

**DETERMINANTS OF GIRLS DROPOUT IN PUBLIC SECONDARY
SCHOOLS IN KISUMU WEST SUB –COUNTY, KENYA**

Okiki Kemunto Esther

**A Research Project Submitted in Partial Fulfillment of the Award of Degree
of Master of Education in Educational Administration**

University of Nairobi

2016

DECLARATION

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

Okiki K. Esther

E55/72409/2014

This research project has been submitted for examination with our approval as university supervisors:

Dr. Ursulla Okoth

Senior Lecturer

Department of Educational Administration & Planning

University of Nairobi

Mr. Kanori Edward

Lecturer

Department of Educational Administration & Planning

University of Nairobi

DEDICATION

This project is dedicated to my beloved father and mentor Alex Okiki, my husband Isaac Miruka, my sister Joyce and my children Louissa, Stephanie and Cammilous.

ACKNOWLEDGMENT

My gratitude goes to the Lord Almighty for giving me wisdom and strength to go through the course work and finally in writing of this research project. My sincere appreciation goes to my supervisors; Dr. Ursulla Okoth and Mr. Edward Kanori to whom I owe my gratitude for their valuable scholarly guidance and assistance My sincere appreciation to the lecturers of the University of Nairobi, Department of Educational Administration and Planning, Dr Mari Nelson and Dr. Lucy Njagi among others who guided me through my course work.

.I would also want to thank my husband Isaac Miruka who gave me moral and financial support to do my studies with ease and my beloved father and mentor Alex Okiki and my sister Wilkister Kinanga. My heartfelt appreciation goes to my children Louissa, Stephanie and Cammilous who gave me aspiration during the period. May this research project be an eye opener to your education.

Further, I wish to acknowledge my friends Michael Moracha, Brian Okello, Eshery Munala and James Nyakweba, you were always there for me when I needed your support. May God bless you.

To all who made this project a success, May the God bless you.

TABLE OF CONTENTS

Content	Page
Title page	i
Declaration	ii
Dedication	iii
Acknowledgment	iv
Table of contents	v
List of tables	ix
List of figures	x
List of abbreviations	xi
Abstract	xii

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study	1
1.2 Statement of the Problem	5
1.3 Purpose of the Study	6
1.4 Research Objectives	6
1.5 Research Questions	6
1.6 Significance of the Study	7
1.7 Limitations of the Study	8
1.8 Delimitations of the Study	8

1.9 Basic Assumptions of the Study	8
1.10 Definitions of Significant Terms	9
1.11 Organization of the Study	10

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction	11
2.2 School Dropout concept	11
2.3 Guidance and Counseling Factors and School Girls Dropout	11
2.4 Family Economic Status and School Girls Dropout	14
2.5 Wife Inheritance practices and School Girls Dropout	15
2.6 Peer Group Influence as a Social Factors and School Girls Dropout	16
2.7 Summary of Literature Review.....	18
2.8 Theoretical Framework	19
2.9 Conceptual framework.....	21

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction	23
3.2 Research Design	23
3.3 Target Population	23
3.4 Sample Size and Sampling Procedure	24

3.5 Research Instruments	24
3.6 Validity of the Instruments	25
3.7 Reliability of instruments.....	25
3.8 Data Collection Procedures	26
3.9 Data Analysis Techniques	26
3.10 Ethical Considerations and Disseminations.....	26

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction	28
4.2. Response Return rate	28
4.3 Demographic information.....	29
4.4 Influence of guidance and counseling related factors on girls' dropout	34
4.5 Influence of family economic status on school girls drop-out.....	39
4.6 Influence of wife inheritance as a cultural practice on school girls' dropout	45
4.7 Peer groups influence on school girls' dropout	48

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction.....	56
5.2. Summary of the study	56
5.2.1 Influence of guidance and counseling related factors on girls' dropout	57

5.2.2 Influence of family economic status on school girls drop-out	58
5.2.3 Influence of wife inheritance as a cultural practice on school girls' dropout	56
5.2.4 Peer groups influence on school girls' dropout	60
5.3 Conclusions	60
5.4. Recommendations	61
5.5. Suggestions for further study	62
REFERENCES.....	63

APPENDICES

Appendix I: Letter of introduction.....	67
Appendix II: Questionnaires to students.....	68
Appendix III: Interview schedule for principals.....	75
Appendix IV: Interview schedule for hod guidance and counseling.....	76
Appendix V : Document analysis guide	78
Appendix VI: Research clearance permit	79
Appendix VII: Research authorization	80

LIST OF TABLES

Table	Page
Table 4.1 Response rate	28
Table 4.2 Characteristics of the respondents by class levels	32
Table 4.3 Influence of guidance and counseling related factors on girls' dropout	35
Table 4.4 Family's level of income	39
Table 4.5 Extent of essential resources and other factors on girls' absenteeism.	43
Table 4.6 Influence of range of children in family on dropout.....	44
Table 4.7 Impact of wife inheritance leading to girls' drop out	47
Table 4.8 Level of risk of wife inheritance on girls' dropout.....	48
Table 4.9 Respondents' peer attitude towards education.....	49
Table 4.10 Students' perception on peer influence on dropout	50

LIST OF FIGURES

Figure	Page
Figure 2.1 Conceptual Framework	21
Figure 4.1 Distribution of principals by gender	30
Figure 4.2 Distribution of H.O.D G & C by gender	31
Figure 4.3 Age characteristics of respondents	33
Figure 4.4 Respondents on School Types	34
Figure 4.5 Effectiveness of guidance and counseling department.....	36
Figure 4.6 Confidentiality of guidance and counseling department	37
Figure 4.7 Teachers' response on influence of guidance and counseling.....	38
Figure 4.8 People responsible for girls' fee payment.	41
Figure 4.9 Frequency of fee payment	42
Figure 4.10 Respondents' knowledge of inherited parents.....	46
Figure 4.11 Students' knowledge of peer/girls drop out.....	52
Figure 4.12 Frequency of girls talking about boy-girl relationship	53
Figure 4.13 Girls experience on drug and substance abuse	54
Figure 4.14 Teachers' perception on influence of peer group on girls' dropout ...	55

LIST OF ABBREVIATIONS

G & C	Guidance and Counseling
H.O.D G & C	Head of Department Guidance and Counseling
KIE	Kenya Institute of Education
MOE	Ministry of Education
MOEST	Ministry of Education Science and Technology
PSR	Poverty Status Report
TPB	Theory of Planned Behaviour
UNICEF	United Nations International Children's Education Fund
UPPA	Uganda Participatory Poverty Assessment

ABSTRACT

The basis of this research was to investigate the determinants of school girls' dropout in public secondary schools in Kisumu West Sub-county, Kenya. The objectives of the research was to: evaluate the influence of guidance and counseling related factors, economic status of the family, wife inheritance and peer group on girls' dropout. The study was guided by the theory of planned behavior developed by Icek Ajzen in 1985. Descriptive survey design was adopted where target population constituted 3,740 girls, 32 Departmental heads of Guidance and Counseling in 32 schools (28 mixed public and 4 girl schools) and 32 principals. Simple stratified random sampling was used. 11 schools and their principals, 11 head of departments-guidance and counseling and 382 students were selected. The researcher used questionnaires and interview schedule to collect data. Quantitative data were analyzed using descriptive statistics tools such frequency distribution tables. Qualitative data were analyzed by synthesizing the information from respondents and the information arranged thematically in line with the objectives of the study. The study revealed that majority guidance and counseling department was less effective and this made some to stop going for counseling because their problems were not solve and this caused some to dropout. Drop out cases were high in families with low income level. Wife inheritance had an influence on girls' drop out as majority of girls dropped out of school. Girls were swayed by their peers to stay not in attendance from school as more dropped out of school especially those with friends who are anti-social. Based on the findings of the study, it was concluded that; guidance and counseling department were less effective and this made some to stop going for counseling because their problems were not solve and this caused some to dropout. Level of income had a key role to play in continuity of girl child education in secondary schools. Wife inheritance had an impact on girls' drop out as majority of girls were possible to leave school if they experience conflict at home. Many girls were at risky situation of dropping out of school due to wife inheritance and related factors. Girls with friends who had dropped out were more probable to drop out of school particularly those with unsociable friends. Recommendations; Guidance and counseling department should work in support with teachers and parents to identify and counsel likely dropouts in effective manner. Schools should establish guidance, counseling, personal and academic guidance plans that help to keep girls in school. Girls from less privileged families should be identified and offer financial support in their education life. Learners should be involved in co-curricular activities which assist to keep them far away from awful influences and concentrate on school. Suggestions for further studies have also been given which include; the same study should be done in other areas to establish other factors leading to girls' school dropout. A study on how female students in secondary school respond to guidance and counseling.

CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

Adolescence which is the transitional period between puberty and adulthood in children's development has become a vital factor to girls' dropout. Anastasia and Tekelmariam, (2011) indicate that girls at this stage find their way out of for various challenges. This is if the girls are not well guided and counseled to cope up with the challenges. Alike and Ggbochuku (2009) indicate that worldwide, students dropping out of school are more and more shocking. According to CNN report on 5th May, 2009, almost 6.2 million students in the United States dropped out of school. Mainly causes were some of the students were waiting for chance to re-enroll and cutbacks in funding. For example a girl said that she dropped out because of a schooling incident that occurred in their school.

Solotaroff (2007) establish that in Afghanistan, shortage of female teachers is an impediment to girls' enrolment and participation in school. Afghan believes that male teachers should not teach girls. Nevertheless female teachers are not many in Afghan society hence leading to increased rate of girls' dropout. This study also found that in Pakistan, girls generally dropout early because of shortage of female teachers in schools. Having female teachers has a positive influence on girls' academic achievement outcomes. Robinson (1999), Hoffman and Nixon, (2009),

Carrel (2010), and Rothstein, (1995), exposes that not having female teachers in schools negatively influences on girls' dropout.

Boyle (2002), a number of studies argue that there are some particular personality of girls with dropout status which are: girls who have experienced short-term dropout previously, girls with poor performance, family nomadic life styles, low economic status and the resulting susceptibility of girls. Leach Dunne, (2005) argue that some unanticipated conditions of girls such as lack of economic and social opportunities and gender difference in education system lead to parenthood and end result dropout from school. Girls' dropout rate is higher than that of boys and the leading reason is pregnancy (Leach Dunne 2005). While some countries permit girls after delivery to return to school, study establishes that re-entry rate is not higher. Re-entry to school after delivery depends on some conditions such as if they are able to contribute to or abandon childcare duty and if they can get caregiver for the baby (Grant and Hallman 2006).

According to Alderman, (1996) schools at distance destructs girls from attending and social cultural issues hold back girls to go to mixed schools. According to Hidayya Foundation, (2005) 10% of the entire enrolled girls are promoted to high school for the duration of an academic year. Such small number of girls is a serious challenge for the establishment working for the improved levels of girls'

literacy and decision makers in traditional societies, girls are favored to remain. Many studies observe that girls have a tendency to do more work in the family than boys. According to Brock and Cammish, (1997) girls have a tendency to drop out of school to take care of their little siblings. Nekatibeb (2002) determinants that school is the leading barrier for girls' education in Africa. This school distance make both parents and girls fear for their security and also discourage the girls because of the length of time they take on the way to arrive at school and vigor required to cover the distance. Nearness to schools had a positive motivating influence on girls (Ainsworth et al, 2005).

Government of Uganda (1999), MOEST (1995), United Nations Children Education Fund (UNICEF) (1999) and Horn (1992), all reveal that parental decisions do influence children retention. Children whose parents check and control their activities, encourage independent decision making, provide emotional support and are usually more concerned in their schooling are less probable to drop out of school. Girls are more prone to dropout of school than boys and those children whose mothers' have not attained any level of education will most expected to dropout of school (UNICEF, 2005).

School girls' dropout has been a problem in the Third World Countries than the developed world. In most of the developed countries, school dropout rate is very low except in Sweden where more than 25% of high school students drop out

before graduating, however, in most performing regions boast of 88% completion (Lawrence, 2016). UNESCO (2012) revealed that dropout rate for girls have been higher than that of boys in 49 African countries thus making this problem serious in developing countries. In most of these countries more girls attain less education and tend to dropout from school than boys. In Sub-Saharan Africa, school girls drop out remain a big reason in explaining low literacy levels among the female gender which is a cause to high poverty levels among women.

According to Gathigah (2010), more girls' dropout before completion despite government effort in providing Free Day Secondary School Education to all students. She further reveals that despite high enrolment rate for girls, fewer clear secondary schools compared to the number of boys. In a report dubbed "Down the Drain" by CSA, only 35% of girls between ages 16-20 years are still in school compared to 50% boys in Kenya. According to Mudeb (2013) more girls than boys dropout from schools.

Oruko (2015) indicated that unmet vital needs, poverty, coercive sexual relationships and insufficient school environment all conspire to oppose girls pursuit to clear secondary schools in Western Kenya. In Kisumu West Sub-county, data revealed at Kisumu West Sub-county Education Office shows that more girls dropout of schools than boys. This study therefore, will look at guidance and counseling department, family economic status, cultural factors, and

peer group influence as a social factor leading to dropout rate of girls from schools in Kisumu West Sub-county, Kenya.

In wider Kisumu District, about 1.3M children who enrolled in form one by 2006, only 875,000 managed to go through secondary school education and cleared in 2009. It is also noted that dropout rate for boys and girls is at 30%. In the Municipality region of Kisumu West, it was realized that 43% of girls went through as compared to 57% of boys. Statistics at Chulaimbo Health Centre indicates that out of every 5 teenage mothers to have delivered in the hospital, 4 of them are secondary school students. Re-entry of teenage mothers back to school has been pointed to be less than 50%. From previous studies, it has been noted that more girls than boys absent themselves from schools. Continuous absenteeism is a prerequisite to dropout.

1.2 Statement of the Problem

Despite the government's efforts through its educational policies like (EFA) education For All in primary, Free Day Secondary education, provision of tuition materials, sanitary facilities for girls, the school feeding programmes, the law on early marriages which leads to men imprisonments, girls in Kisumu West Sub-County are highly dropping out of school. There have been studies like: The impact of administrative styles on students' performance and factors leading to gender mainstreaming in public secondary schools but none was on girls' dropout.

Hence this study on determinants of girls dropout in public secondary schools in Kisumu West Sub-County, Kenya to fill the knowledge gap.

1.3 Purpose of the Study

The purpose of this research is to examine the determinants of school girls' dropout in public secondary schools in Kisumu West Sub-county, Kenya.

1.4 Research Objectives

The study was guided by the following objectives

- i) To assess the influence of guidance and counseling related factors on girls dropout in Public Secondary Schools in Kisumu West Sub-county, Kenya.
- ii) To establish how the economic status of the family influence school girls dropout in Kisumu West Sub-county, Kenya.
- iii) To determine how wife inheritance as a cultural practice affects school girls dropout in Kisumu West Sub-county, Kenya.
- iv) To establish the influence of peer group on girls' dropout in Kisumu West Sub-county, Kenya.

1.5 Research Questions

The study was guided by the following questions:

- i) To what extent do guidance and counseling related factors influence girls dropout in Kisumu West Sub-county, Kenya?

- ii) To what extent does the family economic status influence school girls drop-out in Kisumu West Sub-county, Kenya?
- iii) How does wife inheritance as a cultural practice influence school girls dropout in Kisumu West Sub-county, Kenya?
- iv) How do peer groups influence school girls' dropout in Kisumu West Sub-county, Kenya?

1.6 Significance of the Study

The findings of this study are expected to be of benefit to various stakeholders in girls' education. The school principals may use findings to improve their administration to retain girls in school. The findings may be of benefit to the Government of Kenya by retaining girls hence avoiding inefficiency brought by dropout therefore educating both boys and girls.

The findings may be a body of knowledge to the Ministry of Education which should achieve its educational goals by educating both boys and girls. The Non-governmental organization may use findings to help them direct their funds in gender and gender mainstreaming. They would therefore put their money in specific areas that would reduce dropout rate for girls. The study may provide data for future researchers in the same area of study.

1.7 Limitations of the Study

The researcher had difficulties in getting clear and fundamental information pertaining the causes or reasons that might have led to the girls' dropout from the heads of the schools and the departments of guidance and counseling in the schools.

1.8 Delimitations of the Study

The study delimited itself to public secondary schools in Kisumu West Sub County. Public schools are assured to provide fair homogeneity of characteristics among respondents in terms of social and economic background. The study delimited itself to the heads of the public institutions and the guidance and counseling HOD who were expected to provide relevant information related to girls dropout.

1.9 Basic Assumptions of the Study

The basic assumptions of this study were as follows;

- i. In this study it was assumed that girls, HODs and head teachers as respondents provided accurate information on girls' dropout.
- ii. This study was undertaken with the assumption that results gotten may be used by HOD, the government, head teachers and the Ministry of Education to address causes, impact and intervention measures to reduce girls' dropout in Kisumu west Sub-county, Kenya.

1.10 Definitions of Significant Terms

Adjustment refers to the method in which a person finds and adopts modes of behavior appropriate to or the changes in the school surroundings.

Delimitations refer to the choices that the researcher makes for the study that are under the control of the researcher depending on the study carried out.

Determinants refer to the factors influences or causes that make the girls dropout of Public Secondary Schools.

Disco Matangas refers to the get together during a funeral when a loud music is played as people dance.

Dropout refers to girls students who have abandoned a school course of study. These are students who have stopped going to school before finishing because of believing that school rules, customs and values are not beneficial to their lives.

Gender mainstreaming refers to the process of assessing the completion rates of the male and female students in Public Secondary Schools.

Gender refers to the state of a human being male or female

Limitations refer to restrictions or acts that controls and reduces the researchers' ability to carry out the study.

School girls refer to the female students learning in Public Secondary Schools.

Social factors refer to those things that affect the lifestyle of girls such as religion wealth or family set up. They also refer to the experiences that influence girl students personality, attitudes and lifestyle in a school set up.

1.11 Organization of the Study

Chapter one constituted introduction, statement of problem, purpose, objectives and research questions, significances, delimitations, basic assumptions, and limitations of the study, definition of significant terms and the organisation of the study. Chapter two reviewed empirical literature from works of other researchers in the field of study. This literature review section also contained the literature review summary, theoretical and conceptual framework.

Chapter three constituted research design that was the blueprint that guided all the processes of research. This chapter constituted other components of methodology including; target population, sample and sampling procedures, research instruments, validity and reliability of instruments, data collection and analysis techniques and ethical considerations. Chapter four comprised of data analysis, presentations and discussions. Chapter five contained summary of findings, conclusions, recommendations of the study and recommendations for further readings.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The literature review tried to identify what has been written about the area of study. The areas explored include the Guidance and Counseling, the family economic status, wife inheritance as a cultural factor and peer group influence as a social factor to school girls dropout.

2.2 School Dropout concept

Hyde (1995) asserts that dropouts are children leaving school and not re-enrolled in that or any other school before they have completed a cycle. What the act of dropping simply means is premature departure from school. Rumberger (1987), has added that a dropout is someone who was once in an educational institution as a learner but did not complete the course. Girl students who have abandoned a school course of study rejecting a conventional society to pursue an alternative lifestyle. These are girl students who have stopped going to school before finishing because of believing that the school rules, customs and values are not beneficial to their lives.

2.3 Guidance and Counseling Factors and School Girls Dropout

The rationale of the study is to examine the experience of girls who dropout of school. This will find out how and why when guidance and counseling is not well

used, the challenges faced by girls who drop out of school becomes a factor. These are like adolescence culture, academic performance and teachers in school. This is for girl's social adjustment, emotional adjustment that led to the girls dropout from school.

Adolescence which is the transitional period between puberty and adulthood in children's development has become a vital factor to girls' dropout. Anastasia and Tekelmariam, (2011) indicates that girls at this stage find their way out of for various challenges. This is if the girls are not well guided and counseled to cope up with the challenges. Alike and Ggbochuku (2009) indicate that worldwide, students dropping out of school are more and more shocking. According to CNN report on 5th May, 2009, almost 6.2 million students in the United States dropped out of school. Mainly causes were some of the students were waiting for chance to re-enroll and cutbacks in funding.

Kaminer (2004) argue that the school counseling profession in the United States began as a vocational guidance movement at the start of 20th Century when an orderly school guidance plan was developed and provided for the use by the schools. The movement stressed on personal issues, social and emotional adjustments in order to build up and support students' character and avoids behavioral evils. The aim of high school guidance and counseling services in Japan is to assist each student grow abilities; of decision-making, self – understanding, life planning studies on the adjustment of behaviour amongst

students and action taking to be able to adjust to emotional and social adjustment (Loescher, 2007).

Guidance and counseling in Kenya is a program that is meant at providing skills and information to impart self-awareness and best use of students' prospective for holistic development and growth (KIE, 2008). In Kenya school guidance and counseling framework, employs 'whole person approach' in addressing the more and more complex requirements of the secondary school students which include emotional and social challenges (Dondo, 2004). The government of Kenya through the MOE (2007) has embraced the set up of guidance and counseling services in secondary schools. This is in order to develop students' emotional and social adjustment, standard and quality of education in Kenya.

Sheldon and Amos (1999) embrace the view that emotions are vital to all features of life, including social behavior, physical health and intellectual performance. Emotional adjustment amongst adolescents is the most thoughtful and key experience that culminates to the alteration of behaviour (Waiten, 2007). Macharia (2007) recognized school counselors as key to impacting students' management of two basic emotional reactions which mostly decide the behaviour. Individual students are empowered and capacitated to voice out their feelings in ways acceptable and suitable to their school norms (Hurlock, 2007). Anger is a strong emotion often characterized by feelings of great disapproval, resentment,

enmity, rage and retaliation Loecher (2006). It's a totally developmental and at times a normal response to nuisance that can competently be dealt with an ease geared to a win-win results. Weston (2007) suggests that life in school is filled with things that can turn out to be frustrating and most of those things are entirely out of students' power for example change in school administration and education policy among others.

2.4 Family Economic Status and School Girls Dropout

There are some school level factors that cause a negative effect to girls in education leading to school dropout in public secondary. These ranges from lack of the school administration to avail or equip their schools with the necessary facilities that girls need to carry on with their education effectively. For example, the availability of separate toilets for the use of boy and girls. In most schools, they share therefore making the girls develop the fear of meting their call of nature thus leading to fear and finally dropout. In most cases when girls are entering maturity they need to have adequate and separate toilets. This is to assure them their privacy and respect which is primary a reason that forces girls to dropout from school. The toilets should be closely located to avoid the harassment and lack of privacy.

Even though parents are unselfish to the sexual characteristics of their children, they do not spend in education equally for all. (Glick & Sahn, 2000; Kingdom,

2005) supports this observation by saying that there is gender prejudice or pro-made bias in case of parental venture in children. In addition, Leung and Zhang (2008) establish that parents' preference for boys persuade more of them to invest for in their boys' well-being to take care of parents in the future. This biasness occurs mainly when parents have inadequate /lower income and resources causing girls to dropout of school early than boys. Fuller and Laing (1999) and Grant and Hallman (2006) establish a relationship between a family's financial power and the possibility of the daughter's drop out in South Africa.

2.5 Wife Inheritance practices and School Girls Dropout

This section of literature review looked at wife inheritance as a cultural factor and school girls' dropout. These factors include the early marriage, teenage pregnancy while schooling and cultural beliefs in different societies. In some African communities there are cultural practices that negatively affects girls' education. In the African society beliefs and cultural norms limit girls' education particularly in many developing countries. In these societies, some religious beliefs and traditional values limit girls from expressing their own opinions and making their own decision. Chege and Sifuna (2006) assert that many cultures support education for boys more than girls. Initiation ceremonies and religious ceremonies have major effect on girls' drop out rate when parents have more wealth to pay for the cost of the ceremony than their daughters' education (Atayi, 2008; Abena, 1991) observed that in Africa. Girls at home as in this responsibility, girls do not

need education since they are believed to prepare meals and take care of the children. Falkingham and Baschieri (2006) observed that in Tajikistan many girls go to only religious classes which offer important skills for future married life as trained wives. Sawada and Lokshin (2009) found that Purdah (ideas) or isolation of women was a reason for girls' dropout. UNESCO (2010) point out that traditional ideals are stronger in rural areas in developing countries compared to urban areas and people frequently do not permit girls to leave homes even for school.

Though parents are unselfish to the gender of their children, they do not spend in education equally for all. (Glick & Sahn, 2000; Kingdom, 2005) supports this observation by saying that there is gender prejudice or pro-made bias in case of parental venture in children. In addition, Leung and Zhang (2008) found that parents' liking for boys persuade more of them to invest for in their boys' well-being to take care of parents in the future. This biasness occurs mainly when parents have inadequate /lower income and resources causing girls to drop out of school early than boys.

2.6 Peer Group Influence as a Social Factors and School Girls Dropout

This is a social factor that will cause impact to the secondary school girls' dropout. The factors include: the parents and family background, students' personal characteristics, educational achievements and outcomes. Most parents

who have not gone to school do not have any reason to educate their children more so girls. Some may do so as a result of family size and income, parental decisions and attitudes, cultures, orphanage, workload and children harassment at home and early marriages leading to the dropout of the girls from school.

In nearly all developing countries, low completion rates or school drop out have been a topic of concern to researchers, academics and policy makers for a long time. According to Poverty Status Report (PSR) (2005), the trend of high school drop out rate continues to cause a big challenge to the successful implementation of national policies. The findings of different studies vary depending on the peculiar country specific circumstances, gender bias, rural-urban divide and distance to school emerging to be the most general elements in all studies.

Holmes (2003) establish out that in general; girls receive less education than boys and they are likely to drop out or are withdrawn earlier for social factors or reasons. The study argues that the family size and income forces the girls to dropout due to the opportunity cost sending girls to school in rural areas thus they dropout of school and engage in early marriages. They tend to think so for the benefits of their parental household. Likewise, Kasente, (2004) and Kakuru, (2003) give details how early marriages influence girls' dropping out of school as it is alleged by parents that marrying off the girl is an run away route from

poverty. Uganda Participatory Poverty Assessment (UPPA) (2000) indicates that, marrying off girls would advantage her family in terms of getting bride price.

These are factors like: health (HIV AIDs), malaria, security, other social services, availability of schools, work availability, after schooling that cause girls to drop out of school. Clark (1992), Bickel and Pagainnis (1988), Russel, (2001) and Rumberger, (1983) revealed that communities can influence drop out rates by providing employment chances during school. While some studies have found out that work can contribute to a student dropping out, others have showed that student employment begins to associate with dropping out when the student frequently works over 14 hours every week according to Mann (1986). This is a result of lack of interest, availability of jobs and dismissal or lack of school fees. These factors in return affects the girls educational achievement, school attendance, academic performance and the outcome leads to the girls dropping out of school as per the research findings.

2.7 Summary of Literature Review

This literature review tried to identify what has been written about the area of study and further the gaps in place as per the school girls' dropout in public secondary schools. These determinant factors are what goes in line with the public secondary school administration in offering girls education. These are like the guidance and counseling services, economic factors that lead to school girls

dropout from public secondary schools. The review was done on global, regional and local perspective with strict focus on trying to identify gaps that exist and how they study will seal them.

2.8 Theoretical Framework

The theory of planned behaviour was developed by Icek Ajzen in 1985. The theory explained the human behaviour is guided by here kinds of considerations; behaviour belief, normative belief and control beliefs. The theory explains that human behaviours related to decision such as schooling, quitting smoking or drinking are dependent and located on the social networks and organization such as family, peer groups, work place and school.

The theory further states that human behaviour is guided by three kinds of consideration; behaviour beliefs, normative beliefs and control beliefs. These considerations produces favourable or unfavourable attitude towards the behaviour. In combination “attitude towards the behaviour (subjective norm) and “perceived behaviour control” cause the formation of a behaviour intention. Perceived behaviour control is perceived to not only affect behaviour directly but also affects it indirectly through behaviour goal. As a common rule, the more favorable the attitude towards behaviour and subjections norm, and the greater the perceived behaviour control, the stronger the persons plan to perform the behaviour in question.

Acquisition of education by girls can be explained by this theories planned behaviour. Planned behaviour (education) is guided by behaviour belief (behaviour) compliance of student to the process of acquiring education, normative belief (Expectations of the society towards acquisition of education) and control beliefs (school administration, parents, religious leaders) that takes care of the problem associated with schooling. These considerations of beliefs produces favourable or unfavourable attitude towards behaviour. This therefore means that the product of belief in education can either be dropped out from or retention in school. Cultural factors that may or main not lead to education are considered to be normative beliefs as well as economic and social factors. Department of Guidance and counseling are taken as control beliefs.

2.9 Conceptual framework

The Figure 2.1 is to show an interrelatedness of variables of the study. These are the independent variables which are the determinant factors and the dependent variables which is the school girl dropout.

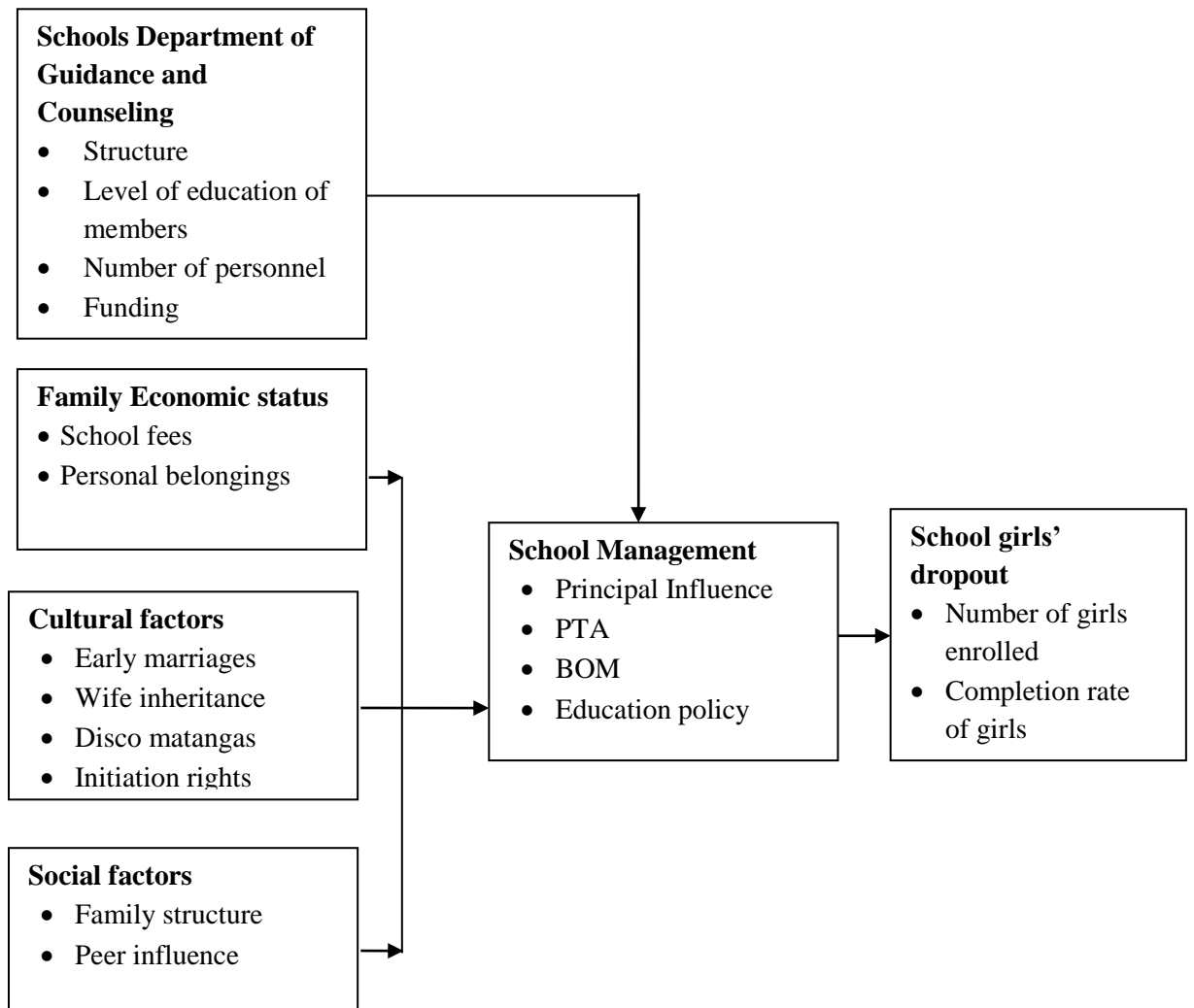


Figure 2.1 Conceptual Framework

This study adopted a conceptual framework showing interrelatedness of variables of the study. Cultural, economic and social factors are independent variables of the study. Cultural factors have sub-variables which include early marriage, initiation, and child preference among others. Economic factors are mainly financial and include inability to finance education. Social factors include family structure and peer influence.

Schools department of guidance and counseling is a unit in school administration. Effective guidance and counseling, department is expected intervene between independent and dependent variables. School girl's dropout is dependent variable. Nature of independent variable will cause either positive or negative impact on dependent variable (school girls' dropout).

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter discussed research designs and the methodology adopted in the study. The mechanism included; research design, target population, sample and sampling procedure, research instruments and data analysis techniques were adopted by the study.

3.2 Research Design

Descriptive survey design was adopted by the study. The design is concerned with recording, analyzing, describing and reporting conditions that exist naturally (Kothari 1993). According to Ogula (2005), the design obtains data from a relatively big number of cases at exact time. The reason of a descriptive survey design is to establish the relationship that exists, the beliefs that are held, the practices, the processes and the trends that are upcoming (Mugenda and Mugenda, 2003). This design was appropriate for the study because it helped the researcher to understand the actual state of affairs: determinants of girls' dropout in public secondary schools. The researcher collected analyzed and reported information as was obtained without manipulation of the variables.

3.3 Target Population

The target population of this study constituted 3,740 girls, 32 Departmental heads of Guidance and Counseling in 32 schools (28 mixed public and 4 girl schools) and 32 principals.

3.4 Sample Size and Sampling Procedure

Schools, principals, H.O.D. G & C and students were selected using simple stratified random sampling. Borg and Gall (1985) state that stratified simple random sampling is one in which the researcher first clusters the population according to some predetermined criteria, and then samples separately from each stratum. 11 schools and their principals, 11 H.O.D. G & C and 382 students were selected to participate in the study.

3.5 Research Instruments

The researcher used questionnaires, interview schedule and document analysis guide.

3.5.1 Questionnaires

Questions in this instrument were both open-ended and close-ended. The close-ended were used because they are simple to administer and to analyze since they are in instant working form and are also cheap in terms of money and time Orodho (2005). The open-ended items were used because they basically give

room to the respondent to freely articulate their views or their insights about the given occurrence under study (Kombo & Tromp, 2006).

3.5.2 Interview Guide

Interview guide contained question that gathered information about attitude and knowledge on reasons about school girls' dropouts. Interview was used because accurate screening gave more accurate answers, both verbal and non-verbal communication was captured, and this helped the researcher as well as the respondents keep focus and on track to completion.

3.6 Validity of the Instruments

According to Mugenda and Mugenda (2003), validity is the level to which research results represents the phenomenon being studied. To ensure validity, the instruments for data collections instruments was presented to two research experts from the University of Nairobi; who carefully studied and approved them.

3.7 Reliability of instruments

Reliability refers to consistency of data stemming from the use of a particular instrument. Instrument is considered reliable under the circumstance that data collected using the same instrument will produce the same result when administered under the same environment even with different researchers authority. Students, principals, HOD guidance and counseling from two schools not in the study were selected and the instruments administered to them. After 2 weeks the same instruments were administered to the same respondent without

pre-empting about the similarity of the two studies. Results of the first test constituted X-values while those of second test constituted y –values. Correlation coefficient between the 2 sets (r) was used to determine r. A correlation coefficient of 0.76 was obtained. Kothari and Pals (1993) say that a correlation coefficient of 0.7 would show that the instruments are reliable.

3.8 Data Collection Procedures

Research permit to conduct this study was issued by the National Council for Science Technology and innovation. A copy of this permit was issued to the County Director of Education to allow research to be carried out in Kisumu west Sub-county. The Sub-county Education Director was informed of the study processes to be undertaken in secondary schools. Transmittal letter was attached to the questionnaire requesting to collect data from the school. Questionnaire were administered personally to students and picked as soon as filled while principals and HODs were interviewed and results collected. Document analysis guide was done.

3.9 Data Analysis Techniques

Statistical Package for Social Sciences (SPSS) was used to analyze the data. Descriptive statistics tools such frequency distribution tables were used to analyze quantitative data. Qualitative data were analyzed by synthesizing the information

from respondents and the information arranged thematically in line with the objectives of the study.

3.10 Ethical Considerations and Disseminations

This study took care of a number of ethical issues. Information gotten from respondents was used for academic purpose only and identity kept confidential. To further ensure confidentiality, instruments did not bear provision for name of students or teachers of institutions. Since majority of respondents were of ages below 18 years, consent was sort through the Principal. The anticipated benefits of this study were explained to the respondent through the objectives.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1. Introduction

This chapter comprises of data analysis, presentation, interpretation of data and discussion based on the questionnaire return rate, demographic information, influence of guidance and counseling, economic status of the family, wife inheritance as a cultural practice and peer group on girls' dropout in Kisumu West Sub-county, Kenya.

4.2. Response Return rate

The response rate of the study is shown in Table 4.1

Table 4.1: Response rate

Targeted respondents	Sample size	Responses	Return rate (%)
Principals	11	8	72.7
H.O.D G & C	11	10	90.9
Students (girls)	382	367	96.1
Total	404	385	95.3

Table 4.1 reveals that there was a response rate of 96.1 percent among the students. For the interviews, 72.7 percent of the principals responded while 90.9 percent of heads of departments-guidance and counseling responded Response rate is the percentage of subjects that respond to a questionnaire. A response rate

of 50 percent is deemed sufficient for analysis and reporting, 60 percent is good and 70 percent and over is very good, Mugenda and Mugenda (2003).

4.3 Demographic information

The demographic information of respondents was considered important to the research on the foundation that variations on such orientations would show diverse attitudes towards the challenge of girls' drop out in secondary education. Demographic information does not seek to answer any research question but rather to give insight of the respondents. In this light, demographic information featured included, gender and of principals and heads of department-guidance and counseling, age, students' class and school type. The respondents included teachers, parents and girls.

Gender difference of the respondents could be critical in determining the school girls' dropout. The research sought to establish the gender of principals and the responses are shown in Figure 4.1.

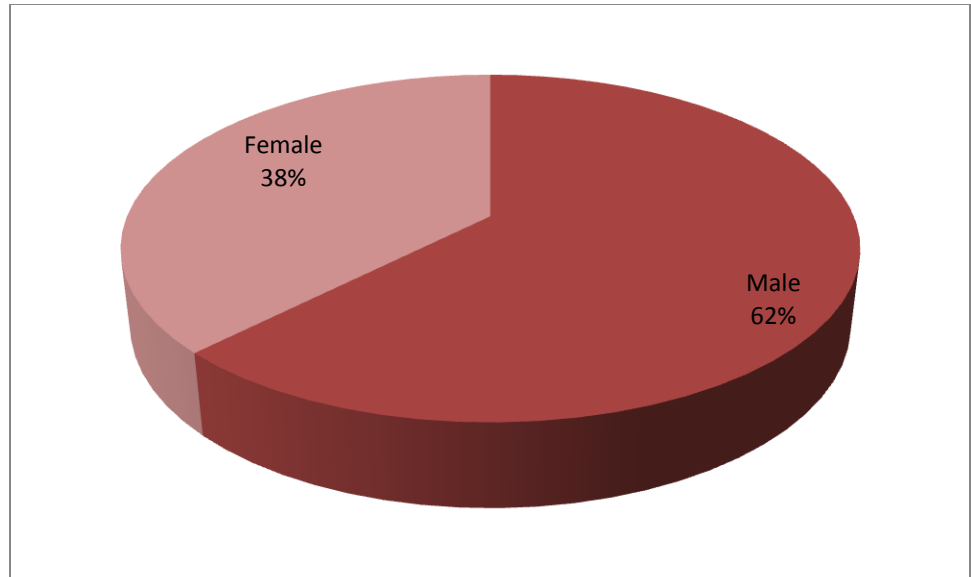


Figure 4.1 Principals' gender distribution

Figure 4.1 Indicates that majority of principals 5 (62 percent) were male while 38 percent were female. It is believed that schools that are headed by male principals have strict rules and regulations to be followed that can make a student not to drop out and males are best disciplinarians (Omollo, 2013).

The research sought to establish the gender of heads of departments-guidance and counseling and the responses are shown in Figure 4.2

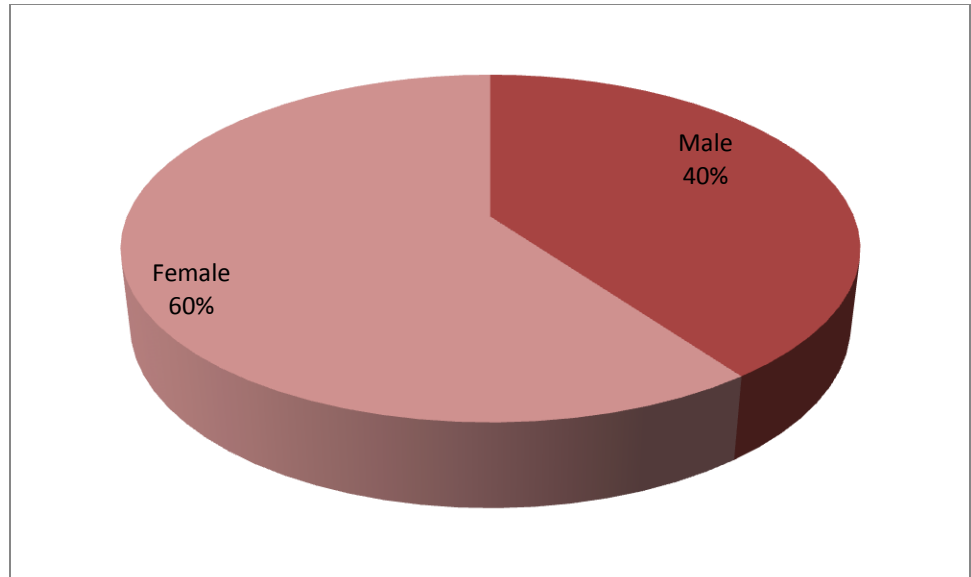


Figure 4.2 Distribution of H.O.D G & C by gender

The results in Figure 4.2 shows that majority of heads of department-guidance and counseling 6 (60 percent) were females while 40 percent were male. This could be based on the assumption put forward by Obunga (2011) that, females can attend to calls pertaining to individual's needs and due to their motherly love, patience and kindness for students which is an absolutely absent in most men if not all. This improves the girls' retention and reduces their dropout

The students were asked to indicate their class levels and Table 4.2 shows their responses

Table 4.2: Students' characteristics by class levels

Class	Frequency (f)	Percent (%)
Form one	132	36
Form two	94	25.6
Form three	79	21.5
Form four	62	16.9
Total	367	100

Table 4.2 depicts that many of the girls (36 percent) were in form one class, (25.6 percent) in form two (21.5 percent) in form three and (16.9 percent) in form four. The table shows that, the number of students for every class was gradually diminishing as one advance to senior classes. This implies that many girls equally dropout of schools at similar rate; this situation offered a chance to understand that girls' dropout remained a challenge in Kisumu West Sub County.

The research thought that the age variation of the girls could be vital in determining their dropout. The students were then asked to complete the questionnaire and their responses shown in Figure 4.3

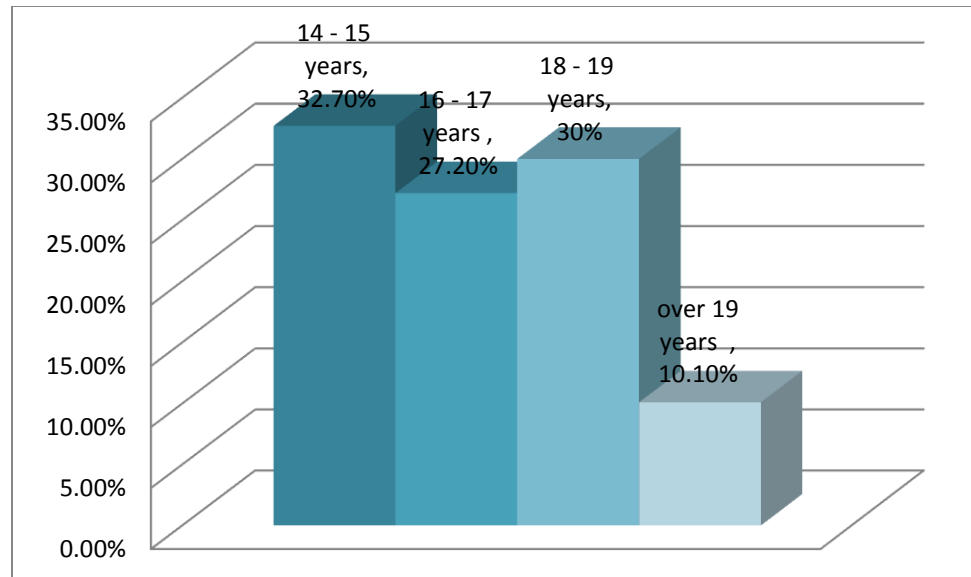


Figure 4.3 Students’ age characteristics

Figure 4.3 indicates that many students, 89 (32.7 percent) were in the age of 14 – 15 years. 27.20 percent were in the age of 16 – 17 years, 30 percent were in the age of 18 – 19 years and 10.10 percent were in the age of over 19 years. This implies that more comparatively younger students than older ones formed the bulk of students in public secondary schools in Kisumu West Sub County. This is consistent with the age of students in secondary school according to the Ministry of Education requirements. According to South Africa, (2003), about 60 percent of school going children, after grade 1; leave school before finishing high school. South Africa (2004) discovered that 3 percent of 18 year olds, 7 percent of 15 year olds and 6 percent of 14 year olds were not going to school in South Africa Colclough et al, (2000) asserts that pressure on students to dropout of school was likely to increase as they become older and their opportunity costs increase.

It was understood in the study that school type could establish wide-ranging rates of dropout, since this variation is noticeable by provision of different learning situation, either harsh to effective learning or favorable. The respondents were then asked to indicate the type of school. Their responses are shown in Figure 4.4

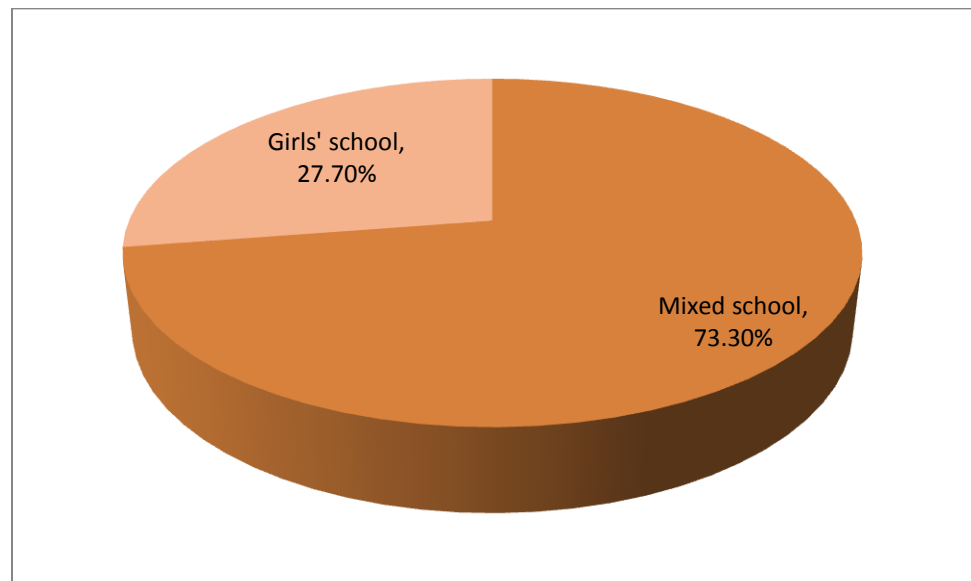


Figure 4.4 Respondents on School Types

The findings in Figure 4.4 indicates that majority of girls, 283 (73.3 percent) were enrolled in mixed schools while (27.70 percent) were in girls' schools. With high incidence of school dropout rates among girls in Kisumu West Sub County, school setting also has some major aid to the envisaged state of affairs, as the majority of learning chances were in mixed schools.

4.4 Influence of guidance and counseling related factors on girls' dropout

The objective number one of the study sought to evaluate the influence of guidance and counseling linked factors on girls' dropout in Public Secondary

Schools in Kisumu West Sub-county, to tackle this objective the research asked the respondents how different factors influenced girls' dropout. Table 4.3 shows the results

Table 4.3: Influence of guidance and counseling linked factors on girls' dropout

Factors	Influence			
	Positively		Negatively	
	F	%	F	%
Poor infrastructure (lack of specific room)	53	14.4	314	85.6
Lack of privacy/confidentiality	17	4.6	350	95.4
Lack of open discussion with girls	21	5.7	346	94.3
Inviting external women role models	338	92.1	29	7.9
Free discussion with women leaders	298	81.2	69	18.8
Encouraging girls to return after delivery	349	95.1	18	4.9
Peer counseling	352	95.9	15	4.1

N = 367

Table 4.3 indicates that on negative influence of dropout majority of students (85.6 percent) agreed that poor infrastructure, 95.4 percent said it was lack of privacy/confidentiality while 94.3 said that it was lack of open discussion with girls. On the positive influence, majority of students (92.1 percent) agreed that inviting women role models had influenced, 95.1 said it was encouraging girls to return after delivery while 95.9 percent said that peer counseling positively influenced dropout. This implies that poor infrastructure, lack of confidentiality

increases the chances of girls dropping out of school while discussions with women role models, women leaders and peer counseling decreased the chances of girls dropping out of school. When asked how frequent role models and women leaders were invited in schools, majority of H.O.Ds G & C said that it was in rare occasions as such women were busy or unavailable.

The research sought to establish the effectiveness of guidance and counseling department as it may be a determinant toward better achievement in academic performance and mitigation factor against girls' dropout. The responses are shown in Figure 4.5

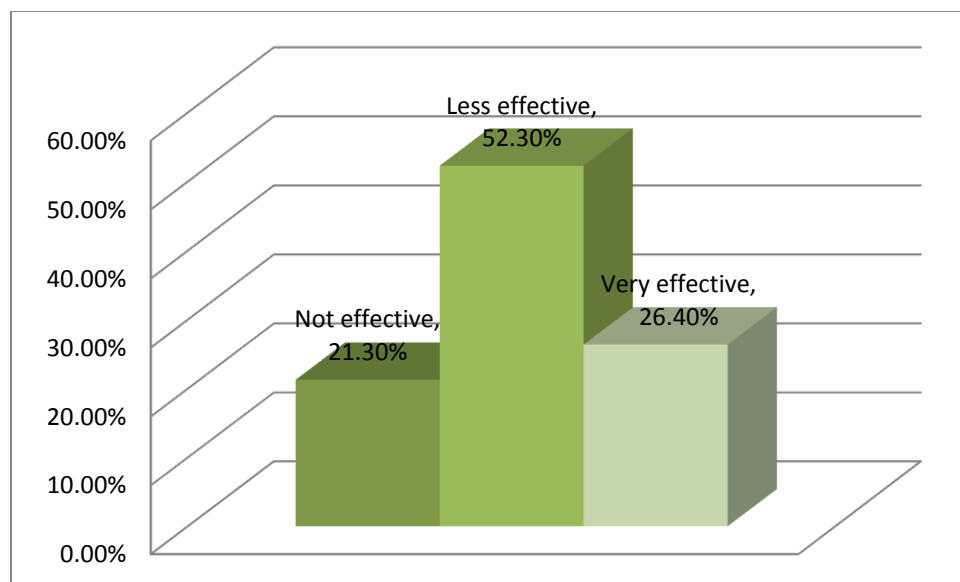


Figure 4.5 Effectiveness of guidance and counseling department

Figure 4.5 indicates that majority of girls, 202 (52.3 percent) said that the guidance and counseling department was less effective, 26.4 percent said that it was very effective and 21.3 percent said that it was not. This implies that majority may have stopped going for counseling because their problems were not solved and this may cause some to drop out. Ndambuki (1999) argues that guidance and counselling programme is thought to develop the learners' academic abilities and hence develop a reasonable character.

The researcher further wanted to know the confidentiality of guidance and counseling department as confidentiality is one of main ethical considerations for school counselors .The responses are shown in Figure 4.6.

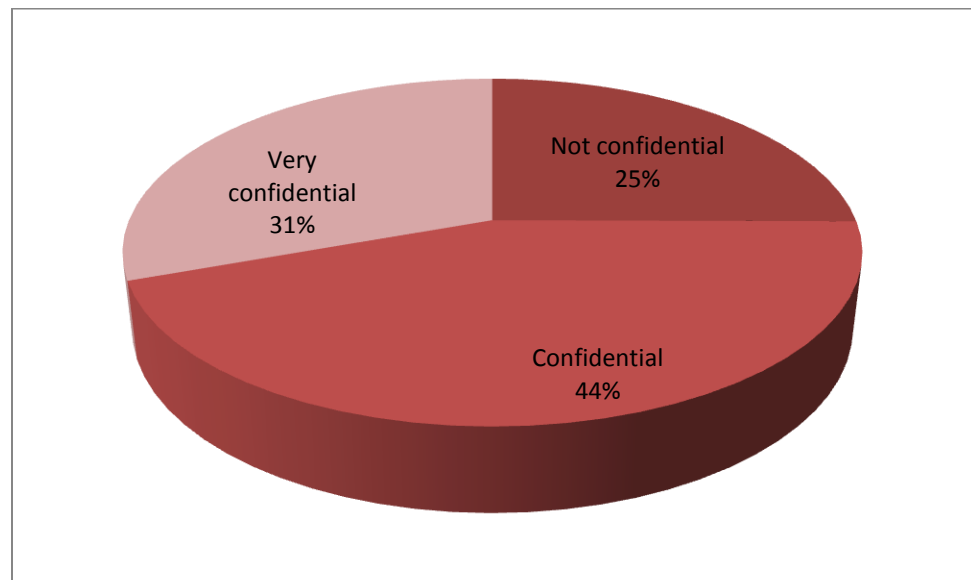


Figure 4.6 Confidentiality of guidance and counseling department

The results in Figure 4.6 indicate that many students, 170 (44 percent) said that the guidance and counseling department was confidential, 31 percent very confidential and 25 percent said that it was not. When asked to give reasons for their responses, those who said that it was not confidential said that they heard what they discussed with the guidance and counseling teachers from other teachers and this forces some to absent themselves from school or even dropout of school. Majority of H.O.Ds G & C said that the department was very confidential.

The study sought to establish from H.O.Ds G & C, the influence of guidance and counseling on girls' dropout. Their responses are shown in Figure 4.7

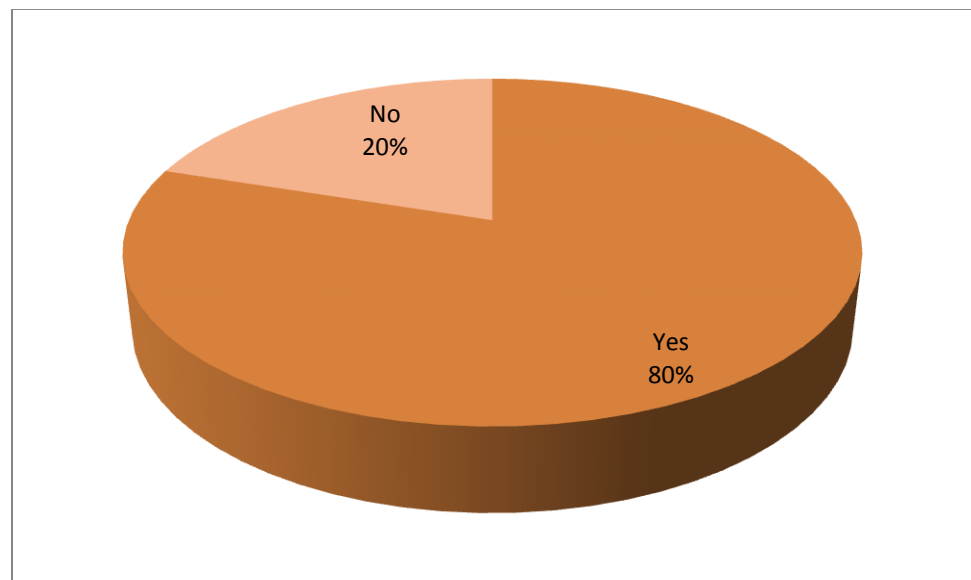


Figure 4.7 Teachers' response on influence of guidance and counseling

The findings in Figure 4.7 indicates that majority of teachers, 8 (80 percent) agreed that guidance and counseling influences girls' dropout while only (20 percent) disagreed. Proper counseling keeps the girls in school while lack of it forces girls with family and other problems out of school. Tekelemariam (2011) suggests that girls at the adolescents stage are more prone to drop out of school due to various challenges, if the girls are not well guided and counselled to cope up with challenges that come with puberty.

4.5 Economic status of family influence on school girls drop-out

The research sought to establish family's economic status influence on school girls' drop-out. The students were asked to point out their family's level of income. The outcomes are shown in Table 4.4

Table 4.4: Family's level of income

Shillings	Frequency (f)	Percent (%)
1001 -5000	62	16.9
5001 -10,000	75	20.4
10,001 -20,000	143	40
20,001 -30,000	59	16.1
Above 30,000	28	7.6
Total	367	100

Table 4.4 depicts that many students (40 percent) come from families whose income level was 10,001 -20,000 shillings compared to (7.6 percent) who came from families who earned above 30,000. Level of income has a major part to play in continuity of girl child education in secondary schools in Kisumu West. As per financial report of much school (48.6 percent), low level of income in families was the major cause of girls' dropout. The findings indicate that majority of families survive under the poverty line of one dollar for every day, this illustrate that poverty leave out children, including girls from school. According to Okeke, Nzoku and Nzewi (2008) recognized lack of sponsorship and poverty amongst other causes as key to girl child dropout. The result is in agreement with UNICEF, (2003), which affirm that education strategies of children reduces with economic status to the point that children with capability but from low income status wish to but do not often anticipate higher education because they do not manage to pay for it. The research sought to determine who paid the girls' school fee. The results are shown in Figure 4.8

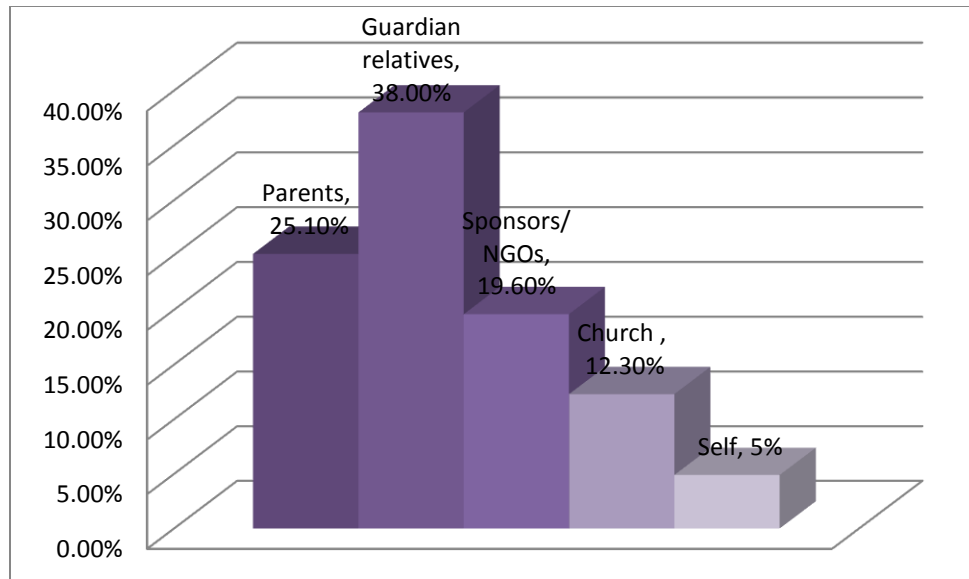


Figure 4.8 People responsible for girls' fee payment.

The findings in Figure 4.8 indicate that many girls' 139 (38 percent) fee payment is done by their guardians or relatives,(25 percent) by their parents,(19.60 percent) by sponsors and NGOs,(12.30 percent) by the church while only (5 percent) were self-sponsored. This implies that their parents cannot afford to pay due to financial difficulties. If the relative stops fee payment, this may force the girls to drop out of school. The students were further asked the frequency at which their fee is paid. Their responses are shown in Figure 4.9.

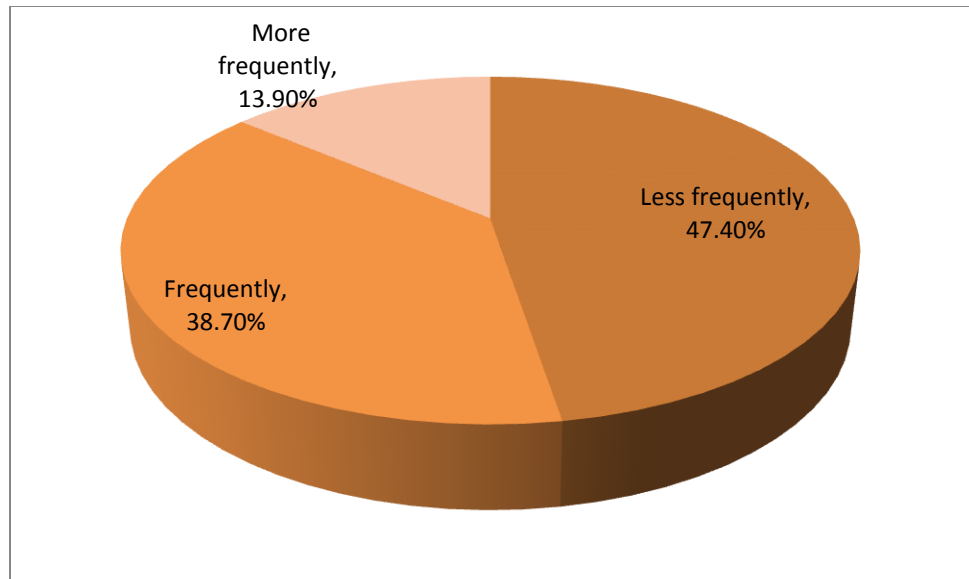


Figure 4.9 Frequency of fee payment

Figure 4.9 indicates that many girls' 174 (47.4 percent) payment of fee was less frequent, 38.70 percent paid fees frequently while only 13.90 percent paid their fees more frequently. The H.O.Ds G & C revealed that when fee is paid less frequently and the girls don't attend school, parents who earn less engage their girls in child labour when at home in order to subsidize their low income. This is in agreement with Chhun (2006) that as children grew older, the opportunity cost of their time increased dropout among the children of the moderate income earners was fairly low accounting for 6.3 percent.

Availability of essential resources for girls and other factors affects their school attendance. On this basis the researcher sought to establish the extent by which

such resources/factors would make girls absent from school. Table 4.5 shows the response.

Table 4.5: Level of necessary resources and other factors on girls' absenteeism

	Never		A little extent		Often		Big extent	
	F	%	F	%	F	%	F	%
Sanitary Towels	0	0	45	12.3	123	33.5	199	54.2
Underclothing	194	52.9	169	46	4	1.1	0	0
Uniform	274	74.7	93	25.3	0	0	0	0
Pocket money	240	65.4	40	10.9	52	14.2	35	9.5
Food	31	8.4	77	21	128	34.9	131	35.7
Learning materials	17	4.6	67	18.3	163	44.4	120	38.1
Distance of school from home	4	1.1	43	11.7	119	32.2	201	54.8
Mode of travel to school	14	3.8	54	14.7	125	34.1	174	47.4

N = 367

The data on Table 4.5 indicates that majority of girls (54.2 percent) absent from school to a big extent because of sanitary towels. 52.9 percent were never affected by underclothing. Majority were never affected by uniform. Food (35.7 percent), learning materials (38.1 percent), distance of school from home (54.8 percent) and

mode of travel to school (47.4 percent) affected the rate of absenteeism to a big extent

View of family income alongside the prism of the number of children to be provided for determines the level to which learning was being continued over a fairly long duration. On the foundation of this, the students were required to give an idea about the range of the number of children in their families. The responses are shown in Table 4.6

Table 4.6: Range of children in family

Range of children	Frequency (f)	Percent (%)
1 – 2	53	14.4
3 – 4	77	21
5 – 6	146	39.8
Over 6	91	24.8
Total	367	100

The results in Table 4.6 indicate that many girls (39.8 percent) come from families having 5 – 6 children.(24.8 percent) came from families having children of over 6 years,(21 percent) came from families with 3-4 years while (14.4 percent) came from families with only 1-2 children. The findings indicates that majority of girls come from large families constraining the small family income.

This implies that dropout incidences were bound to be high as the best part of the time such students would be out looking for way of survival at the cost of being in school learning. When asked on the influence of economic status of families on girls' dropout, majority of principals (99.3 percent) and H.O.Ds G & C (97.8 percent) unanimously agreed that economic status of families greatly influenced girls' drop out.

4.6 Influence of wife inheritance as a cultural practice on school girls' dropout

Wife inheritance is common cultural practice among the Luo ethnic group that can sometimes put female adolescents at danger of leaving school as the “new father” in most cases is usually younger and this brings a lot of conflicts in the house. In the third objective the researcher sought to establish the influence of wife inheritance as a cultural practice on school girls' dropout to address this objective the respondents were asked if they knew friends whose parents were inherited. The responses are shown in Figure 4.10.

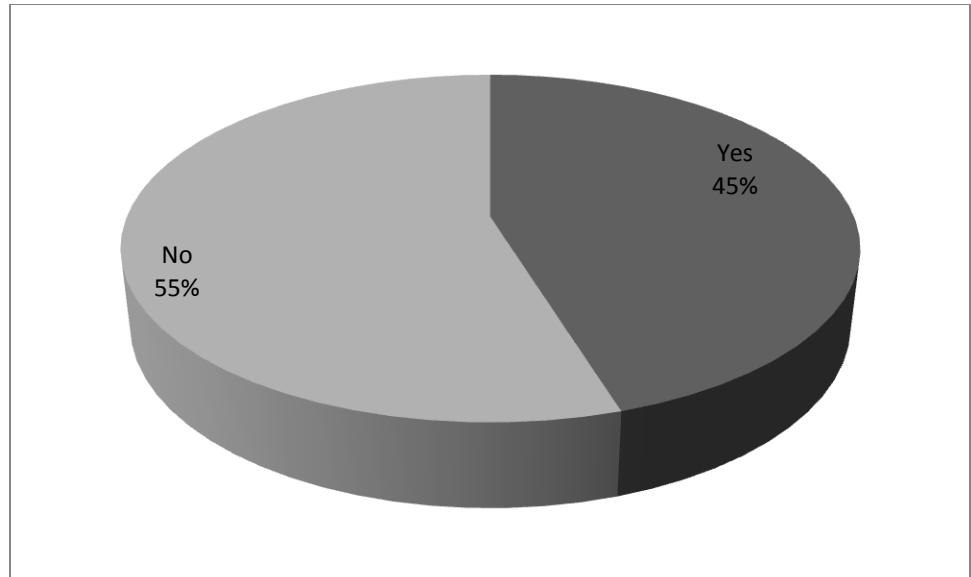


Figure 4.10 Respondents' knowledge of inherited parents

Figure 4.10 shows that majority of students, 202 (55 percent) did not have knowledge of friends coming from families with inherited parents while (45 percent) had the knowledge. This implies that the cultural practice still exist in Kisumu West.

The researcher sought to determine the impact of wife inheritance that would lead to girls' drop out. The outcomes are revealed in Table 4.7.

Table 4.7: Impact of wife inheritance leading to girls' drop out

	Not likely		Less likely		Likely		Very likely	
	F	%	F	%	F	%	F	%
Conflict at home	1	10	2	20	6	60	1	10
Lack of class concentration	2	20	4	40	3	30	1	10
Disrespectful behaviour	0	0	1	10	6	60	3	30
Proximity to lose interest in school	0	0	0	0	7	70	3	30
Poor performance	0	0	1	10	5	50	4	40
Failure to complete Homework	0	0	3	30	4	40	3	30

N = 10

The data on Table 4.7 indicate that majority of girls (60 percent) are probable to dropout of school if they experience quarrel at home as a result of wife inheritance. 40 percent are less likely to drop as a result of lack of concentration in class while 50 percent are also likely to drop out as a result of poor performance brought about by the cultural practice of wife inheritance. Many African cultures prefer education for boys more than girls which explain to high dropout rates among the girl child (Chege and Sifuna, 2006).

The study sought to establish the level of risk of wife inheritance on girls' dropout this is important as the girl child usually tends to suffer the most due to factors

related to wife inheritance compared to boys. The outcomes are shown in Table 4.8

Table 4.8: Extent of risk of wife inheritance on girls' dropout

	Frequency (f)	Percent (%)
Not risky	54	14.7
Less risky	43	11.7
Risky	178	48.5
Very risky	92	25.1
Total	367	100

The results in Table 4.8 indicate that many girls (48.5 percent) are at risky situation of dropping out of school due to wife inheritance and related factors (25.1 percent) are at a very risky situation (14.7 percent) not at risk, this implies that the chances of girls dropping are very high.

4.7 Peer groups influence on school girls' dropout

The fourth study objective sought to establish respondents' peer attitude towards education to address this objective the learners' attitude towards education was taken into consideration. The outcomes are shown in Table 4.9.

Table 4.9: Respondents' peer attitude towards education

Peers	Very negative		Negative		Neutral		Positive	
	F	%	F	%	F	%	F	%
Male	20	5.4	50	13.6	130	35.4	167	45.5
Female	89	24.3	94	25.6	60	16.3	124	33.8

N = 367

Table 4.9 depicts that many male peers (45.5percent) of the respondents had positive attitude towards education while 33. 8 percent of their female peers had positive attitude towards education. This implies that male peers like education more than their female counterparts. Holmes (2003) posits that female students receive less education than their male counter parts as they tend to drop out of school earlier due to social factor reasons.

The study sought to establish from the students the influence of peers on girls' drop out. They were presented with five items that measured on five point Linkert scale. The range was strongly agree (SA), agree (A), undecided (U), disagree (D) and strongly disagree (SD) and results are shown in Table 4.10.

Table 4.10: Students' perception on peer influence on dropout

	SA		A		U		D		SD	
	F	%	F	%	F	%	F	%	F	%
Girls are influenced by their peers not to attend school	123	33.5	87	23.7	41	11.2	56	15.3	60	16.3
Girls with peers who have dropped out are more probable to drop out of school	117	31.9	95	28.9	37	10.1	54	14.7	64	17.4
Having unsocial friends increase the chances of dropping out of school	148	40.3	103	28.1	21	5.7	49	13.3	46	12.5
Peer pressure is the leading cause of school dropout among girls	123	33.5	96	26.2	57	15.5	52	14.2	39	10.6
Having a school devoted peer inspire girls to stay at school	161	43.9	138	37.6	17	4.6	29	7.9	22	6
Girls who are unwanted by their peers look ahead to going to school	96	26.2	84	22.9	60	17.3	59	16.1	68	18.5
Girls who are not getting along with other students dropout of school	118	32.2	105	28.6	42	11.4	51	13.9	51	13.9
Most girls dropout because their peers have recommended that	71	19.3	111	30.2	84	22.9	49	13.3	52	14.2

N = 367

Findings in Table 4.10 indicates many students (33.5 percent) strongly agreed that girls are influenced by their peers not to attend school, 31.9 percent of girls with friends who have dropped out are more probable to dropout of school especially those with friends who are anti-social (40.3 percent). When asked about the trend, H.O.Ds G & C said that it was more common in girls who were struggling academically. Many students (33.5 percent) strongly agreed that peer pressure was the leading cause of school dropout among girls in Kisumu West, although 43.9 percent strongly agreed that having a school loving peer motivated girls to stay at school. 26.2 percent strongly agreed that girls who were unwanted by their peers looked ahead to going to school while 32.2 percent of girls who were not getting along with other students dropped out of school. The study further revealed that many students (30.2 percent) agreed that most girls dropped out of school because their peers had suggested.

The study sought to establish whether the respondents knew any peer of girl from their families who dropped out of school. Their responses are shown in Figure 4.11

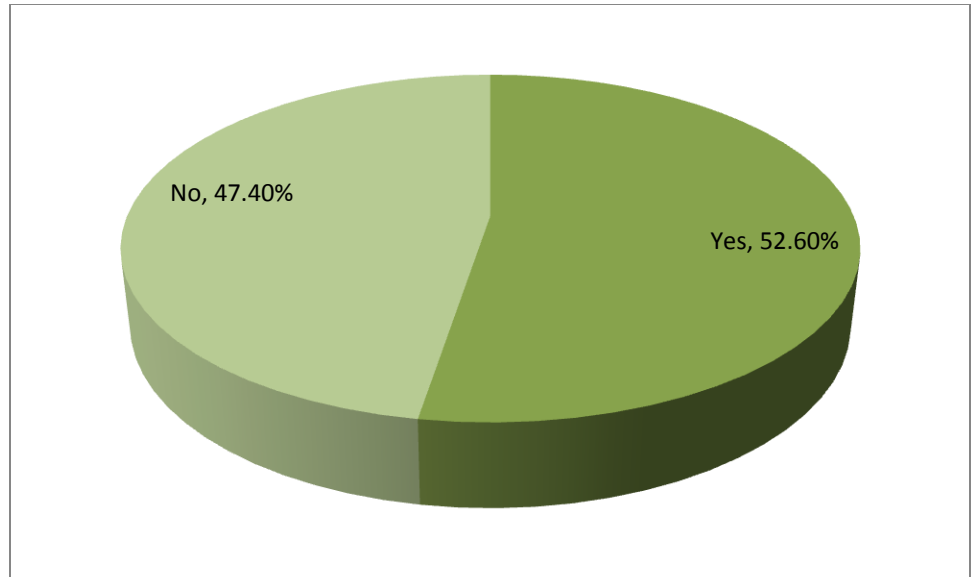


Figure 4.11 Students' knowledge of peer/girls drop out

Figure 4.11 reveals that majority of students, 193 (52.6 percent) knew about peers and girls from their families who dropped out of school while 47.40 percent had no knowledge about peers and girls who dropped out of school. When asked the reason why they dropped, majority of the respondents said that they were influenced by friends who came from families where there was not much importance on education.

The researcher further wanted to know how frequent girls talk about boy-girl relationship. Their responses are shown in Figure 4.12.

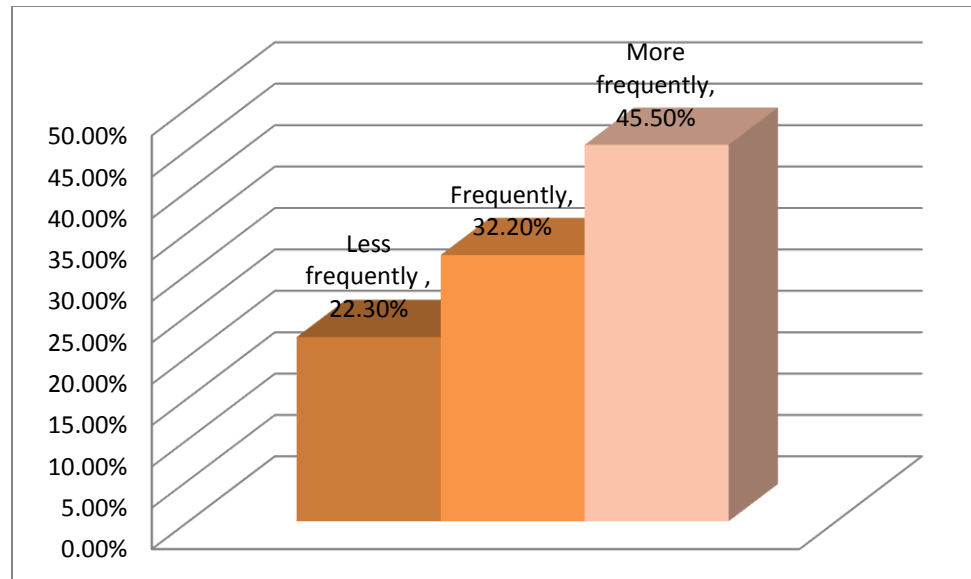


Figure 4.12 Frequency of girls talking about boy-girl relationship

The finding in Figure 4.12 indicates that many girls 167 (45.5 percent) more frequently talk about boy-girl relationship, 32.2 percent frequently and 22.3 percent less frequently. This was as a result of the fact that majority were in their adolescent stage of development. Boy-girl relationship usually results into teenage pregnancies which cause many girls to drop out of school. According to Chalasani, Kelly, Mensch, and Soler-Hampejsek, (2012) pregnant learners usually experience problems that result in permanently leaving school and absenteeism; they do not go to school frequently since they miss one or two school terms and are less probable to go back to school than their counterparts who dropout for other reasons. The study by Achoka, Sarah, Judith, Frida, Njeru and Muthoni (2012) exposed that in Kenya girls dropout of school every year due

to stigmatization, pregnancy and discrimination by parents, teachers, schoolmates and the general public.

The study sought to establish whether the students have experienced drug and substance abuse among girls. The results are shown in shown in Figure 4.13

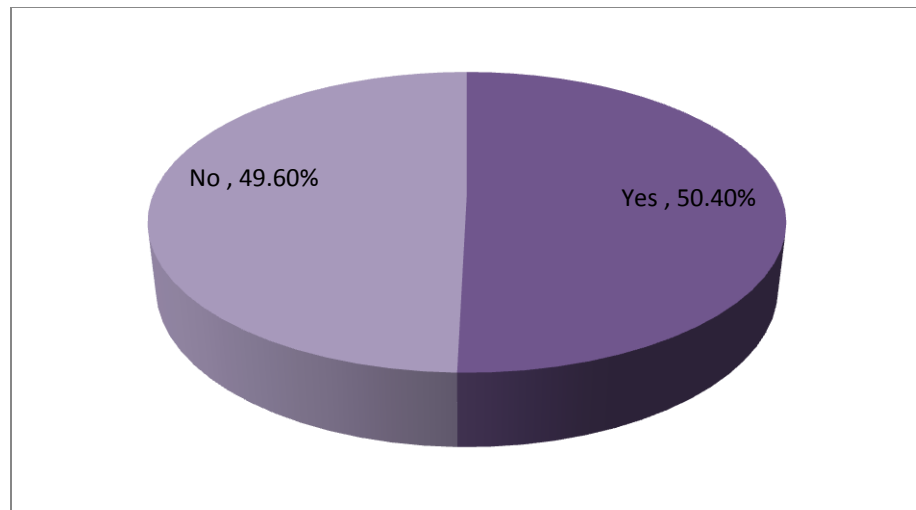


Figure 4.13 Girls experience on drug and substance abuse

Figure 4.13 indicates that majority of girls, 185 (50.40 percent) agreed that they had experienced drug and substance abuse among girls compared to (49.60 percent) who had not yet experienced with drugs. When asked about the frequency at which those who use drugs come to school, majority said that drug users do not go to school frequently, they roam around searching for money to buy drugs and will not attend school, later dropout. They leave school because they are always on the street searching for drugs from friends; they had no moment for school and the books.

The H.O.Ds G & C were asked if peer group influences girls' drop out. Their responses are shown in Figure 4.14.

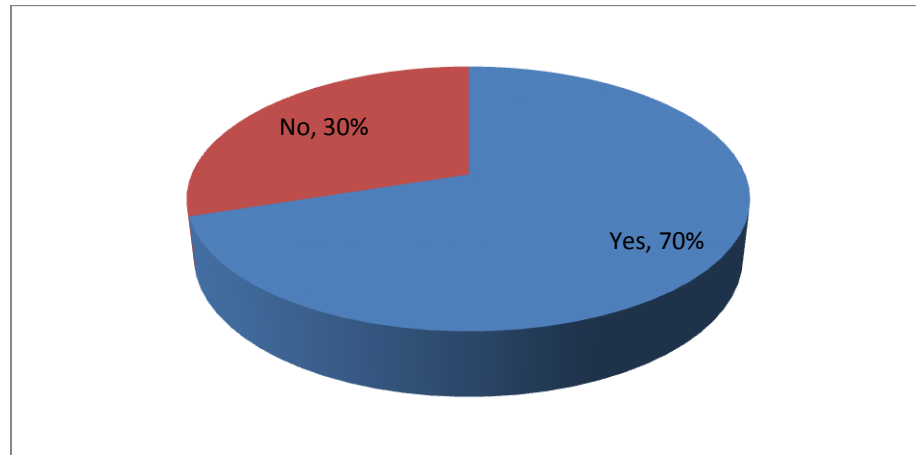


Figure 4.14 Teachers' perception on influence of peer group on girls' dropout

Results in Figure 4.14 indicate that majority of H.O.Ds G & C, 7 (70% percent) agreed that peer group influences girls' dropout. Girls with school-loving friends perform well at school and do not dropout, but those that are unwanted and don't get along with some learners may not complete school. Some develop stress signs and nervousness due to disappointment to fit into a certain set of learners which leads to them leaving school. According to Dizon-Luna, (2013) peer pressure can be a major issue in the school dropout state of affairs because it has been recognized that the majority of learners drop out of school because their peers have recommended. Beauvais, Chavez, Oetting, Deffenbacher and Cornell, (1996) asserts that deviant peers group together and support one another to encourage the plan of dropping out of school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1. Introduction

This chapter presents the summary, conclusions, recommendations as well as suggestions for further studies.

5.2. Summary of the study

The purpose of the study was to examine the determinants of school girls' dropout in public secondary schools in Kisumu West Sub-county, Kenya. In particular, the study was set to evaluate the influence of guidance and counseling related factors on girls dropout, how the economic status of the family affect school girls dropout, wife inheritance as a cultural practice affecting school girls dropout and influence of peer group on girls' dropout in Kisumu West Sub-county, Kenya.

The study adopted the descriptive survey design where the target population constituted 3,740 girls, 32 Departmental heads of Guidance and Counseling in 32 schools (28 mixed public and 4 girl schools) and 32 principals and Simple stratified random sampling was used to select study sample. 11 schools and their principals, 11 head of departments-guidance and counseling and 382 students were selected.

The research used interview schedule and questionnaires as the instruments for the study. After permit from the National Council of Science and Technology and getting introductory letter from the university, the researcher visited the County Director of Education Kisumu west Sub-county and requested for a letter of introduction to the target respondents.

5.2.1 Influence of guidance and counseling related factors on girls' dropout

The research sought to evaluate the influence of guidance and counseling linked factors on girls' dropout in Public Secondary Schools in Kisumu West Sub-county. On negative influence of dropout majority of students (85.6 percent) agreed that poor infrastructure, 95.4 percent said it was lack of privacy/confidentiality while 94.3 said that it was lack of open discussion with girls. On the positive influence, majority of students (92.1 percent) agreed that inviting women role models had influenced, 95.1 said it was encouraging girls to return after delivery while 95.9 percent said that peer counseling positively influenced dropout. The study established that poor infrastructure, lack of confidentiality increases the chances of girls dropping out of school while discussions with women role models, women leaders and peer counseling decreased the chances of girls dropping out of school. When asked how frequent role models and women leaders were invited in schools, majority of H.O.Ds G & C said that it was in rare occasions as such women were busy or unavailable.

The study revealed that majority of girls (52.3 percent) said that the guidance and counseling department was less effective and this made some to stop going for counseling because their problems were not solve and this caused some to dropout. Confidentiality of guidance and counseling was in question as many students (44 percent) said that the department was confidential, 31 percent very confidential and 25 percent said that it was not. On the influence of guidance and counseling on girls' dropout, majority of teachers (80 percent) agreed that guidance and counseling influences girls' dropout. Proper counseling kept the girls in school while lack of it forced those with family and other problems out of school

5.2.2 Family economic status influence on school girls drop-out

On the family economic status influence on school girls' drop-out, many students (40 percent) came from families whose income level was 10,001 -20,000 shillings. Level of income has a major part to play in continuity of girl child education in secondary schools in Kisumu West. This shows that majority of families live under the poverty line of one dollar for every day and poverty keep out children, as well as girl child from school. Many girls' (38 percent) fee payment was done by their guardian relatives. This implied that their parents could not afford to pay due to financial difficulties. Withdrawal of relative from fee payment forced the girls to leave school.

The study also discovered that many girls' (47.4 percent) payment of fee was less frequent. This implied that when fee is not paid on time, the girl did not attend school and they end up dropping out. The H.O.Ds G & C revealed that when fee is paid less frequently and the girls don't attend school, parents who earn less engage their girls in child labour when at home in order to subsidize their low income. The study further revealed that many girls (39.8 percent) came from families having 5 – 6 children. This shows that many girls from large families constrained the small family income. This implied that drop out cases were bound to be high as the majority of the time such students would be out searching for means of endurance at the cost of being in school learning. The principals and H.O.Ds G & C unanimously agreed that economic status of families greatly influenced girls' drop out.

5.2.3 Influence of wife inheritance as a cultural practice on school girls' dropout

The study revealed that majority of students (55 percent) did not have knowledge of friends coming from families with inherited parents while 45 percent had knowledge. This implied that the cultural practice still exist in Kisumu West. On the impact of wife inheritances on girls' drop out, majority of girls (60 percent) were probable to dropout of school if they experience quarrel at home as a result of wife inheritance. 40 percent were less likely to drop as a result of lack of concentration in class while 50 percent were likely to drop out as a result of poor

performance brought about by the cultural practice of wife inheritance. The study indicated that many girls (48.5 percent) are at risky situation of dropping out of school due to wife inheritance and related factors.

5.2.4 Peer groups influence on school girls' dropout

The study revealed that many male peers (45.5percent) of the respondents had positive attitude towards education while 33. 8 percent of their female peers had positive attitude towards education. Many students (33.5 percent) strongly agreed that girls are influenced by their peers not to attend school, 31.9 percent of girls with peers who have dropped out are more probable to dropout of school particularly those with friends who are unsocial (40.3 percent). Majority of teachers (70% percent) agreed that peer group influences girls' dropout. Girls with school-devoted peers perform well at school and do not dropout, but those that are unwanted and do not get along with other learners may not complete school. Some develop stress signs and nervousness due to disappointment to fit into a certain cluster of learners which leads to them dropping out.

5.3 Conclusions

Based on the abovementioned findings, some conclusions were arrived at;

The study revealed that guidance and counseling department were less effective and this made some to stop going for counseling because their problems were not

solve and this caused some to dropout. Proper counseling kept the girls in school while lack of it forced those with family and other problems out of school

Level of income had a key role to play in continuity of girl child education in secondary schools. Majority of families live under the poverty line of one dollar for every day and poverty keep out children, as well as girl child from school. Many girls from large families constrained the small family income and most would be out searching for ways of survival at the cost of being in school learning

Wife inheritance had an impact on girls' drop out as majority of girls were probable to dropout of school if they experience quarrel at home as a result of wife inheritance. Many girls were at risky situation of dropping out of school due to wife inheritance and related factors.

Peers influenced many girls to stay absent from school. Girls with friends who had dropped out were more probable to dropout of school particularly those with friends who are unsocial.

5.4. Recommendations

The following recommendations were made by the study:

- i. Schools should involve other stakeholders in addressing learner dropout.
Guidance and counseling department should work in support with teachers

and parents to spot and counsel likely dropouts in effective manner. Schools should establish guidance, counseling and other personal guidance and academic plans that help to keep girls.

- ii. Girls from less privileged families should be identified and offered financial support in their education life. The government should give bursaries to girls from poor families.
- iii. Communities should do away with cultural practices that keep girls away from school.
- iv. Learners should be involved in co-curricular activities which help to keep them away from awful influences and concentrate on school.

5.5. Suggestions for further study

Other issues emanated from the study that requires further investigation. The following are the areas that need further research;

Influence of guidance and counseling teachers' experience on drop out.

- i. The same study should be done in other areas to establish other factors leading to girls 'school dropout.
- ii. A study on how female students in secondary school respond to guidance and counseling.

REFERENCES

- Abena, F.D. (1991). *The Emancipation of Women in African Perspective*. Accra: Ghana Universities press. <http://www.jstor.org/stable/525186.pdf>. Retrieved 30/10/2016
- Achoka, J. S, & Njeru, F. M., (2012). De-Stigmatizing Teenage Motherhood: Towards Achievement of Universal Basic Education in Kenya. *Journal of Emerging Trends in Educational Research and Policy Studies*
- Ainsworth, M. (2005). *Socio-economic Determinants of Fertility in Sub-Saharan Africa: A Research Project*. Washington D.C. The World Bank.
- Asif, J. Ghazanfar, L., Umar, A.K., & Younis, K. (2012). *Female Student's Opinion about Women's Participation in Sports*. International Journal of Academic Research In Business And Social Sciences Vol. 2(9): 275-285.
- Atayi, J.B. (2008). *Disabling Barriers to girls' primary education in Aura District – An intersectional Analysis*. A research paper presented in partial fulfillment of the requirements for obtaining the degree of masters of arts in Development studies
- Batbaatar, M., Bold, T., Marshall, J., Oyuntsetseg, D., Tamir, C. & Tumennast, G. (2006). *Children on the move: rural-urban migration and access to education in Mongolia*. CHIP report No. 17. Save the Children UK/CHIP.
- Beauvais, F, Chavez, EL, Oetting, ER, Deffenbacher, JL & Cornell, GR. (1996). Drug use, violence, and victimization among white American, Mexican American, and American Indian dropouts, students with academic problems, and students in academic standing. *Journal of Counseling Psychology*
- Borg, W.R.S. & Gall, M.D. (1985). *Education Research. An Introduction*. 4th Edition. New York: Longman Publishers
- Chasalani, S, Kelly, CA, Mensch, B. S & Soler-Hampejsek, E., (2012). *Adolescent pregnancy and education trajectories in Malawi*. Population Council, New York
- Chege, F., & Sifuna, D.N. (2006) *Girls' and Women's Education in Kenya Gender Perspectives and Trends*. www.library.unescoicba.org/./girls%20and%20

- Clergg, S. & Jacqueline, S. (2012). *Who cares? Gender Dynamics in the Valuing of Extra-Curricular Activities in Higher Education*. *Gender and Education*. (24) 1, 41-55.
- Dizon-Luna, S. R. T., (2013). Failure to Stay in School: A Study of Female Adolescent dropout. *Journal of Arts, Science and Commerce IV*
- Erosado, L. (2005). *Child labor and Schooling Decisions in Urban and Rural Areas: Comparative Evidence from Nepal, Peru, and Zimbabwe*. *World Development*, 33 (3):455-480.
- Fuller, B. & Liang, X. (1999). *Which Girls Stay in School? The Influence of Family Economy, Social Demands and Ethnicity in South Africa*. Washington DC: National Academy press.
- Garrell, Scott, E., Marianne E., Page & James, E. (2010). *Sex and Science: How professor Gender perpetuates the gender gap?* *Quarterly journal of Economics*. 125(3):1101-1144.
- Glick, P. & Sahn, D.E. (2000). *Schooling of girls and boys in West African country: The Effects of Parental Education, Income and Household Structure*. *Economics of Education Review* 19, 63-87.
- Guo, G., Harris, K.M. (2000). *The Mechanisms Mediating the Effects of Poverty on Children Intellectual Development*. *Demography* 37(4), 431-47.
- Holcamp, G. (2009). *Researching the girls' dropout rate in Malawi*. Why girls dropout of primary schools and in what way this rate can be reduced. Master thesis. Special education.
- Holmes, J. (2003) *Measuring the Determinants of School Completion in Pakistan: Analysis of Censoring and Selection Bias*. *Economics of Education review* 22(3), 249-264.
- Hyde, K. (1995). *Priority research themes of female education in Africa*. Nairobi: Academy of Science Publishers.
- Jacqueline, S. & Sue, C. (2012). *Who cares? Gender Dynamics in the Valuing Of Extracurricular Activities in Higher Education*, *Gender and Education*, 24(1), 41-55.
- Kapakasa, A. M. (1992). *Determinants of Girls' Participation and Persistence in School*. Washington DC: World Bank population and Human Resource Division, South Africa.

- Krejcie, R.V., & Morgan, D.W. (1970). Determining Sample Size for Research Activities. Educational and Psychological Measures.
- Kombo, K. D. & Tromp, A. L. D. (2006). *Thesis Writing: An Introduction*. Nairobi: Pauline's Publications.
- Laurence, J. (2016). Education News @<http://www.oecdbetterlife-index>. Accessed 30/3/2016.
- Leung, M.C., & Zhang, J. (2008). Gender Preferences, Biased Sex Ratio, and Parental Investments in Children in Single Child Households. *Review of Economics of The Household* 6(2) 91-110.
- Manacorda, M. (2012). The Cost of Retention. *Review of Economics and Statistics*. 94(2), 596-606.
- Mudembu, E.V. (2013). Causes of Dropout among Boys and Girls from Secondary Schools in Ugenya District, Siaya County, Kenya. <http://repository.ouni.ac.ke>.
- Mugenda, A. & Mugenda, O. (2003). *Research Methods. Quantitative and Qualitative Approaches*, Nairobi; Acts Press.
- Mukama, E. (2010). Peer Group Influence, Alcohol Consumption, and Secondary School Student's Attitudes towards School. Makerere University (Kampala). [http://docs.mak.ac.ug/sites/default/files/Mukama Evirist.pdf](http://docs.mak.ac.ug/sites/default/files/Mukama%20Evirist.pdf). Retrieved 31/10/2016
- Nixon, L.A., & Robinson, M. D., (1999). The Educational Attainment of Young Women: Role Model Effects of Female High School Faculty. *Demography*, (36)2, 185-194.
- Njau, W., & Wamahiu, S. (1994). Ministerial Consultation on School Dropout and Adolescent pregnancy. Nairobi: Working papers series No. 7.
- Ogula A. P (2005) *Research Methods*. CUEA Publications, Nairobi- Kenya.
- Omollo, A. E. (2013). Socio-economic factors influencing students' drop out in public secondary schools in Rongo district, Migori County, Kenya. Unpublished M.Ed project, University of Nairobi.
- Orodho J.A. (2005) *Techniques of Writing Research Proposal and Reports in Educational and Social Sciences*. Bureau of Educational Research. Nairobi Kenyatta University.

- Pong, S., Dronkers, J. & Hampden –Thompson, G. (2003). Family Policies and Children's School Achievement in Single Versus two-parent Families. *Journal of marriage and Family*, 65(3), 681-699.
- Rumberger, R. W. (1983). "Dropping out of High School. The influence of race, sex and family background. *American Educational Research Journal*, pg 2199 -220.
- Save the Children, State of the world's mothers. (2005). The Power and Promise of Girls Education. <http://www.google.co.ke/search>.
- Shahidula, S.M. (2012). Marriage market and an effect of Girls' school dropout in Bangladesh *Journal of alternative perspectives in the Social Sciences* (4) 2, 522-564.
- South Africa. Department of Education (2004). *Dropout and repetition rate, longitudinal study=Grades 8–12*. Pretoria: Government printer.
- South Africa. Department of Education.(2003). *Education statistics in South Africa at a glance in 2001*. Pretoria. South Africa: Department of Education
- Taylor, et al (2008). *Research Methodology: A Guide for Researches in Management and Social Sciences*. (Third Edition) .New Delhi Prentice Hall of India.
- The Probe Team (1999). *Public Report on Basic Education in India*. The PROBE Team. New Delhi: Oxford University Press. www.manushindia.org/pdfs-issues/...03/9.%20book%20review.
- UNICEF (2006). We can do a much Better job! The Malawian Process to Community Based School Sanitation. UNICEF, New York, available at <http://www.washinschools.info/page/323>.
- UNICEF (2009). Malawi statistics. UNICEF. New York. Available at <http://www.unicef.org/infobycountry>.

APPENDICES
APPENDIX I
LETTER OF INTRODUCTION

University of Nairobi,
P.O. Box 92,
Kikuyu.
22-09-2016

Dear Sir/Madam,

REF: PERMISSION TO COLLECT DATA

I am a Master of Education Student of the University of Nairobi undertaking a study titled: **“Determinants of school girls’ dropout in public secondary schools in Kisumu West Sub-county, Kenya”**. I am requesting to carry out the study in your school. The respondents will be treated in confidence while the data will be used for academic work only.

Thanks in advance.

Yours Faithfully,

Okiki K. Esther

APPENDIX II
QUESTIONNAIRES TO STUDENTS

This questionnaire is intended to collect data on the determinants of school girls dropout in public secondary schools in Kisumu West Sub-county, Kenya

Introductions

- a. Please do not write your name on the questionnaire
- b. The information you will give will be treated with confidentiality
- c. Indicate your choice by a tick (✓)
- d. Kindly answer all the questions

Section A: Demographic Characteristics

1. What is your age bracket in years?

14 – 15 years 16 - 17years 18 – 19 years above 19

2. In which form are you: : one two Three Four

3. Indicate your Gender: Male Female

4. What is the type of school? Mixed Girls

Any other specify _____

Section B: Guidance and Counseling

5. How do the following influence girls dropout?

	Positively	Negatively
Poor infrastructure (lack of specific room)		
Lack of privacy/confidentiality		

Lack of open discussion with girls		
Inviting external women role models		
Free discussion with women leaders		
Encouraging girls to return after delivery		
Peer counseling		

6. How effective is the schools guidance and counseling department?

Not effective Less effective Very effective

Give reason for your answer _____

7. Have you heard girls who dropped out reporting to have visited guidance and

counseling department. Yes No

8. How confidential is the guidance and counseling department

Not confidential Confidential Very confidential

9. What would you do if a teacher discloses what you discussed during a

Counseling session.

Leave school Absent yourself Discuss the teacher with other students

10. Have the following followed up cases of school girls' dropout?

FIDA Yes No Parents Yes No

Department of G&C Yes No MOE Yes No

Section C: Family Economic Status and girls dropout

11. Indicate your family's level of income

Income level (s) kshs	(√)
1001 -5000	
5001 -10,000	
10,001 -20,000	
20,001 -30,000	
Above 30,000	

12. Who pay your school fees?

Parents Guardian Relatives Sponsor/NGO
Church Self

13. How frequent is your fees paid?

Less frequently Frequently Very frequently

14. Indicate the level at which provision of personal effect would make you absent from school.

Provision	Frequency		
	School attendance		
	Rarely	Always	Frequently
Not adequate			
Less adequate			
Adequate			
Very adequate			
Excess			

15. To what extent do the following cause girls' dropout?

	Never	A little extent	Often	Big extent
Sanitary Towels				
Underclothing				
Uniform				
Pocket money				
Food				
Learning materials				
Distance of school from home				
Mode of travel to school				

16. How big is your family (number of siblings)

1-2 3 - 4 5 - 6 Above 6

Section D: Wife Inheritance Related Factors on dropout

17. Do you know of a friend whose parent was inherited?

Yes

No

18. Indicate if the following cultural festivals would lead to girls dropout

	Not likely	Less likely	Likely	Very likely
Wife Inheritance				
Boy preference				
Replacement of a deceased married daughter with her younger sister				
Early marriage				

19. Wife inheritance is risk factors towards girls drop out (Indicate level of risk).

Not risky Less risky Risky Very risky

20. Indicate the likely impact of wife inheritance that would lead to girls dropout.

	Not likely	Likely	Very likely	Less likely
Conflict at home				
Lack of class concentration				
Disrespectful behaviour				
Proximity to lose interest in school				
Poor performance				
Failure to complete homework				

Section E: Peer Influence on Dropout

21. Indicate the attitude of your peers towards education.

Gender:	Very negative	Negative	Neutral	Positive
Male				
Female				

22. Indicate the extent to which you agree or disagree with each statement by

ticking (√) on the appropriate columns using the key below. Strongly agree

[SA], Agree [A], Undecided [U], Disagree [D] or Strongly Disagree [SD]

STATEMENT	SA	A	U	D	SD
Girls are influenced by their peers to stay absent from school					
Girls with friends who have dropped out are more likely to drop out of school					
Peer pressure is the leading cause of school dropout among girls					
Having anti social peers increase the likelihood of dropping out of school					
Having a school loving peer motivate girls to stay at school					
Girls who are rejected by their peers look forward to going to school					
Girls who are not getting along with other students drop out of school					
Most girls drop out of school because their peers have suggested that					

23. Have any of your peers dropped out of school? Yes No

If yes, explain the difference -----

24. In your class, do girls talk about boy-girls relationship?

Yes No

If yes, how frequently?

Less frequently Frequently Very frequently

25. Have you experienced drug and substance abuse among girls?

Yes No

If Yes, do they attend school frequently? Explain -----

26. Has any girl in your family dropped out of school? Yes No

If yes, indicate reason

Pregnancy School fees Lack of interest

Poor performance Don't know

27. Please indicate number of girls in your class who have left school because of pregnancy and number that has returned.

	Pregnant	Resumed school after delivery
Form one		
Form two		
Form three		
Form four		

APPENDIX III

INTERVIEW SCHEDULE FOR PRINCIPALS

1. Explain the role of guidance and counseling on girls' dropout.
2. How does guidance and counseling influence girls' dropout?
3. Explain the nature of fee payment in your school.
4. How does family economic status influence girls' dropout.
5. Explain the cultural practices of the local community and how they influence girls' dropout.
6. How does wife inheritance as a cultural practice influence girls' dropout?
7. Do you think learners are influenced by their peers to stay absent from school? Give reasons for your answer.
8. Are learners with friends who have dropped out more likely to drop out of school? Please explain your answer.
9. Is peer pressure the leading cause of high school dropout among girls in secondary schools? Give reasons for your answer.
10. In your own opinion, what is the major cause of girls' dropout in Kisumu West Sub County?

APPENDIX IV

INTERVIEW SCHEDULE FOR HOD GUIDANCE AND COUNSELING

1. Please explain how the following aspects of guidance and counseling related factors influence school girls dropout
 - a) How regular does G&C discuss factors that cause girls dropout
 - b) Measures to ensure confidentiality of critical issues affecting girls
 - c) Follow up activities to girls who dropout in school
 - d) Networking with organizations promoting girls education.
2. Please indicate how the following family economic status influence girls' dropout in your school.
 - a) Family income levels
 - b) Payment of school fees
 - c) Student personal needs
 - d) Food supply and availability
 - e) Any other economic assistance
3. Please explain how the following cultural factors have led to girls dropping out of school
 - a) Initiation ceremonies _____
 - b) Cultural annual festivals _____
 - c) Disco in matangas _____
4. Please explain how the following social factors such as peer group may influence school girls' dropout in your institution.
 - a) Peer influence _____
 - b) Boy-girl relationship _____

c) Family size _____

d) Drugs and substance abuse _____

e) School girls early pregnancy _____

5. Indicate how the following influence dropout

	Not likely	Likely	Very likely	Less likely
Family lifestyle				
Parental academic level				
School environment				
Availability of girls' facilities				
Parental cultural practices				
Religious beliefs				


APPENDIX V

DOCUMENT ANALYSIS GUIDE

1. Please write a report on girls' dropout from the departmental note book.
2. According to the minutes of the staff meeting held previously, what are the factors that influence girls' dropout.
3. As per the HOD Guidance and Counseling confidential reports what are the related factors that influence school girl's dropout.
4. What are the related factors influencing school girls dropout as per the financial reports on school fees payment.

APPENDIX VI
RESEARCH CLEARANCE PERMIT


THIS IS TO CERTIFY THAT: **Permit No : NACOSTI/P/16/18415/14402**
MS. ESTHER KEMUNTO OKIKI **Date Of Issue : 1st November,2016**
of UNIVERSITY OF NAIROBI, 530-40105 **Fee Received :Ksh 1000**
MASENO has been permitted to
conduct research in Kisumu County
on the topic: DETERMINANTS OF GIRLS
DROPOUT IN PUBLIC SECONDARY
SCHOOLS IN KISUMU WEST SUB-
COUNTY KENYA.
for the period ending:
31st October,2017



Applicant's Signature **Director General**
National Commission for Science, Technology & Innovation

CONDITIONS

- 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.**
- Government Officer will not be interviewed without prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two(2) hard copies and one (1) soft copy of your final report.**
- The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice**



REPUBLIC OF KENYA
NACOSTI
National Commission for Science, Technology and Innovation

RESEACH CLEARANCE PERMIT

11552
Serial No.A

CONDITIONS: see back page

APPENDIX VII

RESEARCH AUTHORIZATION



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

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

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

Ref. No.

Date:

NACOSTI/P/16/18415/14402

1st November, 2016

Esther Kemunto Okiki
University of Nairobi
P.O. Box 30197-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *“Determinants of Girls dropout in public secondary schools in Kisumu West Sub - County Kenya,”* I am pleased to inform you that you have been authorized to undertake research in **Kisumu County** for the period ending **31st October, 2017.**

You are advised to report to **the County Commissioner and the County Director of Education, Kisumu 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.

**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

The County Commissioner
Kisumu County.

The County Director of Education
Kisumu County.

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