

**A STUDY OF IN SCHOOL FACTORS' CONTRIBUTION TO PRIMARY SCHOOL
GIRLS' DROP OUT IN RUMURUTI DIVISION, LAIKIPIA DISTRICT.KENYA.**

BY

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factors'*



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DECLARATION

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

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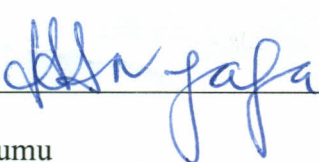
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DEDICATION

This thesis is dedicated to the almighty God for his favour, to my parents who planted the seed of education in me. To my dear husband without whose support both financially and morally I would not have completed this work and to my children, Chris, Charlie and Joan who had to put up with a student mother.

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ABSTRACT

The purpose of the study was to investigate the extent of in-school factors contribution to girls' drop out. Research findings have shown that, upper primary schoolgirls drop out of school more than any other school going children. Factors contributing to this situation are in and out of school. The current study looked at the extent of in-school factors contribution to girls drop out. Specifically the study tried to answer the following research questions:

- ❖ To what extent does inadequate classroom space contribute to girls' drop out?
- ❖ To what extent does inadequate number of toilets contribute to girls' drop out?
- ❖ To what extent do inadequate number of textbooks and desks contribute to girls' drop out?
- ❖ To what extent do negative teachers' views on girls' education contribute to girls' drop out?
- ❖ To what extent do teachers' and girls' social relationships contribute to girls' drop out?

The population of the study was primary schoolgirls in Laikipia District. The study sample comprised of 143 class 7 and 8 girls from 10 primary schools in Rumuruti Division, Laikipia District. 20 teachers males and females took part. 10 primary school dropouts within the same locality also took part.

Three instruments were used to collect data, a questionnaire for the pupils and another one for the teachers. An interview schedule was used for the school dropouts.

The researcher administered both questionnaires and the interview. A pilot study was conducted in order to revalidate and revise the research instruments.

The researcher collected data through the two questionnaires and the interview schedule. Data in this study was analyzed qualitatively and quantitatively where applicable. Qualitative data was processed through categorization of data and content analysis. Computer analyses for relevant quantitative data utilized Statistical Packages for Social Sciences (SPSS). Chi-square tests and cross tabulation were also used where necessary, specifically, descriptive statistics involving frequencies, percentages, and means were used.

The study came to a conclusion that for girls learning to be enhanced in the semi-arid areas, school facilities should be provided in all schools. Teachers have to be sensitized on gender streamlining of the teachers were socialized by the society to look down at girls as people who could not perform well in school, hence the importance of gender training to teachers in order for them to be sensitive in order to be able to positively reinforce the girls to perform in academics. Most to girl issues.

CHAPTER ONE

1.0 Introduction

1.1 Background of the Problem

International declarations continue to urge governments to provide basic education for all their citizens. Article 26, of the United Nations declaration on human rights states that everyone is entitled to education and governments should provide free and compulsory education at elementary and basic levels (UNESCO, 2003). Education remains the single most powerful tool in a nation's development. It helps to break a nation's economic dependency on foreign aid; it should therefore benefit both males and females. However, research reports documented have shown that female education is disadvantaged and their attainment in education is much lower compared to the males' especially in Africa (Wamahiu, 1994).

In April 2003, the World marked the third anniversary of education for all (EFA). Member countries recorded mixed achievements in meeting the goals stipulated in Dakar, Senegal in April 2000. In the Dakar meeting, countries agreed that they should aim at eliminating all disparities in primary schools and secondary schools by 2005 and achieve gender equality in schools by 2015 (UNESCO, 2003)

Though the target is only a year away, little can be evidenced that countries have done much to meet gender equality in their countries education (RoK, 2003; UNESCO, 2003). Research findings have shown that girls' education is not only beneficial to girls alone, but translates to broader benefits to both families and the nation. Educating girls is the single most cost effective investment to improve standards of living in developing countries. It helps to foster growth of Gross National Product (GNP), give higher family

income, lower fertility and mortality rate and give an improved nutrition to the family. Other contributions of female education are increased life expectancy and a high economic productivity. Denying girls a right to learn therefore deprives the next generation of a better future. Finally, it could be the single most effective prevention against communicable diseases and sexually transmitted diseases including HIV/AIDS (Wamahiu 1994; Kane, 1995; UNESCO, 2003 ;).

In the last decade of the 20th century, governments, non-governmental organizations, international community and researchers showed a great interest on the issue of education equality to all in sub-Saharan Africa (Hyde, 1995). This concern stemmed from the perception that girls and women were not given equal opportunities as boys and men in education. It became apparent therefore, that there was need to access education to both genders if Africa was to develop politically, economically and socially (Abagi, Owino & Wamahiu 1997).

Most African countries, in enhancing female education as a result put a lot of effort. By the late 1990's, the situation of schooling in most African states had changed with an increase of girls enrolled in primary schools. In Kenya, gender differences in enrolment had been reduced drastically from 7.8% in 1989 to 0.5% in 1998 (ROK, 2002).

Currently, girls constitute nearly 50% of the children enrolled in the first year of schooling in a number of African states such as Zambia, Nigeria, Swaziland and Kenya.

In Kenya, enrolment at national level had increased from 77.5% in 1993 to 88.7%, in 1999. Gross national enrolment for boys was at 78.5% and for girls at 76.5% showing

great improvement in girl's enrolment from earlier years in Kenya when it was below 50% (ROK, 2000). However, though enrolment of girls in primary schools has greatly increased, their sustainability in school remains the greatest challenge. In Kenya, of all girls enrolled in standard one, only 34% complete class eight compared to 70% of boys enrolled at the same level (FAWE, 1995).

Research findings have shown that primary school completion for girls is not comparable in all regions of Kenya. There are great gender disparities in primary schools in semi-arid and arid districts such as in North, Rift Valley and Eastern Provinces, whereas in rich agricultural Provinces, such as Central and parts of Nyanza gender disparities at primary schools are minimal (Eshiwani, 1985; Onyango, 2000; Orodho, 2002). National gross enrolment in the year 2000 was 87.6%. In rich agricultural districts enrolment was above 90% whereas in semi-arid and arid areas enrolment was 17.8%. Enrolment for girls was even lower in semi-arid lands in comparison to the rich agricultural districts.

A survey conducted by the Government of Kenya (2002), stated enrolment of girls in semi-arid and arid lands was 32% against boys 60%, showing great gender disparity in enrolment. As girls ascend the education ladder, enrolment per class dwindles and completion is usually low. Drop out rates in semi-arid districts are higher than in any other region, boys at 7.3% and girls at 8.6%. Compared to rich agricultural districts where boys drop out rate is at 4.1% and girls at 4.2%

Orodho (2002) studied 1993 – 2000 cohorts of primary schools in Kenya and found out that boys dropped out more in lower primary classes while girls dropped out massively in

upper classes. Pupils class distribution varied greatly, in arid and semi-arid lands pupils were forced to repeat classes many times in order to obtain higher scores. This had greatly affected girls as they repeated more than boys, due to their inability to compete with them. School and home pressures such as demotivation of girls by teachers and home duties assigned to girls by parents were seen to affect girls' learning. Most of the girls finally ended up dropping out due to frustrations from forced repetition.

Other factors that affect girl learners within the school have been revealed. A study done by FAWE (2001) in Mandera and Wajir districts showed that availability of school facilities was a factor-affecting girls learning. Institutions that had few classes, few or no toilets and desks for girls tended to discourage them leading to their dropping out of school. In some classes, boys were given the priority to use the few desks available as many respondents stated that a girl could not sit on a desk while a boy was standing.

Lack of separate latrines for girls discouraged them and most preferred to stay at home especially during menses. Frequent absenteeism each month led to poor performance, which resulted to pupils being forced to repeat classes and eventually drop out. The national toilet: Pupils' ratio is 1:52 and it's much lower in the semi-arid and arid areas unlike the Ministry of Education recommended ratio of 1:15 (ROK, 2002). Textbooks are also few, and where available they are not distributed fairly, as teachers consider giving them to boys as girls are seen to be unreliable in their school attendance.

Teachers' views, behaviours and teaching practices have contributed to the persistent low achievement for girls. Orodho (2002) in his study, in Garissa District found out that

teachers were discouraging girl learners with their negative views on girls' education. Teachers prioritized boy's education in the way they taught, asked questions and commented e.g. the examples they gave in class were not sensitive to girls. In the hidden curriculum, teachers' beliefs on girls' education discouraged the girl learners. Teachers unconsciously or consciously gave biased comments towards girls' education. This affected girls' class performance and many were found to lose self-esteem and opted out of school, as they believed they could not compete with boys.

Research findings have also shown that teachers have difficulties relating to girls outside classroom. Teachers, regardless of their gender have been accused of mistreating girls, misusing them to carry out household chores, run errands for them and even some have had sexual relations with girls. These poor social interactions between teachers and girls have also led to girls dropping out. Girls lose on learning hours as they carry out other duties given to them by teachers as boys continue to learn. In most instances girls hardly recover the time lost, leading to poor performance and class repetition. Repeating one class after the other discourages girls and they often drop out. Some of the sexual relations between teachers and schoolgirls have resulted to pregnancies leading to their dropping out (Wamahiu, 1992; FAWE, 2001; Raju, 1973).

Laikipia District where the current study was done is divided into two regions, rich agricultural western region and semi-arid eastern region. Rumuruti Division lies at the boarder and is more prone to dryness. Communities found in this region particularly Rumuruti Location are pastoralists namely: Samburus, Turkanas and a few Kikuyu farmers. It is in this background that the researcher wished to study in-school factors

contribution to girls' drop out in Rumuruti Division in order to determine their contribution to girls' drop out.

1.2 Statement of the Problem

From the preceding background, it's clear that despite the government's commitment to providing basic education to all children, sustaining girls in school is a major drawback. It affects the attainment of the Universal Primary Education (UPE) in all districts in Kenya. Many studies and researches have been done on girls' drop out and causal factors pointed out and a lot of effort put to arrest the situation by the Government, NGO's, Churches and the Media. However, girls continue to massively drop out in upper primary particularly in arid and Semi-Arid Lands. (ASALS).

Though the number of girls enrolled in the first year of primary school has greatly improved even in the arid areas from earlier years, few girls complete the 8 years of basic education and even fewer get admitted to secondary schools. Different factors have been identified and effort put to arrest the situation. Poverty and cultural factors are some that have been investigated in-depth and intervention measures put in place. However, apart of the answer must lie in the nature of the schooling experience itself, which have not been given a serious intervention as other factors studied.

1.3 Purpose of the Study

The purpose of the study was to investigate the extent of in-school factors contribution to girls' drops out. Research findings have shown that there is a relationship between in-

school factors and girls' drop out hence the purpose of studying the extent to which these factors contribute to girls' drop out.

1.4 Objectives of the Study

1. To determine the extent to which school facilities contribute to girls' drop out.
2. To determine the contribution of teachers' negative views on girls' education to girls' drop out.
3. To determine the contribution of teachers' and girls' social relationships outside classroom to girls' drop out.
4. To suggest some steps that can be taken to improve girls' learning environment.

1.5 Research Questions

1. To what extent does inadequate number of classroom contribute to girls' drop out?
2. To what extent does inadequate number of toilets contribute to girls' drop out?
3. To what extent do inadequate number of textbooks and desks contribute to girls' drop out?
4. To what extent do negative teachers' views on girls' education contribute to girls' drop out?
5. To what extent do teachers' and girls' social relationships contribute to girls' drop out?

1.6 Assumptions of the Study

It was the assumption of this study that the head teacher and fellow pupils knew the fate of the girls' who are no longer in school, as most of them come from nearby homes. This enabled the researcher get some information regarding drop out cases.

1.7 Significance of the Study

For Kenya to attain Education for All (EFA) goals, regional disparities existing in girls' education have to be eliminated. This study would therefore help to detect drawbacks in girls schooling as completion rates of girls are not comparable in all regions, which calls for more scrutiny in the schooling environment, in different regions.

This study would help to establish if girls are dropping out due to their learning environment or otherwise. It will enable the government and other stakeholders in education to not only enhance female enrolment but also sustainability and transition of females to other sub-sectors. The study may not only create awareness among stakeholders in the selected locale but also serve as a useful source of reference in other levels and localities.

1.8 Scope and limitations

1. Due to time and financial constraints the researcher studied only one zone of Rumuruti division of Laikipia District.
2. Due to the above limitation this study looked at selected In-school factors only

1.9 Definition of terms

Girls' Drop Out:

Withdrawal from a course of instruction in this case primary school education before attaining Kenya Certificate of Primary Education (K. C. P. E).

Teachers' Views:

Refers to opinions and beliefs teachers have about girls' education either positive or negative. This include whether the girls are seen to be hard working, attentive and active or dull, inactive and lazy.

School Facilities:

Physical facilities used in a learning environment such as classes, desks, toilets and textbooks.

Social Interaction of Girls and Teachers:

Refers to activities outside the classroom done by girls as requested or demanded by the teachers also the nature of teachers' and girls' social relationships outside the classroom.

Gender Roles:

Social learnt behaviours and activities associated with women versus men and vice versa. It is different from sex roles.

Gender:

Grammatical classification into feminine, masculine. The term goes beyond natural differences to include socio-cultural dimensions.

Stereotyping:

Category based cognitive response to another person. It includes prejudice (effect) and discrimination (behaviour) and

describes people's beliefs (cognition) about an individual based on group membership.

Pedagogy of Difference:

A way of educating that stresses the differences between boys and girls, men and women rather than similarities.

Acronyms

FAWE:

Forum of African Women Educationalists

GOK:

Government of Kenya

SSA:

Sub-Saharan Africa.

UNESCO:

United Nation Education Scientific and Cultural Organization

UNICEF:

United Nations Children Educational Fund.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter begins with a discussion on girls' participation trends in education in the world and in Kenya. Secondly, it focuses on in-school factors that influence girls drop out. Also in this chapter, the theoretical background has been outlined on which the study is based.

2.1 Theoretical Framework

2.1.1 Social Learning Theory: Modeling

Albert Bandura, in his modeling and social learning theory, states that behavior is acquired through reinforcement and modeling. If a behavior is positively reinforced by rewarding, there's a possibility of the behavior being repeated. If behaviour is punished, there is little likelihood of it being repeated. Modeling occurs through observation and imitation of others. Children observe and imitate adults or peers. Children acquire sex typed behaviours through differential reinforcement and modeling from individuals of the same sex as themselves. Teachers, peers and even models from the media are also influential (Bandura, 1977).

The way teachers teach in class, the examples they give and those from textbooks portray girls' as homebound. The roles given to girls reinforce the belief that they were destined to being mothers and wives. It is from this socialization that girls get the impression that however much they learn they will finally end up at home (Obura, 1991). Girls have been

socialized by their parents and teachers to believe that boys are more intelligent. Forced girls repetition make girls discouraged from learning and often drop out of All this make to lose confidence and perform poorly, it could make them, be forced to repeat class. Schoolgirls have also been socialized by the society to believe that boys' education is more important than theirs; this is because boys are seen to be the ultimate breadwinners for their families. Some girls would even drop out to give their brothers a chance to continue schooling particularly in families with financial constraints in educating all children. The argument being, a girl could get married to an educated man who could take care of her. Some girls have imitated their mothers who dropped out of school. Girls whose mothers are educated tend to imitate them and often do complete school

2.1.2 The Gender Schema Theory

Martin (Golombok, 1994) in his Gender Schema Theory stated that a schema is an organized body of knowledge and is conceptually similar to a gender stereotype. According to this theory, gender knowledge is multidimensional. Being female is associated with specific behaviours such as gardening, specific roles such as homemakers, specific occupations such as being a teacher and specific traits such as being nurturant. Being male is associated with specific behaviours as playing football, specific roles such as being a father, specific occupations such as being an engineer and being aggressive as a trait. Our knowledge is hence organized in such a way that simply knowing the gender label, will lead to clear links to these gender related components. The behavioural norms and expectations that result from gender structuring begin at home and community, and subsequently taught and reinforced in the school setting. Both at home

and school, boys are expected to excel in whatever they do; to study 'hard' subjects such as Mathematics and Sciences, so that they can study 'important' courses such as Engineering and Medicine. They are also expected to go up to the highest level in education. Too often girls learn at an early age that they are expected to limit themselves to activities at home, and are tracked to school to courses which reinforce their roles as domestic producers and re-producers, this exclude them from other productive careers. Girls are expected to be housewives, mothers and farmers. The society expects them to be close to their families in order to nurture them. In trying to satisfy these stereotypes girls in school choose academic subjects that are 'easy' and those that would give them home and gardening skills. For example, History, Languages, Agriculture, Religious studies and Home science. Inability to perform in the 'hard ' subjects, for example, Mathematics and Sciences result to girls' failure to progress as they repeat class after class. Repetition often discourages girls and leads to school drop out.

2.2 Trends of Girls Participation in Primary Education in the World

Female education has been disadvantaged not only in Africa but in the whole world though with different intensities. In 1912, the United States government mandated compulsory education giving females and males equal access to public schools. However, to this day males attain higher levels of education than females despite accessibility of both human and physical facilities (Golombok, 1994). In India, gender gaps show up in literacy and all education indicators. Compared to boys fewer girls enroll in school, fewer stay in school and those who do stay, learn less, with a lower learning achievement than boys.

In Africa, the picture is grim, though there is evidence that girls' participation in education has improved. In Sub-Saharan Africa (SSA), once enrolled, it's difficult to predict girls' sustainability or completion, which is poorer, compared to that of boys whose sustainability and completion is almost assured (Odaga & Heneveld, 1995). Compared to the males, few females have formal education in SSA; however, modest steps have taken place in the past 3 decades. Unlike in 1960's, most African countries have almost reached gender parities. Despite these efforts, women in SSA still record lower education attainment than males (Marope, 1995).

Female education in Africa is faced with many disadvantages. The general belief that educating boys makes more social economic sense given their utilitarian value in a household as ultimate breadwinner and family heads, has contributed greatly to ignorance of the benefits realized from female education. When school education was introduced in Africa, the colonial interpretation of the pedagogy of difference interacted well with the established perception of male superiority in Africa. It converged significantly well with the African traditions; hence the idea of manliness was constantly pursued while girls' education was confined to domestic skills necessary for a housewife (Abagi, Wamahiu & Wassuna, 1997).

According to Bennars (1995) African communities' belief was that boys were more intelligent, more capable, responsible and important than girls. The pedagogy of difference undermines girls' education and will continue to do so unless we construct and replace it with an alternative pedagogy of empowerment to both girls' and women

education. African cultures socialize girls into believing that they were born to be mothers and wives. This has affected girl learners and most of them lack confidence to compete with boys in the same level. For the boy, his education is emphasized as he is seen as the vehicle of continuity in lineage while the girl is seen as someone on transit (Abagi et al, 1997; FAWE, 1995).

Despite the efforts at national and international fora, the picture remains gloomy, depressing and somehow hopeless as girls continue to massively drop out of school (Bennars, 1995). Different African countries have recorded different attainment of female education. In Mozambique, Ethiopia, Tanzania and Zambia there's low female enrolment, poor performance and a high drop out rate for girls compared to boys. In Kenya, Uganda and Nigeria enrolments of females have greatly improved and the challenge remains their sustainability to completion level (Nammudu 1993).

In Kenya, female education has been affected by diverse factors. Negative attitudes towards educated women, early marriages, household chores, retrogressive cultures such as female circumcision, hostility in school from a harsh learning environment and general lack of self-esteem in girls (Eshiwani, 1984). Though enrolment for girls has improved from earlier years, research findings have shown that primary school girls' participation is not comparable to all regions in Kenya. Rich agricultural Districts have recorded near parity in boys' and girls' enrolment and completion rates. However, semi arid districts have recorded great disparities in both enrolment and completion rates between boys and girls (FAWE, 2001; UNICEF, 1992; Eshiwani, 1984).

Gross enrolment, however has improved in recent years and is expected to go up with the introduction of free primary education in January, 2003 (ROK, 2003). Generally, high wastage and dropping out of school has been recorded. There's low transition between primary and secondary schools. While boys drop out more at lower primary, girls drop out massively in upper primary (ROK 2002; Unicef 1996). Drop out rates in semi arid districts is higher than in any other region, boys at 7.3% and girls at 8.6%. As one ascends the educational ladder, gender disparities become even more pronounced (FAWE, 1995).

The cost of drop out, especially for girls is enormous, both quantitative and qualitative. It results to wastage of scarce financial and material resources. By dropping out, females remain entrapped in a vicious circle of poverty losing out on transformative and literative aspects of education, the benefit individuals and societies derive from education outweigh the cost of school drop out. Though deemed as failures children who drop out do so because they are unable to cope with school life ((FAWE, 1995; Heneveld & Odaga 1994; Wamahiu, 1994).

It's a distortion of reality when girls who drop out are portrayed as school failures rather than critically analyzing the circumstances that lead to their dropping out. Schoolgirls are pushed out of school by unfriendly and hostile learning environment. They are withdrawn from school or pulled out by parents who consider devise factors for doing so. Such factors include early marriages, a brothers' education being given priority, death of a mother and many others. Girls are forced out of school by the national and school policies that discriminately affect girls such as pregnancy and abortion policies, for

example, when a girl becomes pregnant or aborts she is expelled from school, even when she has given birth there is no automatic re-admission back to school. Sometimes, girls could die, research has shown that adolescent girls have a higher mortality rate and childbirth complications. (WHO, 2000). This redefinition of girls drop out gives more light to different causes of girls' drops out

School based factors however have played a major role in girls' drop out. Research such as (FAWE, 2001; Nduiga, 1996; Juma, 1994; Onyango, 2000) among others; have shown that factors found in school have a relation to girls' drop out. The current study focused mainly on some of these factors that push girls out of school. These are school facilities, teachers' views on girls' education and the social interaction between teachers and girls outside classroom.

2:3 In-School Factors that contribute to girls' drop out.

2.1.3 School Facilities

2.3.1

In Kenyan schools, poor living conditions have been noted especially in girls' schools. FAWE (2001) researched on girls' education in Wajir and Mandera Districts. The findings showed that public primary schools had fewer girls' toilets compared to the boys. In most schools, girls' toilets had no doors and girls had to act as 'doors' to shield each other. This affected mostly the adolescent girls who had to share toilets with younger girls making them very uncomfortable particularly during menses. It is at this time that most girls' preferred to stay at home for the duration of menses losing on learning hours, which affected their learning. Poor performance and repetition frustrated

many girls leading to drop out. Inadequate sanitation facilities were noted to be a major contributory factor to low school participation of girls in semi arid areas. Government statistics (2002) give the ratio of toilet: pupil: as 1:52 and it is much lower in semi-arid areas, opposed to Ministry of Education recommendation of 1:15.

In an assessment report on sexual maturation in Kenyan schools, among other countries in Africa,(Ghana, Uganda, Zimbabwe). FAWE (2003) found out that protective material used by girls during menstruation depended on the family's social economic status ranging from 'Always' pads, old clothes to nothing. The absorptive capacity of the product determined how secure the girl felt and the extent of her mental concentration in learning. Girls were noted to use different products, the girl using 'Always' pads would most likely worry about cramps, the girl using torn clothes would perhaps suffer an 'accident' and therefore will only be physically in class and mentally 'listening' for the accident, while the girl with nothing will stay out of school all together for the duration of the monthly menses.

This girl loses most learning time and therefore likely to be a poor performer and eventually drop out. In most parts of rural Kenya particularly in semi arid areas, sanitary pads are a luxury as they are expensive and the rate of poverty is high. During menses, most girls stay at home due to inadequate sanitation facilities in school and lack of proper sanitary ware. These girls lost on learning time due to persistent absence and lack of concentration during menses which led to poor performance, which made pupils be forced to repeat classes. Teachers on the other hand were not sensitive to this condition and no remedial work was given to cater for the lost learning hours.

FAWE (2001) also found out that classes were few and some were held outside in the open, where classes were available, desks were few and boys used all. Most respondents stated that a girl couldn't sit while a boy is standing. This discouraged girls' particularly the adolescent who felt intimidated by this classroom environment. Textbooks were also few, with the available ones being given to boys by teachers who considered boys' education more important. Girls were seen as irresponsible and unpredictable as they could drop out anytime. This difficult learning environment was found to contribute to girls' poor performance and eventual drop out.

2.3.2 Teachers' views on Girls' Education.

Teachers' are perceived as second parents to the pupils they teach, guide, protect and counsel. Studies done however, show that teachers' perception, behaviours and teaching practices have contributed to the persistent low academic achievement for girls. These perceptions are a reflection of broader societal biases towards the role of women in many African Nations.

Onyango (2000) did a study on factors influencing girls' participation in primary schools in Nginyang and Marigat Divisions in Baringo District. A sample comprising of 130 pupils from class 7 and 8, 10 head teachers, 64 teachers, 20 parents was used. In his findings, teachers' perception on girls' education was negative. Teachers' perceived boys as hardworking, attentive and active while girls were shy and docile. Teachers' also believed that adolescent girls were preoccupied with sexual relationships while boys concentrated more in class. 70% of teachers' preferred to teach boys regardless of

teachers' gender due to their participation in class. Most teachers described girls as disinterested in learning, dull and often lagged behind in most things done at school.

Teachers in classroom subject girls to discrimination in the way they teach, comment and ask questions. Teachers' teaching approaches often encourage the reinforcement of gender stereotypes in which boys take what is considered to be more demanding subjects and girls take 'light' subjects. Evidence show that teachers encourage boys to actively participate in class, for example, science and mathematics teachers have been noted to interact more with boys regardless of the teachers' gender. They even have a preference of teaching boys. Omollo, a science teacher at a high school in Kisumu, was quoted saying

'I prefer to teach boys sciences since they have a more positive attitude to it than girls'.

In this light, the teachers' attitude towards female learners is biased and could lead to demotivation. Inability to compete with boys and poor performance could be a strong reason for dropping out of school.

In a study done by the Population Council on adolescent experience in schools in Kenya in three districts, 800 adolescents and their parents showed that teachers, regardless of gender were not sympathetic to girls. Most described girls as stupid and lazy and preferred to teach boys only. Even in schools where girls' performed nearly as well on exams as boys, teachers awarded twice as many prizes to boys. The teachers created a context in which girls performed badly and when they did, it only reinforced the teachers' prejudices becoming a vicious cycle.

Eshiwani (1975) investigated whether there was significant difference in achievement between boys and girls in Kenyan high school students. Negative interactions between teacher-girl pupils were noted. A sample comprising of 12 form II classes from 4 Nairobi high schools was randomly assigned to different treatments of teaching methods, either through a programmed text, a regular mathematics teacher or both. The pattern of results of the achievement and retention had a major bearing on their performance in mathematics.

The method used in instruction was a determinant factor on achievement and retention of maths in Kenyan students. Sex differences were ruled out as attributes to students' attitudes or cultural expectations for males and females, the method of instruction was more important. The study concluded that it was possible that there could be negative or inferior teacher-pupil interaction in girls' schools and this influenced their performance as they did well in programmed texts than in a regular teacher class. This showed that the inability of girls to perform in class particularly in mathematics and sciences could be associated to teacher/pupil class interaction. Girls' inability to perform in some subjects such as sciences has contributed to poor performance and repetition. However, if teachers had a positive view on girls' education difference results could be witnessed.

For example, in FAWE centers of excellence in Africa, a recent assessment was done on teachers' attitude towards girls' ability in sciences. In these centres', Fawe has gender sensitized the teachers through trainings and workshops. In Kenya, Kajiado AIC girls' school which is a Fawe center of excellence among other African countries, 97% of female science teachers felt that girls were equal to boys in ability. 96.7% of male

teachers also felt that girls were equal to boys in science ability. This has resulted to better results in national exams. For example, the average scores on national exams improved from 66% in 2000 to 75% in 2002. In 1997, 67% girls passed compared to 85% in 2001, at AIC girls' primary school, Kajiado.

Though boys perform better than girls in Mathematics and Sciences, the difference is small in ability. Researchers have attributed the gender gap in performance of Mathematics and Sciences to differences in socialization rather than biological. Piaget (1968) a developmental psychologist in his intellectual development theory states different stages of development. There are no differences in the way boys and girls develop. At formal stage for instance, (11 years and above), the adolescents move beyond concrete actual experiences and begin to think more in logical abstract terms. They are able to use systematic propositional logic in solving problems and drawing conclusion. Adolescents are also able to use inductive reasoning to bring facts together and deductive reasoning in scientific testing to prove theories.

The hidden curriculum in the classroom could be a reason for poor performance. These are unintended messages in the official curriculum, they include what teachers say or don't say what they do or do not do. A teacher can demotivate or motivate a learner in class in both gesture and facial expressions. Golombok (1994), states that boys are praised for knowledge and giving right answers, whereas girls are praised for obedience and compliance. Boys are reprimanded for wrong behaviour and girls for wrong answer. It is inherent, involuntary, and subconscious though sometimes, it's deliberate. Demotivating girls makes them perceive themselves as being inferior academically to

boys, which makes them perform poorly resulting to repetition of classes which is related to drop out (Obura, 1991; FAWE, 1995).

Hence girls, who enter school have to cope with not only societal attitudes that perceive them as less intelligent, less achievement oriented and less academically capable than boys, but also with the gender stereotypes that school staff have about female pupils. This makes it difficult for girls to overcome negative perception and achieve excellent result in school, leading to drop out.

2.3.3 Social Interaction between teachers and girls outside classroom.

Pupils spend a great deal of time in school as compared to the time spent with parents. The interaction between teachers and pupils in class and out of class is an important factor on how they relate. Positive interaction will bring mutual respect and understanding between teachers and pupils. Pupils could then be able to approach the teachers for advice and opinions in their day-to-day experiences (Marope, 1995).

However what appears on the surface to be poor performance of girls' at school could be put down to a number of contributory factors. Schools have failed to create a conducive environment for learning especially for girls. Different risks affect the girl at school even from their own male teachers, having to fend off unwanted sexual advances, which could affect their performance and grades. Pre-pubescent schoolgirls and those in their teens have to deal with traumatic experiences and suffer in silence under the cloak of secrecy and possible retribution. When a girl refuses the teacher advances she is likely to be harassed by the teacher academically by failing her. This has affected some girls who

have given in to their teacher demands and have become pregnant hence, dropping out of school. Some girls are scared of the teacher and are reluctant to go to school opting out of school. The reluctance of education authorities to address the issue and prosecute perpetrators allows abuse to flourish unchecked. Sexual relation between girls and male teachers is accepted and tolerated in most African schools. It is seen as inevitable part of school life (Wamahiu, 1992)

A FAWE study (2001) in Wajir and Mandera on factors affecting girls' education found out that teachers had difficulties relating to girls socially. Male teachers' particularly bullied girls on their physical appearance especially body changes such as development of breasts. Most of the teachers suggested to the older girls that they should get married, as they were big enough. School leadership was assigned to boys as girls were seen as 'soft' and irresponsible. Most girls were not comfortable in seeking help from their teachers. Several accusations were made against the teacher. They were accused of mistreating girls, and did not bother to understand girls and their unique problems. Teachers also never sought girls' opinions in matters concerning them and they constantly compared them to their male counterparts. Some girls were openly misused by teachers to run errands, perform household chores and even cook for the teachers. Time wasted on these chores never got recovered leading to poor performance and repetition.

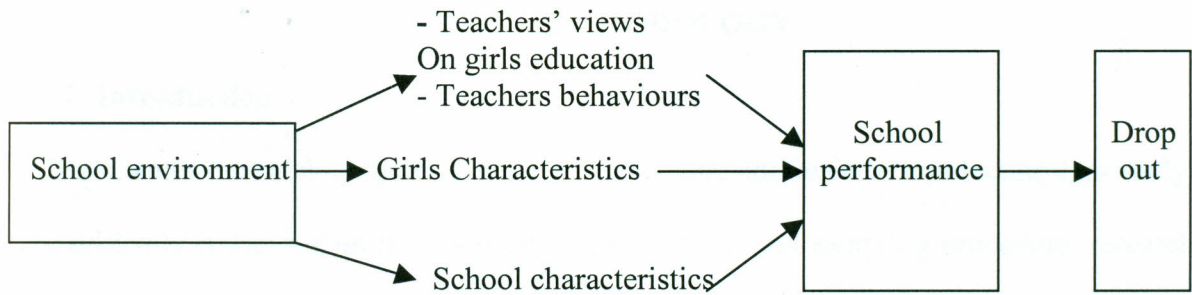
The Assistant Minister for Education recently was quoted saying that teachers were misusing girls in giving them menial chores and male teachers were having sexual relations with school girls resulting to pregnancies and low self esteem which could lead

to girls dropping out of school. Educational and school policies could lead to girls opting to have abortions, which could put their lives in danger. In these policies, there is no consideration for a pregnant girl to continue learning until she is unable on her own to attend school (Wamahiu, 1994). Where a girl manages to get a readmission, teachers have been accused of making life miserable for the girl mother. Teachers label her, stigmatizing the status of being a learning mother, this often opens the ground for ridicule from the rest of the pupils, which discourages the learning mother to a point of dropping out completely. Punishments meted in school are not fairly proportional. For instance, a female learner will be punished for receiving a letter from a male counterpart while a male learner will go unpunished for writing the letter. Some punishments are so harsh, that learners opt out of school rather than carry them out. For instance, caning adolescent girls humiliates them discouraging them from attending school. In her study on causes of primary school drop out in Othaya Division, Nyeri District Gichuki (1990) found out that punishment was a major cause of drop out. Also Nduiga (1996) whose study was on factors related to early school drop out by girls in upper primary classes in Marakwet, found that teacher were too harsh with girls and never understood their unique problems. This created a very harsh environment for girls and often they dropped out of school.

2.4 Hypotheses

1. Inadequate classroom space contributes to girls' drop out.
2. Inadequate number of toilets contributes to girls' drop out.
3. Inadequate number of textbooks and desks contribute to girls' drop out.
4. Teachers' negative views on girls' education contribute to girls' drop out.
5. Social relationships between teachers and girls' contribute to girls' drop out

2.5 Conceptual Framework



The above conceptual framework shows that school environment affects girls' learning positively or negatively. If the school is not conducive to learning as a result of inadequate school facilities, teachers' negative views to girls' education and their behaviours to girls in and out of classroom will affect the girl learner. Also girls' characteristics such as lack of self-confidence and self-esteem will inhibit the school performance. Poor performance results to class repetition, which demotivates most adolescent girls and often leads to drop out.

Summary:

The circumstances in most primary school in Kenya do not seem friendly to girls and it seems clear that girls do not want to remain in this type of environment hence drop out. There is need therefore to carry out a study in order to establish the contribution of in-school factors to girls' drop out.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter provides a description of the procedure followed in conducting this study. Specifically it focuses on the research design, sample and sampling procedure, research instruments, data collection and analysis.

3.1 Research Design

- (a) The research took a descriptive study design utilizing both qualitative and quantitative approaches. A descriptive research represents what is or what was, in a given social system. This includes the conditions existing, relationships, opinions held, processes going on, among others (Best and Kahn, 1993). It aims at getting a true picture of behaviours of attitudes of individuals and community at large. It is appropriate as since this study sought to find out factors associated with certain occurrences, outcomes and types of behaviours.

3.2 Population and Sample

The study population comprised class 7 and 8 primary school girls in Rumuruti Division, Laikipia District. Also the population constituted of primary school dropouts in the same locality. A total of 143 pupils from STD 7 and 8 took part. The sample consisted of girls who enrolled in STD 1 and had been consistent in attendance up to STD 7 and 8, in the same school. This enabled the researcher get the drop out rate by comparing the enrolment rate to the current number of girls in each school. The sample consisted of girls only as the study was based on school based factors and girls' drop out. The subjects

were sampled purposively then randomly selected to get 24 girls from each school, 12 from STD 7 and 12 from STD 8. Also 20 teachers took part, simple random sampling was used to get a male and female who handled STD 7 and 8 from each school. STD 7 and 8 were selected because, a majority of these girls have reached puberty and factors studied have a relation to girls' physical development. 10 primary school dropouts aged between 14 to 20 years also took part. The reason of using STD 7 and STD 8 was because, research has shown that girls drop out more in upper primary, and also they have a longer experience in school hence they are at a better position to pinpoint factors affecting their learning.

3.2.1 Sampling Unit

The sampling unit used was day primary schools in Rumuruti zone, Rumuruti Division. Rumuruti Division has 4 zones with a total of 145 schools; Rumuruti zone has 22 schools out of which 10 were randomly sampled.

3.3 Location of the Study

The study was done in Rumuruti Division of Laikipia District. Laikipia District is divided into two, rich agricultural western region and semi-arid eastern region. Rumuruti Division lies at the boarder being more prone to dryness. The communities found in this area are Samburus, Turkanas and Kikuyus. Most of the inhabitants are pastoralists and a few farmers. Research findings have shown that girls in semi-arid areas are disadvantaged. It is in this background that the researcher studied the contribution of in-school factors to girls' drop out in the locality.

3.4 Instrumentation

The study utilized a number of instruments. This included a pupils' and teachers' questionnaires and an interview guide for dropouts. Schools also provided documents and records on enrolment and drop out.

3.4.1 Pupils and Teachers Questionnaires

In both questionnaires, close and open-ended items were used; this allowed as much flexibility as possible in terms of responses. Use of questionnaire was preferred because it is time saving and allows collection of data from a large group of people. It is also less costly and easy to quantify and summarize results (Kane, 1995). Since the researcher was unable to find a ready made questionnaire with all items required to collect the necessary information for the study, a questionnaire had to be constructed relevant to the situation in Laikipia and to the purpose of the study.

3.4.2 Interview Guide

The researcher interviewed school dropouts. Items used in the interview were semi-structured i.e. to consist of a series of questions designed to get specific answers on the part of the respondents (closed fixed-response interview). Independent Variables were School facilities i.e. toilets, classrooms, desks & textbooks, teachers' views on girls' education i.e. positive or negative and Social interaction of teachers and girls i.e. whether positive or negative. Dependent Variable was girls' drop out rate.

3.4.3 Validity and Reliability

A pilot study was carried out to validate the research instruments. A pilot study helped the researcher assess the type of responses to expect after administration of the instruments. This helped the researcher to familiarize with the administration of the questionnaire and modify the items where necessary. The school that was used for pilot study was omitted in the main study.

3.4.4 Pre-testing the instrument.

The aim of pre-testing was to identify major problems, instrument deficiencies and suggestions for improvements; to check if the instrument would elicit the data anticipated in the study and whether they could be meaningfully analyzed in relation to the stated hypothesis. This was done with a school that was not included in the main study and items modified where necessary.

3.5 Data Collection Procedure

1. The list of the schools from the D.E.O was obtained and the necessary permission granted to enable the researcher to collect data.
- 2 a) Pupils' questionnaire was administered to the subjects in the classrooms by the researcher.
- b) The teachers' questionnaire was presented to the teachers and they were requested to respond to each one individually without discussing it with other teachers.

The researcher did the administration of the instruments to both pupils and teachers in schools on different days. School drop out rate was obtained by enrolment rate compared

CHAPTER 4

Data presentation and analysis.

This chapter presents the findings of the current study. Chi square tests and Descriptive analysis was used to analyse the stated hypotheses.

4.0 Introduction.

The purpose of the study was to investigate in- school factors that contribute to primary school girls' drop out in Laikipia district. The following research questions guided the study.

1. To what extent does inadequate classroom space contribute to girls drop out?
2. To what extent does inadequate number of toilets contribute to girls drop out?
3. To what extent do inadequate number of textbooks and desks contribute to girls drop out?
4. To what extent do negative teachers' views on girls' education contribute to girls drop out?
5. To what extent do teachers and girls' social relationships contribute to girls drop out?

The study was therefore based on these main statements.

1. Inadequate school facilities contribute to girls' drop out.
2. Teachers views on girls education contribute to girls drop out
3. Teachers' and girls' social relations outside the classroom contribution to girls drop out.

The following is a summary of girls' enrolment and drop out, 1997/1998 - 2004 in the ten schools where the study was carried out.

4.2 Presentation of the girls' drop out Table showing enrollment and current of number of girls in school.

Table 4.1. Percentages on the enrollment and current number of girls in the schools.

School	Enrollment		Current no. of girls in school.	
	1997	1998	2004	
1	30	31	13	9
2	20	17	9	12
3	10	11	7	7
4	24	39	7	12
5	8	8	4	6
6	10	11	6	6
7	34	33	12	12
8	36	39	8	12
9	10	12	5	6
10	12	13	4	6

4.3. Inadequate School Facilities.

Availability of school facilities in Kenyan schools determines the levels of participation in learning by pupils especially girls. There are several physical facilities used as indicators to show adequacy or inadequacy of school facilities. Such are like classroom space, toilets, textbooks, and desks in regard to the total number of pupils using them.

4.3.1 Number of classrooms.

In the study, specific questions were asked to both pupils and teachers regarding the adequacy of classrooms in their schools. On the side of the pupils, 70.6% felt they had adequate classrooms and 29.4% said their classes were inadequate. When a chi-square test was done, the students' responses were significant $X^2=0.000$. This was very contrary to what their teachers reported. Twenty five percent of the girls felt that their classes were fairly adequate while 75 % of the teachers felt that their classes were in adequate as shown in the tables below. The teachers' responses were significant at 0.025.

Table 4.2 a. Pupils ratings on the number of classes in the school.

Frequencies

Classes			
	Observed N	Expected N	Residual
Adequate	101	71.5	29.5
In adequate	42	71.5	-29.5
Total	143		

Test Statistics

Chi-Square(a) =24.343 df =1 Asymp. Sig. = .000

Table 4.2 b. Teachers ratings on the number of classes in the school.

CLASSES			
	Observed N	Expected N	Residual
adequate	5	10.0	-5.0
in adequate	15	10.0	5.0
Total	20		

Test Statistics

Chi-Square(a) 5.000 df1 Asymp. Sig. .025

4.3.2. Number of pupils on one desk.

Table 4.3 a. Pupils ratings on the number of pupils on one desk.

	Observed N	Expected N	Residual
two students	99	4 7.7	51.3
three students	42	47.7	-5.7
four students	2	47.7	-45.7
Total	143		

Test Statistics

Chi-Square(a) = 99.706 df =2 Asymp. Sig. = .000

Table 4.4 b Teachers ratings on the number of text books in the school.

TEXTBOOK			
	Observed N	Expected N	Residual
Adequate	4	10.0	-6.0
In adequate	16	10.0	6.0
Total	20		

Test Statistics

Chi-Square (a) =7.200 df =1 Asymp. Sig. =.007

When hypothesis three was tested, it was significant that the number of textbooks in the school did contribute to girls drop out. Only a few students reported that they had adequate textbooks (25.6%). 70% of the students reported that they had inadequate text books in the school .On the teachers' part, 80% of the teachers reported that the text books were in adequate while 20% of the teachers reported that the textbooks were adequate.

4.3.4. Number of toilets in the school.

Asked on the number of toilets in the school both pupils and teachers reported that the number of toilets was very inadequate as shown in the tables below.

Table 4.5 a. Pupils' response on the number of toilets in the school.

TOILETS			
	Observed N	Expected N	Residual
two toilets	33	47.7	-14.7
four toilets	70	47.7	22.3
six toilets	40	47.7	-7.7
Total	143		

Test Statistics

Chi-Square (a) = 16.210 df = 2 Asymp. Sig. = 000

Table 4.5 b. Teachers response on the number of toilets in the school.

No Of Toilets			
	Observed N	Expected N	Residual
four	16	10.0	6.0
six	4	10.0	-6.0
Total	20		

Test Statistics

Chi-Square (a) = 7.200 df = 1 Asymp. Sig. = .007

Many teachers and the pupils reported that there were only 4 girls' toilets in the school. While only 28% of the pupils and 20% teachers reported that their school had around 6 toilets. This was tested using Chi-square tests and the pupils' responses were significant at 0.000 while the teachers' responses were significant at 0.007 level of significance

4.3.5. Condition of toilets in the school.

On the condition of the toilets, 55% of the pupils reported that they were in a poor condition and 70% teachers also reported that they were in a poor condition. Only 30% of the teachers reported that the toilets were in a fair condition and 44% of the pupils as indicated in the tables below and was not significant at 0.155 and 0.074.

Table 4.6 a. Pupils response on the condition of the girls' toilets.

Condition of the toilets			
	Observed N	Expected N	Residual
fair	63	71.5	-8.5
poor	80	71.5	8.5
Total	143		

Test Statistics

Chi-Square (a) =2.021 df =1 Asymp. Sig. =0.155

Table 4.6 b. Teachers response on the condition of the girls' toilets.

Condition Of Toilets			
	Observed N	Expected N	Residual
fair	14	10.0	4.0
poor	6	10.0	-4.0
Total	20		

Test Statistics

Chi-Square (a) =3.200 df =1 Asymp. Sig.=.074

4.4. Teachers negative views on girls' education.

Research has shown that teachers' views/opinions of the girl education can positively or negatively affect them in class.

4.4.1 Pupils opinion on how their teachers treat them in class

Table 4.7. Pupils' opinion on how the teacher treats them in class.

Teachers treatment			
	Observed N	Expected N	Residual
fairly	100	71.5	28.5
unfairly	43	71.5	-28.5
Total	143		

Test Statistics

Chi-Square (a) = 22.720 df =1 Asymp. Sig =.000

When asked how their teachers treated them in class, 70% of the girls reported that the teachers treated them fairly while 30% reported that the teachers treated them unfairly giving it a significance of 0.00 level of significance

4.4.2. Pupils participation in class.

Table 4.8 a. Pupils rating on their participation in class.

Participation			
	Observed N	Expected N	Residual
Active	80	71.5	8.5
very active	63	71.5	-8.5
Total	143		

Test Statistics

Chi-Square (a) =2.021 df =1 Asymp. Sig.= .155

4.8 b Teachers' ratings on the girls' participation in class.

	Freq		%	
	M	F	M	F
Valid Inactive	4	6	40.0	60.0
Active	6	4	60.0	40.0
Total	10	10	100.0	1000

The teachers rated the girls' participation in class differently. Forty percent of the male teachers rated girls as active while 60% of them felt that the girls were in active. On the other hand 60% of the female teachers rated the girls as active and 40% of the female teachers rated the girls as in active. The reason was because most of the female teachers taught languages which most girls liked as opposed to the male teachers who taught mathematics and science subjects which most girls disliked.

4.4.3. Pupils liking for Mathematics and English.

Table 4.9a. Pupils' response on their liking for mathematics.

MATHS			
	Observed N	Expected N	Residual
don't mind it	10	47.7	-37.7
Difficult	93	47.7	45.3
hate it	40	47.7	-7.7
Total	143		

Test Statistics

Chi-Square (a) =74.112 df =2 Asymp. Sig. = .000

When asked about their liking for mathematics 65% of the girls reported that mathematics was a difficult subject. Seven percent reported that they didn't mind the subject while 28% reported that they hated the subject. This shows that generally girls do not like mathematics as a subject. The was significant at 0.000.

Table 4.10. Pupils response on their liking for English.

ENGLISH			
	Observed N	Expected N	Residual
very much	60	35.8	24.3
don't mind it	50	35.8	14.3
Difficult	30	35.8	-5.8
I hate it	3	35.8	-32.8
Total	143		

Test Statistics

Chi-Square (a) =53.056 df = 3 Asymp. Sig. =.000

Forty two percent of the pupils reported that they liked the subject. Thirty five percent did not mind it, 21% found it difficult and 2% hated the subject. This shows that there could be a difference in the way teachers positively or negatively reinforced girls when teaching the subject.

4.4.4. Teachers responses on the girls' performance.

Table 4.11. Teachers' responses on the girls' performance in science and mathematics.

	Observed N	Expected N	Residual
Good	2	5.0	-3.0
Fair	4	5.0	-1.0
Poor	10	5.0	5.0
very poor	4	5.0	-1.0
Total	20		

Test Statistics

Chi-Square (a) =7.200 df =3 Asymp. Sig. =.066

On class performance in mathematics and science teachers felt that girls had poor performance. 10% reported that the girls had good performance; 20% reported that the girls had a fair performance while another 20% reported that the girls' performance in mathematics and science was very poor. The responses were significant at 0.066 level of significance.

Table 4.12. Teachers responses on the girls' performance in Arts and Languages.

Arts And Languages			
	Observed N	Expected N	Residual
Good	6	6.7	-.7
Fair	8	6.7	1.3
Poor	6	6.7	-.7
Total	20		

Test Statistics

Chi-Square(a) =.400 df =2 Asymp. Sig. =.819

. On the girls' performance in arts and languages, 30% of the teachers felt that they had good performance in the subjects. Forty percent felt that their performance was fair whereas 30% felt that their performance was poor in arts and languages. The findings were not significant at 0.819

4.5 Teacher and girls' social relationship contributing to girls drop out.

Table 4.13 a Frequencies on the pupils relationship with the teachers outside their classrooms.

Teacher Friendliness			
	Observed N	Expected N	Residual
Friendly	100	71.5	28.5
Unfriendly	43	71.5	-28.5
Total	143		

Test Statistics

Chi-Square (a) =22.720 df =1 Asymp. Sig. = .000

Not only in the classroom is the social relationship between the teacher and the student is important it matters too how they relate outside. It was significant at 0.000 level of significance. When the pupils were asked about their teachers' reaction outside the classroom, 70% reported that their teachers were unfriendly and only30% reported that their teachers were friendly to them outside the classroom

Table 4.14 Frequencies on the Teachers' social interaction with the girls outside the classroom.

Social Interaction			
	Observed N	Expected N	Residual
fairly free	10	6.7	3.3
Free	8	6.7	1.3
very free	2	6.7	-4.7
Total	20		

Test Statistics

Chi-Square (a) =5.200 df =2 Asymp. Sig= .074

Teachers on the other hand when asked about their social interaction with the girls, gave different responses, which were not significant at 0.074 level of significance. About being free with the girls, a majority of the teachers reported that they were fairly free with the girls. 40% felt that they were free and only 10% felt they were very free with them as shown in the Table above.

4.5.2 Punishment in school.

4.15 Pupils responses on why they get punished in school.

	Freq	%
Absenteeism	35	38.9
Incomplete assignment	55	61.6

Total	90	100.0
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Though the reasons for getting punished were many, the major ones were absenteeism and incomplete assignments. Sixty one percent stated that they got punished due to absenteeism whereas 39% stated that they got punished due to incomplete assignments.

4.16 Pupils opinions on whether they should get punished in school.

	Freq	%
Valid Yes	130	90.9
No	13	9.1
Total	143	100.0

When asked if it was right to punish them, 91% felt that it was in order and only 9% felt that it was unfair.

4.5.3 Pupils problems and their ways of solving them.

Table 4.17 Pupils responses on whom they can share their problems with in school.

	Freq	%
Valid Fellow pupil	5	3.5
Female teacher	134	93.7
Male teacher	2	1.4

Other	2	1.4
Total	143	100.0

Table 4.18. Reasons why pupils share their problems with the stated persons above.

	Freq	%
Valid She can help me	50	35.0
She was once a girl	20	14.0
She's like a mother to me	30	21.0
She can get permission for me	6	4.2
She's free with us	24	16.8
She can keep secrets	3	2.1
She can understand me	10	7.0
Total	143	100.0

4.5.4 Pupils views on their teachers' friendliness.

Table 4.19 Pupils opinion concerning the teachers who are friendlier to them.

	Freq	%
Valid female teachers	140	97.9
Male teachers	3	2.1
Total	143	100.0

From the results above 97.9% of the girls indicated that a female teacher was friendlier to them whereas only 2.1% felt that a male teacher was friendlier.

Table 4.20 Pupils responses on whether they ever felt humiliated by their teachers.

	Freq	%
Valid Yes	70	49.0
No	73	51.0
Total	143	100.0

When the girls were asked if they had ever felt humiliated by a teacher in any way, 51% stated that none of the teachers had humiliated them however 49% stated that at one time a teacher had made them feel humiliated.

4.5.5 Teachers responses on girls coming for assistance in school.

Table 4.21 Teachers responses on girls coming for assistance in school.

Assistance			
	Observed N	Expected N	Residual
One	5	6.7	-1.7
Two	5	6.7	-1.7
more than 2	10	6.7	3.3
Total	20		

Test Statistics

Chi-square (a) 2.5000 df =2 asymp. Sign. =.287

As shown in the above table 25% of the teachers also reported that they had about one girl coming to them for assistance, another 25% reported that they had 2 girls coming for assistance while another 50% reported that they had more than two girls coming for assistance from them. This was insignificant at 0.287 level of significance.

4.5.6. Attitude of the teachers towards pregnant girls.

The researcher took some interest to note the attitude of the teachers towards pregnant girls. When the teachers were asked if girls should remain in school a majority 75% felt that she shouldn't, only 25% felt that she should be let to stay as stated in the table below.

Table 4.22. Teachers responses on the retaining of pregnant girls in school.

	Freq	%
Valid Yes	5	25.0
No	15	75.0
Total	20	100.0

However, when the teachers were asked if she could be readmitted automatically after delivery 95% of the teachers responded positively as long as she was transferred to another school.

Table 4.23. Teachers responses on whether pregnant girls should be readmitted after delivery.

	Freq	%
Valid Yes	19	95.0
No	1	5.0
Total	20	100.0

4.5.7 Teachers responses on how to handle the girls' problems in school.

Table 4.24 Teachers responses on how to handle the girls' problems in school.

	Freq	%
Valid Counsel student without telling anybody	13	65.0
Involve the administration	7	35.0
Total	20	100.0

Faced with a pupil's problem such as pregnancy or drug use among others, the teachers were asked how they could deal with such problems. Majority 65% reported that they would counsel the students without telling anyone while 35% reported that they would involve the administration and inform the parents. The researcher also got the views of the teachers whether girls were likely to talk about their problems.

Table 4.25. Teachers responses on whether girls are likely to talk about their problems in school

Teachers' Responses			
	Observed N	Expected N	Residual
yes	10	10.0	.0
no	10	10.0	.0
Total	20		

Test Statistics

Chi-Square (a) = .000 df = 1 Asymp. Sig = 1.000

According to 50% of the teachers girls are likely to talk about their problems while the other 50% stated that girls are not likely to share their problems with anyone at school. The findings were not significant at 1.000 statistical level of significance

CHAPTER FIVE

SUMMARY OF THE FINDINGS, CONCLUSION AND RECOMMENDATIONS.

5.1 Summary of the findings.

From the precedent chapter, it is clear that in school factors have an effect on the girls learning in different ways and magnitude. The following chapter will look at different in school factors contribution to girls drop out.

1. School physical facilities: classes, desks, textbooks and toilets.
2. Teachers', girls' social relationships.
3. Teachers' view on girls' education.

Of all the three general factors studied, lack or inadequate school physical facilities, teachers' views on girls' education, contributed more to girls' dropout. Social interaction between teachers and girls least contributed to girls' dropout.

5.1.1 School Physical Facilities

The study dwelt more on four physical facilities namely: classrooms, desks, textbooks and toilets. In all the 10 schools studied each of the above was inadequate. This means that classrooms in all schools are not adequate hence learning is not done in a friendly environment. Desks were lacking making it difficult to learn, when 5 pupils sit on one desk.

Textbooks were the core of learning and without them pupils had to depend on the teachers to give them notes and an exercise which was a tedious exercise for teachers. This put the pupils in these schools on an unfair comparison with other pupils in better-endowed schools.

Toilets were also inadequate. The ministry recommendation on the ratio is 1 toilet to 15 pupils. In the study, toilets were very few compared to the number of pupils using them. For example in one school, girls were 190 with only 2 toilets a ratio of 1:95. Most of the older girls found it difficult to use their schools toilets as they had to share them with younger girls and the toilets were in bad condition. Most toilets did not have doors and had gaping holes. It's no wonder some girls stated that they stayed at home during their menses. Girls' learning in these schools were seen to be negatively affected by lack of or inadequacy of school facilities.

5.1.2 Teachers' view on girls' education

The study investigation on the teachers' views on girls' education revealed that, teachers' views on girl education could be negatively reinforcing girls in class as they were of the opinion that girls were not capable of performing in Mathematics and Sciences. They viewed girls as inactive in class. Girls confirmed this as they stated that they disliked Maths as a subject and only 7% stated not to mind the subject. Showing that either the teachers were negatively reinforcing them in Mathematics classes or due to socialization, girls believed that the subject was hard.

On the other hand, girls liked English very much. It was seen that the teachers viewed girl's education as the society did that is; girls can do better in arts and languages and it negatively reinforced them in particular subjects hence creating and enforcing the socialization that girls are not as good as boys when it comes to studying the subjects.

5.1.3 Teachers and girls social relationship

Social relationships between girls and the teachers were cordial. However there were certain areas teachers' opinions on girls was somehow biased. When asked how many girls came for their assistance in the course of the term, teachers stated that only 2 girls or 1 girl had sought their help. This showed that although girls thought their teachers were friendly, they were unable to approach them for help. Girls felt that it was alright for them to be punished. Male teachers were not popular with girls particularly when they needed some personal attention. Some teachers were reported to have humiliated girls at one time due to different reasons.

Most teachers felt that girls who became pregnant should be sent home immediately as they set bad examples to the rest, however many advocated for automatic readmission of the girl mother as long as it was to other different schools. All these brought the researcher to a conclusion that teachers' and girls' social relationships were not as cordial as it ought to have been. It was found that schools with few or no female teachers posed great challenges to girls in the semi arid areas. This is because they were unable to approach male teachers and always faced challenges by themselves without anyone to help them, which is a likely precedent to dropout

5.2.0 DISCUSSION OF THE FINDINGS

5.2.1 Inadequate school facilities.

Availability of school facilities in Kenyan schools determines the level of participation in the learning by pupils, particularly girls. There are several physical facilities that are checked as indicators to show adequacy or inadequacy of school facilities. Such are like classroom space, toilets, textbooks, desks in regard to the total number of pupils using them.

In the study carried out, the adequacy of classrooms and desks in school was checked where contradicting information was given by pupils and teachers. Most pupils reported that their classes were adequate whereas the teachers reported that classrooms in their schools were inadequate. The reason for this was because of repetition and drop out, few pupils particularly girls made it to upper classes of seven and eight.

The teacher on the other hand, had the real picture of the whole school. In classes 4, 5 and 6, it was noted by the researcher that pupils were many and congested and having this in mind, teachers reported the number of classrooms and desks as inadequate. The study revealed that more girls repeated more than boys.

5.2.2 Number of pupils sitting on one desk.

When the pupils were asked how many of them used a single desk in class, 69.2% reported 2 pupils, giving a false picture as the teachers reported that 5 pupils shared a desk. Having a broader perspective of the whole school teachers reported the true picture. It was evident that the upper classes were superficially small due to repetition and drop out, while the lower classes had many pupils.

5.2.3 Number of textbooks.

Teachers and pupils unanimously agreed to the fact that textbooks were inadequate. Dropouts, who were part of the sample, stated that one of the reasons of their drop out was lack of textbooks, which a majority felt led to their poor performance and later drop out. Most semi arid areas lack not only textbooks but also writing materials and other important teaching aids. This causes many of the pupils not to exploit their full potentials, as they have to rely on their teachers' notes. It then puts them on an unequal leveling ground with pupils from advantaged areas particularly when it comes to national examinations, which are uniform regardless of the pupil's locality.

5.2.4 Number of toilets in the school.

In all the schools the numbers of toilets were inadequate. The ministry of education recommendation rate for toilets in schools stands at 1:15. In the schools where the study was carried out, none of them neared this recommendation. The best-endowed school had 6 toilets in a girl population of 203. All the others had between 2 and 4 toilets, making it

one of the most neglected facilities in the schools in the semiarid areas. When girls were asked for their recommendations, the older girls stated that they would like separate toilets from the younger girls, the reason being privacy. Even with the few toilets many felt uneasy using them particularly during their menses as the toilets were in poor condition, most had gaping holes, no roofs and doors, girls had to shield each other. Teachers also supported the girls and particularly noted that it could be a reason of absenteeism, which is a major determinant of girls' school performance.

The researcher was also interested to know if the girls could afford sanitary towels and if not what they used as alternatives. This issue went hand in hand with the sanitation facilities and learning. It was sad to note that a majority of girls (73.4%) could not afford sanitary ware and were vulnerable to all types of infections as they used anything with absorbency, from leaves to old sweaters, old mattresses, blankets and quite a number opting to stay at home. Given the condition of the toilets, and the items used as sanitary pads, it becomes almost impossible for a girl to concentrate in class. Asked if they noticed any differences with the girls during the menses teachers noted that girls felt uneasy, fidgety and lacked concentration. Most girls recommended that they should get free sanitary ware as the free primary school education they were now enjoying. In their study of girls' learning in North Eastern Province, FAWE found out that there is a relationship between girls' learning and availability of school facilities, as the current study also found out.

5.2.5 Teachers' negative views on girls' education.

Research has shown teachers' views and opinions of girls' education can positively or negatively affect them in class. In the following discussion it was found out that teachers may have in one way or another influenced the performance of girls in some subjects. It is common practice of school subjects to be divided alongside gender lines; this was proven by the study regarding girls' performance in given subjects. Teachers also proved that school subjects were divided alongside these lines, as girls' performance in sciences and mathematics was dismal.

When asked why this was so 70% of the teachers responded that girls never perform well in these subjects as they were seen as boys' subjects. Some teachers stated that girls were shy in answering questions in class particularly as girls matured. Others felt that girls lacked confidence to tackle mathematics and sciences. However in some schools, teachers felt that girls were as good as boys in math and sciences.

On class performance teachers found girls better in languages than math. When asked about the girls' performance in languages and arts, majority of the teachers reported that girls were better than boys. This shows that girls are encouraged to perform in these subjects as they are seen as feminine subjects. Otherwise these are the same girls who are in the mathematics and science classes. This shows that there could be a difference in the way the teachers positively or negatively reinforce girls' participation in class during learning of certain subjects.

For instance the teachers rated the girls participation in class differently. Forty percent of the male teachers rated girls as active while 60% of them felt that the

girls were inactive. On the other hand 60% of the female teachers rated the girls as active and 40% of the female teachers rated the girls as inactive. The reason was found to be the fact that most of the female teachers taught languages as opposed to the male teachers who taught mathematics and science subjects. As in the current study Onyango (2000), in his study in Marigat District on girls' education, found out that teachers negatively reinforce girls in class particularly Maths and Science teachers.

5.2.6 Teachers and girls' social relationship contribution to girls drop out.

Other than in the classroom, the social relationship between the teacher and the pupil is very important. The kind of relationship that they have will determine whether the pupil is comfortable to talk, share and seek advice from the teacher. If this relation is poor then pupils suffer as they result to taking advices from their peers often making gross mistakes in their lives. Most families particularly in the rural areas have difficulties in relationships between children and parents; they are usually not very cordial and free to discuss some issues particularly with adolescent girls. Unless they find solace at school it's often difficult to find a person who understands in order to share their many queries.

In the following discussion both teachers and pupils were asked on how they related in order to show whether in any way it contributed to girls drop out. When girls were asked why they got punished in school and whether it was fair, many found it fair and blamed themselves. This shows that girls respect their teachers and know when they have done something wrong. However a majority felt some

punishments were too harsh for example caning a girl at the backside which humiliated them and a majority preferred manual work.

When the girls were asked to whom they could share their problems with when at school, they stated a female teacher giving the reason that she could help them as she was once a girl, she was like a mother to them, she could get permission for them, they stated she was free with them, she could keep secrets and understand them.

The study hence concluded that a school without female teachers or few as was the case in these schools poses a lot of hindrances to girls learning. Not only do girls need role models, they also need teachers they are free with to discuss their problems. Out of all the teachers in the schools studied only a third were women. Showing there is need to improve on women's enrollment as teachers in the semiarid areas.

Girls were asked on their opinion on teacher's friendliness to them. Again the majority 97.9% of the girls indicated that a female teacher was friendlier to them whereas only 2.1% felt that a male teacher was friendlier. Girls were asked if at any one point they had ever been humiliated by or felt belittled by a teacher, 51% stated that none of the teachers had humiliated them however 49% stated that at one time a teacher had made them feel humiliated.

Teachers on the other hand when asked about their social interaction with the girls, many gave different responses. About their being free with the girls a

majority felt that the girls were fairly free with them. Asked how many girls come for assistance in a term 50% of the teachers had more than 3 girls coming to them for assistance. This shows how important it is for teachers to be available for girls in guiding and counseling them.

At the same time the researcher took interest to note the attitude of the teachers towards pregnant girls. When asked if they should remain in school until a girl by herself is unable to attend school, a majority 75% felt that she shouldn't, only 25% felt that she should be let to stay. The reasons they gave were that she could be a bad example to the others while some felt she could encourage other girls to be pregnant while others felt she could give the school a bad name.

However when the teacher were asked if she could be readmitted automatically after delivery 95% of the teachers responded positively as long as she was transferred to another school. One teacher felt that she had become a mother hence stay at home and bring up her baby. This showed the hostility of teachers to young mothers, most girls who had dropped out when asked why they had not gone back to school; a majority stated teachers' hostility made them stay out.

Teachers were asked whom they would involve first when faced with a pupil problem such as pregnancy or drug use among others. A majority 65% reported that they would counsel the students without telling anyone, which would encourage the pupil to speak a lot about their problem. However 35% reported that they would involve the administration and inform the parents. This may give

a reason as to why guidance and counseling in the schools are not very effective as teachers are not confidential.

The researcher also got the views of the teachers whether girls were likely to talk about their problems. According to 50% of the teachers girls are likely to talk about their problems while the other 50% stated that girls are not likely to share their problems with anyone at school. Nduiga (1996) study on girls dropout, found out that teachers were too harsh with girls and never understood their unique problems.

Teachers were finally asked what can be done to enhance girls learning, various factors were mentioned for example inviting role models to talk to the girls, counseling departments to be made strong and teachers to be trained on guidance and counseling. Motivate the girls, fight early marriages, understand girls' needs and give girls a chance to speak about their problems. Also girls should be given leadership roles equal to boys, should be taught on sexual maturation and get help for girls when they fall pregnant. The government should try to offer sanitary towels for girls and build more toilets.

5.2.7 Discussion on drop-out interview

10-drop outs took part in the study. It was rather difficult to get 20-drop outs as many had left the area, while others could not get permission from their husbands to participate. The age of the dropouts varied from 14 to 20 years. Most had remained out of school for 2 to 4 years.

The girls had dropped out of school at different levels of learning. One had dropped out at class 2 due to lack of school levies and being orphans they could not get much help from relatives. Two dropped out at class 5 aged 12 one due to pressure of schoolwork and household chores at home as the mother is a changaa brewer. The other dropped as the father wanted to marry her off which he did. Three dropped out at class 6, all claimed to have dropped due to teachers harshness, severe punishment and abuse from the teachers. One of them however was pregnant.

The remaining four girls stated that they dropped at class 7. Asked why when they were so close to finishing school; one said she got pregnant and teachers in her school refused to readmit her as she would be a bad example to the other girls. The other two stated that they were not coping with their teachers as they called them names to suggest they were of bad influence to others. Teachers humiliated them when they failed exams particularly in the assembly in the presence of other pupils. Another said she kept on failing as she used to be absent from school for a long time due to lack of school levies, uniform and staying at home during menses. To be noted, all the teachers mentioned to have contributed to dropping out of girls were female teachers. This calls for sensitization of teachers on how to deal with adolescent girls.

When asked what would enhance girls learning, the dropouts gave several suggestions. They stated that boarding schools would help a majority of girls as

they would keep away from household chores, this would give them time to study. Some felt girls only schools would enhance girl's learning as they feared male competition and harassment. Most of the dropouts found male teachers more accommodating and understanding than female teachers.

They suggested that teachers should stop being too harsh particularly female teachers who should be sensitive to girl issues in order to help them. Also helping orphaned girls came up as away of enhancing girls learning. When asked if given a chance they would go back to school, all the girls started that in the affirmative that they would like to go back to school.

5.2.8 Implication of the Study

The study results could have a great impact in the girl child Education in Kenya.

- 1) The study could be of great help to the government and stakeholders in empowering the Education of girls particularly in semi arid areas.
- 2) The study could also be of great help to school administrators and the society at large in prioritizing development plans for their schools.
- 3) The study could help the school administration to come up with school programs such as girl clubs.
- 4) Teachers could be advised to undertake courses in gender streamlining in order to improve learning experiences for girls in schools.

5.3 Conclusion

In conclusion, for girls learning to be enhanced in the semiarid areas, school facilities should be provided in all schools. Teachers have to be sensitized on

gender streamlining in order to be able to positively reinforce the girls to perform in academics. Most of the teachers were socialized by the society to look down at girls as people who could not perform well in school; hence gender training to the teachers is important. This would not only help the school community but also the parents, as they could be trained by the teachers to realize the importance of guiding their daughters when in need. Also provide their needs and encourage them to work hard at school. Parents can then be shown, the importance of educating their daughters as well as their sons to the highest level of education they can attain.

5.4 Recommendations

1. If girls have to do well, classes, textbooks, desks and toilets should be provided.
2. Toilets should be many and be separated between boys and girls, older girls and younger girls.
3. Teachers should be sensitized on gender mainstreaming in order to be able to positively reinforce the girls to perform particularly in math's and sciences
4. Guidance and counseling departments should be set in all schools and teachers trained on how to handle pupils' challenges.
5. More female teachers need to be posted to rural semiarid schools in order to serve as role models and also for girls to share their challenges with.
6. The government, NGO and well wishers should provide sanitary towels for girls as it is a major setback in girls' learning as maturation development brings major challenges particularly in the communities in the semiarid areas.
7. Finally a similar study should be carried out to investigate the in school factors

contributing to girls' drop out in the urban areas.

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APPENDICES

Appendix A: Pupils Questionnaire

The purpose of the questionnaire is to collect information about various problems related to primary education, so that possible solutions could be identified.

Write answers in the spaces provided, do not write your name on this paper. Your responses will be treated with total confidentiality

School _____ Age _____

1. How do you rate the number of classes in your school

Very Adequate Adequate Inadequate Non-existent

2. How many pupils sit on one desk?

1 2 3 4 more (tick the appropriate)

3. How do you rate the number of textbooks in your school?

Very Adequate Adequate Inadequate Non-existent

4. The number of girls' toilets in your school is?

1 2 4 6 More

5. What is the condition of the toilets

Good Fair Poor Very poor

6. In your opinion how does the teacher treat you in class

Very fairly Fairly Unfairly

How? _____

7. In your opinion girls' participation in class is

Inactive Active Very active

8. How does the Mathematics teacher treat you in class?

Very fairly Fairly Unfairly

9. How does the English teacher treat you in class?

Very fairly Fairly Unfairly

10. Are your teachers friendly to you?

Very friendly Friendly Unfriendly

11. In your school why do you get punished

1

2

3

4

Do you think you should be punished for the above reasons Yes/No

Why _____

12. If you had a personal problem whom would you share it with

1. A fellow pupil

2. A female teacher

3. A male teacher

4. Other (specify) _____

13. Why would you share with the person you have mentioned

14. Which teachers are friendlier to you?

Female Teachers Male Teachers

14. Have you or one of your classmates been treated in a way that you felt was unfair or humiliating by a teacher? Yes No

What was it? _____

15. What can the school do to improve the learning of girls? Give as many answers as possible

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.

16. (a) Is your parents/guardian able to buy sanitary towels for you?

Yes No

(b) What alternative would you have if you are not able to buy sanitary towel?

Appendix B: Teachers' Questionnaire

The purpose of the questionnaire is to collect information about various problems related to primary education, so that possible solutions may be identified.

Write answers in the space provided. Do not write your name on this paper. Your responses will be treated with total confidentiality.

Name of School..... Male

Age..... Female.....

1. The classrooms in your school are

Very Adequate Adequate Fairly adequate Inadequate

2. How many pupils are there on average per class

35 45 55 More

3. The desks in the classes are

Very Adequate Adequate Inadequate Non-existent

4. How many pupils use one desk

2 3 4 More than 5

5. The number of textbooks in your school is

Very adequate Adequate Inadequate Non-existent

6. What is the number of girls' toilets in your school?

1 2 4 6 More

7. What is the condition of girls' toilets

Very poor Poor Fair Good

8. How do you rate girls' participation in class?

Very active Active Inactive Dull

9. What reasons would you give for your answer above

10. How do girls' perform in Science and Mathematics?

Good Fair Poor Very poor

11. How do girls' perform in Arts and languages?

Good Fair Poor Very poor

12. What reason would you attribute to the performance of girls' in the above questions

13. How do you rate your social interaction with girls?

Not free Fairly Free Free Very Free

14. How many girls' have come for your assistance in personal problems in the cause of this term?

1 2 3 4 More than 5

15. In your opinion should pregnant girls be retained in school until their final term

Yes No

Give reason for your answer

16. Should girls be re-admitted automatically back to school after delivery

Yes No

Give reasons _____

17. If a student came to you for help with a complex issue such as pregnancy or drug abuse what would you do

- a. Inform the school authority
- b. Inform the parents
- c. Counsel the student without telling anybody
- d. Expel the student
- e. Seek advise from your colleagues
- f. Other (specify) _____

18. Are girls' likely to talk about their problems in school?

Yes No

19. What can the school do to enhance the learning of girls? (Give as many reasons as possible)

- (a)
- (b)
- (c)
- (d)
- (e)
- (f)
- (g)
- (h)

(i)

(j)

20. In your opinion do you notice any changes when girls are on their menses?

Yes

No

Explain _____

Teacher's harshness in class

Pressure from someone within school

Pressure from someone outside school

Felt humiliated by teacher

Laughed at by other pupils

Warned off by parents

Appendix C: Interview Schedule for Drop Outs.

Age _____

1. When did you drop out . Year _____ Class _____
2. In order of prevalence which of the given in-school factors contributed to your dropping out. (Indicate in the box given 1-12).

Lack of books

Lack of toilets

Lack of sitting space

Teachers' harshness in class

Pregnancy: (i) From someone within school

(ii) From someone outside school

Punishments

Insulted by a teacher

Felt humiliated by teacher

Laughted at by other pupils

Married off by parents

Circumcised

3. What can be done in school to enhance girls learning?

4. Given a chance would you go back to school

Yes

No

Appendix D: Research Budget

The following is the budget of the proposed study

Travel and subsistence	10,000
Stationery	3,000
Typing and Printing	5,000
Binding and cover label	5,000
Research Assistance	
(i) Data Collection	5,000
(ii) Data Analysis	6,000
Miscellaneous	6,000
Total	40,000