

2005

**CAUSES AND EFFECTS OF GIRL DROPOUT
FROM PRIMARY SCHOOLS IN MASABA
DIVISION OF KURIA DISTRICT**

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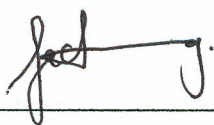
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*Causes and effects
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DECLARATION.

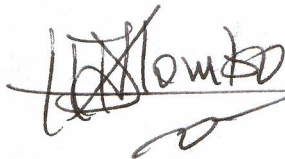
This research project is my original work and has not been presented for a degree in any other university.



29.08.05

FLORENCE ACHIENG' OKOTH

This research project has been submitted for examination with my approval of as University Supervisor.



29.08.05

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DEDICATION.

To my children, Whitney, Jeff, Jude and Cynthia in recompense.

ACKNOWLEDGEMENT.

All research studies carried out often require support and efforts of many people. Due to the fact that I cannot reach all of them, may I hope this acknowledgement serves to convey my sincere appreciation for their help. May I therefore single out a few amongst them.

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LIST OF TABLES.

- 1.1.1 Primary schools dropout in certain developing countries
- 1.1.2 Enrolment in primary school in selected years by sex. 1163 – 2000 percentages.
- 2.1 Dropout rates by grade in primary schools in developing countries in Africa.
- 2.1.2 Enrolment and completion rate between 1993 – 2000.
- 3.2.1 Names and classification of the sample schools.
- 4.2.1 Enrolment of all primary schools in Masaba Division 2005.
- 4.2.2 Frequency of common causes of dropout as reported by the teachers of 5 schools.
- 4.2.3 Common causes of dropout as reported by the head teachers of 5 schools.
- 4.3.1 Frequency of common causes and effects of dropout as reported by Religious leaders.
- 4.3.2 Common causes and effects of dropout as reported by parents.
- 4.3.3 Frequency of common causes and effects of dropout as reported by Administration (Chief, D.O.).
- 4.3.4 ✕ Common causes and effects of dropout as reported by dropout victims.
- 4.4.1 Head teacher response to dropout cases as reported by various respondents.
- 4.4.2 Head teachers responses to dropout cases as reported by victims.
- 4.4.3 Administration (Chief, D.O.) responses as reported by head teachers.
- 4.4.4 Religious leaders responses to dropout cases.

4.4.5

Table showing responses of head teacher on the degree of support from parents on ending F.G.M.

ACRONYMS:

K.C.P.E.	- Kenya Certificate of primary education.
Wenyap	- Women educators in Nyanza province.
P.D.E	- Provincial Director of Education.
D.E.O.	- District Education Officer.
F.G.M.	- Female Genital Mutilation.
FAWE	- Federation of Women Educators.
N.G.O.	- Non Governmental Organizations
D.O.	- District Officer.
Z.O.	- Zonal Officers of Education
E.M.	- Early marriage
T.P.	- Teenage pregnancy.
C.L.	- Child labour.
%	- Percentage.
No.	- Number.
Preps.	- Morning or evening classes.
P.P.	- Poor Performance.
C.C.F	- Children Christian Fund.
C.D.F	- Community Development Fund.
T.A.C.	- Teachers Advisory Centre.
H/T	- Head teacher
D/HT	- Deputy Head teacher.

TABLE OF CONTENT.

Cover Page	
Declaration -----	i
Dedication -----	ii
Acknowledgement -----	iii
List of tables -----	-vi -v
Acronyms.....	vi
Table Of Content -----	vii-ix
Abstract -----	..-x -vi

CHAPTER ONE INTRODUCTION

1:1 Background to the Study-----	1-5
1:2 Statement of the Problem -----	5
1:3 Purpose of the Study -----	5
1.4 Objective of the Study-----	5
1:5 Research Questions -----	5-6
1:6 Limitation of the study -----	6-7
1:7 Assumption of the study -----	8
1:8 Theoretical and conceptual framework -----	<u>8-12</u>
1:9 Definitions of Operational Terms -----	13-14
1:9 Significance of the study -----	15

CHAPTER TWO. LITERATURE REVIEW

CHAPTER THREE. RESEARCH METHODOLOGY

3.0 Introduction-----	30
3:1 Research Design-----	30
3:2 Location-----	30
3:3 Study Population-----	31
3:4 Sample-----	31-32

3:5	Data Collection Instrument-----	32-33
3:6	Data Procedure-----	34
3:7	Pre-testing-----	34
3:8	Actual Data Collection-----	34
3:9	Data Analysis-----	35-36

CHAPTER FOUR. DATA ANALYSIS.

4:0	Introduction-----	37
4:1	Data Collection -----	38
4:2	Analysis of responses from Questionnaire section -----	39-42
4:3	Analysis of responses from Interview schedule section -----	43-46
4:4	Analysis of action taken by authorities -----	47-50
4:5	Observation Analysis -----	51-57

CHAPTER FIVE. SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1	Summary-----	58-59
5.2	Conclusions -----	61-62
5.3	Recommendation -----	62-64
5.4	Recommendation for further research -----	65

BIBLIOGRAPHY-----	66-69
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APPENDIX.

Appendix I	Students Questionnaires.-----	70-71
Appendix II	School administration Interview schedules-----	72-73
Appendix III	Class teachers Questionnaire.-----	74 -75
Appendix IV	Provincial Administration Interview schedules-----	76 - 77
Appendix V	Religious leaders Interview schedules-----	78

Appendix VI	Victims of dropouts Interview schedules-----	78
Appendix VII	Parents Interview Schedule-----	79
Appendix VIII	Education office Interview schedules-----	80 - 81
Appendix IX	Observation checklist-----	81

ABSTRACT.

The main problem of the study was the high dropout rate of girls in primary schools in Kuria district, which has shown a consistent rise over the years..

Statistics points out that enrolment rate of girls in class one are much higher than the completion rate eight years down the line.

The purpose of the study therefore was to identify causes and effects of high dropout rate of girls in selected primary schools in Masaba division of Kuria District.

The sampled schools were five of which they were mixed day schools from which an equal number of twenty pupils were drawn totaling to one hundred pupils (classes 6 – 8), three class teachers from the five schools making a total of fifteen, five head teachers, area chief and District Officer (D.O), four religious leaders of four main faiths in the division, five parents randomly selected, ten victims of dropout, Zonal officers and tac tutors, District Inspector of schools, in charge of primary and one official from the DEO's office, a total of 145 sampled population.

Data collection instruments used were observation score sheet, questionnaire for pupils and teachers, interview schedules for parents, religious leaders, chiefs, District Officer, zonal officers and T.A.C, District Quality Assurance Officer victims of dropout. Data were analyzed using simple statistics, frequencies and percentages, then theme by theme and content to find the tone of respondents.

The findings of the study were that the main cause of dropout of girls was F.G.M. which is a stage/transition from childhood to adulthood , after which they feel too mature to continue schooling, turn to practise sex and fall victims of teenage pregnancies and early marriages. Child labour and performance leading to repetition and dropouts. Head teachers, religious leaders and the administration were found to be active in countering dropouts.

Several recommendations were suggested by the researcher; that, the government make education compulsory and try to reduce the hidden cost therein, re-entry programmes for dropout victims by strengthening adult education classes, lunch programmes be introduced, policy of repetition hampering completion should be stopped in schools, F.G.M., child labour should be discouraged while rehabilitation programmes in schools to be strengthened. Role models to be shown to girls to emulate. Further research to be carried out even on teacher ratio, poor performance and child labour to assess the extent of the problem.

The study concludes that, concerted effort is needed by teachers, religious leaders, parents, educational officials, administration, to put their heads together to find solutions to the girl- child education in Kuria.

CHAPTER ONE

INTRODUCTION

1.1 BACKGROUND TO STUDY

School dropout among pupils is a universal phenomenon especially in developing countries, that has seen educators trying to come up with strategies to counter it. The rate of enrolment has often been higher than completion for girls. The developing countries according to Coombs (1968), have had very high dropout rates due to different social, economics and cultural factors and in those percentages, girls took the highest. Girls education in Africa and elsewhere, has been plagued by pedagogical approach that stresses differences between boys and girls rather than similarities. Gender differences are based on social cultural grounds.(hyde,1998;agnes .2004).

In Europe, America and Scandinavian countries, the girls' enrolment have not been low, but still they have been categorized under the discriminated and dropout lot. This has necessitated some countries to come up with ways to reduce the wastage. For instance in America, girls until almost delivery and after delivery, are able to resume classes as child care services are situated right within the school premises. Professional guidance and counselling units too are within the schools to assist in the issue of girls development and adolescent sexuality among others.

In most developing countries, poverty is a common problem leading to child labour and the girl child left to care for the young as the mother takes time off to work so that the family can eat. Hence withdrawal of girls from school, for instance, Latin America and S.E.Asia.

Colonial Africa had no priority for education and the structure inherited from the colonial era did not correspond to the national aspirations and more often than not compromised progress. Therefore, independent African nations had to set as their priority number one education for their nationals. They realized that education will always be for any country an indispensable tool. But in spite of the particular

emphasis given to this, specific area in all the African countries after colonization, it seems that its outcome still remain unsatisfactory in most African countries.

Table 1:1:1

Primary school dropout in certain developing countries. Countries % drop by Grades.

Countries	Grade I	Grade 2	Grade 3	Grade 4	Grade 5
Latin America	7.4	5.6			
Argentina	7.4	5.6	7.6	10.1	10.0
Costa Rico	7.1	10.7	10.6	10.7	11
Asia					
Afghanistan	4.0	1.5	2.0	7.0	4.0
Ceylon urban	15.6	7.5	9.7	10.6	8.1
Ceylon Rural	17.4	11.4	11.7	12.8	9.8
Philippines	9.2	6.8	7.6	10.0	8.5
Thailand	12.0	5.0	6.0	6.0	-

Source: Coombs: PH(1968). *The world educational crisis* P.185. Oxford Press.

The highest rates are of girls. Coombs (1968)

Africa had a series of conference in Addis Ababa and Tripoli among others to get member countries to unite for free primary education to facilitate education for all. Ghana under Kwame Nkuruma was the first to implement the free and compulsory primary education, followed by Nigeria and other independent nations.

Kenya has been slow in implementing the free education and even today, it has not implemented the compulsory bit. Following the Jomtein conference in Thailand in 1990, which resolved that free primary education be implemented by the year 2000. In 1973, the Kenyan president, Mzee Jomo Kenyatta decreed that primary schools be free from class one to four, in 1976 all primary free but the hidden cost of uniform and facilitates hindered the success of the free education and most parents still withdrew the girls in cases of economic difficulty from schools.

Girls enrolment has continued to be a contentious issues as their enrolment has been below 50% from independence to date as shown in the table overleaf.

Table 1:1:2

Enrolment in primary schools in selected years by sex. 1963 – 2000. Percentages.

Year	Girls %	Boys %
1963	34.2	65.8
1965	36.4	63.6
1970	41.4	58.6
1975	45.6	54.82
1980	47.6	54.82
1985	48.2	51.8
1990	48.7	51.3
1995	49.4	50.6
2000	49.4	50.6

Source: Njeru and Orodho (2003): *Essential of education and social science. Research methods. Masola Publisher.*

This trend have been reflected into the secondary sector, whereby it was not until 1950 that the first girls' secondary school was opened, the Alliance Girls and by 1990 out of the 154 government schools having 'A' level science streams, only 35% of them were girls' schools. Bogonko (1992).

The attrition rate among Africans were also high at this time because the kind of education they were given was examination ridden, for instance between 1970 and 1982, Kenya had an annual average of about 7% of pupils repeating. In 1976, standard one enrolment stood at 517,872 and only 371,523 or 65% managed to reach class seven in 1982. By 1985, only 45% completed of which girls formed 13%, Bogonko (1992, p.115). This kind of scenario is still being seen in various provinces in Kenya and if this trend is not checked then, the potential human resources that needs to be developed is going to waste.

Many commissions have been set up to look into the problems of Kenya education system, but none has come up with conclusive, causes on dropout and the problem still thrives. For instance just recently an angry member of parliament for Kapenguria Mr. Moroto ordered an arrest of parents marrying off their daughters saying,

I will not allow young girls to leave school and get married so that their parents can receive dowry. Daily Nation, Col.4, Nov. 24, 2004.

He made this remark when he found out that 102 pupils of Kapenguria Primary School had dropped out of school, 10 among them pregnant and 40 were boys. This is a community which education is taken lightly thus development cannot be realized.

In Nyanza Province, the issue of girl child education has suffered due to cultural and economic factors within the area. The then Provincial director of Education Mrs. Roséline Onyuka decried low performance of girls and their high dropout rate lamenting that the region experiences this bad practice as a result of lack of role models, early marriages, poverty, early pregnancies, and parental attitudes towards girls in general.

Most communities view girls as sources of wealth, literate or illiterate hence only the boys should be educated. Child labour targeting girls is also common in the region when mothers go to look for food for the family; the girl is kept home to look after her sisters and brothers.

HIV and Aids epidemic has also been viewed to affect girl child in school as when children remain orphans, it will be the girl to leave school so that she can attend to the younger brothers. Various organizations have come up with ideas and ways to curb the problem. They have set up community awareness programmes on the usefulness of educating the girl child. Wenyap (Nyanza Province) has come up with sensitization programmes to create awareness among girls to avoid pitfalls like early marriages, cultural practices like female genital mutilation and be in school. Still percentage of dropout is very high. They need to do more because this problem should be curbed, extensive campaigns and awareness programmes should be intensified by the NGOs

to try to assist in this matter. This is a similar scenario in Kuria District. Enrolment of girls is high but completion rate is very low. For instance in 1993, 2,920 girls were enrolled in class one, yet the number that completed and sat for K.C.P.E in 2000 were only 82 girls. It repeated itself in 2001 and 2004 respectively. Where did the 2838 girls go to? Why did they drop and with which effect is the question of this researcher?

It is therefore in an attempt to answer such questions that, the research study sought to identify the problems within this division where dropout is prevalent. Even with the government effort to provide free education to all, in Masaba division, girls are not in school. Those who drop degenerate into illiterate persons and if unchecked, it could lead to an illiterate nation and threat to development of any sort. The study, therefore, was undertaken to try to find out possible causes and effects and try to come up with several suggestions for solutions to reduce the above cited problems in Masaba Division.

1.2: STATEMENT OF THE PROBLEM.

Statistics portray a big gap between the girls enrolment in class one and subsequent completion in class eight in Masaba division of Kuria District. This shows that as the year's progress, the majority of girls from class 5 – 8 drops out drastically, almost 85%, lowering retention rate.

The government has allocated a high budget in education. For instance, free primary 2003, Kshs.5 billion plus bursaries plus grants, a total of 548M. Yet the results achieved are unsatisfactory and not all children are benefiting. It is on the above basis that the research study was conducted to investigate the causes and effects of girl-child dropout in Masaba Division, Kuria District

✓1.3 PURPOSE OF THE STUDY

Based on the stated problems, the main purpose of the study was to identify the factors responsible for the high girl's dropout and their effects. This was to enable the researcher to come up with recommendations on practical solutions to reduce and alleviate the problem in Masaba in particular and Kuria District in general, so that prioritized sensitization programmes are set in motion by the parents, teachers, head teachers, the community and provincial administration to ensure that education which is a basic right, Education Act (2001) is accessible to all children through retention and completion of its cycles.

✓1.4 THE OBJECTIVES OF THE STUDY

The main objectives of the study were outlined as below.

1. To identify the factors causing high dropout rate of girls in Masaba division.
2. To identify the effects of the dropout on the girls themselves, community and the country at large.
3. To suggest practical recommendations to the problem of dropout of girls.

✓1.5 RESEARCH QUESTIONS

There has been great concern from schools, parents, government, community and even the Ministry of Education, the high dropout rates in Masaba Division in

particular and Kuria District in general. Therefore the research addressed the following questions

- (1) Does cultural practices like female genital mutilation enhance or minimize dropout of girls?
- (2) Are teenage pregnancies common in Masaba Division and if so, what are their effect on education of the girl child?
- (3) Does peer pressure lead to dropout of girls and with what consequences?
- (4) Do parental interference and attitude towards girl-child education enhance or minimize dropout?
- (5) Are early marriages rampant or not in the division and what is their impact on the girl-child?
- (6) Does poor performance lead to dropout of girls?
- (7) Does repetition of class contributed to girls dropping out of school?

1.6 LIMITATIONS OF THE STUDY

The study was limited to girls of classes 6 - 8 because they were considered by the researcher to be more mature than their counterparts and could give more mature responses. It was also limited to class teachers as opposed to all teachers as they have been handling these classes longer and could hence give conclusive data as evidence to dropouts of girls or lack of it in their respective classes. Head teachers too deal directly with the administration and often have full overview of the school management systems.

Sampled primary schools in Masaba Division were used in Kuria District. However, for a more detailed and conclusive result, more divisions could have been included in the study. Having used one district, generalisation of the results may not be applicable to other districts. The cohort covered may not provide the full picture of the past early school drop out or predict trend in the coming years. Inaccurate school records may be a barrier to collecting information on the number of drop-outs. But due to element

of time factor, financial implication and even cost implications of the large area, it could not have been possible to cover them within the given time frame.

1.7 ASSUMPTIONS OF THE STUDY

In the study, the researcher made the following assumptions.

- (1) That all primary head teachers sampled had adhered and implemented all the ministry of education's policy of access, retention and completion.
- (2) All parents had responded positively to the government call on free primary schooling.
- (3) All chosen respondents were to be co-operative and provide reliable/accurate responses.
- (4) The research has no prior knowledge of causes and effects of high dropout of girls in the sampled schools.
- (5) That all cases of withdrawal at any level are assumed as wastage.
- (6) That teachers and parents work in conjunction on helping children to continue staying in school.
- (7) That literacy is important for economic development hence everyone should become literate to understand themselves and others.

1.8 RATIONALE OF THE STUDY

In 1993, in Kuria District, a total of 2920 girls were enrolled in class one, yet the number that completed and sat for K.C.P.E. in the year 2000 were only 82 girls. The trend continued unabated in 2001 and 2004 respectively. (Daily Nation June 16, 2004;4) and dropout is rampant in Kuria District after the female genital mutilation exercise in December whose culprits are aged between 12 – 18 years. (Standard Newspaper, 20 June, 2003;27). Where do the girls who drop out go to and with what effects? This scenario requires an urgent attention hence the prompting of this study.

1.9 THEORITICAL AND CONCEPTUAL FRAMEWORK. LABELING THEORY

This study is based on the "Labelling Theory" that was developed by Howard S. Becker and Edwin M. Lamert in the late 1960s.

The theory is an orientation that shows and explains the basis upon which certain people and individuals in society are seen to be different or out of the norm, are given names which are not their own names or born and given names. Other members of society after perceiving you positively or negatively gives these names. These names can also depend on how one portrays oneself to the members of society. They can also be acquired through telepathic metempsychosis (when a new born is named after a dead relative). This theory grew as a way of understanding and explaining how and why the members of society tended to attach other names especially to those perceived to be different.

Its main tenets of Labelling Theory are in form of name tags and gestures developed during interactions and perceptions. These could be based on numerous issues like one's character, behaviour, physical appearance, personality, positions, achievements, failures, race, tribe, likes and dislikes and social status among others.

Labels, therefore, can both be negative or positive. They can either boost or depress an individual's self image, perception and other behaviours. This theory is relevant to this study as in the cases of dropout of girls. Many factors have been explored ranging from in school and out of school. For instance, some teachers like giving negative remark on students' books, like say, poor, untidy, very weak. A learner will internalize these remarks and begin to visualize themselves as people who cannot do better and soon lose interest in school life.

Some remarks are damaging to girls like, 'Mama, you there at the corner' this will embarrass the girl psychologically before their peer. Girls are often very sensitive to labels that degrade them hence they might as well drop out of that class.

Peers will also give labels to one another that could be both positive and negative to the learner. Maybe, these labels can be given according to cultural background, personality trait or physical attributes and once given the complexities of adolescents' problems they can ruin or boost the learners esteem and might result to drop out of school.

Parental interference by not supporting the learner in school, no good uniforms or even withdrawing children from school to assist in farms could also lead to dropout as when the child goes back to school, she or he is behind the others and will be unable to cope well with peers due to tattered uniforms. They will be labelled by the rest and feel discouraged from school.

Teenage pregnancies if not handled carefully in school can cause stigma and psychological trauma to learners. The education policy states that, the affected girl be left in school until delivery nears, but if teachers and peers make fun of this, pupils condition, labelling her behind her back, she cannot feel comfortable in the classroom and will automatically drop out.

In cases of intercepted early marriage of girls, then taken back to school, this needs proper handling and guidance of both classmates and teachers so that the girl can be handled well with a lot of understanding of her situation. If not, such a girl will not feel accepted once more by peers and teachers. If wrongly labelled, can lead to sense of isolation. Guilt and eventual dropout.

Cultural practices like female genital mutilation, whereas some of the teachers always use the pupil as an example can create embarrassment among their peers, 'So and so can you tell the class how painful it was'. Insensitive teachers traumatize learners by their insensitive questions and remarks in class. Some parents too organize forced marriage for the girls after undergoing the F.G.M. hence force them out of school in order to get wealth out of them. The pupil is culturalised and taught to be a mature person. From their initiation, the pupil will feel that school is not now meant for them and could easily move out of school. This will either lead to early marriage as an effect of F.G.M. or in search of husbands, they will get teenage pregnancies.

Early marriage in itself can also lead to dropout. Some parents arrange for old men to marry off their adolescent daughters to looking at it in the manner that they can get out of such liaisons. This will mean the parent getting the girl out of school. Some

schools also insist on only promoting good performing students at the expense of those who are not seen to do well. This will discourage them and decide to dropout of school. Parental attitude to school will determine whether the child learns or not. The illiterate parents do not seem to understand the benefits of an educated child and will do anything to ensure the girl especially does not attend school.

They are often negative about educated girls and would not give the girl any role model to emulate. Other parents interfere with the school disciplinary department so that when they are told their children have been punished, they come to school armed with runkus and pangas to confront the teachers, creating an attitude among teachers of not doing much when the same child wants to drop or have dropped out of school.

Therefore all the above factors can cause dropout in schools and some could also be the effect of dropout. Peer pressure when one's peers have undergone early marriage because they are perceived as adults in the community will make the other adults feel odd still pursuing her education. She's aware and sensitized that after F.G.M. she's initiated and ripe for marriage life.

Whereas positive labels can boost students' morale, we cannot underscore the effects of negative labels that make pupils become isolated, feel neglected, social outcasts, insecure, sense of not belonging, loose real identity and loose touch with schools. These and many other factors lead to loss of direction and sense of purpose in life as the conceptual framework demonstrated in figure 1:1 overleaf.

CONCEPTUAL FRAMEWORK

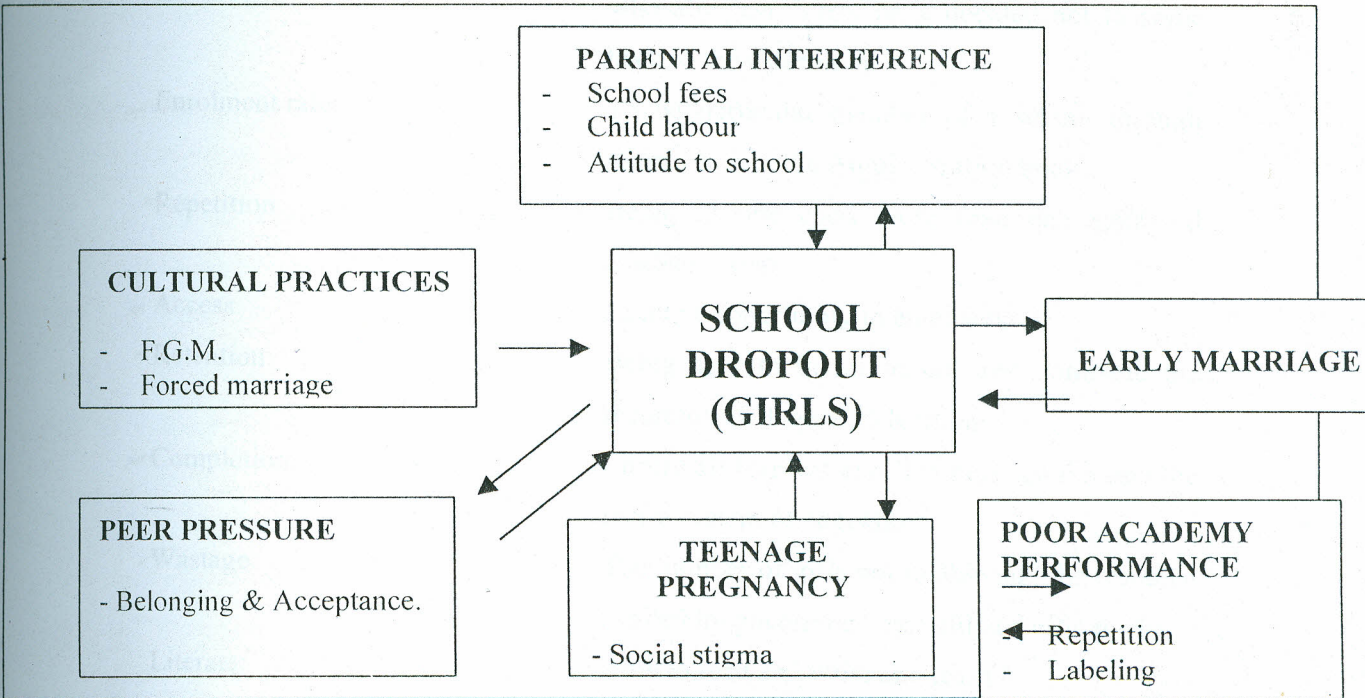


Figure 1.1 Conceptual Framework on causes and effects of dropout of girls in primary schools.

1.10 DEFINITIONS OF OPERATIONAL TERMS.

The following terms are defined as used in the study.

✓ Dropouts:	Deliberate and forced will refer to those learners who after enrolment have decided not to come back to the classroom.
✓ Enrolment rate:	To be particular member of a school through registration in the <u>Administration</u> book.
✓ Repetition:	Being in one class more than one approved academic year.
✓ Access:	Right or opportunity to enter school.
✓ Retention:	Being able to be in school and complete the recommended cycle of learning.
✓ Completion:	Ensure all learners enrolled must go through the entire system of education.
✓ Wastage:	The number of girls not in able and the resource availed by government not utilized effectively.
Literate:	Able to read and write and learn.
Upper primary:	Classes six to eight.
✓ Trends:	Companions of enrolment rate versus completion over a certain period of time to check if it is a notable occurrence.
Age limit:	The girls between the age limit of 11 – 17 as due to 8-4-4 systems. Older girls are still found in upper primary in rural areas.
✓ Early marriage:	Marriage of girls between the age of 12 – 17years.
Teenage pregnancies:	Unmarried girls below the age of 18years.
Gender	The qualities and characteristics that differentiate males and females .
Small school	School with a population of less than 200 pupils.

Big School	School with a population of more than 300 pupils.
School size	This depends on the total enrolment of the pupils in a particular school.
Child labour	Use of children in help in farmwork at the expense of school.
Peer pressure	Pupils of the same age group with similar behaviour characteristics.
Administration	Chief / District Officer.
Literate	Acquired basic skills of writing, reading.
Youth	13 18years old.
School Administration	Head teacher, deputy head teacher.
Religious leaders	Pastors, Priest of churches, mainly Christian.

1.11 SIGNIFICANCE OF THE STUDY

The findings of the study have both theoretical and practical implications for the future, aimed at reducing wastage and achieving access, retention and completion objectives in the primary schools.

It shall be used to create awareness of the magnitude of the problem and sensitization on its ripple effects especially by the school administrators, policy makers and the individuals concerned so that effective measures be undertaken to curb dropouts. The study is also expected to establish causes, effects and solutions/strategies to counter factors leading to high dropout rate in Kuria District in particular and Kenya in general. It will also fill the gap that has been left out by other similar studies and will also form a foundation on which other researchers can expand and further develop their studies on causes of school dropout in general.

The findings of the study are expected to be of great use to parents, teachers, school administrators and others concerned with education in the following ways;

- i. Assist educational planners to formulate strategies and policies which will help boost education among the youth such as rehabilitation.
- ii. Assist head teachers to isolate school based factors that makes pupils drop out of school.
- iii. Form part of the relevant educational data for future research and may be used to eliminate school enrolment problems.

CHAPTER TWO

LITERATURE REVIEW:

2.1 INTRODUCTION

A considerable amount of work have been done by various scholars touching on girls dropout from school and its impact on society, yet the problem is still quite rampant in Masaba division of Kuria district.

The problem is quite widespread in developing countries, Kenya included. Researchers like Lemine Mali (1980) looked at dropout in Mali Republic where he looked at dropout in three groups, that is those of high dropout like Burundi, Ivory Coast, Gabon, Togo and Upper Volta (48%), middle dropout rates like Benin, Cameroon and Mali (25%), and dropout rate countries like Senegal and Uganda (15%).

Table 2.1 Dropout Rates by Grade in primary schools in developing countries in (Africa).

Countries	School/Yr	I/II%	II/III%	III/IV%	IV/V%	V/VI%
Burundi	1963/4	41.8%	39.7%	36.1%	32.7%	46.6%
Cameroon	1963/4	25.9%	21.8%	21.4%	22.2%	21.8%
Ivory Coast	1963/4	51.3%	33.2%	35.5%	32.6%	41.09%
Benin	1962/3	33.6%	20.8%	25.1%	22.5%	25.7%
Gabon	1962/3	67.0%	29.7%	41.0%	40.4%	39.5%
Upper Volta	1962/4	29.8%	35.0%	33.3%	46.3%	46.79%
Madagascar	1962/3	49.8%	41.9%	43.9%	61.0%	33.9%
Mali	1962/3	26.0%	30.9%	29.4%	27.8%	11.1%
Uganda	1962/3	24.7%	11.5%	23.6%	16.1%	16.8%
Senegal	1963/4	13.6%	20.5%	18.6%	20.8%	10.8%
Togo	1963/4	43.1%	35.1%	38.6%	35.7%	42.2%

Source: Lei than Koi. *Teaching in Tropical Africa*. P.374 in Lamine Mali (1980 p.49).

However, his study has been based on the whole of Mali. It cannot be effectively used to cover all the aspect of dropout as it was difficult to reach specific schools with their unique problems. He only therefore made a general study of causes of dropout in general but not specific. Each province and areas have its own unique problems that could lead to pupils dropping out of school even the countries he compared as high, medium and low dropout rates is too general to give an insight in to the actual cause and effects of dropout but is just an overview of the problem is tackled.

Education for girls is important as when it is during war, women and children are adversely affected as they constitute soft targets for the soldiers hence the campaign for human dignity and the rights of women should be pursued in earnest.

The institute of Academic Freedom in Nigeria believes that if women are to rise beyond their unequal and backward status in society, they must be educated properly to know and defend their rights.

It is a pity that our society through conventions, culture and legislation has relegated women to the backwater. Gap matters 2000:27.

Women and girls should be given equal opportunity to be able to be economically empowered and fend for themselves.

Another Researcher Tshombe (1994) asserts that the phenomenon is not a new one in the Education sector. His main study is on whether teachers' attitude affects or leads to dropout in schools. He claims that teachers too have their stakes in the increase of dropout rates especially of girls in schools. They at times create a tension packed environment where girls were unable to cope, hence quit school.

This occurs in a situation where the teacher feels demoralized by the school environment (outside factors) and ask for frequent transfers which if not granted, they begin to perform dismally, thus affecting learners' performance which begins to deteriorate leading to some non motivated pupils dropping out of school.

Secondly, some teachers are fond of making negative comments and remarks, that encourage hostile classroom environment that in turn leads to girls feeling demoralized and their peers, too scorn them and this girls will not feel able to concentrate on school activities, this will create acute sense of not belonging to that classroom. Remarks and labels given to pupils can both be positive or negative. Teachers therefore need to be very cautious on the use of remarks given to pupils .As they can be internalized and perceived badly by their learners.

Teachers role in transmitting both negative and limited perception of their female learners, abilities and potentials through allowing girls marginal academic participation, constant association with menial maintenance of duties....Tshombe et al (1990.pp.170) can be disastrous as girls when looked upon as menial workers by the teachers, while boys are allowed to go out and play freely, is bound to discourage the girls, as they think that in that regards, the school is not different from the home environment, where often times it is the same treatment. Tshombe only dwelled on one factor that causes dropout leaving out others unexplored and that is the gap to be filled by this study.

Scholar Wamahiu et, al (1995), attributed dropout, to early teenage pregnancy, which they said it was the societal and school responses to pregnancy, rather than pregnancy per-se, that pushes the affected girls out of school, hence hampering their opportunity for educational and career development.

Many girls having fallen pregnant perceive marriage as an escape from societal shame, poverty, and others mistakenly think that pregnancy will help them 'hook' husbands. as this is never the case, they drop out of school, ruining their chances of education.

In many instances, those responsible for the pregnancies are never actually ready to take up their responsibilities, and the girl is left helpless, and the vicious cycle of poverty continues. Wamahiu only explored the area of early pregnancy and did not

look into causes of this early pregnancy and even the effect on the peers and family members who often react by marrying off their daughters to avoid shame.

Summers (1992) have exploited dropout effects in terms of financial cost. In his study, he noted that dropout in itself leads to high wastage of limited financial and material resources, which altogether imparted negatively socially and psychologically on individual households, communities and the nation at large. Girls remain entrapped in a vicious cycle of deprivation and poverty.

Secondly, on societal level, there occurs wastage of scarce social, economic resources. Raising the female primary school enrolment and retention rate would involve 25million girls each year at a total cost of approximately \$938millions ... Summers (1992:9) in Basic education forum. This for world, low income countries, is a bleak picture indeed for the retention of the girl child in school .Given their poverty level they don't spent much in the education of their children let alone spent more on girls.

In Zambia, the Ministry of Education/IDS Gender and Primary Schools indicated that in 1999, 73.3% left school due to lack of fees while 69.2% were willing to go back to study.

In Uganda, the Ministry of Education and Sports/ID Sussex Gender and Primary School indicated from a sample study of 152 female dropouts that lack of fees, death, sexual harassment and teenage pregnancies were the main causes of drop outs.

Closer home dropout have been studied by Mandu & Mathu (1984), who dwelt on cultural practices, of communities where young primary school girls engage in before maturation, which in turn leads to lack of motivation, for working hard at their studies, as they are aware that, they are already engaged and are likely to marry at anytime. So the aim of being in school is defeated. Hence they concentrate on early marriages but this study has gone further to look into factors in a particular area. Mandu and Mathu study is a bit of a general study on various communities like the

Maasai, Pokot, Marakwet among others. It is therefore not conclusive to the factors leading to dropout.

Eshiwani et al (1987) points out in the world bank sector policy paper of 1980, that the problems of dropout and repetition at the primary level is serious especially in Africa. In Kenya, he notes that the average overall wastage rate ranges from 30% to 47%. Eshiwani (1987:p.2), did not clarify which areas, in school but gave an overview of general implications not specific .He gave a general account of Kenya as a country and not a specific province of district .Hence needs to go to specific areas where dropout is rampant in order for specific data on dropout be found. Many areas have been found to have the dropout in Kenya and a study therefore needs to be undertaken in more areas in Kenya.

Abagi O. and Wamahiu (1998) also looked at household factors and school participation of girls. They only dwelt on factors like too much work given to the girl child, attitude, but did not give a comprehensive cause of dropout. Their study is limited to child's environment as a leading factor to drop out, so also its not conclusive enough. Many factors come into play to lead to dropout and not only one side home environment.

Juma Magdalene (1994) in her study of determination of female participation in primary education, raised pertinent issues leading to dropping out like cultural attitudes, early marriages, teenage pregnancies among others. Her study almost captures most of the causes of dropout but it is limited to Kwale and Taita Taveta district which is too broad a study to capture all the causes. That is why this study also looked at Kuria and one division to come up with pertinent causes of dropouts and their effect on the society at large.

Other studies have been conducted in Nandi district by Kirui and M.K.Paul (1992) on factors that influence repetition and dropout rate in primary schools in Ikolomani division in Kakamega district by Lavondo J. Muchera (1987). It is high time a study ^{was} be carried out in Kuria district and that is the reason this study was undertaken to highlight the problem that is prevalent there.

Some Non-governmental Organizations have also captured and acted on the issue of girl child dropout rate in Kenya. For instance Federation of Women Educators (Fawe) (1994) Kenya chapter that was inaugurated after the Dakar conference on the year 2000. They have been active in Kajiado AIC secondary school which they made their major base of empowering the young Maasai girls who flee early marriages and are rehabilitated to enable them continue with school.

In Nyanza (Wenyap) (Women Educator in Nyanza Province) under the auspices of the provincial director of education's office have tried to mobilize female principals of secondary schools to create awareness and capacity building programmes, workshops for their primary schools to sensitize girls to learn to stand up to be counted in society and to be heard not just to be seen as before. This Non-governmental organization came up to address the outcry of girls' poor performance and dropout rate in the province. Being that the province is wide, they cannot be found in all the regions and their impact felt in a few districts especially small districts like Kuria is just joining the group recently and not much have been done.

Several factors that could influence girls' dropout shall be discussed below:-

- (I) Teachers characteristics.
- (ii) Cultural influences and practices.

I. TEACHERS CHARACTERISTICS.

A teacher's role in the life of a pupil is always indispensable, hence all teachers are expected to be highly trained, so that they can handle competently, various issues which arise in connection with learning. Guide learners and offer needed leadership (fragbuln 1974: Reid 1984: Kombo 1988).

Teachers too have been known to have a considerable influence in the life and times of a learner hence they are professional teachers with adequate skills for structure of knowledge analysis and its application to teaching (Kombo 1988). Therefore, first teachers distribution and staffing in any case is very significant in any school.

Adequate staffing enables the teacher to have a manageable workload, that gives him/her extra time to be a mother, a guide, a judge, a protector. Correctional among all the work that teacher is expected to perform to mould children in their custody.

In order to perform their duties well, all teachers need to be experienced and trained, because when it is the reverse, their attitude towards their pupils would not be the right one. Girl child often need a lot of attention and care so that they are nurtured well to enable them perform better and be retained in school.

Secondly, untrained teachers or careless trained ones often are insensitive to gender and start labelling them according to either their performance or physical appearance. Such labels if negative often stick on the child and they will internalize them and make them believe they are actually those labels, for instance a teacher who often refer to a learner as 'thick and stupid', this if internalized by the pupils discourages them as they often view the teacher as an authority and if classified as such, they have no hope of doing better. Girls therefore get discouraged and drop out. An adequately trained teacher knows what positive labels can do to improve a girl's performance in school.

Thirdly, an experienced teacher must provide a conducive environment in his classroom for effective learning where the learners are trained to be responsible pupils, well behaved and disciplined so that they own their classroom and feel a part and parcel of the class. An atmosphere of democratic leadership in the classroom encourages equal participation of all learners in the class. This as opposed to authoritarian teachers, whereby a learner is not even allowed to 'cough' can induce the girl child to avoid absenteeism and not be retained in school. Teachers must strive to accord all learners equal participation. By encouraging them to be active and giving them similar tasks and assignments, free and expressive class brings out the best in the learners.

Hence conducive learning environment must be created by all teachers in classes and gender sensitivity adhered to, to make all the learners not feel stifled in class and lack

sense of belonging. A class teacher therefore is an important link between a learner and his/her school and should be ready to nurture the class to enable them like school. They should cultivate conducive class environment.

Lastly, the head teachers must realize the importance of bringing closer, all the stakeholders together, in school activities, so that they also own the school. Through regular meetings, parents can be sensitized, on the importance of, equal access to education, by all their children and the importance of education in general. This will bring all the stakeholders together to formulate and implement, various, ways in which they would like their school to be.

This can bring positive attitude towards that school in particular and education of their children in general.

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

Therefore, the teacher having to play various roles, in pupils live as a pace setter among students, and how they will structure students, student relationship and interaction patterns, will have a lot of influence on how well they learn, how they feel about school, each other and their teachers. Teachers should make learning self-motivated.

Teachers in the selected schools were few and had a very heavy workload, which means that, after the 2003, introduction of free primary education, many learners were enrolled in schools, making even their work more difficult. The ratio of pupil to teacher is almost 65:1, which is quite high, especially in lower classes, where individualized attention should be focused, this gives them difficult time, to monitor their, activities and be close to learners, who are prone to dropping out like classes 5-8 girls.

Most teachers are therefore not motivated in their duties hence they do not perform affectively, this implies that the girls are not kept occupied with assignment all the

time that are constantly marked this leads to negativity in the pupils who do not see themselves as part and parcel of the school hence drop out of class.

Hence, due to overloading of the teachers as a result of understaffing, currently Kuria District, had a shortage of 480 primary teachers and during the recruitment exercise recently done by the ministry, only 77 positions were advertised, still way below the expected figure, this therefore makes the teaching methodology not to be participatory and democratic, but lectures and authoritative methods, which have often been known, not to involve all the pupils in the learning process, making them lack sense of belonging, to the class and the school and when they begin to perform poorly, they decide to just dropout. It is therefore important that for the drop out of girls to be checked, staffing should be adequate and teachers welfare looked into like proper housing provided, most teachers of Masaba Division were commuting as far as 5kms to school. while others were housed in mud walled, small rooms, near the shopping centers.

This kind of treatment often quite common in the rural schools need to be reformed, as it highly demoralizes, teachers who then end up not being effective, therefore, the community, should work hand in hand, with the head teachers to be able to come up with decent housing for their teachers, even built by them, So that they can for the rent next to their schools. This will make them reside near schools and even their activities monitored, easily by the community.

Lastly parental interference with the teachers disciplinary actions most parents especially of Nyankore, Mucbebe and Tongeria were known to be very hostile to teachers they referred to as 'foreigners' that is from other tribal affiliations. They became very particular about this teaching Mishandling their children, and in most cases they even storm the schools if a child is either punished or send home due to lack of uniforms they arrive armed for war and this does not go well with the teachers who feel intimidated and unwanted in the Division, so most either seek frequent transfers or just do not exert themselves enough in their duties for fees of irate parents. Therefore, teachers need conducive environment to be able to discharge their

duties well so the community should strive for them to be treated as part and parcel of their community.

II. CULTURAL INFLUENCE AND PRACTICES

The article of the international covenant on economic, social and cultural rights adopted by UN General Assembly on 16th December 1966 came into effect on 3rd January 1976. One of its article 'Right to take part in cultural life'. was implemented. Culture is part and parcel of one's life. Culture has been defined by many scholars. One of the earliest definitions of culture was by Edward B. Taylor 1902 (in Ezewu 1983:66) (in Kombo 2001:51) where he defined culture as

a complex whole which included knowledge, beliefs, art, orals, laws, customs and any other capabilities acquired by man as a means, as a member of society.

Other like Thompson (1982:111) in (Kombo 2005:52) also defined culture as

a whole way of life. This includes language, beliefs, attitudes and values, as well as the more visible characteristics of social behaviour such as dress and appearance.

From the above, Kombo (2005:52) defines culture as

shared ideas, customs, belief and knowledge that characterize a way of life of a people in society.

Culture is therefore an important and integral part of any person and society as it enables people to adapt much more easily to their living conditions and practices. Culture therefore is passed through girls (women) as they propagate each generation. If the girls are not well educated, it would be difficult to be in position, to pass on the wisdom and knowledge in a culture, as transmission of life, values and attitudes, pass from mother to child, to the next generation. An illiterate mother is detrimental to any society. So girl child education should be emphasized.

At the same time changes come with time, hence culture must also adjust to the times. Culture that is no longer useful to the society should be disregarded and new ones acquired. If it is stagnant, static and dogmatic then the society suffers as a whole. For

instance, the practice of F.G.M. has at the moment outlived its usefulness, because not all Kurian girls are circumcised, yet they get the same Kuria men to marry them.

This practice has led to widespread dropout of girls. It dictates that after the ceremony, the girls now become a fully a mature woman/adult even at 14years of age. This practice therefore clash with a child rights to adequate education and it is also sexual harassment because a 14year old is not yet mature to have sexual intercourse let alone give birth. Most communities who used to ensure girls undergo F.G.M, have now stopped, having seen its negativity.

These cultures also therefore oppress women's right from birth and throughout their lifespan where they are brought up to be portrayed as different from men, weaker and needing protection. In some cultures, boys are preferred to as 'siro' (luo) meaning the cornerstone of the home and the girl as 'Ogwang' meaning someone who does not really belong to that home literally. Girls therefore internalize this beliefs and practices and console themselves that they can sit back and let the men do all for them. Women therefore must learn to liberate their minds and this can only be done through economic empowerment which can only be achieved through equal opportunity, access, retention and completion of the education cycle.

According to Kombo (2005), gender socialization begins in the family where parents, siblings and close relatives, this could be family's conscious and unconscious actions. Children learn the roles expelled of them. These roles are later to be reinforced by the school, peer groups and the society.

Hence this cultural beliefs and practices have resulted in the transition rate for girls even to secondary school in Kenya being lower than that of boys. In 1990, girls were 39% while boys were 43%. In 1998, girls were 43% while boys 46% (MOE 1998) in (Kombo 2005:217). There is disparity even as they go to secondary schools as shown by table overleaf.

Table 2.1.2

Percentage Distribution of secondary school enrolment by gender in selected years. 1963 – 1998.									
	1963	1965	1970	1975	1980	1985	1990	1995	1998
Male	68.2	72.4	70.4	64.1	59.3	61.8	57.2	54.1	53.3
Female	31.8	27.5	29.6	35.9	40.7	38.2	42.8	45.9	46.7

Source: Ministry of Education and Human Resource Development in (Kombo 2005:218)

Therefore, it can be deduced that most communities have not accorded girls in extension, women equal opportunity in life, even today as they are denied their essential right to education,, that could empower and liberate them economically. This has resulted to high illiteracy rate of girls and women in the country at large. Such negative cultural practices should not be condoned and all the stakeholders like religious groups, non-governmental, Ministry of Education, should all come together to curb the problems that discourage girls from schooling.

In Kuria district the culture especially of F.G.M. is still very strong in most Division and Masaba is one of them. Culturally they believe that from the age of 11-18 years girls must undergo F.G.M whose preparation take time, they after the communal exercise are isolated to be initiated into another stage now of womanhood. During this seclusion they are sensitized on their roles as women and potential wives and mothers of the community. The girls that have undergone F.G.M and the subsequent ceremonies are now expected to shave their heads assign that they are now ready to experience wit sex and join the Adult world.

The parents and relatives now begin to search for the initiated girls amen to marry her to in most cases Kurian's values cows and the more cows one get when their daughters have undergone F.G.M this was sign as a family pride for the girl to be circumcised she earned respect from her family and the entire community.

In cases where a girl was not circumcised after marriage, the midwives would take it upon themselves to do the operation during delivery, as they believed it was a bad omen for a baby to pass through the passage of uncircumcised mother.

Hence stigma was placed on those families that did not allow their daughter to undergo F.G.M and since everyone does not like to be stigmatized it was naturally accepted that F.G.M had to be practiced therefore girls who by choice or through family did not undergo the practice of F.G.M had no respect among her peer and the community at large in order to avoid stigmatization even girls easily agreed to undergo F.G.M.

When it came to marriage no man was ready to marry uncircumcised girl and they even gave them derogatory names such that everyone could remind you that you are still a young child and should not even relate to those who undertook F.G.M.

Traditionally they would discourage girls and families who did not want to circumcise their daughters that uncircumcised girls get no dowry or very little dowry to the girls parents. This was almost an abomination because girls were looked upon as the family source of wealth through cows, so it became disgrace to bring a few animals.

It was therefore fear of stigmatization that made girls to be circumcised because they would no longer fit into and among their age groups and could become ostracized from the community so most young girls still feel obligation toward the practice of F.G.M and because when there was no formal education they got married immediately there after. It follows that even today after F.G.M most girls fall pray to marriage and do not want to continue schooling as they view school to be for children and they are already above children.

Even though culture is life and a person with no culture is regarded as a fuel there are certain practices that are no longer really necessary like F.G.M most communities who have seen its negatively have stopped it . I believe even in Kuria it needs to stop.

If they stop piercing of ears too after circumcision and prolonging them with heavy metal.

This practice too can stop especially as it interferes with children’s education which is also their basic right hence the parents who still stick to their conservative ideas of culture and F.G.M in particular should be sensitized on the evils of F.G.M and its effect on the girl child and the government intervention through strict corruptors attendance of schools can minimize the drop out issue which is serious.

Therefore, this issue is serious and a study needed to reveal the problem and suggest solutions to minimize it. Due to the fact of low completion rate, once the area District Commissioner under the District Education Board ordered, the combining of several schools and strongly advised parents to look at education, as a priority for their children and ensure that they also complete schooling. (Daily Nation March 10, 1983;3).

Non governmental organizations have come up to rehabilitate or give refugee to girls who flee F.G.M, but has met with a lot of hostility from some community members who want to continue perpetrating the tradition. It is therefore against this background, that this study tried to identify the causes and effects of high dropout, its effects on the girls, the community and fill the gaps in the previous mentioned studies carried out, and on dropout cases in Kuria district and to identify symptoms of dropout in primary school which could be as a result of the following; cultural, F.G.M., early marriages, teenage pregnancies among others

Table 2.2

Enrolment and completion rate between cohort 1993 - 2000								
Years	1993	1994	1995	1996	1997	1998	1999	2000
No.	2920	2800	2400	1000	750	500	350	89

Source: Annual reports (2005) Ministry of Education, Masaba zonal office.

From the above table, the enrolment rate is quite high from classes 1 – 4 but on reaching classes 5 – 8, the figure reduces.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

This research highlighted the study settings, the population and sample selections, data collection methods and the instruments that were used.

3.1 Research Design

This study adopted an explanatory approach and descriptive survey using both qualitative and quantitative approaches to identify the causes and effects of high dropout rates in Primary schools in Masaba Division of Kuria District. A descriptive survey as defined by Robson 1993:146; Kahindi Z.J 2002:59, is

A strategy for doing research which involves an empirical investigation on a particular contemporary phenomenon within its real life context, using multiple source of evidence.

This enabled the researcher to collect data, summarize and interpret them in order to look into the magnitude, causes and effects of dropout in the division in Particular and Kuria District in general.

3.2 Location

The Locale of the Study is Masaba Division located in Kuria District. There are 5 education divisions within this District, but Masaba was chosen for its rampant cases of dropout of girls in the area.

The area is mostly occupied by peasant farmers whose main cash crop is tobacco. The area is fertile with adequate rainfall suitable for two crops in a year.

However the dropout rate in the division is very high, almost 85% [table 2.2], leading to minimum numbers of girls continuing up to secondary level of Education. This is quite detrimental to its development as the potential human resource is not fully tapped, hence wastage.

3.3 Study Population

Masaba division has a total of 22 primary schools. 21 are public schools and 1 is private. Total population on roll in Masaba division is 6223, with girls comprising 2992.

In this explanatory descriptive survey study, the sample units were selected using purposive sampling. According to Nkapa 1992, purposive sampling is necessitated when the researcher is interested in certain specific characteristics.

The public schools all had government employed teachers. The parents, religious leaders and dropout victims all come from within the vicinity of Masaba division.

3.4 Sample and Sample Selection Procedure

The number of school in the division were 22. The study schools were Getonganya with a population of 579, Masaba[302], Tongeria[235], Mucbebe[219] and Nyankore[184]. The schools were randomly using the criteria of five mixed day Primary schools. One cohort used was from 1998-2005 to look at the progressive dropout in all the five schools.

This therefore included sampling of 5 head teachers, 3 class teachers per school thus a total of 15, 20 pupils [from class 6-8] per school giving a total of 100, 4 religious leaders, 5 parents, 10 dropout victims 1 Division officer, 1 chief, 1 Zonal official, 1 District Quality Assurance officer [primary section] and 1 official from the D.E.O's office giving the researcher a total of 145 sampled. Hence according to Kerlinger 1973:119, Kombo 1998, ✓

The samples drawn at random is unbiased in the sense that, no number of the population has any more chance of being selected than any other, hence it is often regarded as the most practical and free of bias.

Table 3.4

Names and classifications of the sampled schools

Big schools	Small Schools
Getongonya	Muchebe
Masaba	Nyankore
Tongeria	
3	2

Source ;Zonal Office, Annual returns .Masaba Division.

3.5 Instruments of Data collection

The researcher used the following data collection instruments.

- (a) questionnaires
- (b) Interview schedules
- (c) Observation checklist

(a) Questionnaires

The researcher developed two types of questionnaires open-ended and closed ended .Open ended questionnaire, encourages and give depth to responses. adding quality to data collected, because it also capture opinions from the respondents. The closed-ended on the other hand are easy to compute and analyse but are not in depth because they are often one word answers or fixed responses.

The Pupils sampled were from classes 6-8.who were believed by the researcher to understand the questions they were expected to deal with and give mature responses. The questionnaires were explained to them by the researcher with the assistance of their class teachers. They were then reminded to answer then questions objectively and fearlessly as the results would be used confidentially .

Class teachers were also sampled and given questionnaires because of their ability to read and comprehend the questions and also due to their number (15) t it were not possible to interview all of them.

Questionnaires were preferred due to their suitability to the study as indicated by earlier researchers like mugenda(1999;71).who noted that .

Questionnaire are commonly used to obtain important information about Population. Each item in the questionnaires are developed to address Specific research questions of the study.

(b) Interview schedule

According to Koul (1984),this is a devise consisting of asset of questions, which are asked and filled by the researcher, as she interviewed a person on a face to face situations they are often structured. They were developed to be administered to the Head teachers, because of their busy schedules and were quicker to deal with.

Religious leaders, Parents and victims of drop out were also administered to, because of the difficulty of estimation of their level of literacy and to avoid embarrassing any one. Face to face interactions were more fruitful as each could volunteer opinions freely. Education officials and local administration, were administered on interview schedules due to their busy schedules.

(c) Observation checklist

This were developed to try and fill up the gaps on the information that could not be easily captured from questionnaire and interview schedules.

This were areas like, school compound size, classroom sizes ,sanitation ,field ,general environmental cleanliness ,availability of clean drinking water ,existence of lunch programmes among others

Official records, too were perused and data regarding Annual returns on staffing, leave allowances, enrolment rates, completion rates, class registers .attendance registers, among others from either the schools or Education Offices.

The main objectives of the instruments were

- To find out the enrolment and completion rates of girls in Masaba Division.
- To identify causes and effects of dropout in the Division.
- To find out the suggested solutions from the respondents, this could be applied to curb the problem.

The questionnaires ,interview schedules and observation checklist samples are attached in the appendices.

3.6; Data collection procedures

The researcher got official permission from the District Education office by a letter to go round the sampled schools in Masaba Division. She then began to book appointments with heads of the five schools. They were also given a prelude of what the researcher wanted for example records on cohorts from 1998-2005, so that the records could be available by the interview session. Local administration, religious leaders and parents were also contacted so that a convenient date could be fixed for the session. They were therefore given one weeks notice.

3.7 Pre-testing

Instruments were pre-tested for reliability and validity. Pilot study was carried out in Duveskog Primary school, with a population of 513 pupils. This was also to check whether questionnaires were framed in a manner comprehensible to the respondents.

This then enabled modification to be done depending on the responses given in the pilot study, so that their validity could be ascertained.

During the pilot study, it was noted that some of the dropout victims interviewed were hostile and uncooperative so the sample number was reduced from 10 to 8. Similarly parents with dropout children were not willing to participate for fear of being victimised, so only parents with children in school were now to be sampled.

3.8 Actual Data collection

The questionnaires were administered by the researcher personally after assembling the pupils from class 6-8 in a class. The purpose of the questionnaire and how the pupils were expected to respond was explained to them by the researcher with the help of their teachers.

The pupil, teachers, religious leaders and Education officials were all assured of confidentiality. Emphasis on honesty, fairness and truthfulness was stressed to the interviewees. The researcher then proceeded to thank them for their participation.

Pupils were given from 45 minutes to 1 hour to complete the questionnaires, which were then personally collected by the researcher with the help of the class teachers.

The head teachers and teachers were not given limited time but the researcher informed them that she would leave with the questionnaires the same day.

Parents, religious leaders and dropout victims were sought from homes and market places to be interviewed. The researcher also used the observation checklist to fill in the gaps that were left by the questionnaire and interview schedules. With the help of the head teachers, the researcher walked around the school compound noting several several school based factors that can affect and lead to girls dropping out of school.

3.9 Data Analysis

Once questionnaires were received, they were edited and those with major response areas were discarded, while the remaining ones were used for analysis. Responses on causes and effects of dropout were summarized and classified according to categories under which they fall.

Descriptive statistics were used by the researcher where data were deductively analysed by organizing them into relevant themes to the study.

The analysed data were used in discussions that enabled the researcher to reach conclusions and provide quantitative and qualitative information summarized to get the cause and effect of dropout. Data from the field was analysed using:-

- (i) Frequency from tables.
- (ii) Percentages.

The resulting quantitative data were then interpreted using simple statistical methods. schools out of 22 were sampled to give the researcher 22.72% of schools, 100 girls interviewed out of 2,992 giving the researcher 3.34%, 11.11% of teachers participated in the study and 22.72% of head teachers were interviewed. Total population on roll in Masaba is 6,223 with girls comprising of 2,992.

The students various data per school were analysed and similar responses tallied together. The highest percentage were deduced to be the main factors.

The teachers responses per school were compared, frequencies were got and tables made for comparisons in particular and general schools. The head teachers responses to causes of dropout cases in the schools, their contribution to curbing them and teaching methodology were observed as well.

The head teachers reaction to dropout cases were categorised into various groups, as given by students, religious leaders, parents dropout victims and educational officials.

The parents' opinion were solicited through interview schedules and their responses tabulated. The same was done for religious leaders and Education officials.

Lastly, dropout victims were interviewed and their views tallied and tabulated to gauge their awareness of the dropout problem.

Official Records

These were perused and data on enrolment and completion rates were recorded by the researcher, both from schools and the Education offices. These were all tabulated and the results analysed to portray the reality of dropout cases within the Division.

Observation Report

This was got with the help of the head teachers and the researcher going round the school, noting down various items on the observation checklist.

The cohorts used for the study were from the years 1998 -2005, and these were got from the school register.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

The researcher used percentages and frequencies to represent the results of the questionnaire, interview schedules and observation made. The total enrolment in Masaba division is 6,223 of which girls are 2,992 (table 4.1.1.). The researcher used one cohort for the study starting from 1998 – 2005 to show their progression. Table 4:1:2.

The researcher therefore used 5 out of 22 schools which is 22.72% of the schools with a sample student percentage of 3.34%, 11.11% of the teachers and 22.27% of the head teachers. This figure was believed by the researcher to give adequate presentation of the divisions opinion on causes and effects of dropouts of girls. Schools selected were Getonganya (579) pupils, Masaba (302) pupils. Tongeria (235) pupils, Muchebe (219) pupils and Nyankore (184) pupils.

4.1.1 Data collection

Table 4.1.1. Enrolment of all primary schools in Masaba Division. 2005.

Schools	Boys	Girls	Total Population
✓1. Getonganya	304	275	579
2. Kombe	303	267	570
3. Nyamagagana	275	237	512
4. Boherera	283	228	511
5. Nabirongo mixed	225	146	371
6. Nyangoge	178	163	341
✓7. Masaba	167	135	302
8. Sagegi	158	135	293
9. Nyamarangere	157	123	280
10. Nyanchabo	149	129	278
11. Nyabirongo girls	-	276	276
12. Ntiange	137	113	250
✓13. Ntongereria	118	117	235
✓14. Muchebe	127	92	219
15. Komorege	96	98	194
✓16. Nyankore	117	67	184
17. Korobunyige	92	86	178
18. Rongabi	72	81	153
19. Nyawaitianchiria	81	70	151
20. Nyatira	76	64	140
21. Korogati	60	46	106
22. Gekamiri	56	44	100
TOTAL	3,231	2,992	6,223

Source: Ministry of Education. Annual returns – 2005 Zonal office, Masaba division.

The total enrolment in Masaba division is 6,223 of which girls are 2,992. This figure is not spread evenly from class 6 – 8. The figures begin to dip dangerously as indicated in table 4.1.1. as the years progress.

Table 4:1:2 Enrolment of a cohort from (1998 – 2005) Class 1 – 8 in 5 schools

Schools	Years	1998	1999	2000	2001	2002	2003	2004	2005
Getonganya	40	45	45	32	36	35	38	10	7
Masaba	15	20	27	20	18	10	9	8	9
Tongerria	20	18	19	15	5	7	11	8	6
Muchebe	27	18	10	7	5	2	8	5	5
Nyankore	15	17	17	13	6	12	18	1	3

Source: Ministry of education (1998-2005). Schools annual records (1998 – 2005).

The cohort show that girls enrolment from class 1 – 4 is still very good but the completion rate is so low almost 90% of them drop out from standard 5 – 8. This is the time when they have attained 10 – 18years and they begin to internalize that they are already mature and get distracted from their studies. In Kuria, this is the stage when they begin to be prepared for Female Genital Mutilation (F.G.M.) after which most drop out of school. the figure for 2003 is higher because of free primary education that year enrolment number rose.

The completion rate is therefore very low as most girls begin to drop out as the years progress and when many schools emphasized on attaining high scores in national examinations in most schools. In the division, pupils who do not perform well repeat classes or be expelled and girls falls victims due to their distraction at home; they are given heavy duties than boys. as they begin to get more roles at home. They have less time for learning. This repeating can have psychological and social effects on the student and decide to quit school as they begin to internalize failure and inferiority complex in their entire life.

After F.G.M most also decided that they are superior and cannot go to school with children, so they drop out to get married, as that is what Adult's do.

4.2 Analysis of Responses from questionnaire section.

Table 4.2.1 Students responses.

Frequencies of the common causes of dropout as reported by students respondent in the five sampled schools						
Responses n=100	Early marriage	Teenage pregnancy	F.G.M.	Child labour	Repetition P.P	TOTAL n = 20 % = 100
Muchebe	5	3	10	1	1	20
Percent %	25	15	50	5	5	100%
Getonganya	5	4	8	1	2	20
Percent %	25	20	40	5	10	100%
Nyankore	5	3	8	2	2	20
Percent %	25	15	40	10	10	100%
Tongerria	4	4	10	1	1	20
%	20	20	50	5	5	100%
Masaba	4	7	6	1	2	20
%	20	35	30	5	10	100%
% of 5 school responses	23	21	42	6	8	100%

Most of the learners interviewed on their awareness of dropout concerted that F.G.M (42%) claimed most dropout. They thought that because of that traditional practice, many girls who after initiation and confined were sensitized to feel like adults, no longer felt the necessity of going back to school. They began experiencing with sex and either get pregnant or were married early. The table shows that 42% of the pupils agreed that F.G.M is the main cause of dropout followed by early marriage 23%, teenage pregnancy got 20%. On interviews, they felt that many girls after F.G.M opt

for marriage or get pregnant as they want to prove their maturity. Most therefore drop out.

Table 4:2:2.

Frequency of common causes of dropout as reported by the teachers of 5 schools.

Teachers responses	Early marriages	Teenage pregnancy	F.G.M.	Child labour	Repetition	Total
Number	4	2	5	2	2	15
%	26.67	13.33	33.34	13.33	13.33	100%

The teachers interviewed were 3 from each school making a total of 15 which 11.11% of the teachers in the division. there were a total of 135 teachers. The researcher observed a huge teacher shortage approximated 5 teachers per school.

Teachers interviewed noted that F.G.M (33.34% of the respondents) was the highest cause of dropout among the pupils followed by 26.67% early marriage and teenage pregnancy 13.33%. they also concurred that repetition and child labour was also to be checked as causes of dropout but negligible considered with F.G.M. They observed affected the girls who became unmanageable after the practice. They felt 'too big' to be in class. So most dropped out of school.

On early marriage, they blamed greedy parents who viewed girls like items of trade and people to be used to elevate themselves from poverty. Such parents preferred to discriminate and only educate the boys and marry off the girls.

They also held the belief that uncircumcised girl and educated ones are most viable for marriage as the older men who would marry them do not require literate wives but illiterate and submissive ones. They tended to agree with the pupils view that F.G.M and early marriage stands out.

Table 4:2:3.

Common causes of dropout as reported by head teachers of 5 school.

Responses	Early marriages	Teenage pregnancy	F.G.M.	Child labour	Repetition	Total n=5
	1	1	3	-	-	5
PERCENT %	20	20	60	-	-	100

A total of 5 head teachers interviewed. They also emphasized that F.G.M as a cultural practice was the highest claimant of girls dropout in their school (60%) of them agreed that F.G.M., which was prevalent in their region was a major cause of dropout followed by early marriages and teenage pregnancies.

Most noted that some parents after the girls had undergone F.G.M., they no longer wanted them to go school and straight away begin making marriage preparations for the young girls and withdraw them from schools. This is a challenge most head teachers have to meet daily in their schools.

The girls too who have undergone F.G.M., if they happen to come back to school are also very rude to pupils and teachers, very un cooperative and do not fit well into the school system. They feel superior to other students and don't want to co-operate with them as they feel they are adults just like their teachers.

Teenage pregnancy also claims them as they now begin to experience with sex like adults, being naïve, many drops out of school or get married to elderly men.

4.3 Analysis of responses from interview schedule

Table 4:3:1

Frequency of common causes of dropout as reported by religious leaders

Responses	Early marriages	Teenage pregnancy	F.G.M.	Child labour	Repetition	Total n=4
Religious leaders	1	-	2	-	1	4
PERCENT %	25	-	50	-	25	100%

Religious leaders interviewed were from four main churches/denominations; Catholics, Anglican, S.D.A and Pentecostal churches. They noted that F.G.M (50%), early marriage (25%) and repetition (25%) were contributory factors. These leaders were included because some of them provide refuge for girls who do not want to be forced by their parents to practice F.G.M or marry early. They agreed that F.G.M. was a constant threat to girl child education (50%). They noted that many girls were forced by parents to undergo the rite of passage through F.G.M. and later arranged for early marriages with older people.

The Pentecostal churches had organized refuge homes where these young girls could be housed and taken to schools after members raised funds to assist them in schools. F.G.M. and forced marriage, they said was not being handled firmly by the provincial administration and was very rampant in the region. They also noted negative attitude of parents of the girl child and their tendency to prefer educating the boys at the expense of the girls.

They discriminated and were not keen to educate girls especially given that most of them were illiterate. They felt educated girls will threaten the fabric of polygamous

marriages to older, richer men. Believed in submissive wives, which they thought could be got from uneducated girls.

Table 4:3:2

Common causes and effects of dropout as reported by parents

Responses	Early marriages	Teenage pregnancy	F.G.M.	Child labour	Repetition	Total n = 5
n = 5	1	-	3	-	1	5
PERCENT %	20	-	60	-	20	100%

Parents interviewed were five. 60% agreed that F.G.M. was the main cause of dropout leading to early marriages of girls. They also agreed (20%) on repetition caused by poor performance. They felt that schools were strict and forced girls to repeat so many times that at the end they felt discouraged to continue learning and blamed the schools for insisting on repetition to get good means. They also noted lack of teachers in schools as contributing to poor performance. They were reluctant to talk of child labour as a cause of dropout and the researcher noted that they did not want the blame to be heaped on them as the cause of dropout, wanted to blame schools for dropout and not themselves.

Even on F.G.M., most were reluctant to discuss the issue and only hinted that being a cultural practice was beyond 'foreigners', that is non-Kurian's to understand. They agreed that some parents marry off their girls after F.G.M., but saw nothing wrong in that, to some by 15 years, a girl was ripe for marriage and they even wondered why the government was getting concerned and interfering with their cultural practices. Most believed that all girls must undergo the F.G.M. practice irrespective of school; because it was a social stigma not to be circumcised.

Table 4:3:3.

Frequency of common causes and effects of dropout as reported by Administrators i.e. (Chiefs, D.O., Education officials, TAC, zonal)

Responses	Early marriage	Teenage pregnancy	F.G.M	Child Labour	Repetition	Total
	2	-	3	-	1	6
PERCENT %	33	-	50	-	17	100%

N=6

The people interviewed with the Zonal Officer/TAC, inspector in the primary section, educational official and the chief and D.O. of the area. They all agreed that F.G.M (50%) was the highest cause of dropout in the division, and that it brought in the idea of early marriage (33%) as those who underwent F.G.M. proceeded to be married because they perceived themselves to be adult and could no longer attend school with children (not undergone F.G.M). The society's attitude towards girls was that after circumcision, the girls are sensitized into being adults and feel an obligation to get married, hence parents also push them to get married mostly to elderly men who can afford many cows.

Table 4:3:4

Common causes and effects of dropout as reported by the dropout victims.

They were to be twelve but four shown lack of interest and even refused to be interviewed pretending not to hear neither English nor Kiswahili. So only eight (8) were willing, two of which had joined an organization to sensitize girls on the disadvantage of F.G.M., early marriage and giving own life experience.

Responses	Early marriages	Teenage pregnancy	F.G.M	Child labour	Repetition p.p	Total
8	2	-	4	1	1	8
PERCENT%	25	-	50	12.5	12.5	100%

They agreed that they dropout after F.G.M. which some now regret that their parents cheated them to get marriage to older men. Out of the 8, 6 were married to older men and have since ran away from the men and have children between 2-4, the remaining two are single each with 4 children to fend for after having teenage pregnancies.

They claim feeling of superiority made them leave school as they were initiated and felt ready to marry and felt that they had no more use of school with their children, but now felt that they were adults after undergoing F.G.M

Table 4.4.2.

Head teachers responses to dropout as reported by victims

Responses	Reports to authority	Arrest retrieval	Rehabilitation	None	Total
Number	4	2	1	1	8
PERCENT %	50	25	12.5	12.5	100%

The dropout victims also agreed that most head teachers reported to authorities immediately and some arrests were made to save them and even rehabilitate some girls.

Yet a few head teachers also took no action to whatsoever to save them. Only a few agreed to be rehabilitated for fear of being given names and ridicule by peers in schools. So they refused to go back to school.

Table 4:4:3

Administration's responses as reported by head teachers. (chief, D.O.)

Responses	Arrest	Follow up	None at all	Total
	3	1	1	5
PERCENT %	60	20	20	100%

Head teachers reported that most chiefs and D.O's acted very effectively to arrest the victims and even retrieve them from the marriages and bring them back to school.

Yet a few only did not take up any action at all (20%) due to either fear of retribution or being a party to F.G.M. Some cases like the below are taken to court like the following, others arrested and retrieved just to write a few:-

1. Robi Murirmi – class 7 married in 1990 was retrieved and returned to school in Nyankore.

2. Nancy Sinina – class 5. teenage pregnancy in Nyamagagana, culprit on early marriage was arrested – 2002.
3. Robi Gitangita – Std. 8 married in 2004 didn't sit for exam. When to be retrieved was found pregnant.
4. Susan Gati, 14 years – Class 4. married in Korobungige school. Was retrieved, culprit jailed and girl went back to school.

Hence the head teachers have been getting strong support from the chiefs and D.O. of the area. Only some parents refuse to co-operate.

4.4.4

Religious leaders responses to dropout cases.

Responses	Refuge	Rehabilitate	None	Total
	2	1	1	4
PERCENT %	50	25	25	100

Religious leaders were sampled from four main churches with a majority of following, the Catholic, Anglican, S.D.A. and Pentecostal.

They were interviewed and they told of cases whereby, girls who run away from home to avoid forced marriages and forced F.G.M., and get refuge in the churches. 50% of the leaders agreed that during December holidays when preparations are underway for F.G.M., most take girls in to keep them safe from parents who force them to accept such practices.

Some about 25% were forced to rehabilitate these girls as they now lived far from their homes. They had plans to assist them to join the various boarding schools in the district so that during the holidays they are given refuge in the church or some selected church elders take some and ensure they go to school and don't fall into the hands of their greedy parents. About also 25% of churches literally do nothing to assist or try to refuse the problem of resources and space.

Table 4:4:5

Table showing responses of Head teachers on the degree of support from parents on ending F.G.M.

N = 5	RESPONSES		
	Yes	No	Total
	2	3	5
PERCENT	40	60	100%

Most teachers noted that parents were negative when it came to suggestion of outlawing F.G.M. they felt strongly that the practice should continue (60%) and that it should not be blamed for school dropout. Most are still conservative lot.

In conclusion, the most occurring cause of dropout in Masaba division is Female Genital Mutilation.

SUMMARY

The research analyzed the section into different categories.

1. Background.
2. Analysis of responses from questionnaires.
3. Analysis of responses from interview schedule.
4. Analysis of observation checklist.

.5 OBSERVATION ANALYSES

The observation made followed several patterns outlined below:-

- School compound
- Sanitation

The researcher found out that most schools had toilets, but not adequate for all the pupils. Some were makeshifts that did not differentiate between the genders. This made it difficult for the girls to use them and they opted to go to neighbouring homes. In other words toilets in some schools were not gender sensitive and this can be a psychological drawback to girls of classes 5 – 8.

b) Buildings and compound.

Buildings were mixture of semi permanent and some permanent building. Grass was cut by the boys and therefore most compounds were relatively clean. Schools also had water projects initiated by the Ministry of Education under the free primary schools grants. So they could afford clean roof catchments.

But unfortunately this water was restricted for teachers and not students. Not all the students could access it as it was under lock for teachers use for their meals. This actually beat its purpose. Class were crowded from class 1 – 4 but 5 – 8 had even unused spaces.

c) School timetables.

Most of the timetables were not learner friendly but teacher friendly. The subjects were favouring the teachers more and due to teacher shortages the workload was heavy and therefore some lessons were often missed.

(d) Arrival time.

Most schools pupils arrive as early as 6.00a.m. That is class 7 – 8 but the lower form arrive by 7.00a.m. On leaving again classes 7 – 8 remained for evening preps up to as late as 8.00p.m but the lower forms leave by 6.00p.m.this time for class 7 – 8 is not conducive for the girls who need to go home early because they are expected to fetch

water, firewood and even cook for their siblings. So some get so much strained and decide to completely drop out of schools.

e) Distance from school.

The distance is relatively short. The furthest being about 3Kms because schools are situated near each other. Most are clan based schools.

2) School official records.

Here the researcher used the attendance register, nominal roll, dropout lists, cohort from 1998 – 2005. In the five school to find out the progression of the drop out.

School annual reports and data was given on staffing and gender enrolment and completion rates and repetition figures were all gathered from each school.

3) Ministry official records.

In the Zonal, T.A.C, tutors and education office, the researcher got annual return forms on enrolment, completion rate, teachers ratios versus students annual staff returns among others.

4) Teachers.

Teachers' shortage was evidenced in all the five schools for instance in Getonganya with a population of (579) had only 8 teachers, Masaba (302), Muchebe (219), Tongeria (235) and Nyankore (184), all had 5 teachers each and the whole division had 135 teachers with a population of 6,223 pupils.

Teachers also had a feeling that most dropouts of pupils were caused by forced repetition that they are made to do by the head teachers. Most agreed that the practice was rampant in Kuria district, as many heads wanted their school means to be good hence begun 'thinning' classes seriously from classes 6 – 8. All however agreed that F.G.M. a common practice in December holidays also was detrimental to their girls'

future education as most were either pushed or felt they should just get married even if underage.

All the teachers responded that F.G.M was the highest cause of dropout of girls from schools. They thought a sensitization programme should be engaged to involve all the stakeholders in education so that they may see the benefit of girl child education.

Teachers felt that most parents had negative attitude towards girls education as apposed to boys, and they were never present to encourage their daughters in school . In case of intensive tobacco labours they withdrew mostly girls to assist in household duties when the parents are busy on the farms most parents also overwork the girl child so much such that the girl is not able to cope with school work coupled with household chores after school, this necessitate their dropping out of schools. They suggested that education be taken seriously in the Division by involving all those who were concerned to make education acceptable to the girls like an example of the girls who are either retrieved from early forced marriages or F.G.M adequate in-service and workshops should be attended to teach them techniques of handling such delicate cases because if not handled well, most of this retrieved girls leave schools again.

5) Pupils.

They were generally well behaved, girls of classes 6 – 8 were aged between 12 – 18 years, and class eight girls were not more than 10 girls in all the five schools for example Getonganya (7), Masaba (8), Tongeria (6), Nyankore (3), Muchebe (5). They tended to feel that F.G.M. contributed to dropout as it made girls to be married off early. They also decried poor performance that made the pupils repeat classes so many times.

Roles in the school were well defined on gender, whereas only class 7 and 8 girls were picked to cook for teachers and boys cut grass. The few girls were burdened with preparation of teachers' meals which at times took most of their afternoon as they lost at least one lesson. This was resorted by the said girls who claimed it made them closer to teachers and some were suspicious of other teachers' motives. So to

avoid going to cook, they would rather avoid going to school altogether as school duplicated the roles they performed at home.

6) **Victims of dropout.**

The researcher observed that most had turned into illiterate village women and when narrating their experiences, seemed to regret the decisions, which they claimed were made for them by their parents and now obedience had led them to perpetual poverty. They hoped re-entry programmes could be initiated so that they would enrol again. Some had also separated from their elderly husbands and they are living single lives.

Most who dropped out of school, now feel cheated and used by their parents only to gain wealth and as some were unable to cope with married life due to underage, they were send away by their co- wives and husbands on grounds of maturity they claimed that when they wanted to return home were not allowed by same parents and brothers who had been given cows but in cases where they opted to run away from their marital homes they were later to be married to old women instead afate which many deplored so they either stuck to those degrading marriages or even left to be prostitutes in towns to make ends meet after having to also take care of their now fatherless children . however some of the victims were hostile and refused to participate in the exercise.

7) **Other respondents.**

All seemed to be in accord that F.G.M. should be outlawed for it has the major cause of dropout in Masaba division. parents, religious leaders belaboured the government on not being strict and making education compulsory so that all children should be in school.

The D.Ó, D.E.O., and Education officials all agreed that F.G.M. was the evil in their midst, especially in Masaba division and it needed a concerted effort to curb dropout of girls in the region. They decried that the December and third term of school was greatly influenced and interrupted by preparations for F.G.M and they were

powerless to prevent the exercise as this was an cultural affair and they would only come in when head teachers reported cases of early marriage.

It was also evidenced that some local administration were often afraid to antagonize the villages by interfering with their activities and even faced death threats if they exposed such people marring young school girls so for such fears they tended to give a deaf eye and turned blind eye on what was going on around them. They only wanted the government to implement compulsory schooling and in that case it would give them enough reasons to stop early marriages and practices that perpetuate it like F.G.M.

Parents

Most of the interviewed parents agreed that F.G.M was a problem which they were powerless to stop as it was ingrained as a cultural practices. Some agreed that the girls could be allowed not to undergo F.G.M because it was true it had more negative effects than positive. They had seen families that do not allow F.G.M among their daughters and how well educated the girls were pitying them against the ones that underwent F.G.M they felt that all goes should emulate them and begin to lay emphasis on education.

They realized the disadvantage, they had that when it came to offering jobs to girls they were either too few or not available hence felt education of girls was equally important as those of the boys. Some felt that for F.G.M to be minimized it needed a concerted effort even from the parents who still had negative attitude towards girls education to be sensitized on the advantage of provision of equal educational access to all their children. Some parents also revealed that some schools and head teachers were contributing to dropout of girls by their insistence on good means and locking other out and telling them to keep repeating because most of them start school late even by 10years if made to repeat frequently will feel discouraged and just dropout. They wanted the access and completion to curb the dropout of girls in primary school.

Religious leaders.

They narrated the way their churches became refuge shelter for the girls that escaped forced F.G.M and marriages. They castigated F.G.M as the source of evil in the education of girls in Kuria District .They felt more needed to be done to ensure that education was offered equally among the sexes.

It was only by education being compulsory can they too be allowed to effectively participate and curb the F.G.M menace as parents are left to decide whether to take children to school or not, they don't care about educating the girls serious attention therefore needs to be put in the issue of girl child in Kuria District in general and Masaba Division in particular.

Head teachers.

Five were interviewed and all agreed that F.G.M was the challenged that they faced in their schools, hostile parents, shortage of teachers, dropout was a bad and alarming trends in most of the schools visited. Schools like Getonganya with a population of 579 could only enrol 7 girls in class eight. This was observed to be also besides dropout, constant thinning of the students, so that they enrol few who can do well. This thinning of classes was practiced in all the schools visited in Masaba Division it brought repetition that discouraged students. And they decided to leave school.

It was also observed that all the teachers in Masaba schools sampled were not living within the school compound even the head teachers and that most if not all were local people, people of the soil, because most of this schools are clan based they tend to insist on so and so because he is the son of the soil and this has not gone well with their performance not all teachers are effective as they commute from their own homes.'

It was even observed by the researcher that in one school was not on , on a Monday because the head teacher's brother was being buried ,so all teachers and pupils went to attend the funeral and school activities stopped.

This and other related factors need teachers and head teacher to be posted anywhere and be allowed to work independently. The communities should put up teacher's houses within or next to the school.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter gives an overview of the findings of the study and a number of recommendation and conclusions were also made. Several suggestions based on research findings were also made. The main objective was to find out the causes and effects of drop out of girls in Masaba division. accordingly, the findings summarized here focused on those results.

The research statement was that there is a great disparity between enrolment and completion figures of girls in Masaba division of Kuria district. Therefore, the concern of the study was to find out the cause and effect of dropout in the division. The study was carried out through purposive sampling of 5 schools out of 22 and a target population of 145 sampled. Questionnaire interview schedules and observation were used.

5.2 SUMMARY

The findings of the study were outlined and discussed below:-

First from the study it was noted that girls drop out from school starting from classes 4 – 8. The enrolment in standard one to three was very high but as they progressed to standard four. They begun to decline, this was found to be a result of several factors.

From the age of 10 – 12years, girls are beginning to mature physically and psychologically, they thus begin to be withdrawn from school to begin domestic chores or due to early adolescence. Most if not properly handled do not understand various changes in their bodies. So often dropout due to several factors. In Masaba division, the dropout is therefore more at the level of standard 4 – 8.

Secondly, the main cause of dropout in Masaba division is Female Genital Mutilation (F.G.M.). This cultural practice usually is undertaken by girls of ages 11 – 18years.

During and after the initiation, the girls are sensitized to become adults engaging in adult roles and responsibility. Therefore, because of this attitude of being an adult, many youth – especially girls now believe that school belongs to children and since they are now bona fide adults, need not go to school again.

Thirdly, the periods of confinement are always long from approximately 2 – 4 months. By then the girls feel they can no longer cope with the syllabus that had been covered while they are away. So they drop.

Fourth, it is at this stage that the girls feel mature to engage in sex as they have been sensitized during initiation that they are adults, and many end up with pregnancies or end up being married at that early age. F.G.M. therefore greatly contributes to most early marriages as parents perceive their daughters as adults who can now be married off, to acquire more wealth to the family in terms of cows. If one undergoes F.G.M., the more cows one fetches.

Traditionally, after confinement, one shared one's hair as a sign that one had engaged in sexual activities. So the girls will not just shave but are culturally allowed to proceed and find out sexual experiences, as they are adults now. Obviously this girl will drop out of school as her interest is no longer entered in school.

Fifth, findings showed that the administrators took an active role to ensure that dropout due to early marriages do not occur. Oftentimes, the head teachers would report the missing students immediately to the provincial administration, who would take up the matter seriously and arrest the person marrying off the pupils, the responsible victim or husband and even the girl herself if she drops willingly.

The girls is always returned to school to be rehabilitated if she is willing and the marriage was being forced on her by her parents as is often the case. The people arrested are taken to court where these cases are heard. If parents are co-operative, then the would be husband faces jail terms or are fined heavily. The head teachers are also expected to rehabilitate the girl to fit back into the system without embarrassment from peers so that she can continue with her education. When cases take long maybe,

the would be husband has hidden the girl and she is found to be pregnant, the head teachers assist by finding a shelter for her and after delivery they can resume school.

The head teacher and the chiefs have the task of sensitizing parents on the evil of early marriages and even F.G.M and its effects on the girls. They talk to parents individually if the affected girls or chief organizes barazas to outline measures that will be taken if parents are forcing their girls out of school and the advantages of school.

Sixth, religious leaders too played a role of rehabilitating and provision of shelter for ran away girls who do not want to be forced to undergo F.G.M or early marriage. They give them protection from their enraged parents and most cases enrol them in boarding schools, and mobilize the church members to assist in fee payment and other obligations until they complete fourth form, or until the parents accept to take them on the churches' terms, that the girls will not be forced to marry or to undergo F.G.M. There were Catholics, Anglicans, S.D.A and Pentecostal churches in the region. The members identified such girls and brought them to the attention of the churches.

Seven, parental attitude towards girls education too affect girls making them to drop out of school. Some parents prefer to educate boys at the expense of girls. In the provision of hidden costs like uniforms and books, they don't bother about the girl, which makes them discouraged from learning. They tend to feel that boys' education is better than girls who will go and be married off. They look at girls as source of wealth in form of cows and tend to withdraw them out of school on flimsy grounds. Entrance age, whereby most girls begin schooling late such that at time a girl aged 18years is still in class seven, given her physical and psychological development. She feels too much to be in class and others peers and teachers call her names. That may not allow her to continue with school.

Eight, noted that staffing was way below requirement. Most schools in the division were understaffed given the increased enrolment with the advent of free primary.

Thus education standards are lowered so much pupils perform poorly and are forced to repeat classes most of the time. When a girl is therefore told to repeat more than twice, they felt discouraged and decide to leave school.

Last but not least, peer pressure and name calling (labelling) by both teachers and fellow learners also affect the older girls and they decide to leave school early to avoid ridicule and much feared embarrassment, even those who are rehabilitated. If they are called names by fellow pupils might ran away again from schools.

5.3 .CONCLUSION

Kenya has invested heavily in education over the years and more so after 2003 with the introduction of free primary education.

In 2002/2003, free primary education was allocated Kshs.5billion. Bursaries and grants received a total of Kshs.548million. However, some groups including the girls do not enjoy equal access to education. Wamuyu Gathene 2004(p:4) unequal access to schools lead to gender disparity in education. Therefore if no drastic action is undertaken by all including the teachers, head teachers, NGO's, government, parents among others to curb the wastage due to dropouts in Masaba division, then the alarming trend will continue.

The government efforts through the provincial administration is not enough. Non governmental such as Christian Child's Fund (C.C.F.), Action Aid, Fawe, religious leaders are all trying to curb the problem but enough is not yet done. All this stakeholders should put their heads together to ensure that the evil that leads to dropout amidst them be done away with completely, for this state of affairs to be solved. It must therefore be a concerted effort. This has therefore made the female illiteracy in rural areas to be higher than, male illiteracy.

The implication of these findings are that sensitization of the parents and community on the negative effects of F.G.M. on the girl child, could be prioritized so that the division is able to curb wastage and enhance access, retention and completion.

However the study has several limitations since it was carried out in sampled schools within Masaba division. it can not be used as a general view in the whole district. The study was also limited to one cohort from 1998 – 2005 due to time and space. Parents chosen are also few and cannot be taken as a good representation of most parents, again due to constraint of time, space and finance.

Consequently, those pupils lost through dropout, threaten the breaking of culture since it is women who passed on the culture of their society to the next generation. It was considered therefore important that in them culture should be preservedBray (1981). Hence most of the girls who drop out are sentenced to join the ranks of permanent adult illiterate at the bottom of the social, economic heap and a wasted generation. Quick measures should be undertaken by all concerned to curb this wastage. Culture is internalized by the victims hence the implications is that they join the rank of illiterate. Collaboration between the parents and teachers are very necessary to curb the problem of dropout.

√5.4. RECOMMENDATIONS

- First, in order to curb the dropout problem, the government needs to make education not only free, but compulsory as well. This will give impetus to head teachers to ensure that access and retention is fully implemented. But so far as it is only free, only a few parents who value education will respond, and due to various hidden cost in education, most parents do not feel obligated to take children to school.
- If it is compulsory then all parents will be forced to comply and the provincial administration can be effective in ensuring that all school going children are in school.
- Secondly, the already dropout cases should be looked into and the government initiates re-entry programmes either through the regular schools or through the strengthened Adult education classes in the division. to follow into the national symposium on education of the girl child in Machakos in 19994.

One major landmark of the meeting held in Machakos was the adoption of a policy on re-entry. This permitted pregnant girls back into the school system after delivery (MDE, 1994:12-13 in Kombo, 2000:212).

- Many head teachers have not taken up this policy seriously and flout it by expelling pregnant pupils from school. The Ministry should make a strict follow up on its many policies to be implemented effectively in schools.

- Third, boarding schools should be encouraged to assist in offering shelter for ran away pupils, for instance in Masaba, there is only one girls boarding. More should be opened to check the drop out problem as most pupils will be confined here and government to subsidize the fees and some girls will now be 'parentless' like the case of AIC Kajiado girls. At least two to three boarding girls schools for a start.

- Fourth, lunch programmes should be introduced in Kuria District in general and Masaba division in particular. This area is regarded as poor and hardship area. This would attract pupils and especially girls to be retained in school as many parents withdraw girls to assist in the farms to enable them put food on the table. So this lunch will relieve parents of one meal and only concentrate to get on evening meal as all the children will be taken care of at school.
Even the children who drop out to scavenge for food in farms will now be able to concentrate on education. Most parents too view school as wastage of hours that children could have used to look for food, hence lunch could lead to retention of those who drop out due to economic difficulty.

- Fifth, Ministry of Education should provide adequate staffing and provide through quality assurance departments effective implementation of retention and completion rates to avoid class repetitions rampant in Masaba division.

The Ministry should come up with an effective rehabilitation programmes of those girls who have been retrieved from early marriages, teenage pregnancies or forced

F.G.M. so that they should be readjusted into their classrooms and schools without embarrassments from peers and teachers that can again make them dropout.

- Sixth, the government and Non governmental organizations should come up with sensitization programmes for both the girls like writing compositions and competition debates on F.G.M, teenage pregnancies and early marriage and the parents on the right of children to be educated on the evil of such outdated practices like F.G.M. which have far implications in the life of their children.
- Last but not least, the provincial administration should be vigilant and arrest the would be husbands and even parents who force their children into early marriage after F.G.M. and withdraw them from schools. The head teachers and teachers should be vigilant and report such cases and the courts too must be strict not to give fines but stringent jail terms that will leave those planning such acts to fear. It therefore should be a concerted effort.
- Gender awareness programmes be initiated to sensitize the community on the value of equal opportunity to all children. Collaboration between the parents and the teachers and all stakeholders is necessary to curb the problem of dropout in the division.

✓ 5.5 RECOMMENDATION FOR FURTHER RESEARCH.

The researcher after visiting various schools in the division have noted that the issue of dropout in Kuria district, should be studied as a case study in order to come up with comprehensive causes, effects and solution to curb wastage.

1. Sampling of more schools and involvement of more respondents or divisions so that the rampant dropout cases can be minimized within the district.
2. Further research should be conducted that also looks into boys education. They too do drop out of school and what would cause this and its effect on society.

3. Also issue like the effect of entrance age, child labour, repetition, poor performance, inadequate staffing, on dropout in Kuria district.

✓ 4. The effect of dropping out on the victims themselves should be made a study because most of the victims can be found to be self reliant and literate after getting the research of their study.

5. There is a need of a case study of schools with high dropout rates of girls in the Division. So that the magnitude of the problem can be analysed

6. There is a need to do an intensive research into the problem of dropout of Girls in more Districts so that an over all overview of the magnitude of the problem in the country can be seen.

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APPENDIX I

STUDENTS QUESTIONNAIRES

Dear pupils.

This is a questionnaire and not an examination. It will not be marked, so be free to give your opinion accurately. Answer all questions as truthfully as you can. This will be used anonymously in a research study. You may or may not write your name. Try to understand the questions well.

Name: _____

Class: _____

School: _____

1. What is your Age? _____

2. How many children are you? _____

3. Whom do you stay with? _____

4. Are both your parents alive? Yes/No. If No, give details

5. What does your parents do for a living? (Tick correct one).

Farmer Employed Businessman
None of the above

6. Have you ever repeated any class? Yes/No. (give details)

7. Have you ever been absent from school? Yes/No. Why.

Told to go to samba
Sent by parents

Didn't feel like school

Sick

- 8. Do you have brothers and sisters in secondary? Yes/No.
- 9. Do you have a brother or sister who didn't complete class 8? Yes/No.
- 10. What do you think made him/her drop? (Give details)

- 11. Has any of your classmates stopped coming to school this term and last term? Yes/No. What do you see the headteacher do about it?

- 12. Which crops do you grow at home?
- 13. What do you do after school?
- 14. How far do you want to continue with schooling? (Give details).
- 15. How many female teachers do you have?

SCHOOL ADMINISTRATION QUESTIONS INTERVIEW SCHEDULE

School's Name: _____

School code: _____

Zone: _____

Division: _____

1. What is the overall population of your schools?

Boys. _____

Girls. _____

2a). What is the completion rate of your pupils.

Class Eight:

Boys. _____

Girls _____

b). How many teachers do you have? _____

3. Do you have a lunch scheme? Yes/No. (Ask reasons).

4. What is your school policy on repetition? Elaborate.

5. Do you have pupils repeating by choice or forced?

6. Does your school experience dropout of pupils?

7. Which gender is more affected and why? (Ask for details).

8. What would you say are the main causes of dropout in this school?

9. What do you do incase you notice a student is missing?

10. How often do you hold parents meeting? What is the attendance, is it satisfactory? If not why, if Yes why?
11. How far are the neighbouring schools?
12. How would you describe parental attitude towards, girls education?
13. When do students report and leave school?
14. What would you report about the responses of the authorities when you report dropout?

CLASS TEACHERS QUESTIONNAIRES

1. School: _____ Year: _____

2. Class: _____

3. How many students do you have in your class?

Boys. _____

Girls. _____

4. How many reported back this term?

Boys. _____

Girls. _____

5. How long have you been in this school?

6. Are there Absenteeism problem this term?

Boys. _____

Girls. _____

Can you list reasons for absenteeism.

7. Have you experienced pupil dropout in your class?

8. Who drops most? Tick

Boys _____

Girls _____

INTERVIEW SCHEDULE FOR PROVINCIAL ADMINISTRATION (CHIEF,
D.O.)



1. Location/Division _____
2. How many schools do you have in this location/division and who built them?
3. Are there causes of dropout in this Division/Location.?
4. How do you get to know the cases?
5. How do the community view schooling in general?
6. Which gender is most affected by dropout?
7. Could you give your opinion of causes of dropout in this location/Division.?
8. Mention action your office takes to curb the dropout.
9. What role do head teachers do in the issue of dropouts in schools?
10. What are the challenges you face as you tackle dropout cases?

11. Can you give your recommendations to curb the dropout in your location/division?

INTERVIEW SCHEDULE

RELIGIOUS LEADERS

Church _____

Location _____

Designation _____

1. How long have your church been operating here?
2. Do you have Youth programmes and what are their objectives?
3. Do you report cases of dropout of pupils in your congregation?
4. Which gender is most affected? And why?
5. What does the church do to assist?
6. What could be the community's view on your assistance to dropout?
7. What challenges do you encounter in your effort to assist dropout?
8. In your opinion do the head teacher react to dropout?
9. Can you give recommendation that can curb dropout in your area?

APPENDIX VI

INTERVIEW SCHEDULE

VICTIMS OF DROPOUT

Name: _____

Location: _____

Occupation: _____

Marital status: _____

1. How many children do you have? _____
2. Are you married?
3. What do you do for a living?
4. What is your educational background?
5. What made you not complete your education?
6. What is the effect of you not completing school? Are you comfortable?
7. What are the common causes of dropout?
8. What challenges do you face today in your daily activities?
9. What advise would you give those who dropout from school today?
10. Do you think your head teacher did anything to assist you not to drop?

✓ INTERVIEW SCHEDULE FOR PARENTS

1. Name: _____
2. Location: _____
3. Occupation: _____
4. How many children do you have?
5. How many are in primary, secondary, colleges?
6. Have you had a case of your daughter dropping out of school?
7. What could you give as causes of dropout in this location?
8. What role do head teachers do to curb dropout?
9. What role do Administration do to curb dropout?
10. What could you suggest to help curb dropout?

INTERVIEW SCHEDULE FOR EDUCATION OFFICE

Zone: _____ Enrolment per cohort 1998 - 2005

Division: _____ Annual Reports on enrolment and completion.

District: _____

1. How long have you been in this office?
2. Do you receive reports of absenteeism and dropout from schools?
3. What does your office do to help curb dropout and absenteeism?
4. What in your opinion are the common causes of dropout in your zone or district?
5. What challenges do you encounter in your effort to curb the dropouts?
6. What role do you think head teachers play to curb the dropout in their schools?
7. Are there cases of repetition in your schools?
8. Could you give recommendation that can help curb the dropout in the region?

✓ OBSERVATION CHECKLIST

1. School compound

- How many toilets for girls and boys?
- Observe condition of the toilets. (School sanitation).
- Does the school have clean water?
- Size of compound?
- Teachers kitchen – who does the cooking?
- School timetable, is it learner friendly or teacher friendly?
- Commencement time in the morning and when school is out (entry + leaving time).
- Do pupils come with implements i.e. panga, hoes, firewood .
- Are the classrooms crowded, enough desks.
- General school environment.
- Distance of schools from pupils homes.
- Relation between teachers/pupil, teacher/Head teacher, Head teacher/Pupil.

✓ 2. Official Records

- Attendance registers per class (6 – 8), on roll registers.
- Enrolment in the whole school.
- Teacher ratio.
- Annual reports.
- Repetition figures.
- Completion figures Vs enrolment. Pupils, teachers' attitudes.

✓ 3. Victims attitude

✓ 4. Other respondents' attitudes