CHALLENGES IMPACTING ON FEMALE STUDENTS ENROLMENT AND COMPLETION RATES IN PUBLIC SECONDARY SCHOOLS IN NYAMUSI DIVISION IN EKERENYO DISTRICT, KENYA.

BY

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A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN PARTIAL FULFILMENT OF THE REQUIREMENT FOR THE AWARD OF MASTER OF EDUCATION (PLANNING) OF KENYATTA UNIVERSITY.

OCTOBER, 2011
DECLARATION

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

__________________________                                        ________________________
Aseta John Ayieko                                    Date

E55/CE/11756/2007

We confirm that the work reported in this project was carried out by the candidate under our supervision as University supervisors.

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Policy and Curriculum Studies.
DEDICATION

This work is dedicated to my dear parents Keresensia Aseta and Aseta Ngwacho for their encouragement and support.
ACKNOWLEDGEMENT

The preparation of a project calls for cooperative efforts from several key individuals and institutions. However, while it might be impractical to mention all of them, some minimum crediting is inevitable.

First and foremost gratitude goes to my supervisors Ms Githogori and Dr. Ogeta for their insightful guidance and advice. I am also grateful to the chairman of the department Dr. Onyango for his support. To my lecturers, under whom I took various courses Prof. Gravenir, Dr.Libese, Mr Gatimu, Dr.Shiundu, Dr.Orodho and Mrs. Boit, thank you for laying a foundation that has led to the success of this work. I thank all my colleagues particularly the 2008 Educational Planning class for their encouragement and support. The cooperation given by the DEO, school head teachers, teachers and students of the schools visited is sincerely acknowledged. To all my family members and friends who provided encouragement and support of whatever kind, thank you. Finally I thank Mr. Robin Aseta for neat typing of the project.

The author would like to absolve all individuals and institutions mentioned above for any errors of omission and/or commission or any interpretational error(s).For these, the author remains solely responsible
ABSTRACT

The study was an investigation of the factors and challenges that impact on enrolment and completion rates of female students in the district category of secondary schools. This study was carried out in Nyamusi Division of Ekerenyo District, Nyanza province, Kenya. The purpose of the study was to investigate the factors and challenges that lead to poor enrolment and find out why the completion rates are low.

The study was guided by the theoretical framework of the functionalist theory developed by Herber Spenser (1860) and Emile Durkheim (1947). It viewed societies as organisms with structures which consist of interrelated parts. These structures play a functional role to the total whole. A school in this aspect is viewed as a social system and there are structures or persons that play functional roles towards it. Failure to carry out duties leads to the collapse of the whole system. Parents, students, community and the school make up the social system. There are set goals to be attained in a school. Failure to complete the school cycle implies that one party has failed to do the functional role. This leads to wastage.

The instruments for data collection included questionnaires which were administered to the teachers, students and the principals. The interview schedule was administered to the area educational officer. The data collected were subjected to qualitative and quantitative analysis. They were analyzed using descriptive statistics. Frequency distribution tables and percentages were used to present the data. Tables and percentages were used because they were easy to read and interpret.

A sample population consisting of 120 students, 48 teachers, 12 principals and the area DEO was used to investigate the challenges impacting on female students’ enrolment and completion rates in district secondary schools. Results established that in a class of 45 students, seven students dropped
out of school and this rate constituted 16% of annual dropout, girls taking the larger portion than boys. The big percentage implies that by the time students move from form one to form four about 50% of them would have left school. The study also found that most students (54%) leave school in November which is the month most schools close for long December vacation.

There was also a substantial increase in the number of students who left school in the month of February. This is because that was when most schools carry out pregnancy checks on their students. Most students who left then were girls and this in turn resulted in the number of girls leaving school being more than that of boys.

This research found that students who left school behaved in a way that could make their impending action predictable. Most played truant, were rude or uncommunicative. The results revealed that the challenges in Nyamusi division were: lack of school fees, drug abuse, low achievement, indiscipline problems, pregnancy, death of parents/guardians, single parentage, prolonged absenteeism and poverty levels.

It was a recommendation of the study that apart from the Ministry of Education spending more of its resources on bursaries for needy students, teachers, the school surrounding community should be made more responsible for the dropout cases and those who never enroll. The teachers can be in-serviced relatively in ways of confronting the problem and the school surrounding community should be involved in school activities like games so as to create a sense of belonging.
**ABBREVIATIONS AND ACRONYMS:**

<table>
<thead>
<tr>
<th>Acronym</th>
<th>Full Form</th>
</tr>
</thead>
<tbody>
<tr>
<td>BOG.</td>
<td>Board of Governors.</td>
</tr>
<tr>
<td>DEO.</td>
<td>District Education Officer.</td>
</tr>
<tr>
<td>EFA.</td>
<td>Education for All.</td>
</tr>
<tr>
<td>FGM.</td>
<td>Female Genital Mutilation</td>
</tr>
<tr>
<td>GPI.</td>
<td>Gender Parity Index.</td>
</tr>
<tr>
<td>KNEC.</td>
<td>Kenya National Examination Council.</td>
</tr>
<tr>
<td>KCSE.</td>
<td>Kenya Certificate of Secondary Education.</td>
</tr>
<tr>
<td>MOE</td>
<td>Ministry Of Education.</td>
</tr>
<tr>
<td>MOEST.</td>
<td>Ministry of Education Science and Technology.</td>
</tr>
<tr>
<td>NAR.</td>
<td>Net Attendance Rate.</td>
</tr>
<tr>
<td>PTA.</td>
<td>Parents Teachers Association.</td>
</tr>
<tr>
<td>TIQET.</td>
<td>Totally Integrated Quality Education and Training.</td>
</tr>
<tr>
<td>TSC.</td>
<td>Teachers Service Commission.</td>
</tr>
<tr>
<td>UN</td>
<td>United Nations.</td>
</tr>
</tbody>
</table>
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CHAPTER ONE

1.1 Background to the Study.

Education is universally recognized as a form of investment in human capital for economic benefit of the countries. This is why governments committed themselves to have Education for All (EFA) as per the deliberations at Jomtien Thailand in 1990 and Dakar Senegal in 2000. The importance of secondary education in molding learners into responsible citizens of tomorrow cannot be ignored or undermined (Kurian, 2008).

Since education is the basic tool for national development and economic progress, the Kenya Government in Sessonal Paper No. 10 of 1965, committed itself to the eradication of ignorance, poverty and disease. In 2000, the Kenyan parliament enacted the Children’s act which recognizes education as a basic right to all children. This act states the responsibility of the parent and the government in providing education to the child. This called for attention in terms of access through enrolment and completion rates (MOE, 2001).

The study was about Nyamusi Division of Ekerenyo District which is one of the four Divisions that make up Ekerenyo District. The Division has three zones (Nyageita, Nyamusi and Magwagwa). The Division has twenty seven secondary schools whereby twenty three are mixed district day secondary schools, one girls’ boarding school, one boys’ boarding school and two mixed boarding schools.

Nyamusi division has a high population and is basically agricultural. The main cash crops produced include tea and coffee in small scale while the main food crops are maize and beans. Other crops produced include bananas and cassava. Majority of the population are, however, small scale farmers.
Singleton (1993), observed that the ideal setting for any study is one that is directly related to the researcher’s interest. The division was chosen because the researcher was concerned about the development of education in the division. The high number of female KCPE holders in the division who qualified but could not enroll for secondary education, and the high number of female secondary school dropouts both attributed to:

a) Lack of political goodwill to step up performance.
b) Inept of essential facilities in the newly established schools.
c) Understaffing in most of the schools.
d) Poor admission criteria of form one students admitted with very low marks. Some students have remained passive in education participation whereas others have negative attitude.
e) Mushrooming of unviable/ political/ clan-based secondary schools which do not address quality.
f) Passive commitment and lack of focus from parents, teachers and other stakeholders.
g) Low fees charged in secondary schools which cannot sustain the provision of quality education are of concern to the researcher.

**Primary to secondary schools transition rate, 2002 - 2008**

The transition rate from primary to secondary increased from 45.8 percent in 2003 to 59.9 percent in 2008 and estimated at 64.1 percent in 2009. With implementation of Free Secondary Tuition the target is to attain over 70 percent transition to secondary education. However, the rate for female students tends to be lower and inconsistent and therefore needed an inquiry. This can be shown in table 1.1 below:
Table 1.1: Transition Rate from Primary to Secondary School by Gender, 2002 – 2008.

<table>
<thead>
<tr>
<th>Year In Std 8</th>
<th>Year In Form1</th>
<th>Enrolment in Std8('000)</th>
<th>Enrolment in form 1 ('000)</th>
<th>% Transition to form1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>2002</td>
<td>2003</td>
<td>296.9</td>
<td>244.5</td>
<td>541.3</td>
</tr>
<tr>
<td>2003</td>
<td>2004</td>
<td>303.9</td>
<td>284.1</td>
<td>588.0</td>
</tr>
<tr>
<td>2004</td>
<td>2005</td>
<td>343.0</td>
<td>314.8</td>
<td>657.7</td>
</tr>
<tr>
<td>2005</td>
<td>2006</td>
<td>352.8</td>
<td>318.7</td>
<td>643.5</td>
</tr>
<tr>
<td>2006</td>
<td>2007</td>
<td>352.8</td>
<td>313.7</td>
<td>666.4</td>
</tr>
<tr>
<td>2007</td>
<td>2008*</td>
<td>372.1</td>
<td>332.7</td>
<td>704.7</td>
</tr>
<tr>
<td>2008</td>
<td>2009*</td>
<td>367.1</td>
<td>328.1</td>
<td>695.7</td>
</tr>
</tbody>
</table>

Source: EMIS, Ministry of Education.

*Provisional

Analysis of Table 1.1 above shows that the transition rate remained below 50 percent between 2002 and 2004 but increased to 56.0 percent in 2005 with boys constituting 57.7 and girls 54.2 percent. The upward trend continued in 2006 and was 59.6 percent by 2007. This indicator means that as at 2007, 40.4 percent of the primary school children who sat the KCPE exams were not able to progress to the next level. The above information can also be represented graphically in Figure 1.1 below:

Figure 1.1: Primary to Secondary Transition Rate, 2003 - 2007
The convention on the rights of the child which Kenya is a party provides the basis for inclusive education system where no child is excluded or marginalized in special programs. The goal for industrialization in the 21st Century calls for intensive and deliberate measures to increase access, reduce wastage and improve relevance and quality at all levels and in all sections of education and training (Ministry of Education, 2001).

In Kenya, between 1963 and the late 1980s the secondary sub-sector was characterized by rapid quantitative growth. The growth was associated with the need for the new nation to develop middle and high-level manpower to replace departing expatriates and high social demand for education as the gateway to high status positions in the economy, (MOE & UNICEF Kenya, 1994). This magnitude of growth was made possible by the operation of partnership between government, communities, donor agencies, NGOs and private entrepreneurs. While government took over existing public secondary schools and established new ones, communities and private entrepreneurs respectively founded Harambee and private schools. According to MOE statistics, in 1994 there were 2,639 secondary schools with 90.5% being public schools.

According to 1997 – 2002 National Development Plan, one of the government’s guiding philosophies for education is the concern that every Kenyan has the inalienable right, no matter his or her socio-economic status to basic education. The government achieved some impressive
results in enrolment. There was rapid growth in enrolment at all levels of education. Despite these commendable achievements, Kenya faces several problems on the education front, primarily relating to decline in enrolment and completion rates, financing and relevance of education. Gender imbalances at secondary and tertiary levels were also an area of critical concern.

Table 1.2 below shows that enrolment in public secondary schools grew from 845,544 students in 2005 to 1,211,114 in 2008, an increase of 43.2 percent. In 2008, the boys’ enrolment was 654,106 boys enrolled as compared to girls, 557,008. The introduction of Free Secondary Day Tuition resulted in higher increase in enrolment in public schools by 18.0 percent in 2008 as compared to 13.7 percent in 2007.

Table 1.2: Public Secondary Schools Enrolment by Province, 2004 – 2008.

<table>
<thead>
<tr>
<th>Province</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
</tr>
<tr>
<td>Coast</td>
<td>20245</td>
<td>18298</td>
<td>38343</td>
<td>24677</td>
</tr>
<tr>
<td>Central</td>
<td>83358</td>
<td>87434</td>
<td>170792</td>
<td>93273</td>
</tr>
<tr>
<td>Eastern</td>
<td>79468</td>
<td>78444</td>
<td>157912</td>
<td>82543</td>
</tr>
<tr>
<td>Nairobi</td>
<td>13217</td>
<td>9332</td>
<td>22549</td>
<td>12768</td>
</tr>
<tr>
<td>Rift valley</td>
<td>94805</td>
<td>82998</td>
<td>177803</td>
<td>109092</td>
</tr>
<tr>
<td>Western</td>
<td>61135</td>
<td>53650</td>
<td>114785</td>
<td>58658</td>
</tr>
<tr>
<td>Nyanza</td>
<td>90575</td>
<td>66887</td>
<td>157461</td>
<td>92153</td>
</tr>
<tr>
<td>North Eastern</td>
<td>4187</td>
<td>1711</td>
<td>5898</td>
<td>5354</td>
</tr>
<tr>
<td>Total</td>
<td>446791</td>
<td>398753</td>
<td>845544</td>
<td>478518</td>
</tr>
</tbody>
</table>

Source: EMIS Unit, Ministry of Education

Despite the increase in overall enrolment, girls’ enrolment remains low as compared to that of boys in Nyamusi division in Nyanza province.

In 2000, the national gross enrolment rate of females was 49.1% at pre – primary, 49.4% at primary, 46.2% at secondary and 29.2% at national polytechnics and 31.7% from public universities (National Development Plan, 2002 – 2008). The high wastage rates that are associated
with drop out in schools, low transition between sub-sectors, over-centralized school curriculum and unduly lengthy completion periods render the education system inefficient.

**Secondary Repetition Rate**

Table 1.3 illustrates that the repetition rate reduced from 1.8 percent in 1999 to 1.3 percent in 2003. The highest repetition rate was recorded in 2003 in Nyanza and North Eastern Provinces at 2.6 and 3.4 percent respectively while the lowest was registered in Central Province at 0.5 percent. On average boys recorded higher rate than girls over the period under review.

### Table 1.3: Secondary Repetition Rate by Gender and Province, 1999 and 2003

<table>
<thead>
<tr>
<th>Province</th>
<th>1999</th>
<th>2003</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Coast</td>
<td>1.4</td>
<td>0.5</td>
</tr>
<tr>
<td>Central</td>
<td>1.3</td>
<td>0.7</td>
</tr>
<tr>
<td>Eastern</td>
<td>1.3</td>
<td>0.7</td>
</tr>
<tr>
<td>Nairobi</td>
<td>1.9</td>
<td>8.9</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>1.3</td>
<td>0.9</td>
</tr>
<tr>
<td>Western</td>
<td>1.4</td>
<td>1.3</td>
</tr>
<tr>
<td>Nyanza</td>
<td>1.9</td>
<td>2.0</td>
</tr>
<tr>
<td>North Eastern</td>
<td>2.5</td>
<td>2.0</td>
</tr>
<tr>
<td>National</td>
<td>1.7</td>
<td>1.5</td>
</tr>
</tbody>
</table>

**Source:** MOE, EMIS Unit

The repetition rate in 1999 stood at an average rate of 13.8% for males and 13.2% for females while dropout rate was 4.1% and 4.2% for females and male, respectively. It is evident that
increasing poverty and HIV / AIDS pandemic have exacerbated the drop out and non–completion rates.

Secondary Survival Rates

Table 1.4 and Figure 1.2 shows that the survival rates for period between 2002 and 2007. The available data shows that the survival rate declined from 97.1 percent in 2005 to 87.5 percent in 2006 and increased marginally to 91.8 percent in 2007. Over the same period boys recorded higher rate of between 92.0 and 98.2 percent as compared to girls of between 82.7 and 96.0 percent.

Table 1.4: Secondary Schools Survival Rates by Gender, 2002-2007

<table>
<thead>
<tr>
<th>Year</th>
<th>Enrolment in form1</th>
<th>Enrolment in form4</th>
<th>% Completing Form4</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Form1</td>
<td>Form4</td>
<td>Boys</td>
</tr>
<tr>
<td>2002</td>
<td>2005</td>
<td>112,965</td>
<td>102,501</td>
</tr>
<tr>
<td>2003</td>
<td>2006</td>
<td>142,887</td>
<td>134,935</td>
</tr>
<tr>
<td>2004</td>
<td>2007</td>
<td>146,645</td>
<td>127,057</td>
</tr>
</tbody>
</table>

Source: EMIS Unit, MOE

Figure 1.2: Secondary Schools Survival Rates by Gender, 2002-2007
Secondary Dropout Rate

During the years 1999 and 2003, the secondary dropout rate was 5.5 and 6.6 percent respectively as shown in Figure 1.3 and Table 1.5 below. Nyanza province (in which Nyamusi Division lies) recorded the highest rate, (9.5 percent) while North Eastern registered the lowest (3.8 percent). Nyanza province further recorded a sharp increase from 4.6 percent in 1999 to 9.5 percent in 2003 with the girls’ rate being 10.3 percent.

Figure 1.3: Dropout Rate by Gender and Province, 2003

Table 1.5: Secondary Dropout Rate by Gender and Province, 1999 and 2003
<table>
<thead>
<tr>
<th>Province</th>
<th>1999</th>
<th></th>
<th></th>
<th>2003</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>Coast</td>
<td>5.7</td>
<td>5</td>
<td>5.4</td>
<td>7.3</td>
<td>5.3</td>
<td>6.4</td>
</tr>
<tr>
<td>Central</td>
<td>4.4</td>
<td>3.6</td>
<td>4</td>
<td>6.1</td>
<td>4.4</td>
<td>5.2</td>
</tr>
<tr>
<td>Eastern</td>
<td>5</td>
<td>5.4</td>
<td>5.2</td>
<td>5.9</td>
<td>5</td>
<td>5.5</td>
</tr>
<tr>
<td>Nairobi</td>
<td>6.9</td>
<td>7.4</td>
<td>7.1</td>
<td>6.3</td>
<td>4.4</td>
<td>5.5</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>4.5</td>
<td>6</td>
<td>5.1</td>
<td>7.9</td>
<td>7.6</td>
<td>7.7</td>
</tr>
<tr>
<td>Western</td>
<td>4.2</td>
<td>5.2</td>
<td>4.6</td>
<td>8.3</td>
<td>9.2</td>
<td>8.8</td>
</tr>
<tr>
<td>Nyanza</td>
<td>4.1</td>
<td>5.2</td>
<td>4.6</td>
<td>9</td>
<td>10.3</td>
<td>9.5</td>
</tr>
<tr>
<td>North Eastern</td>
<td>7.8</td>
<td>7.1</td>
<td>7.6</td>
<td>4</td>
<td>3.4</td>
<td>3.8</td>
</tr>
<tr>
<td>National</td>
<td>5.3</td>
<td>5.6</td>
<td>5.5</td>
<td>6.9</td>
<td>6.2</td>
<td>6.6</td>
</tr>
</tbody>
</table>

Source: EMIS Unit, MOE

Since independence in 1963, the government has been concerned about inequalities that exist in the provision and distribution of educational opportunities at all levels. Such inequalities manifest themselves in access, retention between gender, regions and households, UNESCO (2000). This is particularly critical at this time when poverty and partial free primary and secondary is putting an increasing heavy burden on households.

Enrolments in secondary education rose from 30,000 students in 1963 to over 862,907 students in 2003 as shown in Figure 1.4 below. The number of public secondary schools has also increased from 151 at independence to 3,661 today. Based on the 1999 census data, a total of 2.8 million boys and girls aged between 14-17 years who should have been in secondary school were not enrolled. Hence, needed policy measures to address the poor access to secondary education as a way of supporting the country’s overall goals.
The cost – sharing policy, which the Ministry of Education introduced in 1988, had shifted the burden of financing education to parents. This move made it difficult for parents and communities to support education adequately. Consequently, education is now beyond the reach of many households (Abagi, et al, 1997 & MOE Studies, 1995). This is mainly due to poverty levels which have been rising in the country. The increased level of poverty makes the parents unable to meet other costs of education for their children. Students from poor parents are on and off the school and this affect their performance and have to drop out of school.

The Totally Integrated Quality Education and Training Education Commission (TIQET 2000) report indicates that 50% of the Kenyans live below the poverty line, in view of this, prohibitive fees and other levies charged by secondary schools have had a negative impact on enrolment and participation in secondary school education.

The TIQET Commission was informed that child labour was a rampant practice and has continued to keep students out of school, denying them a chance to education. It also indicated that drug abuse was noticeable in some secondary schools. The long term effect to some of the students was withdrawal from school (MOE, 2000).
According to EFA Global Monitoring Report 2003/2004, age-old factors continued to block girls’ and women’s education. FAWE’s Executive Director, Professor Penina Mlama, highlighted the issues ranging from stereotypes emanating from the socialization process to poverty that forced parents to make choices on who to send to school. Early marriages, child labour and female genital mutilation were all still in practice irrespective of the efforts made at curbing them.

Outside that, there are also in-school factors like the unfriendly teaching and learning environments, lack of toilets and proper sanitation and gender biased textbooks. Teachers were not yet all sensitized on gender responsive teaching techniques and so, inadvertently, they continued to perpetuate stereotypes that impacted negatively on girls’ schooling.

Added to this is the HIV/AIDS pandemic, which increasingly, is taking a female face. Generally, the pandemic was reversing all the major gains so far realized in education. More pertinently, it was taking heavy toll on girls, who more often than not, were being pulled out of school to take care of their ailing parents and providing for their other siblings (EFA Global Monitoring Report 2003/2004).

In spite of government effort to introduce partially free primary ni 2003 and free secondary school education in 2008, female students continued to move out of the schools leading to poor enrolment and completion rates in secondary school education. This was justified by the following Education Facts and Figures (MOE, 2008)

**Secondary enrolment**

Student enrolment increased from 851,836 in 2002 to 1,180,267 in 2007, an increase of 38.6 %. In 2008, the government introduced free secondary education tuition, with enrolment increasing substantially by 15.0 % to reach 1,382,211 as indicated in Table 1.6 below. Over the period under review boys recorded the higher enrolment as compared to girls.
Table 1.6: Secondary enrolment by gender and province 2002-2008

<table>
<thead>
<tr>
<th>Province</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
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<td>18548</td>
<td>27235</td>
<td>22121</td>
<td>31982</td>
<td>24724</td>
<td>25257</td>
</tr>
<tr>
<td>Central</td>
<td>90812</td>
<td>96286</td>
<td>82338</td>
<td>88929</td>
<td>91954</td>
<td>95468</td>
<td>89409</td>
</tr>
<tr>
<td>Eastern</td>
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<td>70953</td>
<td>84706</td>
<td>82181</td>
<td>90299</td>
<td>86262</td>
<td>87730</td>
</tr>
<tr>
<td>Nairobi</td>
<td>20184</td>
<td>15238</td>
<td>11409</td>
<td>8803</td>
<td>19824</td>
<td>13659</td>
<td>15935</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>101236</td>
<td>83816</td>
<td>104689</td>
<td>91288</td>
<td>112351</td>
<td>94724</td>
<td>110615</td>
</tr>
<tr>
<td>Western</td>
<td>51229</td>
<td>51001</td>
<td>53559</td>
<td>55949</td>
<td>60980</td>
<td>58208</td>
<td>62626</td>
</tr>
<tr>
<td>Nyanza</td>
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<td>63057</td>
<td>83319</td>
<td>72351</td>
<td>84723</td>
<td>63274</td>
<td>97201</td>
</tr>
<tr>
<td>North Eastern</td>
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<td>1575</td>
<td>10872</td>
<td>1579</td>
<td>3977</td>
<td>1657</td>
<td>4287</td>
</tr>
<tr>
<td>Total</td>
<td>451362</td>
<td>400474</td>
<td>458127</td>
<td>423201</td>
<td>496090</td>
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<td>934068</td>
<td>928149</td>
<td>1030080</td>
<td>1180267</td>
<td>1382211</td>
</tr>
</tbody>
</table>

Source: MOE, EMIS Unit.

Secondary gross enrolment rate

Gross enrolment rate (GER) has increased from 29.7% in 2002 to 42.5% in 2008 as shown in Table 1.7. In 2008 Central province registered the highest participation level for both boys and girls recording a GER of 57.2% and 57.6% respectively. Nyanza province where Nyamusi Division of Ekerenyo District is situated recorded 47.6% and 32.7% for boys and girls respectively while the lowest GER was registered in North Eastern province at 10.2% (boys) and 6.4% (girls). Over the same period all the provinces registered an increased GER while boys recorded higher participation rates than girls in all provinces except Central.

Table 1.7: Secondary GER by gender and provinces 2002-2008

<table>
<thead>
<tr>
<th>Province</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
</tr>
<tr>
<td>Coast</td>
<td>19.9</td>
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<td>22.7</td>
<td>18.3</td>
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<tr>
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<td>47.0</td>
<td>50.6</td>
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<td>46.4</td>
<td>44.8</td>
<td>45.1</td>
<td>42.6</td>
</tr>
<tr>
<td>Eastern</td>
<td>29.3</td>
<td>28.7</td>
<td>33.2</td>
<td>32.9</td>
<td>35.2</td>
<td>33.5</td>
<td>33.8</td>
</tr>
<tr>
<td>Nairobi</td>
<td>29.6</td>
<td>15.7</td>
<td>16.4</td>
<td>8.7</td>
<td>30.3</td>
<td>19.0</td>
<td>23.8</td>
</tr>
<tr>
<td>Rift</td>
<td>27.3</td>
<td>22.8</td>
<td>27.6</td>
<td>24.3</td>
<td>29.9</td>
<td>24.5</td>
<td>29.0</td>
</tr>
</tbody>
</table>
Figure 1.5 below also shows percentages in various years the enrolment of boys and girls. It gave a clear picture that enrolment for boys is higher than that of girls.

Figure 1.5: Secondary Schools Gross Enrolment Rate (GER), 1999-2008

Source: MOE, EMIS Unit,

Secondary Net Enrolment Rate

The secondary NER rose from 18.6 percent in 2003 to 24.2 percent in 2007 as shown in table 1.8 below. In 2007, the NER for boys was higher than that for girls at 25.2 and 23.2 percent respectively. Central Province registered NER of 32.6 and 34.0 percent for boys and girls respectively while Nyanza recorded 30.5 percent for boys and 23.5 percent for girls. The NER for North Eastern Province has improved marginally from 2.5 percent in 2003 to 4.3 percent in 2007.

Table 1.8: Secondary Schools Net Enrolment Rate (NER) by Province, 2003 – 2007

<table>
<thead>
<tr>
<th></th>
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<th></th>
<th></th>
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<tbody>
<tr>
<td>Western</td>
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<td>28.3</td>
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<td>29.0</td>
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<td>27.1</td>
<td>27.1</td>
<td>31.5</td>
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<td>31.5</td>
<td>28.6</td>
<td>28.6</td>
<td>28.6</td>
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<tr>
<td>Nyanza</td>
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<td>28.6</td>
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<td>28.7</td>
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<tr>
<td>North eastern</td>
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<td>4.8</td>
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<tr>
<td>TOTAL</td>
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<td>28.5</td>
<td>29.8</td>
<td>29.3</td>
<td>29.3</td>
<td>29.3</td>
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<td>36.8</td>
<td>32.2</td>
<td>32.2</td>
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</table>

NB: Values are percentages. Source: EMIS Unit, MOE
<table>
<thead>
<tr>
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<th></th>
<th></th>
<th></th>
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</tr>
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<tbody>
<tr>
<td>Coast</td>
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<td>14.3</td>
<td>12.2</td>
<td>13.2</td>
<td>14.4</td>
<td>12.8</td>
<td>13.6</td>
<td>18.1</td>
</tr>
<tr>
<td>Central</td>
<td>25.2</td>
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<td>27.7</td>
<td>27.0</td>
<td>29.5</td>
<td>28.3</td>
<td>29.8</td>
<td>29.9</td>
<td>33.8</td>
<td>33.5</td>
</tr>
<tr>
<td>Eastern</td>
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<td>20.9</td>
<td>20.9</td>
<td>21.4</td>
<td>21.1</td>
<td>23.6</td>
<td>22.6</td>
<td>23.1</td>
<td>25.2</td>
</tr>
<tr>
<td>Nairobi</td>
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<td>6.4</td>
<td>9.6</td>
<td>22.1</td>
<td>16.2</td>
<td>11.9</td>
<td>16.7</td>
<td>12.1</td>
<td>14.3</td>
<td>17.6</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>17.0</td>
<td>17.1</td>
<td>17.0</td>
<td>17.7</td>
<td>17.3</td>
<td>17.5</td>
<td>20.3</td>
<td>17.0</td>
<td>18.6</td>
<td>24.0</td>
</tr>
<tr>
<td>Western</td>
<td>16.9</td>
<td>20.7</td>
<td>18.8</td>
<td>19.2</td>
<td>20.3</td>
<td>19.8</td>
<td>22.5</td>
<td>18.9</td>
<td>20.7</td>
<td>22.1</td>
</tr>
<tr>
<td>Nyanza</td>
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<td>21.4</td>
<td>22.4</td>
<td>22.3</td>
<td>17.6</td>
<td>19.9</td>
<td>25.1</td>
<td>18.4</td>
<td>21.7</td>
<td>26.4</td>
</tr>
<tr>
<td>North Eastern</td>
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<td>2.0</td>
<td>2.5</td>
<td>3.1</td>
<td>1.8</td>
<td>2.5</td>
<td>4.5</td>
<td>2.2</td>
<td>3.5</td>
<td>6.0</td>
</tr>
<tr>
<td>National</td>
<td>18.2</td>
<td>18.9</td>
<td>18.6</td>
<td>19.7</td>
<td>19.1</td>
<td>19.4</td>
<td>21.9</td>
<td>19.1</td>
<td>20.5</td>
<td>24.2</td>
</tr>
</tbody>
</table>

Source: MOE, EMIS Unit

Figure 1.6 below shows the NER for various years. It can be concluded that there was low enrolment in girls than boys.

Figure 1.6: Secondary schools Net Enrolment Rate (NER), 1999 – 2008

![Graph showing NER for various years]

Source: MOE, EMIS Unit

Figure 1.7 below illustrates the gender disparity in secondary school (survey data).

Figure 1.7: Kenya 2003: Secondary NAR by gender

![Graph illustrating gender disparity in secondary school]

Source: MOE, EMIS Unit
KCSE Candidature by Gender and Province, 2003-2007

Table 1.9 below provides analysis of candidature for all the provinces for the years 2003 to 2007. Central province is the only province, which recorded more female (26,564) than male (25,506) candidates. North Eastern Province registered the lowest number of candidates (1,859) compared with the other provinces. The number of private candidates has been on the increase over the same period from 2,067 in 2003 to 7,012 in 2007.

<table>
<thead>
<tr>
<th>Province</th>
<th>2003</th>
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<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
<td>Female</td>
<td>Male</td>
</tr>
<tr>
<td>Coast</td>
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<td>5601</td>
<td>4447</td>
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<tr>
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<td>23541</td>
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<tr>
<td>Nairobi</td>
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<td>6470</td>
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<tr>
<td>Rift Valley</td>
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<td>25688</td>
<td>21890</td>
<td>30803</td>
</tr>
<tr>
<td>Western</td>
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<td>11250</td>
<td>13960</td>
<td>12145</td>
<td>16580</td>
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<td>26377</td>
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<td>1071</td>
<td>341</td>
<td>1173</td>
</tr>
<tr>
<td>Privates</td>
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<td>96141</td>
<td>120067</td>
<td>102609</td>
<td>141244</td>
</tr>
</tbody>
</table>

Source: Kenya 2003 DHS
1.2 Statement of the Problem.

While the secondary school educational opportunities have continued to expand, a significant number of female students are not enrolling and participating effectively in secondary schools. The study intended to find out the challenges that affect female student enrolment and completion rates in district secondary schools. Poor female student enrolment and completion rates in secondary education have a number of implications that lead to wastage and therefore hampering government policies and development programs.

1.2.1 Purpose of the Study.

The purpose of the study was to investigate and examine critically those factors and challenges that have impacted on female student enrollment and completion rates in secondary school education in Nyamusi Division.

1.3 Objectives of the Study

i. To find out the number of pupils who sat for KCPE in the year 2007.

ii. To determine the number of boys and girls who joined form one in Nyamusi Division.

iii. To investigate the progressive records and find out the number of drop outs since the year 2008.

iv. To establish whether the school type and category had any effect on school enrolment and completion rates.

v. To establish whether the female students’ education and economic backgrounds had an impact on their enrolment and completion rates.
vi. To find out the factors behind the early withdrawals of female students.

1.4 Research Questions.

The study was guided by the following questions:

a) How many students were invited to join form one?

b) How many boys and girls enrolled in form one the year 2008?

c) What were the enrolment procedures?

d) What were the cut-off points in a given school?

e) How many boys and girls were invited to join but did not join?

f) What were the factors that affected the admission criteria (Geographical, cultural, rules for joining that school, fees structure, etc).

g) What are the challenges that impact on completion rates?

1.5 Significance of the Study.

The findings of the study were expected to be of great use to parents, teachers, school administrators and other education stakeholders in the following ways:

I. Assist educational planners to formulate strategic policies which would help to boost education among the youths such as rehabilitation of adolescents who dropped out of school due to early pregnancies or drug abuse.

II. Help the government to move fast to address the problem of enrolment and completion rates in secondary schools.

III. Assist the policy makers to put in place policies to make secondary education accessible to all.
IV. The findings would form part of the relevant educational data for future research and may be used to eliminate school enrolment and completion problems.

1.6 Limitations of the Study.

The scope of the study was limited to Nyamusi Division, Ekerenyo District. For more conclusive results, other divisions could have been selected in various districts, but this would not have been possible due to financial constraints and time.

1.7 Delimitations of the Study.

The study was confined to a section of students, head teachers for district secondary schools, teachers and District Education Officer in Nyamusi Division, Ekerenyo District. Private institutions were not included, as they did not enjoy direct government support in the provision of education.

1.8 Assumptions of the Study.

This study was guided by the following assumptions:

1. That school categorization by the government did not affect level and characteristics.

2. Education level of parents was not a major factor contributing to low enrolment and completion rates in education.

3. That girls were given equal opportunities to education as boys.

4. That teachers and parents worked in conjunction in helping children to continue staying in secondary school.

1.9 Theoretical Framework.

The functionalist perspectives are works of Herbert Spencer (1860) and Emile Durkheim (1947). The two compared societies to organisms with structures which consist of interrelated parts
each playing a function (role) in the life of a total organism. They stated that society must be divided into separate groups, each of which performs a task that is necessary to the survival of society as a whole—the organic whole. Societies function well when people accept internally, either consciously or unconsciously, the need to contribute to the organic functioning of the whole society. People agree voluntarily to submerge part of their individual identity in favour of the survival of all. They do this because they recognize that there is no simple alternative to society. A society is a system of interrelated parts. All the parts act together even though each part may be doing different things. Institutions, such as family, education and religion are parts of the social system and they act to bring about order in society. Integration of the various parts is important. When all the “parts” of the system work together, balance is maintained and the overall order of the system is achieved. Social structures in society promote integration, stability, consensus and balance (Wright, 1904). In case of this study, the stakeholders, parents, teachers, students play a role for the smooth continuation of secondary school education.

In secondary schools, parents are required to provide clothing, food and accommodation. In day schools, parents are expected to create a home environment conducive to proper learning of their children; to free them from non–school labour, provide reading tables and chairs and even light. Parents are also expected to meet school requirements so that they can maximize their children’s academic potentials. Failure of the parent to play the said role may be a causal factor to poor enrolment and completion rates in secondary education dropout.

The student body forms the second component of school as a social system. They must view themselves as instruments which the future of the society will depend upon. To the functionalists, students must therefore accept and adhere to the rules, regulations and values within the school system. The students are expected to enhance their capabilities, abilities and opportunities in life which are provided by the school curriculum. They are expected to work hard to achieve these
goals expecting to take up roles in future which not only benefit them but also the society as a whole. Failure to complete the education cycle implies that a student has not achieved all his capabilities and therefore will not be able to take up societal responsibilities competitively like others, thus his role in future is unreliable.

The school itself in terms of material and non–material facilities is seen as another component of the school system. Facilities must be adequate and a conducive studious atmosphere must be created. This would enable the school to perform its role in preparing the students toward achieving their educational goals. The quality of school management, motivation and discipline will give forth output that can fit in the society. The content and reliance of the school curriculum and the scholastic achievement tests provided should be appealing to the students. Inadequate provision of the above facilities will lead to dissatisfaction and therefore poor enrolment and completion rates in secondary education.

The community is also another important component that contributes a significant role in the school system. We believe that more developed areas channel more resources to school requirements much more than less developed areas and therefore act as motivation to most of the students.

In consciousness of the community members towards provision of formal education is put forward beyond all other demands, then there is high likelihood for such members to play an inculcating role to education. Education is taken as a prime deal or value through which all other roles and goals in the society could be achieved. Education is stressed as the “engine of socio–economic development.” The functionalist members of this group see themselves as part and parcel of the school system and therefore should contribute to the achievement of the goals that are desired from them for the benefit of the society which belongs to them.
The roles played by the four components must be seen as complementing each other for in the event of one being faulty the whole system will most likely not to be in a position to produce the intended goals.

We anticipate conflict in the event of one component failing to play its role both efficiently and effectively. Therefore, the ability and capacity of these components of our structure to perform their respective roles will enhance a smooth continuation of secondary school education.

1.10 Conceptual Framework.
In this conceptual framework, the assumption was that the components that comprise the school system have misgivings and therefore the whole school system does not achieve its intended goals for all the students. While some students are able to achieve academic and moral excellence, others don’t and in fact withdraw from the school prematurely. The conceptual framework looked at the four components namely the school, parents, students, and community and their presumed failures, that may contribute to the secondary school enrolment and completion. Figure 1.8 below illustrates these:

Figure: 1.8: Challenges impacting on female students enrolment and completion rates
1.11 Operational Definition of Terms.

Access to education – Means opportunities in education that give every child an opportunity to enroll in school.

Cost – sharing – This was a policy that was introduced by the government of Kenya in the education sector where the government pays the teachers and the parents provide physical facilities, uniforms and books in schools.

Disparities – Differences in distribution of national resources that is, a difference in quality and size.

Dropout – This term is used synonymously with early school withdrawal. It refers to premature school leaving before the year ends or the stipulated period.

Economics – Commercial activities of society that include production, sale, distribution and use of goods and wealth.

Households – These are families including all the people living in a house.

Inequality – Means imbalances that is, absence of equality in size, degree, rank and wealth.

Source: Researcher
Opportunity Cost – Refers to the alternatives available to secondary school pupils which compete for their attention as opposed to going to school. Such alternatives include, working for wages, self-employment.

Participation – This is retention and completion of education up to a certain level of education sector.

Social indicator – Signals of inequality in the society for example salary/wage disparity.

Socio status – The position one holds in the society in terms of the amount of wealth one possesses and the kind of job one does.

Socio – economic factors – These are factors connected with the social class and what a person possesses as a result of education or acquisition of wealth.

Socio – sector – Sub – division of a society or an economy for instance, education is a social sector.

Social services – Welfare services provided by the government that may include hospitals, provision of clean water, sewerage system and even education.
CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

In this chapter literature related to the area of study was reviewed under the following sub – headings: Global perspective, Continental perspective and studies done in Kenya.

2.1 Global Perspective.

The planned rate of increase in school places has not been achieved in many countries because of financial constraints (Psacharopoulos and Woodhall 1985). In Thailand, children from poor households do not attend school because poor families often cannot afford to release their children from productive work to attend school regularly or to pay for school fees, uniform, books and transportation (World Bank, 2007).

Also in Thailand World Bank further noted that parents who are illiterate often have low educational aspirations for their children. There are few, if any, reading materials in the house. There is little perception of the value of schooling and hence little encouragement for children to succeed in school. A survey designed to elicit the social background of secondary school in Tehran in Iran demonstrated that ‘lower’ class children have much lower chances of gaining access to secondary education (World Bank, 1980).
From the extensive research on wastage and repetition carried out by UNESCO (1997 and 1982), and the International Bureau of Education 1991, 1972, it was discovered that the problem of dropout is serious throughout the world (World Bank, 1982). Further discovered that dropout and repetition is most common among students from low socio – economic background and more prevalent in rural than urban areas.

Report carried out in contemporary economic policy magazine January, 2001: entitled “Determinants of School enrolment and performance in Bulgaria” revealed that the role of income among the poor and rich as a major determinant for school enrolment. Those poor families are financially constrained in their investment in education and withdraw from school prematurely; other factors cited are parental education level and family size.

2.2 Continental Perspective.

Maeke (2003) studied the problem of school dropout in Mali and found that the budget allocated was high compared to the returns, therefore hindering the country’s development. She pointed out that pedagogical conditions and low socio – economic levels of parents were among other factors leading to drop out. In Zanzibar, Psacharopoulos (1985) noted that greatest rate of dropout amongst girls was attributed to negative attitude of parents towards girls education and early marriages.

In Uganda, Ayiga (1997) noted that without education, people of different social groups and gender are condemned to inferior positions whether in social life, occupation or decision making. Ayiga further noted that lack of school fees; community factors like social disruption and individual factors like disability were some of the factors that affect enrolment and participation in Uganda.

Maeke (2003) argues that the rate and causes of dropout may vary from one school to another and from one district to another yet the causes and rate of dropout among pupils depend on a number of
factors such as the composition of students population, the environment and community which the school is situated.

In Tanzania, a report from the basic primary education statistics regional level data 1999, indicate that the number of students dropping out of government secondary schools in 1997/1998 was 6,998 with 93 due to deaths, 6375 due to delinquency and 526 due to pregnancy. These findings point out current causes of dropout like death and delinquency.

In Nigeria, the opportunity to enter the formal school system is not equitably distributed across the social class categories which themselves are based on who among the older generations received formal education (Ezewu, 1990). Ezewu continues to note that to be a child of well educated and wealthy urban resident provides substantial education advantage over those available to the child of the illiterate impoverished rural resident.

Data available from Ministry of Education and Sports, Sussex gender and primary school, Uganda, indicate that from a sample study of 232 males and 152 female dropouts, the reasons given were lack of money, death in the family, pregnancy and sexual harassment. These causes point out at the role of parents and community towards school completion, failure to which it leads to dropout.

2.3 Kenyan Perspective.

In Kenya, the introduction of partially free primary in 2003 and secondary in 2008 marked the government’s commitment to improvement of enrolment and completion rates.

The rise of level of poverty in Kenya indicates that 56 percent of Kenyans live below the poverty line (Economic Survey, 2001). This is one of the major factors that discourage parents from investing in their children’s education. Many Kenyans are unable to meet the cost of education and can no longer access it due to the high cost (Abagi and Odipo, 1997). Abagi also observes that as
the level of poverty rises, child labour has become crucial for family survival. Children are employed in domestic activities, agriculture and petty trade in rural and urban areas. In a situation where parents and children have negative attitude towards education or do not see its immediate benefits, the consequence is high dropout rate.

Otieno acknowledged the efforts made by the government in providing free primary education. However, he noted that due to poverty and high cost of higher education, a large number of students are disabled in vertical progression and he feels that it is this group the government could have considered first (Kenya Times Daily November 24th 2003: 9).

Okwach et al. (1997) noted that social cultural and religious factors such as initiation ceremonies and gender socialization are responsible for pupils’ failure to complete schools. Once initiated, some pupils develop negative attitude towards teachers and school. In this connection, some circumcised boys are not ready to be taught by women.

Another factor that lead to low enrolment and participation in secondary education in Kenya is teenage pregnancy, Ferguson (1988) carried out a study on school girls’ pregnancies in the country. He observed that about 45% of Kenya girls aged 19 years are already mothers or pregnant.

Parental attitude towards education also affect enrolment and participation in education. Dadid and Dharam (1974) noted that education in Kenya has not been evenly distributed across sexes, regions and social groups. He further noted that few girls than boys go to school or work their way up the education ladder. There are fewer places for them and main reason is less pressure from parents to have their girls educated. Some families who cannot afford to send both sons and daughters to school reckon that financial returns on expenditure for girls’ education are a good deal smaller than that of boys.
Dadid and Dharam further noted inequalities between regions and groups in access to education, for many social background and regional origin are important in determining enrolment and participation to education opportunities.

A comprehensive education sector analysis report carried out by MOE in conjunction with UNICEF Kenya revealed that there was a drop in enrollment between 1990 and 1992, and 1992 and 1993. The decline resulted from a decrease in the number of students admitted into form one and high dropout rate during the course. There were relatively small dropout rates between form one and two and higher rates were registered between form three and four with females registering the highest dropout rate of 29%.

The higher rate of dropout among the females lends support to the view that there are special factors such as teenage pregnancy, early marriage, household preference for males in allocating resources to education, imbalance in allocation of household chores and other gender stereotypes.

EFA (2000) noted that HIV/ AIDS pandemic as one of the crucial challenges facing not just education but national development in all its facets. The pandemic poses serious threats to the society as a whole and students in particular. Already a number of the students are infected and many are dying. It is estimated that nationally up to 20% of students between age 14 and 17 years are infected (MOE 2003). Majority of the parents are leaving orphaned children who drop out of the school.

Bogonko (1992) argues that lack of interest in education still abound today, distance of school from home, domestic work such as periodical crop harvesting plays a leading role in student dropout. The Forum for African Women Educationists (FAWE 1995) report says that circumcision and the offering of initiation rites make most girls in Kenya to leave school. They are steadily married to generate family income.
A survey report carried out by Kenya Orphans Development Programme (2002 UNESCO journal) reports that in Kanzalu location of Kangundo division in Machakos district, the impact of AIDS has had many orphans who due to lack of support drop out of school and that the government bursary subsidy available is not fairly distributed.

Report of the task force on students discipline and unrest in secondary schools indicated that the curriculum offered is still overloaded despite the current reduction of the number of examinable subjects from 10 to a minimum of 7 subjects. That the curriculum of 7 subjects does not cater for the holistic development of the child and there is a disparity between the home and school environment in terms of diet and habit restriction. This has led to conflict and consequential withdrawal from the school (MOE, 2001).

The task force was informed that various drugs and narcotic substances were readily available in some locations where schools were situated. The drugs were being taken by some students and eventually those who succumb to the drugs either become deviants or leave school.

2.4 Summary of the Reviewed Literature

From the reviewed literature it was noted that the rate and causes of dropout may vary from one school to another and from one district to another, yet the causes and rate of dropout among pupils depended on a number of factors such as the composition of students’ population, the environment and the community in which the school is situated. The current research was therefore set to investigate the challenges impacting on female students’ enrolment and completion rates in district secondary schools.
CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter focused on the research methodology that was employed in the study. The chapter addresses research design, variables, location of the study, target population, sampling techniques and sample size, research instruments, pilot study, data collection techniques, data analysis and finally historical and ethical consideration.

3.1 Research Design

The study employed a descriptive survey research design as it helped to obtain information that can be generalized about the educational issues considering the population variables. The survey studies are designed to obtain a pertinent and precise information concerning the status of phenomena and whenever possible to draw valid general conclusions from the facts discovered (Locresh 1984). The survey research was also used because of its purpose in describing the nature of existing conditions and in identification of the standards which exist in condition can be compared (Orodho, 2005).

3.1.1 Variables

Independent and dependent variables

In an experiment the independent variable is one which the researcher usually controls or for this case the independent variables were the factors and challenges, while the dependent variable was the response that was measured, it was the presumed effects, hence the rate of enrolment and completion are the dependent variables.
3.2 Location of the Study

The study was carried out in Nyamusi division which is one of the four divisions that make up Ekerenyo district. Nyamusi division has a high population and is basically agricultural. The main cash crops produced include tea and coffee in small scale while the main food crops are maize and beans. Other crops produced include bananas and cassava. Majority of the population are however, small scale farmers. Singleton (1993) observed that the ideal setting for any study is directly related to the researcher’s interest. The division was chosen because the researcher was concerned about the development of education in the division.

Secondary gender parity index

During the period 2003-2007, the overall GPI declined from 1.04 to 0.82 as indicated in table 3.1. The decline trend and regional gender disparities in GPI was observed across all provinces. GPI for Western Province had the highest decline from 1.22 in 2003 to 0.8 in 2007. It is only Nairobi province which recorded increased GPI from 0.55 in 2003 to 0.78 in 2007. Northeastern provinces depicted the widest disparity ranging from 0.45 in 2007 followed by Nyanza with 0.69.

Table 3.1: Secondary gender parity index by province, 2003-2007

<table>
<thead>
<tr>
<th>Province</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td>0.98</td>
<td>0.93</td>
<td>0.85</td>
<td>0.89</td>
<td>0.80</td>
<td>0.78</td>
</tr>
<tr>
<td>Central</td>
<td>1.12</td>
<td>1.20</td>
<td>1.09</td>
<td>1.00</td>
<td>0.99</td>
<td>0.96</td>
</tr>
<tr>
<td>Eastern</td>
<td>1.01</td>
<td>1.10</td>
<td>1.02</td>
<td>0.96</td>
<td>0.94</td>
<td>0.86</td>
</tr>
<tr>
<td>Nairobi</td>
<td>0.61</td>
<td>0.55</td>
<td>0.73</td>
<td>0.72</td>
<td>0.69</td>
<td>0.78</td>
</tr>
<tr>
<td>Rift valley</td>
<td>0.90</td>
<td>1.01</td>
<td>0.98</td>
<td>0.83</td>
<td>0.82</td>
<td>0.82</td>
</tr>
<tr>
<td>Western</td>
<td>0.98</td>
<td>1.22</td>
<td>1.06</td>
<td>0.84</td>
<td>0.91</td>
<td>0.80</td>
</tr>
<tr>
<td>Nyanza</td>
<td>0.76</td>
<td>0.92</td>
<td>0.79</td>
<td>0.73</td>
<td>0.76</td>
<td>0.69</td>
</tr>
<tr>
<td>North eastern</td>
<td>0.57</td>
<td>0.69</td>
<td>0.58</td>
<td>0.50</td>
<td>0.42</td>
<td>0.45</td>
</tr>
</tbody>
</table>
Nyamusi division was selected because it is in Ekerenyo district of Nyanza province which depicted the wide disparity of 0.69. It also had low enrolment as compared with other divisions in the district.

3.3 Target Population

The target population was 27 public secondary schools in Nyamusi division. The division is divided into three educational zones. The student population varied from one school to another and the teachers were government employed. Samples were taken from secondary schools.

3.4 Sampling Techniques and Sample Size

3.4.1 Sampling Techniques

The study adopted a survey design in which an attempt was made to select a sample that was representative of the population. According to Gay (1992) a researcher selects a sample due to the various limitations that may not allow researching the whole population. A small sample of the population was targeted for the study. A sample of 10% of the population is considered minimum (Gay 1992) for a small population. Purposeful procedural sampling was adopted and then random sampling was used to determine the respondents.

3.4.2 Sample Size

Sampling is done for generalizing purposes since it is not possible to reach all population. There is need therefore to choose a representative sample by use of correct sampling strategy.

Schools
The researcher randomly selected twelve secondary schools from the population of 27 public secondary schools in Nyamusi division. This represented 40% of the schools. According to Mugenda and Mugenda (1999), for descriptive studies, 10% of the accessible population is enough samples to be used.

Random sampling was used because it enabled every one of the participants to have an equal and the independent chance of being selected as some member of the sample (Orodho, 2005). In this case names of all the secondary schools in the division was written on pieces of paper and placed in a box from where the required sample of names was selected randomly.

**Subjects**

The head teachers of the selected schools were included in the study hence a sample of 12 head teachers was used in the study. 4 teachers from each of the sampled school was conveniently sampled and included in the study to give a sample size of 48 teachers which represented 12% of the teachers in the division. The place for convenient sampling was the staffroom and departmental offices. Random sampling was employed to select ten students from every sampled school. This gave a sample size of 120 students.

**Table 3.2: Sampling Grid**

<table>
<thead>
<tr>
<th>Respondents</th>
<th>n</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>12</td>
<td>28.6</td>
</tr>
<tr>
<td>Teachers</td>
<td>48</td>
<td>15.4</td>
</tr>
<tr>
<td>Students</td>
<td>120</td>
<td>2</td>
</tr>
</tbody>
</table>
3.5 Research Instruments

The research instruments that were used in data collection included questionnaires and interview schedules.

3.5.1 Questionnaires

Questionnaires provide cheap means of collecting data from large numbers of people. There were three types of questionnaires. The questionnaires for the secondary head teachers, secondary teachers and students. These questionnaires were structured and open ended.

The study utilized questionnaires administered to the head teachers, teachers and the students as the primary data collection instrument. Questionnaires were used for data collection because as Orodho, (2005) observes they have major advantages including efficient use of time, anonymity is possible and questions are standardized. That is, everyone gets the same question.

Head teachers questionnaires

The research used them to collect data from the head teachers. Being in charge of the school management the questionnaires tried to find out the selection criteria to form one and completion rates. The questionnaire is attached as appendix II.

Teachers’ questionnaires
The researcher used them to collect data from the teachers. Being involved in curriculum implementation in schools, the questionnaire tried to find out the reasons for student absenteeism, state of teaching-learning facilities and parents’ commitment to educate their children. This questionnaire is attached as appendix III.

**Students’ questionnaires**

The researcher used them to collect data from students. It tried to find out the challenges they face in relation to enrolment and completion rates. This questionnaire is attached as appendix IV.

**3.5.2 Interview Schedules**

The interview schedule was used to gather information from the district education officer on the number of candidates who graduate from standard 8, the number that join form 1 and the number that dropout from secondary schools. It was also used to obtain in depth information regarding the educational levels, economic status, their opinion on education and the problems they encounter in trying to ensure female students enroll and complete the secondary school education.

**3.6 Pilot Study**

A pilot study was conducted in two selected public secondary schools in Nyamusi division to measure the validity and reliability of the research instruments. Schools selected for piloting were not part of the study sample. Through piloting it was established that some questions were vague in the sense that the respondents interpreted them differently. Hence, the researcher had to rephrase the questions so that they convey the same meaning to all subjects.
3.7 Validity

The researcher sort expert opinion in assessing the validity of the instruments. According to Wiersma (1985), validity is the extent to which an instrument measures what it is supposed to measure. That is whether the instrument measures the characteristics or trait for which it was designed or intended.

Experts in the area who included the researchers supervisors helped the researcher to assess the concept the instrument was trying to measure to determine whether the set of items or checklist accurately represented the concept under study. Piloting further enabled the researcher to modify and remove the ambiguous items on the instrument. Blank spaces, inaccurate responses or inconsistencies identified through piloting indicated weakness on the instrument hence were reviewed, modified and removal of ambiguous items was done.

3.8 Reliability

According to Wiersma (1985), reliability is the consistency of the measuring instrument in measuring whatever it measures. It is the degree to which an instrument will give similar results for the same individual at different times. To attest reliability, test-retest reliability was used. The researcher gave two head teachers questionnaires then after two weeks, re – administered the same instrument after which the two scores were completed to establish Pearson product moment correlation coefficient.

3.9 Data Collection Techniques

Upon obtaining the research permit from the ministry of education science and technology, a letter of introduction to the head teachers was obtained from the district education officer. The researcher then visited schools to administer the questionnaires. During the visit the researcher developed
rapport with the head teachers and verbally explained the purpose of the study. At least one week was given to the head teachers to fill in the questionnaires which were collected by the researcher thereafter. Head teachers who had not completed filling the questionnaires by the end of the one week made arrangements with the researcher to collect the questionnaires at later date.

3.10 Data Analysis

The data collected was both quantitative and qualitative in nature. Qualitative data was obtained from open ended questions. Quantitative data is usually massive, descriptive, highly detailed and subjective (Orodho, 2004). Quantitative data was derived from closed ended questions.

Data was analyzed by the technique of thematic analysis (categorization of data on related themes). It involved identification of sections that were relevant to the research questions and objectives. The data was then divided up for grouping in developing a coding scheme. Thereafter variables were identified and associations between them were developed. The findings were thus narrated using graphics and direct quotations. Quantitative data was analyzed descriptively using frequency and percentage tables, bar graph and pie charts. Thereafter inferences, conclusions and recommendations were drawn.
CHAPTER FOUR

DATA ANALYSIS, RESULTS AND DISCUSSION

4.0 Introduction

In this chapter collected data from the sample population were analyzed and interpreted in line with the perceived reasons for low female enrolment and completion rates as given by students, teachers, head teachers and the area District Educational Officer.

The degree of associations of independent and the dependent variables were also interpreted and analyzed in the light of the theoretical explanations which arose. Descriptive statistics were used to present the data collected.

Initially, 12 head teachers were selected for the study and all filled the questionnaires. 48 teachers and 120 students who were selected for the study also gave out their responses. The area District Educational Officer was also interviewed.

The DEO was a male aged 45 years with a bachelor’s degree in education. As pertains the students the large proportion fell in the age bracket of 15-16 and 13-14. Majority of the teachers (64%) who participated in the study were found to be professionally qualified and holders of first degree with education bias. The research found that 80% of teachers were 39 years old and below. Table 4.1
and 4.2 below shows the number of trained teachers by age group, sex and qualification respectively.

**Table 4.1: Number of Trained Teachers by Age Group and Sex**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
<tr>
<td>30-39</td>
<td>38</td>
<td>26</td>
<td>12</td>
</tr>
<tr>
<td>40-49</td>
<td>5</td>
<td>3</td>
<td>2</td>
</tr>
<tr>
<td>Above 50</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

**Table 4.2: Number of Trained Teachers by Qualification and Sex**

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>6</td>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>Degree</td>
<td>31</td>
<td>21</td>
<td>10</td>
</tr>
<tr>
<td>Diploma</td>
<td>11</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

*Source: Researcher*

Principals approached in the sampled schools responded as per the demands of the questionnaires. Majority were in the age bracket of 40-49 with a bachelor’s degree in education as illustrated in table 4.3 and 4.4 respectively.

**Table 4.3: Number of Head teachers By Age Group and Sex**

<table>
<thead>
<tr>
<th>Age Group</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>30-39</td>
<td>2</td>
<td>2</td>
<td>0</td>
</tr>
<tr>
<td>40-49</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
</tbody>
</table>
Table 4.4: Number of Head teachers By Qualification and Sex

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Number</th>
<th>Male</th>
<th>Female</th>
</tr>
</thead>
<tbody>
<tr>
<td>Doctorate</td>
<td>0</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Masters</td>
<td>3</td>
<td>3</td>
<td>0</td>
</tr>
<tr>
<td>Degree</td>
<td>7</td>
<td>5</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>2</td>
<td>1</td>
<td>1</td>
</tr>
</tbody>
</table>

Source: Researcher

Table 4.5: Transition Rate from Primary to Secondary School by Gender, 2007-2011

<table>
<thead>
<tr>
<th>Year in STD 8</th>
<th>Year in Form 1</th>
<th>Enrolment in STD 8</th>
<th>Enrolment in Form 1</th>
<th>% Transition to Form 1</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Total</td>
</tr>
<tr>
<td>2007</td>
<td>2008</td>
<td>684</td>
<td>506</td>
<td>1190</td>
</tr>
<tr>
<td>2008</td>
<td>2009</td>
<td>774</td>
<td>480</td>
<td>1254</td>
</tr>
<tr>
<td>2009</td>
<td>2010</td>
<td>886</td>
<td>610</td>
<td>1496</td>
</tr>
<tr>
<td>2010</td>
<td>2011</td>
<td>780</td>
<td>680</td>
<td>1460</td>
</tr>
</tbody>
</table>

Source: Researcher
As can be observed from table 4.5 above, the enrolment trend in KCPE candidature in Nyamusi Division increased from the year 2007 to 2010 and a slight decline in the year 2011. However, the enrolment of girls is lower as compared to that of boys.

The transition rate for 2008 to 2010 also increased with a drop in the year 2011. However, the transition rate for boys is much higher than that of girls. This indicator means that as at 2010, 38.5 percent of the primary school girls who sat the KCPE exams were not able to progress to the next level. The above information can also be represented graphically in figure 4.1 below:

**Figure 4.1: Primary to Secondary Transition Rate, 2008-2011**

![Graph showing transition rate for 2008-2011](image)

**Table 4.6: Number of Dropouts between 2008 - 2010**

<table>
<thead>
<tr>
<th>YEARS</th>
<th>GIRLS</th>
<th>BOYS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>2008</td>
<td>33</td>
<td>31</td>
<td>64</td>
</tr>
<tr>
<td>2009</td>
<td>56</td>
<td>04</td>
<td>60</td>
</tr>
<tr>
<td>2010</td>
<td>44</td>
<td>12</td>
<td>36</td>
</tr>
<tr>
<td>2011</td>
<td></td>
<td></td>
<td>160</td>
</tr>
</tbody>
</table>

*Source: Researcher*
From table 4.6 above the number of dropouts for girls is higher than that of boys.

According to statistics obtained from Ekerenyo District Office, in the year 2007, 1190 pupils sat for KCPE, 393 boys and 310 girls joined secondary school respectively in the year 2008. The following year the number of candidates increased to 1254 and in the year 2009, 303 girls and 497 boys joined secondary school respectively as shown in table 4.1 above. As for those who joined form one in 2008, only 598 (242 girls and 356 boys) candidates managed to register for KCSE which means 160 candidates dropped on the way.

It was also observed that in the year 2007, 1190 (684 boys and 506 girls) candidates sat for their KCPE but in the year 2008, only 703 students (393 boys and 310 girls) managed to join form one. This means that there are those who never enroll in form one after their KCPE.

When data collected from the DEO, Secondary School Head Teachers, teachers and students were analyzed it was evident that there are many challenges as to why most pupils do not enroll in secondary after graduating in standard eight. The challenges were categorized into four, namely:

I. School-based challenges

II. Household challenges

III. Individual challenges

IV. Community challenges

Table 4.7 below shows the contribution of each challenge to enrolment of secondary school education.

Table 4.7: Challenges Impacting On Female Students Enrolment in District Secondary Schools
School challenges include high cost of education, school administration and pupil-teacher ratio. The proportion of primary school leavers continuing into secondary school is declining. This decline takes place in spite of evidence that there are more form one places than those actually filled and the subsidized secondary education. The reason given is the increased cost of education.
(cost of uniforms, development fees, PTA fees, lunch fees, bus charges and other levies) in the face of declining purchasing power of household income.

**Pupil-Teacher Ratio**

The study revealed that there is a high pupil-teacher ratio in most primary schools. This contributes to poor performance in some primary schools. When pupils fail in national examinations they cannot enroll in secondary education.

**School Administration**

Poor administration in primary schools was associated with poor performance. When the quality of administration falls, pupils become indisciplined. Some drop out of school while others who complete standard eight do not do well in their final exams and therefore cannot enroll in secondary schools. Twelve Head Teachers responded as follows:

**4.1.2 Household Challenges**

According to Table 4.9 below, there are a number of household challenges that impact on enrolment to secondary school education. Among these are parental perception, household poverty, marital status and attitude towards education.

**Table 4.9: Household Challenges**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Total Frequency</th>
<th>Percentage</th>
</tr>
</thead>
</table>

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### 4.1.2.1 Parental Perception

A few respondents, numbering 30.4% associated low enrolment with parental perception that the great majority of secondary schools are low quality institutions. There is intense competition for places in a few secondary schools particularly the boarding national and provincial ones which perform well in the KCSE examinations. From the above result 66.7% of Head teachers indicated parental perception as a challenge that make many students not to enroll in secondary school education, while 43.8% of teachers were of the same opinion. Also 20.8% of students concurred with them.

Because the public budget no longer meets many of the expenses of these schools (Boarding, Development, PTA, Bus, Prize Awards, Remedial and Lunch fees), parental contributions have steeply risen. The DEO reported that many households are unable to meet these expenses and are forced to choose between sending their children into low quality district and private schools or opting out of secondary education.

### 4.1.2.2 Household Poverty
As the level of poverty rises, child labour has become crucial for family survival. The researcher learnt that 44.8% of female children from primary schools are being employed in domestic activities, agricultural and petty trades in rural and urban areas. Poor households and in some cases children themselves have to carefully analyze the opportunity cost of secondary education. As a result, parents have continued to send their children particularly daughters into labour market mainly as domestic workers in urban centers after standard eight. Also, in these poor households boys are given the first priority in enrolling in secondary education than girls.

### 4.1.2.3 Marital Status

According to 58.33% of Head teachers, marital status directly affects student enrolment, while 18.75% and 5% of teachers and students respectively were of the same opinion. Marital status is important for social acceptance and guaranteeing of rights of children. Mothers who are married are expected to overcome some of the many problems in child up-bringing including their education. The research shows that female children whose parents are currently in union are more enrolled in secondary than those whose parents are not in union.

### 4.1.2.4 Attitude towards Education

12.1% of the total respondents reported that education was important. However the benefit of education was central in addressing the question of female enrolment in secondary school and continuity with education. According to 7% of students said that for it to be worth its cost and time, education should be materially rewarding which is not the case, given the very high unemployment rate among educated youths in Kenya.

### 4.1.3 Individual Challenges
According to the area DEO, it was noted that 42% of primary school pupils have their own challenges why they do not like continuing with education. Some of these challenges include lack of motivation and aspirations, teenage pregnancy for girls and peer pressure. Table 4.10 below shows how individual challenges impact on enrolment to secondary education.

**Table 4.10: Individual Challenges**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack of motivation and Aspirations</td>
<td>68</td>
<td>37.6%</td>
</tr>
<tr>
<td>Peer Pressure</td>
<td>64</td>
<td>35.4%</td>
</tr>
<tr>
<td>Teenage Pregnancy</td>
<td>49</td>
<td>27.0%</td>
</tr>
</tbody>
</table>

Source: Researcher

**Motivation and Aspirations**

The area DEO indicated that 36% of pupils in primary schools do not have future aspirations. They do not know what they want in life. Therefore parental motivation is critical in children’s learning and performance and influences the life chances for their children in the sense that a family may be supportive, neutral or antagonistic to school education. The value that each family attaches to school education determines the motivation with which female children pursue such education. It was noted that at this level 28% of female children who have little interest in education influence each other to leave school to go and look for avenues which make them quick money. On the other part 22% of older female children are drawn to prostitution and early marriages.

**Teenage Pregnancy**

According to 27% of the respondents indicated that 43% of girls do not enroll in secondary school education because they are either mothers or pregnant. 21% of girls sit for their KCPE when
already pregnant. Such girls cannot perform well and even after delivery are not interested with education.

4.1.4 Community Challenges

According to 98.7% of the respondents indicated that the state of the society was found to strongly influence enrolment to secondary school education. Cultural factors like initiation and early marriages, drugs and local brew consumption and AIDS scourge.

Table 4.11: Community Challenges

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cultural Challenges</td>
<td>61</td>
<td>33.7%</td>
</tr>
<tr>
<td>Drugs and Local Brew</td>
<td>70</td>
<td>38.7%</td>
</tr>
<tr>
<td>AIDS Scourge</td>
<td>50</td>
<td>27.6%</td>
</tr>
</tbody>
</table>

**Source: Researcher**

Socio-Cultural Challenges

Socio-cultural challenges such as initiation ceremonies and gender socialization are additional challenges responsible for pupils’ failure to enroll in secondary schools. According to 52% of the pupils, pupils tend to develop negative attitude towards teachers and school after initiation. In this connection 24% of circumcised boys are not ready to be taught by women whom they now consider inferior. Similarly, 9% of initiated girls feel that they are now grown women who should get married.

Local Brew and Drugs
In Nyamusi Division, Chang’aa is a common drug, which is abused openly, even by primary school children. Chang’aa is also too much. According to 30% of female pupils come from families where this alcohol is brewed. Children start taking the brew at early age. By the time they get to standard eight their minds are already intoxicated and have no value for education. 24% of the female children help their parents in its preparation and selling.

**AIDS Scourge**

The HIV/AIDS pandemic is one of the crucial challenges facing not only education but also national development in all its facets. The area DEO indicated that 39% of the young parents are dying leaving orphans with the grandparents and that 70% of these grandparents cannot afford for education of their grandchildren and therefore most of them drop out of primary school. Even those who complete the primary cycle cannot move to secondary. In other cases the female children are the ones who take care of the affected and infected and therefore discouraged from enrolling in secondary school education.

**4.2 Challenges Impacting On Female Students’ Completion Rates in District Secondary Schools**

As Table 4.12, reveals some of the challenges that lead to dropout in secondary schools in Nyamusi division include; lack of school fees, discipline problems, poor performance and teenage pregnancy among girls.

**Table 4.12: Challenges Contributing To Dropout in District Secondary Schools**

<table>
<thead>
<tr>
<th>Challenge</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lack Of School Fees</td>
<td>106</td>
<td>58.6%</td>
</tr>
<tr>
<td>Discipline Problems</td>
<td>20</td>
<td>11.0%</td>
</tr>
</tbody>
</table>
4.2.1 Lack of School Fees

Research findings revealed that relatively high cost of schooling is a crucial variable in the withdrawal of students from school.

Despite the introduction of subsidized secondary education in Kenya other levies have worsened the situation for the education for all. Other levies and expenses (Lunch Fees, Uniform Fee, Development Fees, Remedial Fees, PTA Fees, Bus Fees and National Examination Fees) make schooling out of reach for a significant number of children.

Though the high costs of schooling affect the education of boys and girls, girls from poor households are doubly disadvantaged. In the time of economic difficulties parents opt to withdraw their daughters from school because of several challenges;

a) The mistaken view that educating boys is more crucial given their ultimate roles as family heads and breadwinners.

b) Internalization of the myth that boys are more intelligent than girls.

c) The belief that girls are less success oriented than boys.
Given parental perception of female role and intelligence, it is not surprising to find girls who have dropped out of school due to family inability to meet the financial demands of schooling, being used as a source of income for the household. Prostitution is another option given open to school girls in Kenya, Nyamusi included. Sugar daddies, usually rich and “respectable” members of society are able to exploit the economically deprived situation of a majority of school girls to gain sexual favours.

4.2.2 Discipline

The area DEO indicated that boys and girls in secondary schools are in their adolescence stage of development. The boys and girls are very sensitive to approval and disapproval of the people they live with. In their mental and emotional life, they think more critically and feel more deeply. Because they desire the approval of other people, they exercise greater control over childish emotions such as anger and fear. The adolescent is highly conscious of himself and sensitive to adult criticism. She/he desires more responsibility for she/he is confident that he can manage his/her affairs. Adolescents are treated like children although expected to behave like adult. With some reasons they resent adult interference and this brings indiscipline in schools which result to dropout.

4.2.3 School Girls Pregnancy

Research data indicates that there is a close relationship between the occurrence of school girl pregnancy and the incidence of female dropout. Throughout the country, the school careers for girls are cut short by unwanted pregnancies.

A rational assessment of the situation of pregnancy demonstrates that it is the societal responses to pregnancy rather than the pregnancy per se that push girls out of school. In Kenya it is assumed that pregnancy negatively affect academic performance and thus pregnant girls should be thrown out to
avoid further wastage of scarce resources. Labeled as failures and stigmatized, pregnant girls internalize negative self image of themselves that may lead to actual poor performance and self withdrawal by girls from school even before pregnancy becomes visible.

4.2.4 Poor Performance

Performance at school was also a cause of high dropout rate. For many students this is a feared exercise since failure to perform well has implications both at home and school. At home, children are ridiculed by their parents and guardians for non-performance and sometimes withdrawn from schooling.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATION

5.0 Introduction

This chapter sought to summarize the entire project work and finally bring in the researcher’s conclusion and recommendations.

5.1 Summary

The study sought to identify the challenges impacting on female students’ enrolment and completion rates in District Secondary Schools.

The study was conducted in Nyamusi Division. Data was collected from secondary school Head Teachers, Teachers, Students and the area DEO. The respondents provided the information to
answer research questions like what makes female students who graduate from primary not to enroll in secondary schools.

The researcher analyzed the information from the field with the view of fulfilling the research objectives and answering research questions, and the findings were as follows:

The study revealed that there are poor enrolment and completion rates in secondary school education in Nyamusi Division.

The transition rate from primary to secondary is low in some areas of the division. School challenges like high cost of schooling, high pupil-teacher ratio or understaffing and poor administration of primary schools were found to be some of the challenges contributing to poor enrolment in secondary education. Other factors included household challenges like parental perception, household poverty, marital status and societal attitude towards education in general. Individual challenges (lack of motivation and aspirations, peer pressure, teenage pregnancy) and community challenges (cultural challenges, drugs and local brew and AIDS scourge) also contribute greatly to low enrolment in secondary education. On completion, challenges like lack of school fees, discipline, poor performance and teenage pregnancy contributed to dropout in secondary schools.

5.2 Conclusion

According to the MOE, free primary education and subsidized secondary education in Kenya, is costly annually. The project has assisted to improve the country’s literacy level despite its consideration against more economically viable ventures in the same sector.
The greatest impediment to education for many families in Kenya is poverty, high cost in the name of school fees, and other unspecified levies, which push deserving students out of the school system.

Dropout rate has continued to increase as the economy continues to shrink. A large number of students are disabled in vertical progression from one level to the other and it is this group the free approach should have considered first. This is because secondary school educations at the end of form four, one has the requisite skills to perform certain non-professional jobs or businesses to which add significant value to national economy.

5.3 Recommendations

With the increasing poverty levels, the escalating cost of education and the dwindling levels of government investment in education, policy makers should look for innovative and viable strategies for enhancing female enrolment and completion in secondary school education.

The government through the MOE should provide highly subsidized or free secondary school education. This can be done through;

i. The MOE increasing the bursary fund. This will enable poor and deserving students to enroll in education.

ii. There is need to strengthen bursary funds at the district, division or constituency level to supplement MOE bursary fund. This can be done by appealing to the economically well to do individuals and institutions to boost such funds.

iii. Schools should be guided by MOE on how to establish fee waivers mechanisms and income generating activities for the poor parents. Schools should work out modalities where parents can pay fees using equipment resources like firewood, cereals or provision
of labour. These mechanisms would enable very poor parents to cater for the fees and other financial requirements of their children.

On the socio-cultural traditions, values and practices, the MOE in collaboration with civil society groups should;

i. Sensitize communities on the negative effects of some cultural practices on education. The communities should be given adequate information on the benefits of education as opposed to retrogressive practices such as early marriages and female genital mutilation.

ii. Enact and enforce a law compelling parents to educate both boys and girls and make it punishable for any person or institution using or promoting child labour.

On school challenges, there should be;

i. Emphasis on the programme providing for re-entry in education. Most dropouts are forced out of their wish and should be allowed in later

ii. Schools should have a well trained guidance and counseling teachers to guide students in order to reduce the rate of indiscipline.

iii. Drug use should be controlled and law enacted to regulate handling of drugs by minors.

iv. AIDS orphans should be given education at no cost.

5.4 Suggestions for Further Research

1) A similar study should be carried out in different geographical regions to investigate challenges impacting on female students’ enrolment and completion rates in district secondary school education.
2) A study can be undertaken to establish cost saving measures as well as alternative means of financing secondary school education.

3) An investigation can also be done on school effectiveness and improvement that is school based participatory needs assessment and evaluation of school effectiveness on enrolment and completion rates of female students.

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This research is meant for academic purpose. It will try to find out the challenges impacting on female student enrolment and completion rates in district secondary schools. You are kindly requested to provide honest and precise responses as possible. Responses to the questions will be treated as confidential. Please tick where applicable or fill in the required information in the spaces provided.

**Part A: General Information**

1. Your gender: male ( ) female ( )

2. Your age (in years): Between 20-29 ( )
   - Between 30-39 ( )
   - Between 40-49 ( )
   - Above 50 ( )

3. Level of education; PhD ( )
   - Masters degree ( )
   - Bachelor’s degree ( )
   - Diploma ( )
   - Other specify __________________________________________________

4. How long have you been in this district? 
   ________________________________________________________________
5. Have you worked in any other district?

________________________________________________________________________

6. If yes, how long did you work there? ______________________________________

Part B: Pertinent Information

Form One Enrolment

7. What is the total enrolment in form one currently?

Boys__________ Girls__________ Total______________________________

8. How many students were invited to join form one in the year 2008 from Nyamusi Division? ___________________________________________________________________________________________

9. Did all those invited report to school?

Yes ( ) No ( )

10. If No what are the factors that contributed to poor enrolment? ____________________________

_________________________________________________________________________________________

11. How many joined form one in the year 2008? ________________________________

Boys and Girls Enrolled In Form One the Year 2008

12. How many boys and girls enrolled in form one the year 2008?

Boys_________________________ Girls______________________________

13. How is transition rate of girls from primary to secondary?
14. How is the transition rate for boys from primary to secondary?

Very good ( ) Good ( ) Average ( ) Poor ( )

15. Is the rate of transition of girls from primary to secondary the same as that of boys?

Yes ( ) No ( )

16. If No, why? ________________________________

Enrolment Procedures

17. What are the enrolment procedures? ________________________________
   ________________________________

18. Apart from the official form one selection is there any other enrolment procedures?
   ________________________________
   ________________________________

19. What criteria do secondary schools use to give the remaining vacancies?

   Interview ( ) Any other (specify) ________________________________

20. What were the highest marks and the lowest marks that you considered during 2008 intake?

   Highest __________________ Lowest ________________________________

21. What was the lowest mark for boys in the year 2008? ________________________________

22. What was the lowest mark for girls in the year 2008? ________________________________

Boys and Girls Invited To Join but Did Not Join
23. How many boys were invited to join form one but did not join in the year 2008? _______
______________________________________________________________________________

24. How many girls were invited to join form one but did not join in the year 2008? _______
______________________________________________________________________________

25. Is the number of girls who did not join the same as that of boys?

Yes ( ) No ( )

26. If No, why? ________________________________________________________________
______________________________________________________________________________

Factors That Affect the Admission Criteria

27. What are the factors that affect the admission criteria? ____________________________
______________________________________________________________________________

28. What are some of the factors that lead to poor enrolment and completion rates in secondary
education? ____________________________
______________________________________________________________________________

29. How is the rate of dropout in the district?

Very high ( ) Average ( ) Low ( )

30. Why do students drop out of secondary schools? ____________________________
______________________________________________________________________________
31. What else can you say about female education? ________________________________
______________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________
_______________________________________________________________________________

APPENDIX II: SECONDARY SCHOOL HEAD TEACHERS QUESTIONNAIRE

Please respond to all questions as honestly and accurately as possible. The information that you will give will be strictly confidential. Please tick against the information(s) most applicable to you or fill in the blank spaces.

Part A: General Information

1. Name of the institution _______________________________________________________

2. Your age (in years): Between 20-29 ( )

   Between 30-39 ( )

   Between 40-49 ( )

   Above 50 ( )

3. Level of education; PhD ( )

   Masters degree ( )

   Bachelor’s degree ( )

   Diploma ( )

Others specify ________________________________________________________________

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4. How long have you headed this school?
_________________________________________________________________

5. What is the status of the school?

Provincial  [ ] District  [ ] Boarding  [ ] Day and boarding  [ ]

Day  [ ] Girls only  [ ] Boys only  [ ] mixed  [ ]

Part B: Pertinent Information

Number Who Joined Form One

6. What is the total enrolment in form one?

Girls  [ ] Boys  [ ] Total  [ ]

7. How many students were invited to join form one? _____________________________

8. Did all those invited report to school?

Yes ( )  No ( )

9. If No, what are the challenges that contributed to low enrolment?

__________________________________________________________________________
__________________________________________________________________________

10. How many joined form one in the year 2008? _________________________________

Boys and Girls Enrolled In Form One the Year 2008

11. How many boys and girls enrolled in form one the year 2008?

Boys___________________  Girls_______________________
12. What is the total enrolment in form four?

Boys______________  Girls______________  Total__________________

13. Is the total number of girls the same as that of boys in form four?

Yes ( )  No ( )

14. If No, why? ____________________________________________________________

Enrolment Procedures

15. What are the enrolment procedures? ______________________________________

16. A part from the official form one selection do you admit other students?

Yes ( )  No ( )

17. What criteria do you use to give the remaining vacancies?

Interview ( )  Others ( )

18. If others specify__________________________________________________________

Cut-Off Points

19. What were the highest marks and the lowest marks that you considered during the form one intake?
Highest ( )         Lowest ( )

20. Were the cut-off points the same for both boys and girls?

Yes ( )         No ( )

21. If No, specify and explain briefly why?

____________________________________________________________________________________

Boys and Girls That Were Invited To Join but Did Not Join

22. How many boys and girls were invited to join your school but did not join?

Boys______________    Girls______________    Total__________________

23. Among the students who did not report how many were from,

Boarding primary schools______________________________________________

Public day schools____________________________________________________

Factors That Affect the Admission Criteria

24. What are the factors that affect the admission criteria?

____________________________________________________________________________________

25. What is the total fee that you charge per year in form one? Ksh__________________

26. Do you have extra levies like Development fund, PTA fund and others?

Yes ( )         No ( )

27. If yes, specify______________________________________________________________
28. How is fees payment in your school?

100% - 70% ( )

70% - 40% ( )

Below 40% ( )

29. How do parents pay fees?

All at once ( ) In installment ( )

30. How do you find the new methods of awarding bursaries through the constituency committee?

Very okay ( ) Not okay ( )

31. How many students benefited from the 2009 bursary scheme? ______________

32. How is student school attendance?

Very good ( ) Good ( ) Poor ( )

33. What are some of the reasons that lead to poor attendance? ______________________

________________________________________________________

________________________________________________________

34. Are there some students who drop out of the school?

Yes ( ) No ( )

35. What are some of the reasons that lead to dropout? _____________________________

________________________________________________________

________________________________________________________
36. A part from school fees, where else do you get money from?

Government ( ) Donors ( ) Others ( )

37. If others, specify______________________________________________________________

______________________________________________________________

38. How many students from your school joined university? ________________

39. Those who do not qualify to go to university where do they go? ________________

______________________________________________________________

40. What other information can you provide in regard to female students? ________________

______________________________________________________________

______________________________________________________________

APPENDIX III: TEACHERS QUESTIONNAIRE

This research is meant for academic purpose. It will try to find out the challenges that impact on female students’ enrolment and participation in secondary schools. You are kindly requested to provide answers to those questions as honestly and precisely as possible. Response of those questions will be treated confidently.

Please tick ( ) where applicable or fill in the required information in the spaces provided.

Part A: General Information

1. Name of the institution ____________________________________________

2. Your age (in years): Between 20-29 ( )
Between 30-39 ( )

Between 40-49 ( )

Above 50 ( )

3. Level of education; PhD ( )

Masters degree ( )

Bachelor’s degree ( )

Diploma ( )

Others specify _________________________________________________________________

Part B: Pertinent Information

Form One Enrolment

4. How many students are in form one?

Boys_________________ Girls_________________ Total__________________________

5. How many students were invited to join form one? ______________________________

6. Did all those invited report to school?

Yes ( ) No ( )
7. If No, why? ____________________________________________

___________________________________________________________________

___________________________________________________________________

**Total Enrolment in Form One the Year 2008**

8. How many students joined form one in the year 2008?

Boys_________________ Girls_________________ Total_________________

9. How many have managed to reach form four as at now?

Boys__________ Girls__________________ Total________________

10. Is the total number of girls the same as that of boys in form four?

Yes (    )  No (    )

11. If No, why? ____________________________________________

___________________________________________________________________

___________________________________________________________________

**Enrolment Procedures**

12. What are the enrolment procedures? ______________________________

___________________________________________________________________

___________________________________________________________________

___________________________________________________________________

13. A part from the official form one selection do you admit other students?

Yes (    )  No (    )
14. What criteria does your school use to give the remaining vacancies?

Interview ( ) Any other (specify) ________________________________

15. What was the cut-off mark for form one selection? _______________________

16. Were the cut-off marks the same for both boys and girls?

Yes ( ) No ( )

17. If No, specify______________________________

Boys and Girls Invited But Did Not Join

18. How many boys and girls were invited to join your school but did not join?

Boys_____________________ Girls______________ Total__________________

Factors That Affect Admission Criteria

19. What are some of the reasons for student absenteeism?

Fees ( ) Sickness ( ) Discipline ( ) Others (Specify) _______________________

20. Does the school have the facilities like laboratories and library?

Yes ( ) No ( )

21. If there were, what is the state of these rooms?

Well equipped ( ) moderately equipped ( ) Not well equipped ( )

22. If they are not there what do you do in case of practicals?

Carry them out in classrooms ( )
Move to other schools ( )

Do not do any practical ( )

23. How often do parents come to check on their children performance?

Often ( ) During academic day ( ) Not at all ( )

24. From your assessment which category of parents are more concerned with their children education?

High socio-economic ( ) Low socio-economic ( )

25. What do you think is the reason as to why some fail to buy learning materials for their children?

Lack of money ( ) Ignorance ( ) Others (specify) ________________________________

26. How is the academic performance of those who drop out of school? ________________

________________________________________________________________________

27. What else can you say about female student enrolment and completion rates in your school?

________________________________________________________________________

________________________________________________________________________

APPENDIX IV: STUDENTS’ QUESTIONNAIRES

This research is meant for academic purpose. It will try to find out challenges impacting on female student enrolment and completion rates in secondary education. Do not write your name on this
questionnaire. All the information given will be treated as confidential. Please attempt all the questions by ticking where applicable.

**Part A: General Information**

1. Your gender: male ( )  female ( )

2. Your age (in years): Between 13-14 ( )
   Between 15-16 ( )
   Between 19-20 ( )
   Above 20 ( )

3. Which division do you come from? ____________________________

4. Name of your school ____________________________

5. Class ____________________________

**Part B: Pertinent Information**

6. Which year did you sit for your KCPE? [ ]

7. How many students are in form one? ____________________________

**Boys and Girls Enrolled In Form One in the Year 2008**

8. How many boys and girls enrolled in form one the year 2008?

Boys_____________________ Girls____________________ Total____________________

**Enrolment Procedure**
9. Were you admitted to the school through official form one selection?

Yes ( )  
No ( )

10. If No, how did you get the vacancy? ________________________________
    __________________________________________________________________

Cut-Off Points

11. How many marks did you get in your KCPE? ____________________________

Boys and Girls Invited But Did Not Join

12. Do you know any student who was invited to join your school but did not turn up?

Yes ( )  
No ( )

13. If yes, what was the reason? __________________________________________
    __________________________________________________________________

Factors That Affect the Admission Criteria

14. Why did you join secondary school?

Forced by my parents ( )

Forced by my former teachers ( )

Wanted to continue with education ( )

15. Which secondary school was your first choice? __________________________
16. If not the one you are in, what made you not to go to the school of your choice?

Did not qualify ( )
Fees were too high ( )

17. Are both your parents alive?

Father ( )  Mother ( )  All ( )  Non ( )

18. Do you live with both of your parents?

Yes ( )  No ( )

19. If the answer is No, whom do you live with? ________________________________

20. How often do you go home for fees?

Often ( )  Sometimes ( )  Never ( )

21. What is the occupation of your parents?

Father_______________________________________________________________

Mother______________________________________________________________

22. What challenges are you facing at home that affect your education? ______________

____________________________________________________________________

____________________________________________________________________

23. Are there school-based factors that affect your schooling?
24. If Yes, specify______________________________________________________________

APPENDIX V: TIME SCHEDULE

<table>
<thead>
<tr>
<th>PERIOD</th>
<th>ACTIVITY</th>
</tr>
</thead>
<tbody>
<tr>
<td>August 2009</td>
<td>Writing an abstract</td>
</tr>
<tr>
<td>October 2009</td>
<td>Presenting the abstract</td>
</tr>
<tr>
<td>November 2009</td>
<td>Writing first copy of the project proposal</td>
</tr>
<tr>
<td>December 2009</td>
<td>Submission of the first copy of the project proposal</td>
</tr>
<tr>
<td>October 2010</td>
<td>Writing of the final copy of the project proposal</td>
</tr>
<tr>
<td>November 2010</td>
<td>Submission of the final copy of the project proposal</td>
</tr>
<tr>
<td>December 2010</td>
<td>Piloting the research instruments for validation and reliability in the selected schools</td>
</tr>
<tr>
<td>January 2011</td>
<td>Submitting the copies to the permanent secretary Ministry of Education Science and Technology</td>
</tr>
<tr>
<td>February 2011</td>
<td>Procure permit from the Ministry</td>
</tr>
<tr>
<td>March 2011</td>
<td>Data collection from the field</td>
</tr>
<tr>
<td>April 2011</td>
<td>Organizing, analyzing, presenting the data and making conclusion</td>
</tr>
<tr>
<td>May 2011</td>
<td>Report writing</td>
</tr>
<tr>
<td>October 2011</td>
<td>Submission of the project report</td>
</tr>
</tbody>
</table>
## APPENDIX VI: BUDGET

<table>
<thead>
<tr>
<th>Budget Item</th>
<th>Kshs</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Production Of Research Instruments</strong></td>
<td></td>
</tr>
<tr>
<td>Typing of pages of research instruments @ 20 Ksh per page [9*20]</td>
<td>180</td>
</tr>
<tr>
<td>500 pages of instruments @ 3 Ksh per page [500*3]</td>
<td>1500</td>
</tr>
<tr>
<td>Typing approximately 62 pages of project proposal@ 20 [62*20]</td>
<td>1240</td>
</tr>
<tr>
<td>Binding 4 copies of the project@250 Ksh [4*250]</td>
<td>1000</td>
</tr>
<tr>
<td><strong>Transport And Substance</strong></td>
<td></td>
</tr>
<tr>
<td>Public transport to field for 20days @ Ksh 200 [200*20]</td>
<td>4000</td>
</tr>
<tr>
<td>Lunch during field @Ksh 100 [100*20]</td>
<td>2000</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td>9,920</td>
</tr>
<tr>
<td><strong>Incidental Costs</strong></td>
<td></td>
</tr>
<tr>
<td>Research assistance @Ksh 4000</td>
<td>4000</td>
</tr>
<tr>
<td>Other costs [stationary, pens, pencils ]</td>
<td>2000</td>
</tr>
<tr>
<td><strong>Subtotals</strong></td>
<td>6000</td>
</tr>
<tr>
<td><strong>Grand Total</strong></td>
<td>15,920</td>
</tr>
</tbody>
</table>