

**INFLUENCE OF KENYA GOVERNMENT INTERVENTIONS ON GIRL-
CHILD DROPOUT IN PUBLIC PRIMARY SCHOOLS IN MALINDI SUB-
COUNTY, KILIFI COUNTY, KENYA**

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DECLARATION

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

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DEDICATION

This project is dedicated to my late father Mr. Mwangolo Sanga Mwananje and my mother Mrs. Nyadzua Beja, my wife Peris Nangwe Geji, my children and my brothers Benjamin Mwatua Mwangolo and Anthony Mwamuye.

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ABBREVIATIONS AND ACRONYMS

CRBO	Community Religious Based Organization
DEO	District Education Office
EFA	Education For All
FPE	Free Primary Education
GoK	Government of Kenya
NACOSTI	National Commission for Sciences, Technology and Innovation
NGO	Non-Governmental Organization
SPSS	Statistical Package for Social Sciences
UNICEF	United Nations Children Fund

ABSTRACT

The purpose of this study was to investigate the influence of Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya. The four objectives that guided the study were; to determine the extent the provision of sanitary pads, government policy on early marriages, government children rights, government bursaries influence girl-child dropout in Malindi Sub-County, Kilifi County. The study targeted 69 head teachers and 1,587 teachers and 21317 girls from one stream of class 6, 7 and 8 in Malindi Sub-County. The sample size was made of 14 headteachers, 159 teachers, and 207 girls' pupils yielding a sample size of 380 respondents. Purposive sampling was used for head teachers while simple random sampling for teachers and girls pupils. Questionnaires for teachers and an interview guide for girls pupils and headteachers were used to collect data. Reliability analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in frequency tables and graphs. Descriptive statistics and thematic statistics were used. This assisted in determining the level of influence the independent variables have on the dependent variable. Secondary data was obtained from journals and schools database. Data collected were processed using Statistical Package for Social Sciences (SPSS) version 21. The findings indicated that provision of sanitary pads by the government influences completion of girl child. Head teacher do not consult all stakeholders in improving the sanitary conditions of the school. It was concluded that government policy on early marriages influences girls drops out. Schools employ tough disciplinary actions that scare pregnant girls from schools. Head teachers do not properly govern the school as regards girl return to school after pregnancy. The findings showed that child rights observation influences the girl child school dropout. The head teachers' enforcement of child right policy implementation influence girl child dropout to a very large extent. There is influence of government bursaries on girl-child dropout. The government does not offer enough scholarships to the girl students. The government bursaries and scholarships to the girl students enhances girls' retention in schools. The head teachers do not enforce school policies on scholarships and bursaries. The findings of this study provide information on the influence of Kenya government initiatives on girl child drop out in primary schools. The findings serves as a springboard for policy makers to design, implement, monitor and evaluate policies meant to create safe schools and change the inherent school-based impediments as they develop strategies that may enhance the attainment of education for all by 2015 and the realization of Vision 2030. The government should initiate programs that enhances the provision of sanitary pads in primary schools. This is because the pupils highlighted it as a major cause of girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Education is a process in which man transmits his experiences, new findings and values accumulated over the years in his struggle for survival and development through generations (Dida, 2009). Education is also the means with which to train an individual for production and research, Muyeka (2012). Education and training therefore play an important role in equipping one with relevant skills and knowledge that are requested for the socio-economic development of any given county. Education alleviates poverty, World Bank, 2030 Education is the seed and flower of development. For people it opens up a world of opportunities, reduces the burden of diseases, poverty and gives greater voice in the society. For nations it opens doors to economic and social prosperity dynamic workforce, well informed citizens who are able to compete and co-operate in the global arena (Lopez, 2003).

Education also provides release courses for factory, craft or office workers. Education increases knowledge and skills for people engaged in commerce and trade. For one to transact any business efficiently and effectively he or she must be educated. Education also provides an understanding and practice of traditional cultural activities. It also gives the members of national organization on understanding of the role of the organizations and how to make them function effectively and providing an understanding of governance policies and

programmes for socio-economic and political development and all the activities. Education is fundamental right of every person, a key to other human rights, heart of all developments the prerequisite for equity, diversity and peace Dida (2009).

According to World Bank (1984) education for woman and girls is the sort of investment a county can make for its future welfare. Many writers have identified and agreed that education is a critical path way in promoting social and economic development World Charter on Education for All (WCEFA). Lesuunda (2009) says that an active commitment must be made to disadvantage population for whom basic education is a means of reducing social, cultural and economic disparities.

The EFA goal No. 2. States that by 2015 all children particularly girls in difficult circumstances and those belonging to ethnic minorities should access to and complete free and compulsory education of good quality and goal N0 5 stresses on the elimination of gender disparities in primary and secondary education by 2005 and achieving gender equality in education by 2015 with a focus ensuring girls full and equal access to and achievement in basic education of good quality. If the government meets the goal No 2 to raise the girls enrolments in public primary schools in the county to equate that of boys then the Malindi girl-child education will be rescued from the embarrassing situation.

Lesuuda (2009) agrees with Sperling (2005) saying that most countries support education for all children and are engaged, in variety of interventions to promote

girls education. Creating awareness among public sector for officials of the importance of girls education, creating unbiased learning materials, employing female teachers, providing gender sensitivity, training in schools are strategies being employed in different countries to make schools more secure to girls.

Gachukia (2004) argues that the dropout phenomenon is reported to be significantly higher for females than for males. In Kenya, of all the girls who enroll in standard one, only 34% completed standard eight as compared to 70% for boys. When faced with problems of educating children, large families educated boys at the expense of girls (Gachukia, 2004). She further indicates that society argues that man is the breadwinner and hence boys need more education since girls will get married and have a man to take care of them. Due to this poor consideration of the girls, they perform poorly and eventually dropout of school. Girls are generally expected to continue performing traditionally designated duties even as they attend school. Majority fetches water, firewood, taking care of their siblings and also participates in other manual work at home. For many poor families, girls' labour may be absolutely imperative for family survival. So the relatively greater value placed on the unpaid labour for girls and the inflexible curriculum result to the following: deferred entry, frequent absenteeism, and chronic fatigue. All these negatively impact on the girls' education. The girls' performance is impaired and self-image lowered leading to school dropout.

According to the Economic Survey (2011) more than 400,000 pupils who enrolled in school under Free Primary Education program did not complete standard eight.

They were forced to drop out or repeat and only 59 percent completed. A greater percentage of the dropouts were girls. This caused concern on the high level of wastage in the education system attributed to repetition and dropout. In a report released by Muganda and Omondi, (2010) in Kenya, it is estimated that about 35 percent of girls between the ages of 16 and 20 were in school, compared to about 50 percent of boys. For every 10,000 girls leaving school every year, the government alone lost an estimated 750,000 dollars.

Girls' dropouts in Malindi Sub-County public primary schools in Kilifi County are of great concern. Information obtained from the District Education office (DEO) indicate that dropout rate has been high in the years before 2003 and after, before the girl child took measures to intervene the girl child dropout in the County.

Appendix II indicates the trend of girls dropout from the year 2003 to 2011. The girl dropout from school has been increasing over the years.

1.2 Statement of the problem

Free primary Education (FPE) was introduced in the year 2003 in line with the Millennium Development Goal (MDG) No 2 in order to ensure access, retention and completion of education to all school age going population. The result of FPE was large teacher pupil ratio of 1:100 pupils in rural areas and 1:120 pupils in urban slums (Republic of Kenya, 2005). Physical facilities like class rooms and sanitation were not increased in order to avoid time wastage and congestion. All school going and aged dropout were forced to go back to classroom.

Despite efforts by many civil society organizations the war on gender based violence (GBV) in Kilifi County is far from being won. Retrogressive cultures among the Mijikenda who are the majority in the county and ignorance caused by the illiteracy are the key factors that have contributed to the continued rise in GBV cases. Women in Kilifi county are getting raw deal from their families and particularly their husbands (Wangombe, Daily Nation 10/12/12:16).

In the year 2003 Malindi Sub-County had 3995 girls in standard 1 by 2010, eight years course the number dropped down to 2841, a difference of 1827. There is correlation between the years and the dropping out of pupils. For example when the standard ones of 2003 reached Std 4 in the year 2006 the number had reduced down to 3097 difference of 916. At standard 6 in 2008 the number was 2380 a drop of 1615 and finally in class 8 the year 2010, a dropout of 2841 (DEO, Malindi Sub-County, 2014). This trend seen to continue although the government has given its attention to it. It is therefore for this reason this study sought to determine the influence of Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya.

1.3 Purpose of the study

The purpose of the study was to investigate the influence of Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya.

1.4 Objectives of the study

The research study was guided by the following objectives:

- i. To determine the extent the provision of sanitary pads, by the government influence on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County.
- ii. To establish the influence of the government policy on early marriages on girl-child dropout in Malindi Sub-County, Kilifi County.
- iii. To establish the influence of the government children rights on girl-child dropout in Malindi Sub-County, Kilifi County.
- iv. To determine the influence of government bursaries on girl-child dropout in Malindi Sub-County, Kilifi County.

1.5 Research questions

The research study was guided by the following research questions:

- i. To what extent does provision of sanitary pads by the government influence on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County?
- ii. What is the influence of the government policy on early marriages on girl-child dropout in Malindi Sub-County, Kilifi County?
- iii. How does government children rights influence girl-child dropout in Malindi Sub-County, Kilifi County?
- iv. To what extent does government bursaries influence girl-child dropout in Malindi Sub-County, Kilifi County?

1.6 Significance of the study

The findings of this study provide information on the influence of Kenya government initiatives on girl child drop out in primary schools. The findings serves as a springboard for policy makers to design, implement, monitor and evaluate policies meant to create safe schools and change the inherent school-based impediments as they develop strategies that may enhance the attainment of education for all by 2015 and the realization of Vision 2030.

1.7 Limitation of the study

There were problems in conducting research in some schools because of inaccessibility. Although the respondents were hesitant to give the information, the researcher assured them of confidentiality of their identity that made them to cooperate.

1.8 Delimitation of the study

The study was conducted in Malindi Sub-County targeting public primary schools only. The interview and questionnaires were issued to the target that included the headteachers, teachers and pupils in public primary schools in Malindi Sub-County. This study investigated the influence of provision of sanitary pads, government policy on early marriages, government children rights and government bursaries on girl-child dropout.

1.9 Basic assumption of the study

The research study was on the basis of the following assumptions.

- i. The headteachers, teachers and pupils understand the influence of the government intervention on girl-child dropout from public primary schools.
- ii. The information to be given by the respondents will be free from any external influence by the school management.

1.10 Definition of significant terms

The following are the significant terms of the study:

Children rights refers to are the human rights of girl child with particular attention to the rights of special protection and care afforded to girls, including their right to universal state-paid education.

Dropout refers to a pupil who has left school without completing or graduating at the expected level of course of education.

Government bursaries refer to a type of financial award provided to certain girl pupils to assist with the costs associated with attending school. It is based on financial need and/or academic performance.

Government policies refer to a declaration of a government's political activities, plans and intentions relating to the education of the girl child in public primary schools.

Retention refers to grade promotion pupils until completion. It is ensuring that the learner remains in school through the education cycle from class one to class eight.

Sanitary pads refer to menstrual pad used by girl pupils during their menstrual cycle.

School going age refers to an appropriate age allowed for schooling of ages between 6 – 14 years.

Stakeholders: refers to all types of people and parties with interest in educational affairs.

1.11 The organization of the study

The study comprises of five chapters. Chapter one presents the introduction comprising of background to the study, statement of the problem, purpose of the study, objectives, research questions, significance of the study, assumptions of the study, and definition of terms and organization of the study. Chapter two comprises of literature review of relevant literature related to this study; concept of girls child education and education completion, effect of sanitary pads, government policy, child right and government sponsorship and bursaries on girl child dropout as well as theoretical framework and conceptual frameworks of the study.

Chapter three deals with research methodology covering: research design, sampling procedures, research instruments and their validity and reliability,

procedures of data collection and methods of data analysis. Chapter four contains data collecting, its analysis, interpretation and discussions. Chapter five summarizes the research findings, makes conclusions and recommendations.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The reviewed literature includes: The role of sanitary pads, government policy, child right and government sponsorship and bursaries on girl child dropout in schools, theoretical frame work and conceptual framework.

2.2 Girl child school dropout

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

In Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion class one entrants who reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal, the Philippines, Singapore, and Sri lanka have a moderately high survival rate of 20% (Bledsoe, 2002). India and Thailand have a survival rate of 12% while the other countries of Asia have a survival rate averaging not more than 5%. In Costa Rica, the patterns of school dropout in marginal urban areas seem more complex, may be because education system is better established. Both boys and girls are more likely to stay at school into primary cycle. In El Salvador, the cost of necessities like clothing and

increased cost of tuition year after year influence parents' decision to take their children out of school regardless of level (Lopez, 2003). However, children here do not seem to drop-out of school simply because of lack of money, though this is certainly a problem at primary level. The reason for dropout suggests skepticism about the outcome of education.

UNESCO (2003) indicated that three surveys done in Canada place the national dropout rate at 18%. The figure represented the number of people in the 10-20 and 20 -24 age groups who had not graduated and were not in school or pursuing further training. Such a situation has serious implications both for the country and for the young people themselves because of the increasing need for highly skilled workers and fewer opportunities for unskilled or functionally illiterate (Bhorat, 2003).

Gachukia (2004) contents that education reform initiative in Kenya since 1980's had three major impacts among others; are, increased cost of education and heavy burden on households; two, scarcity of instructional materials such as textbooks and support services such as school uniforms. These had increasing negative effects on access to and quality of education. A similar report by the Ministry of Education (1996:2) asserts that the level of poverty in the country has gone up and the plight of the poor aggravated to the extent where many Kenyans can no longer have access to education. In Sudan, the cost of higher education has increased since the 1980's, which is a deterrent even for those who manage to get through school certificate examination.

In Zimbabwe, the enrolment figures in secondary school for girls continue to decline in relation to those of boys. In 1987 in the Matabeleland south, girls made up of 45% of enrolment in form one (nationally 43.6%) but in form four this slipped to 36.6% (nationally 38.9%) (Fawe, 2006). Such a slip does not augur well for a country which wants to develop its human resource from both sexes for better national development. UNESCO (2003) noted that in Botswana, secondary schools, more girls than boys' dropout. In junior cycle, 16 - 19% of the girls dropped out in 1987 as compared to 6-8% of boys in 1988. Fawe (2006) further revealed that 75% of girls' dropout because of pregnancy while 20% of boys dropout due to lack of interest.

While Kenya, Uganda and Ghana have all introduced free Universal Primary Education, these countries continue to struggle to provide good quality primary education. Severely overcrowded classrooms, a lack of basic educational materials and infrastructure and poorly paid and unmotivated teachers, remain the norm. Many children, particularly young girls, end up dropping out of school due to the poor educational environment, a lack of gender sensitive facilities and negative cultural practices such as Female Genital Mutilation and Early Marriage. UNMDG report (2008).

2.3 Extent to which provision of sanitary pads by the government influence girl-child dropout

According to GCN (2003) conditions in schools such as poor sanitation play a major role in determining the participation of girls in education particularly when sanitation does not accommodate their biological needs. Dida (2009) conclude that, “Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement. Essentially, schools that are effective and have the capacity to improve are led by headteachers who make a significant and measurable contribution to the effectiveness of their staff.”

According to Okwach and Abagi (2005) harsh school and classroom environment including sexual harassment of the girl child by male teachers were common (DNA 2010); supported by stating that more than 1000 teachers were sacked in Kenya for sexually abusing school girls in the past two years. Lock head and Vaspoor (1990) noted that children who lived along way from school were prone to absenteeism and fatigue. This particularly increased the constraints for girls. According to research carried out by research centre for innovation and development in Nepal for every kilometer of distance a child had to walk to school the likelihood of attendance dropped by 2.5%.

Kwesiga (2002) noted that school facilities determined the quality of the school which in turn influences the achievements and attainments of its pupils. Recent

studies showed that lack of privacy for girls such as the absence or poor toilet facilities contribute to periodic truancy and ultimately lead to some girls dropping out of schools. According to Mills (1974) the physical conditions under which a class is working affect the girls moral and their degree of motivation.

2.4 Influence of the government policy on early marriages on girl-child dropout

Marube (2007) indicated from his study that school administrators, educators and policy makers were responsible for making the school curriculum and school climate conducive for learning in terms of motivation, satisfaction and communication to both teachers and students. He also indicated that the conducive curriculum and school climate reduced poor participation of the girl-child in learning institutions which is caused by indiscipline, suspension and even expulsion from school.

Lloyd and Mensch (2005) reveal that rather than pregnancy causing girls to dropout, lack of social economic opportunities for girls and women and the demands placed on them, coupled with the gender inequalities of education system, may result in unsatisfactory school experiences, poor academic performance and endorsement of early motherhood.

A study done by Kenya National Examination Council exclusively on standard three pupils revealed that Nyanza province has the highest number of repeaters at 69% and that class repeating is associated with inefficiency and inequity in the

provision of education. The report indicates that repeating usually leads to drop out. As many as 60% of children have repeated a class by the time they reach standard three. At this rate, many were likely to fall out by standard five or six (Standard, June 2010). This rampant class repeating in Nyanza was as a result of the poverty level of the area. Studies have shown that children who receive insufficient food are more likely to receive lower math scores, repeat a grade and even have difficulty in getting along with other children (Alaimo, Olson and Frangillo, 2001 as quoted in Carmen & Whitman, 2009).

Defined as marriage under the age of 18, early marriage is a health and human rights issue, especially for women in the developing world. A growing body of evidence has linked early marriage with negative health, education, and economic outcomes. Recently published global reviews have documented that young women who marry early are more likely than their peers to experience early school departure, lower earning capacity, earlier and more frequent childbearing, complications in pregnancy, higher maternal mortality, increased risk of HIV infection, and higher infant mortality (Singh and Samara, 1996; UNICEF, 2001; Mukuria, 2005; UNICEF, 2005; ICRW, 2007). From a human rights perspective, many women who marry before age 18 do not have the opportunity to decide for themselves whether and when to marry and, in many cases, this single event shapes their entire adult lives. Nevertheless, early marriage continues to be widespread and is still socially accepted in many cultures.

In Uganda, health officials have long been concerned about adolescent reproductive health issues. With assistance from the USAID-funded POLICY Project, the Uganda Reproductive Health Advocacy Network (URHAN) was formed in 2001. This multisectoral network seeks to strengthen youth-friendly reproductive health services and to advocate for a supportive policy framework. The network's efforts led to the adoption of a National Adolescent Health Policy in 2004. This far-reaching policy upheld the right of adolescents to "health, education, information, and care" and the protection of the girl child against harmful traditional practices and abuse (Uganda MOH, 2004, p. 14). In 2004, the policy Project supported an advocacy campaign led by local officials, religious leaders, and educators in the Hoima District. The campaign sought to discourage early marriage, citing its negative health consequences, such as complications related to early childbearing.

2.5 Influence of the government children rights on girl-child dropout

Child right is the obligation of what is to be given to the child for his or her development. When Kenya introduced FPE in the year 2003, it was in line with the millennium development goals number two for every school going age child to access free and compulsory education. Obuya (2013) quotes Ocho (2005) saying that every child in Nigeria shall be entitled to education, the provision which shall be the responsibility of the government and the parents. In Nigeria it is difficult to find a house help today. This is because Nigerians have been made aware of values

of education and so parents do not give their children anymore for househelps (Offorma, 2009).

Whereas Ayub (2009) assert that in Kenya schools and girls in particular, especially those in rural areas fail to enroll in or complete primary schooling because their parents do not know the value of education. In most cases it is because the parents are themselves illiterate. Ayub (2009) continues to say that there is a myth among parents that boys are generally cleverer and hardworking than girls. Girl child rights are also violated from home.

Kiruga (2012) indicates that crowded classes affect teaching and learning. Teachers working in a situation where teacher-pupil ratio is high will be expected to be overworked and lack time to prepare their work. Eshiwani (1993) concurs that teachers operating where pupil ratio is high would be overloaded. The Kenya primary schools teachers are overworked and not delivering much for operating at situation of ratio 1:100 teacher – pupils' classes. The child right is violated for understaffing schools. Children especially girls who are pre-occupied by home related activities and unbudgeted time at home are wasted.

A study conducted by Onyancha (2001) on corporal punishment revealed that in some rehabilitation schools or homes, children live in unhealthy conditions in which they are subjected to overcrowding, inadequate shelter, lack of clothing, medical services and food and where they also suffer maltreatment by staff. They do not receive a quality education as in Kenya's public schools. Moreover, some

teachers do not possess the necessary skills, such as counseling, to rehabilitate children effectively.

Ejieh and Akinola (2009) study on children' rights and participation in schools, explored the awareness levels and views of Nigerian primary school children. A case study approach was adopted in this study. Two public and two private primary schools in Ile-Ife, a university town in south – western part of Nigeria, were purposively selected for the study. The schools were almost of equal size with student populations of between 900 and 1100. The four schools were among the best in the town in terms of pupils' academic performance. The findings revealed that nine out of the 144 pupils in the study (less than 1%) showed that they were aware that they had some rights as children by mentioning some of those rights, such as right to life, right to education and right to play. Fifty six of them (or about 39%) claimed to be aware of their rights but had wrong notions of what rights are by mentioning these, among others as some of their rights: 'right to respect from teachers'; 'right to write notes in class'; 'right to ask questions'; 'right to do things in my own way'; 'Right to separate children who are fighting'; and, 'right to help my parents at home'. The rest of the pupils (or a little over 50%) stated that they had not heard of the term. Seven out of the nine pupils that were aware of children's rights were in the primaries five and six of the private school located in the university campus while the other two were in primary five of the private school located in the town.

2.6 Extent of government bursaries on girl-child dropout

Primary school bursary scheme is an initiative of the government aimed at helping pupils from poor backgrounds to obtain education. The scheme is also aimed at ensuring that students are retained in school after enrolment. Non completion of secondary schooling continues to be a matter of concern for policy makers and practioneers worldwide (Gray *et al*, 2009). Concern related to increasing the time a student stays in school is a global issue.

In UK, a key priority of the Government is to eliminate the gap in attainment between those from poorer and more affluent backgrounds, and to ensure every young person participates in and benefits from a place in 16-19 education and training known as YPLA Bursary Scheme. The Government provides funding to tackle disadvantage both through the YPLA's funding formula and through support to help young people meet the costs of participating in education and training post-16 19 (YPLA, 2012).This further helps to retain students in schools.

In Singapore, the government through the Ministry of education has a bursary scheme in place known as Edusave Merit Bursary that is meant for students whose household income is less than \$4000 a month. They provide \$300 for secondary 1 to 5. Eligibility is for students who are already in secondary school and whose performance are good that is 25% in a stream (M.O.E, 2012). This helps to retain students who could have dropped due to lack of school fees.

In India, the National Scholarship Scheme has been implemented since 1961. The objective of this Scheme is to provide scholarships to the brilliant but poor students so that they can pursue their studies in spite of poverty. The Scholarship Scheme for Talented Children from Rural Areas for Class VI to XII is an on-going scheme since 1971-72 with the objective to achieve equalization of educational opportunities, and to provide fillip to the development of talent from rural areas by educating talented rural children in good schools. The schemes were implemented as Centrally Sponsored Schemes up to IX Plan. The Department then merged these schemes to form the „National Merit Scholarship Scheme“ for implementing within an approved outlay (Ahmed, 2007). When such schemes are ongoing there is one goal which is the retention of students in schools. In this scheme the parent or guardian has to swear an affidavit to establish that they are genuinely needy.

2.7 Theoretical framework

The study was based in Equity theory propounded by Adams in (1965). Equity theory focuses on two sides: the input and the outcome. A school compares his or her job's inputs with an outcomes ratio. If the girl child perceives inequality, she will act to correct the inequity. The girl child may lower her concentration on studies. Many times inequities can lead to an increase in absenteeism and even drop out of the girl pupils (Greenberg, 1999).

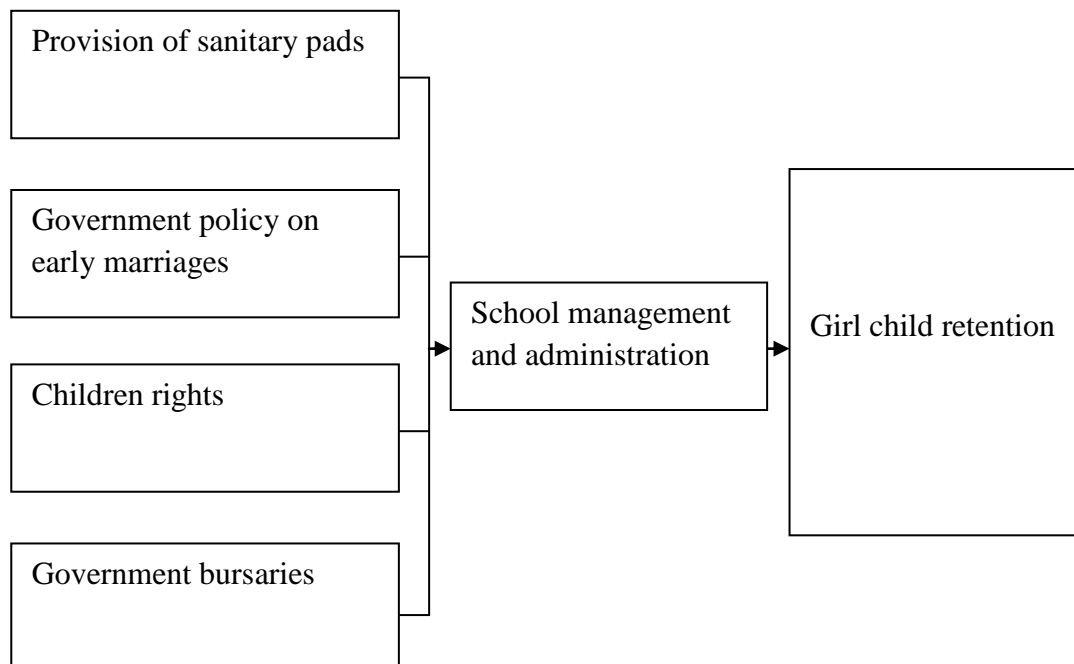
Equity theory deals with human motives and it should have wide applications in understanding behavior. The government should apply equity theory under serious

consideration when dealing with the girl child whether in cases of provision of sanitary pads, government policy on early marriages, government children rights and government bursaries. Equity theory will help explain government intervention on girl's school dropout and provide them with the possible factors that might decrease girl child dropout.

2.8 Conceptual framework

A conceptual model is a way of relating factors that tend to influence a particular outline in a more pictorial or diagrammatic way. Figure 2.1 shows the relationship between independent variables, intervening variables and dependent variables.

Figure 2.1: Government interventions and their influence on girl child school dropout



The independent variables that influence the occurrence of girl child drop out in public primary schools were the various types of government intervention measures. These independent variables are provision of sanitary pads, government policy, children rights and government bursaries. The dependent variable was girl child drop out in the primary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the procedures that were used in the study including: research design, target population, sample size and sampling technique, research instruments, validity, reliability, data collection and data analysis procedures.

3.2 Research design

The research design for the study was descriptive survey design. This type of research depicts the state of affairs as it existed (Kothari, 2004). Creswell (2002) observes that a descriptive research design is used when data is collected to describe persons, organizations, settings or phenomena. This research design is recommended for studies which strive to describe opinions, characteristics and therefore was suitable for studying the influence of government intervention measures on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya.

3.3 Target population

According to Orodho (2004) population is defined as all the items, things, people or objects under consideration. In this study, the target population comprised the 69 public primary schools in Malindi Sub-County. The study targeted 69 head teachers and 1,587 teachers and 21317 girls from one stream of class 6, 7 and 8 in Malindi Sub-County (DEO Malindi Sub-County, 2014).

3.4 Sample size and sampling procedures

A sample is a small proportion of a target population selected using systematic procedure for the study Kothari (2004). Thus a representative sample was selected for this study. The study sampled 20% according to Jwan (2010) of the 69 public primary schools in Malindi Sub-County, this resulted to a sample of 14 public primary schools. Census sampling was used to get 14 head teachers who were purposively sampled.

The researcher used simple random sampling for 159 teachers' respondents from the 1587 teachers in Malindi Sub-County which represent 10 percent of the target population to make a representative sample. The study randomly sampled class prefects in classes 6, 7 and 8 from the population of 21317 girl pupils to get 207. The sample size therefore consisted of 14 head teachers, 159 teachers, and 207 girls' pupils. This resulted to a sample size of 380 respondents.

Table 3.1: Sample size

Category	Target population	Sample size	%
Headteachers	69	14	20
Teachers	1587	159	10
Pupils	21317	207	1
Total	22973	380	

3.5 Research instruments

According to Orodho (2004) research instruments are tools the researcher used to collect data. In investigating the influence of government intervention measures on girl-child dropout, Questionnaires for teachers, interview for head teachers and pupils. Documentary analysis was developed and used to generate secondary data for the study. Questionnaires had the advantage of enabling the researcher to collect information from various people simultaneously. According to Patton (2002) questionnaires are generally less expensive and do not waste time in management. Questionnaires were designed with research objectives in mind in order to elicit responses on each objective.

Questionnaires contained both open and closed-ended questions to allow for collection of qualitative and quantitative data. Section A dealt with a general overview of the academic and professional qualification of the respondents. Section B dealt with the objectives of the study; sanitary pads, government policy, child right and government sponsorship and bursaries on girl child school dropout in public primary schools. Head teachers were interviewed since interview was an essential tool in following up for more information in an area of curiosity (Kathori, 2004). The interview was used to solicit for more information that will not be captured by the questionnaire.

3.6 Validity of research instruments

According to Fraenkel and Wallen (2000) validity is the quality attributed to proposition or measures to the degree to which they conform to establish

knowledge or truth. In order to test the validity of the instrument to be used in the study, the test- retest method will be used. According to Kothari (2004) validity is the degree to which a test measures what it intended. Validity allows the researcher to measure indented domains of indicators or content of a particular concept. Validity therefore has to do with the accuracy of the data obtained in the study.

The validity of the study was obtained through pilot testing of the research instruments (questionnaire and interviews) to establish the content which was used and to improve questions, format and the scales. The purpose of pilot testing was to refine the questionnaire and interview guides so that respondents would not have problems in answering the questions and recording data (Jwan, 2010).

3.6 Reliability of research instruments

Orodho (2004) defines reliability as the ability of the research instrument to measure what it is meant to measure consistently and dependably. Reliability of measurement concerns the degree to which a particular measuring gives similar results over a number of repeated trials. Reliability of research instrument was determined through test and re-test.

The study involved a sample population in 2 schools that will not be sampled for the main study. The interview was carried on head teachers who will not be included in the study. The interview was repeated after two weeks. Pearson's product moment's correlation (r) was used to determine the coefficient stability of

the data collection instrument. Borg and Gall (1996) say that Pearson's Product moment coefficient of correlation is one of the best-known measures of association. A reliability of 0.7 was considered high enough for the instrument to be used for the study Kerlinger (1978).

$$r_{xy} = \frac{N\sum xy (\sum x)(\sum Y)}{\sqrt{N\sum X^2 - (\sum X)^2 (N\sum Y^2 - \sum XY^2)}}$$

Where

r = Pearson r

$\sum X$ = sum of scores in X distribution

$\sum Y$ = sum of scores in Y distribution

$\sum X^2$ = sum of squared scores in x distribution

$\sum Y^2$ = sum of squared scores in y distribution

$\sum xy$ = sum of the product of point x and y scores

N = the number of point x and y scores

Kerlinger (1978).

3.7 Data collection procedure

The first step was to get permit from the National Council for Sciences and Technology and Innovation (NACOSTI). The researcher will get permission from the District Education Officer in Malindi Sub County to undertake research in the district then request permission from the head teachers so as to undertake the study in their schools. The County Director of Education (CDE) was informed that the

study will take place in the region. The researchers visited the sampled schools and administered.

After getting the permission the researcher distributed the questionnaire to the respondents. The researcher then collected the questionnaires from the respondents. Questionnaires were administered by the researcher in the selected schools. The respondents were guided and requested to respond to the questions accordingly after having been assured of confidentiality.

3.8 Data analysis and presentation

Data analysis is the process of bringing order, structure and meaning to the information collected (Mugenda and Mugenda, 2003). According to Kothari (2004) data analysis includes sorting, editing, coding, cleaning and processing of data. The data therefore was sorted, edited, coded, cleaned and processed. Qualitative data was analyzed thematically. Statistical Package for Social Sciences (SPSS) was used in the processing and analysis of the data collected.

This study generated both qualitative and quantitative data which according to Kothari (2008) are appropriately analyzed using descriptive statistics, that is, graphical and numerical methods, measures of central tendencies as well as measures of variability.

Thematic analysis was used to analyze the information from the interview schedule. The content was organized as per themes drawn from study objectives.

Descriptive statistics was used to analyze quantitative data by calculating frequencies and percentages that were presented using tables and graphs.

CHAPTER FOUR
DATA PRESENTATION, ANALYSIS, DISCUSSION AND
INTERPRETATION

4.1 Introduction

This chapter deals with data analysis, presentation and the interpretation of findings. The data presented analyzes the influence of Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya. The study was guided by the following specific objectives: To determine the extent the provision of sanitary pads, by the government influence on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County. To establish the influence of the government policy on early marriages on girl-child dropout in Malindi Sub-County, Kilifi County. To establish the influence of the government children rights on girl-child dropout in Malindi Sub-County, Kilifi County. To determine the influence of government bursaries on girl-child dropout in Malindi Sub-County, Kilifi County.

4.2 Response rate

Out of 380 respondents that included 14 head teachers, 159 teachers, and 207 girls' pupils, 319 responded, of which 14 were head teachers, 120 teachers and 185 pupils. This represented an 83.95% response rate, which is considered satisfactory to make conclusions for the study. This can be related to Mugenda & Mugenda (1999) who said a 50% response rate is adequate, 60% good and above 70% rated

very good. This implies that basing on this assertion; the response rate in this case of 83.95% is very good.

Table 4.1: Respond rate

Category	Sample size	Response	%
Headteachers	14	14	100
Teachers	159	120	75.5
Pupils	207	185	89.4
Total	380	319	

4.3 General information

The researcher started by analyzing the demographic information of the respondents to understand their background in understanding Kenya government interventions on girl-child dropout. The study involved the gender, age of respondent, level of education, duration of time worked and girl school drop out over the years.

The finding of the gender of respondents is presented in Table 4.2.

Table 4.2 Distribution of teachers by gender

Gender	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Male	8	57%	72	60%
Female	6	43%	48	40%
Total	14	100%	120	100%

Table 4.2 indicates the gender of the respondents. Majority 8 (57%) of the teachers were male while majority 72 (60%) of the head teachers were male. This implies that the study sample both gender and so the results is a view of both sexes. It also might indicate that TSC has not observed gender balance in employing teachers. Maitland (2009) suggested that having a gender mix on the board of directors is invariably better than a single gender board as it encourages people to air different opinions from their gender perspectives. If half the people the board is serving are women and no women are on the board to offer a view, that's a much distorted picture the company risks creating.

The researcher studied the highest level of education of the respondents. This was to establish if the head teachers and teachers were qualified to understand Kenya government interventions on girl-child dropout. The results are presented in Table 4.3.

Table 4.3 Level of education of the respondents

Education level	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Primary	0	0%	0	0%
Secondary	0	0%	0	0%
College	3	21%	38	32%
University	11	79%	82	68%
Total	14	100%	120	100%

Table 4.3 shows the level of education of the respondents. Majority of the head teachers 11 (79%) had a university as their highest level of education. The majority of the teachers 82 (68%) had university education as their highest level. This means that head teachers and teachers were knowledgeable to understand the influence of Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya.

The researcher then investigated the working experience of the respondents, the results is presented in Table 4.4.

Table 4.4 Working experience of the respondents

Years	Head teachers		Teachers	
	Frequency	Percentage	Frequency	Percentage
Less than 5 years	3	22%	24	20%
5 – 7 years	9	64%	42	35%
8 – 10 years	2	14%	36	30%
10 – 13 years	0	0%	13	11%
Above 14 years	0	0%	5	4%
Total	14	100%	120	100%

Table 4.4 indicates the working experience of the respondents. Majority 9 (64%) of the head teachers had worked for between 5 - 7 years. Many 42 (35%) of the teachers had worked for between 5 – 7 years. This implies that the study sample had enough experience to know the influence of Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya.

The researcher then investigated the girl school drop out over the years, the results is presented in Table 4.5.

Table 4.5 Girl school drop out over the years

Year	Dropout
2010	2172
2011	1946
2012	763
2013	763
Total	

Table 4.5 indicates the girl school dropout over the years. The year 2010 had the highest number of girls' school dropout at 2172. This might indicate that the Kenya government interventions influences girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya.

4.4 Provision of sanitary pads by the government and girl-child dropout

The researcher sought to find out the extent to which provision of sanitary pads by the government influence girl child drop out in primary schools. The study investigated if the schools sanitary conditions influences completion of girl child, if the head teacher involves all stakeholders in improving the sanitary conditions of the school, if girls retention in school is due to the sanitary conditions developed by the head teacher and if head teacher holds talks with the girl students to discuss about their sanitary challenges in school.

The researcher investigated if schools sanitary conditions influences completion of girl child. Their responses are summarized in Figure 4.1.

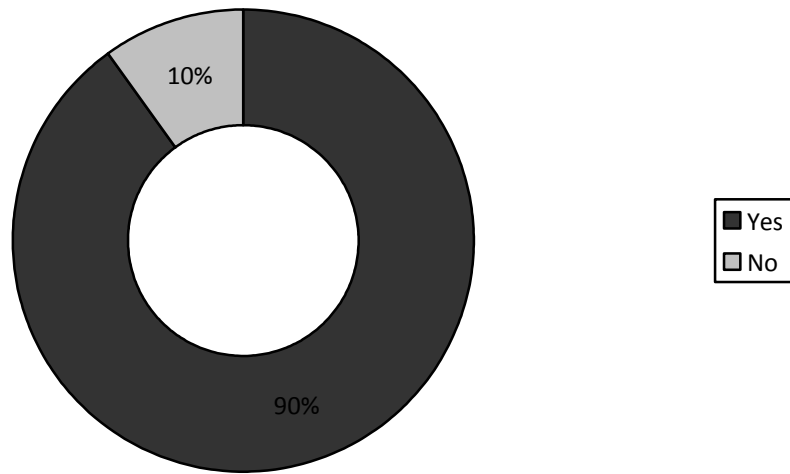


Figure 4.1: Schools sanitary conditions influences completion of girl child

Figure 4.1 shows that majority 108 (90%) of the teacher respondents indicated that they agreed that schools sanitary conditions influences completion of girl child. The pupils also complained that they miss school and even drop out due to lack of sanitary pads. This seems to be a major problem influences girl-child dropout in public primary schools in Malindi Sub County. According to GCN (2003) conditions in schools such as poor sanitation play a major role in determining the participation of girls in education particularly when sanitation does not accommodate their biological needs. Day et al (2000) conclude that, “Research findings from diverse countries and different school contexts have revealed the powerful impact of leadership processes related to school effectiveness and improvement.

The researcher investigated if the head teacher involves all stakeholders in improving the sanitary conditions of the school. Their responses are summarized in Figure 4.2.

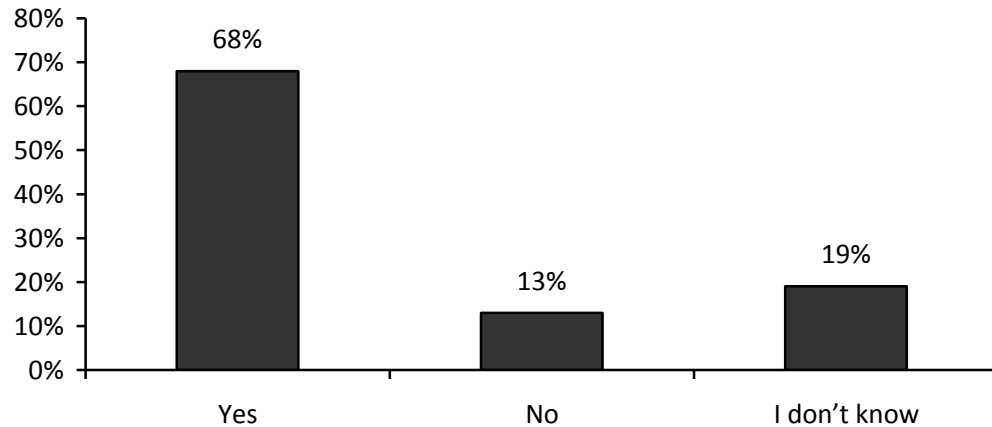


Figure 4.2: Head teacher involves all stakeholders in improving the sanitary conditions of the school

Figure 4.2 shows that majority 82 (68%) of the teacher respondents agreed that head teacher involves all stakeholders in improving the sanitary conditions of the school. This might mean that there is no collaboration in improving the sanitary conditions in schools. This might be hindering the progress that might be done to reduce the girls' dropout from primary schools.

Furthermore, the researcher sought to establish whether girls retention in school is due to the sanitary conditions developed by the head teacher and the results are summarised in the Table 4.6.

Table 4.6: Girls retention in school is due to the sanitary conditions developed by the head teacher

Girls retention in school is due to the sanitary conditions developed by the head teacher	Frequency	Percentage
Strongly agree	63	52%
Agree	10	8%
Undecided	14	11%
Disagree	22	18%
Strongly disagree	11	9%
Total	55	100

Majority 63 (52%) of the teachers respondents strongly agreed that girls retention in school is due to the sanitary conditions developed by the head teacher. This means that the head teachers do not do enough to retain girls in schools as regards to sanitary conditions.

The researcher investigated if head teacher holds talks with the girl students to discuss about their sanitary challenges in school. The results are summarised in the Figure 4.3.

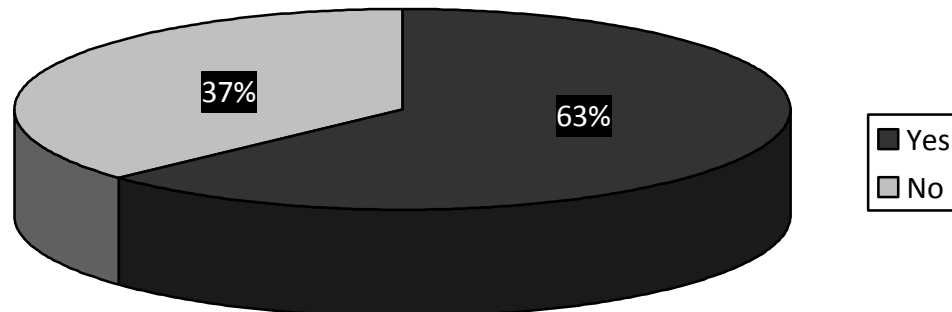


Figure 4.3: Head teacher holds talks with the girl students to discuss about their sanitary challenges in school

From the results in Figure 4.3, majority 76 (63%) of the teacher respondents indicated that head teacher holds talks with the girl students to discuss about their sanitary challenges in school. This might mean that there are schools that head teachers do not encourage the girl child as regards to challenges faced in maintaining sanitary conditions in school. This might be influencing the girls drop out from the primary schools.

4.5 Influence of the government policy on early marriages on girl-child dropout

The researcher sought to find out the influence of the government policy on early marriages on girl-child dropout. The study investigated if pregnancy influences the completion of the girl child and the extent to which back to school after pregnancy influences completion of girl child.

The researcher investigated if pregnancy influences the school completion of the girl child. The results are summarised in the Figure 4.4.

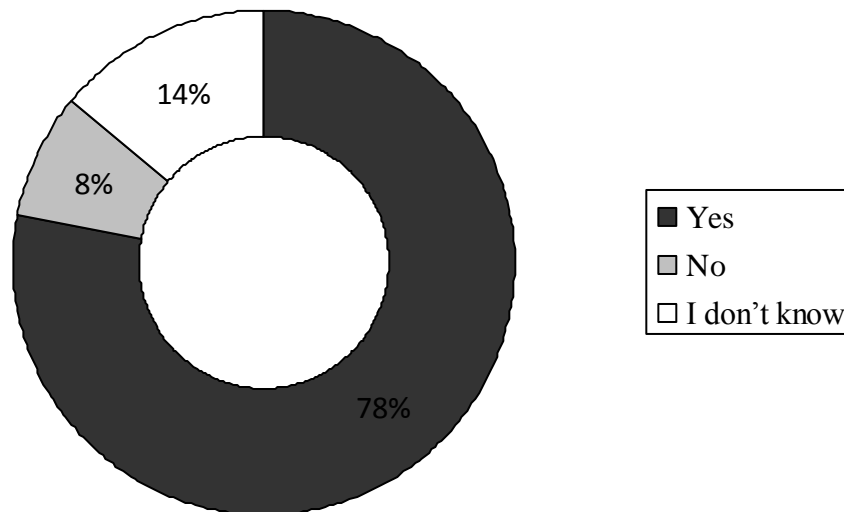


Figure 4.4: Pregnancy influences the school completion of the girl child

From the results in Figure 4.4, majority 76 (78%) of the teacher respondents indicated that pregnancy influences the completion of the girl child. This might mean that indeed pregnancy among the pupils influences their school dropout. This might be influencing the girls drop out from the primary schools.

This finding is reflected by Lloyd and Mensch (2005) who reveal that rather than pregnancy causing girls to dropout, lack of social economic opportunities for girls and women and the demands placed on them, coupled with the gender inequalities of education system, may result in unsatisfactory school experiences, poor academic performance and endorsement of early motherhood.

The researcher investigated the extent to which back to school after pregnancy influences completion of girl child. The results are summarised in the Table 4.7.

Table 4.7: Extent to which back to school after pregnancy influences completion of girl child

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The schools employs tough disciplinary actions that scares pregnant girls from schools	42 (23%)	20 (11%)	15 (8%)	29 (15%)	79 (43%)
Head teachers properly governs the school as regards girl return to school after pregnancy	95 (51%)	34 (19%)	6 (3%)	19 (10%)	31 (17%)
Discipline in school encourages parents to enroll the girl child	23 (12%)	14 (7%)	30 (16%)	20 (11%)	98 (54%)
The girls indiscipline causes them to drop out of school	13 (7%)	39 (21%)	44 (24%)	29 (15%)	60 (33%)
Pregnancy contributes majorly to girls school drop out	23 (12%)	44 (24%)	5 (3%)	26 (14%)	87 (47%)

Majority 108 (58%) of the pupils agreed that the schools employs tough disciplinary actions that scares pregnant girls from schools. Majority 120 (70%) disagreed that head teachers properly governs the school as regards girl return to school after pregnancy while majority 118 (65%) of the pupils agreed that

discipline in school encourages parents to enroll the girl child. Majority 89 (48%) agreed that the girls indiscipline causes them to drop out of school while majority 113 (61%) agreed that pregnancy contributes majorly to girls school dropout.

A study done by Kenya National Examination Council exclusively on standard three pupils revealed that Nyanza province has the highest number of repeaters at 69% and that class repeating is associated with inefficiency and inequity in the provision of education. The report indicates that repeating usually leads to drop out. As many as 60% of children have repeated a class by the time they reach standard three. At this rate, many were likely to fall out by standard five or six (Standard, June 2010). This rampant class repeating in Nyanza was as a result of the poverty level of the area. Studies have shown that children who receive insufficient food are more likely to receive lower math scores, repeat a grade and even have difficulty in getting along with other children (Alaimo, Olson and Frangillo, 2001 as quoted in Carmen & Whitman, 2009).

4.6 Influence of the government children rights on girl-child dropout

The researcher sought to find out the influence of the government children rights on girl-child dropout. The study investigated if child rights observation has influence on girl child school dropout, extent to which enforcement of child right policy implementation influence girl child dropout and the extent to which child right policies influence girl child dropout.

The researcher investigated if child rights observation has influence on girl child school dropout. The results are summarised in the Figure 4.5.

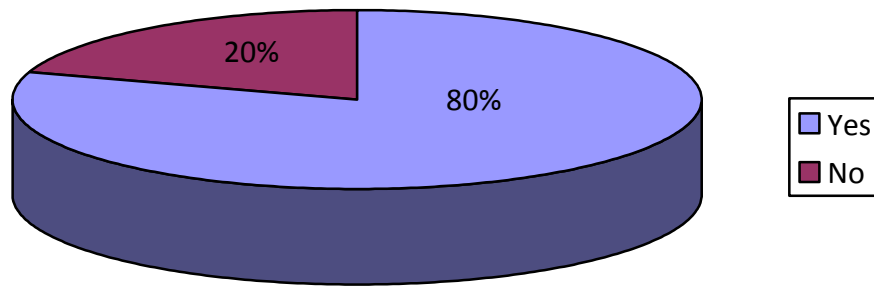


Figure 4.5 Child rights observation has influence on girl child school dropout

Majority 96 (80%) of the teacher respondents indicated that child rights observation has influence on girl child school dropout. This might mean that indeed child rights observation influences the girl child school dropout.

Child right is the obligation of what is to be given to the child for his or her development. When Kenya introduced FPE in the year 2003, it was in line with the millennium development goals number two for every school going age child to access free and compulsory education. Obuya (2013) quotes Ocho (2005) saying that every child in Nigeria shall be entitled to education, the provision which shall be the responsibility of the government and the parents. In Nigeria it is difficult to find a house help today. This is because Nigerians have been made aware of values of education and so parents do not give their children anymore for househelps (Offorma, 2009).

The researcher investigated the extent to which enforcement of child right policy implementation influence girl child dropout. The results are summarised in the Table 4.8.

Table 4.8: Extent to which enforcement of child right policy implementation influence girl child dropout

Statement	Frequency	Percentage
To a very large extent	9	65%
To a large extent	3	21%
To a very small extent	0	0%
To a small extent	2	14%
Total	14	100%

Majority 9 (65%) of the head teachers respondents indicated that the enforcement of child right policy implementation influence girl child dropout to a very large extent. This means that child right policy implementation has an influence in retention of girl child in school. The government should therefore be committed in enforcing it in primary schools.

Ayub (2009) assert that in Kenya schools and girls in particular, especially those in rural areas fail to enroll in or complete primary schooling because their parents do not know the value of education. In most cases it is because the parents are themselves illiterate. Ayub (2009) continues to say that there is a myth among

parents that boys are generally cleverer and hardworking than girls. Girl child rights are also violated from home.

The researcher investigated the extent to which child right policies influence girl child dropout. The results are summarised in the Table 4.9.

Table 4.9: Extent to which child right policies influence girl child dropout

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The school practices the child right policies	75 (40%)	23 (12%)	36 (19%)	18 (10%)	33 (19%)
Head teacher enforces child right policies on girl child school completion	98 (54%)	36 (19%)	12 (6%)	31 (17%)	8 (4%)
The school conducts regular campaigns to encourage parents to enroll their girls	105 (57%)	23 (12%)	37 (20%)	8 (5%)	12 (6%)
Pupils have copies of documents or resources that address inclusive education	120 (65%)	43 (23%)	18 (10%)	4 (2%)	0 (0%)
Head teachers understand importance of girl child education	23 (12%)	41 (22%)	67 (37%)	30 (16%)	24 (13%)

Majority 98 (52%) of the pupils disagreed that the school practices the child right policies while majority 134 (73%) also disagreed that head teacher enforces child

right policies on girl child school completion. Majority 128 (69%) disagreed that the school conducts regular campaigns to encourage parents to enroll their girls. Majority 163 (88%) of the pupils disagreed that pupils have copies of documents or resources that address inclusive education while many 67 (37%) were undecided to whether Head teachers understand importance of girl child education.

Kiruga (2012) indicates that crowded classes affect teaching and learning. Teachers working in a situation where teacher-pupil ratio is high will be expected to be overworked and lack time to prepare their work. Eshiwani (1993) concurs that teachers operating where pupil ratio is high would be overloaded. The Kenya primary schools teachers are overworked and not delivering much for operating at situation of ratio 1:100 teacher – pupils' classes. The child right is violated for understaffing schools. Children especially girls who are pre-occupied by home related activities and unbudgeted time at home are wasted.

A study conducted by Onyancha (2001) on corporal punishment revealed that in some rehabilitation schools or homes, children live in unhealthy conditions in which they are subjected to overcrowding, inadequate shelter, lack of clothing, medical services and food and where they also suffer maltreatment by staff. They do not receive a quality education as in Kenya's public schools. Moreover, some teachers do not possess the necessary skills, such as counseling, to rehabilitate children effectively.

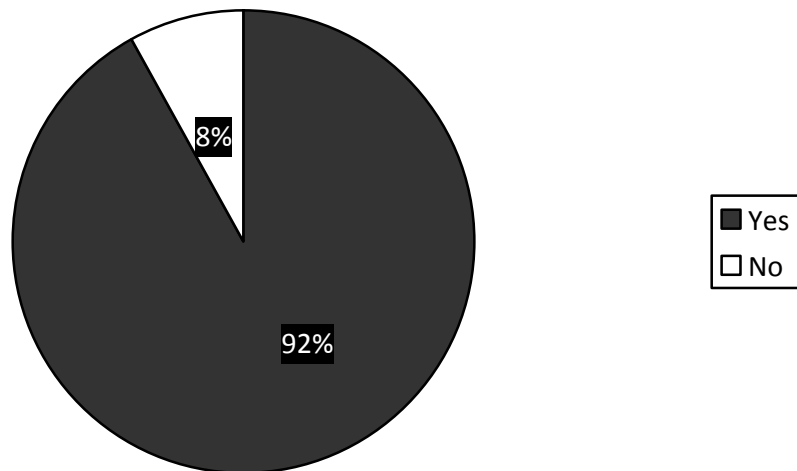
Ejeh and Akinola (2009) study on children' rights and participation in schools, explored the awareness levels and views of Nigerian primary school children. A case study approach was adopted in this study. Two public and two private primary schools in Ile-Ife, a university town in south – western part of Nigeria, were purposively selected for the study. The schools were almost of equal size with student populations of between 900 and 1100. The four schools were among the best in the town in terms of pupils' academic performance. The findings revealed that nine out of the 144 pupils in the study (less than 1%) showed that they were aware that they had some rights as children by mentioning some of those rights, such as right to life, right to education and right to play. Fifty six of them (or about 39%) claimed to be aware of their rights but had wrong notions of what rights are by mentioning these, among others as some of their rights: 'right to respect from teachers'; 'right to write notes in class'; 'right to ask questions'; 'right to do things in my own way'; 'Right to separate children who are fighting'; and, 'right to help my parents at home'. The rest of the pupils (or a little over 50%) stated that they had not heard of the term. Seven out of the nine pupils that were aware of children's rights were in the primaries five and six of the private school located in the university campus while the other two were in primary five of the private school located in the town.

4.7 Influence of government bursaries on girl-child dropout

The researcher sought to investigate the influence of government bursaries on girl-child dropout. The study investigated if government scholarship and bursaries influences girl child dropout and the influence of government scholarship and bursaries on girl child dropout.

The researcher studied if government scholarship and bursaries influences girl child dropout. The results are summarised in the Figure 4.5.

Figure 4.5: Government scholarship and bursaries influences girl child dropout



Majority 110 (92%) of the teacher respondents indicated that government scholarship and bursaries influences girl child dropout. This might mean that indeed government scholarship and bursaries influences girl child school dropout. This might be influencing the girls drop out from the primary schools in Malindi

Sub County. Primary school bursary scheme is an initiative of the government aimed at helping pupils from poor backgrounds to obtain education. The scheme is also aimed at ensuring that students are retained in school after enrolment. Non completion of secondary schooling continues to be a matter of concern for policy makers and practitioners worldwide (Gray *et al.*, 2009).

The researcher studied the influence of government scholarship and bursaries on girl child dropout. The results are summarised in the Table 4.10.

Table 4.10: Influence of government scholarship and bursaries on girl child dropout

Statements	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The government offers scholarship to the girl students	54 (29%)	75 (41%)	3 (2%)	12 (6%)	41 (22%)
The government offers bursaries to the girl students	32 (17%)	26 (14%)	21 (11%)	31 (17%)	75 (41%)
Girl scholarships enhances girls' retention in schools	9 (6%)	12 (6%)	28 (15%)	39 (21%)	97 (52%)
Girl bursaries enhances girls' retention in schools	10 (6%)	8 (4%)	23 (12%)	41 (22%)	103 (56%)
Head teachers enforces school policies on scholarships and bursaries	65 (36%)	42 (23%)	34 (18%)	29 (15%)	15 (8%)

Majority 129 (70%) of the pupils disagreed that the government offers scholarship to the girl students. Majority 106 (58%) agreed that the government offers bursaries to the girl students while 136 (73%) also agreed that Girl scholarships enhances girls' retention in schools. Majority 144 (78%) agreed that Girl bursaries enhances girls' retention in schools while majority 107 (59%) disagreed that head teachers enforces school policies on scholarships and bursaries.

In UK, a key priority of the Government is to eliminate the gap in attainment between those from poorer and more affluent backgrounds, and to ensure every young person participates in and benefits from a place in 16-19 education and training known as YPLA Bursary Scheme. The Government provides funding to tackle disadvantage both through the YPLA's funding formula and through support to help young people meet the costs of participating in education and training post-16 19 (YPLA, 2012). This further helps to retain students in schools.

In Singapore, the government through the Ministry of education has a bursary scheme in place known as Edusave Merit Bursary that is meant for students whose household income is less than \$4000 a month. They provide \$300 for secondary 1 to 5. Eligibility is for students who are already in secondary school and whose performance are good that is 25% in a stream (M.O.E, 2012). This helps to retain students who could have dropped due to lack of school fees.

In India, the National Scholarship Scheme has been implemented since 1961. The objective of this Scheme is to provide scholarships to the brilliant but poor

students so that they can pursue their studies in spite of poverty. The Scholarship Scheme for Talented Children from Rural Areas for Class VI to XII is an on-going scheme since 1971-72 with the objective to achieve equalization of educational opportunities, and to provide fillip to the development of talent from rural areas by educating talented rural children in good schools. The schemes were implemented as Centrally Sponsored Schemes up to IX Plan. The Department then merged these schemes to form the National Merit Scholarship Scheme for implementing within an approved outlay (Ahmed, 2007). When such schemes are ongoing there is one goal which is the retention of students in schools. In this scheme the parent or guardian has to swear an affidavit to establish that they are genuinely needy.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The purpose of the study was to investigate factors influencing Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya. The study was guided by the following objectives; to determine the extent to which provision of sanitary pads, government policy on early marriages, government children rights and government bursaries has on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County.

5.2 Summary of the study

The study aimed to find out the investigate factors influencing Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya. The researcher singled out four factors that he deemed are the factors facing influencing Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County.

Out of 380 respondents that included 14 head teachers, 159 teachers, and 207 girls' pupils, 319 responded, of which 14 were head teachers, 120 teachers and 185 pupils. The researcher used purposive sampling for the 14 head teachers and simple random sampling for 159 teachers and 207 girls respondents. Questionnaires and interview schedules were used for data collection. Reliability

analysis was done through test-retest method. Pearson's product moment's correlation was used to test reliability. Validity was ensured through discussion with the experts including supervisors and colleagues. Primary data was collected and analyzed using quantitative and qualitative techniques and presented in tables and graphs. Secondary data was obtained from journals and schools data base. Data collected was analyzed using SPSS (Statistical Package for Social Sciences). Descriptive statistics and thematic statistics were used.

The findings on provision of sanitary pads by the government on girls school dropout indicated that majority of the teacher respondents agreed that schools sanitary conditions influences completion of girl child. The pupils also complained that they miss school and even drop out due to lack of sanitary pads. Head teachers involve all stakeholders in improving the sanitary conditions of the school. This might mean that there is no collaboration in improving the sanitary conditions in schools. This might be hindering the progress that might be done to reduce the girls' dropout from primary schools. Majority of the teachers respondents strongly agreed that girls retention in school is due to the sanitary conditions developed by the head teacher. This means that the head teachers do not do enough to retain girls in schools as regards to sanitary conditions. Head teacher holds talks with the girl students to discuss about their sanitary challenges in school. This might mean that there are schools that head teachers do not encourage the girl child as regards to challenges faced in maintaining sanitary conditions in school. This might be influencing the girls drop out from the primary schools.

Findings on the influence of government policy on early marriages on girls drop out indicated that majority 76 (78%) of the teacher respondents indicated that pregnancy influences the completion of the girl child. This might mean that indeed pregnancy among the pupils influences their school dropout. This might be influencing the girls drop out from the primary schools. Majority 108 (58%) of the pupils agreed that the schools employs tough disciplinary actions that scares pregnant girls from schools. Majority 120 (70%) disagreed that head teachers properly governs the school as regards girl return to school after pregnancy while majority 118 (65%) of the pupils agreed that discipline in school encourages parents to enroll the girl child. Majority 89 (48%) agreed that the girls indiscipline causes them to drop out of school while majority 113 (61%) agreed that pregnancy contributes majorly to girls school dropout.

The findings on the influence of government children rights indicated that majority 96 (80%) of the teacher respondents indicated that child rights observation has influence on girl child school dropout. This might mean that indeed child rights observation influences the girl child school dropout. Majority 9 (65%) of the head teachers respondents indicated that the enforcement of child right policy implementation influence girl child dropout to a very large extent. This means that child right policy implementation has an influence in retention of girl child in school. The government should therefore be committed in enforcing it in primary schools. Majority 98 (52%) of the pupils disagreed that the school practices the child right policies while majority 134 (73%) also disagreed that head teacher

enforces child right policies on girl child school completion. Majority 128 (69%) disagreed that the school conducts regular campaigns to encourage parents to enroll their girls. Majority 163 (88%) of the pupils disagreed that pupils have copies of documents or resources that address inclusive education while many 67 (37%) were undecided to whether Head teachers understand importance of girl child education.

The findings on the influence of government bursaries on girl-child dropout indicated that majority 110 (92%) of the teacher respondents indicated that government scholarship and bursaries influences girl child dropout. This might mean that indeed government scholarship and bursaries influences girl child school dropout. Majority 129 (70%) of the pupils disagreed that the government offers scholarship to the girl students. Majority 106 (58%) agreed that the government offers bursaries to the girl students while 136 (73%) also agreed that Girl scholarships enhances girls' retention in schools. Majority 144 (78%) agreed that Girl bursaries enhances girls' retention in schools while majority 107 (59%) disagreed that head teachers enforces school policies on scholarships and bursaries.

5.3 Conclusions

It can be concluded that provision of sanitary pads by the government influences completion of girl child. The pupils miss school and even drop out due to lack of sanitary pads. Head teacher do not involves all stakeholders in improving the

sanitary conditions of the school. This might mean that there is no collaboration in improving the sanitary conditions in schools. This might be hindering the progress that might be done to reduce the girls' dropout from primary schools. Head teacher do not holds talks with the girl students to discuss about their sanitary challenges in school. This might mean that there are schools that head teachers do not encourage the girl child as regards to challenges faced in maintaining sanitary conditions in school. This might be influencing the girls drop out from the primary schools.

It can be concluded that government policy on early marriages influences girls' drops out. Schools employ tough disciplinary actions that scare pregnant girls from schools. Head teachers do not properly govern the school as regards girl return to school after pregnancy. The girls' indiscipline causes them to drop out of school and pregnancy contributes majorly to girls' school dropout.

From the findings on the influence of government children on girl child school dropout, it can be concluded that child rights observation influences the girl child school dropout. The head teachers' enforcement of child right policy implementation influence girl child dropout to a very large extent. This means that child right policy implementation has an influence in retention of girl child in school. The government should therefore be committed in enforcing it in primary schools. The schools do not practice the child right policies and the head teachers do not enforce child right policies on girl child school completion. The primary

schools do not conduct regular campaigns to encourage parents to enroll their girls.

It can be concluded that there is influence of government bursaries on girl-child dropout. This might mean that indeed government scholarship and bursaries influences girl child school dropout. The government does not offer scholarship to the girl students. There is government offers on bursaries to the girl students and girl scholarships enhances girls' retention in schools. The head teachers do not enforces school policies on scholarships and bursaries.

5.4 Recommendations

The following are the recommendations:

The government should initiate programs that enhances the provision of sanitary pads in primary schools. This is because the pupils highlighted it as a major cause of girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County. This can be done through the DEOs and head teachers in the public primary schools.

To government should enforce policies on early marriages since they were found to influence girl-child dropout in Malindi Sub-County, Kilifi County. This should be done by the Ministry of Education enlightening the headteachers on how best they can implement the policies.

The study found out that government children rights influenced girl-child dropout in Malindi Sub-County, Kilifi County. This Ministry of Education should therefore formulate better children rights that will guide the schools through the help of the head teachers and the teachers in enforcing them in the primary schools.

To government through the Ministry of Education should increase the bursaries on girl-child and offer more scholarships to the girls. This will help reduce the girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County.

5.5 Areas for further research

The following are areas for further research:

- i. Influence of head teachers leadership styles on the girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County.
- ii. The effect of teacher – pupil ratio on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County.
- iii. The influence of school environment on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County.
- iv. The influence of subordinate staff on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County.

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APPENDICES

Appendix I

Letter of Introduction

Mwangolo Samson Beja,
Galana Randi Primary School,
P.O Box 76,
Malindi.

Head teacher,
Malindi Sub-County,
P.O Box 50,
Malindi.

Dear Sir/Madam,

RE: DATA COLLECTION

I the undersigned kindly request you to grant me permission to conduct research in public primary schools in Malindi Sub-County within your jurisdiction. I am a student in Education administration department at the University of Nairobi. I intend to do a research on the *influence of Kenya government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya*. The information obtained from the schools in your jurisdiction will be used purely and exclusively for academic purposes. Thanking you in advance, I look forward for your maximum cooperation.

Yours faithfully

Mwangolo Samson Beja
E55/62481/2010

Appendix II: Table Enrolments per Year

PER GENDER PER CLASS

MALINDI DISTRICT

PUPIL ENROLMENT BY GENDER PER CLASS (LEVEL) PRIMARY PUBLIC

	STD 1		STD 2		STD 3		STD 4		STD 5		STD 6		STD 7		STD 8		Total		
Year	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G	TL
2011	3098	2931	3153	3279	3132	3262	3345	3193	3133	2969	3270	3195	2981	2841	2701	2168	24914	23838	48852
2010	3098	2931	3053	3079	3132	3062	3345	3193	3133	2969	3270	3195	2981	2841	2701	2168	24914	23338	47852
2009	3630	3474	3297	3174	3267	3217	3268	3313	2947	2929	3028	2687	2664	2127	2054	1528	24155	22499	46654
2008	3630	3494	3450	3301	3102	2991	3438	3458	3072	3022	2725	2380	2596	2032	1861	1322	23874	22000	45874
2007	3913	3548	3348	3213	3367	3370	3371	3338	3142	2711	2494	2040	2518	1989	1760	1117	23913	21326	45239
2006	3181	3182	3463	3564	3496	3396	3185	3079	2455	2099	2210	1767	2231	1842	1797	1312	22018	20241	42259
2005	3651	3515	3846	3764	3484	3251	2692	2319	2377	1923	2192	1718	2247	1726	1633	1123	22122	19339	41461
2004	4625	4527	4050	3846	2718	2354	2566	2095	2267	1867	2118	1582	2194	1699	1546	1097	22084	19067	41151
2003	4747	3995	2865	2465	2533	2225	2397	2131	2209	1808	2010	1600	1854	1421	1356	882	19953	16527	36480

Source: District Education Office, Malindi Sub-County

Appendix II indicates the trend of girls' dropout from the year 2003 to 2011. The girl dropout from school has been increasing over the years. This study therefore investigated the influence of the government intervention measures on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County in Kenya.

6. Girl school drop out over the years

Year	Dropout
2008	
2009	
2010	
2011	
2012	
2013	

Section B: Influence of provision of sanitary pads by the government influence on girl-child dropout

5 The schools sanitary conditions influences completion of girl child?

Yes No

6 If yes, please explain _____

7 The government involves all stakeholders in improving the sanitary conditions of the school.

Yes No I don't know

8 The girls retention in school in due to the sanitary conditions developed by the government.

Strongly agree Agree Undecided
Disagree Strongly disagree

9 The head teacher holds talks with the girl students to discuss about their sanitary challenges in school.

Yes No Not sure

10 In your opinion, how can sanitary conditions influence on girl child school dropout be improved?

.....

Section C: Influence of the government policy early marriages on girl-child dropout

11 The pregnancy influences the completion of the girl child?

Yes No I don't know

If yes to the question 7, please explain _____

12 The table below shows to what extent the back to school after pregnancy influences completion of girl child, tick according to your level of agreement

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The schools employs tough disciplinary actions that scares pregnant girls from schools					
Head teachers properly governs					

the school as regards girl return to school after pregnancy					
Discipline in school encourages parents to enroll the girl child					
The girls indiscipline causes them to drop out of school					
Pregnancy contributes majorly to girls school drop out					

Section D: Government children rights influence on girl-child dropout

13 Do you think child rights observation has influence on girl child school dropout?

Yes No

If yes to the question 9, please explain _____

14 To what extent do you think head teachers enforcement of child right policy implementation influence girl child dropout?

To a very large extent To a very small extent

To a large extent To a small extent

15 The table below shows to what extent the child right policies influence girl child dropout, tick according to your level of agreement

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree
The school practices the child right policies					
Head teacher enforces child right policies on girl child school completion					
The school conducts regular campaigns to encourage parents to enroll their girls					
Has copies of documents or resources that address inclusive education					
Head teachers understand importance of girl child education					

16 In your opinion, how can child right policies implementation in your school be improved?

.....
.....

Section E: Influence of government bursaries on girl-child dropout

17 Do you think government scholarship and bursaries influences girl child dropout?

Yes No

If yes to the question 13, please explain_____

18 The table shows the factors relating to influence of government scholarship and bursaries on girl child dropout, tick according to your agreement

Statement	Strongly disagree	Disagree	Undecided	Agree	Strongly agree
The government offers scholarship to the girl students					
The government offers bursaries to the girl students					
Girl scholarships enhances girls' retention in schools					
Girl bursaries enhances girls' retention in schools					

Head teachers enforces school policies on scholarships and bursaries					
---	--	--	--	--	--

Appendix IV

Interview Schedule for Head Teachers

- i. To what extent does provision of sanitary pads by the government influence on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County?

- ii. What is the influence of the government policy on early marriages on girl-child dropout in Malindi Sub-County, Kilifi County?

- iii. How does government children right influence girl-child dropout in Malindi Sub-County, Kilifi County?

- iv. To what extent does government bursaries influence girl-child dropout in Malindi Sub-County, Kilifi County?

Appendix V

Interview Schedule for pupils

- i. To what extent does provision of sanitary pads by the government influence on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County?

- ii. What is the influence of the government policy on early marriages on girl-child dropout in Malindi Sub-County, Kilifi County?

- iii. How does government children right influence girl-child dropout in Malindi Sub-County, Kilifi County?

iv. To what extent does government bursaries influence girl-child dropout in Malindi Sub-County, Kilifi County?

APPENDIX VI


Research clearance permit

THIS IS TO CERTIFY THAT:
MR. SAMSON BEJA MWANGOLO
of UNIVERSITY OF NAIROBI, 76-20800
malindi, has been permitted to conduct
research in **Kilifi County**

on the topic: **INFLUENCE OF KENYA
GOVERNMENT INTERVENTIONS ON
GIRL-CHILD DROPOUT IN PUBLIC
PRIMARY SCHOOLS IN MALINDI
SUB-COUNTY, KILIFI COUNTY, KENYA**

for the period ending:
31st August, 2015

Permit No : NACOSTI/P/14/8380/4374
Date Of Issue : 2nd December, 2014
Fee Received :Ksh. 1000




[Signature]
Secretary
National Commission for Science,
Technology & Innovation


[Signature]
Applicant's
Signature

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit
2. Government Officers will not be interviewed without prior appointment.
3. No questionnaire will be used unless it has been approved.
4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.
5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.
6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.



REPUBLIC OF KENYA



National Commission for Science,
Technology and Innovation

**RESEARCH CLEARANCE
PERMIT**

Serial No. A **3816**

CONDITIONS: see back page

APPENDIX VII

Research authorization from NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

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

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

Ref. No. **NACOSTI/P/14/8380/4374** Date: **2nd December, 2014**

Samson Beja Mwangolo
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Influence of Kenya Government interventions on girl-child dropout in public primary schools in Malindi Sub-County, Kilifi County, Kenya,"* I am pleased to inform you that you have been authorized to undertake research in Kilifi County for a period ending **31st August, 2015.**

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

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


DR. S. K. LANGAT, OGV
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.

National Commission for Science, Technology and Innovation is ISO 9001:2008 Certified

Appendix VIII

Kilifi County Research Authorization



THE PRESIDENCY
MINISTRY OF INTERIOR
AND
CO-ORDINATION
OF
NATIONAL GOVERNMENT



Telephone: (041)7522103
Fax: (041) 7522474
Email kilificc@yahoo.com
When replying/telephoning quote:
Ref. No: ADM.15/9/VOL.1/87

COUNTY COMMISSIONER'S OFFICE
KILIFI COUNTY
P. O. Box 29 - 80108
KILIFI

And date: 3rd February, 2015

Deputy County Commissioner
Malindi Sub County

RE: RESEARCH AUTHORIZATION
SAMSON BEJA MWANGOLO

The above named student from Nairobi University has been authorized to carry out research on "Influence of Kenya Government Intervention on girl child dropout in public primary schools in Malindi Sub-County, Kilifi County", for a period ending on 31/8/2015.

Kindly accord him the assistance he may require during the exercise period.


PAUL ROTICH
FOR: COUNTY COMMISSIONER
KILIFI

c.c.

County Director of Education
Kilifi County

Samson Beja Mwangolo
Nairobi University
P.O. Box 30197 - 00100
NAIROBI

Appendix IX

Resource Authorization from Ministry of Education

**MINISTRY OF EDUCATION SCIENCE AND TECHNOLOGY
DEPARTMENT OF EDUCATION
KILIFI COUNTY**

Telephone 041-7522432
EMAIL:cdekilifcountykilifi@yahoo.c
Fax no. 7522432
When replying/telephoning quote



County Education Office
P O Box 42 -80108
KILIFI

Ref: KC/CDE/A.15/1/4

3rd February, 2015

TO WHOM IT MAY CONCERN

**RE: AUTHORITY TO CONDUCT A RESEARCH ON THE INFLUENCE OF KENYA
GOVERNMENT INTERVENTIONS ON GIRL-CHILD DROPOUT IN PUBLIC
SCHOOLS IN MALINDI SUB-COUNTY, KILIFI COUNTY
SAMSON BEJA MWANGOLO**

The above subject refers.

Authority is hereby granted to you to conduct the above Research in schools in Malindi Sub County within Kilifi County on the above subject. However, ensure that the school programmes are not interfered by your Research and that utmost professionalism is observed during the exercise.

By copy of this letter the DEO – Malindi is requested to accord the necessary assistance that you may require.

A handwritten signature in blue ink, appearing to read 'Annie Kimanzi'.

ANNIE KIMANZI
FOR: COUNTY DIRECTOR OF EDUCATION
KILIFI COUNTY

Copy to:

District Education Officer – Malindi Sub - County