

**DROPOUT RATE AMONG SECONDARY SCHOOL
GIRLS IN EKERENYO DIVISION OF NYAMIRA
DISTRICT, KENYA.**

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DECLARATION

This is my original work and has not been presented for any of the research programmes in any other Universities.

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DEDICATION.

This study is dedicated to my brother Hudson Rianga Maranga whose effort and sacrifice to educate me has borne this. The study is also dedicated to my beloved wife, Tabitha Charana and children, Albert, Perminous, Raphael and Innocent who gave me total peace, confidence and encouragement.

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Third, I wish to convey sincere gratitude to the Principal and management of my school (St. Omonayo Secondary School) teachers, students, Education Officers, Local Administrators and parents of Ekerenyio division who participated in the study. Fourth, I appreciate the good moments given to me by my beloved wife and children while undertaking the study and writing the report in my house. Fifth, I give special tribute to my colleagues and friends, Mr. Mamboleo Tom, Mr. Mochi Charles, Mr. Rono and Mr. Magoma Charles for encouraging me to join them in the Masters programme. Sixth, I sincerely thank my mentor (Mr. Jacob Ombongi Nyangw'ono) for his continuous encouragement to pursue this programme. Lastly, I thank Oracle Media Centre for neat typing of this report.

L.O.M.

ABSTRACT

The problem of this study was identifying factors leading to increase in dropout rate among secondary school girls in Ekerenyo Division. Despite the Kenya government's effort to avail education opportunities for all as stated in the government education policies, dropout rate among secondary school girls in Kenya has been increasing. Factors leading to this increase in Ekerenyo division have not been adequately investigated and well understood, hence hindering universal education for all in the country. The study adapted descriptive survey study design. Using stratified sampling techniques the study selected schools from boarding / day status and type of school that is, girls or mixed. From 20% of the sampled schools, an equal number of students and teachers were used in the study. Likewise all the principals / head teachers of the sampled schools were included in the study as well as the Area Education Officer (AEO), the Zonal Quality Assurance Officers (ZQASOs) in the division, chairmen Board of Governors (BOG's), PTA chairmen and local administrators (Chiefs/ Sub-Chiefs). Data was collected using questionnaires. Descriptive statistics method was used to present and analyze data. Information from data analysis was presented in the form of frequency tables and percentages. Only form four students (from mixed and girls schools) were used as participants for the study because they had stayed in school all the way from form one to form four. The findings revealed that there exist high dropout rate among secondary school girls in Ekerenyo division which is caused by a earlier marriages, pregnancies, domestic labour, lack of school fees, traditional attitudes, education level of parents, lack of role models, sexual harassment, teachers attitude, teaching and learning facilities, peer group influence, repetition, deaths and illness, HIV/ AIDS, indiscipline, students ability and illicit brew. Data collected from all the respondents enabled the researcher to make recommendations / suggestions on how to curb the problem of girls dropouts in secondary schools in Kenya. These includes giving more bursary to needy students, strengthening guidance and counseling in secondary schools, formulating policies to create more boarding facilities for girls, revision of the Education Act so as to allow girls who dropout to come back to school and local administrators to be more vigilant in local illicit brew and forced marriages. The same recommendations will also create room for further research incase there is need to address the problem of the research topic (secondary school girls dropouts) efficiently.

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ACRONYMS.

UPE	-	Universal Primary Education
FEK	-	Free Education in Kenya.
NARC	-	National Alliance Rainbow Coalition.
ASALS	-	Arid and Semi-Arid Lands
BOG's	-	Board of Governors
MOES & T	-	Ministry of Education, Science and Technology.
MDGS	-	Millennium Development Goals.
UN	-	United Nations.
UNECA	-	United Nations Educational, Cultural Association.
MOE	-	Ministry of Education.
NGO's	-	Non Governmental Organizations.
AEO	-	Area Education Officer.
DEO	-	District Education Officer.
ZQASOS	-	Zonal Quality Standards Officers.
e.g.	-	For Example.
e.t.c.	-	And so on/ and many others.
KCSE	-	Kenya Certificate of Secondary Education.
AIDS	-	Acquired Immune Deficiency Syndrome.
UNESCO	-	United Nations, Educational, Scientific and Cultural Organization.
PTA	-	Parents Teachers Association.
FSE	-	Free Secondary Education.

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CHAPTER ONE

1.0 Introduction.

1.1. Background to the study.

According to Todaro (1985), education is seen as a prerequisite to economic growth and development of any country in the world. Similarly Blaug (1968) observes that, The Human Capital Theory holds that education leads to the acquisition of knowledge, skills and attitudes which lead to the increased productivity of the educated. Thias and Carnoy (1972) in a World Bank study conducted in Kenya (1990) agrees that total earnings of self-employed small land owners, do increase with the level of education. The benefit/advantage of this increased productivity of the educated is realized in terms of higher earnings. Psacharopoulos and Woodhall (1985) state that the increased individual earnings widen the tax base of any country and in turn leads to increase in the aggregate national income. The main concern of the Kenyan government after independence, similar to all developing countries in the world was to develop economically. According to Thompson (1981,) a number of sectors contributed to the growth of the country and education was one of them. Most of the political leaders in developing countries claimed that limitations imposed on educational development by the colonialists were solely responsible for poor economic growth. Todaro (1985), also agree that the first years of independence were uniformly characterized by heavy investment in education, since it was believed that economic stagnation resulted from a shortage of qualified technical and managerial personnel.

At the time of independence, secondary education played a very crucial role in supplying the man power needed for economic growth and development in Kenya by providing a

class of educated personnel to take up vacant positions in the government, that is, those vacant positions left by the departing expatriates.

According to the Republic of Kenya (1970), a lot of emphasis was put on secondary education as revealed by the rapid expansion and diversification of secondary schools. The crucial role of the secondary education in the provision of man power to take up vacant positions left by the departing expatriates led to the rapid expansion of this level of education in Kenya during this period. Republic of Kenya (1988), notes that the number of secondary schools in Kenya during this period increased from 151 in 1963 to 2485 in 1986 and the enrolment at this level of education also increased from 30,121 students in 1963 to 458,712 students in 1986.

Simmons (1980), however observes that after independence economic stagnation was not only seen as resulting from lack of skilled man power but also from the “scarcity of equality” and from a perpetuation of political and economic inequalities among ethnic and social groups. These inequalities do exist in the provision of education between different income groups, geographical area, urban versus rural areas, and among gender. Coombs (1985) holds the view that, if education is to lead to transformation of the society, disparities within the education system must be reduced if not eliminated altogether. At the same time, a number of attempts have been made to equalize opportunities in education in Kenya.

For instance according to Killick (1981) and Republic of Kenya (1988), the government of Kenya has attempted to achieve equality in the provision of education by use of quota system of admission into secondary schools from arid and semi-arid areas (ASALS),

awarding bursaries to students from poor families to meet the cost of their education, posting of trained teachers to all parts of the country and offering equal educational opportunities for both boys and girls.

According to the Republic of Kenya (1985), the government has achieved parity in gender enrollment at the primary school level in all provinces except in the North Eastern Province. At the same time, the introduction of Universal Primary Education (UPE), a strategy to meet requirements for Free Education in Kenya (FEK) in January 2003 by the National Alliance Rainbow Coalition (NARC) has promoted equality in education. The plan by the same government to pay tuition fee to all secondary school students as from the start of this year (2008) is another important step that has been taken by the government to provide equal educational opportunities to all. Consequently, the Kenyan government will be in a better place of achieving the millennium Development goals (MDGS) by 2015, as stated by the United Nations (UN) report. The Millennium Development goals (MDGS) not only aim at providing educational opportunities to all, but also the medical services/ facilities.

As already mentioned, since independence in 1963, the number of students enrolled in various levels of education has substantially increased. According to the Sessional Paper No.1 (2005), the Ministry of Education, Science and Technology statistics section, enrolment in primary schools grew from 891,533 pupils in 1963 to 7.2 million pupils in 2003 (3.5 million girls and 3.7 million boys) while secondary school level, enrolment grew from 30,000 students in 1963 to 862,908 students in 2003 (415,246 girls and 447,662 boys).

The United Nations Declaration of Human Right of 1948, Article 26, stated that everyone has the right to education which should be free and compulsory at least in the elementary and fundamental stages (UNESCO, 2001). The most critical of the Millennium Development Goals was gender parity in education by 2005. The Millennium declaration in 2000 by 189 heads of state recognized that educating girls is a power step towards eliminating poverty and achieving human rights (Millennium Development Goals, 2000).

The United Nations Secretary Koffi Anan reiterated this on 3rd March 2005 that without achieving gender equality for girls in education the world has no chance to achieve the ambitions health, social and development targets (Global Campaign for Education, 2005). Sub-Saharan Africa lags behind other continents in achieving the millennium Goals due to the economic challenges facing the continent. Poverty, bad governance, conflict and HIV/AIDS pandemic have made the task of raising the development level of Africa even more difficult to accomplish (Gender and Education for Rural People- FAWE).

The Kenyan education policy embraces the Jomtien Declaration of 1990, which officially pronounced Education for all irrespective of sex, religion, ethics, social or economic status (Global Campaign for Education-2005). The Ministry of Education endeavors to eliminate gender disparity and promote social equality through provision of basic education to all, including girls. This has been facilitated by the introduction of free education though the number of girls enrolment continues to lag behind than that of boys.

UNECA (1990), also states that differences in gender enrolment, however, become widen as one moves the educational ladder, with more boys than girls being enrolled at the secondary and tertiary level of education. Despite increased enrolment therefore, education sector is still being faced with low enrollment and completion of girls at certain educational levels, particularly at secondary level. This therefore, seriously calls for a study to establish the reasons for such a trend.

1.2. Statement of the problem.

According to Psacharopoulos and Woodhall (1985), dropout has been identified as a principle cause of internal inefficiency, for it is a major hindrance of development in any given country in the world. Therefore understanding the causes of dropouts is necessary if corrective measures to the problem are to be undertaken in order to improve the internal efficiency of education. What factors contribute to dropout among secondary school girls in Ekerenyo division? According to Coombs (1985), education of women is equally crucial for the development of the country, since women's education holds the key to all other elements on which the transformation of the society depends. World Bank (1990), also cited out that female enrollment in education was stepped up for it plays an important role in transforming the society.

According to UNCA (1990), there is evidence that regardless of the increase in proportion of females enrolled, at primary level, the number of female students decreases at the secondary and tertiary levels of education, due to their dropout rate. In Kenya for instance, although girls constitute 50 percent of the pupils enrolled in primary schools, in secondary schools they constitute 40 percent of the total enrollment. According to Daily Nation (1991), the percentage of girls decrease even further at the tertiary level, where it is about 22 percent only. This clearly shows a high dropout in girls' education, especially between the secondary and tertiary levels and calls for joint efforts to establish the extent and causes of this dropout.

Daily Nation (1996), observed that various reasons such as early marriage, adolescents pregnancy, domestic labour and parental attitude towards girls' education among others, cause high dropout rate among secondary school girls in Kenya. However it should be

noted that some of such literature lack empirical evidence to support them. The study has therefore provided empirical evidence to support what many people have often taken to be the causes of dropout among secondary schools girls.

1.3. The purpose of the study.

According to the researcher, the purpose of the proposed study will be as follows:

- i. Establish the magnitude of dropout among secondary schools girls in Ekerenyo division.
- ii. Find out the nature of dropout among girls at secondary school level in Ekerenyo division.
- iii. Explain the factors of dropout in girls' education at secondary school level in Ekerenyo division.
- iv. Make suggestions on how educational planners or policy makers may reduce if not eliminate altogether, dropout among girls at secondary school level.

1.4 Objectives of the study.

According to the researcher the study will have the following objectives:

- i. To find out cultural factors contributing to secondary school girls dropout phenomenon in Ekerenyo division.
- ii. To identify school factors that influence secondary school girls to dropout in Ekerenyo division.
- iii. To find out personal factors that makes secondary school girls to dropout in Ekerenyo division.
- iv. To suggests suitable and workable solutions that might be applied to control the increasing dropout problem amongst secondary school girls in Ekerenyo.

1.5. Research Questions.

The following research questions will be very crucial to the researcher in the course of conducting his research in Ekerenyo division:

- i. What societal (community) factors contribute to school dropout?
- ii. What school factors contribute to school dropout?
- iii. What individual (personal) factors contribute to school dropout?

1.6. Significance of the study.

The study focused on the factors of dropout among secondary school girls and strategies to reduce the phenomenon; hence the researcher will provide up to date information on the current causes of school dropout amongst secondary school girls in Ekerenyo division.

It is also hoped that the findings of this study may be used by various agencies to reduce school dropout among secondary school girls and provide recommendations to educational planners for future development.

The study will enable bodies like the Ministry of Education (MOE) to re-address the objectives of the secondary school education. The non-governmental organizations (NGO's) which offers financial and material assistance to secondary education will be able to introduce new programmes, hence access the immediate needs of the secondary schools in Kenya.

It is also the hope of the researcher that findings from this study will enable the local administrators, Board of Governors (BOGs), parents and teachers to understand the background to the dropout problem, that is, the findings will assist them to take new

measures, hence ensure that these girls remain longer in school to complete their secondary education cycle (level).

The findings of the study will indicate the extreme or extent of the problem and open ways for further research into this s problem (dropout of secondary school girls). Likewise equip the concerned personnel with the necessary skills for stopping any further wastage of secondary school girls in the division, district, and country as a whole.

It is therefore with this in view that the concern of this study is to examine in great detail the problem of dropout among secondary schools girls in Ekerenyio division.

1.7. Limitations of the study.

The problems that may interfere with the researcher's working schedule will include the following:

- i. Obtaining data on causes of dropout since some girls dropout without giving any reason(s). The researcher will however rely on school records and assume that such records are accurate.
- ii. Accounting for girls who dropout or join other secondary schools after leaving their former ones. To solve this problem the researcher will assume that such students join other secondary schools, that is, if there are no records to indicate where they went.
- iii. The teachers, Head teachers/ Principals, Education Officers, Local Administrators and Board of Governors (BOGs) are not as well placed to give reasons for dropping out of school as would be the dropout themselves. However, since the

proposed study is not a tracer study, the researcher will rely on the data given by the teachers and head teachers of the schools under study.

- iv. Poor means of transportation, due to the fact that vehicles are unreliable in the area of study/ some schools are inaccessible.

1.8 Scope of the study.

The researcher will confine the study to Ekerenyo division, Nyamira district. The researcher chose this division because he is working/ teaching there, hence he is more conversant with the area of study.

The secondary schools to be used in the study must meet the following conditions:

- i. Be public schools.
- ii. Be mixed or girls' only secondary schools.
- iii. Must have been established before 2003, so as to have had a complete school cohort by 2006.

The researcher will concentrate on head teachers/ principals, teachers, Board of Governors chairmen (BOGs), Parents' Teachers Association (P.T.A) Chairmen, Local Administrators, Area Education Officer (AEO), Zonal Quality Standards Officers (ZQASOS) and dropouts found in the division. As a result of time factor and scarcity of resources, the researcher will concentrate only on selected secondary schools sampled out from the educational zones in Ekerenyo division. These selected secondary schools will represent all the secondary schools in the division. The data collected from all the mentioned sources will constitute the basis for conclusions that will be made by the researcher.

1.9. Assumptions of the study.

In carrying out this study, the researcher makes the following assumptions:

- i. That the magnitude of dropout among girls is higher in co-educational/ mixed secondary schools than in girls only secondary schools in Ekerenyio division.
- ii. That educational planners and policy makers will accept to utilize the recommendations for the improvement of girls' education in Kenya.

1.10 Theoretical framework.

This study was based on Production Function Theory. According to Psacharopoulos and Woodhall (1985), production Function Theory views educational institutions as production units which utilize inputs (in form of students, teachers, textbooks and desks among others) to produce outputs in form of graduates.

The relationship between the inputs and outputs of education is known as the production function of education and is useful in measuring the efficiency of the education system.

The education production function can be represented by a formula as shown below:

$$Q = f(A, B, C, D, \dots)$$

Psacharopoulos and Woodhall (1985), this equation shows that educational outputs (Q) is a function of inputs A, B, C, D where:

A depicts a variety of measures of the school environment such as its physical facilities, the amount and the quality of teaching and the amount of time the student is exposed to such influences. B represents a variety of individual and family background characteristics such as social class and parental educational background and income. C represents students' ability and initial level of learning and D represents a variety of peer group influences.

The internal efficiency of education concerns the relationship between the inputs of education and its outputs already mentioned above. Internal efficiency can be analyzed from an economic or technical point of view. Husen T. (1985a), hold the ^{view} few that internal economical efficiency is concerned with achieving a desired output level at a minimum cost, whereas technical efficiency is concerned with a given level of technology. Even if Psacharopoulos and Woodhall (1985) put out the fact that measuring the internal efficiency of the education system is difficult because of the complex nature of the outputs of education, which are influenced by different facts, Husen T. (1985b) holds that the simplest way of measuring the output of education is in terms of the number of pupils/students who are educated in a school or the number of graduates or qualified school leavers who leave an institution each year. Consequently increasing the internal efficiency of education system involves increasing the number of graduates or outputs of the education system.

Dropout in education reduces the output of the education system, hence leading to internal inefficiency. Various factors such as adolescents pregnancy, parental attitudes towards girls' education, direct and indirect costs of education among others work independently and interpedently to influence dropout in education. The influence of these factors on education can be represented by an equation as follows:

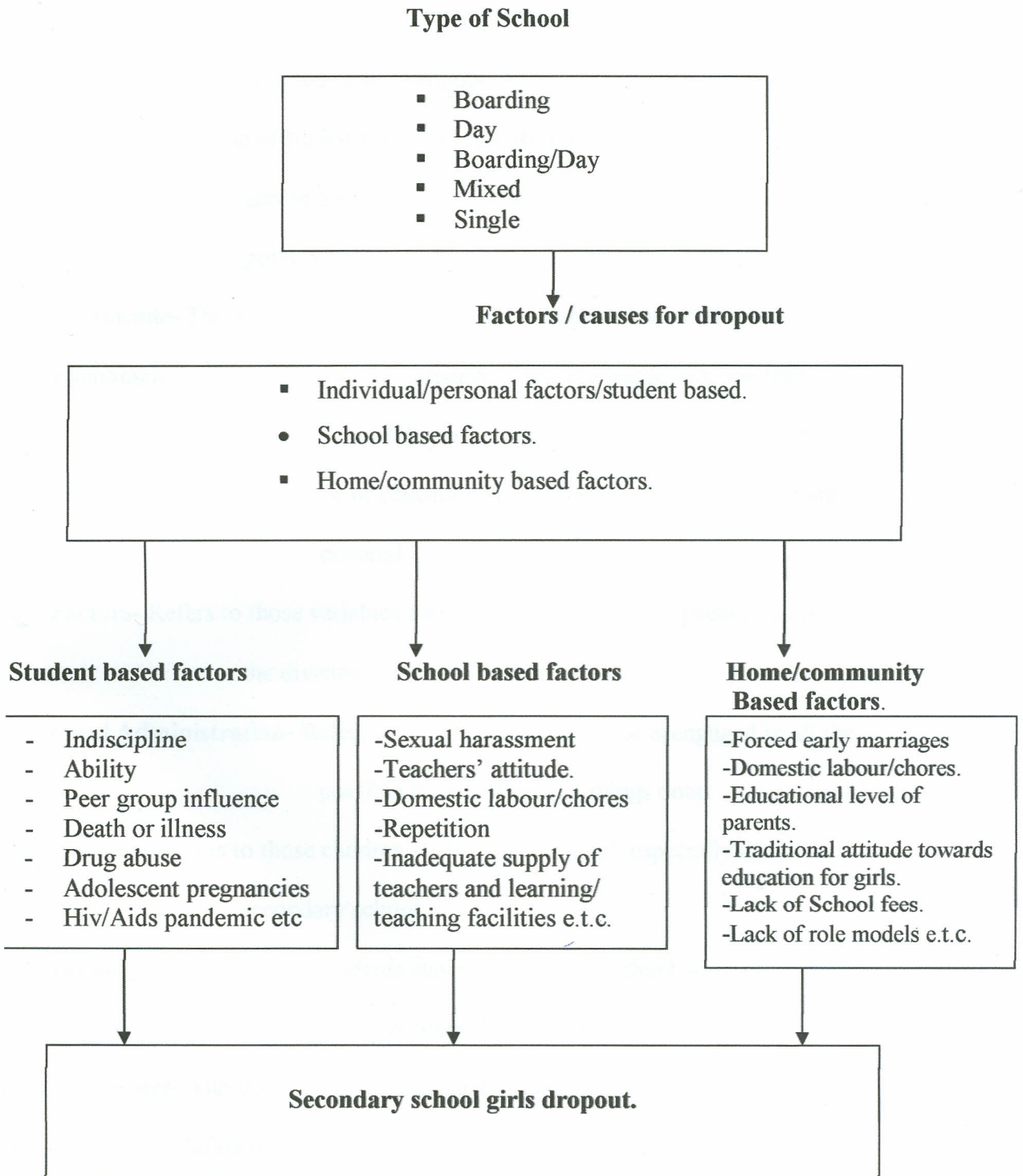
$$W = f(a_1, a_2, a_3, a_4, \dots, a_n)$$

Where W is the magnitude of dropout and $a_1, a_2, a_3, a_4, \dots, a_n$ are factors determining dropout in education.

The proposed study will therefore attempt to establish the factors that influence dropout among girls at secondary school level and the importance/ significance of each of these factors in influencing dropout among girls at secondary school level by adopting the production function.

1.11 Conceptual Framework.

Figure 2: The conceptual framework on factors influencing school dropout among secondary schools girls.



1.12. Definition of terms.

1. **Dropout** -Refers to a pupil/student who leaves at a non terminal point in a cycle of education. In this study, a student who withdraws from school before the completion of the secondary school cycle will be referred to as a dropout.
2. **Cohort**- A group of students as they are traced from their year of entry or enrolment through the subsequent years to their terminal year or exit point in the secondary school cycle.
3. **Magnitude**- The degree to which something is large or important.
4. **Phenomenon**- A fact or an event in nature or society, especially one that is not fully understood.
5. **Education cycle**- The phase of education span in terms of years and content covered.
6. **Factors**- Refers to those variables that influence the dropout phenomenon in the division.
7. **Local Administration**- Refers to the local personnel that is engaged in all the possible means of getting things done.
8. **Students**- Refers to those children studying at a school, especially a secondary school.
9. **Truancy**- The practice of students staying away from school without permission or consent from teachers or parents.
10. **Intelligence**- The student's ability/ capacity to learn understand and think.
11. **Repetition**- Refers to a case where a student spends two or more years in one form or covering the same educational material.

12. **Student's Transfer-** Refers to the act of student moving from one school to another.
13. **Drug abuse-** Taking drugs illegally by the students/ misuse of drugs among students.
14. **Inference-** The act/ process of enabling the researcher to form an opinion based on data collected.
15. **Education-** Is the process of teaching, training and learning, especially in schools or colleges, to improve knowledge and develop skills.
16. **Prerequisite-** Something that must exist or happen before something/ anything else can happen or be done.
17. **Domestic chores** – Are tasks that are done regularly, for instance the house tasks.
18. **Wages-** Regular amount of money that one earn, usually every week or month, for work done or services offered.
19. **Tax** – Money that one has to pay for public services.
20. **Parity** – The state of being equal, especially the state of having equal educational opportunities between boys and girls.
21. **Disparities** – Are differences, especially the ones connected with unfair treatment between female and male students.
22. **Wastage** – The act of losing or destroying students, especially because they are dealt with carelessly. For the sake of this study, it will be used to mean or to refer to those students who do not finish form four.
23. **Trend** – A general direction to which a situation is changing or developing.

24. **Stepped up-** To increase the amount or speed. However in this study it will be used in reference to the number of girls that has increased in schools in all parts of the world, especially Kenya since independence.
25. **Depict-** Refers to indicating or showing.
26. **Pedagogical conditions** –Refers to the circumstances under which the children are brought in school and at home.
27. **Psychological climate-** Refer to the environment in which the student live, both in school and at home.
28. **Vigilant** – Refers to a situation of being very careful to notice any signs of danger or trouble.
29. **Grievous** – Refers to anything very serious and that can often cause pain or suffering.
30. **Spectrum** – Range of related factors that influence school dropout among girls.

CHAPTER TWO

2.0. LITERATURE REVIEW

2.1. Introduction.

Literature will be reviewed on the following sub-topics:

- a. Community/ societal factors.
- b. School factors.
- c. Individual factors.

2.2. Review of Related Literature.

In the background to the study and statement of the problem it became evident that education is one of the many fundamental prerequisites for a faster or more effective attainment of national and socio-economic development. According to Coombs (1985), it is also apparent that the education of women is crucial for the development of the country, since women's education holds the key to all other elements on which the transformation of the society depends. As a result of this, World Bank (1990), also agrees that female enrolment was stepped up in the world for the same purpose. UNECA (1990), observes that regardless of the increase in proportion of female enrolled at primary, the number of female students decreased at the secondary and tertiary levels of education, because of their dropout rate. In Kenya for instance, although girls constitute 50 percent of the pupils enrolled in primary schools, in secondary schools, they constitute only 40 percent of the total enrollment. According to the Daily Nation (1991), the percent of girls decrease even further at the tertiary level, where it is only 22 percent. This clearly shows a high dropout rate in girls' education, especially between the secondary and tertiary levels and calls for urgent study to establish the main causes of this dropout.

As already mentioned in the introduction, the intended literature will be reviewed on the following sub-topics: Community/Socio factors, schools and individuals factors.

2.2.1. Community/ Societal factors.

According to Kiragu Eunice (2007), traditional preference for sons in Kajiado District diminishes the value of girls' education. She has also pointed out that about 45% of the girls are unable to enroll in or complete secondary education due to early marriages and pregnancies.

According to the Daily Nation (1990), the report of educational workshop for provincial leaders in Kisumu cited cultural factors like sex discrimination and school girls getting married to enable their parents get dowry as a major cause for girls' dropout in Nyanza province. Majority of the parents do so because they do not value girls' education and need to get money to educate their sons.

Duncan (1998), on the other hand observes that there is need to reduce the rates of pregnancies among school girls. Unwanted pregnancies result in the interruption and generally terminations of education of many young girls each year. Tesot (1999), observes that Government statistics clearly indicate that 10,000 girls' dropout of primary and secondary schools due to pregnancy every year. Further research has revealed that over 160, 000 girls below the age of 19 years give birth in Kenya annually and that the most affected are those who are much older than their classmates.

Overwhelming number of girls are not in schools because of poverty. 'Opportunity' costs are a deterrent for poor households. Children's labour is often part of household survival

and sending girls to school may mean less food on the table (Global Campaign for girls 2005). In Bangladesh and Nepal, it is common for girls to work an average of 10 hours.

The more expensive education is, the less likely families are willing to invest in education.

In Kenya, before school fees were abolished girls were more than twice as likely as boys to be withdrawn from school on cost ground. In Kenya only 1/3 of all girls are attending school (Global Campaign for girls). Family characteristics determine the child's participation in education, especially for girls. Indicators such as parental level of education, particularly the mother, occupation, income and family size matter. It is widely acknowledged that better educated parents are able to assist their children progress in education both materially and morally (Wamahiu 1995).

Appleton (1995) found that parental education enhanced contribution towards their children's progress in school. Homes that provide stimulating environments with books, magazines, learning materials to mention a few, motivate students' participation in education. Amayo (1997), also found out that a combination of low parental level of education, low income and large family sizes catalyzed low participation among pupils in secondary education and girls in particular.

According to Abagi (1995), girls from households with low education and limited resources are more disadvantaged than boys from similar backgrounds. Family needs and boys' education rather than that of girls is prioritized. Thus in conclusion, parents with a higher level of education, better paying occupation and larger amounts of resources are willing to education their children, both sons and daughters.

Studies by world bank (1995), UNICEF (1995) and Abagi (1997) reveal that due to high level of poverty (47% in the rural and 30% in the urban areas respectively) many children have no access to education because they are unable to meet their costs.

According to Njau and Wamahihu (1994), girls are expected to miss school to take care of their younger siblings and manage the household. In some case girls are expected to take up tasks such as herding, which their brothers traditionally perform. This is done so as to enable the boys to attend school. Girls may need to be “sacrificed” in favour of educating their siblings. According to the East Africa Standard (1997), girls’ dropout of secondary schools because of their domestic workload exposed to them in their homes unlike their counterparts (boys). This is because many of the African Societies have brought up boys to believe that they should not do any domestic labour.

Mtiti (1991), also observes that there are certain communities where pre-arranged early marriage is still practiced and which has an influence on dropout rate among school girls. According to Kwayara (1998), girls are withdrawn from school to begin the long initiation process that culminates in graduating into womanhood hence become good wives. Otiende (1998), witnessed the withdrawal of girls from school to marry as a common feature of pastoralists life and that such an act was very normal even among local leaders/administrators.

According to the Daily Nation (2005), secondary school dropout among girls is attributed to religious believes. Some girls in boarding secondary schools for instance Machakos district have been complaining of ghosts appearing as cats and dogs which were termenting them in dormitories, and whenever they were taken for prayers in Machakos Catholic

Cathedral many of the could chose to go home/ dropout of school. This is because they could interpret such an incident as being a bad omen.

The East Africa Standard (1997), also cites absenteeism has one of the factors that cause girls dropout from secondary schools. This is because in many instances girls are told by their parents to stay home to perform domestic chores for the better part of the year and only appears in schools to do exams. Even if such girls do the exams, they are already demoralized, hence whenever they fail, they dropout of school.

According to the UNESCO (2003), there exists no society where women enjoy the same opportunities as men. For instance, they work for many hours and they are paid less and their choices as to how they spend their time, in both work and leisure, are more constrained than they are for men. These disparities have led to inequality not only in their places of work but also in access to performance but also in access to and performance in education of secondary school girls. This kind of inequality is therefore a major infringement of girls education, hence encourage their dropout.

Reddock R. (1994), has also cited that during the era of industrial revolution, girls were systematically excluded from virtually all technical and industrial education, a trend which has continued to the present. Such a view therefore has probably encouraged inequality in education hence affecting girls opportunity in education by promoting high dropout rate on sexual discrimination grounds.

UNESCO (2003), has also observed that lack of schools has been quoted as a motive for dropping out of school in rural areas of Latin America more often by girls than boys this is

because, unlike boys girls get discouraged easily by the long distances they travel to school and back.

2.2.2 School factors

The school environment influences the students' ability to learn heavily and according to Wamahu (1995), learning occurs when there is order, good facilities and teachers. Odaga and Heneveld (1995), also observes that girl participation in education is influenced by availability of place, proximity of school to home, appropriate physical facilities, for example toilets, the school climate and presence of female teachers. The closer the school, the less fear parents have for their daughters' safety and reputations. The cost of transport is also minimal.

In Nepal for every kilometre child walks to school, the likelihood of attendance drops by 25%. In Egypt, 94% of boys and 72% of girls enrolled when it was one kilometre off their home. When the school was two or more kilometers, the percentage dropped to 90% and 64% for girls and boys respectively. Hertz (1991), Speta (1995), and UNICEF (1995), observed that long distance to school makes access to education difficult especially for girls. According to the National Conference of Education for All (1992), long distance from home to school especially in the arid and semi arid areas discouraged girl enrolment due to risks of attacks by wild animals, poor and busy roads and harassment by peers among others.

Lack of female teachers who are expected to be role models and sensitive to girls' unique problems has also affected girl participation in education. According to Hertz (1991), dominations by male teachers may worry parents of possible pregnancies. FAWE (1997),

observed that there are few female head teachers in Kenya especially in remote areas. This would be one way of not boosting girl participation in education.

According to Appleton (1995), and Lock Held (1991), girls are often discriminated against especially in co-educational institutions by teachers who believe that they are incompetent. Eshiwani (1990), mentions that girls in Kenya are socialized to be passive and this may be carried out at school. As a result their potentials are suppressed and ignored, and their ability seldom recognized or appreciated (UNICEF 1996).

According to Mabonga (2000), the discriminating cultural beliefs among the nomadic pastoralists (Rift valley) are not the only major cause of high dropout rates among girls. He therefore suggests that sexual harassment of girls in the sub-Saharan Africa plays a major role in causing high rate of school dropouts among girls.

Masiga (1998), observes that girls were less frequently rewarded with prizes and bursaries by their teachers in Eastern province (20%) compared to (80%) of the boys because they were seen as non-performers. Mernsch (1998), pointed out clearly on how both female and male teachers from Nyeri, Nakuru and Kilifi districts described girls as being slow learners and lazy, compared to boys. The field researchers in these districts found that most questions in the classrooms were directed to boys and not girls. They especially record a classic case in Nyeri where a teacher constantly told his class that girls were not using common sense and that they could not make good sales persons.

Wainaina (1987), in his study of girls' dropout in Kiambu district pointed out that dropout rate among girls was alarming in rural areas (47%) as compared to urban centres (20%).

According to him, this difference was as a result of inadequate supply of teachers and learning / teaching facilities in the rural areas.

Consequently some of the students absent themselves unnecessarily or dropout permanently from school. However Ekedenge (1980), argues that the problem of dropout in the country (Kenya) is influenced by a number of factors or involves the entire society, hence no reason of pointing fingers to only teachers.

Wachira (1998), notes that girls in Tanzanian schools are being asked to help teachers with domestic chores. Girls are withdrawn from class to make tea, fetch water and firewood for teachers and clean their offices. Sometimes they are sent to the market or go into the garden to look for vegetable. According to him, much of the work done by girls in school is often in addition to the wide array of domestic tasks performed at home or as domestic servants elsewhere. The many domestic responsibilities placed on girls in most household make them see themselves as domestic servants who are not supposed to study, not only in their homes but also in schools. Consequently about (47.4%) become demoralized and they dropout.

According to UNESCO (2003), the number of girls enrolled in secondary schools rises relative to boys as the proportion of female teachers rises from low levels. In relation to this view there is evidence in sub Saharan Africa whereby those countries with roughly equal proportions of male and female teachers also tend to have rough equality in intakes between boys and girls. Consequently in schools where the proportion of female teachers is low, there is also low enrolment of girls and high dropout rates.

UNESCO (2003), has also cited low transition rate from one Form to another as one of the factors that affect girls opportunity in education. This is due to the fact that many of them are frequently made to repeat than boys before they complete their form four education cycle. Probably this is so because they are less prepared academically, besides being exposed to more extensive home duties and greater absenteeism due to lack of school fees.

2.2.3. Individual factors.

Most of the studies have pointed out that girls' dropout of school in Africa due to sickness or death. For instance Okedera (1967), states that most of the dropout in 47 schools studied in Malawi was due to sickness or death. This was due to the fact that most of these schools were found in rural areas and a long distance from main health centres. Duncan (1998), observes that unwanted pregnancies result in the interruption and generally termination of education of many young girls each year. This is due to the fact that such students lack proper guidance and counseling, both at home and school.

According to Nasia (2000), secondary school girls dropout of school in Lodwar (47%) because they get involved in hawking within the market centres. Siele (2005), on the other hand, attributes secondary school girls' dropout in the urban slum areas of Nairobi (49%) to drug abuse, indiscipline, HIV/AIDS pandemic and illicit brew.

It is estimated that 11 million children are orphaned by AIDS in Sub-Saharan Africa, and these are often the first to lose support from extended families for their attendance of school. Orphans who lose both parents are even less likely to attend school. However girls lose out even more than boys because they are assigned extra responsibilities of taking care of their sick relatives, (UNESCO 2004).

In Botswana which has one of the highest HIV/AIDS adult prevalence rates in the world, girls are four times more likely to become infected than boys. Girls' completion rates in secondary schools still lag way behind boys at 76% compared with 85% respectively. This gender gap means that millions of girls' dropout each year compared to boys (UNESCO 2004).

According to Appleton (1995) and Lock Held (1991), girls are often discriminated against especially in co-educational institutions by teachers who believe that they are incompetent. The Daily Nation (1998), attributes increased dropout rate among secondary school girls to poor performance or are low performers. Consequently once they are told to repeat many times, before they could complete their secondary education cycle, they become demoralized and frustrated, hence dropout of school to evade such frustrations.

According to UNESCO (2003), pregnancy is one of the major factors that contribute to girls dropout. For instance, studies conducted in Latin America have clearly indicated the same whereby 33% of secondary school girls dropped out of school due to pregnancy or motherhood reasons.

CHAPTER THREE

3.0. METHODOLOGY

3.1. Introduction.

This chapter is concerned with the procedures and methods the researcher employed in order to obtain data for the study. These included: Design, The location of the study, population of the schools, sample and sampling procedure, instruments, piloting, Data collection and Data analysis.

3.2. Design.

The study adopted an exploratory approach using a descriptive survey design to investigate into factors that influence school dropouts among secondary schools girls.

According to Luck and Reuben (1992), descriptive survey design are used in preliminary exploratory studies to allow researchers gather information, summarize, present and interpret for the purpose of clarification. Orodho (2002) ,and Borg and Gall (1989), note that descriptive survey research is intended to produce statistical information about aspects of education that assist policy makers and educators. Consequently, by involving a broad category of stakeholders (students, teachers, education officers etc), the study fits within the cross-sectional sub-types of descriptive survey study designs. The locale of the study is Ekerenyio division, Nyamira district in Kenya.

3.3. The location of the study.

The study was conducted in secondary schools, that is, mixed and girls' secondary schools in Ekerenyo division. As evidenced in the map (Appendix I), Ekerenyo division is bordered by Nyamusi, Borabu and Nyamira divisions and it is one of the seven divisions of Nyamira district, which cover an area of approximately 896.4 Sq. KM. The headquarters of Ekerenyo division, that is, Ekerenyo is approximately 10 km away from the headquarters of Nyamira District, that is, Nyamira. The division is suitable for the cultivation of cash crops such as tea, coffee and pyrethrum in certain parts. Also subsistence crops such as maize, bananas, and sweet potatoes are grown.

Livestock production is also another activity that is carried out in the division but to a limited extent.

3.4 Populations study

In Ekerenyo division there are twenty-one Public secondary schools and three private secondary schools. Among these, only two are girls secondary schools, where by one of them is private. This therefore, means that in Ekerenyo division there are twenty-four head teachers as well as Board of Governors (BOG) Chairmen and Parents Teachers Association (P.T.A) Chairmen. The total number of students and teachers is 4,800 and 170 respectively. The total enrolment of girls is 2000 while of that of boys is 2,800.

3.5. Sample and Sampling procedure.

The researcher used stratified random sampling technique, because the respondents were scattered all over the division. Consequently, this technique enabled the researcher to obtain a representative sample from each zone. The researcher therefore stratified

respondents / population into a number of non-overlapping sub-populations or strata and items were selected from each stratum. After this, the researcher employed the technique of simple random sampling and selected five secondary schools (i.e. one public girls secondary school and four mixed secondary schools), at least one from each zone. The researcher stratified the population into students, teachers, Board of Governors (BOG) Chairmen, Parents Teachers Association (P.T.A) Chairmen, education officers and local administration officers, and then selected elements from each (students, teachers, BOG Chairmen, P.T.A Chairmen, Education officers and local administration officers) sample by simple random sampling. At least (20%) of the total population from each population were selected to participate in the study e.g. 960 students, 5 Principals, 25 class teachers, 5 B.O.G Chairmen, 5 P.T.A chairmen etc.

3.6. Instruments.

Questionnaires were the most appropriate data gathering device in the study. The researcher prepared questionnaires, for students, class teachers, head teachers/ principals, AEO, ZQASOS, BOG and P.T.A Chairmen, local administrators. Questionnaires were considered ideal for collecting data from the respondents because they individually recorded and interpreted them. The questionnaires were used by researcher to collect information on factors influencing the school dropouts amongst secondary school girls in Ekerenyio division. The head teachers / Principals questionnaires were used to collect data on the trend of enrollment in their schools, reasons why girls dropout before completing their form four level / cycle of education, suggestions on how to reduce this dropout etc.

The class teachers questionnaires were used to collect information on reasons why girls dropout before completing their form four level /cycle of education, suggestion on how to

reduce this dropout, etc. The researcher is of the opinion that the class teachers may be better placed to know why students dropout of their classes than the head teachers, who in some cases may not know the reason for each and every student's dropout, because of their commitments.

The students questionnaire gathered information on the students family background, education background, attitudes towards education, reasons why their friends especially girls' dropout of the school system etc.

The questionnaires for the AEO and the ZQASOS were used to collect information on the number of the secondary schools in the division or zone, reasons why secondary schools girls dropout before completing their form four in the division or Zone, etc.

The researcher also used secondary methods of collecting data. Here the researcher examined carefully the past records, official records (students' registration records or files), statistical abstracts, and researcher articles.

3.7. Piloting.

Two schools not among those in the main study were chosen, each one of them represented the two categories of schools in the division (mixed and single).

The questionnaires were administered to the students, class teachers and the Head teachers of the school (s) selected for the pilot study. The information obtained through piloting was subjected to the computer manipulation to obtain the reliability of the questionnaires. Kerlinger (1973) and Orodho (2004), have the view that if the coefficient of reliability is computed at 0.50-0.80 the questionnaires will be considered reliable.

The researcher also sought the help of independent educational researchers and lecturer(s) / supervisor(s) to judge the validity of questionnaires hence made a mends where necessary. It should be noted here that the reliability of a measure would not be of much use to the researcher unless the measures have validity. According to Orodho (2004), reliability enables the researcher measure what he/she intends to measure.

3.7.1. Validity.

According to Orodho (2004), validity is majorly concerned with establishing whether the questionnaires' content is measuring what was supposed to be measured. The assistance of the supervisor and other professionals from the Department of Education (competent in the area of study), enabled the researcher to asses the relevance of the content used in the questionnaires developed. They did this by examining the questionnaires individually and provided feedback to the researcher, which was incorporated in the final questionnaires. In the course of administering the same, the responses were very similar hence reflects the same thing (content) from the respondents.

3.7.2. Reliability.

Orodho (2004), reliability concerns with the degree/ extent to which a particular measuring procedure gives similar results after several repeated trials. To obtain this, the researcher used a test re-test (coefficient of stability) method to estimate the extent to which the same result could be obtained with a repeated measure of accuracy of the same concept. He did this by administering the developed questionnaires in selected two schools more than twice for the purposes of piloting. In the course of administering the same the responses were

very similar hence reflecting the same thing (content) from the respondents. This is because the level of coefficient obtained by the researcher was 0.7.

3.8. Data collection.

Before proceeding to the field to conduct the study, the researcher had to seek permission from the Ministry of Education (MOE). The researcher also got permission from the District Education Officer (D.E.O)- Nyamira to conduct research in the division (Ekerenyu).

Prior arrangements were made by the researcher to identify the schools included in the study, thus got permission to use the schools for the purpose of the study from the concerned Head teachers/ Principals.

The researcher personally administered the questionnaires to the relevant respondents that is, students, teachers, education officers, BOG Chairmen, etc, within the area understudy. As already mentioned, the researcher used both questionnaires and interview schedules so as to get information or collect data on factors influencing dropout among secondary schools girls in Ekerenyu division from various groups of people with varied literacy levels.

3.9. Data Analysis.

The researcher began data analysis with the organization of data he collected, that is, after the end of the interviews, questions and observations which until then were in raw form, whereby no inference would be concluded. Consequently the organization was based on various groups of organizations e.g. cultural, school based and individual factors

influencing dropouts. By means of organization, the unorganized data was presented under the above characteristics that were converted by the researcher into understandable forms, hence used them in giving valuable recommendations to the problem under study. The researcher did this by coding and converting into percentages and frequencies the data obtained by means of questionnaires. He also used other descriptive statistical techniques such as means to analyze data. Data obtained by means of interviews was however presented in summary form. Regression analysis, which is a type of inferential statistical technique, was adopted. Kerlinger (1973), notes that multiple regression analysis, which is a method for studying the effects of more than one variable, was used to analyze the effects of various factors on dropout in education by calculating the regression coefficient of such factors. According to Popham (1967), partial correlation technique was adopted to establish the relationship between dropout and each of its causes, when all the other causes are held constant. This was done by obtaining the partial correlation technique coefficient of dropout and each of its causes. After the organization, tabulation followed so as to make the data understandable and organized with aim of helping the researcher to use or apply a comparative study. The organization process was based on terms of response to instruments for research, which were arranged in convenient group.

CHAPTER FOUR

4.0. DATA ANALYSIS, FINDINGS, PRESENTATION AND DISCUSSION.

4.1 Introduction

This chapter outlines the various factors contributing to the dropout rate of secondary school girls in Ekerenyio division of Nyamira district. The researcher interpreted all the related literature, as well as comparing the previous studies with the actual research. Tables were used to interpret the data collected. Findings are presented and discussed on the basis of research question.

4.2.1: What Societal (Community) factors contribute to school dropout?

The first research question sought to find out what Societal (Community) factors contribute to school dropout?

Table1. Community factors.

Category	Respondents	Percentage (%)
Domestic labourers	134	14.0
Early marriages	28	30.1
Religions beliefs	-	-
Lack of school fees	97	10.1
Traditional attitudes	105	10.9
Education level of parents	141	14.7
Lack of role models	194	20.2
TOTAL	960	100

During the study, the researcher noted that domestic chores contributed greatly towards high dropout rate among secondary school girls in Ekerenyio division. This has been prompted by the fact that most parents are low income earners, hence release their daughters to work as housemaids, so as to supplement their meager sources of income. This region is situated around the tea estates (Sotik) and most girls prefer to work to support their parents. From table 1 above, it can be evidenced that 134 girls (14.0 %) dropped out of school due to the fact that many of them are exposed to domestic labour/ chores while they are in school. This is in agreement with Njau and Wamahihu (1994), in a study carried out in Rift valley where girls are expected to miss school to take care of their younger siblings and manage the household. They have also noted that girls are expected to miss school to take tasks such as herding, which their brothers traditionally performed.

The researcher also noted that early marriages among secondary school girls influenced greatly their dropout rate in the region. Many of the parents encouraged their daughters to dropout of school and get married so that they can get money in form of dowry to educate their sons. This is due to the fact that majority of such parents value educating boys than girls. From table1 above, it can be observed that 28 girls (30.1%) dropped out of school due to the fact they got involved in early marriages. This observation agrees with Mtiti (1981), who observes that there are certain communities where pre-arranged early marriage is still practiced and which has an influence on dropout rate among school girls. Kwayara (1998), also in support of this view by noting that girls among the Maasai community are withdrawn from school to begin the long initiation process that culminates in graduating into womanhood hence become good wives. On the same note, Otiende (1998), witnessed the withdrawal of girls from school to marry as a common feature of pastoralists life and that such an act was even given license by the local leaders.

However from the research, the researcher is in disagreement with previous reports on the role played by the religious beliefs in influencing dropout rate among secondary school girls.

Although the Daily Nation (2005), attributes secondary school dropouts among girls to religious beliefs, for example girls in boarding secondary schools in Machakos district have been complaining of ghosts appearing as cats and dogs which had been tormenting them in dormitories, and whenever they were taken for prayers in Machakos Catholic Cathedral many of them could choose to go home /dropout of school. In Ekereny Division the number of girls who dropped out of school as a result of religious beliefs was nil in the region.

In this study, lack of school fees contributed to increase in dropout rate in this region. This is because many of the parents in this region are low income earners. From table 1 above, it can be observed that 97girls (10.1 %) dropped out of school due to lack of school fees.

Masiga (1998), supports this view by observing that girls (20% in North Eastern) were less frequently rewarded with prizes and bursaries by their teachers because they were seen as non-performers. Consequently this influences dropout rate among girls especially those who come from low income family earners. However with the centralization of bursary allocations in the CDF (Constituency Development Fund) offices and introduction of the Free Secondary Education (FSE) by the government in (2008), it is the hope of the researcher that this imbalance in the allocation of prizes and bursaries will be solved, hence enable those girls who come from poor families to continue with their education.

Contrary to the researcher's findings, UNESCO (2003), has however observes that lack of schools has been quoted as a motive for dropping out of school in rural areas of Latin America more often by girls than boys. This is because unlike boys, girls get discouraged easily by the long distances they travel to school and back.

Reddock R. (1994), also cited that during the era of industrial revolution girls were systematically excluded from virtually all technical and industrial education a trend which has continued to the present. Such a view therefore has probably encouraged inequality in education hence affected girls' opportunity in education by promoting high dropout rate on sexual discrimination grounds evidenced in many communities.

UNESCO (2003), is in agreement with the researcher by stating that there is no society where women enjoy the same opportunities as men. For instance they work for many hours and are paid less. Their choices as to how they spent their time in both work and leisure are more constraint than for men. These disparities have led to inequality not only in their places of work but also in access to and performance in education of secondary school girls.

4.2.2. What School factors contribute to dropout?

The second research question sought to find out, What School factors contribute to dropout?

Table2. School factors.

Category	Respondents	Percentage (%)
Sexual harassment	46	4.8
Teachers attitude	50	5.2
Teaching and learning facilities	47	4.9
Peer group influence	433	45.1
Repetition	334	4.0
TOTAL	960	100

From the study, the researcher noted that sexual harassment to some extent influenced dropout rate among secondary school girls in this region. This harassment could either be from male teachers or male students who could be wanting to make love affairs with such girls. Consequently it can be seen from table 2 above, that 46 (4.8%) girls dropout of school as a result of being harassed sexually. Mabonga (2000), noted that sexual harassment of girls in Sub-Saharan Africa (among the nomadic pastoralists) plays a major role in causing high rate of school dropouts among girls. Masiga (1998), observes that girls (20%) were less frequently rewarded with prizes and bursaries in North Eastern by their teachers because they were seen as non-performers compared to boys (80%). On the same note Mernsch (1998), points out that both female and male teachers in Nyeri, Nakuru and Kilifi districts were found to be directing most questions in the classrooms to boys unlike girls whom they describe as stupid and lazy compared to boys. A classic case in Nyeri where a teacher continuously told his class that girls were not using common sense, hence they cannot make good sales persons has been recorded.

The researcher also observed that inadequate supply of teachers and learning facilities contributed to dropout rate among secondary school girls in this region.

This is because the region is situated in rural areas, hence few teachers would like to work in such areas. At the same time some of the parents in the region are unable to provide adequate learning/ teaching facilities due to their low income. Consequently it can be observed from table 2 above that 47 girls (4.9%) dropped out of school due to inadequate supply of teachers and learning/ teaching facilities. However it should be noted that not all schools studied were affected, hence the problem is not rampant in the region. Wainaina (1987), in his study of girls' dropout in Kiambu district agrees with this observation and pointed out that dropout rate was alarming in rural (47%) as compared to urban centres (20%). This difference according to him was as a result of inadequate supply of teachers and learning/ teaching facilities in rural areas. Consequently some of the students absent themselves unnecessarily or dropout permanently from school.

UNESCO (2003), is also in agreement with this view by stating that girls enrolment in secondary schools rise relative to boys as the proportion of female teachers rises from low levels. In relation to this two, there is evidence in sub Saharan Africa whereby those countries with roughly equal proportions of male and female teachers also tend to have rough equality intakes between boys and girls. Consequently when the proportion of female teachers is low, there is also low enrolment of girls and high dropout rate.

Wachira (1998), notes that girls in Tanzanian schools are being asked to help teachers perform domestic chores. This includes making tea, fetching water and firewood for teachers and clean their offices. Sometimes they are sent to the market or garden to look for

vegetable. These many domestic responsibilities placed on girls make them see themselves as domestic servants who are not supposed to study, hence about (47.4%) of girls become demoralized and they dropout. The researcher did not however observe this in the region studied, hence Wachira's observation cannot be generalized or cannot affect all schools.

Repetition was also observed by the researcher as one of the causes for secondary school girls' dropout in the region. This is because some of them were performing poorly in class due to their low ability. Consequently whenever they are forced or repeat many times, they could become demoralized and frustrated, hence dropout.

UNESCO (2003), supports this view by citing low transition rate from one form to another as one of the factors that affect girls opportunity in education. This is due to the fact many of them are made to repeat than boys before they complete their form four education cycle. Probably this is so because they are less prepared academically besides being exposed to more extensive home duties and greater absenteeism due to lack of school fees.

Chirchir (1998), supports this view of the researcher by attributing increased dropout rates among school girls (48%) to forced repetition which comes as a result of them performing poorly in class due their low ability. Consequently, once such girls are told to repeat many times, they become demoralized and frustrated, thus dropout of school to escape such frustrations. However with the Ministry of Education's (MOE) intervention, students are only supposed to repeat after compromising with their parents. This therefore implies that cases of repetition are going to be minimal hence reduce the number of girls wasted by the same.

4.2.3 What individual (personal) factors contribute to school dropout?

The third research question sought to determine which individual (personal) factors contribute to school dropout?

Table 3. Individual factors.

Category	Respondents	Percentage (%)
Deaths and illness	137	14.3
Pre-mature pregnancies	343	35.7
HIV/AIDS	156	16.2
Indiscipline	132	13.8
Students' ability	109	11.4
Illicit brew	83	8.6
TOTAL	960	100

In the course of the study, the researcher observed that deaths and illness influence dropout rate among secondary schools girls in this region. This is due to the facts that many of the schools in this region are inaccessible and vehicles are usually unreliable because of poor roads. This therefore means that many of the sick students die even before they reach the main health centres. From table 3 above, it can be evidenced that 137 girls (14.3%) dropped out of school due to deaths and illness in the region.

On the same note, Okedera (1967), is in agreement with this view by stating that most of the dropouts in 47 schools studied in Malawi was due to sickness or death. This was due to the fact that most of these schools were found in rural area and along distance from main health centres.

Premature pregnancies was also noted by the researcher as one of the major factors that contribute greatly to the high dropout rate among the secondary school girls in the region. This is due to the fact that such students lack proper guidance and counseling, both at home and school.

From table 3 above, it can be observed that 343 girls (35.7%) dropped out of school due to premature pregnancies. Duncan (1998) supports this observation by stating that unwanted pregnancies result in the interruption and generally termination of education of many young girls each year. This is as a result of such students lacking proper guidance and counseling, that is, at home and school. In support of this view UNESCO (2003), observed that, pregnancy is one of the major factors that contribute to girls dropout. For instance the researcher conducted in Latin America have clearly indicated the same whereby 33% of secondary schools dropped out of school due to pregnancy or motherhood reasons.

Secondary school

Nasia (2000), however differs with the view of the researcher and that one of Duncan (1998), where he observes that secondary school girls dropout of school because they get involved in hawking within the market centres, (i.e Eastern province) a situation that is hardly observed in the region studied.

Secondary school

The researcher also noted that indiscipline, HIV/AIDS pandemic and illicit brew also contribute towards school dropout among secondary school girls in this region. This is as a result of peer group influence that contributes to about 433 (45.1%) of the dropouts and lack of guidance and counseling both at home and school. From table 3 above, it can be noted that 132 girls (13.8 %), 156 girls (16.2%) and 83 girls (8.6%), respectively dropped out of school due to being indiscipline, attacked by HIV/AIDS pandemic and taking of

illicit brew. Siele (2005), is in support of this view whereby he attributes secondary school girls' dropout due to drug abuse, indiscipline, HIV/AIDS pandemic and illicit brew.

Table 4. What can be done to curb secondary school girls dropout?

The respondents were asked to indicate what could be done to curb secondary school girls' dropout. The responses were as follows:-

Table 4. Head teachers.

Category	Respondents	Percentage (%)
Laws to be enacted in parliament to prevent early marriages	1	20
Revision of Education Act to allow pregnant girls to continue with their studies during and after delivery	1	20
Establishment and strengthening Guidance and Counseling in secondary schools	2	40
Establishment of full boarding girls' secondary schools	1	20
TOTAL	05	100

Responses by the head teachers (Table4 above) indicate that secondary school girls dropout can be curbed in the division by establishing and strengthening Guidance and Counseling in secondary schools (40%), followed by laws to be enacted in parliament to prevent early marriages (20%), Revision of Education Act to allow pregnant girls to continue with their studies during and after delivery (20%), and Establishment of full boarding girls' secondary schools (20%).

Table 5. B.O.G Chairmen.

Category	Respondents	Percentage (%)
NGO's and General public to provide health services near schools	1	20
Introduction of sex education to sensitize on dangers of irresponsible sexual behaviour.	1	20
Local administration and parents to be more vigilant and active in controlling local illicit brew and cases of forced marriage	1	20
The government, charity organizations, NGOs and churches to provide more money in the form of bursaries to girls from poor families	2	40
TOTAL	05	100

The responses of B.O.G chairmen (Table 5 above) show that secondary school girls drop out in Ekerenyio division can be curbed by the Government, charity organizations, NGOs and churches providing more money in the form of bursaries to girls from poor families (40%), followed by NGOs and general public providing health services near schools (20%), introduction of sex education to sensitize on dangers of irresponsible sexual behaviour (20%), and local administration and parents to be more vigilant and active in controlling local illicit brew and cases of forced marriage (20%).

Table 6. P.T.A. Chairmen.

Category	Respondents	Percentage (%)
The ministry of Education to discourage forced repetition and sexual harassment in school	2	40
Establishment of full boarding girls' secondary schools	1	20
The government, charity organizations, NGOs and churches to provide more money in the form of bursaries to girls from poor families	1	20
Local administration and parents to be more vigilant and active in controlling local illicit brew and cases of forced marriage	1	20
TOTAL	05	100

From table 6 above, the study showed that the highest percentage of P.T.A chairmen (40%) indicated that secondary school girls dropout in Ekerenyo division can be curbed by the Ministry of Education, discouraging forced repetition and sexual harassment in schools, followed by establishment of full boarding girls' secondary schools (20%), the Government, charity organizations, NGOs and churches providing more money in the form of bursaries to girls from poor families (20%), and local administration and parents to be more vigilant and active in controlling local illicit brew and cases of forced marriage (20%).

Table 7. Class teachers.

Category	Respondents	Percentage (%)
Laws be enacted in parliament to prevent early marriage	2	8.0
NGOs and General public to provide health services near schools	3	12
Introduction of sex education to sensitize on dangers of irresponsible sexual behaviour	5	20
Revision of Education Act to allow pregnant girls to continue with their studies during and after delivery	2	8.0
Establishment and strengthening Guidance and Counseling in secondary schools	3	12
Local administration and parents to be more vigilant and active in controlling local illicit brew and cases of forced marriage	4	16
The government, charity organizations, NGOs and churches to provide more money in the form of bursaries to girls from poor families	2	8.0
Establishment of full boarding girls' secondary schools	3	12
The ministry of Education to discourage forced repetition and sexual harassment in schools.	1	0.4
TOTAL	25	100

The study showed that 20% of the class teachers (table7 above) indicated that secondary school girls dropout can be curbed in Ekerenyio division by the introduction of sex

education to sensitize on dangers of irresponsible sexual behaviour, followed by local administration and parents being more vigilant and active in controlling local illicit brew and cases of forced marriage (16%), NGOs and general public provide health services near schools (12%), establishment and strengthening guidance and counseling in secondary schools (12%), establishing full boarding girls' secondary schools (12%), laws to be enacted in parliament to prevent early marriage (8%), Revision of Education Act to allow pregnant girls to continue with their studies during and after delivery (8%), the government, charity organizations, NGOs and churches to provide more money in the form of bursaries to girls from poor families(8%), and the Ministry of Education to discourage forced repetition and sexual harassment in schools (0.4%).

Table 8. ZQASO.

Category	Respondents	Percentage (%)
The ministry of Education to discourage forced repetition and sexual harassment in schools.	1	33.3
Revision of Education Act to allow pregnant girls to continue with their studies during and after delivery	2	66.6
TOTAL	3	100

From table 8 above, the study showed that the highest percentage of ZQASO responses (66.6 %) indicated that secondary school girls dropout in Ekerenyio Division can be curbed by the Revision of Education Act to allow pregnant girls to continue with their studies during and after delivery, followed by the Ministry of Education discouraging forced repetition and sexual harassment in schools (33.3%).

Table 9. Local administration.

Category	Respondents	Percentage (%)
Local administration and parents to be more vigilant and active in controlling local illicit brew and cases of forced marriage	2	66.6
The ministry of Education to discourage forced repetition and sexual harassment in schools	1	33.3
Total	3	100

Responses by the local administrators (table 9 above) indicate that secondary school girls dropout can be curbed by local administration and parents being more vigilant and active in controlling local illicit brew and cases of forced marriage (66.6%), followed by the Ministry of Education discouraging forced repetition and sexual harassment in schools (33.3%).

CHAPTER FIVE

5.0. SUMMARY, CONCLUSION AND RECOMMENADATIONS.

5.1. Introduction

This chapter outlines the summary, conclusions and recommendations of the research findings. The summary and recommendations were based on the result obtained from the school principals, class teachers, students, parents, BOG chairmen, P.T.A chairmen, local administration, AEO, ZQASOS and dropouts in the division.

After drawing the conclusions the researcher made recommendations on areas of further research if the problems of the research topic are to be adequately.

5.2. SUMMARY.

The findings depict certain similarities of results, which can be highlighted in the following ways: The researcher found that the socio-economic background of the students is a major contributory factor of dropouts of girls in Ekerenyio division. These socio-economic factors include valuables like early marriages, premature pregnancies, low income of parents, domestic labour / chores and peer group influence. Also the researcher found out that among all the social –economic variables leading to dropouts, premature pregnancies, lack of school fees and early marriages are the topmost causes of dropouts of girls from secondary schools in the Division.

The researcher also established that traditional attitude, peer group influence, the educational background of parents and domestic labour/chores like looking after their

siblings and assisting their parents plucking tea at home as well as in the tea estates surrounding the division, has greatly caused the dropout phenomenon in the Division.

The traditional and cultural beliefs were also found by the researcher to be playing a crucial role in the early withdrawals of girls from the secondary schools in this particular area. For instance sex discrimination, negative attitudes towards girls education and some parents forcing their daughters into early marriages in order to get dowry.

It was also established by the researcher that pedagogical conditions, that is, the way children are brought up in schools and at home are also contributors of early withdrawals of girls from secondary schools in this area.

The researcher also found out that psychological climate or the environment in which the students live play a major role in the withdrawals of girls students from secondary schools in the division. This is because many of them do not complete secondary education cycle because of frustrations. For instance, the researcher found out that some girls are ridiculed by their fellow students and even teachers in school. Also back at home, the researcher found out that some parents are too hard and over strict on their daughters on the course of interacting with opposite sexes (boys). This has led to their frustrations and many end up being married in abide to escape from such frustrations, hence leaving schools before completing the secondary school education cycle.

5.3. Conclusion.

From the findings of the researcher, it can be concluded that dropout for girls in secondary schools in Ekereny Division of Nyamira District has been greatly influenced by the

following factors: Domestic labour, earlier marriages, lack of school fees, traditional attitudes, education level of parents, lack of role models, sexual harassment, teachers attitude, teaching and learning facilities, peer group influence, repetition, deaths and illness, premature pregnancies, HIV/ AIDS, indiscipline, students' ability and illicit brew. This therefore means that the United Nation's (UN) and Millennium Development Goal's Plans of eliminating gender disparities in primary and secondary schools may remain to be a dream by 2015. So as to achieve these plans, these inequalities require crucial attention and commitment by the government and stake holders not only in Ekerenyo Division but the whole district and country as a whole. This is due to the fact that such dropout denies women and girls in general the right to acquire secondary education hence become unable to compete with their counterparts (men and boys) in developing their country. This is in agreement with earlier findings by UNESCO (2003), which stressed that the continuing prevalence of educational inequality is a major infringement of the rights of women and girls, and it is also an important impediment to social and economic development.

5.4. Recommendations and suggestions

On the basis of the findings outlined above, the government, NGOS, churches, parents, teachers and the society as a whole should take the following measures if this phenomenon is to be adequately minimized if not eliminated:

1. Education Act should be revised so that girls who are pregnant and those who leave school due to pregnancies can be allowed to continue with their education before and after delivery.
2. Guidance and Counseling units should be established and strengthened in secondary schools where girls can be enlightened on the dangers of irresponsible sexual behaviour and being disciplined. This will minimize the number of secondary school girls who withdraw due to premature pregnancies and disobeying the school administration.
3. Much of the money given by the government, charity organizations, NGOS, and churches in the form of bursaries should be allocated to girls especially those who come from poor families. This will enable them to stay in schools, hence compete with their counterparts (boys) and complete the secondary education cycle.
4. The government, NGOs, churches and public as a whole should start establishing full boarding secondary schools for girls. This will reduce the rate of interaction between schoolboys and girls in mixed day or boarding secondary schools that culminate into premature pregnancies, which force girls to withdraw.
5. Local administrators and parents should be more vigilant and active in controlling the local illicit brew and cases of forced marriages in their areas of jurisdiction. This will protect the students (secondary school girls) from the impact of such menace.

It is the hope of the researcher that if these recommendations and suggestions are correctly followed then the great wastage of time and resources caused by early withdrawals will be effectively controlled.

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APPENDIX A

QUESTIONNAIRE TO HEADTEACHERS/ PRINCIPALS

Dear Sir/Madam,

The purpose of this questionnaire is to collect information about “factors that influence dropouts among secondary school girls in Ekerenyio division” and your school has been chosen as one of the most appropriate in the study. The purpose of this research is scholarly and the information obtained will be used to reduce dropout rate among girls in secondary schools.

Note that the information given will be treated with a lot of confidentiality.

Please be honest in giving your answers.

Your co-operation in completing these questionnaires will be highly appreciated.

Thank you for your co-operation.

1. What is the name of your school? _____
2. Sex: Male/ Female. Tick one.
3. What is your academic qualification? _____
4. What are your teaching subjects? _____
5. When did you start teaching? _____
6. When did you become head teacher/ principal of this school? _____
7. What was the total enrolment of girls in 2003? _____
8. How many girls dropped out in 2003? _____
9. What was the total enrollment of girls in 2004? _____
10. How many girls dropped out in 2004? _____
11. What was the total enrollment in 2005? _____
12. How many girls dropped out in 2005? _____
13. What was the total enrollment of girls in 2006? _____

14. How many girls dropped out in 2006? _____
15. what is the total enrollment this year (2007) _____
16. How many are girls? _____
17. Do you usually give homework to students? _____
18. Do you complete marking their homework in time? _____
19. Between boys and girls which group complete the homework first? _____
20. If it is boys, what do you think are the reasons why girls do not complete their homework in time? _____
21. Do girls who enroll in form one in this school complete their form four and take their KCSE examinations after four years? _____
22. If the answer is no, which reasons do you think lead to some girls dropping out in your school and Ekerenyio division as a whole before sitting for their form four examinations? _____

23. In your own opinion, what solutions can you give to reduce girls' dropout in secondary schools? _____

24. What can you do as a head teacher/ principal to reduce withdrawals in secondary schools. Especially amongst girls? _____

Thank you for your co-operation.

APPENDIX B

QUESTIONNAIRE TO CLASS TEACHERS

Dear Sir /Madam

I am a postgraduate student at Kenyatta University conducting a research on “factors that influence dropouts among secondary school girls in Ekerenyio division” and your school has been chosen as one of the most appropriate in the study. The purpose of this questionnaire is to find out the causes that lead to increase dropout rate among girls in secondary schools. Please kindly answer the questions as honestly as possible and all information will be kept confidential.

Thank you for your cooperation.

1. Name of your school _____

2. Type of school _____

(Girls boarding, co-educational Boarding mixed, Co-educational day (mixed), boarding

Boys /Day girls /day boys), choose one.

3. Please indicate your gender _____

4. Indicate your professional qualification in the table below:

UT	
SI	
DIPLOMA	
GRADUATE	
M/A/MED	
Others –Specify	

5. Which subjects do you teach? Name two

i). _____ ii). _____

6. For how many years have you taught since you finished college? _____

7. How many years have you taught in your present school? _____

8. For how many years have you been a class teacher in this school? _____

9. Currently you are a class teacher in which form? _____

10. What is the total enrolment of your class this year? _____

11. How many are girls? _____

12. Do girls in your class come to school always? NO/Yes .Tick one

13. If the answer is no, what do you think are the reasons that make girls to absent themselves from school? _____

14. Do you usually give homework to the students in the subjects you teach?

Yes/ NO. Tick one

15. Between boys and girls which group completes the homework fast? _____

16. If it is boys, what do you think are the reasons why girls do not complete their homework in time? _____

17. Do girls who enroll in form one in this school complete their form four and take their KCSE examinations after four years? _____

18. If the answer is no, which reasons do you think lead to some girls dropping out in your school and Ekerenyio division as a whole before sitting for their form four Examination after four years? _____

19. In your own opinion, what solutions can you give to reduce girls' dropout in secondary schools? _____

20. What can you do as a teacher / class teacher to reduce withdrawals in secondary schools, especially among girls ? _____

Thank you for your cooperation

APPENDIX C

QUESTIONNAIRE TO STUDENTS

Dear respondent/ student,

Please answer the following questions honestly. Follow the instructions very carefully.

Note that the information given will be treated with a lot of confidentiality.

Do not write your name anywhere in the questionnaire.

1. Name of your school _____

2. Type of school _____

(Girls boarding, co-educational Boarding mixed, Co-educational day (mixed), boarding Boys /Day girls /day boys), choose one

3. Age _____

4. Sex: Male /Female. Tick one.

5. How many are you at your home _____

6. How many of your sisters or brothers are in:

(a). This school _____ (b). Another secondary school _____

(c). Primary school _____

7. How many are boys _____ Girls _____

8. Has any of your brothers/ sisters failed to continue with secondary school education because of the school fees

(a). Yes [] (b). No [] Tick one.

9. Which year did you start school _____

10. What is the distance from your home to school in KM _____

11. Which crops do your parents grow? (a). Coffee [] (b). Pyrethrum []

(c) Bananas [] (d). Tea [] (e). Maize [] Tick one.

12. How many girls have left school because they did not want to repeat _____

13. Which of the following do you take for break fast (a). Porridge [] (b) Tea and Bread [] (c). Tea only [] (d). None of the above [] Tick one.
14. Which domestic animals are kept by your parents? (a). Goats [] (b). Cattle [] (c). Sheep [] (d). None [] Tick one.
15. Do you always finish your home duties in time to complete your school assignments?
(a) Yes [] b). No [] c). Tick one.
16. Are you coached after school by any of your family members in any of the subjects?
(a) Yes [] b). No [] c). Tick one
17. Do you have friends who have left school and are staying at home?
(a). Yes [] b). No. [] Tick one.
18. Are they girls or boys? Tick one
(a). Yes [] b). No. [] Tick one.
19. If they are girls why did they leave school? Because of
(a). Pregnancy [] b). Marriage [] c). Parents withdrew them []
d). Repetition [] Tick one
20. How many girls registered in your class / form this year? _____
21. How many girls have left school this year in your class / form? _____
22. Why did they leave school? Because of (a). Death [] b). Sickness []
c). Didn't like school [] d). Marriage [] e). Repetition []
f). Any other reason [].
23. How many of your brothers _____ sisters _____ are employed after completing their form four.
24. If you are a girl, have you ever been punished by your teachers?
(a) Yes [] b). No []. Tick one.

QUESTIONNAIRE TO AHEAD

25. If the answer is yes, give reasons why you were punished. _____

26. In your own opinion, what are the major factors of girls' dropout in secondary schools in Ekerenyio division? _____

Thank you for your cooperation

APPENDIX D

QUESTIONNAIRE TO AREA EDUCATION OFFICER- AEO

Dear Sir/Madam,

I am a postgraduate student at Kenyatta University where I am pursuing a master degree in education. My aim of contacting you is let you know that I am conducting a research on “factors that influence dropouts among secondary school girls in Ekereny division” and you have been requested to participate in the study. Please kindly answer the questions below as honestly as possible. The findings of the study will be used to curb dropout rate among secondary school girls within this division and the information will be treated confidentially.

Thank you in advance for your cooperation and timely response.

1. What is the name of your division? _____
2. Sex: Male / female. Tick one.
3. What is your academic qualification? _____
4. When did you start working as the Area Education officer (AEO)? _____
5. For how long have you been in this division? _____
6. How many secondary schools are there in this division _____
7. What general problems do you think face secondary schools in this area/ division?

8. Is your office aware of any problems associated with early withdrawals of girls from some of these schools? Yes /No? Tick one

9. If the answer is yes, and you as the head of education in this division, what factors do you think cause early withdrawals of girls from these secondary schools before sitting for their form four examination? _____

10. What are the effects of these girls' withdrawals from school before completing secondary school education in your area? _____

11. What is your office doing to assist the teachers and parents in their effort to solve this problem? _____

12. In your own opinion, what solutions can you give to reduce girls' dropout in secondary schools? _____

Thank you for your cooperation.

APPENDX E.

QUESTIONNAIRE TO ZONAL QUALITY ASSURANCE STANDARD OFFICERS-
ZQASOs

Dear Sir/Madam,

I am a postgraduate student at Kenyatta University where I am pursuing a master degree in education. My aim of contacting you is to let you know that I am conducting a research on “factors that influence dropouts among secondary school girls in Ekerenyo division” and you have been requested to participate in the study. Please kindly answer the questions below as honestly as possible. The findings of the study will be used to curb dropout rate among secondary school girls within this division and the information will be treated confidentially.

Thank you in advance for your cooperation and timely response.

1. Name of your Zone _____
2. Sex: Male/ Female. Tick one.
3. What is your academic qualification? _____
4. When did you start working as the ZQASO? _____
5. For how many years have you worked in this Zone? _____
6. How many secondary schools are there in your Zone? _____
7. What do you think are the general problems facing secondary schools in your Zone? _____

8. Are you aware of any problems associated with early withdrawals of girls from some of these schools? Yes/No? Tick one.

9. If the answer is Yes and you as the head of education in this zone, what factors do you think cause early withdrawal of girls from secondary schools before sitting for their form four examinations? _____

10. What are the effects of these girls' withdrawals from school before completing secondary school education in your area? _____

11. What is your office doing to assist the teachers and parents in their effort to solve this problem? _____

12. In your own opinion, what solutions can you give to reduce girls' dropout in secondary schools? _____

Thank you for your cooperation.

APPENDIX F

QUESTIONNIRE FOR B.O.G CHAIRMEN

1. What is the name of the school you are managing? _____
2. What is your name? _____
3. What is your sex? _____
4. How old are you? _____
5. What is your academic qualification? _____
6. When did you start working as the BOG Chairman in this school? _____
7. What general problems do you think face the school you are managing? _____

8. You as the BOG Chairman, are you aware of any problems associated with early withdrawals of girls in this school? _____
9. If the answer is yes, and you as the BOG Chairman of this school, what factors do you think cause early withdrawals of girls from schools before sitting for their form four examination? _____

10. What are you doing to assist the teachers and parents in their effort to solve this problem? _____

11. In your own opinion, what solutions can you give to reduce girls' dropout in secondary schools? _____

Thank you for your cooperation.

APPNDIX G.

QUESTIONNAIRE FOR P.T.A CHAIRMEN

1. What is the name of the school you are managing? _____
2. What is your name? _____
3. What is your sex? _____
4. How old are you? _____
5. What is your academic qualification? _____
6. When did you start working as the P.T.A Chairman in this school?

7. What general problem do you think face school you are managing?

8. You as the P.T.A Chairman, are you aware of any of the problems associated with early withdrawal of girls in this school? _____

9. If the answer is Yes, and you as the P.T.A Chairman of this school, what factors do you think cause early withdrawals of girls from school before sitting for their form four examination? _____

10. What are you doing to assist the teachers and parents in their effort to solve this problem? _____

11. In your own opinion, what solutions can you give to reduce girls' dropout in secondary schools? _____

Thank you for your cooperation.

APPENDIX H

QUESTIONNAIRE FOR LOCAL ADMINISTRATORS

1. What is the name of your location/ sub-location? _____

2. What is your name? _____

3. What is your sex? _____

4. How old are you? _____

5. What is your academic qualification? _____

6. When did you start working as a chief/ sub-chief in this location/ sub-location?

7. How many secondary schools are in your location/ sub-location? _____

8. What general problems do you think face secondary schools in your location/ sub-location? _____

9. As a chief/ sub-chief, are you aware of any problems associated with early withdrawals of girls in secondary schools? _____

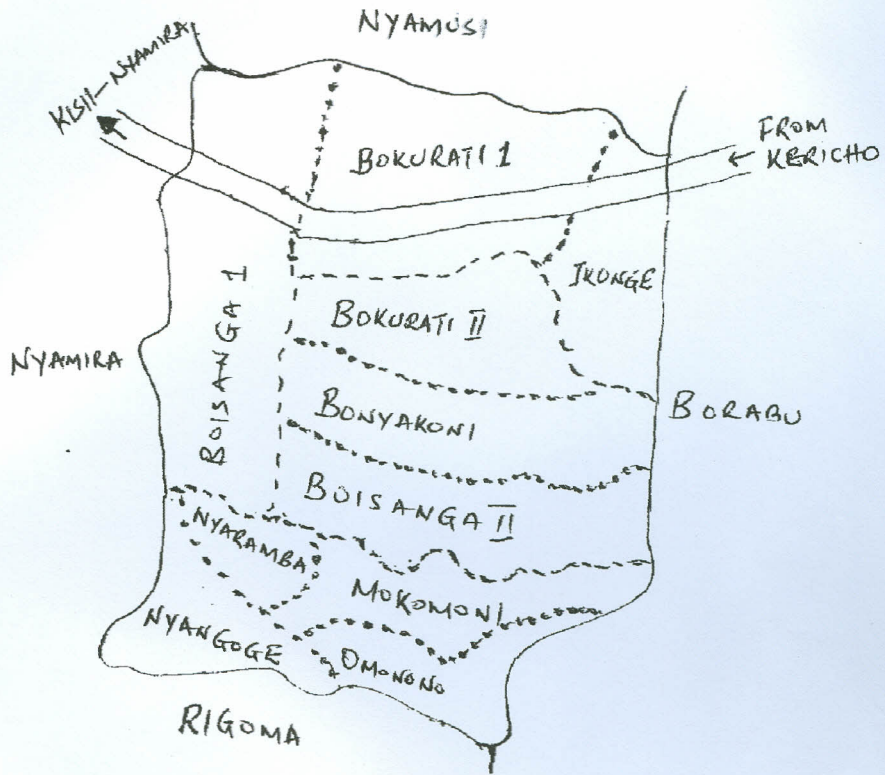
10. If the answer is Yes, and you as the chief/ sub-chief, what factors do you think cause early withdrawals of girls from school before sitting for their form four examination? _____

11. In your own opinion, what solutions can you give to reduce girls' dropout in secondary schools? _____

Thank you for your cooperation.

APPENDIX I

EKERENYO DIVISION ADMINISTRATIVE UNITS:



KEY:

LEGEND

- Division Boundary —————
- Location Boundary - - - - -
- Sub-Location Boundary
- Tarmac Road = = = = =

LOCATIONS:

1. KIABONYORU
2. ITIBO
3. OBWARI