

**GIRLS' COMPLETION RATE IN PUBLIC MIXED DAY SECONDARY  
SCHOOLS IN KIRINYAGA WEST DISTRICT, KIRINYAGA COUNTY-  
KENYA**

**BY**

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***REG. NO. E55/CE/14614/2009***

**A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF  
EDUCATION IN PARTIAL FULFILLMENT OF THE REQUIREMENT  
FOR THE DEGREE OF MASTER OF EDUCATION EDUCATIONAL  
PLANNING**

**KENYATTA UNIVERSITY**

**MAY 2012**

## DECLARATION

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

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

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## **DEDICATION**

This project is dedicated to my parents Mr. and Mrs. Kirembu, my husband Mr. Kaguma, my children Wachira, Michere, Simon, for their encouragement during my studies.

## **ACKNOWLEDGEMENT**

I wish to express my sincere gratitude to my supervisors Dr. Nyerere and Dr. Rugar for their guidance and steadfast support throughout the writing of the project and making it a success.

I am also grateful to all members of staff of the department of education management, policy and curriculum studies, Kenyatta University for taking me through the course.

I am also grateful to the District Education Officer Kirinyaga West and the entire staff for their unwavering support.

Special thanks go to my loving parents Mr. and Mrs. Kirembu for their parental encouragement and nurturing me in my early basic education.

My heart felt gratitude to my dear husband, Mr. Kaguma and our beloved children Wachira, Michere, and Simon for their continued moral, material support, understanding and prayers during my studies.

Above all, I am thankful to our Almighty God for giving me health and wisdom to undertake this study.

May God bless you all.

## ABSTRACT

Education is an important life process that plays a vital role in forming the foundation for a girl's future better being, as it equips the learner child with basic knowledge, skills and attitudes that will enable her/him to cope well in life. In Kirinyaga West District most girls who attend public mixed day secondary schools do not complete secondary level of education. Despite Kenya Government's commitment to enhancement of girl-child education, their completion rate at Secondary school level is not a hundred percent. The purpose of this study was to determine factors affecting the girl-child secondary education completion and to suggest strategies to promote school completion rate among girls in public mixed day secondary in Kirinyaga West District. The study objectives were, to determine school based factors that influence school girl's school completion, to determine home hold factors that influence girl's school completion, to determine parent's perception on the investment in girl's education, to determine strategies for countering the problems facing the girl child to ensure 100 percent completion rate among girls. The study adopted a descriptive survey design to collect information. The target population was all public mixed day secondary schools in Kirinyaga West District. The District has 30 secondary schools, with total enrolment of 8338 students, 4832 boys and 3506 girls. There are twenty five public mixed day secondary schools with total enrolment of 3208 boys and 1920 girls totaling to 5128 students. The sample used was 20 percent of the target population, head teachers, teachers, students, parents, and educational officers simple random sampling was used. The study instruments employed were questionnaires for the head teachers, teachers, students and interview schedules for educational officers and parents with students in the sample public mixed day secondary schools. Piloting was done and yields a co-efficient of 0.78. The primary data collected were edited coded and analyzed using basic descriptive statistics, frequencies and percentages. The data results were presented in frequency tables, and percentages. The study came up with appropriate strategies to promote school completion rate among girls in public mixed day secondary schools in Kirinyaga West District. This would assist the policy makers and government planners make the right decision. The findings from the study indicated that factors such as the poverty/fees, inadequate government policies does not foster girls secondary education completion, other follow-up factors such as teenage pregnancies, early marriages, child labour, unsupportive parents, indiscipline, lack of guidance and counseling, lack of role models, illicit brew, poor performance and lastly motor bike boda boda business. Based on these findings the study recommended that the government to fund fully instead of subsidizing secondary education, proper implementation of government education policies, and to provide the girl-child with sanitary pads monthly, parents to be more involved. Teachers should be trained and qualified and also motivated to concentrate on assisting the girl child to make maximum use of study time both at home and school.

## **ACRONYMS AND ABBREVIATION**

BEFA:	Basic Education For All
CBS:	Central Bureau of Statistics
CDF:	Constituency Development Fund
EFA:	Education For All
FAWE:	Forum for African Women Educationists
FAWEK:	Forum for African Women Institute Kenya
FGM:	Female Genital Mutilation
FPE:	Free Primary Education
FSE:	Free Secondary Education
GCN:	Girl Child Network
GoK:	Government of Kenya
GPE:	Gender Policy in Education
IKCPE:	Kenya Certificate of Secondary Education
IPAR:	Institute Of Policy Analysis and Research
KBC:	Kenya Broadcasting Cooperation
KCSE:	Kenya Certificate of Secondary Education
KESSEP:	Kenya Education Sector Support Programme
MOE:	Ministry Of Education
MOEST:	Ministry Of Education Science and Technology
NCCK:	National Council of Churches of Kenya
NDP:	National Development Plan
NPESP:	National Poverty and Eradication Strategy Paper

RoK: Republic Of Kenya  
STD: Sexually Transmitted Disease  
UNESCO: United Nations Education Scientific and Cultural Organization  
UNICEF: United Nations Children Fund  
UPE: Universal Primary Education

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## **CHAPTER ONE:**

### **INTRODUCTION**

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

#### **1.1 BACKGROUND OF THE PROBLEM**

High girl-child completion rate in education is crucial in a modern society. This is because education is one of the most effective instruments a nation has at its disposal for promoting sustainable social and economic development Republic of Kenya, MoEST (1999). It leads to increased productivity of the educated as a means of human resource development for communal benefit Republic of Kenya, MoEST (2002). Girl-child education raises economic productivity, reduces poverty and fertility rates, lowers infant and maternal mortality, and improves health, nutrition and environmental management World Bank (2002).

Education is an important life process that strives to develop an individual into a better being, education is an essential need especially the kind of education which helps the child to develop knowledge, skills, and social moral values which enables to play his/her proper role in the society when he/she has become an adult.

However according to Tumuti (2004), the colonial government introduced series of examinations whose motive was to make sure as many Africans as possible did not complete school, low completion rates affected both boys and girls. Girls had more problems that prevented them to acquire basic education so as to successfully compete with the boys. According to Wainaina

(2008), during the early colonial days missionary education was a preserve for the boys while the girls stayed at home to prepare for marriage and family life. The cultural beliefs and practices that prejudice girls continue to keep a good number of them out of school every day.

Although the demand for education increases during the colonial time, low completion rate from schools persisted and has lingered on till today, despite the KANU government promises at independence that every child shall have free primary education. The KANU government under the leadership of the late President Jomo Kenyatta made good of this promise when school fee was abolished in 1974 in the first four years of schooling. This consequently increased the number of boys and girls who enrolled in primary school.

Bosire (1986) states that although the number of girls in both primary and secondary school continues to rise every year, a good number of them have been unable to complete secondary education due to cultural beliefs, sexual abuse, pregnancy early marriage, child labour, unsupportive environment, lack of guidance and counseling poor performance, poverty as common factors that affect completion rate among girls in public mixed day secondary schools in Kirinyaga West District, Kirinyaga County.

Despite the effort made by the government and other stakeholders to retain the learners in schools the problem of completion rate is far from being solved. This study focuses on the factors that affect the complete rate among girls in public mixed day secondary schools in Kirinyaga West District, Kirinyaga County Kenya.

While many girls enroll in schools only a few complete the secondary cycle observations show that barely 47 percent of pupils complete the first level of schooling (Classes 1-4) while 55 percent of boys and 35 percent of girls enter class 8 (Republic of Kenya, 1998) A recent report on the education sector review show that completion rates at the first and second level of

education are of much concern. While releasing KCPE result of the year 2010 the Minister of Education noted that in the year 2003 the enrolment was 1.3 million and those who completed standard eight in the year 2010 were 746,000, 554,000 did not complete primary cycle of education. In the year 1999, the high dropout rate at the first level was reported in Eastern province to be 6.1 percent while in Nairobi was 1.5 percent. In absolute terms Eastern province had 68,000 cases compared to 2,231 for Nairobi.

In 2004, the boys' enrolment in public secondary schools was 443,663 as compared to girls, 397,946. In 2005, the boys' enrolment in public secondary schools was 446,791 as compared to girls 398,753. In 2006, the boys' enrolment in public secondary schools 478,518 as compared to girls 424,528. In 2007, the boys' enrolment was 556,459 as compared to girls, 470,306. Enrolment in public secondary schools grew from 841,608 students in 2004 to 1,211,114 in 2008 an increase of 43.9 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.

Education for All (EFA) is a global challenge to provide quality basic education for all children. World Bank (1995) notes lifting of school fees at primary and secondary level as contained in Universal primary education policy, most African states has proved to be a giant step forward for access to by millions of the regions poor. It has helped African countries such as Burundi, Ghana Ethiopia Malawi and Mozambique to make progress towards its goal of finding a place in school for all in children.

The National gross enrolment ratio revealed small but rising gender disparities in favour of boys between 1999 and 2003. By the year 2008, Kenya adopted the free secondary education policy and realized a sudden increase in enrollment with greater percentage of boys, a critical gender



inequality at this level is that only 6-12 percent of the teachers were male in 2004 Gender policy in Education, MoEST report,( July 2007).

Cowley (2001) states that there is need for children in the rural areas are to be protected from economic exploitation since they work in agriculture farm from an early age. A common phenomenon in Kirinyaga West District is that during these seasons, the enrolment of schools tends to go quite low. Some go and never come back to school.

Gelles and Straus (1988), say that abused children tend to have lower. I.Q scores, learning problems, low grades and poor school performance than to children who are not abused. Many abused children are aggressive, oppositional and extremely wary, have a tendency to engage in Juvenile delinquency, join gangs, run away from home, become truants from school and some get involved in violent crime.

## **1.2 THE STATEMENT OF THE PROBLEM**

In public mixed day secondary school completion rate among girls was of a great concern because the rate remains below 100 percent. MoEST, (2000 – 2007) report.

The national completion rate in 2004 was 91.5 percent for boys and 87.5 percent for girls registering a gap of 4 percent in favour of boys MoEST, (2007). Introduction of FSE realized increased enrolment in secondary schools for boys and girls but still completion rates were not 100 percent.

Kirinyaga West District was not exception from other regions. What were the main causes of low School completion rate among girls in public mixed day secondary schools in Kirinyaga West district? The factors affecting completion rate among girls in public mixed day needed to be investigated.

### **1.2.1 PURPOSE OF THE STUDY**

The purpose of this study was to identify the factors affecting school completion rates among girls and determine possible strategies for countering the problems facing the school completion rate among the girls in public Mixed Day Secondary Schools in Kirinyaga West District, Kirinyaga County.

### **1.3. OBJECTIVES OF THE STUDY**

The study was guided by following the objectives

- i. To determine school based factors that influence girls' school completion.
- ii. To determine family based factors that influence girls' school completion.
- iii. To determine the strategies for countering the problems facing the girl child education in Kirinyaga West District.
- iv. To make suitable recommendations.

### **1.4. RESEARCH QUESTIONS**

- i. What was the School based factors that influence girls' school completion rate?
- ii. What was the family based factors influencing the girls' school completion rate?
- iii. Which strategies could be put in place to counter the problems facing the girl child education in Kirinyaga West District?
- iv. What are the possible recommendations?

### **1.5. SIGNIFICANCE OF THE STUDY.**

The research intended to improve the completion rates of girls in public day mixed secondary schools. From the research the results were hoped to specifically: (i) Benefit the schools, parents

with the knowledge to curb the school completion rate. (ii) Assist teachers to become better supporters of the girl child. (iii) Assist the MOEST through the schools to sensitize, send policies on improving completion rate of girls. (iv) To assist anybody reading the work to know the value of school completion among girls in public mixed day secondary schools.

#### **1.6. THE SCOPE OF THE STUDY**

Kirinyaga West District is within Kirinyaga County it has 25 public day mixed day secondary schools with enrolment of 3208 boys and 1920 girls. The study concentrated on the key stakeholders in the education sector namely, head teachers, teachers, educational officers, students, parents in Kirinyaga West District.

#### **1.7. ASSUMPTIONS OF THE STUDY**

The study assumed that: -

- a. All the respondents would co-operate and be honest with their responses.
- b. School completion rate among girls had a positive effect in their lives.
- c. All girls in public mixed day secondary school were capable of completing secondary level of education.

#### **1.8 LIMITATION OF THE STUDY**

The study was limited to lack of enough time to carrying out the study which hindered the ability to have a comprehensive research done, some respondents were unwilling to be interviewed saying education for girls depend on the girl herself willingness to learn, and some returned questionnaire not fully answered.

The researcher only interviewed respondents within Kirinyaga West District hence lacking a view of the respondents in other parts of the country.

### **1.8.1. DELIMITATIONS OF THE STUDY**

The study was delimited to 25 public day mixed secondary schools and carrying out a research in all schools would require a lot of time and financial resources.

Most roads are murrum which were impassable during rainy season and some areas are well known for “Mungiki” groups.

### **1.9. THEORETICAL FRAME WORK**

The theoretical basis of the study was Maslow’s theory of Human motivation. Human beings are motivated by needs that occur in hierarchy order. They are psychological and physiological needs; they run from highest to lowest needs. The theory states that the lower level needs must be satisfied first. The physiological needs which are biological in nature and includes food, water, air sleep and rest; they must be fulfilled before the secondary needs. This implies that if food is not available at home children cannot adjust within the school environment. Therefore hunger and starvation is a common problem to some families. The results is that the hungry children cannot cope with school work and in most cases they perform poorly and are forced to repeat or they end up dropping out of school. Every child need to be loved, to belong to a group and to achieve goals. Some teachers use authoritative leadership styles in the class and children feel they are not loved and lack interest in attending school. On the other hand the use of ineffective and learning methods by some teachers cause children to drop out of school particularly the slow learners who cannot easily move along with others.

Liabert and Liebert (1988) while referring to Maslow's theory of Human motivation states that humans are inherently good and they are capable of developing in healthy ways of circumstances allow them to express their innate potential.

The hierarchy of need suggested that people are motivated to fulfill basic needs before moving on the other needs. The basic assumptions are that higher level need like education on the hierarchy must come after the lower level preceding it.

### 1.10.1 CONCEPTIONAL FRAMEWORK.

A conceptual frame work is a model of presentation whereby the researcher conceptualizes or represents the relationship between variables in the study graphically or diagrammatically (Orodho 2004)

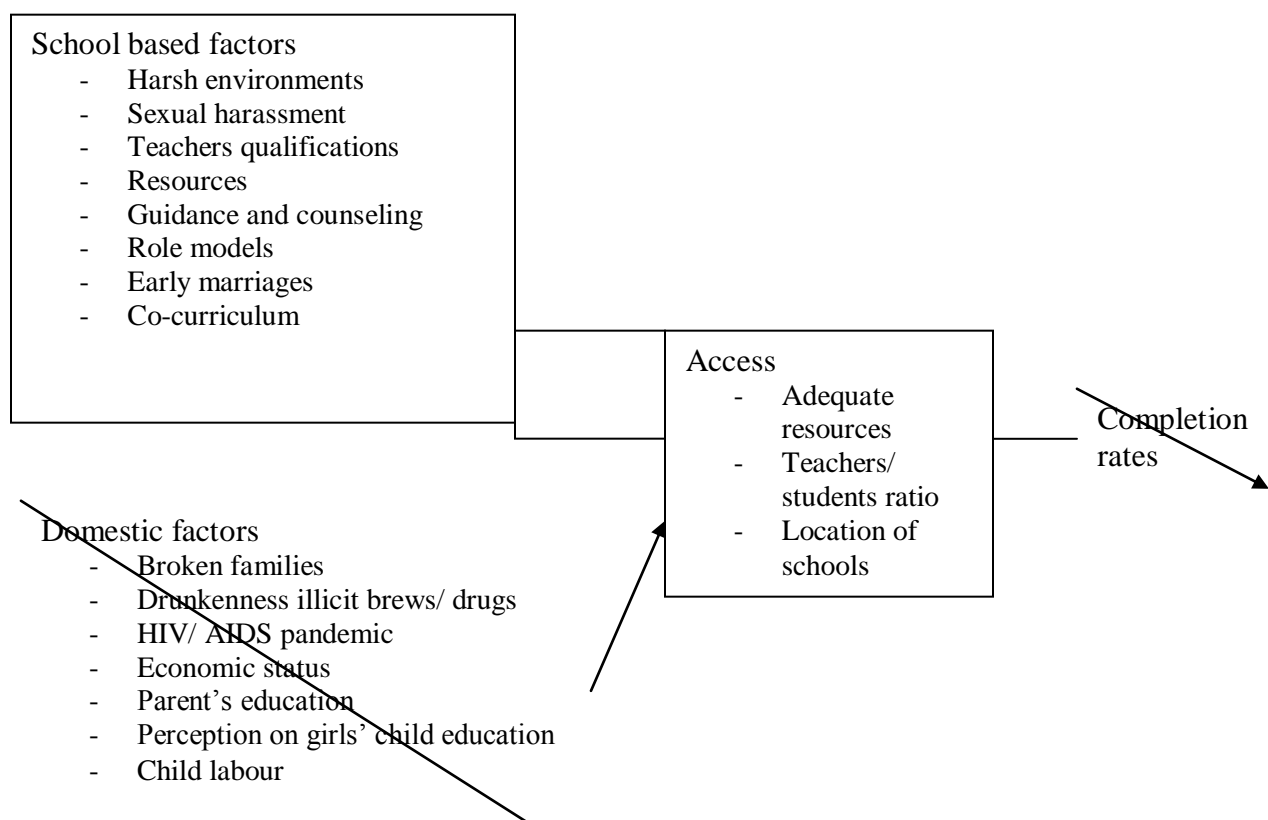


Figure 1

### 1.11 OPERATION DEFINITION OF TERMS.

<b>Poverty:</b>	Inability to provide for basic needs like tuition fee, uniform, books, enough food to eat.
<b>Guidance</b>	Is help or assistance given to student by teachers to improve their performance in school or in other areas of concern
<b>Counseling</b>	It is a process or interaction process of (co-joining) who is vulnerable and requires assistance and counselor who is trained and educated to give this assistance
<b>Child Labour</b>	Type of work that is harmful to the child psychologically and physically hinders the child to go to school.
<b>Completion</b>	Process of finishing successfully of education designed for certain level of education, example Secondary level.

**Completion Rate** Percentage of a cohort of pupils/students who satisfactory finish the course or a certain level of education example, secondary education.

**Cohort** “A pupil cohort is a group of pupils who enter the first grade of a school cycle in the same year and who normally move through the cycle together

## **CHAPTER TWO:**

### **LITERATURE REVIEW**

#### **2.1 INTRODUCTION.**

The chapter contained a review of the literature related to the study. Literature reviewed include rationale of investing in secondary education, economic factors, social cultural factors, school based factors in education system

The chapter covers various studies that are relevant to the study and that included factors that affected completion rate of girls in school, benefits of girl's education, and effects of girls not completing secondary education.

#### **2.2 Rationale for investing in secondary education**

A number of authorities have put forward persuasive cases to justify investment in secondary education especially in developing countries. Among the reasons given is need for poverty reduction, promoting socio-economic equity and the direct benefits that accrue from accessing schooling at the secondary level. According to World Bank (2004) Ayot and Briggs (1992), secondary Education has been shown to contribute to individual earning and economic growth. It is associated with improved health equity and improved social conditions. Secondary Education is further associated with strengthening democratic institutions and leading to civic participation. Labour is the main asset of the poor (World Bank report) therefore making it more productive is the best way to reduce poverty. This requires enhancing the opportunities to earn money and developing the human capital to take advantage of those opportunities. According to Koech (1999) education and training remains the foremost tools for accelerating social and economic development for industrialization in the 21<sup>st</sup> century. Kenya's need for continued investment in education is stimulated by the commitment of the country to achieve the goals for basic



education for all (BEFA) Koech report 1999). This is motivated by the recognition of education as a basic human right.

For developing country like Kenya the achievement of BEFA is the most beneficial in social and economic development. It is the spring board to all other levels of education. Investment in secondary education can be further justified in that children who have attained secondary schooling have the possibility of higher earning in future and investments in their schooling can therefore influence their future per capita income. Investment in education can assist the country attain the millennium development goals (MDG'S). Increasing the secondary school enrolment can boost completion rates in primary education. If the student has a realistic opportunity to continue with their studies in secondary school it can be a motivation to successfully complete primary school. An analysis of global education trends by UNESCO (2005) in World Bank shows that developing countries need some critical mass secondary participation in order to meet the goals of universal primary education (UNEP). This view is further supported by Clemens (2004) who observes that "no country has achieved over 90 percent primary net enrolment without having at least 35 percent secondary enrolment.

Eshwani (1993) in a study carried out in Ghana found that improving access to secondary education not only improved enrolment at the secondary level but also served as an incentive for primary school completion. Similarly if transition rate to secondary school level fall, it is probable that primary completion rate will also fall.

Access to secondary education has the important return of its positive impact on personal health World Bank, (2005). Studies by Cave (2001) Mahy, (2003) have shown that in both developing and developed countries a strong relationship exist between schooling and good health. A

stronger case for secondary education is presented OECD (2001) that showed that education has an effect on health independent of income race or social background.

Education has been proven to provide protection against HIV/Aids infection (World Bank 1999). Moreover there is convincing evidence from Africa that young people who complete basic education are at reduced risk of HIV/Aids and this effect is even stronger for those who complete secondary education (World Bank 2005). In a longitudinal study carried out by de Walque, (2004) in Uganda, there was a marked decline in HIV/Aids prevalence rate in people in the age bracket of 18-29 with secondary to higher level education but much smaller decrease among those lower educational levels.

The UNESCO report (1991) indicates that the transition rate from primary to secondary level in developed countries is very high and almost all children from the primary level progress to secondary school level. It further says that in Africa countries and other third world countries the transition rate is low because secondary school attendance is not compulsory as in developed countries where secondary education is open. Lynn (1988) observes that in Japan children automatically move from primary schools to the neighbouring junior secondary school. Fuhr (1979) say that in Germany there are no examination or selection procedures for those wishing to join second level of education.

In Japan the percentages of students of relevant age who entered upper secondary school rose from 40 percent to 50 percent in the mid 1950's, 70 percent in mid 1960 and over 90 percent in the mid 1970's. In the fiscal year 1994 the percentage stood at 95.5 percent (MoESC), Japan (1994). The failure of many pupils to progress to secondary school, posed many problems, observes Bogonko (1992). They include exerting pressure on facilities and are an economic burden.

The education of girls is very crucial in breaking inter-generation transmission of poverty and leads to small families, more investment better health education and greater earning potential (Ngugi 2006). He further argues that children born to women with some form of secondary education experience infant mortality of only 44 deaths per 1000 live births compared to 97 deaths per 1000 live births for those who did not complete primary schooling. Prolonged education therefore provides immense benefits in terms of contribution to development and healthy families.

The master plan on education and training MoEST (1980) says that secondary education plays an important role in creating the country's human resource base at higher level than primary education. The MoEST (1988) further observes that the 14 years primary school leaving age is too low for entry into jobs, which requires full maturity and observes that access to higher education is seen as an opening to well paid jobs.

Finally according to Morrison (1976) African countries have low secondary school enrolment due to the low primary to secondary transition rates.

### **2.3 Economic factors affecting secondary school education**

The cost of secondary education has continually been on the rise. The cost of education in public boarding secondary schools currently stands at about Kshs. 22,900 and Kshs. 9,400 for public day secondary schools Republic of Kenya (2003) this is beyond the reach of many parents. According to government statistics, almost 56 percent of Kenyans live below the poverty line Mwai, (2006) National Poverty eradication strategy paper (NPESP) (1998). Children from families affected by poverty are increasingly dropping out of school.

According to the NPESP (1999) the low levels of secondary enrolment among the bottom 40% of the population is partly a function of failure to complete primary school and partly because

costs increase markedly at the secondary school level. Levine and Havighurst (1957) observe that among the main factors that determine how far students progress in school is the ability of parents to pay.

Psacharopoulos and Woodhall (1985) contend that the cost of education inhibits access to education for poor families. According to KESSP (2003) the primary to secondary level transition rate is low because of high cost of secondary education. Njeri and Odundo (2003) concur with this view and observe that the cost of education has been on the rise in Kenya over the years making it difficult for poor household, to invest in their children's education at all levels.

The ESR report (2003) observes that most secondary schools charge above the stipulated fees guidelines. When faced by such a situation poor households may respond by enrolling few of the eligible children in school or withdrawing them from school altogether.

Where money is scarce may parents in parts of Kenya invest in boy's education where they feel there are greater economic returns Chege and Sifuna (2006). The progression of girl's education is curtailed due to the economic considerations by parents and thus most girls will be found engaging in child labour like baby seating. According to studies carried out by Chege and Sifuna (2006) on pastoralists in arid and semi-arid regions the economic factors limit the participation of children there in school at all levels.

Among the issues raised by Daranja Civic Forum working under the auspices of Elimu Yetu Education during a one day stake holder's forum on issues of transition and cost of secondary education in Kenya were the following. First the need to establish the unit cost of education to provide a benchmark for establishing fees guidelines outlining the cost for tuition, textbook, uniform, curriculum activities and personal emoluments among others.

Secondly the education Ministry should come up with a policy allowing schools to take in fees in terms of goods and food stuffs rather than insisting on cash. To this end parents could be allowed to bring in bags of maize or beans to underwrite their children's fees.

Thirdly the disbursement of bursaries should be reviewed so that it can benefit the need. It was noted that under the current framework money is disbursed through constituency development committees which are prone to abuse leaving out many need children. At this point the public should monitor the disbursement and use of various funds being channeled through CDF bursaries, and grants for roads and other projects (EFA, 2006:17)

**Poverty** In a report by FAWEK (1999) the cause of low completion by girls in schools are poverty, cultural practices, early pregnancy and negative attitude by parent. Due to poverty, many families give preferences boys to be in school while the girls remain at home to take care of their younger siblings.

Mwiria (2005) says that girls are likely to complete like boys. He observes that give preference to boys education cause this. He also notes that girls have a heavier workload at home compared to the boys. He cites cultural practices such as FGM, early marriage and domestic labour. The school environment is also seen to work against the girls as some teachers are gender insensitive others take sexual advantage over girls or are unable to motivate girls enough due to both inadequate training and traditional attitudes. He also notes that in situations of insecurity, girls are likely to remain out of school.

Maina (2002) states that low graduating rate is a reality more than it was ever before and although it affects both boys and girls, the problem is more prominently affecting girls due to cultural belief, FGM early and forced marriages and the government laxity in enforcing the laws that should protect the girl child.

#### **2.4 Social cultural factors affecting secondary school education.**

According to Nkinyangi (1980) traditional beliefs and attitudes greatly influence the enrolment of girls and equally influence the decision to withdraw them from schools. Njau and Wamahiu (1994) avers that girls who had undergone initiation (FGM) find it difficult to return to school and therefore fail to progress on to secondary school education. Their next aspiration is to get married.

Chege and Sifuna (2006) observe that parents fear investing a lot of money on girls who may become pregnant or get married before completing school. They further say that the vulnerability of girl child education is evident from practice where the parents take boys to school when resources are scarce and for anticipated greater economic gains. The girl's problem is aggravated by the fact that motherhood and marriage are accorded high status in most communities. Studies carried out by GCN (2003) found that parents in Islamic religion refuse to enroll their girls in formal schools fearing that they will get into contact with foreigners. According to Chege and Sifuna (2006) parents in Islamic religions prefer to enroll their daughters in religious schools or Madarasa arguing that formal schools are for Christians.

Platt (1970) observes that early socialization and pattern of cultures play a major role in education wastage. Otite (1994) observes that children are socialized into sex roles.

This implies that girls are destined to be married but not advance in education like boys. Due to such cultures preferences is given to boys education over girls, particularly when there are economic constraints (Eshiwani, 1993).

**Sexual Abuse and Pregnancy:** Hyde (1996) quotes that "There are set backs in implementation of punitive measures against teachers immoral conduct with school girls because affected teacher connive with parents,, bribery is high largely due to poverty. Parents are reported to have

agreed to settle the matter for as little as US \$ 20. Girls become pregnant in the process suffer doubly as they fail to complete and end up more often than not, not marrying the teacher responsible' Pg 10.

Kiptanui (2000) says that teachers who sexually abuse their pupils not only deserve to be sacked but imprisoned to discourage the vice. Such students become victims of not graduating as they are too embarrassed to remain in school while others get infected with STD's and/or get pregnant.

News bulletin currently within a week announces sexual abuse among females; father raping the daughter below 3 years, old women over 70 years raped by the sons, teachers raping school girls. High morality is found naturally in the nationwide counties and village level. There are cases reported in ten new bulletins of homo sexual and beastly sexual activities.

Young and old both men and women are using their bodies for sexual commerce.

**Sexism:** According to a report by FAWE (1994) girl completion rate is low due to FGM, early marriage and child bearing. These influence family decision to educate girls. The report also observes that girls have heavier workload than the boys. This then results to fatigue, absenteeism, poor concentrating and hence lower examination performance leading to either "self or enforced withdrawal of girls from school.

## **2.5 School based factors that affect secondary school education.**

There are a number of schools based factors which hinder progression to further education. They include examinations, wastage in primary schools, and school environment among others.

The Kenyan education system is structured into interdependent cycles: Primary, Secondary and Tertiary levels. Many studies indicate that Kenya has an examination oriented education system and to move from one level to the next students have to take highly competitive national exams. Chege and Sifuna (2006) states that in order to proceed to secondary school standard eight pupils must not only complete standard eight but also obtain good scores in the K.C.P.E those students who intend to go for higher education after completing secondary school must also obtain high grades in the K.C.S.E.

The education system has a much large primary based relative to the upper levels therefore opportunities for mobility becomes less and less as the cohort moves up the education ladder.

As a result many pupils are weeded out of the education system if they don't excel (Kamunge Report 1998). (According to Chege and Sifuna (2006) studies based on Kenya system indicated that KCPE eliminates more girls than boys from the education system. A study by GCN (2003) indicates that the boys in Kenya perform better than girls in KCPE which account for the normal higher transition rates by boys than girls from primary to secondary school.

Due to this exam oriented system of education repetition of classes is highly encouraged by both teachers and parents so that pupils can perform well in exams and therefore gain admission to quality schools. Krystalls (1993) says that when a pupil failed to obtain good marks to enable them secure secondary school places they are encouraged to repeat emphasis being on boys. This leads to boys obtaining higher marks and thus their chance of progressing in education is higher.

The Education for All Report (2001) observes that the primary level education in Kenya is characterized by high wastage in terms of repetition and dropout. The NPEP (1999) observes



that grade repetition and failure to complete primary schools are serious problems that affect low-income groups and girls.

According to R.O.K (1989) the high wastage rate are the major constraints to achieving universal literacy in Kenya since majority of children drop out before completing primary education.

According to the GCN (2003) the causes of high drop out rate among the pastoralist children centres on cultural aspects, poverty, early marriages, negative attitude to education and nomadic pastoralism. Quoting a ministry of education survey Chege and Sifuna (200<sup>^</sup>) says that out of a sample of 8000 primary dropout rate was estimated at 54%. Chege and Sifuna (2006) also observed that estimated wastage rate ranges from 30-47%.

Adhiambo and Heneveld (1997) argue that a harsh school environment determine whether girls will progress with their education. This view is collaborated by FAWEK report (1999) which revealed sexual violence on girls to be a major factor undermining their participation in education. The main offenders in sexual abuse includes teachers, workers in boarding schools and peers which often leads to withdrawal from schools unwanted pregnancies and even death according to Chege and Sifuna (2006)

According to GCN (2003) conditions in schools such as poor sanitation play a major role in determining the participation of girls in education particularly when sanitation does not accommodate their biological needs

NCKK (2006) reiterated the low numbers of secondary schools has being attributed to a number of factors. First the conditionality given by the MOE to one aspiring to start a secondary school is quite prohibitive. Secondly the reliance on boarding rather than day schooling has made secondary education cost up to 5 times more than primary education.

According to education insight (2005: 14) the government should enhance educational facilities investing more on day schools as boarding schools facilities are more costly making secondary education out of reach of many children.

**Repetition:** Ngau (1999) notes that multiple repetition results to frustrating the student who feel embarrassed to remain in the same form and course the student to leave school. Wako (1980) states that excessive absenteeism due to poor health, suspense and inability to pay school fees being frequently sent home to bring required contributions or other items and long distance to school. A pupil may then be harassed by the teacher for being absent and to escape the teachers wrath may dropout of school before completing.

Due to this exam oriented systems of education repetition of classes is highly encouraged by both teachers well in exams and therefore gain admission to qualify schools. Krystalls (1993) says that when pupils failed to obtain good marks to enable them secure secondary school places they are encouraged to repeat emphasis being on boys. This leads to boys obtaining higher mats and thus their chances of progressing in education is higher

The education for all report (2001) observes that the primary level education in Kenya is characterized by high wastage in terms of repetition and drop outs

The NPEP (1999) observes that grade repetition and failure to complete primary and secondary education are serious problems that affect low income groups and girls

Secondary school repetition rates by province and sex, 1999. Coast has 17,722 boys, 15,092 girls repeater rates were 1.5% boys and 1.1% girls. Central 67,294 boys and 76,745, repeater rates were 1.3% boys, 0.7% girls. Eastern 62,393 boys, 59,946 girls, repeater rates were 1.3% boys and 0.9% girls. Nairobi 11,882 boys, 8,525 girls, repeater rates were 1.9% boys and 8.9% girls. Rift valley 7,173 boys, 56,839 girls, repeater rates were 1.4% boys, 1.3% girls. Western 48,622

boys, 45,768 girls' repeater rates were 1.9 boys, 2.0% girls. Nyanza 64,791, boys 49,443 girls, repeater rates were 2.5% boys, 2.0% girls. North eastern 3,699 boys, 1,324 girls' repeater rates were 1.4% boys, 0.5% girls. National total enrolment 348,133 boys and 313,691 girls' repeater rates were 1.7% boys, 1.5% girls. Source MoEST: Statistics Section.

**Poor Performance:** Kimaru (1981) in Ngau (1999) observed that student do not complete due to poor performance. The learners who do not perform as per the schools expectation are made to repeat and some prefer to leave school before completing.

Wamuhii (1996) maintain that the negative attribute of the parent and teacher towards the capability of women and girls may be self fulfilling. Daughter whose parents have these attitudes under-perform as girls whose teachers share these opinions. She observes that girls only act what they have been taught to do. They are passive accepting and constantly pushed into responsibilities outside the classroom teaching the girls to be poor student. Wasike (2001) states that poor performance need close supervision, remedial work to improve on their school grades. The teachers using guidance and counseling skills ought to establish if there are any psycho-social problems that are contributing to school completion rate and deal with them appropriately. Performance in Kenya certificate of secondary examination (KCSE) has improved steadily. For example 1,265 (0.48%) of candidates obtained grade A in the year 2006 compared to 611 (0.24%) in 2005: boys often tend to perform generally better girls in the key subjects such as English, Maths, Biology, Physics and Chemistry

The perception of girls doing better in languages than boys debunked by the performance in KCSE English between 2000 and 2005 when boys performance in the subject was superior to that of girl s GPE (July 2007)

Secondary completion rate: these declined from 86.7% for boys and 86% for girls (nearly at par) in 1990 to 75.5% and 79.8% for girls and boys respectively in 2000. (a 10.5% point decline for girls and only 6.9% point decline for boys.

Gender disparities in transition from secondary to public universities have been wide. In the year 1999 and 2000 academic year only 35.4 percent of those admitted into the public universities were female. This rose to 38 percent in the year 2002 and 2003. To address girls' low participation the government has provided grants to some girls' schools and currently implementing an affirmative component in awarding of bursaries to female students, MoEST (2003)

**Teachers:** There was a higher concentration of trained female teachers in Nairobi (71% or 1,122 females out of 1,562) and Central (45.2% or 4,052 females out of 8,902) provinces. Generally this situation was attributed to better quality urban services and living conditions which attract females. These and close proximity to the city of Nairobi, for central province attract married women whose spouses work and reside in the city. Coast and Nyanza provinces had less than 30% female teaching force.

Experienced trained teachers in pedagogical skills must provide a conducive environment in his classroom for effective learning where the learners are trained to be responsible pupils, well behaved and disciplined so that they own their classroom and feel part and parcel of the class. An atmosphere of democratic leadership in the classroom encourages equal participation of all learners in the class. This as opposed to authoritative teachers, whereby a learner is not allowed to "cough" can induce the girl child to avoid absenteeism and not be retained in equal school. Teachers must strive to accord all learners equal participation. By encouraging them to be active

and giving them similar tasks and assignments, free and expressive class brings out the best in the learners

Teachers therefore must devote time and attention to developing among learners' appropriate social skills for negotiating conflict and moving towards consensus Kombo (2005:152)

### **Lack of Guidance and Counseling Services in Secondary School**

Miller (1971) says that guidance is the assistance which the school gives a student to help him solve his special problems and aid him in fulfilling his potential. It enables a pupil to discover his inner needs, to overcome his weakness and recognize his abilities and interest so that he may understand himself better and thereby intelligently, formulate and plan both immediate and lifetime goals. Guidance and counseling will enable the learner to understand how to cope with home based factors and importance of completing secondary education and investing in education.

Millar says that guidance has the following principals.

It should at all times be a learning situation for the pupils. It should be developmental and not be conceived of as merely a salvage effort an attempt to rescue and rehabilitate, "discipline cases". Such a notion has led to the neglect of pupils with normal problems. Guidance should be preventive that is it should help the student with his/her difficulties before they develop into problems. Guidance should be flexible. It must be adapted to all types of students and all kinds of problems. Also it must utilize all the various techniques such as group guidance, counseling and so forth. Guidance should further explore adolescent is a time in which the exploratory thrust is very strong hence the pupils will explore no matter what, so that school should be on hand to guide these experiences to integrate them, to give them meaning together them to work while values. Vaughan (1975) says that the idea of education without guidance is unthinkable.

Whenever we teach anyone to do anything or to change the way they behave, we are directing their activities towards some end, whether defined or not. The little child is taught to speak, read, write and count. According to sets of rules which aim at initiating him into the means of communication common to the child's culture, the child is commonly encouraged by the teachers to work hard, and in keeping with the competitive values of our society, to aim with increasing concentration throughout his adolescence at the passing of examination which is effect accord social recognition to whatever level the child has managed to reach.

## **2.6 SUMMARY**

The review of literature presented in this chapter emphasizes on the importance of school completion rate among girls education in secondary level. It dwells on the causes of school completion in secondary schools which include lack of adequate secondary schools, social-cultural practices, home based factors school based factors, economic factors among others.

In Kirinyaga West District Kenya, there is gender disparity in the student's completion rate in secondary school. However a lot need to be done and strategies laid down to promote to promote school completion rate among girls in public mixed day secondary schools. This study intends to identify the appropriate strategies to promote school completion among girls in public mixed day secondary schools in Kirinyaga West District Kenya.

## **CHAPTER THREE:**

### **3.0 METHODOLOGY AND DESIGN**

#### **3.1. INTRODUCTION**

The chapter aimed at describing how the study was conducted. It focused on research design, study location, target population, sampling procedures, study instruments, piloting, validity, reliability, data analysis and data presentation.

#### **3.2. RESEARCH DESIGN**

The study adopted descriptive survey design to determine the factors that contributed to school completion rate among girls in public day mixed secondary schools. In survey design the researcher does not manipulate the independent variables and does not need manipulation checks. Happner et al: (1992). The reason for choosing this approach is because the research aimed at finding out the factors as viewed by different people. So the study was concerned with gathering facts and figures rather than manipulation of variables Orodho (2005).

#### **3.3. STUDY LOCATION**

The study was carried in Kirinyaga West District in Kirinyaga County among public mixed day Secondary schools. Kirinyaga West district is located West of Embu county and borders Murang'a County in South and Nyeri County in North. It lies on the slopes of Mt Kenya. It is well networked connected by Nairobi – Nyeri Highway Road and Sagana Embu Highway Road. It is relatively cool and warm and receives moderate rainfall. The economic activities include

cash crops such as Tea, Coffee, Rice and Horticultural farming such as French beans and tomatoes.

### **3.4. TARGET POPULATION**

Borg and Gall (1989) define the target population as all the members of a real or hypothetical set of people, events or objects to which a researcher wishes to generalize the results of the study.

The study target population in this case was all the 25 district public mixed day secondary schools with enrolment of 5128, 25 head teachers, 370 teachers, 5 education officers, 5128 students, and parents with students in the schools in Kirinyaga West District.

### **3.5. SAMPLING PROCEDURES**

Gay (1983) cited by Mugenda A. and Mugenda O. (1999) suggests that for descriptive studies 10 percent of the accessible population is enough. Random sampling was used to select 20% schools for study that included 5 namely Kathaka, Kaindangai, Kiine, Ngunguni and Thumaita West out of the 25 public mixed day secondary school. The five head teachers, 25 teachers (5 from each school), 100 students (20 from each school), 20 parents (4 from each school), 2 educational officers used for the study. The researcher wrote all the names of the 25 public mixed day secondary schools on small piece of papers, fold and put them in a basket. The researcher picked randomly any 5 pieces of paper which represented the schools for study.



**Table 3.1 Summary of the sample size**

<b>Category</b>	<b>Respondents</b>	<b>Percentage</b>
Head teachers	5	3
Teachers	25	17
Students	100	66
Parents	20	13
Education	2	1
<b>Total</b>	<b>152</b>	<b>100</b>

### **3.6. STUDY INSTRUMENTS**

The study employed the use of questionnaire and interview schedule.

The questionnaires were used on head teachers, teachers and students. The questionnaires were distributed directly to the respondents by the researcher with prior arrangements. The interview schedule was suitable for the, Educational Officers and parents. The instruments were administered to the respondent at their respective places of work and parents at their respective homes at convenient time having prior arrangements with them, when they had face to face conversation with the researcher.

According to Nkapa, (1997) a questionnaire is a carefully designed instrument for collecting data in accordance with the specification of the research questions. They also provide considerable advantage because in administration, it presents an even stimulus potentially to large numbers of people simultaneously and provides the researcher with an easy accumulation of data (Kless and Bloomquist (1985). The questionnaires also give the respondent the freedom to express their views, opinions and make suggestions.

Interview schedules are appropriate with a small sample since the researcher is able to obtain sample information from respondent which wouldn't be possible using questionnaires (Kless and Bloomquist 1985).

### **3.7. PILOTING**

The main aim of piloting is to help identify misunderstanding, ambiguities, useless and inadequate items in the instruments. Wiersma (1985) says that piloting is necessary as a way of finalizing the research instrument. Pilot was carried out in two one secondary schools and yield a coefficient of correlation of 0.8. This exercise helped the researcher to acquit herself with the administration of the instruments. The piloting schools were excluded in the main study.

#### **3.7.1 VALIDITY**

According to Mugenda and Mugenda (2003) validity is the degree of which results obtained from the analysis of the data represents the phenomenon under study.

Borg and Gall, 1989 states that validity is the degree to which an instrument measures what it purports to measure. Gay (1992) says that validity is established by expert judgment.

According to Vernon (1974) the validity of behaviour measure is an index of the degree to which an instrument consistently measures the same attribute and is related to the precision of a measuring instrument.

### 3.7.2 RELIABILITY

Reliability is the measure of the degree to which a research instrument yields consistent results or data after repeated trials. The questionnaires were given to the piloting group and the responses were analyzed after which two weeks period was allowed to pass before the same treatments was applied to the same respondents. After test-retest the result were subjected to Spearman's coefficient of correlation and yield 0.78. The formula used was

$$\text{Rho } (r_s) = \left[ 1 - \frac{6\sum d_i^2}{n(n^2-1)} \right]$$

Where: rho ( $r_s$ ) = Spearman's coefficient of correlation

$d_i$  = Difference between ranks of pairs of the two variables

$n$  = The number of pairs of observations.

### 3.8. DATA COLLECTION, ANALYSIS AND PRESENTATION

Primary data was used in this study; data was collected from head teachers, teachers, students, parents and education officers. The study targeted males and females aged between fourteen and sixty years. The research instruments used in the study was self administered questionnaires consisting of structured questions items and interview schedule (Appendix A, B, C, D and E).

Descriptive statistics were utilized in the analysis of the study findings. Measurements such as direct measure and Linkert scale were used. Statistics that were completed are frequency tables and percentages. The results of the study data were presented in frequency tables and percentage. Gay (1992) says that frequency tables communicate results and findings easily to majority of readers.

## **CHAPTER FOUR:**

### **DATA ANALYSIS, PRESENTATION OF RESULTS AND DISCUSSIONS**

#### **4.0. INTRODUCTION**

This chapter presents data findings from the field, its analysis and discussion. The data was gathered through a research questionnaire, interview schedule and analyzed using content analysis. The data findings were on the school completion rate among girls in public mixed day secondary schools in Kirinyaga west district. Data relating to factors hindering school completion among girls were analyzed and interpreted, the analysis is done in two categories for the factors affecting the school completion rate among girls and factors to enhance school completion rate among girls in public mixed day secondary schools. Data was collected from current head teachers, teachers, students in the sample school and respective parents, education officers in the district.

#### **4.1. DEMOGRAPHIC PROFILE OF THE RESPONDENTS**

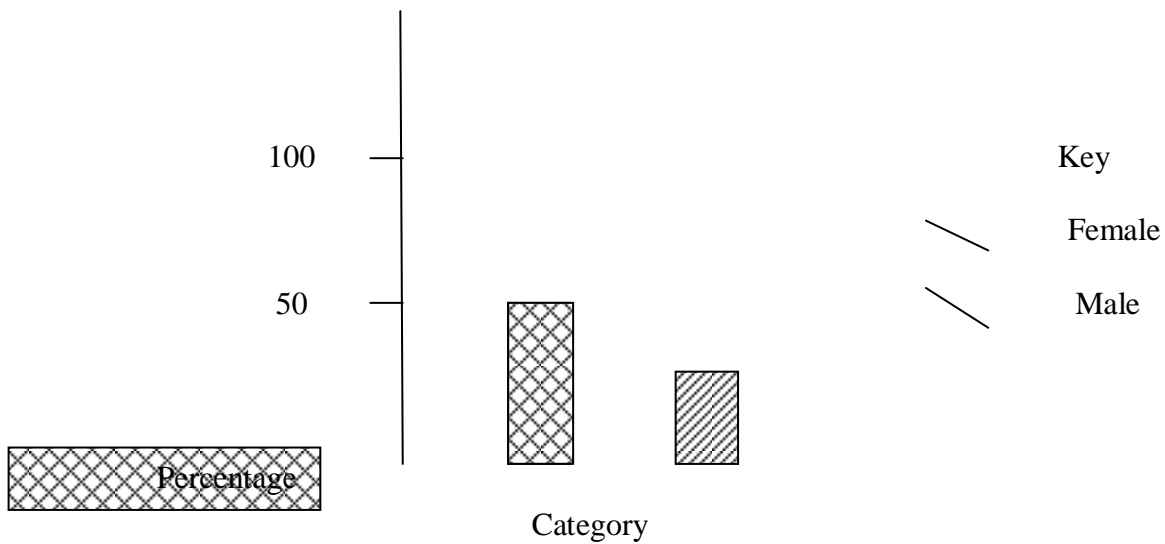
The respondent's demographic profiles are analyzed in terms of gender, age, level of education, teaching experience and students' population.

**Table 4.1 Gender of Respondents.**

<b>Gender</b>	<b>Frequency</b>	<b>Percentage</b>
Male	62	41
Female	90	59
<b>Total</b>	<b>152</b>	<b>100</b>

Results in the Table 4.1 shows that out of the one hundred fifty two respondents 41 percent were male while 59 percent were female. More girls and female teachers are found in public mixed day secondary in Kirinyaga west district Kirinyaga County.

**Gender of respondents**



**Figure 1**

Results in the Figure 2 shows that out of the one hundred fifty two respondents 41 percent were male while 59 percent were female.

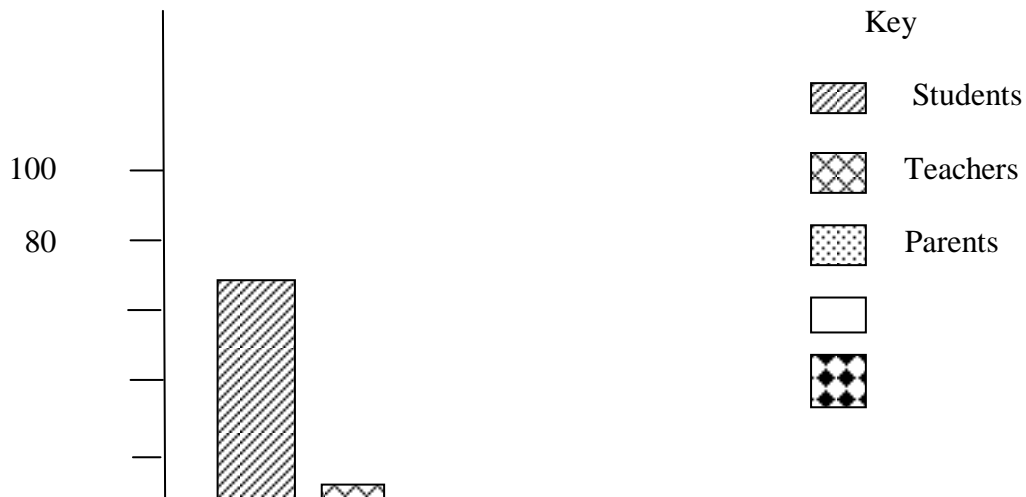
More girls and female teachers are found in public mixed day secondary in Kirinyaga west district Kirinyaga County.

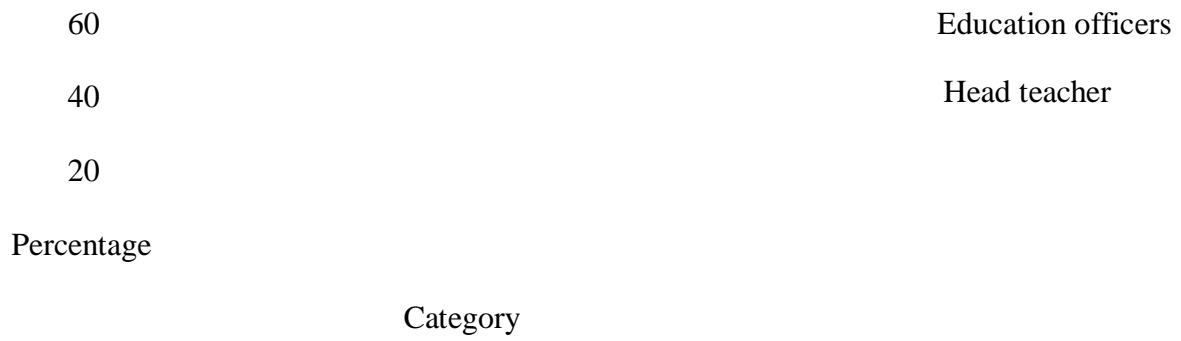
**Table 4.1.1 Respondents rate**

<b>Respondents</b>	<b>Frequency</b>	<b>Percentage</b>
Head Teacher	5	3
Teachers	25	17
Students	100	66
Parents	20	13
Education officers	2	1
<b>Total</b>	<b>152</b>	<b>100</b>

Results in the Table 4.1.1 indicates that majority responses received were 67 percent students, 19 percent parents, 13 percent teachers and 1 percent education officers. Majority of the respondents were students.

**Respondents' rate**





**Figure 2**

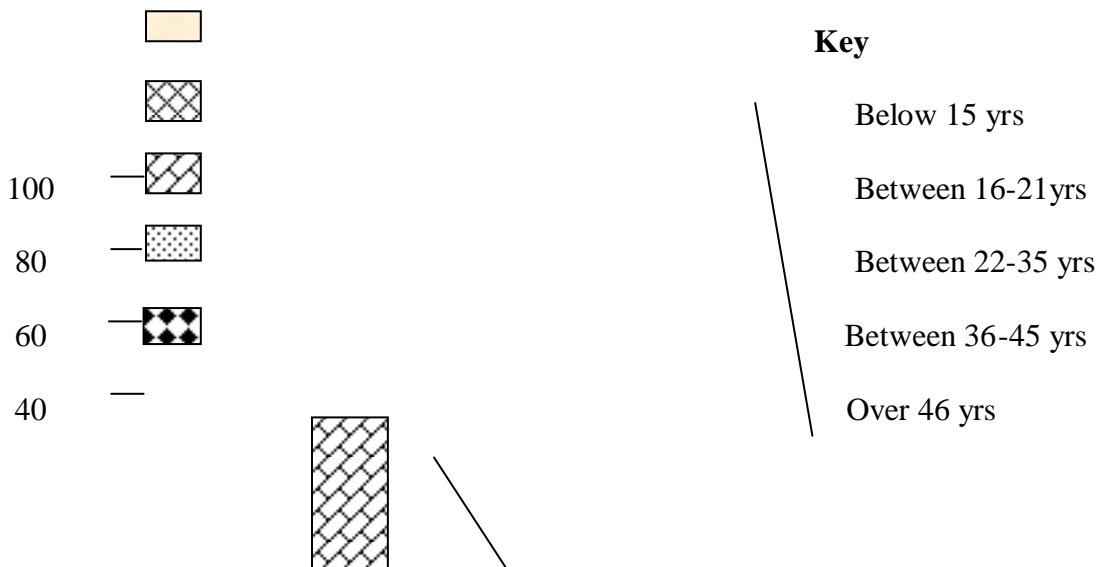
Results in the Figure 2 indicates that majority responses received were 67 percent students, 19 percent parents, 13 percent teachers and 1 percent education officers.

**Table 4.1.2 Age of Respondents (years)**

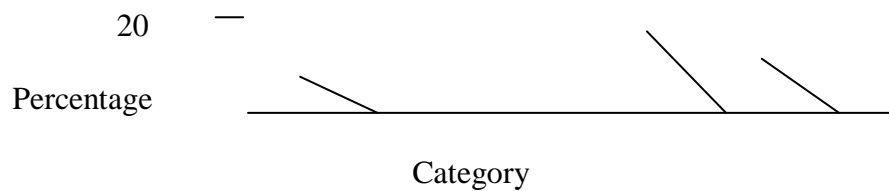
Age	Frequency	Percentage (%)
Between 1 – 15 years	10	7
Between 16 – 21years	60	39
Between 22 – 35 years	32	21
Between 36 – 45 years	20	20
Over 46	20	13
Total	152	100

Results in the Table 4.1.2 shows that Majority of the respondents 39 percent were aged between 15 and 21 years followed by 21 percent aged between (22 – 35) years 20 percent aged between, 36 – 45 and 13 percent aged above 46 years. Only 7 percent was between 1- 15 years. Majority of students are above 18 years and this affect the completion rates. Majority of teachers are within the age bracket of 22-35 years which indicate some teachers may develop love affairs with the students.

**Age of respondents (years)**







**Figure 3**

Results in the Figure 3 shows that Majority of the respondents 39 percent were aged between 15 and 21 years followed by 21 percent aged between (22 – 35) years 20 percent aged between, 36 – 45 and 13 percent aged above 46 years. Only 7 percent was between 1- 15 years. Majority of students are above 18 years and this affect the completion rates. Majority of teachers are within the age bracket of 22-35 years which indicate some teachers may develop love affairs with the students.

**Table 4.1.3 Teaching experience**

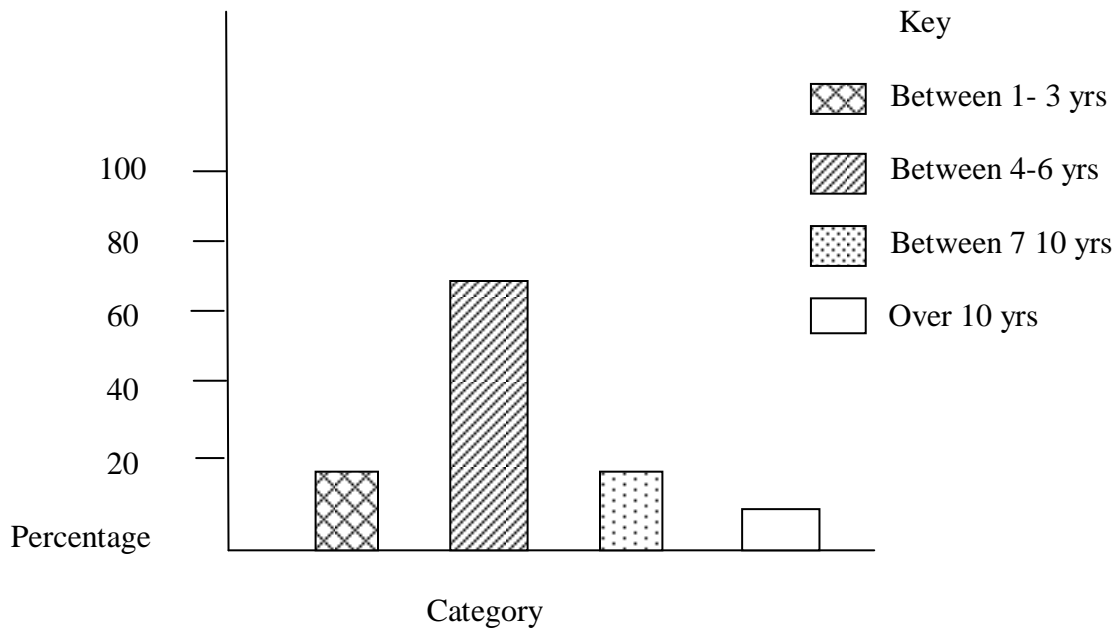
Years	Frequency	Percentage (%)
Between 1 - 3 years	6	20
Between 4 – 7 years	15	50
Between 8 – 10 years	6	20
Over 10 years	3	10
total	30	100

The results in the Table 4.1.3 the respondents teaching experience was that majority of the respondents 50 percent had teaching experience between four and seven years, followed by both those with teaching experience of 20 percent between eight and ten years and between one and three years, lastly 10 percent those with teaching experience over ten years. This is an indication

that some teachers would be lacking wide exposure on factors enhancing girl-child secondary education completion.

Teachers with long teaching experience have acquired and mastered techniques, teaching styles and skills to teach effectively motivating the students to enjoy learning.

### Teaching experience (years)



**Figure 4**

The results in the Figure 4 the respondents teaching experience was that majority of the respondents 50 percent had teaching experience between four and seven years, followed by both those with teaching experience of 20 percent between eight and ten years and between one and three years, lastly 10 percent those with teaching experience over ten years. This is an indication that some teachers would be lacking wide exposure on factors enhancing girl-child secondary education completion.

Teachers with long teaching experience have acquired and mastered techniques, teaching styles and skills to teach effectively motivating the students to enjoy learning.

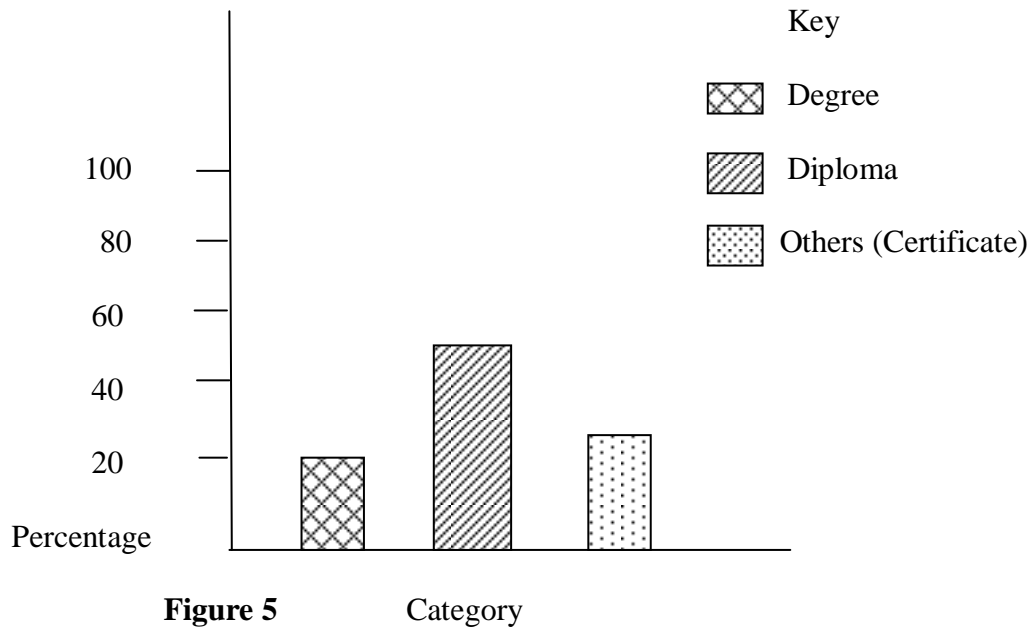
**Table 4.1.4 Level of education for teachers**

Level of education	Frequency	Percentage (%)
Masters degree	-	0
Degree	6	20
Diploma	16	53
Others (certificate)	8	27
<b>TOTAL</b>	<b>30</b>	<b>100</b>

The results in the Table 4.1.4 majority of the respondents 53 percent were diploma teachers followed by 27 percent others (Certificate) and 20 percent were degree holders. No master degree holder was found in the public mixed day secondary schools. This implies that some teachers lack degree education which is important in teaching secondary education.

Teachers with high academic level of education masters the content of the subject well and are able to deliver the subject content easily and clearly.

**Level of education for the teachers**



The results in the Figure 5 majority of the respondents 53 percent were diploma teachers followed by 27 percent others (Certificate) and 20 percent were degree holders. No master degree holder was found in the public mixed day secondary schools. This implies that some teachers lack degree education which is important in teaching secondary education.


Teachers with high academic level of education masters the content of the subject well and are able to deliver the subject content easily and clearly

**Table 4.1.5 Students admission by gender for three consecutive years**

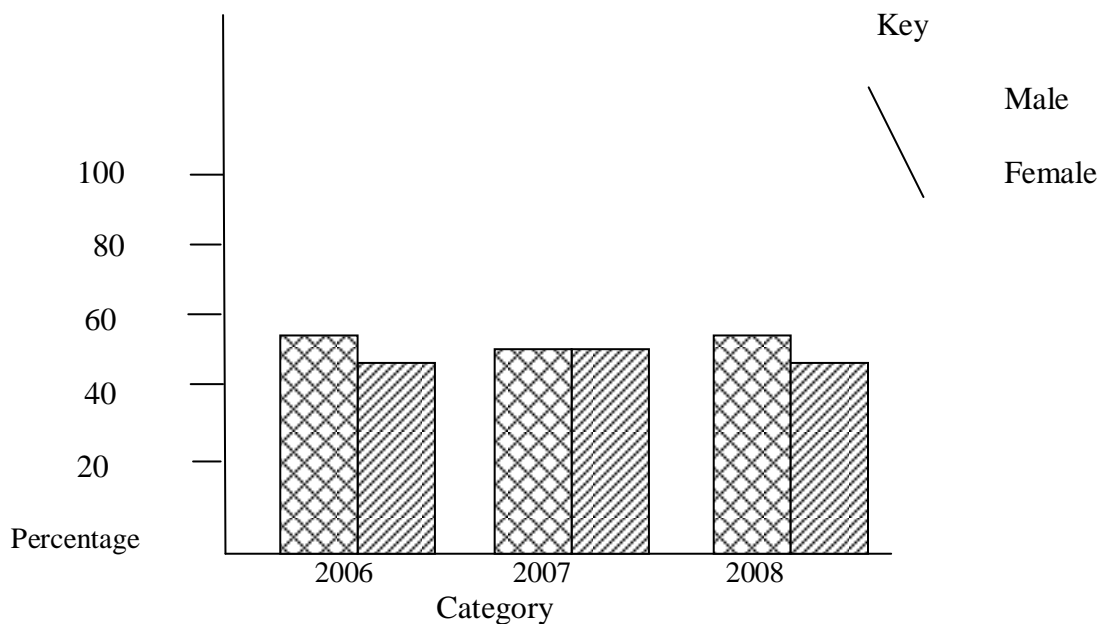
Year	Boys		Girls		Total enrollment
	No	%	No	%	
2006	3877	52	3566	48	7443
2007	3999	51	3895	49	7847

2008      4391      51      4112      49      8503



The re  in the table 4.1.5 indicate that for the three consecutive 2006-2008 girls' enrollment 48 percent, 49 percent, and 48 percent were lower compared to that of boys 52 percent 51 percent and 52 percent respectively. These imply that there is gender disparity in admission which might be contributed by family based factors. The admission rates for girls for the three consecutive years is below 50%

**Students' admission by gender for three consecutive years**



**Figure 6**

The results in the figure 6 indicate that for the three consecutive 2006-2008 girls' enrollment 48 percent, 49 percent, and 48 percent were lower compared to that of boys 52 percent 51 percent and 52 percent respectively. These imply that there is gender disparity in admission which might be contributed by family based factors.

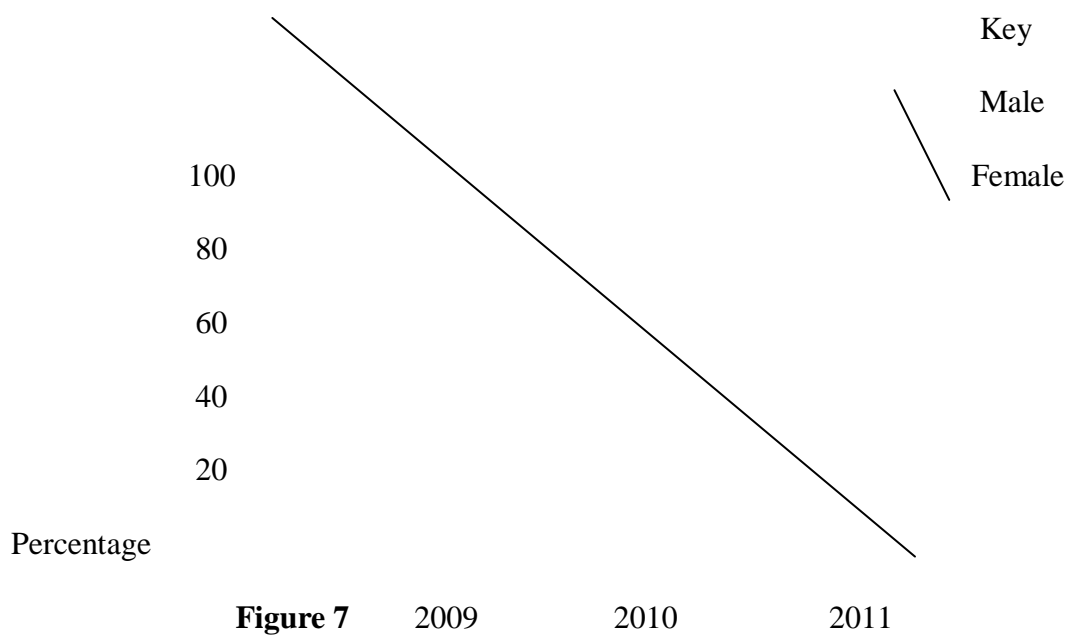
The admission rates for girls for the three consecutive years is below 50%

**Table 4.1.6 School completion rate by gender**

Year	Boys	%	Girls	%	Total
2009	3720	55	2985	45	6705
2010	3795	57	3020	43	6815
2011	3890	55	3200	45	7890

Results in the table 4.1.6 show that the girl child completion rate for the three consecutive years is less than half (50%) respectively. The completion rates for boys are 55 percent, 57 percent and 55 percent respectively. These imply that there are some school based factors affecting the girl child secondary education completion.

**School completion rate by gender**



**Figure 7**

Results in the figure 7 shows that the girl child completion rate for the three consecutive years is less than hundred (100%) percent. Girls' completion rate 48 percent, 49 percent and 48 percent are lower compared to that of boy's rate 55 percent, 57 percent and 55 percent respectively. These imply that there are some school based factors affecting the girl child secondary education completion.

**Table 4.2 Influence of School based factors on school completion rate**

**Head teachers (n=5) Teachers (n=25) Students (n=100)**

	HT	TR	ST	TO	
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	%
1. Poverty/ Fees	4	20	92	116	10.08
2. Inadequate Government policies	3	20	76	99	8.61
3. Inadequate teaching staff	5	24	70	99	8.61
4. Harsh environment	1	10	73	84	7.30
5. Sexual harassment	1	10	67	78	6.78
6. Inadequate sanitary facilities	4	12	55	71	6.17
7. Unsatisfactory students' welfare services	2	11	62	75	6.52
8. Inadequate instructions materials	3	18	62	83	7.22
9. Indiscipline in school	3	14	52	69	6.00
10. Inadequate role models	1	14	82	97	8.43
11. Inadequate FSE funds	2	17	70	89	7.74
12. Inadequate Guidance and Counseling	2	10	84	96	80.34

13. Poor performance	2	11	81	94	8.17
Total	33	191	926	1150	100.00

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HT = Head teacher, TR= Teacher, ST= Students,

Results in the table 4.2 indicate that Poverty/Fees was ranked highest by 80 percent head teachers, 80 percent teachers and 92 percent students. This implies that the girl-child secondary education is compromised to due poverty level of the parents. Inadequate government policies 60 percent head teachers, 80 percent teachers, 88 percent students and 90 percent parents. This implies that, there are inadequate government policies to give direction towards girl child education such as girl-mother re-entry policy was not fully supported and the existing policies are not fully implemented. Inadequate teaching staff indicated by 100 percent Head teachers, 96 percent teachers and 70 percent students. This implies that inadequate teaching staff continues to cause psychological and physical injuries to the girl child especially in subjects that are favoured by girl-child, such as History and English and overcrowded classroom hence less teachers-students contact resulting to indiscipline. Harsh environment was indicated by 20 percent head teachers, 40 percent teachers and 73 percent students. This implies that lack of conducive learning environment for the girl child hinders secondary education completion. Sexual harassment indicated by 20 percent head teachers, 40 percent teachers, 67 percent students. This implies that the girl child is psychologically and physically tortured, sexual harassment is not fully stopped hindering girl-child secondary education completion. Inadequate sanitary facilities indicated by 80 percent head teachers, 48 percent teachers and 55 percent students. This implies that the girl child feel humiliated when using inadequate sanitary facilities especially during her menses hence forcing her to go home. Unsatisfactorily students' welfare services as indicated by 40 percent head teachers, 4 percent teachers, and 62 percent students. This implies that girl-child



welfare services such as provision of sanitary pads when not met will cause the girl-child to leave school before completion. Inadequate instructional materials as indicated by 60 percent head teachers, 72 percent teachers and 62 percent students. This implies that lack of enough instructional material will contribute to poor performance hence the girl child is always sent home because of instructional materials against the government policy prohibiting sending the children home during school time. Indiscipline in school indicated by 60 percent Head teachers, 56 percent teachers, and 52 percent students because the girl-child activities during school weekends and holidays could not be controlled, she get involved in bad activities such as prostitution, poor dressing, fighting and other forms of distracters outside the school setting. Inadequate role models indicated by 10 percent head teachers, 56 percent teacher, 82 percent students. This implies that there are no significant personality to be emulated by the girl-child particularly women. Inadequate FSE funds as indicated by 40 percent head teacher, 68 percent teachers and 70 percent students. This implies that government should increase FSE funds to meet the girl child requirements such as sanitary pads and school uniform for both boys and girls. Inadequate guidance and counseling indicated by 40 percent head teachers, 40 percent teachers and 84 percent students. This implies that the guidance and counseling department in the schools are not active hence not assisting the girl-child towards benefits of secondary education completion Poor performance indicated by 40 percent head teacher, 44 percent teachers and 81 percent students.. This implies the girl child low admission marks contribute to poor performance hence forcing the girl child to drop out of school before completion due to poor performance in continuous examination-CATS.

**Table 4.3 Influence of family based factors on school completion rate.**

**Students (n=100), Parents (n=20)**

	ST	PA	TO	
	<i>f</i>	<i>f</i>	<i>f</i>	%
1. Poverty/ Fees	97	20	117	12.87
2. Teenage pregnancy	73	16	89	9.79
3. Early marriages	64	15	79	8.68
4. Inadequate parental support	55	14	69	7.59
5. Poor environment	96	16	112	12.32
6. Illicit brews/drugs	100	12	112	12.32
7. Indiscipline at home	64	14	78	8.58
8. Inadequate role models	58	17	75	8.25
9. Motor bike Boda boda business	81	18	99	10.89

10. Child labour	65	14	79	8.69
Total	755	154	909	100.00

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**ST= Students, , PA= parents, TO= Total**

Results in the Table 4.3 Poverty were ranked the highest, as indicated by, 97 percent students, 100 percent parents. This implies that the poverty level in a family affects school completion rate including inadequate food, room for sleeping and lights for carrying out extra studies in the evening. Teenage pregnancy indicated by 73 percent students, 80 percent parents. This implies that the moral values and life skills are lacking in the girl child. Early marriages as indicated by 64 percent students, 80 percent parents. This implies that the value of education among girls is low, hence preferring to get married before secondary education completion. Inadequate parental support indicated by 55 students and 70 percent parents. This implies that the parents do not provide all the school requirements such as paying school levies on time hence forcing the girl-child to be out of school. Poor environment as indicated by 100 percent students and 80 percent parents. This implies that learning environment at home is not conducive such as good lighting to do study, domestic chores at home and proper sleeping conditions. Illicit brews and drugs as indicated by 100 percent students and 60 percent parents. This implies that homes where there are illicit brews and drugs the girl child is involved in selling and brewing during weekends and holidays hence the failing to complete secondary education. Indiscipline at home as indicated by 64 percent students and 70 percent parents. This implies that the girl child lack moral values at home leading lack of value of secondary education completion. Inadequate role models indicated 58 percent students and 85 percent parents. This implies that the girl-child lacks significant personalities to emulate particularly mother or other women within her reach, hence lacks values of secondary education. Motor bike boda boda business indicated by 81 percent students, 90

percent parents, 100 percent educational officers. This implies that the girl child is lured by young motor bike cyclists through luxury rides and nice lunches hence failing to complete their secondary education. Child labour as indicated by 65 percent students and 70 percent parents. This implies that the girl child overwork at home in cases such as sick parents and death of parents.

**Table 4.4 Influence of Parents' Perception on school completion rate**

**Parents (n=20)**

	PA	TO
	f	%
1. Negative stereotype	10	18.52
2. Girl-child negative attitude	14	25.92
3. Education is a field of male domain	14	25.92
4. Cost of Education	16	29.62
<b>Total</b>	<b>54</b>	<b>100.00</b>

PA= parents, TO=Totals.

Results in the table 4.4 indicate that negative stereotype suggested 50 percent parents. This implies that negative stereotyped factors such as the girl child who get married after being educated and her education benefits the husband's side continues to affect investment in the girl child education. Girl-child negative attitude was indicated by 70 percent parents. This implies the girl-child has negative attitude such as boy-child performs better academically than girl-child. Education is a field of male domain was indicated by 86 percent parents. This implies that education is still viewed as a field of male domain and the girl-child fit well in the kitchen field. Cost of education was indicated by 80 percent parents. This implies that the girl-child secondary education is compromised when the cost of education is high.

**Table 4.5 Strategies to promote school completion rates in Kirinyaga West district. Head teachers (n=5), Teachers (n=25) students (n=100) parents (n=20) Education officer (n=2)**

	HT	TR	ST	PA	E.O	TO	
	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>	<i>f</i>		%
1. Education policies	5	25	100	20	2	152	9.50
2. Parental involvement	5	25	100	20	2	152	9.50
3. Instructional resources	4	19	94	18	1	136	8.50
4. Motivational schemes	5	18	78	17	1	119	7.44

5. Role models	3	21	85	16	2	127	7.93
6. Teacher improvement	4	23	87	18	2	134	8.38
7. Affordable levies	5	25	100	20	2	152	9.50
8. Guidance and counseling	3	21	83	18	2	127	9.93
9. Co-curricula activities	3	22	84	16	2	127	7.93
10. Girl-child welfare	3	23	83	19	2	130	8.12
11. Discipline management	4	20	90	18	1	133	8.31
12. More-subordinate staff	3	18	72	17	1	111	6.93
Total	47	260	1056	217	20	1600	100.00

HT= Head teacher, TR= Teacher, ST= Students, E.O.= Educational Officer, PA= parents,

TO = Total.

Results in the table 4.5 indicate that Education policies, all hundred respondents suggested formulation of girl child appropriate policies and implementation of existing ones as a measure for enhanced girl-child secondary education completion. The suggestions included: issuing of bursaries and scholarships, employment of teachers, equipping all schools, offering civic education to the public on girl –child completion, separate boy and girl-schools, provide sanitary pads, build more boarding schools, curriculum review and motivation of teachers.

**Parental involvement,** all hundred percent respondents suggested that it was important to involve parents more, reduce domestic chores to create study time for girl –child. Motivate girls to go to school, pay fees, provide sanitary pads, offer guidance and counseling, provide learning resources, treat all children equitably, provide adequate meals at home, participate in school

activities, enforce discipline, follow up on drop out cases and be role models as a step towards enhanced girl-child in secondary education completion.

**Instructional resources,** as indicated by 80 percent head teachers, 76 percent teachers, 94 percent students and 90 percent parents and 50 percent EO. It was necessary for schools authorities to maintain 1:1 student text book ratio, construct and expand existing school plant, have a suggestion box or forum where complaints regarding resource use and availability could be highlighted, establish maintenance fund, and improve maintenance practices to optimize girl-child completion.

**School motivational schemes:** As indicated by 100 percent head teachers, 72 percent teachers, 78 percent students, 85 percent parents and 50 percent E.O suggested the following giving: giving of material rewards to teachers, students and subordinate staff, certification and promotion of girl-child completion in secondary education

**Role models for the girl-child:** as indicated by 60 percent head teachers, 84 percent teachers, 88 percent students, 80 percent parents and 100 percent of EO. This could be done by invitation of female guest speakers, teachers being role models in the course of their duty and use of outstanding students both from within their mixed day schools and from neighbouring schools.

**Improvement on teachers,** indicated by 80 percent head teachers, 92 percent teachers, 87 percent students, 90 percent parents and 100 percent EO contended that it could be done by exposing teachers to seminars and workshops to enhance girl-child needs sensitivity, acquiring better teaching methodology, employing more teachers to meet teaching shortfall in schools, and accommodating them in the school compound.

**Affordable school levies;** all 100 percent (respondents) suggested that school levies should be affordable and the students should not be sent away especially the girl child because of school

fees arrears. The girl-child in a mixed day school could pay for lunch programme, school educational tours, club activities, and infrastructural development. This should be charged reasonably. Others include the establishing income generating activities to reduce the financial burden on parents, cutting down on luxuries such as expensive meals and unnecessary school tours, informing parents well in advance in case of system that is believed by parents.

**Co-curriculum activities,** indicated by 60 percent head teachers, 88 percent teachers, 84 percent students, 80 percent parents and 100 percent E.O this may be through social interaction, and activities such as singing, dancing, sporting, dramatizing, handwork and debating as a measure to enhance girl-child secondary education completion.

**Girl-child welfare,** as indicated by 60 percent head teachers, 92 percent teachers, 83 percent students, 95 percent parents and 100 percent E.O Welfare services could include the provision of meals, transport to school, personal needs such as body lotion, shoe polish and neat uniform besides sanitary pads and appropriate toilets. This could include routine medical issues, and forum to air girl-child welfare concerns.

**Management of discipline in schools,** as indicated by 80 percent head teachers, 80 percent teachers, 90 percent students, 90 percent parents, and 50 percent E.O to control boy-child and girl-child behaviour so as to facilitate their participation in a peaceful and organized academic atmosphere.

**Guidance and counseling services,** As indicated by 60 percent head teachers, 84 percent teachers, 83 percent students, 90 percent parents and 100 percent EO could be used to address academic issues, interpersonal relations, adolescence morality, discipline drug abuse and sexual harassment to ensure maximum girl-child secondary education completion.



**More subordinate staffs**, as indicated by 60 percent head teachers, 72 percent teachers, 72 percent students, 85 percent parents and 50 percent EO. Increasing of the number subordinate staffs in school enhances the general school operations which include offering security, medical welfare and clerical services to facilitate girl child for secondary education completion in public mixed day secondary school.

## **DISCUSSION**

The forgoing has given an analytical review of the house hold factors, school based, parents perceptions on investment on girl child education and strategies to put in place to ensure 100% completion rate among girls in pubic day mixed secondary schools in Kirinyaga West district.

The study revealed that there were many measures to use in the promotion of girl-child secondary education completion. The findings on girl-child availability, Guidance and counseling teachers and girl-child's motivational were consistent with Bandura's Social Learning Theory which state that the students come from home not as empty slates but with a world view, expectations, and aspirations that can be used by the teacher to enhance their completion in learning (Papilia et al., 1990). The finding on the role of guidance counseling services in promoting girl-child participation in secondary education agrees with Bogonko's (1992) assertion that guidance and counseling services are very beneficial to the girl-child as they enable her to realize her potentialities that provide for goal setting. Kirinyga West district has high levels of permissiveness such that for the girl child to complete secondary education there should be effective guidance and counseling services. Besides, guidance and counseling is the strategies in which all other strategies for promotion of girl-child completion in secondary education are anchored. Thus, the head teachers can only take the advantage of all these strategies when the girl-child is available and is psychologically prepared and ready to learn.

The findings on poverty, lack of female role models, anti girl child socio-cultural factors, poor teacher quality, girl-child negative attitude, ineffective government policies as challenges facing head teachers in the promotion of girl-child secondary education agree with the findings of Juma (1994) who in a related study in Kwale and Taveta Districts, Kenya found that educated mothers served as role models to the school going age-child. This means that lack of female role models impedes girl child completion in education. These findings were also consistent with Ngaruiya's (2008) findings in a related study in Transmara District, Kenya, which indicated that poverty is an impediment to girl-child completion in secondary education since most parents live below poverty line and view education as a male domain. The findings also agree with Oloo's (2003) findings in a related studying Migori District, Kenya, where he found that the girl-child is a victim of stereotyping arising out of deep rooted socio-cultural norms and ideals which classify education as a male field. These findings also agree with Kasente (1996) in a related study in the Republic of Uganda where he found out that, teachers criticized students' responses and other gender based teacher-pupil relationships that created inferiority complex among female students. Girls were often described as stupid and lazy, which articulated lower expectation. In effect, these challenges are serious impediment to girl-child secondary completion in secondary education. The head

teachers should effectively address these challenges for the girl-child secondary education to be realized in Kirinyaga West District, Kirinyaga County.

To cope with the challenges facing head teachers in the promotion of girl-child completion in secondary education, many strategies were suggested. These include: involving the government through its policies and personnel such as District Quality Assurance and Standard Officer, parental involvement in girl-child academic activities and discipline, use of more instructional

resources, motivational schemes for both teachers and students, use of role models, improvement on teacher performance, charging affordable levies, guidance and counseling, co-curriculum activities, better girl-child welfare services, more subordinate staff and prudent discipline management. On the whole, all possible steps are related to education policies by the government, in schools and at home (Graham, 2002) . Craig (1990) summarized experiences in implementing educational policies by references to various studies which revealed that although those involved in policy making often blamed failures to implement them on resource constraints and that while shortage of monetary and other material resources often were the proximate causes of implementation failures, it was important for analytical purposes to distinguish between those constraints that could have been foreseen and those that were unpredictable. It is imperative that formulated policies should be focused to exploit and facilitate existent strategies for head teachers of public mixed day school besides addressing the challenges that threaten girl-child secondary education completion.

## **CHAPTER FIVE:**

### **SUMMARY, CONCLUSION AND RECOMMENDATIONS**

#### **5.0 INTRODUCTION**

This chapter presents the summary of the key data findings, conclusions drawn from the findings highlighted and recommendations were drawn in the quest of addressing the research questions.

## **5.1 SUMMARY OF THE FINDINGS**

### **5.1.1 Summary of school based factors**

The major findings were that, there were various factors that hinder school completion rate among girls in public mixed secondary schools. These are poverty/fees, inadequate educational policies, in adequate parental involvement, inadequate instructional resources, indiscipline, teenage pregnancies, early marriages, indiscipline, harsh environment, sexual harassment, inadequate role models, lack of, child labour, illicit brews/ drugs, poor performance, inadequate sanitary facilities, unsatisfactory students welfare services, inadequate FSE funds, negative stereotypes, girls-child negative attitude, education viewed as a male domain and motor bike boda boda business. From researchers analysis the poverty/fee 10.08 percent factor was ranked highest, followed by inadequate educational policies and inadequate teaching staff 8.61 percent, fourth was inadequate role models 8.49 percent followed by inadequate guidance and counseling 8.34 percent, sixth was poor performance 8.17 percent followed by inadequate FSE, 7.74 percent eighth was harsh environment 7.30 percent followed by inadequate instructional materials 7.22 percent, tenth was sexual harassment 6.78 percent followed by unsatisfactory students welfare services 6.52 percent, twelfth was inadequate sanitary facilities 6.17 percent while indiscipline in schools 6.00 percent was ranked last.

### **5.1.2 Summary of house hold factors**

The second major finding was that there are various household factors that affect determine girl child school completion rate. These factors are poverty, fee, teenage pregnancy, early marriages

inadequate parental support, poor environment illicit brews/ drugs, indiscipline at home, inadequate role models, motor bike “boda- boda” business and child labor.

From the researchers’ results poverty / fee 12.87 percent was ranked the highest, followed by poor environmental and illicit brews/ drugs 12.32 percent.

Forth was motor bike boda boda 10.89 percent followed by teenage pregnancy 9.79 percent while early marriages and child labour ranked sixth 8.69 percent followed by indiscipline at home 8.58 percent ninth was inadequate role models 8.25 percent while inadequate parental support 7.59 percent was ranked last.

### **5.1.3 Summary of parents’ perception factors**

The third major findings were that there are various parents’ perception factors that affect girl child school completion rate. These factors are negative stereotypes, girl child negative attitudes; education is a field of male domain. Form the researcher’s results.

Cost of education 29.62 percent was ranked the highest followed by girl child negative attitude and education is a field of male domain 25.92 percent while negative stereotype 18.52 percent was ranked last.

### **5.1.4 Summary of strategies to promote school completion rates**

The fourth major findings were that there are various strategies to be employed to promote the girl child school completion rate.

These strategies are education policies, parental involvement, instructional resources, motivations schemes role models, teacher improvement, affordable levies, guidance and counseling, co- curricula activities, girl child welfare. Discipline management, more subordinate staff. Form the researcher result education policies, parental involvement and affordable levies 9.05 percent were ranked the highest followed instructional resources 8.50 percent, fifth strategy

was teacher improvement 8.38 percent followed by discipline management 8.31 percent seventh strategy was girl child welfare, 8.12 percent followed by co- curriculum activities 7.93 percent followed by motivational schemes 7.44 percent while more subordinate staff 7.00 percent was ranked last.

## **5.2 IMPLICATIONS OF THE FINDINGS**

### **5.2.1 Implication of school based factors**

The first implication was on the influence of school based factors such as poverty / fees, inadequate educational policy, inadequate teaching staff, harsh environment, sexual harassment, inadequate services facilities, unsatisfactory students welfare in schools, inadequate role models, inadequate FSE, inadequate guidance and counseling, and poor performance this implies that the school do not offer conducive learning environment of the girl child to ensure hundred percent completion rate.

### **5.2.2 Implication of house hold factors**

The second implication was on the influence of household factors such as poverty/ fees, teenage pregnancy, early marriages inadequate parental support, poor environment , illicit brews/ drugs, indiscipline at home, inadequate role models motor bike, boda- boda, business and child labor to affect the school completion rate of the girl child. This implies that the girl child home environment is not fully supportive or conducive for learning to ensure 100 percent school completion.

### **5.2.3 Implication of parents' perception**

The third implication was on the influence of parents perception on the investing in the girl child education factors such as negative stereotype girl child negative attitudes, education is a field of

male domain and cost of education, this implies that the goal of education for all is not yet embelzzled by all people hence hindering equity education for both the girl child and boy child.

#### **5.2.4 Implication of strategies to promote school completion rate**

The fourth implication on the strategies suggested by the respondents to promote girl child education such as education polices, parental involvement, instructional resources, motivational schemes, role models teacher improvement, affordable levies, guidance and counseling, co-curriculum activities girl child welfare, discipline management, more subordinate staff. This implies that the respondents felt that if all the suggested strategies are fully implemented it would ensure hundred percent school completion rate among the girl child in public mixed day secondary schools in Kirinyaga West District.

### **5.3 CONCLUSION**

Girls' completion rate in public mixed day secondary schools in Kirinyaga west Kirinyaga County. Kenya is affected by schools based factors, home based factors and parents perception factors that includes poverty/ fees inadequate government policies, inadequate parental involvement, inadequate instructional resources, indiscipline , teenage pregnancies, early marriages, harsh environment, sexual harassment, inadequate role models, child labour, illicit brews/ poor performance, inadequate sanitary facilities, unsatisfactory students welfare, services, inadequate FSE funds negative stereotypes, girl child negative attitudes, education viewed as a male domain and motor bike boda boda business, completion rates. Strategies suggested to promote completion rates among girls in public mixed day secondary schools include educational policies, parental involvement adequate instructional resources, motivation schemes,

role models, teacher's improvement affordable levies, guidance and counseling, co-curriculum activities, girl child welfare discipline management, more subordinate staff

#### **5.4 RECOMMENDATIONS**

In light of the findings and conclusions of this study the following recommendations were made.

1. Head teachers of public mixed day secondary schools as supervisors and managers of the schools should ensure that guidance and counseling services, girl child welfares services are adequately offered to the girl child and ensure that the government policies are adequately implemented especially those relating to the girl child .
2. Education officers; Head teachers and teachers should encourage parents and guardians to attend to the needs of the girl-child by providing adequate meals at home, promptly paying school fees and other levis, giving enough pocket money and daily fares to and from school where necessary, providing sanitary pads monthly, discipline management and allowing reasonably study time in a conducive home environment. They should also be good role models and counselors to the girl-child.
3. The parents should consider investing in higher education of the girl child equitably to that of the boy child as this fosters realization of the goal of education for all and elimination of illiteracy among Kenyan citizen. This would mean that educated mothers would bring up health family, better life and offer conducive academic atmosphere due to high levels of awareness.
4. The government should consider more funding in schools to avert impact of poverty, employ and in-service more teachers to address girl-child academic needs, co-curricula and personal needs for enhancement of girl child secondary education completion,



strengthening the existing bursary and Constituency Development Fund at the district, location levels to supplement the MOEST funds. The government should enforce the policies of re-entry of the girls who drop out of school due to pregnancy.

## **5.5 SUGGESTION FOR FURTHER RESEARCH**

The study focused on school completion rate among girls' in public mixed day secondary school in Kirinyaga West District which is a rural district. There is need to do a research on school completion rate among girls in public mixed day secondary schools in urban district.

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## **APPENDIX A:**

### **QUESTIONNAIRE FOR THE HEAD TEACHERS**

#### **Instructions**

This research is meant for academic purposes, it will try to find out the house hold factors, school based factors, parents' perception on investments and strategies to enhance completion rate among girl child in public mixed secondary school in Kirinyaga West District.

You are requested kindly to participate in the study by providing all appropriate information in the spaces provided honestly and precisely as possible. Responses to these questions will be



1. Poverty/ Fees
  2. Inadequate Government policies
  3. Inadequate teaching staff
  4. Harsh environment
  5. Sexual harassment
  6. Inadequate sanitary facilities
  7. Unsatisfactory students' welfare services
  8. Inadequate instructions materials
  9. Indiscipline in school
  10. Inadequate role models
  11. Inadequate FSE funds
  12. Inadequate Guidance and Counseling
  13. Poor performance
- 

10. On a scale of 1 to 5 where;

1 Strongly agree     2 Agree     3 Undecided

4 Disagree     5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the strategies suggested for promoting school completion rates

	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>
1. Education policies					
2. Parental involvement					
3. Instructional resources					
4. Motivational schemes					
5. Role models					
6. Teacher improvement					
7. Affordable levies					
8. Guidance and counseling					
9. Co-curricula activities					
10. Girl-child welfare					
11. Discipline management					
12. More-subordinate staff					



9. On a scale of 1 to 5 where;

1 Strongly agree     2 Agree     3 Undecided

4 Disagree     5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the influence of school based factors that determine school completion rates

	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
1. Poverty/ Fees					
2. Inadequate Government policies					
3. Inadequate teaching staff					
4. Harsh environment					
5. Sexual harassment					
6. Inadequate sanitary facilities					
7. Unsatisfactory students' welfare services					
8. Inadequate instructions materials					
9. Indiscipline in school					
10. Inadequate role models					
11. Inadequate FSE funds					
12. Inadequate Guidance and Counseling					
13. Poor performance					

10. On a scale of 1 to 5 where;

1 Strongly agree     2 Agree     3 Undecided

4 Disagree     5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the strategies suggested for promoting school completion rates

	<del>1</del>	<del>2</del>	<del>3</del>	<del>4</del>	<del>5</del>
1. Education policies					
2. Parental involvement					
3. Instructional resources					
4. Motivational schemes					
5. Role models					
6. Teacher improvement					
7. Affordable levies					
8. Guidance and counseling					
9. Co-curricula activities					
10. Girl-child welfare					
11. Discipline management					
12. More-subordinate staff					





8. How do your parents earn their income? .....

9. On a scale of 1 to 5 where;

1 Strongly agree     2 Agree     3 Undecided

4 Disagree     5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the influence of school based factors that determine school completion rates

	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5
1. Poverty/ Fees					
2. Inadequate Government policies					
3. Inadequate teaching staff					
4. Harsh environment					
5. Sexual harassment					
6. Inadequate sanitary facilities					
7. Unsatisfactory students' welfare services					
8. Inadequate instructions materials					
9. Indiscipline in school					
10. Inadequate role models					

11. Inadequate FSE funds

12. Inadequate Guidance and Counseling

13. Poor performance

---

10. On a scale of 1 to 5 where;

1 Strongly agree     2 Agree     3 Undecided

4 Disagree     5 Strongly disagree

Please indicate your comment that mostly describes your opinion on the strategies suggested for promoting school completion rates

	<input type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5
1. Education policies					
2. Parental involvement					
3. Instructional resources					
4. Motivational schemes					
5. Role models					
6. Teacher improvement					
7. Affordable levies					

8. Guidance and counseling
  9. Co-curricula activities
  10. Girl-child welfare
  11. Discipline management
  12. More-subordinate staff
- 

#### **APPENDIX D:**

#### **INTERVIEW SCHEDULE FOR EDUCATION OFFICERS.**

##### **1. Background Information.**

Province..... District.....

Division.....

Gender –  Male                       Female

2. How many secondary schools are there in the district?
3. What was the total enrolment of students in secondary schools by gender in the years 2006, 2007, 2008?
4. What was the completion rate among students by gender in the years 2009, 2010 2011?
5. Comment on the staffing position in the district.
6. What is the average cost of education in public secondary school per year?

7. Do the secondary schools adhere to the fees guidelines formulated by the Ministry of Education?
8. How do you handle cases of the very poor students who cannot afford to pay secondary school fees?
9. What are the main factors affecting girl child school completion rates?
10. What are the possible strategies to employ to girl child school completion?

#### **APPENDIX E:**

#### **INTERVIEW SCHEDULE FOR THE PARENTS.**

##### **Background Information**

Province..... District.....

Division.....

Gender      Male [ ]      Female [ ]

1. What do you do for a living?
2. What is the approximate annual income?
3. How many children do you have in school?
4. What is the most difficult level of education to take a child through?
5. Comment about the cost of secondary school education.

6. In your opinion what are the factors affecting the girl child school completion rate?
7. What is your opinion on investing on girl child education?
8. What has the government done to assist needy secondary school students?
9. Is the government FSE funds sufficient?
10. What are the parents in Kirinyaga West District doing to ensure all girls admitted in Secondary schools sit for KCSE Examination?
11. In your opinion what strategies can be employed to promote secondary school completion rate among girls in the District?

## **APPENDIX F**

### **LETTER TO THE PRINCIPALS OF SECONDARY SCHOOLS**

Kaguma Veronica Wanjiku

Department of Education

Management, Policy &

Curriculum Studies

Kenyatta University

P.O.BOX 43844 - 00100

NAIROBI

Dear Sir/ Madam,

**RE: RESEARCH VISIT TO YOUR SCHOOL**

I am a post graduate student from Kenyatta University. I am currently carrying out a study on strategies to promote school completion rate among girls in public mixed day secondary schools in Kirinyaga West District Kenya. I have identified your school to participate in this study and wish to request that you allow the administration of questionnaire to you, teachers and some of the students. The information gathered will be treated with a lot of confidentiality.

Your assistance will be highly appreciated

Thank you for your cooperation

Yours faithfully,

Kaguma Veronica Wanjiku

Research student.