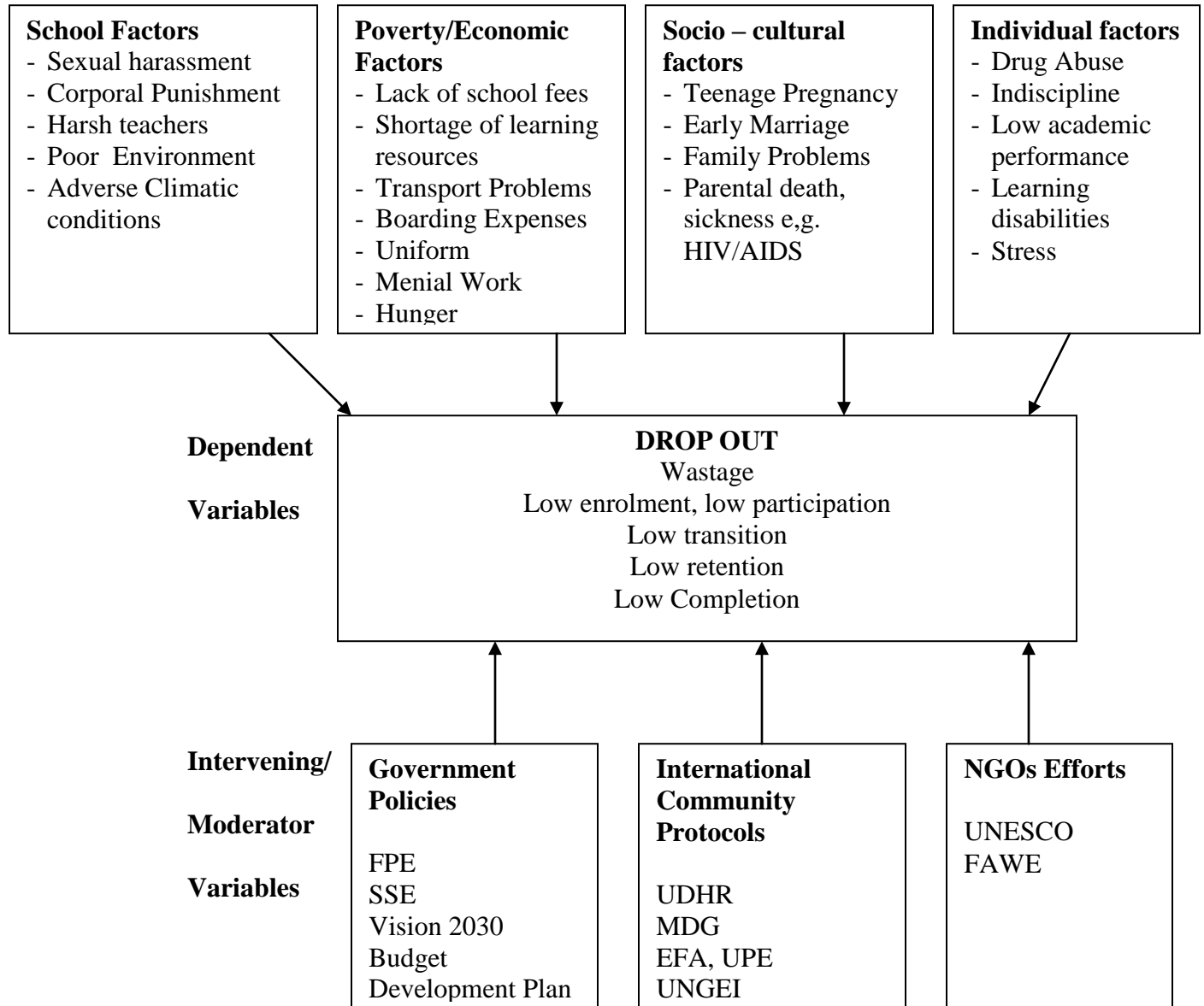
Further, he or she cannot tap technological advancement in production or agriculture and in business. The individuals earning therefore remain exiguous and this can be corroborated by postulation that a year in high school adds more than 10% to an individual income (Goldin, 1990). It is therefore imperative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

not make good decision on issues that relate to his or her life as an individual and that of the society.

2.11 Conceptual Framework

According to Smyth (2004), conceptual frameworks are diagrams that are structured from a set of broad ideas and theories that help researchers to properly identify the problem they are looking at, frame their questions and find suitable literature.

Figure 2.1: Conceptual Framework



Source: Review of related literature

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter covers the procedures and methods of data collection. The research will mainly be conducted through questionnaires. Further, there will be selection of sample institutions (secondary schools) which would be visited, questionnaires filled in, then followed by focus (target) group discussions and interviews. The following subsection constitutes this chapter: Research design, location of study, population of the institutions, sample and sampling procedure, research instruments, piloting, data collection and data analysis.

3.2 Research Design

The study will apply a descriptive survey design to investigate and compare the rates of dropout among girls and boys from secondary schools in Ugenya district. Wandera (2007 p.20) notes that the design is suitable for gathering information, summarizing, presenting and interpreting data.

3.3 Location of the Study

The research will cover selected secondary schools in Ugenya district in Siaya County. Ugenya district consists of Ukwala and Sihay divisions.

3.4 Target Population

The study targets 20 secondary schools students, ten principals, as well as ten teachers, and will form generalization concerning other schools in the area.

The following are categories of secondary schools in the district:

Mixed day – 18.

Girls schools – three.

Boys school – two.

Mixed day and boarding – two.

In total, there are 25 secondary schools in Ugenya district. All are public schools as the district does not have even a single private secondary school. The students who started secondary school in 2010 would be investigated as they are expected to have reached form 4 by 2013.

3.5 Sample and Sampling Procedures

The researcher will apply probability sampling, specifically, stratified sampling and subsequently, simple random sampling. Probability sampling is a method of selection where all the items in the population have a calculable probability of being selected, (Taylor, Sinha and Gloschal 2008 p. 45). The method has an advantage that enables the study to measure the degree of confidence in any estimates made from the sample data. At the first stage of sampling, stratified sampling will be used. It is a method in which the researcher may be able to employ their pre-existing knowledge regarding the degree of what is being

studied in the population and sampling them into two or more homogenous strata to get two or more precise estimates that could be combined to acquire a more precise estimate of the whole population. The method is also suitable when respondents are scattered and yield a more representative sample, (Taylor, et al, 2008). The researcher intends to sample the schools as shown in the table below.

Table 3.1: Determination of Sample Size

Type of Schools	Population	Sample
Boys' schools	2	1
Girls' schools	3	1
Mixed day schools	18	7
Mixed day & Boarding	2	1
Total	25	10

The sample frame will thus be ten and the sample- population proportion is $10/25$, $1:2.5$, 0.4 or 40% . The researcher has resolved so, because the larger the sample size, the more precise the sample, that is, the closer the data will match that from the population. More so, an increase in either accuracy or confidence (or both) will always require a large sample, (Sampling, n.d. p.1). The choice of the sample size is further guided by Cohen and Manion (1984, p. 104) who assert that a sample size of 30 is desirable for statistical analysis, although techniques are available for the analysis of samples below 30.

The second stage will involve simple random sampling. Taylor et al., (2008), further define random sampling as sample that is taken such that every item in the population defined in the research has an equal chance of being selected. The researcher will use simple random sampling, that is, the one that do not require replacement of the item picked from the draw. The main advantage of this technique is that it guarantees that the sample chosen is representative of the entire population, thus ensures that statistical conclusions are valid.

3.6 Research Instruments

The data will be collected using questionnaires, whereby a standard list of questions relating to the particular investigation is prepared (Saleemi 2009, p. 12). There will be one for each principal of the schools under investigation and separate ones for the class teachers and students of form fours. Ten copies will be issued to the principals/ head teachers and to the class teachers of form four and 20 to students, so as to obtain data on enrolment, completion or dropout among the students.

Questionnaires have the advantage of being straight forward and an appropriate way of collecting information needed from numerous respondents. It is also a sensible way of finding out about peoples' attitudes and opinions (Taylor et al., 2008, p. 87). The questions forwarded will both be closed and open ended because these suit statistical analysis.

This method is suitable to the study, especially, because it is appropriate to gather information from extensive area. More so it is relatively cheaper and fast method of collecting data (Saleemi 2009, p. 14).

3.7 Piloting

To ensure that validity and reliability of questionnaires are heeded to, two schools that are not part of the sample of the main study will be selected for piloting. As noted by Wandera (2007 p.24), piloting is a small preliminary investigation that is conducted to develop and test measures or procedures that will be used in the research study.

3.8 Data Collection Procedure

The researcher aims to obtain permission to undertake the research, from the National Council of science and technology, the ministry of education, as well as from the University Of Nairobi. Further, a letter will be obtained from the District education officer of Ugenya, before the questionnaires are administered to the principals and teachers (form 4's class teachers).

3.9 Data Analysis

The data collected from the field will be coded and categorized using frequency distribution tables and percentages, which will be in line with the questionnaire items (Nyaga, 2010). Frequency tables, bar graphs and pie charts will be used to

analyze quantitative data. On the other hand, responses to open –ended questions (qualitative data) will be organized in order and groupings that correspond to research question.

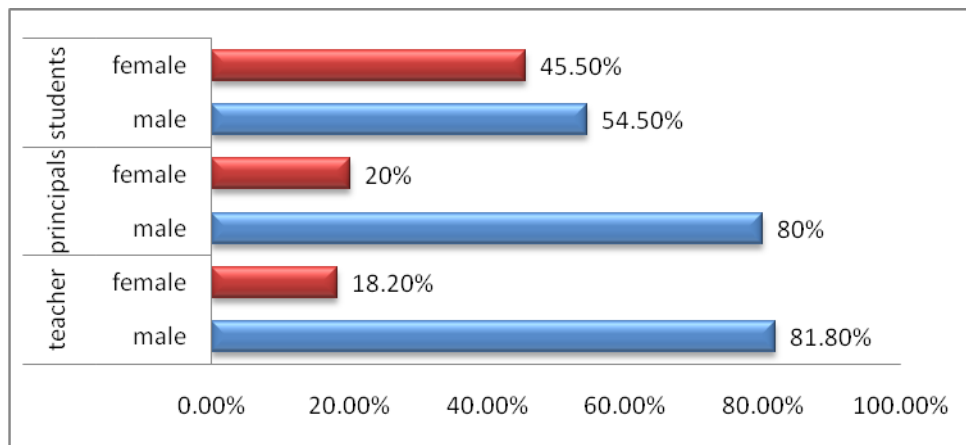
Further, Statistical Package for social sciences (SPSS) program will be used more analysis. Finally, interpretations, conclusion and recommendation will be made based on the findings of the research.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

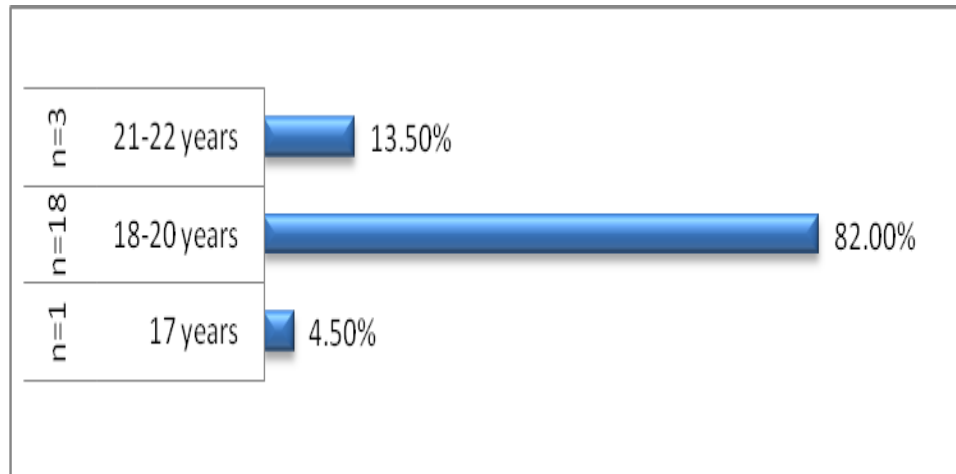
In this chapter, analysis of results have been presented based on the following objectives; find out the factors that lead to dropout from secondary school among boys and girls, determination of the gender that is mostly affected by dropout problem and possible suggestions on ways of retaining learners until completion.

Figure 4.1.: Gender of Respondents



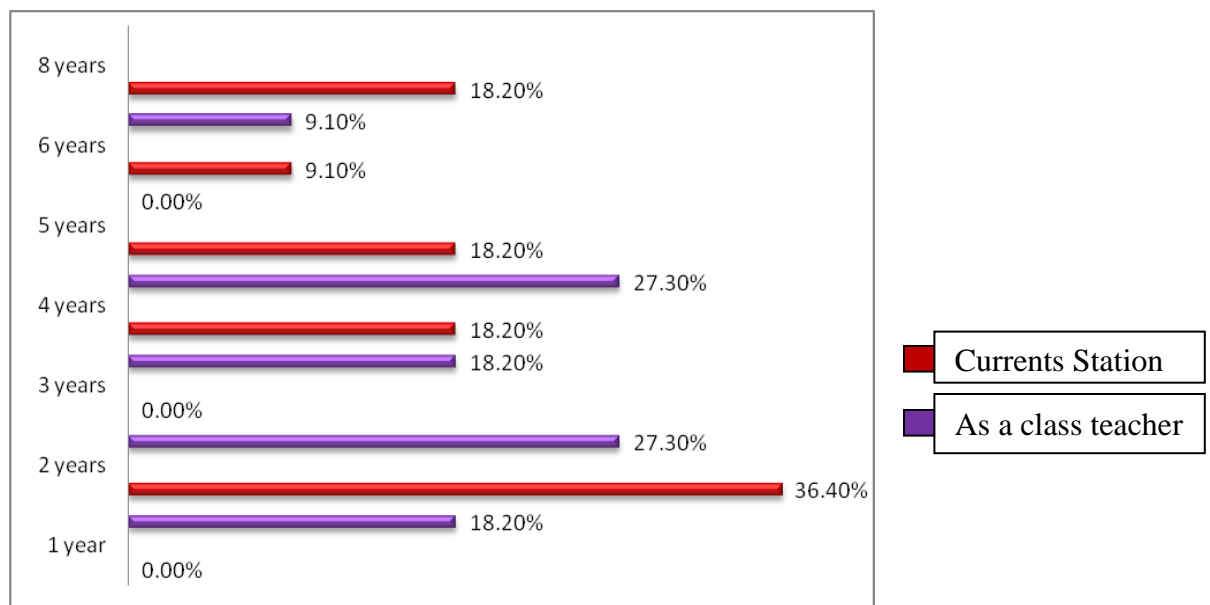
Findings show that more male teachers 81.8% (f=9) than females teachers 18.2% (f=2) participated in the study. The study findings show that 22 students participated in the study out of which 54.5% (f=12) were males while 45.5% (f=10) were female. Findings indicate that there were more male teachers, principals and even students than females in the study.

Figure 4.2: Age of Respondent



Study showed that 82.0% of the form four students were aged between 18 and 20 years, 13.5% were aged between 21 and 23 years while one was 17 years accounting for 4.5%. Study findings indicate that over three quarters of the students were aged between 18 and 20 years.

Figure 4.3: Teachers' Period of Stay



Findings showed that more teachers had stayed in their current station for two years while 18.2% had stayed in their current station for about four to eight years. The results further revealed that 72.8% (f=8) of the teachers had stayed in their current stages for at most five years.

The result in figure 4.3 above show that 27.3% (f=3) had been class teachers for either two or four years while 18.2% (f=2) had been class teachers for one or three years.

More so the findings of the study revealed that over a half of the class teachers had been class teachers for over four years with the majority being in their present stations for over 2 years. This experience makes them understand the challenges facing male and female students better. Additionally, their experience makes the class teachers better placed to give proper guidance to enhance retention of male and female students in school (MOEST 2001).

On the other hand, Murithi (2006) observed that job satisfaction increase with experience. Therefore majority of teachers have more work experience which makes them create and sacrifice more of their time in handling factors leading to drop out among female students. These teachers can also give more counseling to the female students.

Table 4.1: Type of School

	Day		Day/boarding		Boarding		Total	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Boys	-	-	-	-	1	10	1	10
Girls	1	10	-	-	1	10	2	20
Mixed	7	70	1	10	-	-	8	80
Total	8	80	1	10	2	20	11	100

The study involved one boys' boarding school (10%), two girls' school, one day (10%) and one boarding (10%), eight mixed schools, seven day (70%) and one day/boarding (10%). The study findings revealed that 70% of the schools in the study were mixed day school.

4.2 Causes of School Dropout among Boys and Girls

In trying to find out the causes of school dropout among boys and girls in public secondary schools in Ugenya District, the opinion of the students, the class teachers and the school principals were sought. The students' opinion was sought on causes of dropout among their siblings and their colleagues. The following were the responses as shown in Table 4.1 and Table 4.2

Table 4.2: Causes of Siblings Dropout

	Boys		Girls		Both	
	(f)	(%)	(f)	(%)	(f)	(%)
Pregnancy	-	-	4	18.2	-	-
Marriage	-	-	-	-	-	-
Death of Parents	1	4.5	-	-	-	-
Sickness of Parents	1	4.5	2	9.1	2	9.1
Lack of school fees	6	27.3	4	18.2	3	13.6
Indiscipline and Drug abuse/alcohol	3	13.6	1	4.5	1	4.5
Family Responsibility	-	-	-	-	2	9.1
Low academic Performance	6	27.3	1	4.5	3	13.6
Stress	3	13.6	1	4.5	-	-

Findings in the Table 4.2 show that 18.2% (f=4) attributed girls dropout exclusively to pregnancy while for boys 4.5% (f=1) attributed dropout exclusively to death of parents.

On the other hand, dropout was also attributed to lack of school fees by 27.3% (f=6) of boys and 18.2% (f=4) of girls and 13.6% (f=3) both. Dropout was also due to indiscipline and drugs and alcohol abuse as evidenced by 13.6% (f=3) for

boys, 4.5% (f=1) for girls and 4.5% (f=1) for both boys and girls. Dropout due to family responsibility was accounted for both boy and girl by 9.1% (f=2) of the respondent. Findings also show that 27.3% (f=6) of the boys 4.5% (f=1) of the girls and 13.6% (f=3) of both boys and girls dropped out of school due to poor performance while 13.6% (f=3) and 4.5% (f=1) of boys and girls respectively dropped out of school due to stress.

Study findings therefore revealed that more respondents accounted boys dropped out of school to lack of school fees (27.3%), indiscipline and alcohol/drug abuse (13.6%), poor performance (27.3%) and stress (13.6%). However, more respondents attributed girls' dropout to sickness of parents (9.1%) and pregnancy (18.2%).

Findings therefore revealed that while reason for dropout affected both boys and girls, boys had numerous reasons for dropping out of school compared to females whose reasons were limited to pregnancy and sickness of parents. The findings concurred with that of Wanyoike (2003) who pointed out that the students peer groups if not guided can lead to devastating results like engage in drugs and substance abuse, early sex and then get to dangerous diseases like HIV and AIDS and early pregnancies. This leads to students dropping out of school.

Further, Mutambai (2005) revealed that the problem of school pregnancies is related to rape and sexual harassment since there are reported cases of girls 14 - 18 years, dropping out of school every year due to pregnancy and this sometimes leads to early marriages.

Table 4.3: Cause of Colleagues Dropout

	Boys		Girls		Both	
	(f)	(%)	(f)	(%)	(f)	(%)
Pregnancy	-	-	16	72.2	-	-
Marriage	-	-	3	13.6	-	-
Death of Parents	2	9.1	2	9.1	2	9.1
Sickness of Parents	-	-	-	-	1	4.5
Lack of school fees	3	13.6	4	18.2	8	36.4
Indiscipline and Drug						
abuse/alcohol	7	31.8	2	9.1	2	9.1
Family Responsibility	-	-	-	-	2	9.1
Low academic						
Performance	2	9.1	3	13.6	7	31.6
Stress	-	-	2	9.1	2	9.1

In an attempt to establish the causes of dropout among the colleagues, the respondents indicated that 72.2% (f=16) and 13.3% (f=3) of the female colleagues dropped out of school due to pregnancy and marriage respectively.

While both boys and girls colleagues dropped out of school due to lack of school fees, more respondents indicated that 18.2% (f=4) of the girls and 13.6% (f=3) of the boys also dropped out of school due to fees problem.

Furthermore, 9.1% (f=2) of both boys and girls dropped out due to indiscipline, more boys 31.8% (f=7) than girls (9.1%) were noted to have dropped out of school due to indiscipline.

Findings also show that respondents indicated that while both boys and girls dropped out of school due to low academic performance, more girls (13.6%) than boys (9.1%) were known to have dropped out of school due to low academic performance.

While stress affected both boys and girl as evidenced by 9.1% of the respondents, comparatively, only girls were shown to be affected by stress.

The findings revealed that more girls dropped out of school due to pregnancy (72.2%), marriage (13.6%), lack of school fees (18.2%) and low academic performance.

More boys dropped out of school due to indiscipline and drug/alcohol abuse (31.8%). While concurring with the study findings, Fatuma and Sifuna (2006) attributes high drop out among girls due to pre-marital pregnancies which were characterized by frequent sexual harassment particularly in unaided harambee schools. They also reported cases of teachers preying on female students, threatening to fail them or publicly humiliating them to prod them in sexual relationships. Teachers are reported to reward female students who “co-operate” with grades and tuition fees waivers, (Abagi, 1992). Such students end up being frustrated if they don’t comply or if they do, they may be victims of early pregnancy and tend to withdraw from school prematurely. This is also supported by Wanyoike, (2003) and Wrigley (1995). Ngwe’no (1994) observed that early withdrawal from school by girls due to pregnancy is a sexist’s societal attitude manifested in gender insensitive pregnancy policies, which the study intends to highlight.

The study also sought the opinions of teachers on the causes of school dropout among boys and girls in public secondary schools in Siaya District. Teachers’ responses were as in Table 4.2.3.

Table 4.4: Class Teachers' Views on Causes of School Dropout

	Boys		Girls		Both		Total	
	(f)	(%)	(f)	(%)	(f)	(%)	(f)	(%)
Personal/Individual factors								
Pregnancy	-	-	9	81.8	-	-	9	81.8
Early Marriage	-	-	5	45.5	-	-	5	45.5
Poor Health	3	27.3	1	9.1	1	9.1	5	45.5
Orphans	3	27.3	1	9.1	2	18.2	6	54.5
Drug/Alcohol Abuse	4	36.4	1	9.1	-	-	5	45.5
Indiscipline	4	45.5	2	18.2	-	-	7	71.4
Negative poor Influence	6	54.5	1	9.1	-	-	7	71.4
Financial /Economic Constrains								
Lack of School fees	2	18.2	2	18.2	4	36.4	8	72.7
Menial jobs/Child labour	2	18.2	2	18.2	1	9.1	5	45.5
Family Responsibility	2	18.2	1	9.1	4	36.4	7	63.6
School Related Factors								
Poor Performance	2	18.2	1	9.1	2	18.2	5	45.5
Expulsion or Suspension	3	27.3	1	9.1	1	9.1	5	45.5
School Dislike	1	9.1	1	9.1	1	9.1	3	27.3
Long Distance to School	1	9.1	1	9.1	-	-	2	18.2
Gender Violence	-	-	2	18.2	-	-	2	18.2
Inadequate Learning Facilities	-	-	2	18.2	-	-	2	18.2
Hostile teacher	-	-	2	18.2	-	-	2	18.2
Community Related Factors								
Death of Parents	5	45.5	2	18.2	3	27.3	10	90.9
Sickness of Parents	2	18.2	2	18.2	2	18.2	6	54.5
Parental Illiteracy	1	9.1	3	27.3	1	9.1	5	45.5
Sibling care	-	-	4	36.4	1	9.1	6	54.5
Social bias/Gender Discrimination								
Preferential treatment	-	-	4	36.4	1	9.1	5	45.5

With respect to personal/ individual factors, study findings show that 81.8% (f=9) and 45.5% (f=5) of the class teachers reported that girls dropped out of school due to pregnancy and early marriage respectively.

Study findings also show that more class teachers indicated that poor health and orphanhood 27.3% (f=3); 9.1(f=1), drugs/alcohol abuse 36.4% (f=4); 9.1% (f=1), indiscipline 45.5% (f=5); 18.2% (f=2) and negative poor influence 54.5% (f=6); 9.1%(f=1) affected boys more than girls respectively.

Research findings indicates that while four in five class teachers indicated that girls dropped out of school due to pregnancy and half attributed dropout to early marriage, over a third of the class teachers indicated that boys dropped out of the school due to poor health, orphan hood, drug/ alcohol abuse, indiscipline and negative peer influence.

On financial/ economic constrains, research findings show that class teachers reported that both male and females 36.4% (f=4) dropped out of school due to lack of school fees and also due to family responsibilities 36.4% 9f=4).

On school related factors, while both 18.2% (f=2) dropped out of school due to poor performance, more teachers 18.2% (f=2) reported that dropout was due to poor performance compared to report for girls 9.1% (f=1). More teachers 27.3% (f=3) reported that boys dropped out of school due to expulsion or suspension compared to 9.1% (f=1) attributing it to girls.

On the other hand, 18.2% (f=2) of the teachers reported that gender violence, inadequate living facilities and hostile teachers only caused girls to drop out of school.

On community related factors, while 27.3% (f=3) of the teachers indicated that death of parents affected both boys and girls, more teachers 45.5% (f=5) indicated that death of parents affected boys compared to girls as reported by 18.2% (f=2) of the teachers. However, more teachers 27.3% (f=3) and 36.4% (f=4) reported that parental illness and siblings care caused girls to drop out of school with the latter being a reserve for girls.

On social bias/ gender discrimination, 36.4% (f=4) of the teachers reported that girls were the main gender affected with only 9.1% (f=1) attributing it to both boys and girls.

While concurring with the findings, a study by Gogo (2006) conducted in Rachuonyo District, revealed that 57.69% of the parents could not be able to pay school fees due their low income while the strategic Plan for ministry of education 2006-2011 indicates that cost of education in secondary schools accounts for 30% of the total youths out of school. According to Graham (1998), dropout rates primarily for financial reasons are much higher for children of poor families.

The income in households is low and many parents find it difficult to provide a day's meal for their families. Accordingly, attending a school function or getting involved in a child's education concerns is not a priority in these poverty-stricken homes. Such parents due to poverty are unable to pay fees and to buy uniform for their children and they may force them to drop out of school (Republic of Kenya, 2001:91).

While agreeing on sickness and death of the parents, Coombe (2000:5) drew attention to "the reality of the impact of the HIV/AIDS" on education. She warns that HIV/AIDS reduces the number of parents who are twenty to forty years old, increases the number of orphaned children, deepens poverty and negatively affects school enrolment rates. Coombs adds that, "Dropouts due to poverty, illness, lack of motivation and trauma are set to increase along with absenteeism among children who are heads of households," those who are helping to supplement family income and those who are ill. Parents who are faced with the problems related to the pandemic have little time to become actively involved in their children's education (Bridgemohan, 2002:75). The study also sought the opinions of the principals on the causes of school dropout among boys and girls in public secondary schools in Siaya District. Principals' responses were as in Table 4.4

Table 4.5: Principals Views on Causes of School Dropout among Boys and Girls

	Boys		Girls		Both	
	(f)	(%)	(f)	(%)	(f)	(%)
Pregnancy	-	-	8	80	-	-
Marriage	-	-	3	30	-	-
Legal, policy constraints	1	10	1	10	-	-
Financial/economic factors	1	10	3	30	6	60
Community/ family factors	1	10	2	20	2	20
Indiscipline and Drug abuse/alcohol	4	40	2	20	-	-
School Related factors	-	-	1	10	4	40

The study show that only girls drop out of school due to pregnancy (80%), marriage (30%) and school related factors (10%). Findings also show that more girls (30%) dropped out of school due to financial or economic factors compared to boys (10%).

Study findings show that while both boys and girls dropped out of school due to financial and economic factors (60%), community and family factors (20%) and school related factors (40%), the opinion of the principals on the factors that lead to dropout show that more boys (40%) were indisciplined and used drugs and alcohol compared to girls (20%). However, more girls dropped out of school due to financial and economic factors (30%) compared to males (10%). More girls (20%) also dropped out of school due to community and family factors compared to boys (10%).

The study findings revealed that more girls drop out of school due to pregnancy, marriage financial or economic factors and community or family factors while more boys drop out of school due to indisciplined or alcohol or drug abuse.

While concurring with the study findings, the study by Osodo (2010) on the socio-economic factors that affect the promotion of secondary education established that pregnancy and early marriage negatively affect enrolment in Ugenya District and suggested the need for education managers to be at the center of community awareness campaigns and affirmative action for gender equity in accessing Secondary education. The findings also concurred with the findings by Onyango (2005) and Sang (2007) conducted in Nandi and Kuria Districts respectively which revealed that early pregnancies and marriages were the social factors contributing to secondary school dropouts. Wanyoike (2003) while

conforming to the study findings states that some students who drop-out of school especially girls end up in early marriages and prostitution. However survey carried out among Samburu community indicates that girls are forced to early marriage at a tender age of 13 years. Threats of curses befalling those who refuse to get married make it difficult for girls to resist early marriages. Some continue with schooling after marriage but when they get pregnant they have to quit school (Wanyoike, 2003). Adu (2007) also observed that child labour was rampant in miraa, tea and coffee growing areas in Meru, Embu and Meru North. Lack of economic alternatives in the labour market is a factor that influences girls to drop-out of school prematurely. Many girls perceive marriage as an escape from family poverty (Wamahiu, Opondo & Nyagah 1992). Girls sometimes offer to go and work as house helps so as to raise money for their brothers education (Wanjiru, 2007).

4.3 Dropout Rates on Gender

In trying to find out the rate of school dropout among boys and girls, in public secondary schools in Siaya District, the opinion of the students, the class teachers and the school principals were sought. The students' opinion was sought on siblings and colleagues dropout rate. The following were the responses as shown in Table 4.45 and Table 4.5.

Table 4.6: Siblings Dropout by Gender

	One		Two		Three		Four		Six		n/a	
	f	%	f	%	f	%	f	%	f	%	f	%
Boys	5	22.7	4	18.2	-	-	-	-	2	9.1	11	50.0
Girls	7	31.8	-	-	2	9.1	2	9.1	2	9.1	9	40.9

The study findings in Table above show that five boys (22.7%) and seven girls (31.8%) had one of their siblings dropping out of school. Two boys (9.1%) and two girls (9.1%) had six of their siblings dropping out of school. Additionally, 50% of the boys and 40.9% of the girls had none of their siblings dropping out of the school.

The study findings revealed that half of the boys and two thirds of the girls had at least one of their siblings dropping out of schools. It then implies that more females had their siblings dropping out of school.

Table 4.7: Colleagues Dropout

	Total		Boys		Girls	
	f	(%)	f	(%)	F	(%)
1-5	12	54.6	6	13.5	6	13.5
6-10	5	22.7	-	-	5	22.7
11-15	4	18.2	1	4.5	3	13.5
16-20	1	4.5	-	-	1	4.5

Research findings show that 54.6% (f=12) of the respondents had between one and five of their colleagues dropping out, 22.7% (f=5) having between six and ten of their colleagues dropping out, 18.2% (f=4) had between 11-15 of their colleagues dropping out while 4.5% (f=1) had 16-20 of their colleagues dropping out of school.

Finding of the study revealed that over a half (over 50%) of the respondents had between one and five of their colleagues dropping out of school. On the other hand, findings show that 13.5% (f=6) of the respondents indicated of being aware of between one and five of both their boys and girls colleagues dropping out of school. Six to ten dropouts known to 22.7% (f=5) of the respondents were girls. Eleven to fifteen of the dropouts known to 4.5% (f=1) were boys while known to 13.5% (f=3) were girls. Dropouts known to 4.5% (f=1) of the respondents were girls.

Findings of the study indicate that 15 in 22 of the respondents believed that more of their girls colleagues dropout of school between 2009 and 2012.

In an attempt to establish the opinion of teachers on the dropout rate among boys and girls, information on class enrolment, mostly affected gender and cohort dropout rates were noted. The results were as shown in Table 4.6, Table 4.7 and Table 4.8.

Table 4.8: Class Total Enrolment

No. of students	Boys		Girls	
	(f)	(%)	(f)	(%)
1-10	0	.0	2	18.2
11-20	2	18.2	4	36.4
21-30	5	45.5	3	27.3
31-40	1	9.1	0	.0
41-50	1	9.1	0	.0
Over 50	-	-	1	9.1
Total	9	81.9	10	91.0

Findings show that 18.2% (f=2) of the teachers reported that their classes had a class size of 1-10 students and were only girls and a class of over 50 students who were all girls was reported by 9.1% (f=1) of the teachers.

Findings also show that 9.1% (f=1) of the teachers revealed that their classes has 31-40 students and 41-50 students each and both had male students only.

In a class size of 21-30, findings revealed that 45.5% (f=5) of the teachers had boys in their classes while 27.3% (f=3) had girls in their classes. Similarly in a class size of 11-20, research revealed that 18.2% of the class teachers revealed that the classes had boys while 36.4% (f=4) of the class teachers indicated that their classes had girls.

Study findings revealed that in a mixed school with a class size of 1-10 students at least one class had only female students. Additionally, school with a class size of either 31-40 or 41-50 is supposed to be a mixed school yet it has only male students in form four.

Table 4.9: Mostly Affected Gender

	(f)	(%)
Boys	5	45.5
Girls	4	36.4
Both	1	9.1
Total	10	91.0

Study findings revealed that 45.5% (f=5) of the class teachers indicated that boys were mostly affected by cases of absenteeism, 36.4% (f=4) of the class teachers reported that it was the girls that were mostly affected by the problem of absenteeism while 9.1% (f=1) reported that both boys and girls were affected by the problem of absenteeism

Findings revealed that more boys were affected by cases of absenteeism compared to girls.

The head teachers views were also sought on the school dropout rates and the findings were given based on the enrolment trend and dropout rates. The findings are as shown in the Table 4.10 below.

Table 4.10: Enrollment Trends

Year	Boys Only	Girls only	Mixed		Total	
			Boys	Girls	Boys	Girls
2009	120	201	477	331	597	331
2010	112	197	450	357	562	556
2011	92	184	455	331	547	515
2012	88	165	442	311	530	476
Dropout	32	36	35	20	67	52
Dropout Rate	.27	.18	.07	.06	.11	.16

The study findings show that school dropout between 2009 and 2012 was 32 in boys' only schools and 36 in girls' only school. In mixed school, a total of 35 boys and 20 girls dropped out of school. In effect, 67 boys and 52 girls dropped out of school indicating that more girls appeared to have dropped out of school in the period.

Study findings also show that while dropout rate among boys' schools was .27, .18 among girls' school and .13 in mixed school. The total boys dropout rate was .11 while total girls dropout rate was .16 indicating that dropout rate among girls was higher than that of boys. The findings agreed with study findings by Fatuma

and Sifuna (2006) who noted that there was high drop out among girls compared to boys (5.1 % and 4.6 % respectively) nationally. This was attributed to pre-marital pregnancies whereby most of these pregnancies involved teachers.

Additionally, an educational brief of 2006 indicated that an investigation was being done in a primary school in Nyanza after eight girls dropped out of school due to pregnancy in one year (Daily Nation, 2006). This is also supported by Abagi (1992) in his report on gender gap in education and emerging democratic society in Kenya.

4.4 Curbing Strategies for Dropout

In trying to find out the strategies for curbing dropout among boys and girls, in public secondary schools in Siaya District, the opinion of the class teachers and the school principals were sought. The teachers' opinion was sought and the responses were as shown in Table 4.9 and Table 4.10.

Table 4.11: Suggestion for Curbing Dropout

	(f)	(%)
Creation of Intervention Programmes	3	27.3
Provision of personal effects	1	9.1
Guidance and counseling services	4	36.4
Education on children rights and gender equality	1	9.1
Total	11	100.0

Study findings show that class teachers reported that creation of intervention programmes 27.3% (f=3), provision of personal effects 9.1% (f=1), guidance and counseling services 36.4% (f=4) and education on children rights and gender equality 9.1% (f=1) would be the best interventions necessary for curbing dropout among boys and girls in their classes.

Study findings revealed that over a third of the class teachers indicated that guidance and counseling services were the best means for curbing dropout among the students while about a quarter believed that creation of intervention programmes would be the best measure to curb dropout.

Table 4.12: Measures Employed by Class Teacher

	(f)	(%)
Guidance and Counseling	5	45.5
NGO Involvements	3	27.3
Awareness Programmes	2	18.2
Total	10	90.9

Findings of the study show that while 45.5% (f=5) of the class teachers employ guidance and counseling as an intervention measure for curbing dropout, 27.3% (f=3) involved NGOs as 18.2% (f=2) employed intervention programmes.

Research findings indicate that close to half of the form four class teachers employed guidance and counseling services as measures to curb dropout among the form four students.

The opinion of the head teachers was sought on the measures for curbing dropout and the measures employed by the school to curb dropout and the responses were as shown in Table 4.11 and Table 4.12

Table 4.13: Principals Opinion on Curbing Dropout Problem

	(f)	(%)
Provision of CDF and MOHEST bursary	2	20
Open days for form 4	1	10
Enhanced Guidance and counseling services	6	60
Awareness program among the students	2	20

The study findings show that the opinion of the principals was that provision of CDF and MOHEST bursaries (20%), conducting open days for form fours (10%), enhancing guidance and counseling services (60%) and promoting awareness program among the students would help to curb dropout problems among boys and girls in secondary schools in study.

Additionally, study findings show that 60% of the principals had adopted interventions to help curb dropout problems among both boys and girls in their schools.

Table 4.14: Schools' Measures to Curb Dropout Problem

	(f)	(%)
Insisting on bursary application	1	10
Supporting guidance and counseling department	2	20
Solicit for NGO support	1	10
Provision of sanitary towels for girls	2	20
Total	6	60

Study findings show that insisting on bursary application (10%), supporting guidance and counseling department (20%), soliciting NGOs support (10%), provision of sanitary towels for girls (20%), were some of the measures undertaken by the principals to curb problem of dropout in the schools.

In concurring with the need to curb dropout, Bingeon (2005) recommended the need to change behaviour pattern which involves significant cultural changes in order to curb girls' sexual harassment. Fatuma and Sifuna (2006) recommended the curriculum to address the need of girls who acts the role of mothers and the gendered thinking in education material of practice. Moreover recommendations on girls to enroll back to school and provision of bursary to needy girls are also contained in Gender Policies (MOE, 2008). The challenge is proper implementation of gender policies in education system and proper allocation and award of bursaries to the needy girls.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, summary of the findings have been presented for the research document and conclusion drawn from the study as well as recommendations based on the study findings and suggestions for further studies.

5.2 Summary of the Study

Findings indicate that there were more male teachers, principals and even students than females in the study and that over three quarters of the students were aged between 18 and 20 years. Over a half of the class teachers had been class teachers for over four years with the majority being in their present stations for over 2 years. Study findings also revealed that 70% of the schools in the study were mixed day school and that more respondents accounted boys dropped out of school to lack of school fees (27.3%), indiscipline and alcohol/drug abuse (13.6%), poor performance (27.3%) and stress (13.6%). However, more respondents attributed girls' dropout to sickness of parents (9.1%) and pregnancy (18.2%).

The findings also revealed that more girls dropped out of school due to pregnancy (72.2%), marriage (13.6%), lack of school fees (18.2%) and low academic performance.

While four in five class teachers indicated that girls dropped out of school due to pregnancy and half attributed dropout to early marriage, over a third of the class teachers indicated that boys dropped out of the school due to poor health, orphanhood, drug/ alcohol abuse, indiscipline and negative poor influence. Findings also show that more girls (30%) dropped out of school due to financial or economic factors compared to boys (10%). More girls (20%) also dropped out of school due to community and family factors compared to boys (10%).

The study findings revealed that more girls drop out of school due to pregnancy, marriage financial or economic factors and community or family factors while more boys drop out of school due to indiscipline or alcohol or drug abuse.

The study findings revealed that half of the boys and two thirds of the girls had at least one of their siblings dropping out of schools. It then implies that more females had their siblings dropping out of school.

Finding of the study revealed that over a half (over 50%) of the respondents had between one and five of their colleagues dropping out of school.

Findings of the study indicate that 15 in 22 of the respondents believed that more of their girls colleagues dropout of school between 2009 and 2012.

Findings showed that 9.1% (f=1) of the teachers revealed that their classes has 31-40 students and 41-50 students each and both had male students only.

Study findings revealed that in a mixed school with a class size of 1-10 students at least one class had only female students. Additionally, school with a class size of either 31-40 or 41-50 is supposed to be a mixed school yet it has only male students in form four. More boys were affected by cases of absenteeism compared to girls.

Study findings also revealed that over a third of the class teachers indicated that guidance and counseling services were the best means for curbing dropout among the students while about a quarter believed that creation of intervention programmes would be the best measure to curb dropout.

Research findings indicate that close to half of the form four class teachers employed guidance and counseling services as measures to curb dropout among the form four students.

5.3 Conclusion

Over a half of the class teachers had been class teachers for over four years with the majority being in their present stations for over 2 years; more respondents attributed girls' dropout to sickness of parents (9.1%) and pregnancy (18.2%).

Four in five class teachers indicated that girls dropped out of school due to pregnancy and half attributed dropout to early marriage, over a third of the class teachers indicated that boys dropped out of the school due to poor health, orphanhood, drug/ alcohol abuse, indiscipline and negative poor influence. More girls drop out of school due to pregnancy, marriage financial or economic factors and community or family factors while more boys drop out of school due to indiscipline or alcohol or drug abuse. 15 in 22 of the respondents believed that more of their girls colleagues dropout of school between 2009 and 2012.

A third of the class teachers indicated that guidance and counseling services were the best means for curbing dropout among the students while about a quarter believed that creation of intervention programmes would be the best measure to curb dropout.

5.4 Recommendations

In light of the conclusion regarding causes of dropout among boys and girls in secondary schools, it is recommended that;

The government through the Ministry of Education should continue to develop and implement policies to ensure that girls who drop out of secondary school due to pregnancy enroll back to school. The schools should create an enabling environment for parents girls and boys to enhance retention and smooth transition.

The school management should enhance guidance and counseling in schools so as to address the challenges facing the male and female students like relationships, peer influence, drugs and substance abuse. This will enhance retention of the female students.

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

To create more time for the girls while at home for their studies, the parents need to be sensitized on the importance of proper monitoring of the girls and assign them less domestic chores.

The Ministry of Education, other stakeholders and education partners should provide and allocate more bursaries for boys and girls and streamline the procedures followed in allocating those bursaries.

5.5 Suggestions for Further Studies

- (i) There is need to carry out studies on causes of dropout among male and female students in primary schools so as to find out whether similar challenges exists.
- (ii) Similar studies could be carried out in other districts in Kenya to find out the factors leading to male and female students drop out in other regions in Kenya.
- (iii) A study should be carried out to find challenges facing girls who enroll back to school after giving birth.
- (iv) A study should be carried out to find out how female students in secondary school respond to guidance and counseling

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APPENDICES

Appendix I: Letter of Introduction

University of Nairobi
Department of Educational Foundation
University of Nairobi

Dear Sir/ Madam,

RE: REQUEST FOR RESEARCH DATA

I am a Master of Education student at the University of Nairobi. I would kindly request for your cooperation in filling this questionnaire which will assist me to gather data /information necessary for my research on “The Causes of dropout among boys and girls from secondary schools in Ugenya district, Siaya county, Kenya.”

I assure you that your identity and answers will be treated with utmost confidentiality and the information given shall stricktly be used only for the purpose of this research.

Thank you for your co-operation in this important exercise.

Yours faithfully,

Eric Vincent Mudemb

Appendix II: Questionnaire for the Principals

1. The name of your school -----

2. Your gender: Male Female (Tick where applicable).

3. Type your school: (Tick where applicable)

Boys

Girls

Mixed

• Day only

• Boarding / Day

• Boarding

4. Please fill the table below (in figures): No. of enrolment and dropout
(Form Four Class).

Phenomenon/Year	2009		2010		2011		2012	
	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys
Enrolment								
Dropout								

The following are some factors that lead to drop out. Using a tick (indicate the factors that led to dropout from school for boys and girls).

	Girls	Boys
	<input type="checkbox"/>	
1. Pregnancy		
2. Marriage	<input type="checkbox"/>	<input type="checkbox"/>
3. Legal, policy constraints	<input type="checkbox"/>	<input type="checkbox"/>
4. Financial Problems/ Economic factors	<input type="checkbox"/>	<input type="checkbox"/>
5. Community/ Family Factors	<input type="checkbox"/>	<input type="checkbox"/>
6. Indiscipline & drug abuse/ alcohol	<input type="checkbox"/>	<input type="checkbox"/>
7. School related factors	<input type="checkbox"/>	<input type="checkbox"/>

8. For Boys -----

For Girls -----

9. In your opinion, what is the intervention that should be taken to curb dropout problem?

10. Does your school adopt the intervention to curb drop out of students?

YES NO

11. If yes, give the measures taken by your school to curb this problem?

12. In your opinion, are the measures taken by your school adequate/
effective?

YES NO

13. If no, state how the situation can be improved.

Thank you for your cooperation.

Appendix III: Questionnaire to Class Teachers

1. Name of your school -----
2. Gender -----
3. How long have you taught in your present school? -----
4. How long have you been a class teacher in this class? -----
5. What is the total enrolment in your class this year? -----

BOYS	GIRLS

9. Do some students absent themselves from school? YES NO
10. Which gender is mostly affected by absenteeism? BOYS GIRLS

11. If yes what do you think is the reason for absenteeism?

12. Do you usually give assignments to be done by students at home/preps time? YES NO

13. If yes which gender complete assignments promptly? GIRLS BOYS

14. In your opinion, give the reasons responsible for the above tendency?

15. Does your class encounter dropouts? YES NO

16. If yes, give the number of students who dropped out from 2009 – 2012 cohorts.

YEAR	BOYS	GIRLS	TOTAL
2009			
2010			
2011			
2012			

17. Below are some of the factors that lead to dropout from schools. Tick the factors, in your opinion cause dropout from your school.

Personal/ Individual factors

	<u>Boys</u>	<u>Girls</u>
1. Pregnancy.		<input type="checkbox"/>
2. Early Marriage.	<input type="checkbox"/>	<input type="checkbox"/>
3. Poor health.	<input type="checkbox"/>	<input type="checkbox"/>
4. Orphaned.	<input type="checkbox"/>	<input type="checkbox"/>
5. Drug/ alcohol abuse.	<input type="checkbox"/>	<input type="checkbox"/>
6. Indiscipline.	<input type="checkbox"/>	<input type="checkbox"/>
7. Negative poor influence.	<input type="checkbox"/>	<input type="checkbox"/>

Financial/ Economic constraints

	<u>Boys</u>	<u>Girls</u>
1. Lack of school fees.	<input type="checkbox"/>	<input type="checkbox"/>
2. Menial jobs /child labour	<input type="checkbox"/>	<input type="checkbox"/>
3. Family responsibility.	<input type="checkbox"/>	<input type="checkbox"/>

School Related Factors.

	<u>Boys</u>	<u>Girls</u>
1. Poor Performance.	<input type="checkbox"/>	<input type="checkbox"/>
2. Expulsion or suspension.	<input type="checkbox"/>	<input type="checkbox"/>
3. School Dislike.	<input type="checkbox"/>	<input type="checkbox"/>
4. Long distance to school.	<input type="checkbox"/>	<input type="checkbox"/>
5. Gender Violence.	<input type="checkbox"/>	<input type="checkbox"/>
6. Inadequate learning facilities	<input type="checkbox"/>	<input type="checkbox"/>
7. . Hostile teachers	<input type="checkbox"/>	<input type="checkbox"/>

Community Related Factors.

	<u>Boys</u>	<u>Girls</u>
1. Death of parent	<input type="checkbox"/>	<input type="checkbox"/>
2. Sickness of parent	<input type="checkbox"/>	<input type="checkbox"/>
3. Parental illiteracy	<input type="checkbox"/>	<input type="checkbox"/>
4. Sibling care	<input type="checkbox"/>	<input type="checkbox"/>

Social bias/ gender discrimination.

Boys

Girls

Preferential treatment of children based on gender

Any other factors

(For boys) -----

(For Girls) -----

17. What intervention can you suggest, to curb the drop out problem?

18. Which intervention measures have you employed as a class teacher to mitigate the problem in your class?

Thank you for your cooperation.

Appendix IV: Questionnaire for Form Four Students

1. The name of your school -----
2. Your gender: Male Female (Tick where applicable).
3. Age -----
4. Type your school: (Tick where applicable)

	Boys	Girls	
Mixed		<input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/>
• Day only	<input style="width: 40px; height: 20px;" type="checkbox"/>		
• Boarding / Day	<input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/>
• Boarding	<input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/>	<input style="width: 40px; height: 20px;" type="checkbox"/>

5. (a) How many of your siblings have dropped out of school -----

 (b) How many are Boys Girls

(c) Why did they leave school? Because of:

	Girls	Boys
	<input type="text"/>	
1. Pregnancy		
2. Marriage	<input type="text"/>	<input type="text"/>
3. Death of Parent(s)	<input type="text"/>	<input type="text"/>
4. Sickness of parent(s)	<input type="text"/>	<input type="text"/>
5. Lack of school Fess	<input type="text"/>	<input type="text"/>
6. Indiscipline & drug abuse/ alcohol	<input type="text"/>	<input type="text"/>
7. Family responsibilities	<input type="text"/>	<input type="text"/>
8. Low academic Performance	<input type="text"/>	<input type="text"/>
9. Stress	<input type="text"/>	<input type="text"/>
10. Any other reasons:		

For Boys -----

(For Girls) -----

6. (a) How many of your colleagues/former school mates have dropped out of school -----

(b) How many are Boys Girls

(c) Why did they leave school? Because of :

	Girls	Boys
	<input type="checkbox"/>	
1. Pregnancy		
2. Marriage	<input type="checkbox"/>	<input type="checkbox"/>
3. Death of Parent(s)	<input type="checkbox"/>	<input type="checkbox"/>
4. Sickness of parent(s)	<input type="checkbox"/>	<input type="checkbox"/>
5. Lack of school Fess	<input type="checkbox"/>	<input type="checkbox"/>
6. Indiscipline & drug abuse/ alcohol	<input type="checkbox"/>	<input type="checkbox"/>
7. Family responsibilities	<input type="checkbox"/>	<input type="checkbox"/>
8. Low academic Performance	<input type="checkbox"/>	<input type="checkbox"/>
9. Stress	<input type="checkbox"/>	<input type="checkbox"/>

10. Any other reasons:

(For Boys)-----

(For Girls)-----

Thank you for your cooperation.