

**A STUDY ON CAUSES OF DROP OUT AMONG GIRLS IN SELECTED MIXED  
DAY SECONDARY SCHOOLS IN KASARANI DISTRICT, NAIROBI COUNTY,  
KENYA**

**BY**

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This research project proposal is my original work and has not been presented for academic awards in any other university

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## **DEDICATION**

I dedicate this project to my dear parents: my father Wilberforce Ondere and my late mother Margaret Omuyonga for having given me the opportunity to excel in my academics.

## **ACKNOWLEDGEMENT**

My deepest appreciation and gratitude go to my husband Bartholomew, children Brenda, Emmanuel, Beverly and Ann for their understanding and support. To my supervisors thank you for putting me on the academic road of research for I am researcher in waiting. Thanks to my friends who motivated me and colleagues who challenged me to take this bull by its horns. To my son Emmanuel, daughters Ann and Beverly thank you for being excellent typists.

I am solely responsible for any shortcomings, errors of omission and commission found in this study.

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## **ABSTRACT**

This study presents the current factors that contribute to drop out of girls in mixed day secondary schools in Kasarani District in Nairobi province, with a view of getting possible strategies for countering the problems that causes girls to drop out of school. The study was guided by the following objectives; To determine the extent to which school factors influence the girls' dropout rate, to establish the influence of teachers' attitude on the drop out rate of girls, to determine the influence of distance from home to school on drop out rate of girls and to come up with measures that can be adopted by mixed public Day secondary schools to curb the problem of girls drop out. The study employed descriptive survey design. The study adopted simple random sampling techniques to sample its respondents. The data was collected through questionnaires given to students, teachers and head teachers. The data was analyzed both quantitatively and qualitatively. In conclusion, despite the government efforts to provide equal access for boys and girls, the latter are disadvantaged due to socio-economic, socio-cultural and school based factors. The parents should be sensitized on the importance of girls education so as to understand their role and involvement in their girl child education. Every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problem affecting their girls education. These parents should be advised on the need to motivate their girl child to remain in school.



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## **LIST OF ABBREVIATIONS**

<b>COVAW</b>	Coalition on Violence against Women
<b>E.F.A</b>	Education For All
<b>E.S.E</b>	Free Secondary Education
<b>HIV/Aids</b>	Human Infection Virus (Acquired Infection Deficiency Syndrome)
<b>KNDP</b>	Kenya National Development Plan
<b>MDGs</b>	Millennium Development Goals
<b>SPSS</b>	Statistical Package for Social Scientists
<b>UNESCO</b>	United Nations Educational Scientific and Cultural Organization
<b>UNICEF</b>	United Nations Children's Fund
<b>UN</b>	United Nations

# CHAPTER ONE

## INTRODUCTION

### **1.1 Background to the Problem**

Girls, just like boys have a right to be educated so as to maximize their personal development and their contribution to their community and society. The World Conference on Education for all held in 2001, stipulated that every person has a right to be educated to his or her fullest potential. According to the World Education Forum held in Dakar in 2000, all children, particularly girls must have access to and complete education of good quality by the year 2015 (World Conference on Education, 2001).

Ananga (2011) observes that girl's education is beneficial as it contributed to economic productivity; social development; intergenerational education; social equity; and sustainability of development efforts. Despite such consensus, much remains to be done to reduce gender parity in girls' education. Nearly 70 countries failed to reach the goal of gender parity in education by 2005 and of the 75 million children currently out of school, approximately 55% are girls (UNESCO, 2009).

In Africa, girl secondary school enrolment accounts for only 57% of the school age population compared with 75% to boys. Research evidence shows that education of female is paramount to the development of a nation. Credible visionaries and world leaders such as former UN secretary General Kofi Annan continuously highlight the role and powerful impact of girl's education (World Conference on Education, 2001). Speaking at the launch of a non-governmental report on girls' education in March 2003, he noted that:

*Study after study has taught us that there is no tool for development more effective than the education of girls. No other policy is as likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health, including the prevention of HIV/AIDS than that one of educating girls. No other policy is as powerful in increasing the chances of education for the next generation.*

(World Conference on Education, 2001).

He described girls' education as an accelerator of progress and human development. What remains to be done is to make it totally apparent that education with a `gender lens` benefits girls and boys and that education programmes without the lens will always produce inequitable results and hamper quality. Comparison of data for men and women, reveals significant disparity in educational attainment for example. in Ghana by 1992, among people older than fifteen years of age, 22% of women were illiterate, compared with 49% of men (World Conference on Education, 2001)..

The comparatively slow rate of improvement for women is reflected in the fact that between 1980 and 1989, among women aged fifteen to twenty four, 25% were illiterate. UN sources states that in 1990, for every 100 girls of secondary school among girls of secondary school age, only 13 out of 100 were in school. Those girls in third level, grades nine and ten, only 1-5 out of 100 were in school (UNESCO, 2009).

Numerous studies have shown that female education is pre-requisite for greater social autonomy for women and for improving the socio-economic status of families for example it is noted that countries with smaller gender gaps in education have better indicators of social welfare. For example, lower fertility rate, lower infant mortality rate, improved nutrition, increased life expectancy and better opportunities for their

children in the next generation are social benefits that will accrue from more females being provided with proper education. Not only are a large number of girls denied the right to education, but many who attend school receive their education through under-resourced and over-crowded classrooms, poorly-trained or untrained teachers, and emotional and physical abuse through bullying, insults, physical punishment and sexual harassment. This hinders girls' participation in education (UNESCO, 2003). The Kenya National Development Plan (2002-2008) notes that the high wastage rate-associated with dropout in schools, low transition rates between sub-sectors, over centralized school's curriculum development and unduly lengthy completion period in higher education render the Kenyan education system inefficient. During the years 2007-2011, the national secondary school dropout rate increased. In 1999 North Eastern had the highest dropout rate of 7.6% while central had the lowest at 4.0%. Nairobi County that includes Kasarani District which is the centre of this study had a dropout rate of 7.1% in 1999 and 5.5% in 2003. This has serious implications not only on the attainment of Education For All [E.F.A] goals and targets as set out by the Dakar Framework for action on Education For All but also in national development. If the government has to achieve education for all by 2015, there is no option but to seal every path that leads to dropout and especially of girls in secondary schools including Kasarani District of Nairobi County. Measures have to be taken to arrest the challenges of school dropout as it leads to wastage of government funds. The Government is providing free primary and free day secondary school education.

The Government by recommendations of various education commissions has supported provision of education as a way of developing the human capital (Ominde report, 1964) supported the establishment of Harambee schools, (Gachathi, 1976) introduced cost-sharing between the government, parents and the community.

(Kamunge report, 1988) recommended curriculum rationalization and (Koech, 2000) looked at ways of making education cheaper, affordable and accessible.

The government has put policies in place which aim at attaining education for all (E.F.A) with particular interest in quality, equity, relevance, internal and external efficiency within the education system. According to Session Paper no.1 of 2005 on a policy framework for education, training and research, the government has a long term aim of providing every Kenyan with basic quality education and training including a two year pre-primary, eight years of primary and four years of secondary/technical education.

With the attainment of independence in Kenya in 1963, the main target of the new government was to alleviate three great problems: Poverty, Illiteracy and Diseases. The government spends a bigger percentage of the total public recurrent budget on education. In 2011, the government allocated 9.2 billion to free primary education and 16.2 billion on free tuition in secondary education. This is in line with the millennium development goals and the vision 2030 goals. Dropping out of secondary school is a serious educational and social problem as it is a draw back to the national goals and millennium goals.

When girls drop out of school, it affects them as individuals and women as a whole as it is a draw back on the full empowerment of women (implementation of the affirmative action) and the country at large. It has both negative individual and social consequences and its psychological effects are felt across the country.

In order to solve the above problem, we have to get ways of improving education for girls. All education stakeholders have to advance girls schooling and guarantee

retention of girls who are already enrolled in the secondary schools. The problem of the study will be to assess factors contributing to drop out of the girl child in public mixed day secondary schools in Kasarani District, Nairobi County.

## **1.2 Statement of the problem**

Female education has multiplier effects because it empowers women to bring about change and helps to break the vicious cycle of poverty. Despite initiatives addressed through various government policies, interventions and declarations like the the Millenium Development Goals (MDGs) strive to ensure equal access to secondary school education for both boys and girls. In addition, World Bank (2010) indicates that girls' retention in Kasarani and the larger Nairobi areas is lower compared to boys. High dropout and parent laxity in following up with their children's schooling especially with the introduction of FPE is a cause to worry. Uwezo Kenya report (2011).

Kenya being a developing country, there is need to invest in the education of the girl-child for the purpose of accelerating its national and economic development. This would also accelerate the process of becoming industrialized by the year 2030 (Vision 2030).

## **1.3 Purpose of the study**

The purpose of this study was to survey causes of drop out among girls in some selected mixed day secondary schools in Kasarani district, Nairobi County with a view of getting possible strategies for countering the problems that cause girls to drop out of school.

#### **1.4 Objectives of the study**

The study was guided by the following objectives.

- i. To determine the extent to which school based factors influence the girls' drop out rate in the selected schools in Kasarani district
- ii. To establish the influence of teachers' attitude towards girls on the drop out rate of girls in mixed day secondary schools in Kasarani District.
- iii. To determine the influence of distance from home to school on drop out rate of girls in mixed day secondary schools in Kasarani District.
- iv. To recommend measures that can be adopted by mixed public Day secondary schools to curb the problem of girls drop out.

#### **1.5 Research Questions**

- i. To what extent do school based factors influence dropout rate of girls in public mixed day secondary schools in Kasarani District, Nairobi?
- ii. To what extent does teachers' attitude towards girls influence girls to drop out of school?
- iii. What is the influence of distance from home to school on drop out rate of girls in mixed day secondary schools in Kasarani District?
- iv. What measures can be put in place for countering the problems faced by girls' education in Kasarani District, Nairobi Province?

#### **1.6 Assumptions of the study**

- i. The targeted population sample responded to the questions by giving the required information and will adequately represent the public day mixed secondary schools in the whole province.



- ii. The researcher assumed that the data collected and the available records were accurate to give a true reflection of the situation on the ground.

### **1.7 Limitations of the study**

- i. Accessing current data on girls' dropout rates was difficult as many administrators were reluctant to release records due to the F.S.E while others did not have proper records.
- ii. The study involved travelling from one school to another and transport was not reliable due to poor roads. Some of the schools were situated in slum areas and this made it unsafe for the researcher to move freely.

### **1.8 Delimitations of the study**

This study only covered public mixed day secondary schools in Kasarani District, Nairobi County and not the private schools and girls boarding schools. Boarding schools were not included in the study since the students do not cover any distance going to school and again do not face many challenges as those faced by day scholars.

### **1.9 Significance of the study**

The study benefits all educational stakeholders, the government, educational partners, parents and students in various ways. The Ministry of Education through the D.E.O. and the Teachers Service Commission benefits from the findings of the research to advice on how to reduce the drop out of the girls from schools in Kasarani.

The study gives recommendations to address a fore mentioned factor with a view of those concerned to effectively deal with the drop out problem. So the study comes up with the way forward for schools to help them retain more girls who complete secondary cycle.

## **1.10 Theoretical Framework**

A theoretical framework is important to any study because of the role it plays in promoting an understanding of the factors that may influence or are related with an identified problem. In view of this fact this study adopted two theories to explain the phenomenon of the secondary dropout. These theories are; social stratification and socialization theories.

This study was guided by a framework called institutional perspective developed by Rumberger (2004). The institution perspective focuses on school characteristics, policies and practices. Rumberger argues that structural features of school such as the size, the resources available to the school, and access to high quality teachers influence dropout rates. This framework argues that too much emphasis has been placed on "high-risk" youth and their families, and not enough on the high-risk settings in which they live in.

Research suggests that the decision to stay in or to leave school is affected by multiple contextual and policy factors that interact over the lifetime of a student. Russell Rumberger developed a conceptual framework based on an individual perspective and an institutional perspective (2004). This framework suggests reciprocal relationships among these two factors and the possibility that these relationships can change over time as students' progress through school.

The framework's individual perspective focuses on student attributes—student background characteristics, student engagement in schooling, and educational performance. There is a strong relationship between student background characteristics (race/ethnicity, gender, poverty, special education placement, and language) and dropping out of school. Equally important is what students experience

once in school. Students who are engaged in learning and in the social dimensions of school are less likely to leave school. For example, students may leave schools because courses are not challenging or because they have poor relationships with their peers and teachers (Rumberger, 2004). Poor academic achievement, both in high school and in earlier grades, is a strong predictor of dropping out. High absenteeism, student discipline problems, and student mobility are also associated with dropping out (Allensworth & Easton, 2005; Rumberger, 2004; Rumberger & Arellano, 2008).

The individual perspective also factors in the importance of earlier preparation. A student's success in the first year of high school is highly correlated to his or her potential for graduation. Students who do not successfully maintain an adequate freshman course load, either because of attendance or academic achievement, are less likely to graduate (Allensworth & Easton, 2005, 2007; Cahill, Hamilton, & Lynch, 2006; NCES, 2007). While success in the first year of high school is important for staying on-track to graduate, research suggests that failing in the early grades predicts failing in high school. A study of the California high school exit exam found that it was possible to identify students in elementary school who are at risk of failing (Zau & Betts, 2008). This research suggests a highly individual approach is needed to identify and remedy dropping out of school.

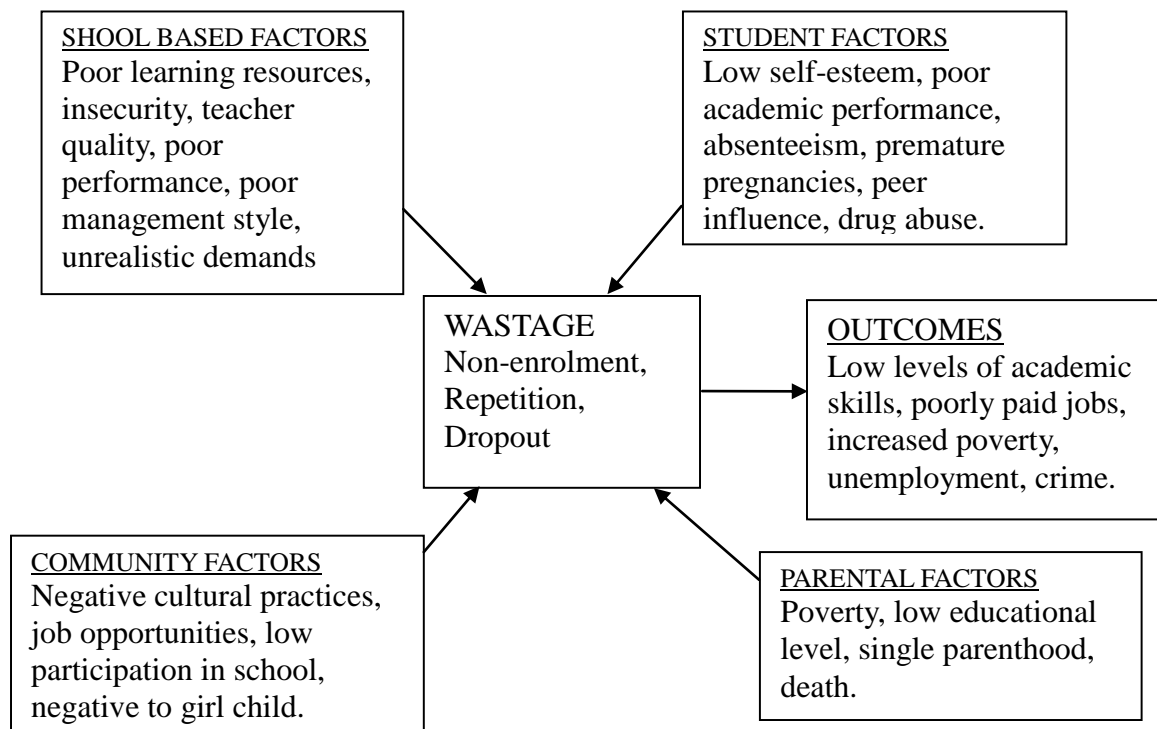
### **1.11 Conceptual Framework**

This study was conceptualized within a framework that specifies component parts of a school system as performing specific component roles (independent variable) that are necessary if the school has to achieve its desired goals (dependent variables). These components are the parents, the students, the school environment and the community,

and must play their respective roles effectively to ensure the students (girls) participate in schooling and complete their secondary education successfully.

The roles performed by the four components are complimentary to one another. In the event of one of them malfunctioning, the whole system most likely not achieves its intended goals. The end result is wastage and missing out on the opportunity to achieve the educational goals. Figure 1.1 shows how variables within the school and the community interact and affect the students, making them not to enroll in schools, repeat classes and leave school prematurely as dropouts.

**Figure 1.1 Factors that lead to secondary school wastage**



*Adopted from Gachungi, 2005*

### 1.12 Operational definition of Operational Terms

**Completion Rate-** refers to the number of students graduating at any level of education expressed as a proportion of those who enrolled in that level.

**Dropout –** refers to students who dropout from a given grade or cycle of education in a given school year.

**Gross Enrolment Ratio**-refers to the total enrolment in a specific level of education, regardless of age, as a percentage of the eligible official school –age population to the same level of education in a given school year.

**Net Enrollment Ratio**-refer to the enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

**Wastage-** refers to the combination effect of repetition and dropout on the educational process.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

#### **2.1 Introduction**

Much recent research and development work in Kenya as a whole has focused on the gender gap in education and on the problem of girls under education relative to boys. The benefits are well documented and show that educated girls have lower rates of fertility, make better mothers, obtain higher paying jobs, and can actively participate in the national and economic development of the country. In order to address the problem of girl's dropout of secondary schools, many African countries have focused their efforts to improve girls' access to education and thereby increase their enrolment rates and educational benefits. However, although more girls are being educated than before, they are still numerous stereotypic genders bases in schools and the society which impede their learning and sustain their under-education. Kenya is one country where girls' educational enrolment has rapidly expanded since introduction of free primary and free day secondary education. This study therefore will try and fill this gap left unattended to.

#### **2.2 Global studies on girl's education**

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

In Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion class one

entrants who reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal, the Philippines, Singapore, and Sri Lanka have a moderately high survival rate of 20% (Bledsoe, 2002). India and Thailand have a survival rate of 12% while the other countries of Asia have a survival rate averaging not more than 5%. In Costa Rica, the patterns of school dropout in marginal urban areas seem more complex, may be because education system is better established. Both boys and girls are more likely to stay at school into primary cycle. In El Salvador, the cost of necessities like clothing and increased cost of tuition year after year influence parents' decision to take their children out of school regardless of level.

In many Latin American countries is near universal, completion rates are low because of high drop-out and repetition rates attainment (Birdsall et al., 2005). Failure to complete is a particular problem for children in poor families, trapping them in poverty: in India, 61 percent of the children who never complete fifth grade come from the poorest 40 percent of households (Birdsall et al., 2005).

UNESCO (2003) indicated that three surveys done in Canada place the national dropout rate at 18%. The figure represented the number of people in the 10-20 and 20-24 age groups who had not graduated and were not in school or pursuing further training. Such a situation has serious implications both for the country and for the young people themselves because of the increasing need for highly skilled workers and fewer opportunities for unskilled or functionally illiterate (Bhorat, 2003). Only 51 percent of children in Africa complete primary school. Low enrolment, high levels of drop-out and repetition rates combine to contribute to low educational attainment (Birdsall et al., 2005).

Gachukia (2004) contents that education reform initiative in Kenya since 1980's had three major impacts among others; are, increased cost of education and heavy burden on households; two, scarcity of instructional materials such as textbooks and support services such as school uniforms. These had increasing negative effects on access to and quality of education. A similar report by the Ministry of Education (2010) asserts that the level of poverty in the country has gone up and the plight of the poor aggravated to the extent where many Kenyans can no longer have access to education. In Sudan, the cost of higher education has increased since the 1980's, which is a deterrent even for those who manage to get through school certificate examination.

In Zimbabwe, the enrolment figures in secondary school for girls continue to decline in relation to those of boys. In 1987 in the Matabeleland south, girls made up of 45% of enrolment in form one (nationally 43.6%) but in form four this slipped to 36.6% (nationally 38.9%) (Fawe, 2006). Such a slip does not augur well for a country which wants to develop its human resource from both sexes for better national development. It says that one of the serious consequences of these high drop-out rates, particularly for Africa is the serious and growing problem of those secondary school leavers who swell the ranks of the educated unemployed. This is because only 20% of those who complete the secondary stage will continue to university. UNESCO (2003) noted that in Botswana, secondary schools, more girls than boys dropout. In junior cycle, 16 - 19% of the girls dropped out in 1987 as compared to 6-8% of boys in 1988.

FAWE (2006) further revealed that 75% of girls dropout because of pregnancy while 20% of boys dropout due to lack of interest. The initial measure to overcoming challenges to basic education was to improve access; which meant increasing the number of schools, teachers and getting as many children in school as possible (Dyer 2002). With 17,000 primary schools offering formal education (Bunyi, 2006), the



Kenyan government declared free and compulsory primary education in 2003. An estimate of 1.3 million children enrolled in public schools raising the total number to 8 million (Kinuthia 2009). While this may have increased the enrolment rate and registered positive quantitative data, it has failed to give a consideration to the qualitative issues in side of schools. Researches and other studies in developing countries have shown that many children have not attained literacy and competency levels as required for their various levels of schooling. In deed EFA reports that millions of children are leaving school without having acquired basic skills and there are still 72 million primary aged children out of school (EFA Summary Report 2010).

Moreover, the 2005 EFA report on the quality of education, notes that an enormous gap between the number of pupils graduating from school and some of them mastering a minimum level of literacy. It asserts that meeting a minimum of standards, improving school facilities having sufficiently trained teachers with a mastery of content and pedagogy, fostering a conducive and mutual environment and improving inclusion can significantly improve the quality of education. This can be achieved by embracing the Dakar Framework of Action -2000 that recognizes the need to make primary education contextually and locally available to the ethnic minorities. In Kenya the Annual Learning Assessment (2009) report notes that traditionally marginalized communities post a much higher percentage of out-of-school children characterized by high dropout (Uwezo Kenya, 2009). Looking at the above studies, the researcher will try to establish the determinants retention of girls in secondary mixed schools in Kasarani district.

### **2.3.1 Plight of secondary school girls as they pursue their education**

Secondary school girls have a myriad of problems, which include sexual exploitation or violence, teenage pregnancy, unsafe abortion, poverty which leads to lack of basic facilities like sanitary towels. Sexual violence takes various forms, which include rape and defilement.

According to the study conducted by the Coalition on Violence Against Women (COVAW) in October 2008, children (in most cases, girls) suffer more from sexual abuse and assault which in total accounts for 72.8% of all cases reported within the centre and most of the girls raped during the past three years are either HIV positive or have children as a result of sexual abuse.

Psychological violence is yet another problem that girls experience which undermines their self esteem. Harassment of girls by boys and men (including some male teachers and schoolmates) through touching of breasts, buttock and use of inappropriate language is a form of sexual abuse. The study is going to look on this factors and suggest ways that can be used to curb the problem.

### **2.4 Significance of Educating Girls**

Education is a necessary human right which girls are to enjoy just as any civilian. Godia (Standard, November 2008) asserts that women are civilians with rights and responsibilities and not just vehicles for providing children and sexual services and domestic comfort for men. “The more independent, educated and empowered a woman is, the better her chances are to protect herself from harm and injustices.

Girls education is widely acknowledged as the single most factor and for progress and economic growth” (Bo Goransson, the Swedish Ambassador, standard, November, 2004).

There is no tangible evidence to show that girls or generally women have less mental capacity than that of boys or men that may make the women not to be able to perform tasks like men do (World Bank, 2010). If the boys are to be educated in order to become future leaders, equally the girls should also be exposed to the modern education for the purpose of both personal and national development. This study will try and show this in the research.

## **2.5 Research on factors that lead to Dropout**

Research has been conducted on different factors that lead to school dropout among girls. These factors may be categorized into socio-economic factors, social-cultural factors, school-based factors and other factors.

### **2.5.1 School Based Factors influencing Girls' Drop-Out in secondary Schools**

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Molteno et al., 2000), as have various aspects of teaching and learning processes. Teaching practice and behaviour can particularly influence a pupil's decision to drop out. Smith (2003) found that in some schools in Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

According to Nekatibeb (2002) learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nekatibeb (2002) observed that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The results is teacher

absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labour; this situation has a negative impact on girls' education, because it discourages parents from sending girls to school or shortens the time spent on teaching and learning (Ibid).

Inadequate or poor physical facilities adversely affect the quality of education. It has been established that in such poor environments the girl child comes off the worst because facilities are unlikely to be gender responsive (FAWE 2004). According to Lizettee (2000) the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls. All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005). In particular girls who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they don't, they may miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

Providing water and sanitation at school level is critical for girls. Privacy issues relating to sanitation are a major factor forcing girls out of schools (Birdsall, Levine and Ibrahim, 2005). These studies are echoed by a study in Kenya by the North Eastern Director of Education (2004), which established that girls were forced to leave school due to lack of adequate sanitation facilities.

UNICEF (2009) further observes that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of safe water. In addition, separate toilets or latrines should be available for girls and boys, privacy, cleanliness and safety major considerations when planning location and design of facilities.

Currently, more than 60% of all schools in Africa lack sufficient sanitation facilities (UNICEF, 2009). Even in schools with facilities, unhygienic sanitation hinders the ability of students to concentrate and learn at school (Water and Sanitation Collaborative Council and WHO, 2005). In Africa, the lack of basic sanitation facilities further decreases the enrolment of girls in secondary schools. Various studies have particularly linked the attendance of girls to the availability of adequate sanitation facilities in schools (UNICEF, 2006). Girls spend more time in schools when the number of sanitation facilities is adequate (UNICEF, 2006). As such, the need for improved access to sanitation goes beyond improved health and addresses issues of children rights and gender equity.

Studies carried out in Lesotho and Bangladesh, have indicated that girls have a preference for separate facilities (UNICEF & IRC, 1998). In schools where the toilets are shared between girls and boys or are closely located, a significant number of girls drop out of school after they attain puberty because of harassment and lack of privacy (UNICEF & IRC, 1998).

Since the introduction of the Kenyan free primary education in 2003, the enrolment rate of students has tripled (CSAE, 2008). This increase in the number of pupils has not been matched by a proportional increase in the number of sanitation facilities.

According to the Kenyan Ministry of Public Health and Sanitation, schools should adhere to a standard ratio of 1 toilet for 25 girls and 1 toilet for 30 boys (GoK, 2008). These ratios however remain unattained and currently, more than 60% of all schools in Kenya lack sufficient sanitation facilities (UNICEF, 2009). Even in cases where the number of sanitation facilities is adequate, they are often in poor condition discouraging their use among children (UNICEF, 2009).

According to Ngales (2005) in a study on school girls towards health, dignity and well being in Ethiopia, it was found that female students indicated that they often missed classes during menstruation or because culturally restrictions combined with poor hygiene and lack of privacy prevented them from using latrines at all. In addition, female boarding schools pupils mentioned that they feared using latrines at night due to poor lighting. The study concluded that girls' performance, attendance and retention rates were lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with.

It is unlikely that the world will meet the Millennium Development Goal (MDG) target of reducing by half the population without access to sanitation. Further, though access to sanitation is inexorably linked to health, education, and gender equity, the MDGs do not target improvement of school sanitation facilities. Additional effort is needed to improve access to clean, private, and safe sanitation facilities in school.

Waweru (2007) found that the problem of school dropout was more pronounced in semi-arid district of Garissa than was the case in the relatively rich district of Nairobi and Kiambu. In another study by Bali carried out in six districts namely; Nairobi, Kajiado, Kilifi, Kiambu, Busia, and Siaya, it was found out that educational wastage rates among female students were higher in less developed districts (Bali, 1997). This

study therefore aims at studying the factors leading to the girls drop out from school and come up with ways of tackling the problem.

### **2.5.2 Teachers' Attitudes towards girls**

Ananga (2011) noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. When different behaviors are tolerated for boys than for girls because 'boys will be boys', schools are perpetuating the oppression of females. Ananga (2011) observed that some teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up.

Girls are socialized in schools to recognize popularity as being important, and learn that educational performance and ability are not as important. "Girls in grades six and seven rate being popular and well-liked as more important than being perceived as competent or independent. Boys, on the other hand, are more likely to rank independence and competence as more important."(Ibid)

Research shows that teacher attitudes towards pupils are linked to dropout. From their research in Ethiopia, Colclough et al. (2000) found that teachers were more positive about the participation, interest and intelligence of boys rather than girls. In some cases, this is because they believe that girls will drop out early, an attitude that can then become a self-fulfilling prophecy (Ames, 2004).

In their study of Guinea, Glick and Sahn (2000) argue that the school environment and classroom conditions in general seem to be less conducive to effective learning of girls than boys. However, in other contexts, education practices have been found to be more likely to exclude boys (Hunter & May, 2003). Although few researchers make the direct link, there are issues related to the preservation of an appropriate teacher–student relationship and dropout. For example, the use of corporal punishment or violence is practiced by teachers in many countries (Boyle et al., 2002). While it has been outlawed in some contexts, it is legal in others, although with varying degrees of restriction. Boyle et al. (2002) suggest that beating and intimidation “affect children’s motivation to attend school.” As a result of the caning and accompanying humiliation pupils suffer at the hands of their teachers, the former gradually become less motivated to go to school (PROBE, 1999).

Teacher attitudes and teaching practices have important implications for the success and persistence of girls in schools. According to Nekatibeb (2002) studies from several countries in Sub-Saharan Africa indicated that both female and male teachers believed that boys were academically better than girls. Study findings indicated that many countries reported the tendency of teachers to pay more attention to boys than girls in the classrooms. Still in other conditions boys were given priority in the distribution of books and other learning material.

In many instances, teachers are not aware that the language they use in the classroom reinforces negative gender attitudes. They may use terms and expressions – and tones of voice – that give the impression that girls are not as intelligent as boys, or that girls do not need to perform well because they will just get married (FAWE, 2001).



According to Ananga (2011) when an administrator ignore an act of sexual harassment, he or she is allowing the degradation of girls. A permissive attitude towards sexual harassment is another way in which schools reinforce the socialization of girls as inferior. "When schools ignore sexist, racist, homophobic, and violent interactions between students, they are giving tacit approval to such behaviors." According to Njau and Wamahiu (2000) in a study on drop out rates in Sub-Saharan Africa, it was found that among serious obstacles to female education, premature departures or dropping out from schools by female education is notable in Sub-Saharan Africa. One of the reasons established was the attitude of teachers towards girls in class. Teachers were reported to favour boys than girls in terms of academic performance and achievement. This discouraged girls and often led to dropout.

In a study on schooling Ugandan girls, Kabesiime (2007) noted that the teacher's attitude towards girls in the classroom was crucial for retention of girls in school. It was found that teachers who are keen on encouraging equal participation of girls and boys in class increased the completion rate of girls' education in secondary schools. The study found that teachers who had been sensitized to change any negative attitudes towards girls' education and adopted new methods to promote equity in the classrooms had made a great impact in the performance and retention of girls' in schools.

#### **2.4.4 Distance from School and its effect on girl's school drop out**

Research points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls. This is also true in the cases of older girls and those children

regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, according to Ainsworth et al. (2005), the likelihood of children attending secondary school decreases the greater the distance to the nearest secondary school.

According to Nekatibeb (2002) distances from school has been another deterrent for girls' education in many countries in Africa. A large number of studies in the region have reported that the long distances girls travel to school has two major problems including: one related to the length of time; and the energy children have to expend to cover the distance, often on an empty stomach, the relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of girls to stay in school. In Guinea, studies show that close proximity to schools had a positive motivating impact on girls; participation in schools while in Mali, most girls stated that living far away from school and having to walk discourages them (Ibid). Similarly, research by Ainsworth et al (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer.

Mirsky (2003) estimated that weariness form long journey to and from school and often on an empty stomach makes school going on unpleasant routine for the poor children leading to their dropping out of school. Illness and lack of medical care may also lead to dropout after frequent absenteeism followed by poor performance (UN, 2000). In rural districts, there are no roads and vehicles hence children have to walk for long distances through difficult terrain and dangerous environment which consequently affects their academic performance (Kimiti, 2010).

## **2.7 Summary**

The above literature review has elaborated the various factors leading to drop out of girls in public mixed day secondary schools. They range from home to school perspectives. It confirms that while girls grow up together with boys at home and in the community at large, they are forced to grow up differently and are not given the same opportunities and facilities as boys (FAWE 1996) this study intends to combine the quantitative and qualitative approach in order to identify the various factors leading to child girl drop out in public mixed day secondary schools.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This section deals with description of the method that will be used to carry out the study. It is divided into the following subsections research design, location of the study, target population, sample size and sampling procedure, instruments of the study, validity and reliability, data collection procedures and data analysis techniques.

#### **3.2 Research Design**

The study adopted a descriptive survey design to investigate the factors that contribute to girl child dropout from school and the measures that could be adopted to curb this phenomenon. Creswell (2002) observes that a descriptive survey method will be used when data is collected to describe persons, organizations, settings, or phenomena. The study aimed at observing and describing the factors that cause drop out of the girls without influencing them in any way and therefore descriptive survey research design was found to be the most appropriate for this study.

The method was appropriate for this study because it assists the researcher to produce statistical information on dropout, which is of interest to policy makers and educationists.

#### **3.3 Target Population**

According to Mugenda & Mugenda (2003) population is the entire group of individuals, events or objects with some common observable characteristics. The target population of Kasarani district were 7 head teachers from 7 girls school, 140

teachers and the 4200 girls in the 7 schools in Kasarani district as summarized in table 3.1 below.

**Table 3.1 Target population**

<b>Representatives</b>	<b>Target population</b>
Head teachers	7
Teachers	140
Girls students	4200
<b>Total</b>	<b>4347</b>

### **3.4 Sample and Sampling Procedure**

Sampling is a research technique used for selecting a given number of subjects from a target population as representatives of that target population. This study drew a sample of 5 schools from the 7 public secondary schools in Kasarani district which is 71% representation of total schools in the District. The schools were randomly sampled. The sample of 10% is considered representative since a representative study should be at least 10% of the target population (Kothari, 2002; Cooper and Schindler, 2003). Teachers were selected through simple random sampling. The teachers were used in this study because they gave data on the cohorts and had stayed long enough in their station to merit longer school and student observation. A total of 14 teachers formed the study sample that is 10% of the target population. The study used census sampling to sample all the 7 head teachers in the seven schools.

The study used form 2 and 3 girl students since they are the most affected by the problem of school retention. This was half of the target population. The sample size was 10% resulting to 210 students who were randomly sampled. The students gave

the first hand information about the cause of their drop out. This gave a total of 229 respondents in the sample population.

**Table 3.2 Sample size**

<b>Respondents</b>	<b>Sample size</b>
Head teacher	5
Teacher	14
Students	210
<b>Total</b>	<b>229</b>

### **3.5 Research Instruments**

The main research instruments to be employed in this study were questionnaires. The researcher found this instrument adequate for two categories of study subject namely head teachers and the teachers. The questions were closed-ended to elicit certain responses that were sought and open-ended to add more information that were of importance to the study.

The questionnaires sought to elicit information from the respondent on the cases of dropout of the girls in their schools, the measures to be taken to curb the trend and what else could be done to arrest the dropout phenomenon. The researcher got records of attendance and progression from the school administration. These documents were analyzed to reveal rates of dropout of girl students.

#### **3.5.1 Student's questionnaires**

The questionnaire for the students sought to elicit information on the distance to school, the means students use to go to school, confirmation of incidences of drop out of girls in mixed day school, opinion on the cause of dropout, measures to be taken to

curb drop out and what else could be done to arrest the situation in view of the prevailing dropout of girls despite the measures taken.

### **3.5.2 Head teacher's Questionnaire**

The questioner for the head teachers sought to elicit information on the period of stay in the school, qualifications, confirmation of incidences of drop out of girls in mixed day school, opinion on the cause of dropout, measures to be taken to curb drop out and what else could be done to arrest the situation in view of the prevailing dropout of girls despite the measures taken.

### **3.5.3 Teachers questionnaire**

The questionnaires for the teachers sought to elicit feedback on their profession qualification duration in current position, number of girls dropout and repeaters, cause of the dropout and measures to curb dropout problem.

### **3.5.4 Document analysis**

The researcher analyzed admission registers for 2006 and the annual class registers of up to 2009 as well as the annual school returns from the Kasarani D.E.Os Office. These used to compute the dropout of 2006-2009 cohorts for each school in the district. Content validity measures the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Mugenda & Mugenda, 2003).

## **3.6 Validity**

According to Patton (2001) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. An attitude scale is considered valid, for example, to the degree to which its results conform to other

measures of possession of the attitude. This aspect of good instrument in this study was achieved through subjecting the instruments to content experts who are the researchers' supervisors. The supervisors comments were considered in making necessary revision on the instruments, which were then revised to ensure validation. For a research instrument to be considered valid, the content selected and included in the questionnaire must be relevant to the variable being investigated argues Mutai (2000).

### **3.7 Reliability**

Reliability of an instrument according to Coleman and Bringsgs (2002) is the probability that repeating a research procedure or method would produce identical or similar results. In order to test the reliability of the instrument to be used in the study, the test- retest method will be used. The questionnaire was administered twice within an interval of two weeks. To determine the coefficient of stability, Pearson product moment formula was used. This established the extent to which the questionnaire elicits the same responses every time it is administered. The two schools that were used in the piloting study were not used in the actual study. The reliability of the items was based on the estimates of the variability among the items. The reliability coefficient was determined using scores from the test retest technique that was used. This is because the method was more accurate as it determines the stability of the instrument. A reliability coefficient of at least 0.7 of the cronbach alpha was considered high enough for the instruments to be used for the study (Neuman, 2000).

The results obtained from the pilot study assisted the researcher in revising the questionnaire to make sure that it covered the objectives of the study.



### **3.8 Pilot study**

According to Fraenkel and Wallen (2000) validity is quality attributed to proposition or measures to the degree to which they conform to establish knowledge or truth. The pilot study was done in order to test the validity and the reliability of the research instruments as below. The two schools were purely for the pilot study and did not included in the research sample

### **3.9 Data collection procedures**

The researcher acquired a research authorization from the permit from the Ministry of Education. Permission was sought from the head teachers of the schools from where data will be collected.

The researcher collected primary data using questionnaires, which were directly administered to the three categories of the respondents. Appointment was sought from the head teachers, teachers and the students on when to collect completed questionnaires.

### **3.10 Data Analysis**

Orodho (2004) observes that data analysis is the life line of a research and that the method of analysis is the back bone and conduct wire. The data collected was thus analyzed by using the statistical package for social sciences (SPSS) program. The study generated both quantitative and qualitative data. Descriptive statistics was used to analyze quantitative data by calculating frequencies and percentages that was presented using frequency tables and graphs. Quantitative data was analyzed by regression analysis where the factors causing girls drop out were correlated.

### **3.11 Summary**

This chapter was concerned with the methodologies in the research. The research design is stated and a brief account of the study population, sampling techniques and study location has been given. The procedure of conducting research has briefly been discussed. The chapter ends by explaining the data analysis techniques that were used.

## **CHAPTER FOUR**

### **DATA FINDINGS, INTERPRETATION AND ANALYSIS**

#### **4.1 Introduction**

This chapter deals with data analysis, presentation and the findings interpretation. The data presented includes determining the extent to which school based factors influence the girls' drop out rate in the selected schools in Kasarani district, establish the influence of teachers' attitude towards girls on the drop out rate of girls, determine the influence of distance from home to school on drop out rate of girls and recommend measures that can be adopted by mixed public Day secondary schools to curb the problem of girls drop out in the selected schools in Kasarani district.

#### **4.2 Response rate**

Out of the 229 questionnaires administered, 180 were filled and returned. This represented 5 questionnaires from the head teachers, 14 questionnaires from teachers and 166 questionnaires from the students. This represents 79% response rate, which is considered very good to make conclusions for the study. This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires and waited for the respondents to fill and picked the filled questionnaires.

A 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 79% is very good Mugenda and Mugenda (1999).

### 4.3 Extent to which school based factors influence the girls' drop out rate

School based factors were studied by the researcher to establish its effect on the girls' school drop out rate. The researcher studied the discrimination of girls in school, teachers' demoralization of girls' student and unsafe school environment for girls.

The study started by assessing the discrimination of girls in school and its effect on the girls drop out. The results are presented Table 4.1.

**Table 4.1 Discrimination of girls in school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	32	18%
Agree	75	42%
Undecided	12	7%
Strongly disagree	37	20%
Disagree	24	13%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4.1 shows that a majority 107 (60%) of the respondents agreed that there is discrimination of girls in their school. A few 61 (33%) disagreed with the statement. This shows that the girl students are usually demoralized and leave school. This raises the drop out rate of girls from the school.

The teachers' demoralization of girls' student was then put into perspective. The results are presented in the Table 4.2.

**Table 4.2 Demoralization of girls' student**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	82	46%
Agree	41	23%
Undecided	16	9%
Strongly disagree	29	16%
Disagree	12	7%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4.2 shows that majority of the respondents 123 (69%) agreed that there is demoralization of girl student in their school. The other 41 (23%) disagreed to the statement. This shows that the girls are demoralized and therefore leave school.

The researcher then sought to know the effect of unsafe school environment for girls and its effect on the girls' drop out. The results are presented in the Table 4.3.

**Table 4.3 Unsafe school environment for girls**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	98	54%
Agree	32	18%
Undecided	21	12%
Strongly disagree	18	10%
Disagree	11	6%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4.3 shows that a majority of 130 (72%) of the respondents agreed that there is unsafe school environment in the school. Some 29 (16%) disagreed to the statement. This might be making the girl student uncomfortable and therefore drop out.

According to the Kenyan Ministry of Public Health and Sanitation, schools should adhere to a standard ratio of 1 toilet for 25 girls and 1 toilet for 30 boys (GoK, 2008). These ratios however remain unattained and currently, more than 60% of all schools in Kenya lack sufficient sanitation facilities (UNICEF, 2009). Even in cases where the number of sanitation facilities is adequate, they are often in poor condition discouraging their use among children (UNICEF, 2009).

#### **4.4 Influence of teachers' attitude towards girls' drop out rate**

The researcher then sought to investigate the influence of teachers' attitude towards girls' drop out rate. The study investigated the teachers' student sex preference in teaching, teachers' negative attitude towards girl's education, Motivation of preschool children.

The researcher started by investigating the teachers' student sex preference in teaching. The results are shown in Table 4.4.

**Table 4.4 Teachers' student sex preference in teaching**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Boys	92	51%
Girls	68	38%
Both boys and girls	20	11%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4.4 shows that a majority 92 (51%) of the teachers prefer teaching the boys than the girls. This does not encourage the girls to stay in school and therefore causes their drop out. A majority 68 (38%) prefer to teach the boy and 20 (11%) teach both boys and girls. The teachers should be encouraged to advice and teach the girls more for them to remain in school.

Ananga (2011) noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. When different behaviors are tolerated for boys than for girls because 'boys will be boys', schools are perpetuating the oppression of females.

The researcher then investigated if the teachers' negative attitude towards girl's education has effect on the girls' drop out. The results are shown in Table 4.5.

**Table 4.5 Teachers' negative attitude towards girl's education according to students**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	124	69%
No	33	18%
Sometimes	23	13%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4.5 shows that majority 124 (69%) students respondents said that they indeed have a negative attitude towards girl child education. This means that if teachers have

a negative attitude towards the girls education, then the girls can be comfortable being taught by the same teachers.

In a study on schooling Ugandan girls, Kabesiime (2007) noted that the teacher’s attitude towards girls in the classroom was crucial for retention of girls in school. It was found that teachers who are keen on encouraging equal participation of girls and boys in class increased the completion rate of girls’ education in secondary schools. The study found that teachers who had been sensitized to change any negative attitudes towards girls’ education and adopted new methods to promote equity in the classrooms had made a great impact in the performance and retention of girls’ in schools.

#### **4.5 Influence of distance from home to school on drop out rate of girls**

The researcher investigated the influence of distance from home to school on drop out rate of girls. The study probed the number of kilometres covered by girls from home to school and provision of transport by school.

The researcher started by investigating the number of kilometers covered by girls from home to school. The results are presented in Table 4.6.

**Table 4.6 Number of kilometers covered by girls from home to school**

<b>Kilometers</b>	<b>Frequency</b>	<b>Percentage</b>
0 to 5 Kms	92	55%
6 to 10 Kms	62	37%
11 Kms and above	12	8%
<b>Total</b>	<b>166</b>	<b>100%</b>



Table 4.6 shows that a majority 92 (55%) cover a distance of 0 to 5 kilometers to go to school. The other 84 (45%) of the students cover between 6 to above 11 kilometers. This cannot be the reason for the girl student dropping out of the school. This is because a majority of the students cover less than 5 kilometers to go to school.

Research points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls. This is also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002).

The provision of transport by school was then studied. The findings are presented in Table 4.7.

**Table 4.7 Provision of transport by school**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	84	47%
No	96	53%
<b>Total</b>	<b>166</b>	<b>100%</b>

Table 4.7 shows that majority 96 (53%) of the students disagreed that the school provides transport for them the other 84 (47%) agreed that they are provided by the transport by their school. The schools that are providing transport might be encouraging the girl students to stay in school and therefore reduces the drop out.

According to Nekatibeb (2002) distances from school has been another deterrent for girls' education in many countries in Africa. A large number of studies in the region have reported that the long distances girls travel to school has two major problems including: one related to the length of time; and the energy children have to expend to cover the distance, often on an empty stomach, the relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of girls to stay in school. In Guinea, studies show that close proximity to schools had a positive motivating impact on girls; participation in schools while in Mali, most girls stated that living far away from school and having to walk discourages them (Ibid). Similarly, research by Ainsworth et al (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer.

Mirsky (2003) estimated that weariness from long journey to and from school and often on an empty stomach makes school going on unpleasant routine for the poor children leading to their dropping out of school. Illness and lack of medical care may also lead to dropout after frequent absenteeism followed by poor performance (UN, 2000). In rural districts, there are no roads and vehicles hence children have to walk for long distances through difficult terrain and dangerous environment which consequently affects their academic performance (Kimiti, 2010).

#### **4.6 Measures to curb the problem of girls drop out**

The researcher studied the measures that can be put in place in order to curb the problem of girls drop out. The study investigated the provision of programs to enlighten parents on girls' education, teachers conducting talks on importance of education to girls and parents should be encouraged to guide their girls on education.

The researcher started by studying the provision of programs to enlighten parents on girls' education as a measure to curb the problem of girls drop out. The findings are presented in Table 4.8.

**Table 4.8 Provision of programs to enlighten parents on girls' education**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	121	67%
No	42	23%
Not sure	17	10%
<b>Total</b>	<b>180</b>	<b>100%</b>

Tables 4.8 show that majority 121 (67%) of the students respondents suggested that there should be a provision of programs to enlighten parents on the importance of girls' education. A few 42 (23%) of the students respondents disagreed to the suggestion. This shows that there is need for provision of programs mostly by the Ministry of Education to enlighten the parents on the girls' education.

Teachers conducting talks on importance of education to girls was then studied. The findings are presented in Table 4.9.

**Table 4.9 Teachers conducting talks on importance of education to girls**

<b>Response</b>	<b>Frequency</b>	<b>Percentage</b>
Yes	135	74%
No	21	12%
Not sure	24	13%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4.9 shows that a majority 135 (74%) of the respondents agreed that teachers should conduct talks on the importance of education to the girls. This will encourage them and make them understand that they need to be in school. The dropping out of the girls will therefore reduce.

The parents should be encouraged to guide their girls on education was then studied. The findings are presented in Table 4.10.

**Table 4.10 Parents should be encouraged to guide their girls on education**

<b>Communication</b>	<b>Frequency</b>	<b>Percentage</b>
Always	112	62%
Sometimes	54	30%
Not at all	14	8%
<b>Total</b>	<b>180</b>	<b>100%</b>

Table 4.10 shows that a majority 112 (62%) of the respondents agreed that the parents should always encourage and guide their girl child on education. There are a few 54 (30%) of the respondents who think that the idea should only be done for sometimes.

#### **4.7 Correlation Analysis**

The correlation matrix indicates that factors influencing the girls' drop out rate in the selected schools in Kasarani district is correlated with school based factors at 1 percent significance level (.478). teachers' attitude is positively correlated to school based factors and distance from home to school requirements at 5 percent significance level (.393) and (.427) respectively. The table also indicates that there is correlation between Teachers' attitude and school based factors. There is also correlation between factors influencing the girls' drop out rate and measures.

**Table 4.11 Correlations**

	School based factors	Teachers' attitude	Distance from home to school	Measures	Factors influencing the girls' drop out rate
School based factors	1				
Teachers' attitude	.334	1			
Distance from home to school	.393*	.427*	1		
Measures	.373*	.412	.323	1	
Factors influencing the girls' drop out rate	.478**	.190	.137	.393*	1

\*. Correlation is significant at the 0.05 level (1-tailed).

\*\*. Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 shows the summary of the correlation analysis that seeks to establish the relationship between factors influencing the girls' drop out rate, school based factors , Teachers' attitude, distance from home to school and measures. With an adjusted R - squared of 0.56 percent, it means that School based factors, teachers' attitude, distance from home to school and measures explain 56 percent of the variations in factors influencing the girls' drop out rate. The P-value of 0.048 implies that factors influencing the girls' drop out rate is significant at 5 percent level of significance. The Durbin Watson of 2.09 showed absence of serial correlation.

Precisely, this study will need to establish relationship between; the sub variable (indicators) of each of the three determinants of the factors influencing the girls' drop out rate, as well the relationship with the four determinants. The coefficient of correlation (r), determine the degree (strength) of relationship and its value is between

-1 and 1. A value 0 implies no relationship, 1 implies a perfect positive relationship, -1 means a negative relationship. An absolute value of  $r$  between 0.5 and less than 1 implies a strong relationship between the variables. If the value  $r$  is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of  $r$  is less than 0.3.

## CHAPTER FIVE

### SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

#### 5.1 Introduction

This chapter summarizes the study and makes conclusions based on the results. The implications from the findings and areas for further research are also presented.

#### 5.2 Summary

The study is on a survey of the causes of drop out among girls in some selected mixed day secondary schools in Kasarani district, Nairobi. The researcher singled out four a survey of the causes of drop out among girls in some selected mixed day secondary schools in Kasarani district, Nairobi.

In the study of school based factors influence on the girls' drop out rate, it indicated that a majority 107 (60%) of the students respondents agreed that there is discrimination of girls in their school. A few 61 (33%) disagreed with the statement. This shows that the girl students are usually demoralized and leave school. This raises the drop out rate of girls from the school. A majority of the students respondents 123 (69%) agreed that there is demoralization of girl student in their school. The other 41 (23%) disagreed to the statement. This shows that the girls are demoralized and therefore leave school. Majority 130 (72%) of the respondents agreed that there is unsafe school environment in the school. Some 29 (16%) disagreed to the statement. This might be making the girl student uncomfortable and therefore drop out.

In the study of teachers' attitude towards the girls education, a majority 102 (57%) of the teachers prefer teaching the boys than the girls. This does not encourage the girls to stay in school and therefore causes their drop out. A few 78 (43%) prefer to teach the boys. The teachers should be encouraged to advice and teach the girls more for

them to remain in school. A majority 124 (69%) said that they indeed have a negative attitude towards girl child education. This means that if teachers have a negative attitude towards the girls education, then the girls can be comfortable being taught by the same teachers.

The distance from home to school had influence on the drop out. Majority 92 (55%) of the respondents cover a distance of 0 to 5 kilometers to go to school. The other 84 (45%) of the students cover between 6 to above 11 kilometers. This cannot be the reason for the girl student dropping out of the school. This is because a majority of the students cover less than 5 kilometers to go to school. Majority 96 (53%) of the students disagreed that the school provides transport for them the other 84 (47%) agreed that they are provided by the transport by their school. The schools that are providing transport might be encouraging the girl students to stay in school and therefore reduces the drop out. Majority 121 (67%) of the respondents suggested that there should be a provision of programs to enlighten parents on the importance of girls' education. A few 42 (23%) of the respondents disagreed to the suggestion. This shows that there is need for provision of programs mostly by the Ministry of Education to enlighten the parents on the girls' education.

In the study of the measures to be taken to reduce the drop out, majority 135 (74%) of the respondents agreed that teachers should conduct talks on the importance of education to the girls. This will encourage them and make them understand that they need to be in school. The dropping out of the girls will therefore reduce. Majority 112 (62%) of the respondents agreed that the parents should always encourage and guide their girl child on education. There are a few 54 (30%) of the respondents who think that the idea should only be done for sometimes.



### **5.3 Conclusions**

The following conclusions were drawn from the findings. In the study of influence of the study of school based factors influence on the girls' drop out rate, it indicated that a majority of the respondents agreed that there is discrimination of girls in their school. This shows that the girl students are usually demoralized and leave school. This raises the drop out rate of girls from the school. A majority of the respondents agreed that there is demoralization of girl student in their school. This shows that the girls are demoralized and therefore leave school. Majority of the respondents agreed that there is unsafe school environment in the school. This might be making the girl student uncomfortable and therefore drop out.

In the study of teachers' attitude towards the girls education, a majority of the teachers prefer teaching the boys than the girls. This does not encourage the girls to stay in school and therefore causes their drop out. The teachers should be encouraged to advice and teach the girls more for them to remain in school. A majority said that they indeed have a negative attitude towards girl child education. This means that if teachers have a negative attitude towards the girls education, then the girls can be comfortable being taught by the same teachers.

The distance from home to school had influence on the drop out. Majority of the respondents cover a distance of 0 to 5 kilometers to go to school. The other of the students cover between 6 to above 11 kilometers. This cannot be the reason for the girl student dropping out of the school. This is because a majority of the students cover less than 5 kilometers to go to school. Majority of the students disagreed that the school provides transport for them the other agreed that they are provided by the transport by their school. The schools that are providing transport might be

encouraging the girl students to stay in school and therefore reduces the drop out. Majority of the respondents suggested that there should be a provision of programs to enlighten parents on the importance of girls' education. This shows that there is need for provision of programs mostly by the Ministry of Education to enlighten the parents on the girls' education.

In the study of the measures to be taken to reduce the drop out, majority of the respondents agreed that teachers should conduct talks on the importance of education to the girls. This will encourage them and make them understand that they need to be in school. The dropping out of the girls will therefore reduce. Majority of the respondents agreed that the parents should always encourage and guide their girl child on education.

#### **5.4 Recommendations**

Having carried out a descriptive survey design on causes of drop out among girls in some selected mixed day secondary schools in Kasarani district, Nairobi. The parents should be sensitized on the importance of girls education so as to understand their role and involvement in their girl child education.

Every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problem affecting their girls education. These parents should be advised on the need to motivate their girl child to remain in school.

#### **5.5 Recommendations for further research**

The researcher recommends the following to be researched further;

The effect of teachers' involvement and its influence on girls drop out from school.

The same study should be done in other districts to establish other factors leading to girls' school drop out.

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## **APPENDIX A: LETTER TO THE RESPONDENTS**

Ondere Janet Seka,  
Kenyatta University,  
Dept. of Educational Management, Policy and Curriculum Studies,  
P.O Box 43844,  
Nairobi.

28<sup>th</sup> August 2011.

Thro' The District Education Officer,  
Kasarani District.

Dear Sir/ Madam,

**RE: A SURVEY OF THE CAUSES OF DROP OUT RATE AMONG GIRLS  
SELECTED MIXED DAY SECONDARY SCHOOLS IN KASARANI  
DISTRICT, NAIROBI**

I am a post graduate student in Kenyatta University pursuing Masters of education Educational management. I am conducting a study on the above stated topic in Kasarani District.

I hereby request that you fill the questionnaire items as honestly as possible and to the best of your knowledge.

The responses shall be absolutely confidential and anonymously given. No Name shall be required from the respondent.

Thank you in advance.

Yours sincerely,

**Ondere Janet Seka**

## APPENDIX B: QUESTIONNAIRE FOR STUDENTS

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the determinants of girls' drop-out rate in some of selected mixed schools in Kasarani district. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

*Answer all questions as indicated by either filling in the blank or ticking the option that applies.*

**Please indicate with a tick**

### SECTION A: PERSONAL INFORMATION

1. Highest level of education attained by parent/guardian.

Primary  Secondary   
University  Masters  Other,  
specify.....

2. Occupation of parent/guardian.

Teacher  Farmer  Pastoralist  Civil Servant   
Businessperson  Any other (specify).....

3. Average annual income of parent/guardian in Kshs.

Less than 10,000  10,000-20,000  20,000-40,000   
40,000-80,000  80,000-160,000   
160,000-320,000  More than 320,000

4. What is your order of birth in the family

First born  second born  third born

Any other (specify) .....

5. How many kilometers (Km) is your school from home

0 to 5 km [ ]

6 to 10 km [ ]

11 and above km [ ]

6. How do you get to school?

By foot [ ]

By matatu [ ]

By bicycle [ ]

Any other (Specify).....

7. How many other siblings do you have? Boys..... Girls.....

8. Specify number of girls according to the following age brackets

10 -13 [ ] 14-18 [ ]

Above 18 [ ]

**SECTION B: EFFECTS OF FACILITIES**

9. How would you rate the quality of the learning resources and facilities in your school?

Excellent [ ] Good [ ]

Fair [ ] Bad [ ]

10. How best can you describe the available school learning resources?

Enough [ ] Few [ ] Not available [ ]

11. Please rate the adequacy and availability of the following resources

	STATEMENT	Not available	Available but inadequate	Available and adequate
a)	Classrooms	1	2	3

b)	Playing fields	1	2	3
c)	Separate latrines for girls and boys.	1	2	3
d)	Boarding facilities for girls.	1	2	3
e)	Teachers houses	1	2	3

12. Does the school have basic amenities?

Yes  No

13. If No, how does this affect girls' participation in education. \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

**Please answer by ticking according to your level of agreement.**

14. Availability of learning facilities is core to retention of girls in schools

Strongly Agree  Agree  Undecided   
 Strongly disagree  Disagree

15. In your opinion, what do you think should be done to improve facilities in your school?

\_\_\_\_\_

\_\_\_\_\_

**SECTION C: EFFECT OF TEACHER'S ATTITUDE**

16. My teacher value and know the importance of girls' education.

Yes  No  Don't know

17. Do the teachers prefer teaching boys to girls?

Yes  No

Give a reason for your answer \_\_\_\_\_

\_\_\_\_\_

18. The table below shows some of the effects teacher's attitudes might have towards drop out of girls from schools. Tick where appropriate.

	STATEMENT	Strongly disagree	Disagree	Undecided	Strongly agree	Agree
a)	Teacher's negative attitude towards girls education affects girls' retention in school.	1	2	3	4	5
b)	Teachers feel that girl child can not perform better than boy child in school.	1	2	3	4	5
c)	Teachers think the girl child should be left at home to do home chores	1	2	3	4	5
d)	Teachers think education makes the girl child 'big headed' hence ruining her chances of marriage	1	2	3	4	5
e)	Some teachers undermine girls in the class and school.	1	2	3	4	5

19. In your opinion does attitude of teachers determine the retention of girls in school? Please explain \_\_\_\_\_  
\_\_\_\_\_

### SECTION E: EFFECT OF DISTANCE

20. How many kilometres is your home to the nearest school?

0 to 5 Kms

6 to 10 Kms

11Kms and above

21. Does the school provide transport? (e.g. school bus)

Yes  No

22. Longer distances from home to school discourage girls from pursuing education and eventually dropout?

Yes  No

23. If yes, suggest ways on how the challenge can be overcome. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION E: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS  
 DROP OUT RATE IN MIXED PUBLIC SECONDARY SCHOOLS**

24. The school environment for girls contribute greatly to high drop out rate

Strongly Agree [ ] Agree [ ] Undecided [ ]  
 Strongly disagree [ ] Disagree [ ]

25. Have you ever heard cases of sexual harassment in your school or from your friends?

Yes [ ] No [ ]

**Please answer by ticking according to your level of agreement.**

26. In my opinion, I think girls first experience discrimination, sexual harassment and abuse from students.

Strongly Agree [ ] Agree [ ] Undecided [ ]  
 Strongly disagree [ ] Disagree [ ]

27. In my opinion, I think girls first experience discrimination, sexual harassment and abuse from the teachers.

Strongly Agree [ ] Agree [ ] Undecided [ ]  
 Strongly disagree [ ] Disagree [ ]

28. Some of the teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school.

Strongly Agree [ ] Agree [ ] Undecided [ ]  
 Strongly disagree [ ] Disagree [ ]



**SECTION F: POSSIBLE STRATEGIES THAT HELP REDUCE DROP OUT RATES BY GIRLS IN MIXED SCHOOLS**

29. The government should provide programmes to enlighten our parents on the importance of girl education

Yes [ ] No [ ]

30. Churches and schools should take the initiative to educate the girls on importance of education in order to have a good future.

Yes [ ] No [ ]

31. What other recommendations do you make on possible strategies in reducing drop out rates by girls in schools?

.....  
.....

**END OF QUESTIONNAIRE**

*Thank you very much for you taking your time to fill this questionnaire*

## APPENDIX C: QUESTIONNAIRE FOR HEAD TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the determinants that influence dropout rate among girls in Mixed secondary Schools in Kasarani District. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

*Answer all questions as indicated by either filling in the blank or ticking the option that applies.*

**Please tick or fill in the blank spaces as appropriate.**

### SECTION A: GENERAL INFORMATION

1. What is your gender? Please tick  
Female [ ] Male [ ]
2. In which of the following age brackets do you belong?  
Below 25 yrs [ ]  
26-30yrs [ ]  
31-40 yrs [ ]  
Above 40 yrs [ ]
3. Highest level of education attained.  
Secondary [ ] College [ ] University [ ]
4. Number of years worked as a head teacher in Kasarani District?  
Less than 5 years [ ] 5-10 years [ ] Above 10 years [ ]

**SECTION B: EFFECTS OF FACILITIES**

5. How would you rate the quality of the learning resources and facilities in your school?

Excellent  Good   
 Fair  Bad

6. How best can you describe the available school learning resources?

Enough  Few  Not available

7. Please rate the adequacy and availability of the following resources

	STATEMENT	Not available	Available but inadequate	Available and adequate
a)	Classrooms	1	2	3
b)	Playing fields	1	2	3
c)	Separate latrines for girls and boys.	1	2	3
d)	Boarding facilities for girls.	1	2	3
e)	Teachers houses	1	2	3

8. Does the school have basic amenities?

Yes  No

9. If No, how does this affects girls participation in education. \_\_\_\_\_

---



---

**Please answer by ticking according to your level of agreement.**

10. If they are no proper latrines that are safe for girls, the girls may dropout.

Strongly Agree  Agree  Undecided   
 Strongly disagree  Disagree

11. Lack of sanitary pads provision in schools may cause girls dropout.

Strongly Agree  Agree  Undecided   
 Strongly disagree  Disagree

12. Availability of necessary facilities is core to retention of girls in schools
- Strongly Agree  Agree  Undecided   
 Strongly disagree  Disagree
13. In your opinion, what do you think should be done to improve facilities in your school
- 
- 

**SECTION C: EFFECT OF TEACHER’S ATTITUDE**

14. Which student sex do you prefer to teach? Boy  Girl  Both boys & girls

Explain a reason for your answer \_\_\_\_\_

---

15. The table below shows some of the attitudes you might have towards drop out of girls from public primary schools. Tick where appropriate.

	STATEMENT	Strongly disagree	Disagree	Undecided	Strongly agree	Agree
a)	There are never enough resources in my school to educate the girl child.	1	2	3	4	5
b)	The girl child should be married off early in order to bring in dowry.	1	2	3	4	5
c)	The girl child should be left at home to take care of other siblings while the parents are working	1	2	3	4	5
d)	Education makes the girl child ‘big headed’ hence ruining her chances of marriage	1	2	3	4	5
e)	Some teachers demoralize girls in the class and school.	1	2	3	4	5

16. In your opinion does attitude of teachers determine the retention of girls in school? Please explain \_\_\_\_\_
-

**SECTION E: EFFECT OF DISTANCE**

17. Does the school provide transport? (e.g. school bus)

Yes  No

18. If no, which mode of transport do you use to get to school?

Foot  Bicycle  Matatu

19. Longer distances from home to school discourage girls from pursuing education and eventually dropout?

Yes  No

20. If yes, suggest ways on how the challenge can be overcome. \_\_\_\_\_

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**SECTION E: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS DROP OUT RATE IN SELECTED SECONDARY SCHOOLS.**

**Please answer by ticking according to your level of agreement.**

21. The school environments for girls contribute greatly to high drop out rate

Strongly Agree [ ] Agree [ ] Undecided [ ]

Strongly disagree [ ] Disagree [ ]

22. Some of us teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school

Strongly Agree [ ] Agree [ ] Undecided [ ]

Strongly disagree [ ] Disagree [ ]

**SECTION F: WAYS THAT WILL HELP REDUCE DROP OUT RATES  
AMONG GIRLS IN PUBLIC SECONDARY SCHOOLS**

23. The government should provide programmes to enlighten parents on the importance of girl education.

Yes [ ] No [ ]

24. Churches and schools should take the initiative to educate the girls on importance of education in order to have a good future.

Yes [ ] No [ ]

25. What other recommendations do you make regarding reducing girls school drop out?

.....  
.....  
.....  
.....

**END OF QUESTIONNAIRE**

*Thank you very much for your time*

## APPENDIX D: QUESTIONNAIRE FOR TEACHERS

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the determinants that influence dropout rate among girls in Mixed secondary Schools in Kasarani District. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

*Answer all questions as indicated by either filling in the blank or ticking the option that applies.*

**Please tick or fill in the blank spaces as appropriate.**

### SECTION A: GENERAL INFORMATION

1. What is your gender? Please tick  
Female  Male
2. In which of the following age brackets do you belong?  
Below 25 yrs   
26-30yrs   
31-40 yrs   
Above 40 yrs
3. Highest level of education attained.  
Primary  Secondary  College  University
4. Number of years worked as a teacher in Kasarani District?  
Less than 5 years  5-10 years  above 10 years

**SECTION B: EFFECTS OF FACILITIES**

5. How would you rate the quality of the learning resources and facilities in your school?

Excellent  Good   
 Fair  Bad

6. How best can you describe the available school learning resources?

Enough  Few  Not available

Please rate the adequacy and availability of the following resources

	STATEMENT	Not available	Available but inadequate	Available and adequate
a)	Classrooms	1	2	3
b)	Playing fields	1	2	3
c)	Separate latrines for girls and boys.	1	2	3
d)	Boarding facilities for girls.	1	2	3
e)	Teachers houses	1	2	3

7. Does the school have basic amenities?

Yes  No

8. If No, how does this affect girls participation in education. \_\_\_\_\_

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**Please answer by ticking according to your level of agreement.**

9. Availability of necessary facilities is core to retention of girls in schools

Strongly Agree  Agree  Undecided   
 Strongly disagree  Disagree

10. In your opinion, what do you think should be done to improve facilities in your school

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### SECTION C: EFFECT OF TEACHER'S ATTITUDE

11. Which sex do you prefer teaching? Boys  Girls  Both boys and girls

Give a reason for your answer \_\_\_\_\_

\_\_\_\_\_

12. The table below shows some of the attitudes you might have towards drop out of girls from public primary schools. Tick where appropriate.

	STATEMENT	Strongly disagree	Disagree	Undecided	Strongly agree	Agree
a)	There are never enough resources in my school to educate the girl child.	1	2	3	4	5
b)	The girl child should be married off early in order to bring in dowry.	1	2	3	4	5
c)	The girl child should be left at home to take care of other siblings while the parents are working	1	2	3	4	5
d)	Education makes the girl child 'big headed' hence ruining her chances of marriage	1	2	3	4	5
e)	Some teachers demoralize girls in the class and school.	1	2	3	4	5

13. In your opinion does attitude of teachers determine the retention of girls in

school? Please explain \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

### SECTION E: EFFECT OF DISTANCE

14. How many kilometres is your home to the nearest school?

0 to 5 Kms

6 to 10 Kms

11Kms and above

15. Does the school provide transport? (e.g. school bus)

Yes  No

16. If no, which mode of transport do you use to get to school?  
 Foot  Bicycle  Matatu
17. Longer distances from home to school discourage girls from pursuing education and eventually dropout?  
 Yes  No
18. If yes, suggest ways on how the challenge can be overcome. \_\_\_\_\_  
 \_\_\_\_\_  
 \_\_\_\_\_

**SECTION E: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS DROP OUT RATE IN PUBLIC SECONDARY SCHOOLS.**

19. The environment in which the school is based is important for the pupils  
 True [ ] False [ ] don't know [ ]
20. Unsafe environments for girls contribute greatly to high drop out rate  
 Strongly Agree [ ] Agree [ ] Undecided [ ]  
 Strongly disagree [ ] Disagree [ ]
21. In my opinion, I think girls first experience discrimination, sexual harassment and abuse, either from fellow students or from the teachers  
 Strongly Agree [ ] Agree [ ] Undecided [ ]  
 Strongly disagree [ ] Disagree [ ]
22. Some of us teachers undermine girls in the classroom, contributing to the girls' feelings that they do not belong in school  
 Strongly Agree [ ] Agree [ ] Undecided [ ]  
 Strongly disagree [ ] Disagree [ ]

**SECTION E: EFFECT OF DISTANCE**

23. Does the distance from school affect students' concentration in class?

Yes  No

24. If yes, what can be done to this challenge?

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25. Longer distances from home to school discourage girls from pursuing education and eventually dropout?

Yes  No

26. If yes, suggest ways on how the challenge can be overcome. \_\_\_\_\_

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**SECTION F: WAYS THAT WILL HELP REDUCE DROP OUT RATES BY GIRLS IN PUBLIC PRIMARY SCHOOLS**

27. I think the government should provide programmes to enlighten parents on the importance of girl education

Yes [ ] No [ ]

28. Churches and schools should also take the initiative to educate the girls on importance of education in order to have a good future.

Yes [ ] No [ ]

29. What other recommendations do you make regarding girls school drop out?

.....

.....

.....

**END OF QUESTIONNAIRE**

*Thank you very much for you taking your time to fill this questionnaire.*