

**DETERMINANTS OF SCHOOL DROPOUT AMONG SECONDARY
SCHOOL GIRLS IN KIBRA AND LANGATA IN NAIROBI COUNTY,
KENYA**

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DECLARATION

I Samwel O Oduya declare that this project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data graphics, pictures or tables have been borrowed from sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti- plagiarism regulations.

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DEDICATION

I dedicate this work to my beloved parents; Lonah Akumu Oduya and Nicholas Oduya Akwera for denying yourself, toiling and working tirelessly with stoicism to educate me up to this level. God bless you abundantly.

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ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
EFA	Education for All
MOE	Ministry of Education
SPSS	Statistical Package for Social Sciences

ABSTRACT

Education for a girl child is critical since girls are make a significant contribution in families and the communities as future mothers and parents who are expected to care and nurture future generations in any community. Education of a girl child has great benefits not only to herself but also her future family since they are expected to sire and nurture children, who are the future of any society; nevertheless, education of a girl is under threat due to challenges within the school, family and the community that retention and hamper completion of her studies by causing early drop out. In recent past, many girls have dropped out of schools in Kibra due to challenges in family, school and the community. Over two million secondary school girls dropout of school annually according to UNESCO education report. Recent education research findings had shown high rate of secondary school girl dropout in Kibra and Langata sub counties in Nairobi County in which 9% of girls enrolled in form one did not study to complete form four despite the government efforts to achieve International goal of Education for all (EFA) through inception of subsidized secondary education. The current study sought to explore family, school and community factors that contributed to secondary school girls dropping out of school before completing secondary school education and investigated measures that had been put in place to curb secondary school dropout among girls in Kibra and Langata sub-counties in Nairobi County. The purpose of this study was to investigate determinants of school dropout among secondary school girls in Kibra and Langata sub counties in Nairobi, Kenya. Objectives of the study were to determine family factors that contributed to secondary school girls dropping out in Kibra and Langata in Nairobi county, investigate school factors that contributed to secondary school girls dropping out in Kibra and Langata informal settlements in Nairobi County, establish community factors that contribute to secondary school girl dropping out in Kibra and Langata in Nairobi County and investigate the measures that could be put in place to curb secondary school girl dropout in secondary schools in Kibra and Langata in Nairobi County. Study was guided by Abraham Maslow's Hierarchy of Needs theory. The study adopted descriptive design and data was collected using questionnaires. Data collected was analyzed quantitatively using Statistical Package for Social for Sciences (SPSS) version 20 and presented in tables, pie charts and bar graphs. Qualitative data was structured in terms of themes, patterns and summarized in charts, diagrams and illustrations to make it more manageable. The target population was 40 schools in Kibra and Langata informal settlements. Stratified, purposive and simple random sampling was used to select the required sample of the study of 60 students, 45 teachers, and 15 principals. Validity of research instrument was determined by conducting a pilot study before the actual study. A pilot study was done in three schools using test-re-test method within a difference span of two weeks and information was be used to obtain reliability of the instruments through the use of Pearson's co-efficient of correlation and $r=0.78$ was reliable enough to proceed with the main study. The findings of the study indicate that girls drop out of school due factors and problems from within the school, family and the community. The study concludes that there are factors within the school, family and community that continue to mane girls to drop out of the school. The study recommends that school need to initiate school level policies that can be used to involve the parents and communities to support girls to remain in schools so that they can complete their studies. The schools can also involve teachers to create a conducive learning environment that is friendly to girls to remain in schools. The study recommends that the governments can come up with innovative policies that can mobilise the resources in the communities and families and the school to prevent and reduce the high drop out of girls.

CHAPTER ONE

INTRODUCTION AND BACKGROUND TO THE STUDY

1.1 Introduction

This chapter entails background of the study, statement of the problem, purpose of the study, objectives of the study, significance of the study, research limitations and delimitations, assumptions, theoretical framework, conceptual framework and operational definition of terms.

1.2 Background to the Study

In the last five years there has been a worrying trend of increase in secondary school girl drop out and decline in academic performance in informal settlement areas. This was highlighted in February 2015 by South Africa Examination council (SAEC) in reference to high secondary school dropout in Soweto slums (Mbekene, 2015). “Education for all” monitoring report (2015) observes that one of the planet earth’s most critical challenge is providing universal, quality education. While there is widespread recognition and solid evidence of importance of basic education to both individual well-being and national development, it is paradoxical that over one million secondary school girls worldwide dropout of school and do not study to complete secondary education thus increasing wastage ratio. These girls dropout before attaining adequate knowledge, skills, and attitudes to enable them participate in economic, social and political development (Audi, 2010). Many governments all over the world are thus concerned by this worrying trend. Many have introduced free and compulsory basic education to ensure they achieve millennium development goal of education for all. The government of India enacted constitutional amendment in 2002 which made basic education for all children a

fundamental right. However, it has been noted that secondary school girl dropout is high due to what is perceived to be lack of economic relevance of staying in school (Mutuma, 2010). The rapid increase in cases in cases of secondary school girl drop out suggests crisis that calls for concerted efforts from all educational stakeholders to address. Secondary school girl dropout is a critical issue in that for all Kenyan children, education is the most important insurance against poverty and remains the most important source of hope and key to life (Kaimenyi, 2014). In Uganda 10% of girls enrolled at lower level of secondary education drop out of school hence only 90% study to complete ordinary level (O-level) of education. This calls for concerted efforts from all education stakeholders to address and resolve the issues of poverty in education if we are to achieve education for all (EFA) (Busigwa, 2014). All educational stakeholders including International community, Central governments, Religious organizations and Non-Governmental Organizations need to come together and address the issues of school dropout among secondary school girls. In Kenya, secondary school girl dropout is so high that only 89% of girls enrolled in form one stay in school to complete secondary education Ayieko (2016). Causes of school-girl dropout emanate from family background, community factors and school factors Obala (2016). A study by Plan International a Non-Governmental Organization that advocates and promotes girl-child education in Kibera informal settlement areas was published in a local journal, Ghetto Mirror (2015) shows that bright girls from informal settlement areas drop out of school, miss chances to join good secondary schools they are called to join due to lack of fees. A report that was published in the local educational journal Kibera Mirrior (2015:11), indicates that bright girls from Kibra and Langata drop out of school and hence are not able to study and complete their secondary school education due to lack of fees, early

marriage and early pregnancy. Some drop out of school to take care of their young siblings when their parents die, while others drop out of school to look for jobs to earn income for their family upkeep. Approximately 100 girl's dropouts of school annually according to data obtained at both Kibra and Langata sub-counties education offices. Secondary school dropout among girls in Kibra and Langata was thus significant and therefore warranted research which has availed information on family factors, school factors, community factors and individual factors that determine school dropout among secondary school girls in Kibra and Langata informal settlements in Nairobi county and suggests recommendations and suggestions in order to come up with intervention measures to this predicament.

1.3 Statement of the Problem

The past five years have seen an increasing trend of secondary school girl dropout in many secondary schools in Kibra and Langata informal settlements in Nairobi County; for instance, according to data obtained from Kibra and Langata sub-counties education office approximately 100 girls dropout of school annually. Girl's drop out of school before completing formal education. Girls who drop out of school do not have adequate knowledge, skills, experience, maturity and attitudes that can make them get employment and lead a productive living. As a result of increasing number of drop out girls, resources that are invested in education get wasted which is a serious concern for parents, fellow students, community, educational sponsors and the government.

Therefore, the task of this study was to find out individual student factors, family factors, school factors, community factors and peer influence factors that influenced

secondary school girls to drop out of school in Kibra and Langata secondary schools in Nairobi County.

1.4 Purpose of the study

The purpose of the study was to investigate determinants of school dropout among secondary school girls in Kibra and Langata sub counties in Nairobi County, Kenya. It was also to demonstrate the relationship between dependent variable which is secondary school girl dropout and independent variables which include school factors, family factors and community factors.

1.5 Objectives of the Study

The study sought to;

- i. Find out family factors that contribute to secondary girl dropout in secondary schools in Kibra and Langata in Nairobi County.
- ii. Investigate school factors that contribute to secondary school girl dropout in Kibra and Langata informal settlements in Nairobi County.
- iii. Establish community factors that contribute to secondary school girl dropout in Kibra and Langata in Nairobi County.

1.6 Research Questions

This research study sought to answer the following questions:

- i What family factors make secondary school girls to drop out of school in Kibra and Langata in Nairobi County?
- ii What school factors contribute to secondary school girl dropout in Kibra and Langata in Nairobi County?

- iii What community factors contribute to secondary school dropout in Kibra and Langata in Nairobi County?

1.7 Significance of the Study

This study is important to various education stakeholders such as the Ministry of Education Science and Technology as it informs on policy decisions regarding secondary school girls' dropout.

Secondary school heads can use the findings of the study to institute school level policies and measures to curb girl dropout by addressing challenges that continue to make girls drop out of school. This will avert the problem and enhance high completion secondary education.

The study findings may help parents to advice and guide their daughters so as to ensure they remain in school to complete their education. Study findings may help parents to identify the factors that are of their contribution which lead to girls dropping out of school and other factors which they as parents don't contribute but they can handle them to enhance high retention and completion of secondary education for their daughters.

The findings may provide useful knowledge of the level of the problem of secondary school girl dropout that is of great importance to educational planners.

Finally, the research findings may form a basis for future research. It makes suggestions for further investigation by educationists so as to come up with more findings that will help retain secondary school girls in school and achieve high completion.

1.8 Limitations and Delimitations of the Study

1.8.1 Limitations of the Study

Limitations of the study are the conditions or situations that are beyond the control of the researcher that may place restrictions on the conclusions of the study and their application to other situations (Best and Kahn, 1998). It refers to some aspects of the study that the researcher knows might negatively affect the research but has no control (Mugenda and Mugenda, 2003:28). They are threats to internal validity that may be impossible to avoid or minimize. The following were likely to be limitations of the study:

Some respondents were not co-operative and some were reluctant to respond to the questionnaires. Some respondents did not give correct information and in some cases, they didn't honour appointments. This situation was overcome by preliminary contact with the respondents in which the purpose of the study was explained and confidentiality regarding their responses guaranteed.

This study was conducted in the wake of COVID 19 pandemic with lots restrictions of movement in the study locale hence difficult to reach the respondents who were at home. This situation was overcome by getting respondents contacts from school administration and observing Ministry of Health protocols and regulations by wearing face masks, keeping social distance of one meter apart with respondents, washing hands regularly and using sanitizers.

Most secondary schools in Kibra and Langata sub-counties are inaccessible by major roads. This challenge was overcome by use of motor cycles. Another challenge was inadequacy of current data/ records of dropout cases. This was overcome by probing

the respondents so as to recall the facts about the problem. Care was taken to ensure that sampling was done in schools which were likely to have appropriate data/records.

Financial constraints were another limitation to this study as the project work required money to finance. This was overcome by borrowing education loan from the Higher Education Loans Board (HELB) to finance the research project.

Time constraint was another limitation to this study as it was time demanding especially during data collection in the field and data analysis to the researcher. This was overcome by being punctual, using fast means of transport such as motor bikes.

1.8.2 Delimitations of the Study

This study was restricted to the secondary schools where girls are learning only in Kibra and Langata sub-counties; boy's schools were left out of study. It was the opinion of the researcher that since boys' schools have boys only, they were not appropriate on giving reliable information on determinants secondary school girl dropout in Kibra and Langata sub-counties. In addition, determinants of boy's dropout in secondary schools in Kibra and Langata sub-counties may not be the same as those of girls.

1.9 Assumptions of the Study

The study held the following assumptions:

All respondents would be co-operative to provide objective and factual information pertaining to secondary school girl dropout in their schools as this information will

help the researcher suggest recommendations that will reduce the cases of school dropout among secondary school girls in Kibra and Langata sub-counties

Secondly, the researcher assumed that all schools selected for the study were affected by girl dropout because all these schools were located in the same locale hence learners go through the same challenges. Researcher assumed that all respondents were competent enough to understand the questions and those who were not would seek clarification; this is because respondents will have learned how to respond to questionnaires and the research questions on the questionnaires were to use simple language hence friendly to the respondents.

Researcher also assumed that the records that were to be provided by school heads would be correct and relevant because the school heads would be helping the researcher in solving the problem of secondary school dropout in their schools hence helping them increase school enrolment and completion ratio. The research findings would be appropriate and conclusive enough to allow generalization of the phenomenon in the entire republic and enable borrowing and application of the results in other parts of the country.

Lastly, educational researchers will be interested in further studies of the problem and education policy makers will implement the recommendations as this will help educationists and education policy makers to achieve our national policy of free and compulsory basic education and international goal of 'Education for all'

1.10 Theoretical and Conceptual Framework

1.10.1 Theoretical Framework

Theory which is best suited to explain secondary school girl dropout was Abraham Maslow's "Hierarchy of Needs theory" (Maslow, 1987:25). Maslow's hierarchy of needs is a motivational theory in psychology comprising a five-tier model of human needs, often depicted as hierarchical levels within a pyramid. Maslow (1987) stated that people are motivated to achieve certain needs and that some needs take precedence over others.

One of the tenets of this theory is physiological needs such as food, water, and shelter and this will be the first thing that motivates our behaviour. When an individual's physiological needs are deprived for a long period, all other needs fail to appear, and thus one is motivated to do something for example, a school girl who is deprived of food will be motivated to do something to get food. A hungry student may not go to school or even concentrate in class while the teacher is teaching.

Secondary school girl's survival needs such as food, water, shelter, air, clothing and sleep must be met by the family before higher-level needs such as education are sought. This tenet of Maslow's theory is important to this study as it seeks find out how family factors such as inability to meet physiological needs of girls leads to secondary school dropout.

Secondary school girls from families that cannot meet their physiological needs dropout of school to try and meet them elsewhere; once that level is fulfilled the next level up is what motivates us, and so on.

The second tenet of the Maslow's theory states that once an individual's physiological needs have been met, safety needs arises. Students need to feel emotionally and physically safe and accepted within the school and the classroom to progress and reach their full potential. The study will seek to find out how school factors hinder secondary school girls from meeting their security needs leading to their dropout.

Schools that do not meet security needs of students, leave students feeling emotionally and physically unsafe and unaccepted leaving many students dropping out of school to meet their security needs elsewhere. Bullying in some schools by fellow students, corporal punishment by teachers and mockery subjected to weak and slow learners lowers secondary school girls' self-esteem and reduce their self-confidence hence forcing them dropout of school.

The third tenet of Maslow's hierarchy of needs theory suggests an individual must be shown that he or she is valued and respected in the classroom, and the teacher should create a supportive environment. According to Maslow (1987) an individual whose survival is ensured and security guaranteed can still find him or herself dissatisfied. When an individual's first two levels of needs are met, level three-social needs for belonging and love emerge. School and the local community need to make students feel sense of belonging, togetherness and that they are valued. Girls from male dominated communities where women are not regarded and recognized tend to feel lonely and socially ostracized forcing some dropout of school and ran away from such communities as they seek love and belonging elsewhere.

The fourth tenet of this theory according to Maslow is meeting esteem needs. People need to feel good about themselves; in meeting their esteem needs, they receive respect from others. When our self-esteem is met, we feel confident and psychologically secure. Lack of or low self-esteem makes us feel inferior, discouraged or helpless. Secondary school girls from poor neighbourhoods tend to have low self-esteem and poor self-concepts. Students with a low self-esteem will not progress academically at an optimum rate until their self-esteem is strengthened. Feeling of unworthy and inadequate in schools leads to some dropping out of school. Maslow (1971, p. 195) argued that a humanistic educational approach would develop people who are “stronger, healthier, and would take their own lives into their hands to a greater extent. With increased personal responsibility for one’s personal life, and with a rational set of values to guide one’s choosing, people would begin to actively change the society in which they lived”.

1.10.2 Conceptual Framework of the Study

This is the researcher’s own perception of the problem and how variables operate in influencing each other. According to Orodho (2006), a conceptual framework assists the researcher to quickly see the proposed relationship dependent and independent variables by using drawings/diagrams. The conceptual frame work informing this study is presented in figure 1.1

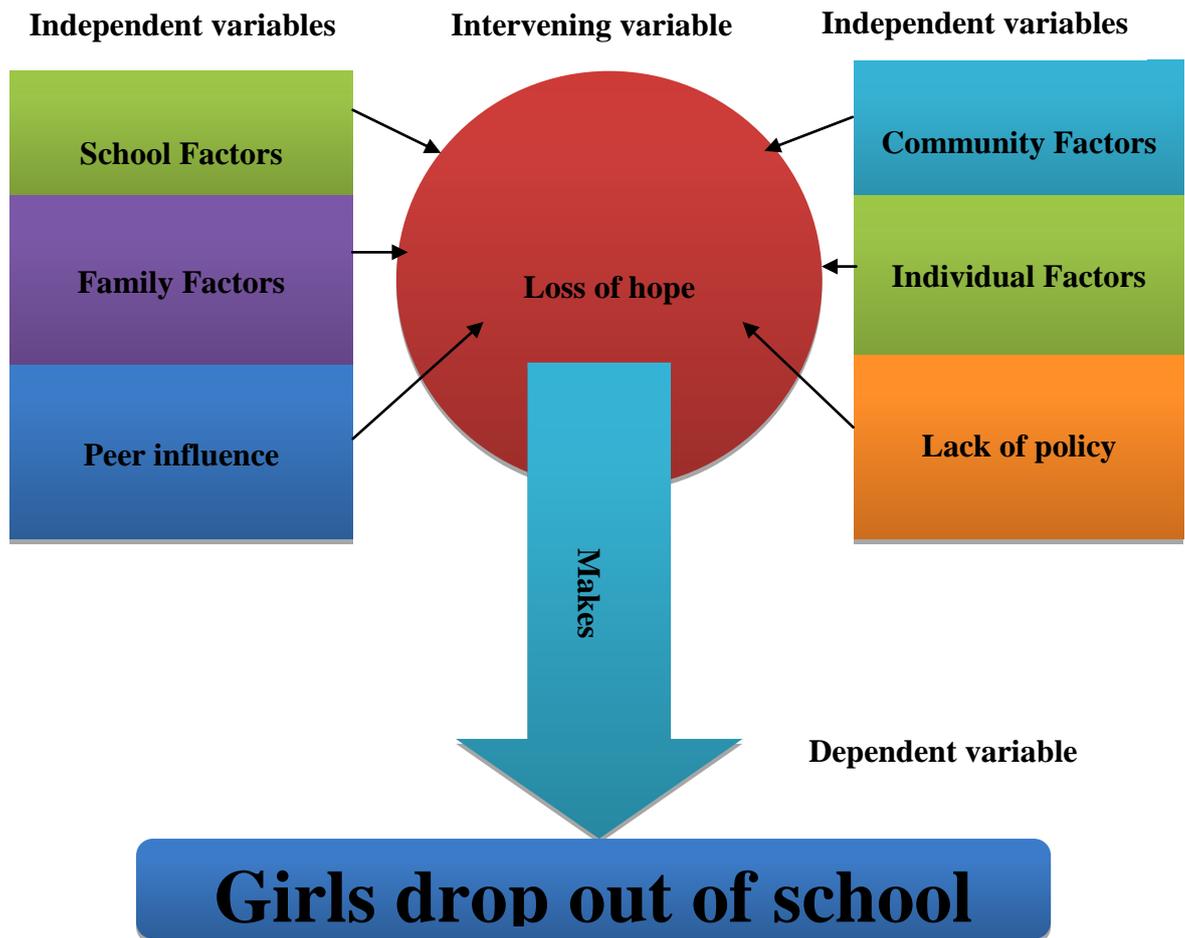


Figure 1.1: Schematic Representations of Factors that Influence girl to drop out of school

Figure 1.1 shows conceptual framework which illustrates the relationship between independent, intervening and dependent variables of the study. School dropout is determined by a composite of various independent variables which operate in school, community, homes and among peers. School factors which influence drop out include corporal punishment, harsh teachers, poor physical facilities and negative peer influence.

Harsh teachers in schools who are unapproachable by learners, especially those learners with special needs scare away because they are afraid of them. Poor learning environment in schools such as congested classes, lack of book, enough

desks and chairs and other learning materials also leads to school dropout. Family factors such as lack of school fees, shortage of learning resources such as books, and pens. Lack of food, transport problems, lack of uniforms and general poverty in the family leads to school dropout.

Some factors emanating from the community that leads to secondary school girl dropout include teenage pregnancy, early marriage and forced marriage and general disregard for girls' education. Individual factors also lead secondary school girl dropout. They include; drug abuse, low academic performance, individual stress, low self-esteem and learning disability.

The intervening variables of the study were loss of hope and expectations in school activities which make the student to start keeping out of school and ultimately may lead to dropping out of school. Girls drop out was the dependent variable of the study.

1.11 Operational Definitions of Terms

According to Orodho (2009), operational definition is the contextual definition given to those terms that are repeatedly used in a proposal to avoid vagueness ambiguity and confusion.

Wastage - In this context this refers to number of students who drop out of school before completing a given educational level due to lack of fees, death, personal reasons, migration to other countries, early marriage, early pregnancy.

Dropout - In this study dropout means leaving school at some intermediate point before completing a given level of education. It is premature leaving of school or enrolment loss.

- Dropout Rate** - This refers to the percentage of students leaving school before completing secondary education in this study.
- School Environment** - For the purpose of this study, this will refer to student-teacher interaction, student-student interaction, aspirations, motivation, participation in class, participation in co-curricular activities.
- Positive School Environment** - In this study this refers to conditions in school which stimulates students to enjoy learning and remain in school to complete their studies.
- Negative School Environment** - This refers to conditions in school which prevents students from learning and remaining in school to complete their studies.
- Socio-economic factors** - These include factors that emanate from interaction between the student and the family, school and community outside the school and family status from which students come from. It also refers to endowment of school in terms of teaching and learning facilities in this research study.
- Affirmative action** - is used to refer to a practice of giving favor to people who are disadvantaged so as improve their status
- A Cohort** - Is used in this research study to refer to a group of students whose attendance and participation can be tracked from the time they started schooling to completion of a full school cycle.
- Completion** - In this study this is used to mean studying to finish a given school cycle.
- Participation** - This is involvement in school activities such as curricular and co-curricular activities as used in this context.
- Transition** - This is used in this study to refer to movement from one educational level to the next; for example, from primary educational cycle to secondary educational cycle.
- Equity** - This is used in this study to refer to reasonable way of behaving towards people, so that everyone is treated in the same way.

CHAPTER TWO

RELATED LITERATURE REVIEW

2.1 Introduction

This chapter contains review of related literature which was done systematically guided by objectives of the study. Related literature review was concluded by gaps of knowledge summary that the study intended to fill. Literature related to secondary school girl-child dropout has been presented in the following themes from research objectives: Family factors that determine secondary school girl dropout, School factors, and community factors as contributor to secondary school girl dropout and measures that has been put in place to curb secondary school girl dropout and the summary of literature review.

2.2 Family Factors Determining Secondary School Girl Dropout

Most of secondary school girls dropout of school due to inability of their parents and guardians to pay school levies due to poverty, girls spending valuable school time running errands or engaged in child labour because parents are too poor to employ workers, the home lacking stimulating environment that enables girls to stay in school, and dropping out of school to seek employment in an attempt to avoid poverty (Okumbe, 2007). According to United Nations Education and Scientific Cultural Organization (UNESCO, 2000/2001), many parents are unable to send their children to school and enable them acquire basic education because they cannot afford the various levies charged by the school. A large number of school children and especially girls are therefore forced to drop out of school before completing secondary education cycle. According to a report by World Bank (1995) and

UNICEF, (1995), due to high poverty levels many children in Kenya can no longer have access to secondary education because they are unable to meet its costs. In a study conducted in Isiolo East by Abdullahi (2015) involving a sample of 476 respondents using descriptive design and questionnaires found that declining incomes in many households coupled with escalating costs of educational materials made parents not able to educate their children even when they were willing to do so. The study further revealed that when the financial resources are so limited to support the family, poor families have no option but to withdraw their children from school and while doing so, girls are pulled out of school to give way for their brothers to continue with education. According to Tonkei (2008), opportunity cost of sending a child to school are usually viewed as greater for girls than boys as girls are often called upon to assist their parents and guardians with household chores at the expense of schooling hence dropping out of school.

A study carried out by Forum for African Women Educationists (FAWE) (2007) shows that countries like Kenya and Uganda where a policy of free basic education has been instituted, some schools have gradually introduced other levies under the guise of building fund, activity fund, examination fees and many others, making parents to eventually end up paying even more than the waived fees. Those parents that cannot afford to pay the charged levies have their children send away from school hence some dropping out of school.

According to Abdullahi (2005), poor families are unable to pay school fees for all their children, and some children and especially girls, dropout of school after their siblings have reached school age since all cannot be supported at the same time due

to limited school fees. Cases of secondary school girl drop out seem to persist and increase in Kibra and Langata informal settlements despite governments efforts to achieve international goal of 'Education for all' (EFA) through implementation of free day secondary education suggesting that there could be emerging family factors contributing to this or knowledge gaps from previous research findings; for instance previous studies used small sample size, therefore this study intends to use a large sample size and several sampling techniques so as to give better information about the population of study. Knowledge gaps could also from emerging family factors such as divorce, single parenting, child neglect by parents and lack of parenting skills in the modern families. The study will fill this gap by designing research instruments that addresses these emerging family factors.

2.3 School Factors Determining to Secondary School Girl Dropout

Akwera (2015) singles out lack of effective guidance and counselling services in schools as a major cause of secondary school girl dropout. Guiding and counselling services in most of the schools affected by dropout are usually given at crisis times since the teachers are too busy trying to cover the syllabuses leaving little time for them. In a study conducted in Teso south by Akwera (2015) involving a sample of 125 respondents using descriptive design and questionnaires and observations schedules found out that there are few teacher counsellors in schools with the required counselling skills that are required to help secondary school girls.

Despite banning of the corporal punishment in the Basic Education Act 2013 teachers in some schools still use it to punish students or instil discipline to students. Corporal punishment was banned in school as it causes physical injury to students

even resulting into death. Teachers in some schools still use corporal punishment to instil discipline to students; some use it in excess causing physical injuries to students. There have also been cases of fatal corporal punishment where teachers have canded students to death. Corporal punishment also lowers self-esteem of students. In some schools affected by high dropout; students accused teachers for canning then and inflicting injuries on them forcing them to run away from school (Akwera, 2015).

A study carried out by Rendell (2009) established school related factors leading to secondary school girl dropout including; sexual harassment by male teachers and classmates and insufficient female teachers as role models, lack of provision of sanitary materials, curricular that reinforce traditional gender stereotypes inadequate sanitation facilities. Other factors within the school set up also included use of unsuitable teaching methods and corporal punishment.

In some schools teachers do not provide conducive learning environment or quality education, they have preferential treatment towards male students and some administer heavy corporal punishments. Such problems generate fear to girls thus contributing to the student drop-out (FAWE 2010 P.82). It should be noted that corporal punishment is banned in Kenya through the Basic Education Act (Basic Education Act 2013). Knowledge gap from school factor could be as a result of increase in enrolment in secondary schools as a result of introduction of free primary education and free day secondary education which has resulted in straining available human resources and physical facilities in secondary schools.

2.4 Community Factors Contributing to Secondary School Girl Dropout

Secondary school girl dropout remains a thorny issue in all educational systems of the world. Livondo (1992) while citing Combs and Cooley, (1968) reports that dropout rates of between 40 to 50 percent existed worldwide. This means that despite the importance attached to education, all countries have a number of girls who do not complete their secondary level of education after enrolling (Abagi, 2010). There are cultural practices which curtail secondary school girls' aspiration for further education. Tonkei (2008) found that Female Genital Mutilation (FGM), circumcision, early marriages, gender stereotypes, cultural beliefs, communities' negative attitude towards educated girls and parental preference for education of boys are factors that lead to dropout of girls in Olokurto division, in Narok district, Kenya. Abdullahi (2005) citing Maleche, (1972) argues that the cultural level of conservation of girls which is based on peer, food, dress, children and gossip about other people does not encourage girls' aspiration for education. Safety for their daughters and cultural concern may leave parents in certain communities obliged not to send girls to school even when the opportunity costs are low, unless schools are located close to homes, well supervised and served by female teachers.

Abagi and Wamahiu (1995) found that parents in Siaya district feared their daughters could get pregnant or fail to get husbands due to unbecoming behaviour which is an outcome of education. This is corroborated by Mutuma (2005) who asserts that: "some communities fear girls becoming more assertive or even promiscuous due to becoming worldly through education". According to UNESCO (2008), the reasons for secondary school girls dropping out of school are multiple and complex and may depend on a country's level of development. According to the

report, these include unsafe, overcrowded and poorly equipped schools and inadequately trained teachers.

A study done by Omolo (2005) on social factors causing school dropout among girls in Mathare informal settlements in Nairobi county shows clearly that negative peer pressure and drug abuse are the main causes of school dropout among girls in Mathare informal settlements. Tonkei (2008) in his findings on secondary school girl dropout in Olokurto division in Narok district, Kenya, noted that Female Genital Mutilation (FGM), early marriages, gender stereotypes, cultural beliefs, communities' negative attitude towards educated girls and parental preference for education of boys are factors that lead to secondary schoolgirl dropout.

According to Awuor (2009), perceived marginalization of girls including gender violence in schools, teachers' negative attitude towards girls, child labour, early pregnancy, early and forced marriage and general societal negative attitudes and perceptions towards education of girls have led to girls dropping out of school. Sexual harassment inside and outside the school strengthen parental fear that their daughters who attend school will be accorded low status in essentially sexist cultures. Safety and cultural concern may leave parents obliged not to send girls to school even when the opportunity costs are low, unless schools are located close to homes, well supervised and served by female teachers (Awuor, 2009).

A study carried out by Mutuma (2005) shows that parents in Narok district perceive early marriages as bearing several advantages to the family and community including avoidance of premarital pregnancies, preservation of chastity and acquisition of bride wealth among others. According to Plan International (2009),

the major cause of low achievement and high dropout rates among secondary school girls in sub-Saharan Africa is sexual abuse and violence in schools.

2.5 Measures that have been put in Place to Curb Secondary School Girl Dropout

International communities have employed various measures to address the problem of school dropout and ensure access, equity and equality of education is adopted by member countries. Kenya being a member of international community and signatory to international treaties and educational statutory, has taken several measures to achieve international goal of “Education For All.”

2.5.1 Global Efforts Put in Place to Curb School Dropout

Universal basic education is one of the Millennium Development Goals (MDGs). Millennium Development Goal number two is particularly geared towards attainment of universal basic education. United Nations International Children’s Education Fund (UNICEF) has put in efforts to achieve gender parity in education through inauguration of United Nations Girls Education Initiative (UNGEI). United Nations Girls Education Initiative (UNGEI) is a strategy aimed at empowering girls through education and sensitizing communities on the need of taking girls to school (UNICEF, 2001).

World Conference on Education for All was held in Jomtien, Thailand in 1990 with the aim of addressing educational requirements of children, youth and adults by 2015. Promoting gender equality and empowering women was aimed at eliminating gender disparity in primary and secondary education and to all levels of education no later than 2015 (MDGR Guidance Notes, 2000).

2.5.2 Government of Kenyans Efforts to Curb Secondary School Dropout

Government of Kenya in the year 2007 inaugurated secondary education policy that saw subsidized secondary education introduced. Free primary education policy that was introduced in the year 2003 and subsidized secondary education has helped increase enrolment in primary schools. This has also increased transition rate from primary school to secondary school; retention in secondary schools and completion rate. Free and compulsory basic education is enshrined in both Kenyan constitution that was promulgated in the year 2010 and the Basic Education Act 2013. This has seen tremendous increase in enrolment, transition and completion in both primary and secondary education.

According to Basic Education Act (2030), no public school shall charge or cause any parent or, guardian to pay tuition fees for or on behalf of any pupil in the school. The government policies have enabled pupils from poor family background who would otherwise have not afforded to pay fees enjoy education from primary to secondary level. The government of Kenya through the Ministry of Education has attempted to intervene and curb secondary school dropout by incorporating adolescent reproductive health / sexual education and life skills education into the school curriculum. Schools have also established functional and robust guidance and counselling departments to help both boys and girls with various problems and challenges cope with them and stay in school to complete their education. There have also been efforts by non-governmental organizations (NGOs) such as FAWE, which has been conducting seminars/workshops on adolescent reproductive health, as well as financing girls' education.

Furthermore, the government has decreed that girls dropping out of school due to pregnancy have a chance to return back and continue with their education. Education budget accounts for over thirty five percent of the annual expenditure of our government's budget. The high percentage of budgetary allocation to education sector by the Kenyan government attest to the importance that the government attach to education in National Development, as reported by Wanjohi (2002, p. 1).

2.5.3 Summary of the Gaps of Knowledge that the Study Intends to Fill

Review of related literature has revealed the following gaps of knowledge that this study intended to fill. First studies reviewed on family factors determining secondary school girl dropout was done in the year 2007 and it has taken eleven years which is such a long time that there could be emerging factors determining secondary school girl dropout hence a need for a fresh outlook due to social turbulences and social dynamics in the society.

Secondly studies reviewed on school factors determining secondary school girl used a small sample size of 125 respondents but the proposed study will use a large sample size of 303 girls.

Thirdly studies reviewed on community factors determining secondary school girl dropout was done in Tiaty in Baringo a different locale from current study location which is Kibra and Langata sub-counties in Nairobi County.

The causes of secondary school dropout among girls seem to differ from one region to another as cases decrease in those areas where recommendations from previous research studies have been implemented but persist or increase in other areas.

This is evidenced in Tiaty sub-county in Baringo County where cases of secondary school girl dropout have decreased following the implementation of Barngatuny report (2007) on secondary school girl dropout.

However, cases of secondary school girl drop out seem to persist and increase in Kibra and Langata sub-counties suggesting that there could be emerging factors contributing to this or knowledge gaps from previous research findings.

There is therefore a need for such study to be carried out in Kibra and Langata sub-counties in order to mitigate secondary school girl drop out in order to achieve high enrolment, transition and completion of secondary school education system and achieve international goal of ‘Education for All’ (EFA).

Table 2.1 obtained from Nairobi county education office show a worrying trend of secondary school girl dropout as the enrolment rate preponderantly reduces for every subsequent classes, (Form 1 to 4) for the period 2012 to 2018 in Kibra and Langata sub-counties

Table 2.1: Secondary School girls Enrolment Rate in Kibra and Langata sub-counties

Year	Form one	Form two	Form three	Form four
2018	4793	4657	4090	4071
2017	4743	4607	4159	4144
2016	4702	4367	4229	4088
2015	4667	4316	4123	4071
2014	4566	4210	4120	4065
2013	4410	4125	4115	4006
2012	4366	4265	4035	4995

It is in this context that this study sought to investigate family factors, school factors and community factors that contribute to school dropout and measures that had been put in place by education stakeholders to curb secondary school girl dropout among secondary school girls in Kibra and Langata informal settlements in Nairobi County and recommend mitigation measures for secondary school girl drop out in Kibra and Langata in Nairobi county.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter covered research design, location of the study, target population, sampling techniques and sample size. It also included pilot study, validity, reliability, data collection techniques, data analysis and finally logistical and ethical considerations.

3.2 Research Design

The study applied a descriptive design to investigate determinants of dropout among girls from secondary schools in Kibra and Langata sub counties in Nairobi County. According to Orodho (2007), the descriptive design is suitable for gathering information, summarizing, presenting and interpreting data.

According to Mugenda and Mugenda (1999) descriptive research design determines and reports things the way they are. The choice of descriptive design was made based on the fact that in this study the researcher was interested in the state of affairs in the field.

Furthermore, according to Mugenda and Mugenda (1999) it is the best method available to researchers who are interested in collecting original data for the purpose of describing a population which is too large to observe directly. Such was the data the researcher intended to gather.

3.3 Location of the Study

Research study was carried out in Kibra and Langata sub counties which are informal settlements in Nairobi county which have experienced high cases secondary school girl dropout in the recent past hence the need for study and find out determinants of secondary school girls dropout and recommend to all education stakeholders mitigation measures and strategies that can be put in place to curb the dropout and increase retention and completion rates among secondary school girls in Kibra and Langata sub counties.

Secondary school girl dropout problem in Kibra and Langata entailed loses of the resources used to educate those particular dropouts, even if the dropped-out girls had acquired some education before dropping out of school. This is because the individuals may not have attained adequate knowledge, skills and attitude to enable them to participate well in economic, social and political development of the country.

The study locale is densely populated with human population with many primary and secondary schools that are closely located together to cater for large learner population hence easy to reach large population of respondents in a small area. Being an informal settlement area, the residents are mainly low-income earners some living in abject poverty and others in relative poverty. There is also high risk of drug abuse, sexual abuse and other criminal activities among the residents of Kibra and Langata informal settlements. Study location was ideal because it would help the study to collect relevant data to achieve its objectives.

3.4 Target Population

According to Mugenda and Mugenda (1999), target population refers to the members of a real or hypothetical set of people, events or objects to which an investigator wishes to generalize the results of a research study. It is an entire group of individuals, events or objects having common observable characteristics. The target population were thirty-two secondary schools that were obtained from Nairobi County Education Office Education data on secondary schools where girls studied in Kibra and Langata sub-counties; whereas principals, teachers and secondary school girls were respondents. Choice of the target population was informed by the fact that these are the people on the ground with first-hand information about causes of secondary school girl dropout. They are also people who are affected in one way or the other with school girl dropout in Kibra and Langata sub counties.

3.5 Sampling Techniques and Sample Size

According to Orodho (2004) sampling is the process of selecting a subject of cases in order to draw conclusions about the entire set. Sampling is important because one can learn something about a large population by studying a few of its members.

The researcher applied probability sampling, specifically simple random sampling. Probability sampling is a method of selection where all the items in the population have a calculable probability of being selected, (Taylor, Sinha and Gloschal 2008 p. 45).

The method has an advantage that enables the study to measure the degree of confidence in any estimates made from the sample data. At the first stage of sampling, stratified sampling was used.

It is a method in which the researcher was able to employ their pre-existing knowledge regarding the degree of what is being studied in the population and sampling them into two or more homogenous strata to get two or more precise estimates that could be combined to acquire a more precise estimate of the whole population.

The method is also suitable when respondents are scattered and yield a more representative sample, (Taylor, et al, 2008). The researcher intended to sample the schools as shown in the table below.

Table 3.1: Determination of Sample Size

Type of schools	Population	Percentage	Sample
Day public	12	50	7
Boarding public schools	5	60	3
Day private schools	9	44	4
Boarding private schools	6	33	2
Total	32	50	16

The sample frame was thus sixteen schools out of thirty-two schools which is equivalent to 50%. A sample of more than 30% was sampled in each subcategory of the sample to ensure credibility of the findings based on sample adequacy. According to Mugenda and Mugenda (2000) 10 percent of the accessible population would enough for descriptive studies.

However, with a large sample, the researcher was confident that if another sample of the same size were to be selected, findings from the two samples would be similar to a very high degree. The researcher therefore included a total of sixteen schools in the

study. Fifteen secondary school principals of sixteen possible total numbers were included in the study. 45 teachers in the selected schools were included in the study which is equivalent to ten percent of the teacher population in the study locale. 60 secondary school girls in Kibra and Langata sub-counties were sampled.

A sampling frame was done for each school using the school admission registers. The number of girls to be sampled from each school was proportional to the total number of girls in that school against the accessible population in the study area. Simple random sampling was used in selecting girls to be included in the study.

All girls in each school were given numbers which were written on pieces of papers. The papers were folded and mixed. The researcher then picked the number of girls he needed from each school. The researcher resolved to use large sample size because the larger the sample size, the more precise the sample, that is the closer the data matched that from the entire population. Furthermore, an increase in either accuracy or confidence or both would always require a large sample size.

The sample choice of schools was informed by the fact there was different number of schools in the given categories in Kibra and Langata and that there were sharp variations in student characteristics and student family background between public and private schools and day and boarding schools (Mbithi, 2007); on one hand, the public schools have high learner enrolment hence low teacher to student ratio as they are relatively affordable to learners from low income and average income background.

On the other hand, private schools have manageable teacher-learner ratio and better learning resources. Boarding schools are also endowed with learning resources and students are confined in schools and have adequate study time as compared to day schools (Mbithi, 2007).

3.6 Research Instruments

Research data was collected using questionnaires. A list of questions relating to the study was prepared guided by research objectives. The research instruments involved separate questionnaires for students, teachers and head teachers. According to Kombo (2006), a questionnaire is a research instrument that gathers over a large population. Questionnaires can reach a large number of subjects who are able to read and write independently.

Questionnaires were preferred for research because they allowed for anonymity of respondents and uniformity of questions thus allowing comparability. The study used questionnaires because they had advantage of being straight forward and also appropriate way of gathering information needed from different respondents.

Questions in the questionnaires were both closed and open ended because they suited statistical analysis as they were easier to analyse, administer and economical in terms of time and money (Orodho, 2005). Open ended questions were used since they permitted greater depth of responses.

Section A of questionnaire sought personal information of respondents while section B had questions related to institutional factors influencing school dropout among secondary school girls in Kibra and Langata in Nairobi County.

3.7 Piloting Study

According to Orodho (2009), piloting is a small preliminary investigation that is conducted to develop and test measures or procedures that will be used in the research study. In order to ensure that validity and reliability of research instruments, three schools that are not part of the sample of the main study were selected for piloting.

Pilot study was important in this study because it helped the researcher to establish if data collection instruments were measuring what they were supposed to measure. Pilot study also enabled the researcher to check and see if everyone understood the questions and checked for ambiguity in the questionnaires and made corrections before the main study was done.

3.7.1 Validity of Research Instruments

Mugenda and Mugenda (1999) define validity as the accuracy and meaningfulness of inferences which are based on the research results. In other words, validity is the degree to which results obtained from analysis of data in the study actually represent the phenomenon under study.

The first step of validating the instruments of study was a pilot study. Three schools were involved in the pilot study. These schools were selected through simple random sampling. Questionnaires were served and collected from teachers and students of the selected schools by the researcher personally. During the exercise of collecting the questionnaires, the researcher discussed each questionnaire item with the respondent in order to determine whether the items were correctly recorded and

therefore, not open to misinterpretation when administered to the respondents during the main study.

The second step towards determining the instrument validity was through submission of questionnaires to the supervisor in the department of Educational Management, Policy and Curriculum Studies Kenyatta University. Improvements suggested were made to make the instruments more valid.

3.7.2 Reliability of Research Instruments

This refers to internal consistency of a research instrument over time (Borg and Gall, 1993). An instrument is said to be reliable if it consistently produces the expected results when used more than once to collect data from two samples drawn from the same population (Mulusa, 2000).

According to Mugenda and Mugenda (1999) reliability is a measure to which a research instrument yields consistent results or data after repeated trials. To achieve reliability of research instrument and gauge the clarity and relevance of the items, the researcher made a pilot study.

Three schools that were not included in the main study were piloted using test-re-test method within a difference span of two weeks and information obtained was used to obtain reliability of the instruments through the use of Pearson's co-efficient of correlation and $r=0.78$ was reliable enough to proceed with the main study. Items that were found to be inadequate for measuring the reliability were discarded and some were fine-tuned to improve the quality of the research instrument and this made them capture all the required data.

3.7.3 Data Collection Procedure

Data collection refers to the gathering of specific information aimed at providing or refuting same facts (Kombo and Tromp, 2006). The researcher sought permission to conduct research in Kibra and Langata sub-counties in Nairobi County by obtaining a research permit from the National Commission for Science and Technology and Innovation (NACOSTI) and thereafter wrote letters to head teachers of schools in the study area to be allowed to do the study. An endorsement from Graduate School-Kenyatta University was sought.

The research sought permission to conduct research in Kibra and Langata sub-counties from Nairobi County Education office. The researcher also paid a courtesy call to the Kibra and Langata sub-counties education offices to inform them of the intended study. The research instruments were administered in two stages; the pilot study was conducted in pilot schools to ascertain whether the instruments effectively elicited information required.

In the actual data collection, the researcher visited secondary school girls from each of the selected schools where head teachers, teachers were contacted by phone and questionnaires administered to them. Permission to conduct research in specific schools was sought from the head teachers in charge. The researcher then administered questionnaires to the respondents and agreed with the respondents on the convenient date of collecting the filled questionnaires. Thereafter the filled questionnaires were collected at an agreed time and date.

3.8 Data Analysis

Mugenda and Mugenda (1999) argues that research data collected from the field must be cleaned, coded, and keyed into a computer and analysed. Data collected was analysed by use of descriptive statistics guided by research objectives. Before the actual data analysis, the gathered data was validated, edited and then coded. In the validation process, the questionnaires were checked to determine whether an accurate or acceptable sample was obtained in terms of proportion of the issued questionnaires. Questionnaires were also checked for completeness. The questionnaires were scrutinized to see whether there are errors and omissions, inadequate, illegible and irrelevant responses. The third step was coding. After going through all the collected questionnaires, the researcher identified uniform categories of responses and classified on a computer-generated worksheet.

Based on the responses of the participants through the questionnaires designed, quantitative data was analysed using the Statistical Package for Social Sciences (SPSS) version 20 and presented in tables, pie charts, diagrams, illustrations, patterns and bar graphs to make it more manageable. Qualitative data was analysed according to the themes from research objectives and presented in narratives. A summary of findings was presented thematically and discussed and finally conclusions, recommendations and suggestions for further research emanating from the study were given.

3.9 Logistical and Ethical Considerations

3.9.1 Logistical Considerations for the Study

Orodho (2009) defines logistics as all the prior processes, activities or actions that a researcher must address or carry out before undertaking research to ensure successful completion of a research project. The researcher first sought permission to conduct research in Kibra and Langata sub-counties from graduate school Kenyatta university then obtain a research permit from the National Council for Science, Technology and Innovation (NACOSTI), he then sought permission from Nairobi county education office to conduct research in Kibra and Langata sub-counties. The researcher then obtained permission to conduct education research from Kibra and Langata sub-counties education offices to conduct research in the area. Thereafter the researcher sought permission from head teachers of schools in the study area to be allowed to do the study in their schools. He also got consent from parents before administering questionnaires from their children.

After head teachers and parents have agreed, the researcher then met with the teachers and students. Successful research process was achieved by the researcher not only establishing good working relationships with the subjects before starting the research, but also maintaining these relationships during the research process. Public relations problems make the respondents refuse to co-operate or sabotage your research (Orodho, 2009).

3.9.2 Ethical Considerations for the Study

This refers to principles and guidelines that help the researcher uphold moral principles, confidentiality, code of conduct, responsible conduct by researchers and concern the rights, dignity and safety of research objects (Orodho, 2009).

The researcher upheld ethics by maintaining confidentiality all times. The participants were assured of the confidentiality of their personal information that they gave by talking to them and assuring them that the information they were giving would be used for the intended purpose of research only, and that no undesirable persons would have access to the data. This made the respondents feel free thus giving honest and complete information.

Participation in the research was voluntary as respondents were requested to voluntarily give information and no respondent was subjected to research unless they agreed to do it. The consent of school administrators and parents were obtained through seeking permission from school principals and parents before the students are used in research. The consent forms are presented in appendices E and F. The head teachers and parents were told the purpose and nature of study therefore the researcher obtained informed consent from all participants prior to commencement of the study. The researcher was also responsible throughout the study and protected both physical and psychological welfare of respondents by keeping confidential all the information that was given by respondents. Findings of the study will also be disseminated to the respondents.

The researcher also secured legal documents like research permit from National Commission for Science and Technology and Innovation (NACOSTI), pertinent

letters and related protocols before proceeding for fieldwork to conduct research. Anonymity was observed to protect the participants from victimization and public embarrassment of identifying with the information given to the researcher. Anonymity was achieved by asking respondents to supply the data without writing their identities on the research instruments. Human rights and public principles ethics were adhered to by observing decorum and pleasant outlook by being neat and dressing decently as the researcher interacted with the respondents.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter focuses on the data analysis, presentation and discussion of the research finding of the study. The research purposed to provide information on determinants of school dropout among secondary school girls in Kibra and Lang'ata in Nairobi County. The data was collected from 15 principals, 45 class teachers and 60 students using research questionnaires. The results have been summarized and presented in form of frequency distribution tables, bar graphs, pie charts and narratives.

Analysis was done according to the following research questions:

- i What family factors make secondary school girls to drop out of school in Kibra and Lang'ata in Nairobi County?
- ii What are school factors that contribute to secondary school girl dropout in Kibra and Lang'ata in Nairobi County?
- iii What are community factors that contribute to secondary school dropout in Kibra and Lang'ata in Nairobi County?
- iv What are the measures that can be put in place by education stakeholders to curb secondary school girl drop out in Kibra and Lang'ata in Nairobi County?

4.2 Response Rate

Response rate refers to the number of respondents who participated in the research survey divided by the respondent of people in the sample. Data was gathered using research questionnaires. The research tools were issued to 150 respondents (15

principals, 60 teachers and 75 students). A total of 120 duly filled questionnaires were returned. Table 4.1 shows the research questionnaire response rate.

Table 4.1: Response Rate

Category	Sample size	Actual respondents	Percentage Response Rate
Principals	15	15	100 %
Teachers	60	45	75 %
Students	75	60	80 %
Total	150	120	

The researcher made effort to ensure all the questionnaires were completed and returned but it was not possible. 15 principals, 45 teachers and 60 students returned their duly filed questionnaires. The unreturned questionnaire did not have negative implication. The 120 returned questionnaires computed represent a response rate of 100% for principals, 75% for teachers and 80% for students. The response rate was attributed to the good rapport the investigator created with the respondents and researcher self-administration of the research questionnaires ensured maximum response rate. According to Mugenda and Mugenda (2003) 60% questionnaire return rate is deemed sufficient for data analysis. The questionnaire return rate was above 60% which was very good and therefore suitable for analysis.

4.3 Demographic Data for the Respondents

The demographic information of the principals' teachers and students was based on gender, age, experience, educational qualifications and years of stay in the school. This was done to establish the general characteristics of the respondents in the study.

4.3.1 Gender of the Respondents

The gender of the respondents for both principals and teachers was categorized into either male or female and they were required to tick on their respective gender in order to find out determinants of dropout of the girls in secondary schools. The data were presented in the table 4.2.

Table 4.2: Distribution of Principals and Teachers by Gender

Gender	Principal		Teachers	
	F	%	F	%
Male	10	67.7	23	51.1
Female	5	33.3	22	48.9
Total	15	100.0	45	100.0

From table 4.2, Majority of the head teachers 10 (67.7%) were males while 5 (33.3%) were females. This may be attributed to promotion of more males to leadership positions than females. On the other side majority of the teachers 23 (51.1%) were males while 22 (48.9%) were females. This clear indication that majority of the schools in the area are males. This is a clear indication that girls in the schools around do not have enough female teachers to mentor them or role model them hence the increase in cases of girls dropping out of school.

4.3.2 Distribution of Principals, Teachers and Students by Age

According to Mbiti (2007) the age of student teachers and head teachers is a crucial dynamic in secondary school administration as it influences authority through experience of the head teacher. The respondents' age of the teachers and head teacher is shown in Table 4.3

Table 4.3: Teachers and Principals Distribution by Age

Age in Years	Teachers		Principal	
	Frequency	Percentage	Frequency	Percentage
25 years and below	4	8.9	0	0.0
26-30	3	6.7	0	0.0
31-35	3	6.7	0	0.0
36-40	10	22.2	0	0.0
41 and above	25	55.6	15	100
TOTAL	45	100.0	15	100.0

From the findings in the table 4.3 above all the 15 principals sampled were above 41 years meaning they had a vast experience. This also may imply that they were able to solve girls' dropout cases effectively using their past experiences. Majority of the teachers 25 (55.6%) were between the ages 36-60 which is a clear indication they were mature and experienced enough to handle students.

The researcher sought to know the ages of the students in order to understand them well. The ages of the students are shown in the Table 4.4 below.

Table 4.4: Distribution of Students by Age

Age	Students	
	Frequency	Percentage
14-15	5	8.3
16-17	30	50.0
18-19	20	33.3
Above 19	5	8.3
Total	60	100.0

From the findings shown in the table 4.4 above, 30 (50%) majority of the students who participated in this research were between the ages of 16-17 which means they had not repeated any class as a results of dropping out of school. 20 (33.3%) were between the ages of 18-19 which is the most accepted age for students to finish their studies, 5(8.3 %) were 14-15 years while 5(8.3%) were above 19 years which was attributed to dropping out of school and class repetition.

4.3.3 Duration in Current Station

The investigator purposed to establish the distribution of school principals and teaching staff in the sample by the duration of time they had been teaching in their current station. Duration here refers to the specified amount of time spent by teachers in that specific learning institution. The Figure 4.1 shows the distribution of the teachers and the principals by the number of years they had spent in their current station.

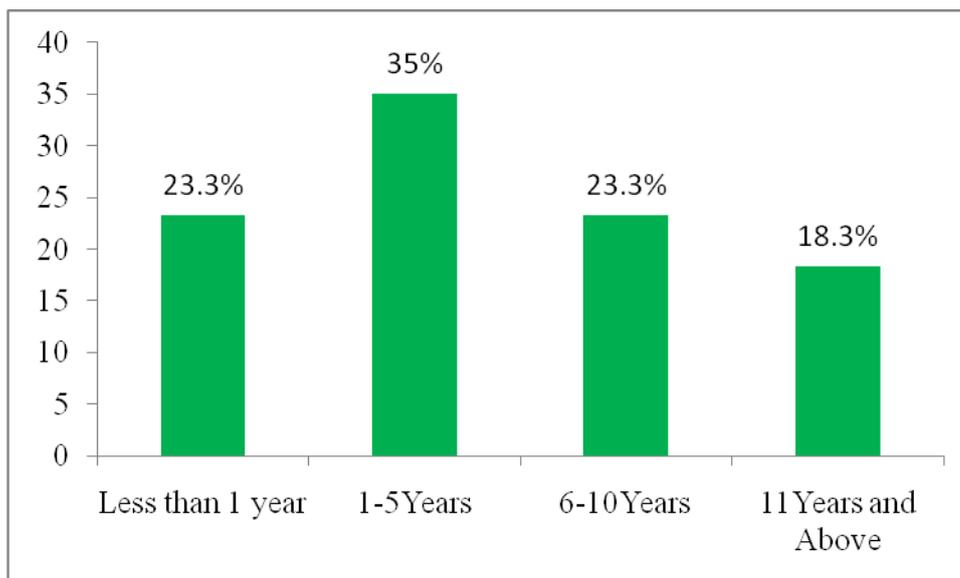


Figure 4.1: Teachers and Principals Period of Stay

The finding displayed in Figure 4.1 on teachers and principals duration of stay in the current station shows that majority of the teachers that is 35% had stayed in their current station between 1-5 years, 23.3% had stayed in their stations for less than 1 year, 23.3% 6-10 years while the minority 18.3% had stayed in their station for 11 and above years. On the long-term service in a particular station, it was expected that a teacher understands the trends of drop out in their schools. This enabled the respondents to give well informed responses.

Table 4.5: shows types of schools sampled by the researcher as shown below.

Table 4.5: Types of school

	Day		Day/ Boarding		Boarding		Total
	F	%	F	%	F	%	%
Girls	-	-	2	13	10	617	80
Mixed	3	20	-	-	-	-	20
Total	3	20	3	13	10	67	100

From the table above on schools samples, it was established that majority of the schools 10(67%) were girls schools while 2(13%) were day and girls boarding while 3(20%) were mixed secondary schools. Distribution of schools in these categories was good to enable the researcher have respondents from the different categories of schools.

4.3.4 Distribution of Teachers and Teachers by Highest Academic Qualification

The study sought to explore the topmost academic qualification of the teachers and principals. Teacher's education is vital in management of learners in schools and guiding them effectively.

According to Lahm & Fung (2001) teacher's qualification is essential in guiding and running learning institutions. The teachers and principals require skills on policy documents in order to manage learners and students effectively to minimize learners drop out.

Table 4.6: Distribution of principals and Teachers by Highest Academic Qualification

Qualification	Teachers		Principals	
	F	%	F	%
Diploma	11	24.4	-	-
Bachelors	32	71.1	8	53.3
Masters	2	4.4	6	40.0
PHD	-	-	1	6.7
Total	45	99.9	15	100.0

From the findings in the table 4.5 above on distribution of principals and teachers on academic qualification, it clear that majority of the teachers 32 (71.1%) had bachelor's degree, 11(24.4%) had diplomas while 2(4.4%) had masters degrees. Majority of the principals 8 (53.3%), 6 (40%) of the respondents had master's degree while 1 (6.7%) had PhD. It is clear that all the respondents were well trained and experienced to teach and mentor students in Kibra and Lang'ata reduce the drop out cases in the region. Due to the above qualifications, it was clear indication that the respondents were well educated and had a vast knowledge of girls drop out in Kibra and Lang'ata in Nairobi County.

4.4 Family Factors Determining Secondary School Girls Dropout

The investigator sought to establish family factors determining secondary school girls drop out in Kibra and Lang'ata.

4.4.1 Principals and Teachers views on Family Influence on Girls Drop out

Table 4.6 shows principals and teachers views on family factors that may influence girls drop out in Kibra and Lang'ata sub counties.

Table 4.7: Head teachers and Teachers views on Family

Statement	YES		NO	
	F	%	F	%
Does family income have any influence on the dropout of students in your school	54	90	6	10
Does parental level of education have any influence on the drop out of the student	31	51.7	29	48.3

As shown in Table 4.6 majority of the educators 54 (90%) itemized that family income have impact on girls drop out while 6 (10%) of the respondents argued that parents income had a big effect on education of the learners. Majority of the respondents 31 (51.7%) stated that parental level of education has influence students drop out while 29 (48.3%) of the respondents argued that parental level of education had impact on learners school dropout

4.4.2 Girls Views on Family Factors Influencing Girls Dropout

Table 4.7 shows students views on family factors that influence girl's dropout

Table 4.8: Students views on Family Factors that Influence Girls Dropout

Factor	Strongly Disagree/ Disagree		Agree /Strongly agree	
	F	%	F	%
My family give me support and encouragement in my education	20	33.4	40	66.7
Sometimes I miss to go to school because my family cannot afford to fees	9	15.0	51	85.0
Lack of food at home makes miss school	45	75.0	15	25.0
Transport problems makes me miss school	45	75.0	15	25.0
Sometimes I miss school due to lack of uniform	32	53.3	28	46.7
My parents have interest in my education	21	35.0	39	65.0
It is important to family that I achieve high level of education	7	11.6	53	88.4
My parents get angry when I don't perform well at school	39	65.0	21	35.0
My family would be disappointed if I do not complete my secondary education	1	1.7	59	98.7
Sometimes I miss school because I am sent to do menial work to support my family	57	85.0	3	15.0

As shown in the Table 4:7 Majorities of the students 40 (66.7%) agreed that their families support their education while 20 (33.4%). Majority of the respondent 51 (85%) stated that they miss school because their parents are not able to afford school fees. This finding agrees with (UNESCO, 2000/2001) that parents are not able to raise finances to take their children to school. About 15 (25%) of the respondents stated that lack of food makes them miss schools and eventually drop out of school. Majority of the students 45 (75%) stated that lack of means of transport does not make them dropout of schools while 15 (25 %) of the learners said that they are not able to attend schools due to lack of fare to schools. 46.7 of the respondents said that

they miss school due to lack of school uniforms. About 59 (98.7%) of the respondents stated that their parents are very supportive and it their wish they succeed in academic. Majority of the students 3 (15%) had to do menial jobs to support their families. From the finding it clear that learners drop out due to destitution. Parents are not able to neither provide for their needs nor support their education.

These findings concur with Abdullahi (2005) that parents are unable to pay school fees and to provide basic needs which in turn leads to student’s dropout. To understand how the family affects girl’s schools’ respondents were requested to indicate the person who is responsible for school fees payments Table 4.9 shows the responses.

Table 4.9: Students’ school fees Payments

Who pays your School Fees	Frequency	Percentage
Parent	17	28.3
Guardian	20	33.3
Sponsor	23	38.3
Total	60	100.0

From the findings on students’ fees payment, majority 23 (38.3%) of the student’s sponsors were responsible for their fee payments 20 (33.3%) guardians were paying their school fees while 17 (28.3%) parents to paid their school fees. Students were requested to state how often was their fees paid; majority 40 (6.7%) indicated that their fees was frequently paid, 19 (31.7%) specified that their school fees was less frequently paid while the marginal 1 (1.7 %) indicated that their fees was frequently

paid. This was a clear indication that some of the learners may drop out of school as a result of not being able to raise school fees.

When learners were requested to state who among their parents makes the decision on education matters in the household; a majority of 43 (71.7%) stated that other people make their education, 9 (15%) of the respondents stated that fathers makes educational decisions, 5 (8.3%) said that their mothers makes education decisions while small number 3 (5%) argued that both parents are involved in education decision making.

4.5 School Factors Determining Girls School Dropout

The second objective of the research was to investigate the influence of school factors on girls drop out in secondary schools. The data was obtained using principals, teachers and students questionnaires. For learning to be effective the learning resources must be available and the environment must be serene for learners to learn effectively. Figure 4.2 shows teachers responses on the cases of girls drop out in their schools.

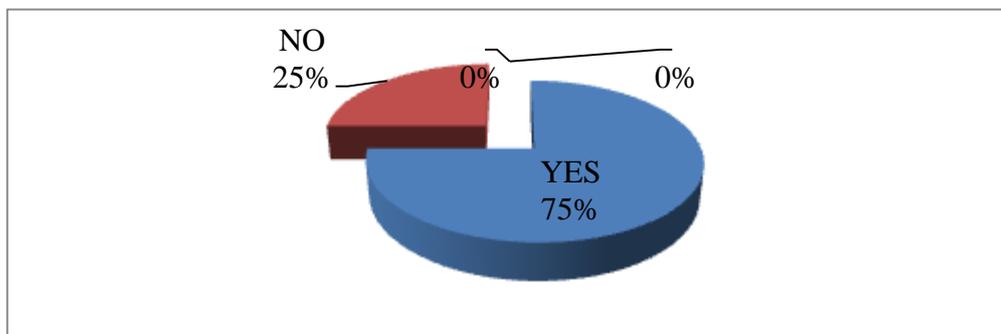


Figure 4.2: Schools Experience Girls Dropout

Teachers were requested to indicate if their schools experienced girls' dropout. Sampling done using 45 girls indicated that girls dropout was a major issues in their

schools while 15 (25%) of the respondents stated that they never experienced girls drop out of school. Table 4.10 shows teachers views on f school factors that contribute to girls' dropout in Kibra and Lang'ata sub counties.

Table 4.10: Factors that may contribute to girls' dropout according to the head teachers and teachers

Factor	Very Likely		Likely		Rarely		Not at All	
	F	%	F	%	F	%	F	%
Poor physical facilities	4	6.7	1	1.7	11	18.3	44	73.3
Uninteresting curriculum	24	40.0	15	25.0	10	16.7	11	18.3
Negative peer influence	34	56.7	26	43.3	-	-	-	-
Drug abuse	51	85.0	4	6.7	3	5.0	2	3.3
Truancy	36	60.0	12	20.0	12	20.0	-	-
Insecurity in school	28	46.7	9	15.0	11	18.3	12	20.0
Harsh punishment	28	46.7	11	18.3	11	18.3	10	16.7
Forced repetition	20	33.3	8	13.3	25	41.7	7	11.7
Conflict with teachers	24	40.0	14	23.3	19	31.7	3	5.0
Conflict with students	19	31.7	9	15.0	24	40.0	8	12.4
Negligence by teachers	21	35	9	15	23	38.3	6	10
Poor academic performance	12	20	9	15	20	33.3	7	8.4

From the findings on schools experience on girls drop out, majority of the respondents 24 (40%) stated that uninteresting curriculum may influence learners to drop out of school while 15 (25%) detailed that uninteresting curriculum rarely makes learners to drop out of school. Negative peer influence was indicated by majority3 (56.7%) of the teachers and head teachers as a majority cause of learner's dropout. Only 26 (43.3%) indicated that drug abuse influences learners to drop out of schools. Only 36 (60%) of the teachers and head teachers argued that truancy

influenced girls drop out. About 28 (46.7%) stated that insecurity around the school influenced girls drop out. 24 (40%) of the respondents stated that forced learners repetition of classes influenced drop out while 25 (41.7) argued that it had no effect on girls education.

Conflict with the teachers was supported as a cause of girls drop out by 24 (40%) of the respondents who stated that student conflict makes learners to drop out of school while 9 (15%) indicated it likely to influence learners drop out. According to Akwera (2015) conflict between the teachers and learners may lead to school dropout, 8 (12.4%) pointed out that teacher learner conflict does not influence girls' school dropout.

Only 21 (35%) of the respondents argued that teachers negligence influences dropout while 23 (38.3%) indicated that teachers negligence does not facilitate girls drop out. Poor academic performance had 31(35%) of the respondents argued that it influences girls drop out from school. About 20 (33.3%) indicated that poor academic achievement does not influence girls drop out. While 7 (8.4) stated that academic achievement influences girls dropout from schools.

The following are teachers responses on school factors that influences girls drop out in schools according to the teachers as shown in Table 4.11

Table 4.11: Students’ Response on School Factors that Influences Girls Drop out in Schools

Factor	Strongly Disagree/ Disagree		Agree /Strongly agree	
	F	%	F	%
In my school most of the girls dropout because of the harsh punishment	48	80	12	20
In my school girls dropout because of harsh teachers	54	90	6	10
In my school girls dropout because of poor physical facilities	16	26	44	73.3
In my school girls dropout of school because of peer influence-their friends dropped out	5	8.3	55	91.6
It bothers me when I see girls in my school dropout before completing their secondary education	20	33.3	40	66.7
Lack of encouragement and guidance from teachers from my school make girls to drop out of school	28	46.6	32	53.3
Mitigation measures have been put in place in my school to prevent girls from dropping out of school.	32	53.3	28	46.7
High tuition fee charged at school make girls dropout	6	11.7	53	88.3

As indicated in the Table 4.11, 12 (20%) school girls in the region mostly dropout of school because of harsh punishment while 48 (80%) of the respondents disagreed. About 6 (10%) of the respondents agreed that school girls drop out of school due to harsh teachers while 54 (90%) disagreed. About 44 (73.3%) of the respondents argued that girls drop out of school due to poor physical facilities in the learning institutions. Peer influences from peers was supported by 55(91.6%) of the

respondent as a major cause of dropout while 5 (8.3%) disagreed with that statement.

From the findings in the table 4.11 above, 40 (66.7%) are bothered when girls drop out before completing their secondary studies while 20 (33.3%) are not bothered when girls drop out of school.

Majority of the respondents 32 (53.3%) indicated that lack of guidance and counselling influenced girls drop out in the region while 28 (46.6%) indicated that lack of guidance and counselling does not influence girls drop out. Around 28 (46.7%) of the respondents indicated that mitigation measures have been put in place to prevent girls drop out while 32 (53.3%) of the respondents stated that no mitigation measures have been embraced to prevent girls drop out. It was indicated by 53 (88.3%) of the respondent that high tuition rates had influenced girls drop out while 6 (11.7%) of the dropping out of girls in the region.

Students were requested to indicate teachers characteristics that influence girls drop out in the region. Majority of the students 45 (75%) they had witnessed their colleagues drop out of school while a small group 15 (25%) stated they had not witnessed their colleagues drop out of school.

The main reasons for dropping were school fees, indiscipline cases and early pregnancies. This purposed to help the researcher fully understand school factor that influences girls to drop out of schools in Lang'ata and Kibra Sub counties among the most listed factors are presented in Table 4.12

Table 4.12: Teacher Characteristics that Cause Girls Dropout

Factor	Strongly Disagree/Disagree		Agree /Strongly agree	
	F	%	F	%
Poor relationship with pupils	44	73.3	16	26.4
Teacher absenteeism in school	16	26.7	44	73.3
Harsh punishment	54	90.0	6	10.0
Forced repetition	9	15.0	51	85.0
Not attending lessons	52	86.7	8	13.4
Not encouraging pupils	36	60.0	24	40.0
Abusing students	36	60.0	30	40.0

As shown in the Table 4.13 16 (26.4%) of the respondents argued that poor relationship between teachers and students influenced girls dropping out of school. Majority 44 (73.3%) argued that teacher absenteeism influenced girls drop outs. However, 16 (26.7%) indicated that teacher absenteeism did not influence girls drop out in the region. Harsh punishment was supported by 6 (10%) as a cause of learners drop out while majority 54 (90%) of the respondents disagreed. About 8(13.4%) of the respondents indicated that teachers not attending classes influenced girls drop out while the majority of the respondents 52 (86.7%) disagreed with the statements.

Students indicated that teachers do not encourage students which may have influenced girls dropping out of school this was supported by 24(40%) of the respondents while 36 (60%) indicated that they are always encouraged by their teachers. According to 30 (40%) of the respondents indicated that teachers abuse students which to some extent motivate students while the other half of the respondents 30 (60%) argued that their teachers were good and never abuse them.

The findings of this investigation agree with Rendell (2009) that established that school factors lead to girls drop out in school. It is also clear that school is a major institution that influence girls drop out in the region.

4.6 Community Factors Influencing School Drop out

The third objective of the study was to investigate contribution of community factors to girls drop out. The school principals, teachers were asked to give their views if community factors influence school dropout. Table 4.13 shows principals and teacher’s views on community factors influencing school dropout Communities play a big role in moulding young people. Learner’s behaviour is reflection of the community they come.

Table 4.13: Teachers Views on Community Factors Influencing School Drop Out

Factor	YES		NO	
	F	%	F	%
Children from poor families drop out of school more than children who are from better-off families.	37	61.7	23	38.3
Does the local community have an impact on secondary school girl dropout?	44	73.3	16	26.7
Local community treats both men and women equally	33	55	27	45
Local community disregard for girls education have influence on the dropout of students in your school.	45	75	15	25

As indicated in table 4:13 Majority of the respondents 37 (61.7%) itemized that children from poor families dropout of school than children from well off families. Majority of the respondents 44 (73.3%) argued that local community have a very big impact on secondary school girl dropout while 16 (26.75%) said that local

community do not have impact on secondary school girls dropout. Majority of the respondents 33 (55%) we have equal treatment of women and men while 27 (45%) stated that there is no equal treatment of people based on gender.

It was confirmed by 45 (75%) of the respondents that local community disregard girls education and this may have influenced the high girls dropout in the region. Only 15 (25%) of the respondents stated that community have a good regard on girls education this might have reduced cases of drop out in these regions. Table 4.14 shows students views on communities factors that contribute to girls drop as indicated by the respondents.

Table 4.14: Students Views on Communities Factors that Contribute to Girls Dropout

Factor	Very Likely/Likely		Rarely		Not at All	
	F	%	F	%	F	%
Poverty	48	80.0	9	15.0	3	5.0
Community disregard for girls education	38	63.3	21	35.0	1	1.7
Teenage pregnancy	56	93.3	-	-	4	6.7
Insecurity	49	81.7	6	10.0	5	8.4
Drug abuse	58	98.7	2	3.3	-	-
Child labour	58	96.7	2	3.3	-	-
Lack of role models	46	76.7	4	6.7	10	16.7
Early marriage	54	90.0	3	5.0	3	5.0
Low parental education	45	75.0	5	8.3	10	16.7

As indicated in the table 4.14, Majority of the respondents 48 (80%) indicated that poverty is likely to influences girls drop out in schools while 9 (15%) specified that poverty levels rarely affect girls education. Majority 38 (63.3%) argued that community disregard for girls education influenced the escalating girls drop out.

According to 56 (93.3%) detailed that teenage pregnancies influenced girls drop out. According to 58 (98.7%) of the respondent drug abuse among girls influence girls drop out in the region this agrees with Kamundi (2015) who pointed out that drug abuse among school going students influences drop out and anti-social behaviours. 58 (96.7%) of the respondents agreed that child labour affected girls education which led to some dropping out of school.

It was confirmed by majority of the respondents that learners lack role models in the communities where they come from this makes girls to acquire negative behaviours like smoking and alcohol consumption which in turn makes them drop out of school. It was indicated by majority of the respondents 54 (90%) that early marriages of high school learners influenced drop out, once a school going girl becomes pregnant, they are not able to continue with their studies because most of them comes from destitute families. About 45 (75%) of the respondents indicated that low parental education led to increased girls education.

These feelings rhyme with Shabbier, Muhammad, Yusuf and Sadiq (2003) who pointed out that parents education can impact their attitudes towards female's education.

Community with higher number of educated people will always strive to ensure girls receive quality. Educated female parents may also encourage their girls to go to school in order to experience the benefits of education. Table 12.4 shows other factors that students insisted that to a great extent influence girl child education

Table 4.15: Community Factors that Influence Girls Drop out according to Students

Factor	YES		NO	
	F	%	F	%
Teenage pregnancy is rampant in our community	54	90	6	10
Most girls are getting married at tender age	37	61.7	23	38.3
Family disintegration make most girls drop out of school	33	55	27	45
Cultural practices and beliefs disregard education for girls	59	98.3	1	1.7

According to 90% of the respondents, rampant teenage pregnancies in the community influence girls drop out while 10% stated that teenage pregnancies never affected girls' pregnancies in the community. It was confirmed by 61.7% that most of school girls get married at a tender age while 23(38.3%) argued that girls getting pregnant at a tender age is not prevalent. Family disintegration was a major concern which 33 (55%) of the respondents urged that influence girls drop out in the region while 27 (45%) of the respondents indicated that disintegration of families does not impact girls schooling.

In conclusion cultural practices and beliefs were voted by 59 (98.3%) of the respondents as a major cause of girls dropout in the region nevertheless 1(1.7%) had contrary opinion that cultural practices contributed to girls drop out.

These findings agree with Tonkei (2008) that community around the school impacts to girls' education. From these findings it clear that community contributes to girls increased drop out in Kibra and Lang'ata.

4.7 Measures to Curb Secondary School Girl Dropout

In trying to find out ways to prevent girl's dropout among girls in Kibra and Lang'ata secondary schools the views of the class teachers and principals were sought.

4.7.1 Principals and Teachers Suggestions on Measures to Curb Girls Dropout

The teacher's and head teacher's views and suggestions are as shown in Table 4.16.

Table 4.16: Teachers Suggestions on Measures to Curb Girls Dropout

Measure	F	%
Provision of sanitary towels	8	13.3
Mentorship	12	20.0
Guidance and counselling	14	23.3
Government provide bursaries to the needy students	6	10.0
Involve sponsors	8	13.3
Awareness programs among the students	12	20.0
Total	60	99.9

The teachers' responses are summarized in table 4.16, 8 (13.35%) indicated that to curb school dropout girls need to be given free sanitary towels, 12 (20.0%) insisted that mentorship should be done to mould girls and curb the drop out cases in the region. Guidance and counselling was supported by 14 (23.3%), Only 6 (10%) stated that government should provide bursaries to the needy students to sort out drop out cases in the region; teachers suggested that head teachers should outsource sponsorships for needy students to keep them in school. Principals agreed to make bursaries application compulsory to all the needy students. About 12 (20%) of the

principals and teachers indicated that they need to start awareness programs for students to be guided on education matters.

4.7.2 Students Suggestions on Measures to Curb Girls Dropout

According to Majority of the students 49 (81.7%) stated that they have guidance and counselling services that are organized weekly by the school, about 7 (11.7%) of the students stated that they usually have guidance and counselling once per term. While 4 (6.7%) indicated that they don't have guidance and counselling. It was stated that most of the guidance and counselling are not active in secondary school in Kibra which may be the cause of escalating cases of girls drop out in schools. Students were further requested to give some measures they think should be embraced to curb girls' dropout their responses are summarized in the Table 4.17

Table 4.17: Student's Suggestions on Measures to Curb Girls' Dropout

Measure	F	%
Provide feeding programs	10	16.7
Provision of basic needs	8	13.3
Government should provide bursaries on time	20	33.3
Guidance and counselling	10	16.7
Free school uniforms	2	3.3
Teachers should be gentle to students	6	10.0
Mentorship	4	6.7
Total	60	100

According to the finding in Table 4:17 Majority of the respondents 20 (33.3%) indicated that government should provide bursaries on time to enable girls' school and reduce cases of girls drop out. Only 10 (16.7%) suggested that guidance and

counselling should be there to help students overcome challenges they may be passing through, 10 (16.7%) suggested that the government should provide feeding programs for the students in school to keep them learning. Provision of basic needs was proposed by 8 (13.3%) of the respondents. About 6 (10%) suggested that teachers should be gentle to students when handling them. Mentorship programs for the girls was proposed by 4(6.7%) of the respondents.

Only 2 (3.3%) of the respondent suggested that girls should be given free school uniforms for them to continue schooling. It discovered that it paramount for ministry of education to take and observe these suggestions in order to keep girls in schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter summarizes and concludes the investigation with a set of recommendations drawn from the findings. The main purpose of this research was to investigate determinants of school dropout among secondary school girls in Kibra and Lang'ata sub counties in Nairobi County. This was based on the research findings that is presented and discussed in the previous chapters. The aim of this chapter was to present a summary of the study to depict conclusions and represents recommendations in accordance with the research results.

5.2 Summary of the Findings

The following sections provide a summary of findings of the study on its specific objectives.

5.2.1 The first objective was Family Factors that Determine Secondary School Girls to Drop out of School in Kibra and Langata in Nairobi County

The study found out that all the school that took part in this research experienced the following factors that made girls drop out of school. First, parental level of education had influenced girls drop out as indicated by majority of the respondents. Most of the respondents specified that students come from destitute families hence they are not able to raise school fee this was also supported by the respondents. Lack of food was also mentioned as one of the factors that made girls drop out of school. Some students in day schools said that their parents are not able to afford transport

costs to and from the school hence this made some of the girls to drop out of schools.

The investigations found out that majority of the parents are poor and are not able to raise school fees and other basic essentials that the girl child requires to stay in school. Most of the students depended on sponsors, government bursaries and well-wishers to raise their school fees. When the well-wishers were not able pay their school fees the girls had to drop out of school.

5.2.2 The second Objective was to Determine School Factors that Contribute to Secondary School Girls Dropout in Kibra and Langata in Nairobi County

The researcher sought to establish school-based factors that tend to influence girls drop out. As indicated in chapter 4. School principals and teachers agreed that their schools experienced girl's dropout.

The findings under this objective are; Uninteresting curriculum was supported by the respondents; negative peer influence insecurity around the school, negligence by the teachers was also attributed to the escalating girls drop out of school. Poor academic achievement among girls also motivated some to drop out of schools.

Lack of proper guidance and counselling channels in schools also made students to drop out of school. Bullying among the students was one of the factors that made many girls to drop out of schools. Teacher's attitude, harshness to students also has contributed to a great extent to girls' dropout in the region.

5.2.3 The third Objective was Community Factors that Contribute to Secondary School Dropout

The findings under this objective are eight; the study found out that most of the teachers supposed that local community have a very big impact on girls' education. The respondents stated that community around disregarded girl's education. Only 25% of the community had regard on girls' education.

Drug abuse among the communities was also a big issue that contributed to girls' dropout. It was revealed that some community members used to sell drugs to students. Low parental level of education was attributed to lead to the increased girls' dropout in the region.

Early pregnancies among the teenagers it was found to be rampant in the locale this was supported by 54 (90%) of the respondents. Early marriages at tender age had also contributed to girl child drop out in the region.

Family disintegration was another major concern that had obstructed girl child schooling. Some cultural practices were believed to cause girls drop out in the region this included female genital mutilation and other archaic cultural practices adopted by the community.

5.2.4 Measures to Curb Secondary School Girls Dropout

From the finding respondents gave the following as ways that can be embraced to curb girls' dropout in the region.

Majority of the teachers and head teachers suggested guidance and counselling should be embraced to curb girls drop out this was supported by majority of the teachers and head teachers sampled. Provision of free sanitary towels was suggested by the respondents, provision of school internal bursaries and making bursaries application compulsory for all learners who have problems in raising and paying their school fees.

Students indicated that government should disburse bursaries on time to enable their schooling to be efficient. Only 16.7% of the students stated that guidance and counselling should be embraced to keep girls in schools.

Guidance and counselling departments should be active to help students overcome life challenges. Mentorship programs should be embraced to curb girls drop out this was supported by 6.7% of the respondents.

5.3 Conclusions of the Study

Based on the findings of the study, the following conclusions were made:

- i Family contributes to a great extent girl drop out in Kibra and Lang'ata. Learners from poor background were found to drop school more than those from well of families.
- ii School based factors were found to have very big impact on girls child drop out. This was attributed to poor guidance and counselling departments and harsh school conditions.
- iii Communities were found to contribute to a great extent to girl's dropout it was also revealed that most of the community members do not support girl child education.

- iv Various measures of curbing girls drop out was recommended by the respondents embracing these measures that include and not limited to guidance and counselling, provision of bursaries and creating good serene environment for learning to take place.

5.4 Recommendations from the study

Based on the conclusions of the study, the study recommends several policy, practice and further research recommendation which are presented in subsequent sections.

5.4.1 Recommendations for policy Action

Based on the conclusion of the study it can be recommended that;

The government can come up with a policy of mobilising community to curb drop out of girls from school. The policy can include inputs from the community to mobilise resources to support education of the girl child.

Schools can institute school level policies to mobilise support of local communities and families to combat determinants and causes of drop out that arise from the families and community. This may enable many girls to complete education before they drop out.

5.4.2 Recommendations for Practice

Based on the findings the study recommends the following;

Parents should be enlightened on the importance of girl child education this should be done by organizing seminars to change their attitudes on girls education. Parents should meet basic needs for their students for them to continue schooling.

The study recommends that school administrators to ensure that schools are conducive and have serene environment for learning to take place. Guidance and counselling should be embraced to help and support girls.

Communities should support girl child education; measures should be set to prevent early pregnancies and teenage marriages. Community members should be empowered on girl child education. Allocation of bursaries should be fair to all the students; needy students should be given first priorities. Seminars trainings should be made available to enlighten girls on their need for education.

5.4.3 Recommendations for Further Research

This investigation should be duplicated in the entire state so that its benefits can be adored by all Kenyans.

- i. This study was conducted in secondary schools in Lang'ata and Kibra sub counties, a similar study can be conducted in primary schools in Nairobi County.
- ii. A study can be done on Challenges of girls who enrol back to studies after giving birth in Kenya.
- iii. A study can be done on Impact of cultural practices on secondary school girls' education in Kibra and Langata in Nairobi County.
- iv. A study can be done on Influence of guidance and counselling on secondary school girls in Nairobi County.

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APPENDICES

APPENDIX A

Letter of Introduction

Dear Respondent,

I am carrying out a research on the **determinants of school dropout among secondary school girls in Kibra and Langata sub-counties in Nairobi, Kenya.**

This is in partial fulfilment of the requirement for the award of the master degree in Kenyatta University. I kindly request for your co-operation in filling this questionnaire which will assist me to gather information/data necessary for my research. I assure you that your identity and responses in the questionnaire will be treated with utmost confidentiality and the information given shall strictly be used for the purpose of this research only.

Thank you in advance,

Yours sincerely,

Samwel Oduya

APPENDIX B

Student's Questionnaire

The purpose of this questionnaire is to solicit information relating to determinants of secondary school dropout among girls in Kibra and Langata sub-counties in Nairobi County in Kenya.

INSTRUCTIONS

Kindly respond to the questions asked. You are assured that your responses will be kept strictly confidential and used for this study only. Do not indicate your name anywhere in this questionnaire. In each section tick (✓) the responses that you find suitable in the provided brackets.

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: Family Factors

1. Please tell me how much you think these statements describe your family

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
My family give me support and encouragement in my education					
Sometimes I miss to go to school because my family cannot afford to fees					
Lack of food at home makes miss school					
Transport problems makes me miss school					
Sometimes I miss school due to lack of uniform					
My parents have interest in my education					
It is important to family that I achieve high level of education					
My parents get angry when I don't perform well at school					
My family would be disappointed if I do not complete my secondary education					
Sometimes I miss school because I am sent to do menial work to support my family					

2. Who pay your school fees?

Parents Guardian Relatives
 Sponsor/NGO Church Self

3. How frequent is your fees paid?

Less frequently frequently Very frequently

4. Who among the parents make the decision on education matters in the household?

Mother [] Father [] Both [] Other []

Section C: School Factors

5. Most students drop out of school because of tough punishment

Yes [] No [] Not sure []

6. There is good inter-personal relationship between students and teachers in my school

Yes [] No [] Not sure []

7. Most girls drop out of school due to unconducive learning environment in school

Yes [] No [] Not sure []

8. Please tell me how much you agree with the following statements.

	Strongly disagree	Disagree	Neutral	Agree	Strongly agree
In my school most of the girls dropout because of the harsh punishment					
In my school girls dropout because of harsh teachers					
In my school girls dropout because of poor physical facilities					
In my school girls dropout of school because of peer influence-their friends dropped out					
It bothers me when I see girls in my school dropout before completing their secondary education					
Lack of encouragement and guidance from teachers from my school make girls to drop out of school					
Mitigation measures have been put in place in my school to prevent girls from dropping out of school.					
High tuition fee charged at school make girls dropout					
Girls in my school dropout because of rebuke from fellow students and teachers due poor academic performance					

9. Apart from reasons given in 12 above, give other reasons from your school that you think makes girls dropout of school.

10. What measures do you think should be put in place in your school to curb school dropout among girls.....

11. Indicate how you agree to the following teacher characteristics in your school as being causes of girls' dropout in your school, (Please tick in the appropriate column depending on the level of your agreement).

Characteristics	Strongly agree	Agree	Moderately agree	Disagree	Strongly disagree
Poor relationship with pupils					
Teacher absenteeism in school					
Harsh punishment					
Forced repetition					
Not attending lessons					
Not encouraging pupils					
Abusing students					

12. (a) Are there some of your classmates who joined school with you, who have dropped out of school? Yes [] No []

Explain.....

(b) How many of the original number of pupils with whom you joined class one with you in your present class?out of.....

Explain

(c) If the number is less, what do you think caused the difference?

Transfer to other schools [] Dropping out of school []

Repetitions [] Don't know []

Others (specify).....

(d) If the number has increased, what do you think is the reason?

Transfer from other schools []

Repeaters from the class that was ahead []

Others (specify).....

Section D: Community Factors

13. Teenage pregnancy is rampant in our community

Yes [] No [] Not sure []

Explain.....
.....

14. Most girls are getting married at tender age

Yes [] No [] Not sure []

Explain.....
.....

15. Family disintegration make most girls drop out of school

Yes [] No [] Not sure []

Explain.....
.....

16. Cultural practices and beliefs disregard education for girls.

Yes [] No [] Not sure []

Explain.....
.....

Section E: Measures to Curb Secondary School Girl Drop Out

17. Do you know if there are guidance and canceling sessions in your school?

Yes [] No [] Not sure []

Explain.....
.....

18. If yes who organize this session?

School [] NGO'S [] Other []

Explain.....
.....

19. How regular are these sessions organized?

Daily [] weekly [] on need []
once a term [] other []

Explain.....
.....

20. Have you attended any of the sessions?

Yes [] No [] Not sure []

Explain.....
.....

17 Apart from guidance and counselling what measures do think should be put in place to curb secondary school girls from dropping out of school?

Thank You

APPENDIX C

Teacher's Questionnaire

The purpose of this questionnaire is to solicit information relating to causes of secondary school dropout among girls in Kibra and Langata sub-counties in Nairobi County in Kenya.

INSTRUCTIONS

Kindly respond to the questions asked. You are assured that your responses will be kept strictly confidential and used for this study only. Do not indicate your name anywhere in this questionnaire. In each section tick (✓) the responses that you find suitable in the provided brackets.

Section A: Demographic Characteristics

1. What is your sex?

Male [] Female []

2. What is your age bracket?

25 years and below [] 26-30 years [] 31-35 years []

36 -40 Years [] 40 and above []

3. What is your working experience?

Years and below [] 6 to 10 years []

11 to 15 years [] 16 years and above []

4. Please indicate how long you have taught in your current school.

Less than a year [] 1-5 years [] 6-10 years []

11-15 Years [] 16-20 years [] Over 20 years []

5. What is your education level?

Certificate [] Diploma [] Degree []

Masters [] PHD []

Section B: Family Factors

6. Does family income have any influence on the dropout of students in your school?

Yes [] No [] Not sure []

Explain.....
.....

7. To what extent does households' income influence the dropout of students in your school?

To a greater extent [] To some extent []

Not at all [] Not sure []

Explain.....
.....

8. Do you think the parental level of education has any influence on the dropout of students in your school?

Yes [] No [] Not sure []

Explain.....
.....

9. Indicate how each of the following factors may contribute to drop out of girls from school. Please tick which (✓) are appropriate.

Factor	Very likely	Likely	Rarely	Not at all
Poverty				
Forced marriage				
Family disintegration				
Child labour				
Negligence by parents				
Forced repetition by parents				
Harsh punishment by parents				
Attend to domestic chores				
Parents disregard for girls education				

10. Apart from reasons given in 9 above, give other reasons from family that you think makes girls dropout of school.

.....

11. What measures have been put in place in your school to curb school dropout among girls

i.

ii.

iii.

iv.

v.

Section C: School Factors

12. Does your school encounter dropout among girls?

Yes [] No [] Not sure []

Explain.....

13. If yes, give the number of students who dropped out from 2015 – 2018 cohorts

Year	Total
2015	
2016	
2017	
2018	

14. Indicate how each of the following school factors may contribute to dropout of girls from school. Please tick which (✓) are appropriate.

Factor	Very likely	Likely	Rarely	Not at all
Poor physical facilities				
Uninteresting curriculum				
Negative peer influence				
Drug abuse				
Truancy				
Insecurity in school				
Harsh punishment				
Forced repetition				
Conflict with teachers				
Conflict with fellow students				
Negligence by teachers				
Poor academic performance				

15. Apart from reasons given in 9 above, give other reasons from school that you think makes girls dropout of school.
.....

16. What measures have been put in place in families to curb school dropout among girls.....
.....

Section D: Community Factors

17. Children from poor families drop out of school more than children who are from better-off families.

Yes [] No [] Not sure []

Explain.....
.....

18. Does the local community have an impact on secondary school girl dropout?

Yes [] No [] Not sure []

Explain.....
.....

19. Local community treats both men and women equally.

Yes [] No [] Not sure []

Explain.....
.....

20. Local community disregard for girls education have influence on the dropout of students in your school.

Yes [] No [] Not sure []

Explain.....
.....

21. Indicate how each of the following community factors may contribute to dropout of girls from school. Please tick which (✓) are appropriate.

Factor	Very likely	Likely	rarely	Not at all
Poverty				
Community disregard for girls education				
Teenage pregnancy				
Insecurity				
Drug abuse				
Child labour				
Lack of role models				
Early marriage				
Low parental education				

22. Apart from reasons given in 20 above, give other reasons from the local community that you think makes girls dropout of school.....

23. What measures have been put in place in the local community to curb school dropout among girls.....

Section E: Measures to Curb Secondary School Girl Drop Out

24. What in your own opinion can the following stakeholders in education do to improve participation and completion of girls in secondary education?

Government.....

Parents

Teachers

Principals.....

Community.....

Pupils

Thank You

APPENDIX D

Principal's Questionnaire

The purpose of this questionnaire is to solicit information relating to causes of secondary school dropout among girls in Kibra and Langata sub-counties in Nairobi County in Kenya.

INSTRUCTIONS

Kindly respond to the questions asked. You are assured that your responses will be kept strictly confidential and used for this study only. Do not indicate your name anywhere in this questionnaire. In each section tick (✓) the responses that you find suitable in the provided brackets.

Section A: Demographic Characteristics

1. What is your sex?

Male [] Female []

2. What is your age?

25 years and below [] 26-30 years [] 31-35 years []
36 -40 Years [] 40 and above []

3. What is your working experience?

5 years and below [] 6 to 10 years [] 11 to 15 years []
16 years and above []

4. What is your education level?

Certificate [] Diploma []
Degree [] Masters [] PHD []

5. What is the category of your school?

Mixed Girls

Any other specify.....

Section B: Family Factors

6. In your own opinion, how do you rate most parents' commitment to their daughters' education in the school?

Very committed Committed Not committed

Explain.....

.....

7. Do your students pay fees promptly?

Yes No

Explain.....

.....

8. To what extent does households' income influence the dropout of students in your school?

To a greater extent To some extent

Not at all Not sure

Explain.....

.....

9. Do you think the parental level of education has any influence on the dropout of students in your school?

Yes No Not sure

Explain.....

.....

10. Indicate how each of the following factors may contribute to dropout of girls from school. Please tick which (✓) are appropriate.

Factor	Very likely	Likely	Rarely	Not at all
Poverty				
Forced marriage				
Family disintegration				
Child labour				
Negligence by parents				
Forced repetition by parents				
Harsh punishment by parents				
Attend to domestic chores				
Parents disregard for girls education				

11. Apart from reasons given in 9 above, give other reasons from family that you think makes girls dropout of school

.....

12. What measures have been put in place in your school to curb school dropout among girls

i

ii

iii

iv

v

Section C: School Factors

13. Does your school encounter dropout among girls?

Yes [] No [] Not sure []

Explain.....

14. If yes, give the number of students who dropped out from 2015 – 2018 cohorts

Year	Total
2015	
2016	
2017	
2018	

15. Indicate how each of the following school factors may contribute to dropout of girls from school. Please tick which (✓) are appropriate.

Factor	Very likely	Likely	Rarely	Not at all
Poor physical facilities				
Uninteresting curriculum				
Negative peer influence				
Drug abuse				
Truancy				
Insecurity in school				
Harsh punishment				
Forced repetition				
Conflict with teachers				
Conflict with fellow students				
Negligence by teachers				
Poor academic performance				

16. Apart from reasons given in 9 above, give other reasons from school that you think makes girls dropout of school.....

17. What measures have been put in place in families to curb school dropout among girls.....

Section D: Community Factors

18. Children from poor families drop out of school more than children who are from better-off families.

Yes [] No [] Not sure []

Explain.....
.....

19. Does the local community have an impact on secondary school girl dropout?

Yes [] No [] Not sure []

Explain.....
.....

20. Local community treats both men and women equally.

Yes [] No [] Not sure []

Explain.....
.....

21. Local community disregard for girls education have influence on the dropout of students in your school.

Yes [] No [] Not sure []

Explain.....
.....

22. Indicate how each of the following community factors may contribute to dropout of girls from school. Please tick which (✓) are appropriate.

Factor	Very likely	Likely	rarely	Not at all
Poverty				
Community disregard for girls education				
Teenage pregnancy				
Insecurity				
Drug abuse				
Child labour				
Lack of role models				
Early marriage				
Low parental education				

23. Apart from reasons given in 20 above, give other reasons from the local community that you think makes girls dropout of school.....

24. What measures have been put in place in the local community to curb school dropout among girls.....

Section E: Measures to Curb Secondary School Girl Drop Out

25. What in your own opinion can the following stakeholders in education do to improve participation and completion of girls in secondary education?

- Government
- Parents
- Teachers
- Principals
- Community.....
- Pupils

Thank You

APPENDIX E

Informed Consent Form/template for adults

Informed Consent

My name is...SAMWEL O. ODUYA..... I am a Masters student from Kenyatta University). I am conducting a study titled "DETERMINANTS OF SECONDARY SCHOOL GIRL DROPOUT IN KIBRA AND LANGATA IN NAIROBI COUNTY..... The study may make significant contributions beneficial to the education policy makers in ...NAIROBI..... County in reviewing their policies so as to makePOLICY DECISIONS.....

Project Title

DETERMINANTS OF SECONDARY SCHOOL GIRL DROPOUT IN KIBRA AND LANGATA IN NAIROBI

Protocol Number

Principal Investigator

SAMWEL O. ODUYA_____

Procedures to be followed

Participation in this study will require that I ask you some questions.

Voluntarism

You have the right to refuse participation in this study. You will get the same services and care whether you agree to join the study or not and your decision will not change the care you will receive. Please remember the participation in this study is voluntarily. You may ask questions related to the study at any time.

You may refuse to respond to any questions and you may stop an interview at any time. You may also stop being in the study at any time without any consequences.

Discomforts and Risks

Some of the questions you will be asked are on intimate subject and may be embarrassing or make you uncomfortable. If this happens, you may refuse to answer these questions if you so choose. You may also stop the interview at any time. The interview will take approximately half an hour.

Benefits

If you participate in this study you will help us to learn how to improve school characteristics in order to improve the discipline of schools in Machakos County.

Reward

There are no rewards or any payment to you if you participate.

Confidentiality

The interviews and examinations will be conducted in a private setting within the school. Your name will not be recorded on the questionnaire. The questionnaires will be kept in a locked cabinet for safe keeping at Kenyatta University. Everything will be kept private and only shared with the study team.

Contact Information

If you have questions about the study call the Dr. MARTIN OGOLA 0722343926
Dept. Chairman or Supervisor Dr. FRANCIS KIRIMI 0720970158 /Investigators
Tel No's: 0712024214to be inserted

However, if you have questions about your rights as a study participant:

Participant's statement

The above information regarding my participation in the study is clear to me. The study has been explained to me and I have been given a chance to ask questions and my questions have been answered to my satisfaction. My participation in this study is entirely voluntary. I understand that my records will be kept private and that I can leave the study at any time. I understand that I will still get the same care and medical treatment whether I decide to leave the study or not and my decision will not change the care that I will receive from the clinic today or that I will get from any other clinic at any other time.

Name of Participant:

Signature or Thumbprint

Date

Name of Representative/Witness (where necessary) Relationship to Subject

Investigators statement

I, the undersigned, have explained to the volunteer in a language s/he understands, the procedures to be followed in the study and the risks and benefits involved

Name of Interviewer _____

Signature _____

Date _____

APPENDIX F

Informed Assent for Children/students

Project Title

DETERMINANTS OF SECONDARY SCHOOL DROPOUT IN KIBRA ANS LANGATA IN NAIROBI COUNTY.....

Protocol Number

Principal Investigator

SAMWEL O. ODUYA.....

The investigators named above are doing a research study.

These are the things we want you to know about research studies:

We are asking you to be in a research study. Research is a way to test new ideas. Research helps us learn new things.

Whether or not to be in this research is your choice. You can say Yes or No. Whatever you decide is OK. We will still take good care of you.

What is the study about?

Explain the purpose of study and what it entails in simple language here

Why am I being asked to be in this research study?

You are being asked to be in the study because (detail why you chose the participant

What will happen during this study?

Indicate all the procedures and what the study expects from the participant.

If you agree to be in this study, you will.....

Will the study hurt/risks?

Some of the tests might hurt. The doctor will need some of your blood. The needle stick hurts for a little bit as the blood is taken. When _____, you may get dizzy or feel short of breath. Having a _____ sometimes makes people feel _____.

What else should I know about the study?

If you feel sick or afraid that something is wrong with you, tell an adult at once. You do not have to answer any questions that are asked of you.

What are the good things /benefits that might happen?

People may have good things happen to them because they are in a research study. These are called “benefits.” Describe any if available what the researchers are hoping to answer with their research.

What if I don’t want to be in this study?

You do not have to be in the study if you do not want to. You will not lose any care or service

Who should I ask if I have any questions?

If you have any questions about this study, you or your parents can call Dr. FRANCIS KIRIMI Supervisor 1/PI. On 0720970158 or Dr. Supervisor 2/PI. On 0722343926

Do I have to be in the study?

No, you do not have to be in the study. Even if you say yes now, you can change your mind later. It is up to you. No one will be mad at you if you don’t want to do this.

Signatures

Before deciding if you want to be in the study, ask any questions you have. You can also ask questions during the time you are in the study.

If you sign your name or put a mark below, it means that you agree to take part in this research study.

_____	_____
Your Name (Printed)	Age
_____	_____
Your Signature	Date
_____	_____
Signature of Person Obtaining Consent	Date
_____	_____
Signature of Witness	Date

APPENDIX G

Letter of Approval of Research and Authorization



KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: dean-graduate@ku.ac.ke

Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 4150

Internal Memo

FROM: Dean, Graduate School

DATE: 5th February, 2020

TO: Samwel O. Oduya
C/o Ed. Mgt. Pol & Curriculum Studies Dept.

REF: E55/CE/28193/2015

SUBJECT: APPROVAL OF RESEARCH PROJECT PROPOSAL

This is to inform you that Graduate School Board at its meeting of 29th January, 2020 approved your Research Project Proposal for the M.Ed Degree Entitled, "Determinants of School Dropout among Secondary School, Girls in Kibra and Langata in Nairobi County, Kenya".

You may now proceed with your Data Collection, Subject to Clearance with Director General, National Commission for Science, Technology and Innovation.

As you embark on your data collection, please note that you will be required to submit to Graduate School completed Supervision Tracking and Progress Report Forms per semester. The Forms are available at the University's Website under Graduate School webpage downloads.

Thank you.


ANNBELL MWANIKI
FOR: DEAN, GRADUATE SCHOOL

c.c. — Chairman, Education Management Policy and Curriculum Studies Department.

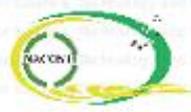
Supervisors:

1. Dr. Francis Kirimi
C/o Department of Edu. Mgt Policy & Curriculum Studies
Kenyatta University

AM/Inn

APPENDIX H

Research Permit

 REPUBLIC OF KENYA	 NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
Ref No: 896038	Date of Issue: 28/March/2020
RESEARCH LICENSE	
	
<p>This is to Certify that Mr. SAMUEL ODONGO ODUYA of Kenyatta University, has been licensed to conduct research in Nairobi on the topic: determinants of school dropout among secondary school girls in kibira and langata in Nairobi county, Kenya for the period ending : 28/March/2021.</p>	
License No: NACOSTIP/20/4608	
896038 Applicant Identification Number	 Director General NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION
	Verification QR Code
	
<p>NOTE: This is a computer generated License. To verify the authenticity of this document, Scan the QR Code using QR scanner application.</p>	