

**A SURVEY OF FACTORS CONTRIBUTING TO GIRL DROP OUT RATES IN
PUBLIC PRIMARY SCHOOLS IN TRANSMARA EAST SUB-COUNTY
OF NAROK COUNTY, KENYA**

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DECLARATION AND APPROVAL

Declaration

This thesis is my original work and has not been submitted for the conferment of a degree or for the award of a diploma in this or any other university:

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DEDICATION

I dedicate this thesis to my family, my late father Joseph Chebochock and my beloved mother Rose Cheruto Cheruiyot for giving me the opportunity to be in school and made me to be what I am today.

My deepest appreciation and gratitude go to my beloved wife Lucy and my children Immaculate, Doreen, Emmanuel and Dominic for their understanding and support.

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ABSTRACT

According to the World Education Forum held in Dakar in 2000, all children, irrespective of gender must have access to and complete education of good quality by the year 2015. This is largely achieved but the only drawback to this is its sustainability. This is highly contributed by the raising cases of girl- drop out. The purpose of this study was to investigate the factors contributing to girl dropout rates in public primary schools in Transmara East Sub-County, Narok County, Kenya". The population for the study was 258. The respondents were 2 educational officers, 180 teachers, 30 parents' representatives' and 16 girl schools dropout and Purposive sampling was used to select 30 PTA chairpersons , while random sampling was used to select 180 teachers and 16 girls school dropout. The study adopted a descriptive survey design and was guided by a model of institutional departure from school. Data collection tools were; questionnaires, interview guide and document analysis. Primary data which was collected by use of both open and closed ended questionnaires and document analysis pertaining to school enrolment panel per class for the year 2010 to 2017 was used to generate data for his study. The data collected was analyzed using descriptive statistics and was presented in forms of graphs, charts and tables. Home-based factors showed that, cultural factors, family economic status and educational attainment of parents contribute to girls' school dropout at 86.43% while school-based factors findings show that unsafe learning environment, distance from school, discrimination of the girl child in school by teachers and leadership style contribute to the girl child to drop out of school at 13.46 % . On measures taken to curb the problem of girls 'school dropout the finding shows that there should more boarding schools established as rescue centre which organizes and does civil education on child rights and provide guidance and counseling services to girls' school dropout. The study recommends that teachers should organize sensitization seminars for parents and girls by inviting successful female who have prosper in their career and that TSC should hire and promote more female teachers in the area.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS- Acquired Immune Deficiency syndrome

ASAL – Arid and Semi-Arid Lands

CSAE- Centre for the Study of African Economies

EFA – Education for All

FAWE- **Forum for women Educationalists**

GOK- **Government Of Kenya**

HIV- **Human Immunodeficiency Virus**

IRC- **International water and Sanitation Centre**

MDG – Millennium Development Goals

MOE- Ministry of Education

PTA –Parents-Teachers Association

SDGS-Sustainable Development Goals

UNESCO- United Nations Educational, Scientific and Cultural Organization

UNICEF- United Nation International Children’s Education Fund

UPC – Universal Primary Education

WHO- World Health Organization

DEFINITION OF TERMS

Completion Rate – Refers to the number of pupils graduating at any level of education expressed as proportion of those who enrolled in that level.

Drop-out – Refers to pupils who dropout from a given grade or cycle of education in a given school year.

Gender equity – Refers to the practices of fairness and justice in the distribution of benefits, access to and control of resources, responsibilities, power, opportunities and services.

Gross-Enrollment ratio – Refers to the total enrolment in a specific level of education regardless of age, as a percentage of the eligible official school-age population to the same level of education in a given school year.

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

Public primary school- All the primary schools run by central government

Repetition – This is going back to an educational level already covered.

Repetition rate- The proportion in percentage of going back to an education level already covered

Retention – The ability to keep pupils from quitting school

Wastage – Refers to the combination effect of repetition and dropout on educational

CHAPTER ONE

INTRODUCTION

1.1 Overview

This chapter discusses the background of the study and expound on the gaps that build into problem statement, study objectives, justification, significance, delimitation as well as the scope of the study.

1.2 Background of the Study

Girls just like boys have a right to be educated so as to maximize their personal development and their contribution to their community and the society. This is underscored by international conventions which recognize education as a necessity and fundamental human right. The major drawback in attaining Education for All (EFA) and vision 2030 is the rising cases of school dropout and sustainable development goals (world conference in Education, 2001).

Bledsoe (2002) pointed out the irony of richest and poorest countries share the problem of dropout. He contends that in the United States, over 30% of high school students leave school prematurely and this for the most part, condemns them to marginal part in the cultural and

economic life of the country. "There is no room for the undereducated members in a technologically advanced society.

UNESCO (2003) indicated that three surveys done in Canada place the national dropout rate at 18%. The figure represented the number of people in the 10-20 and 20 -24 age groups who had not graduated and were not in school or pursuing further training. Such a situation has serious implications both for the country and for the young people themselves due to the increasing need for highly skilled workers and fewer opportunities for unskilled .

In Asia, the problem of wastage through drop-out is rampant. A look at the pattern of survival for the system as a whole reveals big differences in the proportion one in thirteen entrants reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%. Indonesia, Nepal, the Philippines, Singapore, and Sri-lanka have a moderately high survival rate of 20% (Bledsoe, 2002). In India, 61% of the children who never complete fifth grade come from the poorest 40 percent of households (Birdsall et al., 2005).

In Africa, an average of 51% of children in Africa completes primary school. Low enrolment; contribute to high levels of drop-out and repetition rates combine to contribute to low educational attainment (Birdsall et al., 2005). Further, report indicates that girls` primary school completion was far behind that of boys, at 76% compared to 85% for boys which relatively a significant percentage. This gender gap meant that million more girls than boys are dropping out of school each year. UNICEF (2003) showed a worrisome report from Sub-Saharan Africa where the number of girls out of school rose from 20 million in 1990 to 24 million in 2002. The report also indicated that 83% of all girls out of school in the world live in sub-Saharan Africa, South Asia, East Asia and the Pacific.

Kenyan government declared free and compulsory primary education in 2003. An estimate of 1.3 million children enrolled in public schools raising the total number to 8 million (Kinuthia, 2009). According to United Nation Millennium Project (2011) a closer look at the numbers shows that girls' enrolment rates were still low in most regions. Data from a sample of 8,000 primary schools, which participated in a survey carried out by the Ministry of Education in 2012, shows that the dropout rate in primary schools in Kenya was estimated at 5.4% and completion rate had for long remained below 50%. It was established that more girls than boys were dropping out in the former North Eastern and Nyanza provinces. The research sought to establish the dropout in Narok County.

1.3 Statement of the Problem

Despite the government's efforts through its educational policies like education For All (EFA) in primary, provision of sanitary facilities for girls, the school feeding programmes, the law on early marriages which leads to men imprisonments, girls in Trans-Mara East Sub-County are highly dropping out of school. From the data obtained from the Trans Mara sub-county education office admission registers from the year 2010 to 2017, it indicates that dropout rates among girls stands at 64.19% as compared to boys which stand at 35.8% , thus this a worrying situation which needs to be investigated.

1.4 Purpose of Study

The purpose of this study was to investigate factors contributing to girls school dropout rates in public primary schools in Trans-Mara East sub-county in Narok County.

1.5 Objectives of the study

The following were the specific objectives that guided the research study:-

- To establish how economic status of the parents affect school girl- dropout rate in public primary schools in Trans Mara East sub-county.
- To determine how cultural beliefs affect girl-dropout rate in public schools in Trans Mara East sub-county.
- To establish how education attainments of the parents contributes to girl-dropout rate in Trans-Mara East Sub -County of Narok County, Kenya.[]
- To investigate the influence of learning environment on girl-dropout rate in public primary schools in Trans Mara East sub-county.
- To establish the influence of teacher-pupil attitude towards girl-dropout rate in public primary school in Trans Mara sub-county.
- To determine how distance from home to school influence girls school-dropout rate in public schools in Trans-Mara East sub-county.
- To recommend ways that may be adapted to curb girls' school dropout rate in public primary school in Transmara East sub-county.

1.6 Research Questions

The following were the research questions that the study aimed to address:-

- To what extent does parents' economic status influence school girl-dropout rate in public primary schools in Trans Mara East sub-county?
- How do cultural beliefs influence school girl-dropout rate in public primary schools in Trans Mara East sub-county?
- How an education qualification of the parents does contribute to school girl-dropout rate in public primary schools in Trans Mara East sub-county?

- To what extent does learning environment contribute to school girl's school-dropout rate in public primary schools in Trans Mara East sub-county?
- To what extent does teacher attitude towards girls influence school girl-dropout rate in public primary schools in Trans Mara East sub-county?
- What is the influence of distance from home to school on school girl-dropout rate in public primary schools in Trans Mara East sub-county?
- Which strategies may be adapted to curb girl school dropout in public primary school?

1.7 Justification of the Study

Education is one of the most critical areas of empowerment for women as both, the Cairo and Beijing conferences affirmed. It is also an area that offers some of the clearest examples of gender inequality. With the new constitution, both men and women are expected to have equal chances in all the sector of economy.

Offering girls basic education is one sure way of giving them much greater power of enabling them to make genuine choices over the kinds of lives they wish to lead. There is adequate evidence that educating women are beneficial at the national, community, family and individual levels with even a basic education, individual women effectively engage in economic activities and thus contribute to greater national productivity.

At the family level, educated women have reduced fertility rates, bring up healthier, better educated children and families, and reduced infant and maternal mortality rates.

At the society or community level, educated women participate more in development activities as well as in political and economic decision-making processes. Further educated women enter the labor market and earn income through engaging in productive economic activities. This

enables them attain financial independence, reduce poverty and enhance gender equity and equality.

Considering all the benefits of educating girls, Summers (1992), concludes that, “Investment in the girl’s education may well be the highest return on investment available in the developing World.” Attainment of gender equity in education is therefore, a core development issue and a goal in its own right.

The study was done in Transmara East because it is one of the sub counties in Kenya where female genital mutilation as well early marriages are common. The level of economy is low among the residence of Transmara. This prompted the need for a research to be done in the Sub-County to determine the factors contributing to girls drop out in the region.

1.8 Significance of the Study

The findings of the study may shed light on specific factors contributing to girls drop out in public primary schools in Transmara East Sub-County of Narok County. This study’s findings may serve to inform the ministry of education, school sponsors, and other stakeholders of the areas where girl’s schools drop-out is rampant and possible ways and means of alleviating the menace since possible causes will be discussed.

The findings also are of significance to the parents, local administrators and educational officers in the field since it shed light on benefits of educating the girl child and for the head-teachers the findings reveal the leadership style to be used and the nature of school environment in general. Additionally, the findings enrich the existing literature on determinants of girl’s school dropout.

1.9 Scope of the Study

This study delimited itself to only public primary schools in Trans Mara East sub-county. The public primary schools are assured to provide similar characteristic among respondents in terms

economic status of the parents, educational attainments of the parents, cultural beliefs, distance from home to school, teacher attitude towards school girl child and the learning environment of the girl child .

1.10 Limitation of the Study

The researcher had difficulties in getting clear and fundamental information pertaining the causes or reasons that might have led to the girls' dropout from the heads of the schools and the departments of guidance and counseling in the schools.

The study was limited to inadequate cooperation from some of the respondents and challenges in accessing current data on girls' dropout rates as most administrators were reluctant to release records due to their laxity to follow up cases of dropouts with the relevant authorities even after assuring them of the confidentiality of information given. Additionally, the poor state of the roads in the Sub-county also limits the mobility of the researcher from one school to the next.

1.11 Assumptions of the Study

The basic assumptions of this study were as follows;

- In this study it was assumed that girls, Educational officers , Drop out victims, NGO Officers, chairpersons of Parents-Teachers Associations (PTA) and head teachers as respondents provided accurate information on girls' dropout and this would adequately represent all the public primary schools in Trans Mara East sub-county.
- The researcher assumed that all data collected and the records obtained were correct and will give a correct implication on the ground and this may be useful to head teacher, teachers, ministry of education and other stakeholders in education sector.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The chapter outlines the theoretical framework, a model of institutional departure from school and review of related literature. This chapter explores, Home based factors which include: social-economic status, cultural factors, parental education attainment and school based factors which include: learning environment, pupil's attitude towards the teacher, distance from home to school and its effect on girl dropout.

2.2 Review of Related Literature

According to Todaro (1994), causes of drop-out vary from region to region, country to country, school to school and individual to individual. For instance, in the year 2010, school dropout rate in Kenya stood at 2.1% for boys and 2.0% for girls. This is clearly depicted by Mwaniki (2008) in his study (Todaro, 1994) carried out in Suba District which indicated that young men who dropped out of school enticed young girls with money earned from fishing and made them to also drop from school. Similarly, an earlier study by Kimondo (2007) indicates that the dropout rate of male pupils in primary schools was higher than that of the females. It noted that in early childhood up to Standard Four there is usually a balance between the two sexes but later the number of girl's declines. While there has been increased primary school enrolment in Kenya in recent years, the concern at the moment is with regard to the internal efficiency of primary education, particularly the ability to retain pupils until they complete the eight year cycle.

There is sufficient evidence indicating that primary school dropout has escalated from up to 6.1% in 2012. Kimondo (2007) further notes that of the Net Enrolment Ratio (NER) for boys and girls is 93.01%; however 55% of boys and 54.6% of girls reach primary four, while 31.2% of the boys and 27.7% of girls reach primary seven.

Arguably, the problem of pupil dropout is quite unsettling especially to policy makers. This is partly because it reflects on the inadequacy of a schooling system in terms of either school quality or quantity. In effect, school dropouts are usually associated with high unemployment levels, low earnings, and poor health outcomes, persistent poverty.

Given the escalating drop-out rates of pupils and ghastly effects of primary school drop-out in undermining national human capital development efforts, therefore there is a dire need to establish the causes of pupils' drop out in primary schools in Transmara East Sub County. It is believed that the drop-out rate in Kenya stands at 2.0% for boys and 2.1% for girls (Mwaniki, 2008).

Since her independence in 1963, Kenya has been having an escalating dropout rate of pupils from primary schools, ranging from 20% in 1963 to 43.4% in 1999. During this period, girls registered a higher dropout rate compared to boys. The dropout rate heightened with the introduction of "cost sharing" that was implemented in 1989. Between 1989 and 2002 (wikipedia) most parents could ill afford the levies, and other financial requirements, which led to a decrease in enrolment rate and an increase in dropout rate. Many children were sent away from school for failure to pay fees, but only a few pupils managed to return and continue schooling while others never came back. Most of them opted to drop out of primary schools altogether (Ngau, 1991).

The determinants that lead to school girl drop out in most public primary school in Kenya can be categorized into socio-economic based factors , socio-cultural factors, and other related factors.

Education is very important for every child whether boy or girl. It is sad that some communities still discriminate against the education of the girl child. About 57million children around the world are not attending school. The report, Children [Still Battling to go to School](#), finds that 95% of the 28.5 million children not getting a primary school education live in low and lower-middle income countries – 44% in sub-Saharan Africa, 19% in south and west Asia and 14% in the Arab states. According to UNESCO (2013), during the celebrations of the child rights, and Malal's 16th birthday(child rights activist) it was revealed that girls make up 55% of the total population and were often the victims of rape and other sexual violence that accompanies armed conflicts. The celebrations highlighted the following reasons why girls should get an education and emphasized on future educated generations using an African proverb which says, "If we educate a boy, we educate one person. If we educate a girl, we educate a family – and a whole nation." By sending a girl to school, she is far more likely to ensure that her children also receive an education. As many claim, investing in a girl's education is investing in a nation. Another advantage accruing from girl child education is decrease infant mortality: Children of educated women are less likely to die before their first birthday. Girls who receive an education are less likely to contract HIV & AIDS, and thus, less likely to pass it onto their children. Primary education alone helps reduce infant mortality significantly, and secondary education helps even more.

The [Girls Global Education Fund](#) reports that when a child is born to a woman in Africa who hasn't received an education, he or she has a 1 in 5 chance of dying before 5 years of age.

Decrease maternal mortality: Educated women (with greater knowledge of health care and fewer pregnancies) are less likely to die during pregnancy, childbirth, or during the postpartum period. Increased education of girls also leads to more female health care providers to assist with prenatal medical care, labor and delivery, delivery complications and emergencies, and follow-up care.

Girl child education minimizes incidences of early marriage. In some cases involving girls as young as 6 or 8 child marriage almost always results in the end of a girl's schooling. The result is illiterate or barely literate young mothers without adequate tools to build healthy, educated families. On average, for every year a girl stays in school past fifth grade, her marriage is delayed a year. Educated girls typically marry later, when they are better able to bear and care for their children. Educated women tend to have fewer (and healthier) babies hence leading to decrease in population explosion. A study in Brazil in the year 2000 found out that literate women had an average of 2.5 children while illiterate women had an average of six children. According to UNESCO (2012) educated women are more likely to participate in political discussions, meetings, and decision-making, which in turn promotes a more representative, effective government. It also leads to decrease domestic and sexual violence. Educated girls and women are less likely to be victims of domestic and sexual violence or to tolerate it in their families.

As women become more educated, they are less likely to support militancy and terrorism than similarly educated men.

Improve socioeconomic growth: Educated women have a greater chance of escaping poverty, leading healthier and more productive lives, and raising the standard of living for their children, families, and communities. These and many more are some of the valuable reasons why we

should all support education for girls. For every boy that is educated, every girl should be educated too.

Primary school girls have various problems, which include sexual exploitation or violence, teenage pregnancy, unsafe abortion, poverty which leads to lack of basic facilities like sanitary towels. Sexual violence takes various forms, which include rape and defilement. According to the study conducted by the Coalition on Violence Against Women (2008) children (in most cases, girls) suffer more from sexual abuse and assault which in total accounts for 72.8% of all cases reported within the centre and most of the girls raped during that time are either HIV positive or have children as a result of sexual abuse, where Trans-Mara east sub county is no exception.

Psychological violence is yet another problem that girls experience which undermines their self esteem. Harassment of girls by boys and men (including some male teachers and schoolmates) through touching of breasts, buttock and use of inappropriate language is a form of sexual abuse this can be witnessed in most of the public primary schools of Trans-Mara East sub-county.

2.2.1 Home based factors

Some of the home based factors that have contributed to school girl's dropout that will be considered as variables include economic status of the parent, parental education attainment and cultural beliefs.

2.2.1.1 Family economic status

According to a report by UNESCO (2010) on Education for All (EFA) global monitoring shows that economic down turn between 2003 and 2008, as well as drought, results into high food prices forcing many poor households to cut on schools. With the scenario seeming to escalate, an increased number of children, particularly girls, are being made to leave school before

completion. Hunter & May (2002) observe that the ability of a household to sustain the long-term investment in education might be hampered by short and intermediate economic difficulties and labour demands (Millicent et al, 2013).

Other studies have also revealed that poverty, which characterized household of low economic status, was the most common reason for pupils, particularly girls, to be out of school. Children from better off households were more likely to remain in school while those who were poorer were more likely to dropout once they had enrolled. Household income was often correlated with when children started school and how often they attended, whether they temporarily withdraw and when and if they dropped out. For children from poorer background, the pressure on them to withdraw from school increased as they got older. In many instances, it was the girls from poor household who were withdrawn earlier than boys. According to Nkinyangi (1980), girls tended to be victims of drop out as opposed to boys in families with low socio-economic status. For instance, in a situation where parents cannot pay fees for both girls and boys, the latter is obvious a sacrifice.

Boys are allowed to proceed while girls dropout. Badan (1997) showed that there was significant relationship between poverty, involvement of girls', in house work or farming, religious education of girls, early marriages of girls, lack of children's interest,

With drop out of girls at primary schools level. Mutindi (2001) reveals that high cost of schooling was the major barrier to girls' education in Kilome division.

She also identified gender assumptions that limited allocation of resources to girls and deny them access to meaningful educational opportunities. According to Hallman & Grant (2006), early school leaving and adolescent pregnancy are strongly associated with low economic status. Lloyd and Mensch (1995) reveal that rather than pregnancy causing girls to dropout, lack of

social economic opportunities for girls and women and the demands placed on them, may result in unsatisfactory school experiences, poor academic performance and endorsement of early motherhood. A study done by Kenya National Examination Council exclusively on standard three pupils revealed that the former Nyanza province has the highest number of repeaters at 69% and that class repeating is associated with inefficiency and inequity in the provision of education. The report indicates that repeating usually leads to drop out. As many as 60% of children have repeated a class by the time they reach standard three. At this rate, many were likely to fall out by standard five or six . This rampant class repeating in Nyanza was as a result of the poverty level of the area.

Studies have shown that children who receive insufficient food are more likely to receive lower math scores, repeat a grade and even have difficulty in getting along with other children (Alaimo, Olson and Frangillo, 2001 as quoted in Carmen & Whitman, 2009).

2.2.1.2 Cultural factors

Cultural factors contribute a great deal to girl child dropout. Some of these include the continued importance culture places on institutions such as bride price, polygamy, xadultery fines, especially in rural areas. The highest status accorded to marriage and motherhood in many communities impact negatively on female participation in education (Commish and Brak as cited in Chege and Sifuna, (2006).

Save the children (2005) indicates that cultural norms also inhibit girls access to education in many parts of developing world. Social traditions and deep rooted religions and cultural beliefs may make it unacceptable for a girl to express her opinions, make decisions for herself or participating in activities with boys of her age. Other studies suggest that social traditional environment, which is rooted in culture, creates the barriers that rob females of their human

identity and social rights. (Begum, Khan & Iqbal, 2007). According to Tanye (2003), marriage puts girls in bondage thereby suppressing their efforts towards higher education. Dowry places women under the rigid control of husbands. Wives become property of and slaves to their husbands and their families. Chege and Sifuna (2006) observe that parents tend to discourage their daughters to acquire too much education for fear that they would have difficulties in finding educated husbands or being good wives. In such cases, the cultural beliefs of the households influence their attitudes and practices in relation to girl child education .

The parental attitudes determine the child's chance of education as the parents control initial decision of a child to attend school often influence the nature of a child participation in education. Chege and Sifuna have shown that some culture favors education for the boys as opposed to that of the girls; therefore boys received more parental support than girls did.

In another study by Kapakasa (1992) on determinants of girls participation and persistence in school, it was found that initiation ceremonies contributed significantly to school dropout as parents demonstrated willingness to pay more for initiation of their daughters than for regular schooling. This implied that those parents valued initiation ceremonies more than their daughters' education.

According to Peasgood (1999), as cited in Colough (2003), some cultural practices have a serious impact on the girls' self-esteem since they reinforce the feeling of unworthiness in them. Some parents argue that girls are less interested in school and that will make less effort to stay on. As a result, such parents send their boys to school and leave girls at home to be taught chores like, cooking, laundry and baby care by their mothers. Nadia (2010) identified cultural and social barrier for girls to access education in Pakistan as given below; high illiteracy among parents who do not realize the importance of education for girls, poverty leads parents to prefer boys for

schooling than girls, women have low status in some tribal societies. They are regarded as less intelligent; responsible for house work and serving the men –folk of the family and early marriage is very common, therefore, girls are prepared for housekeeping rather than for school education. These barriers are deeply rooted in centuries- old- customs. In order to eliminate these barriers such customs must change.

In Maasai community, for example, family and peer pressure for early marriages is one most cited reason that girls dropout of school. In the Maasai culture (Afrol,2007), the girls are taught that circumcision is a rite of passage into womanhood and that once circumcised they should not continue with their education but to be married off since school is for children.

Maasai women are traditionally valued on the basis of how many children they can bear for their husbands but not by how educated or economically successful they might become. Again, in the Maasai culture, early pregnancy before marriage brings disgrace and reduces bride price to the family. That is why parents insist that their daughters leave school and marry early for fear of having them getting pregnant. (Afrol, 2007).

2.2.1.3 Parental education attainment

The educational level of the family is one variable that has the most consistent relationship with the aspects of schooling considered here. The level of the highest educational attainment by any member of the family is found to influence enrolment rates and regularity in attendance positively and dropout population among children negatively. According to Ashraf and Popola, enrolment rates are the highest 92% in the rural and 97% in the urban area in the household with some member having a university degree. This relationship holds both in case of boys and girls in rural and urban. According to Ashraf and Popola, dropout constitutes as low as 2 percent in the households with a graduate, 4 percent in those with a matriculate and 9 percent in those with

primary school education as the highest education in the family. Those with lower educational levels or illiterate have 10 percent of their children as dropout from schools.

There were a lower percentage of drop out of girls from homes where parents and other members have high level of education. This was because they are aware of their influence over their children's academic performance in schools. They were also actively involved in the education process of their children, for instance, supporting the pupil's basic learning and development at home. While Illiterate parents are not able to do this effectively; therefore, their children are highly disadvantaged and as a result can withdraw from school early (Epstein & Conoley, 1987). According to Jeynes (2007), if there is little parental involvement in a child's education, there is more likelihood that the pupil will not succeed. When a parent is not involved or interested in his or her child's education there is a greater chance that the child will not be interested in his or her own education, since parents are expected to be role models to their children.

2.2.2 School based factors influencing girls' drop-out rates in primary schools

The variables to be discussed under school-based factors include the learning environment, pupil's attitudes towards the teacher and the distance from school and its effect on girl's school dropout rate.

2.2.2.1 Learning environment

According to Nekatibeb (2002), learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions lack enough classrooms and learning materials. He further states that in many countries, teachers are poorly paid than other sectors or are not paid in good time.

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

Inadequate or poor physical facilities adversely affect the quality of education. It has been established that in such poor environments the girl child suffer most because facilities are not gender responsive (FAWE 2004). According to Lizettee (2000) the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls than boys.

All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005). In particular girls who are old enough to menstruate need to have adequate sanitary facilities at school and normally separate from those of boys. If they don't, they may miss school that week and find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

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

UNICEF (2009) further indicates that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of safe water. In addition, separate toilets or latrines should be available for girls and boys. Privacy, cleanliness and safety major considerations when planning location and design of facilities. Currently, more than 60% of all schools in Africa lack sufficient sanitation facilities (UNICEF, 2009). Even in schools with facilities, unhygienic sanitation hinders the ability of students to concentrate and learn at school (Water and Sanitation Collaborative Council and WHO, 2005). In Africa, the lack of basic sanitation facilities further decreases the enrolment of girls in primary schools.

Various studies have particularly linked the attendance of girls to the availability of adequate sanitation facilities in schools (UNICEF, 2006). Girls spend more time in schools when the number of sanitation facilities is adequate (UNICEF, 2006).

As such, the need for improved access to sanitation goes beyond improved health and addresses issues of children rights and gender equity. Studies carried out in Lesotho and Bangladesh, have indicated that girls have a preference for separate facilities (UNICEF & IRC, 1998). In schools where the toilets are shared between girls and boys or are closely located, a significant number of girls drop out of school after they attain puberty because of harassment and lack of privacy (UNICEF & IRC, 1998).

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

According to the Kenyan Ministry of Public Health and Sanitation, schools should adhere to a standard ratio of 1 toilet for 25 girls and 1 toilet for 30 boys (GOK, 2008). These ratios however

remain unattained and currently, more than 60% of all schools in Kenya lack sufficient sanitation facilities (UNICEF, 2009).

Even in cases where the number of sanitation facilities is adequate, they are often in poor condition discouraging their use among children (UNICEF, 2009). According to Ngales (2005) in a study on school girls towards health, dignity and well being in Ethiopia, it was found out that female students indicated that they often missed classes during menstruation or because cultural restrictions combined with poor hygiene and lack of privacy prevented them from using latrines at all.

In addition, girls in boarding schools mentioned that they feared using latrines at night due to poor lighting. The study concluded that girls' performance, attendance and retention rates were lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with.

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

2.2.2.2 Pupil attitudes towards teacher

Ananga (2011) noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently.

When an administrator ignores an act of sexual harassment, he or she is allowing the abusing of girls. When different behaviors are tolerated for boys than for girls because 'boys will be boys',

schools are perpetuating the oppression of females. Ananga (2011) observed that some teachers socialize girls towards a feminine ideal.

Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up. Girls are socialized in schools to recognize popularity as being important, and learn that educational performance and ability are not as important. "Girls in grades six and seven rate being popular and well-liked as more important than being perceived as competent or independent. Boys, on the other hand, are more likely to rank independence and competence as more important."

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

In their study of Guinea, Glick and Sahn (2000) argue that the school environment and classroom conditions in general seem to be less conducive to effective learning of girls than boys. Teacher attitudes and teaching practices have important implications for the success and persistence of girls in schools. According to Nekatibeb (2002) studies from several countries in Sub-Saharan Africa indicated that both female and male teachers believed that boys were academically better than girls. Study findings indicated that many countries reported the tendency of teachers to pay more attention to boys than girls in the classrooms.

Still in other conditions boys were given priority in the distribution of books and other learning material. In many instances, teachers are not aware that the language they use in the classroom reinforces negative gender attitudes.

They may use terms and expressions –and tones of voice –that give the impression that girls are not as intelligent as boys, or that girls do not need to perform well because they will just get married FAWE(2001).

A permissive attitude towards sexual harassment is another way in which schools reinforce the socialization of girls as inferior. "When schools ignore sexist, racist, homophobic, and violent interactions between students, they are giving tacit approval to such behaviours."

According to Njau and Wamahiu (2000) in a study on dropout rates in Sub-Saharan Africa, it was found that among serious obstacles to female education, premature departures or dropping out from schools by female education is notable in Sub-Saharan Africa. One of the reasons established was the attitude of teachers towards girls in class. Teachers were reported to favour boys than girls in terms of academic performance and achievement. This discouraged girls and often led to dropout.

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

2.2.2.3 Distance from school and its effect on girl's school drop out

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

in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, according to Ainsworth et al. (2005), the likelihood of children attending primary school decreases the greater the distance to the nearest primary school.

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

Mirsky (2003), estimated that weariness from long journey to and from school and often on an empty stomach makes school going on unpleasant routine for the poor children leading to their dropping out of school.

Illness and lack of medical care may also lead to dropout after frequent absenteeism followed by poor performance (UN, 2000). In rural districts, there are no roads and vehicles hence children have to walk for long distances through difficult terrain and dangerous environment which consequently affects their academic performance (Kimiti, 2010).

2.3 Theoretical Framework

A theoretical framework is important to any study because of the role it plays in promoting an understanding of the factors that may influence the problems being research on. In view of this fact a model theory by Tinto (1993) will be adopted to explain the phenomenon of primary girl's school dropout rates.

2.3.1 A model of institutional departure from school

Theoretical perspective that is useful in explaining dropout behavior is a widely acknowledged theory of institutional departure at the school level developed by Tinto (1993). In Tinto's model, the process of departure is first influenced by a series of personal attributes, which predispose students to respond to different situations or conditions in particular ways. These personal attributes include family background, skills and abilities, and prior school experiences, including goals (intentions) and motivation (commitments) to continue their schooling.

Once students enroll in a particular school, two separate dimensions of that institution influence whether a student remains there, that is a social dimension that deals with the social integration of students with the institution and to the value of schooling; and an academic dimension that deals with the academic integration or engagement of students in meaningful learning.

Both dimensions are influenced by the informal as well as the formal structure of the institution. For example, academic integration may occur in the formal system of classes and in the informal system of interactions with faculty in other settings. These two dimensions can have separate and independent influences on whether students leave an institution, depending on the needs and

attributes of the student, as well as external factors. To remain in an institution, students must become integrated to some degree in either the social system or the academic system. For example, some students may be highly integrated into the academic system of the institution, but not the social system. Yet as long as their social needs are met elsewhere and their goals and commitment remain the same, such students will remain in the same institution.

Likewise, some students may be highly integrated into the social system of the institution, but not the academic system. But again, as long as they maintain minimum academic performance and their goals and commitment remain the same, such students will remain in the same institution. Tinto's theory offers several insights to explain another aspect of persistence—student mobility. First, it distinguishes between the commitment to the goal of finishing college and the commitment to the institution, and how these commitments can be influenced by students' experiences in school over time.

Some pupils who are not sufficiently integrated into their current school may simply transfer to another school setting rather than drop out, if they can maintain their goals and commitment to schooling more generally. Other pupils, however, may simply drop out rather than transfer to another school if their current school experiences severely diminish their goals and commitment to schooling.

Second, the theory suggests that schools can have multiple communities or subcultures to accommodate and support the different needs of students. Third, the theory acknowledges the importance of external factors that can influence student departure. For example, external communities, including families and friends, can help students better meet the academic and social demands of school by providing necessary support. External events outside the school

system for instance family instability such as divorce may force the pupils to drop-out of school, this theory was adopted because it is relevant to the study.

2.4 Conceptual Framework of a survey of factors contributing to girls dropout rates

Conceptual framework shows how independent variables and intervening variables contribute to girls' school dropout.

Independent Variables

Intervening Variable

Dependent variables

Home based factors

- Family economic status
 - Parental Education attainment
 - Cultural beliefs
-
- Government policy on education

Girl's Drop- out rate

School based factors

- Teacher attitude towards pupils
- Learning environment(classrooms, sanitary facilities)
- Distance from school

Figure 2.1 Conceptual Framework of a survey factors contributing to girl dropout rate in public primary schools in Trans mara East sub- county

Source: Researcher (2020)

This conceptualization highlights the complexity of factors influencing dropout of pupils; most variables are interrelated and influence each other.

Some of the variables influence the dropout directly and indirectly through their impact on the school achievement of the pupils and are broadly divided into two; school based factors and home based factors. School base and home based contribute to dropout of pupils from school over a given period of time reflects the impact of various factors, originating from the community and homes/families of the pupils, schools, teachers and personality.

These independent variables contribute to the dropout of pupils directly by influencing the pupil's decision to drop from school, or that of the parent to withdraw the pupil from schooling.

The variables also indirectly influence the drop out of pupils by negatively affecting their education achievements in school (attendance, learning and academic performance in examinations), this in turn influences dropout of pupils.

2.5 Identification of knowledge gap

According to a survey done in Nandi North District (Sigei J and Tokiko B, 2013), on influence of home based factors on dropout rate of students and indicated that teenage pregnancy and early

marriage were the major contributors of girl child school dropout. While the findings of Ondere (2012) indicate cases of dropout among girls in selected mixed secondary school in Nairobi being discrimination of girls in their school by teachers when teaching them. However, this study is going to address factors like economic status of the parent, parental education attainment, learning facilities and distance from school to home, teacher attitude towards pupils which were not addressed by the above mentioned researchers. This study was undertaken in a marginalized area where the economic endowment is low and cultural practice is valued highly.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter outlines the research design, the target population, and the sample size and sampling procedures, data collection instruments, how to test validity and reliability of the data collection instruments, data collection procedures and data analysis and presentation.

3.2 Research Design

The study used descriptive survey design to investigate the factors that contribute to girl child dropout from school and the measures to that could be taken to curb this menace .a descriptive survey is a method of collecting information by inter-viewing or administering questionnaires to a sample of individuals (Orodho, 2003). The researcher chose this research design because of its advantages in obtaining data, it is also the simplest and less costly compare to other study

designs. The researcher surveyed twenty nine public primary schools, in Transmara East Sub-County of Narok County in Kenya. The design was appropriate because the study aims was to provide a detailed account of the variables of the study as they are in the Sub-County.

3.3 Location of Study

This study was carried out in Transmara East Sub-County of Narok County in Kenya. It has four educational zones namely; Kimintet, Abossi, Emurua- Dikirr, and Emarti with 90 primary schools in total.

Geographically it borders Bomet County to the east and Kisii County to the North West. The Economic activity of the people of Trans-mara east sub-county is mixed farming. They are livestock keepers (cattle, sheep and goats) and practice subsistence farming growing maize, sweet potatoes. These activities do not guarantee constant income through-out the year because of unfavorable weather conditions.

3.4 Target Population

According to Mugenda and Mugenda (2003), target population is the entire group of individuals or items under consideration in any field of inquiry and has a common attribute. The study targeted all primary school teachers, parents' representatives and girls who have dropout, who are in a better position to provide information relevant to the topic. The total number of public primary schools in Transmara East sub-county is ninety schools.

Table 3.1

Target Population and Sample Size

Respondent	Target population	Percentage (%)	Sample Size	Percentage (%)
Educational officers	5	0.64	2	0.77
Head Teachers	90	11.4	30	11.63
Teachers	550	70.06	180	69.77
Parents representative	90	11.4	30	11.63
Pupils drop out	50	6.37	16	6.20
Total	785	100	258	100

Source: Researcher (2020)

3.5 Sample size and Sampling Procedures

A sample is a set of individuals selected from the target population and usually is intended to represent the population in a research study (Neuman, 2000). The researcher applied the formulae of Krejcie (1970) to arrive at a sample size as shown in appendix D. 30 chairpersons, of PTA, 30 head teachers and 2 educational officers were purposively sampled. The researcher used simple random sampling to select 16 girls school dropout from 50 girls school dropout and 166 teacher respondents from the 550 teachers in Transmara East sub-county which represent 30 percent of the target population to make a representative sample.

The sample size based on Krejcie formula was explained as follows;

$$n = \frac{(x^2 Npd)}{(d^2 (N-1) + x^2 pd)}$$

Where n = desired sample size
 N = Target population
 p = population proportion (take 0.5)
 d = standard error of the proportion (0.05 at 95% level of confidence)
 x^2 = chi square (3.841 at 95% confidence level)

$$n = (3.841 \times 785 (0.5 \times 0.5) / (0.05^2 (785-1) + 3.841 \times 0.5 \times 0.5))$$

$$= 753.79625 / 1.96 + 0.96025 = 258$$

Table 3.2

Sample Size and sampling procedure

Respondent	Target population	Sample Size
Educational officers	5	2
Head teachers	90	30
Teachers	550	180
Parents representative	90	30
Pupils drop out	50	16
Total	785	258

Source: Researcher (2020)

3.6 Data Collection Instruments

Research instruments are the tools by which data is collected. The main research instruments which were employed in this study were questionnaires. A questionnaire is a list of questions, developed to address specific objectives, research questions or hypothesis of the study (Mugenda & Mugenda, 2003). The researcher found this instrument appropriate for four categories of study subject namely teachers, girls school dropout and interview guide for parent-representatives. The questionnaires were close-ended as well as open-ended. The questionnaires sought to evoke information from the respondents on the causes of dropout of the girls in their zones schools. The researcher obtained records of attendance and pupils' progression report from the school administration.

The documents were analyzed to reveal rates of dropout of girl pupils in Transmara east sub-county. The questionnaires, was administered by the researcher.

3.6.1 Head teacher's questionnaires.

The questionnaires for the head teacher's sought to evoke information on the period of stay in school, confirmation of incidences of dropout of girls in their schools, their views on causes of dropout, measures to be taken to curb the menace and any other steps to be taken to arrest the situation.

3.6.2 Teacher's questionnaires.

The questionnaires for teachers sought to establish the age, sex, and confirmation of incidences of dropout of girls and measures to be taken to curb the menace.

3.6.3 Educational officer's questionnaires.

The questionnaires for education officers sought to establish division, length of stay in the division or the zone, confirmation of incidences of dropout of girls in their area of jurisdiction and steps to be taken to curb the menace in their zones or division.

3.6.4 Parents' representatives interview guide.

The questionnaires for parents' representatives sought to establish the age, level of education, their occupation, average income, number of children in school per sex, confirmation of incidences of drop out, importance of educating the girl child and measures to be taken to curb the menace.

3.6.5 Questionnaires for girl child dropout.

The questionnaires sought to elicit information on age, classes they were in, before joining their current schools, distance from their home to school, reasons why they are in their in current school and their attitudes toward schooling and cases of pupil-teacher love relationship.

3.6.6 Document analysis.

The researcher analyzed admission registers for 2010 and the annual class registers of up to 2017 as well as the annual school returns from Transmara East sub –county D.E.O' office. The document was used to compute the dropout of 2010-2017 cohorts for each school in the sub-county.

3.6.7 Validity of the instruments

Validity is the degree to which results obtained from the analysis of the data represent the phenomena under study (Mugenda & Mugenda, 2003).

The instrument was validated by having it evaluated and improved on by the university supervisors to ensure it measures the desired content. Validity was ensured through developing the questionnaires on, the basis of the study objectives. Further-in-depth literature review of the study variable was done and further observation on girl's schools dropout was done throughout the study. Content validity will be actualized by use of experts in research who were the research supervisors who validated the research instrument before it was used in data collection

3.6.8 Reliability of the instruments

Reliability is the measure of degree to which a research instrument yields consistent results, after repeated trials (Kothari, 2011). The researcher was endeavor to enhance the reliability of the data collected by ensuring, the test and retest of the questionnaires by having them administered to three schools that were not participating prior to actual data collection.

3.7 Data Collection Procedures

Data collection procedures refer to the techniques employed by the researcher in collecting data. In this research, both primary and secondary data was collected. The first step was to get permit from the National commission for sciences, Technology and Innovation. The researcher got permission from the District Education officer and request permission from head teachers of the sampled schools to undertake study in their schools. After getting the permission the researcher as regards to the primary data, distributed the questionnaires to the respondents giving them a maximum period of 5 days to fill. The questionnaires contain both open-ended and closed-ended questions. Key factors or issues contributing to girl 'school dropout rates was collected. On the other hand secondary data, touching on enrolment rate and dropout was extracted from school administration records.

3.8 Data Analysis and Presentation

Data Analysis is the process of simplification and interpretation of the survey data. Primary data was used in this study; data was collected from education officers, head teachers, teachers, parents and pupils drop out. The data was analyzed by use of both quantitative and qualitative methods.

The quantitative measures were used to generate descriptive statistics while the qualitative methods were used in sorting out data from questionnaires. The questionnaires were screened for completeness and then coded and formatted.

After data has been collected through questionnaires, it was prepared in readiness, for analysis by editing, handling blank responses and the results, was reported using descriptive statistics such as frequency tables, graphs and charts.

3.9 Ethical Considerations

A number of ethical issues as identified by Kombo and Tromp (2006) were strictly adhered to in this study. These includes: confidentiality, anonymity, avoiding deception, betrayal of respondents and privacy.

Privacy extends to all information relating to a person's/company physical and mental condition, personal/company circumstances and company information which is not already in the public domain.

It gives to the individual or collectivity the freedom to decide for them when and where, in what circumstances and to what extent their personal attitudes, opinions, habits, eccentricities, doubts and fears are to be communicated to or withheld from others. The Participants consent (in this case public primary schools) to participate in the study was sought, where respondent choose not

to participant in the study, that decision was respected. Also, the researcher endears, to avoid fraud such as filling the questionnaires on behalf and in the absence of respondents.

CHAPTER FOUR

RESULTS AND DISCUSSION

4.1 Introduction

This chapter deals with data analysis, presentation and the finding`s interpretation. The data presented includes determining the extent to which home based factors (cultural beliefs, economic status of the parents and educational attainment of the parents) influence the girl`s dropout rate in Trans-Mara sub-county of Narok county, Kenya, determining the extent to which school based factors (learning facilities, distance from home to school, teacher attitude towards girls) influence the girl`s dropout rate in Trans-Mara sub-county of Narok county, Kenya.

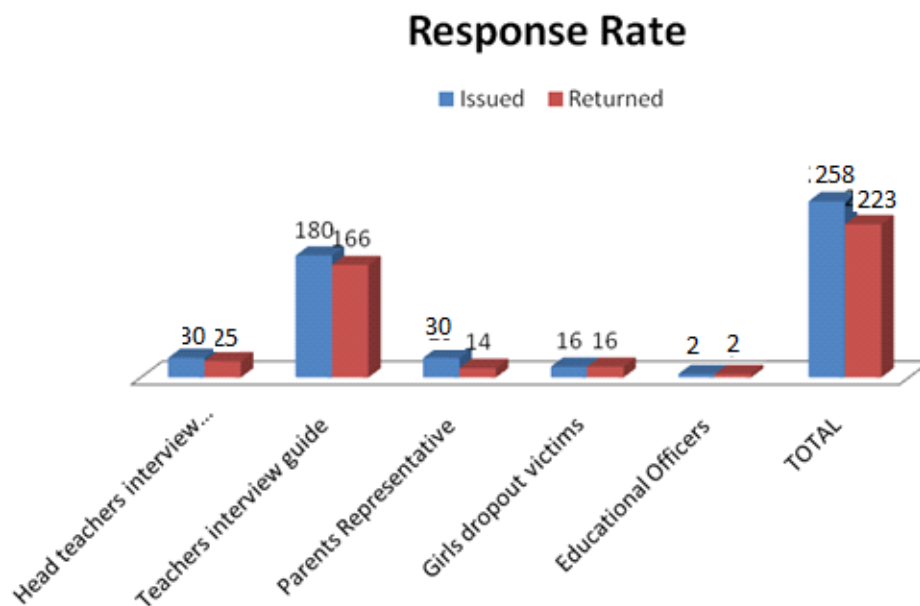
4.2 Presentation of results

The study results are presented below;

4.2.1 Response rate

Out of the 258 questionnaires administered 223 were filed and returned. This represented 180 questionnaires from teachers, 14 questionnaires from parent's representative and 16 from girl's school dropout. This represented 86.43% response rate, which is considered very good to make conclusion for the study

This high response rate is attributed to the data collection procedures, where the researcher personally administered questionnaires to respondents to fill and waited for one week before picking the filled questionnaires, except in the case of dropout victims where researcher waited for them to fill and picked on the same day.



A 50% response rate is adequate, 60% good and 70% rated very good. This implies that basing on this assertion; the response rate in this research was 86.43%, which is very good, (Mugenda

and Mugenda, 2003). The figure 4.1 presents the response rate on head teachers, teachers, girls' dropout victims and parent's representatives.

Figure 4.1: Response rate

Source: Researcher (2020)

4.2.2 Teachers

The researcher sought to establish the teacher's gender, age, and their length of stay in their schools so as to lay a background on which their responses may be based. The results are indicated in Table 4.1.

Table 4.1

Gender of the Teachers

Gender	Frequency	Percentage (%)
Female	38	22.89
Male	128	77.11
Total	166	100

Source: Researcher (2020)

Majority 128(77.11%) of the teachers surveyed were males, this implied that girls lacked females teachers to emulate and to provide guidance and counseling on matters affecting girls in schools.

Human & Lloyd (2007) findings indicate that there is a shortage of female teachers to teach and mentor girls in rural schools hence affecting education and participation of girls in schools. This is in agreement with GOK (2007) that cited lack of role models as a determinant of gender disparities in education in Kenya.

The Constitution of Kenya 2013 emphasis the need of having one third gender rule in all sector, hence teacher employer need to employ more female teachers and post them to rural schools.

The researcher investigated the age of the teachers and the findings are indicated in Table 4.2 below.

Table 4.2

Ages of the Teachers

Age	Frequency	Percentage (%)
Below 30 yrs	39	23.5
31-40 yrs	55	33.13
40 yrs and above	72	43.37
Total	166	100 %

Source: Researcher (2020)

Majority of teachers who responded 94 (56.63 %) are above 30- over 40 yrs. This clearly indicated that these teachers are old enough to make a rational decision on girl's dropout rate.

4.2.4 Age of girls school dropout

The researcher sought to establish girl's school dropout age, the classes they are in and the classes they were in before joining their current schools. The results are summarized in Table 4.3,

Table 4.3

Age of school dropout

Age	Frequency	Percentage (%)
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Below 12 yrs	0	0
13-17 yrs	16	100
Total	16	100

Source: Researcher (2020)

All the girls 'school dropout were between thirteen to seventeen years. This implies that girls when they are at adolescence stage, most of them get pregnant hence they are prone to get married off since their parents see them as a source of wealth which needs not to be delayed.

The researcher also sought to investigate the classes the girls were in before dropping out of school and their findings are summarized in the Table 4.4,

Table 4.4

Previous Class of girls' school dropout

Previous Class	Frequency	%
4-5	5	31.25
6-8	11	68.75
Total	16	100

Source: Researcher (2020)

Majority of the respondents 11(68.75%) dropout of schools when they were in class 6-7, this are classes in which girls school dropout are age between 13-16 years, biologically this is an active adolescent stage.

4.2.5 Parents representatives

The researcher sought to establish the parent's representative age, gender and their level of education and results are indicated in Table 4.5.

Table 4.5

Age of the parent representatives

Age	Frequency	Percentage (%)
30-40	4	28.57
41-50	9	64.29
over 50	1	7.14
Total	14	100

Source: Researcher (2020)

Majority of respondents 9(64.29) were 41 to over 50 years old .This implies that they are old parents of the school hence they have more history about the school and on cases of girls' school dropout rates thus they are in position to make decision on girl's dropout rates. On the gender issues the findings are summarized in the Table 4.6;

Table 4.6

Gender of the Chairpersons of Parents Representatives

Gender	Frequency	Percentage (%)
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Male	13	92.86
Female	1	7.14
Total	14	100

Source: Researcher (2020)

Majority of the chairpersons of parents representatives were male 13(92.86%), this implied that girls lacked females role models leaders to act as examples who will be emulated by girls in their schools.

4.3 Document analysis

The researcher analyzed admission registers from 2010 and the annual class register as well as annual schools returns from Trans Mara East sub county DEO office up to 2017. The documents were used to compute girl's dropout from 2010 to 2017 classes for each school in the sub county. The researcher analyzed the total school enrolment per gender in all the 29 schools surveyed and the total population was 7250 boys and 6095 girls. Furthermore, the researcher analyzed admission registers for 2010 and the annual class registers up to 2017 as well as the annual school returns to the ministry of education. This data was used to compute the dropout rate of 2010 to 2017 cohort for each school and the entire sub county and the results are summarized in Table 4.7;

Table 4.7

School Enrolment Year 2010 - 2017 for the Sampled Schools

CLASS	STD1 (2010)		STD2 (2011)		STD3 (2012)		STD4 (2013)		STD5 (2014)		STD 2015		STD 7 (2016)		STD 8 (2017)	
	B	G	B	G	B	G	B	G	B	G	B	G	B	G	B	G
Totals	140 2	136 0	122 1	124 8	123 8	126 5	112 2	111 1	104 8	118 1	113 5	126 2	118 5	115 4	75 4	48 7

Source: M.O.E School enrolment record Trans Mara East (2020)

From the Table 4.7, the ration of boys to girls from standard one to standard four are almost equal but as girls progress to mid –upper classes the ration of girls to boys increases (between class five to seven) but this ratio drops drastically as they progress to class eight.

Boys who graduated at standard eight were 754 (53.78%) with a drop out of 648 (46.22%) whereas girls who graduated in the same year were 487 (35.8%) with a drop out of 873 (64.19%). This show that there is a high dropout rate among girls in Trans-Mara East sub County of Narok County.

4.4 The Extent to Which home Based Factors Influence Girl school Dropout Rate

The home based factors which influence girls school dropouts rate in public primary schools in Transmara east which were studied by the researcher include, economic status of the family,

parental education attainment and cultural beliefs. The researcher started by studying the annual family income and the finding is shown in Table 4.8

Table 4.8

Family annual level of income

Income (ksh)	Frequency	Percentage
2000-5000	18	10.84
5000-6000	117	70.48
6000-10000	17	10.24
11000-20000	14	8.43
20000 and above	00	0
Total	166	100

Source researcher (2020)

From the findings as table 4.8, out of the 166 respondents who responded to the questionnaire in which the researcher sought to investigate the annual income of the girls parent which the teacher teach. Majority of teachers 117(70.48), agree that annual income of the girls parent is between (5000-6000) per annum.

This indicates that majority of the girl's parents are low income earners and survive below the poverty line; this indicates that people in this area are extremely poor according to the international standards. These findings is in line with Amadi, (2013) in her study on the

overview of women education in Africa in which she point out that poverty is the most important factor that contributes to high rate of illiteracy among Africans women.

On the question in which the researcher sought to investigate whether the level of education of the girl's parents has influence on the girl school dropout rates the findings are summarized in Table 4.9

Table 4.9

Parental education attainment

Respondents	Frequency	Percentage
Yes	141	84.94
No	25	15.06
Total	166	100

Source: Researcher (2020)

Majority of the teachers 141(84.94%) agree that the level of education of the girls parents has influence on girls school dropout rate while few 25(15.06%) disagreed with the statement.

From the findings indicates that the higher the level of education the parent has the higher the chance of a child not to drop out of a school; this is in agreement with Ashraf and Popola (2013), dropout rates is lower where parents and other members have higher level of education. This is because they are aware of their influence over their children's academic performance in schools. They were also actively involved in education process of their children, for instance supporting the pupils basic learning and development at home, whereas illiterate parents are not able to do

effectively, therefore their children are highly disadvantaged and as a results can withdraw from school early (Epstein & Cooley, 1987).

Cultural factors were studied by the researcher to establish its effect on girl school drop outs rate, the researcher study early marriage, circumcision, abortion and early pregnancy. The cultural factors were assessed by rating their extent and its effect on the girls' school drop outs. The results are presented in Table 4.10.

Table 4.10

Extend to which cultural factors influence girls school dropout rate

Response	Frequency	Percentage
Strongly agree	80	48.19
Agree	44	26.51

Undecided	10	6.02
Strongly disagree	20	12.05
Disagree	12	7..23
Total	166	100

Source: researcher (2020)

From the table 4.10 the finding shows that majority of the respondents 124 (74.7%) agree with the statement which is in line with Chege and sifuna (2006) which observes that cultural factors contribute a great deal to girl child dropout. Some of these include the continued importance culture places on institutions such as bride price, polygamy, adultery fines, especially in rural areas.

The highest status accorded to marriage and motherhood in many communities impact negatively on female participation in education (Commish and Brak as cited in Chege and Sifuna, (2006). while few 19 (19.28%) disagree with the statement.

4.5 School based factors and its influence on girl dropout

The researcher study school based factors and its influence on girl dropouts. The researcher study unsafe school learning environment teacher's attitudes towards girls education and distance from home to school

The researcher sought to find out the effect of unsafe school learning environment for girls and its influence on the girl school dropout rates the findings is presented in the Table 4.11

Table 4.11

Unsafe school learning environment for girls

Respondents	Frequency	Percentage
Yes	29	17.47
No	137	82.53
Total	166	100

Source: Researcher (2020)

From the Table 4.11 majority of the respondents 137 (82.53 %) disagree with the statement that there is unsafe leaning environment in school and few 29 (17.47%) agree with the statement which is in line with Lizettee (2000) which observes that sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. He also stated that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls than boys.

The researcher then sought to find out classes which were affected most and reason why these classes are affected and the results are presented in the table 4.12

Table 4.12

Classes affected by girl school dropout

Classes	Frequency	Percentage
4	20	12.05
5-6	36	21.69
7	110	66.26
Total	166	100

Source: Researcher (2020)

Majority of the respondents 110 (66.26%) agreed that class 7 are mostly affected mainly because in this class majority of the girls are biologically in their active adolescent stage.

The researcher sought to investigate the effect of availability of learning facilities on girl's school dropouts and the findings are rated in Table 4.13

Table 4.13

The effect of availability of learning facilities on girl school dropout rate

Response (key)	Frequency	Percentage
1	113	68.07
2	35	21.08
3	18	10.84
Total	166	100

Source: Researcher (2020)

Majority of the respondents 113(68.07%) agree with the statement which is in line with (FAWE 2004) which observes that Inadequate or poor physical facilities adversely affect the quality of education. It has been established that in such poor environments the girl child suffer most because facility are not gender responsive and few 20 (10.74%) disagree with the statement.

The researcher sought to find out the influence of distance from home to school on girls dropout. The studied inquire the number of kilometers covered by girls from home to school and means of transport use. The researcher started by investigating the number of kilometers covered by girls from home to school. The results are presented in the Table 4.13.

Table 4.14

Number of kilometers covered by girl's school dropouts from home to school

Distance in kilometers	Frequency	Percentage
0-5 km	110	66.27
6-10 km	34	20.48
11 and above	22	13.25
Total	166	100

Source : Researcher (2020)

From the table 4.14 it shows that majority of respondents 110(66.27%) cover a distance of 0-5 km from school and few 56 (33.73%) covered between 6 and above 11 km this clearly indicates majority of the girls dropout reach their school by footing thus distance cannot be the reason which made the girls dropout.

On the question in which the researcher sought to find out sex preference for teachers to teach given the chance the findings are presented in the Table 4.15

Table 4.15

Sex preference to teach by teachers

Response	Frequency	Percentage
Boys	112	67.47

Girls	54	32.53
Total	166	100

Source: Researcher (2020)

Majority of the respondents 112 (67.47 %) prefer teaching boys to girls given the chance and few 54 (32.53%) prefer to teach girls. From the findings it is clearly shows that most of the teachers do concentrate on assisting the boy child than girl child hence the girl child feels neglected and this does not encourage the girl child to stay in school thus causes them to drop out.

The researcher sought to find out if there is discrimination of girls in school by teachers when teaching them and the results are presented in the table 4.16.

Table 4.16

Discrimination of girls and its influence on girl school dropout

Response	Frequency	Percentage
Strongly agree	38	22.89
Agree	64	38.55
Neutral	6	3.61
Strongly disagree	30	18.07
Disagree	28	16.87
Total	166	100

Source: Researcher (2020)

From the table 4.16 it shows that majority 102(61.44 %) of the respondent agreed that girls are being discriminated against boys in their schools when taught by teachers. A few 58(34.94 %) disagree with the statement. From the findings it shows that the girl child during learning process are being discriminated hence they get demoralized and drop out of school thus this rises the dropout of girls from school. this is in line with Ananga (2011) which noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. While 7 (3.87%) have no idea whether girls are being discriminated when being taught by teachers in class.

4.6 Ways and measures to be taken to curb this menace of girls dropout in public primary schools in Transmara East.

The researcher study the measures suggested that can be put in place in order to curve this problem of girl school dropout. The study investigated community sensitization program on importance of education to the girl child, the role of guiding and counseling in school in retaining the girl child. The researcher started by investigating the community sensitization program and the results is presented in the Table 4.17.

Table 4.17

Provision of community sensitization programe on importance of girl education

Response	Frequency	Percentage
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Yes	131	78.92
No	35	21.08
Total	166	100

Source: Researcher (2020)

From the Table 4.17 majority of the respondents 131 (78.92%) suggested that there should be provision of sensitization program to enlighten parents and the community at large on the importance of girl education so as to encourage the girl child to stay in school.

A few 35 (21.08 %) of the respondents disagree to the suggestion hence a lot is needed from all the stakeholders in education in enlightening the public on the importance of the girl education.

The researcher then sought to find out if teachers and guiding and counseling department in school do contact talks on guiding their girls on the need to continue with their education in school the findings are presented in the Table 4.18

Table 4.18

Teachers and guiding and counseling department contacting talks on importance of education to the girl child.

Response	Frequency	Percentage
Yes	125	75.3
No	41	24.7

Total	166	100
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Source: Researcher (2020)

From the Table 4.18 it shows that majority 125 (75.3%) of the respondents agree that teachers and department of guiding and counseling should conduct frequent talks on the important of education to encourage the girl child to see the need for them being in school thus reducing cases of dropouts in school.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

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

- **Summary**

The study is on a survey of the causes of school dropout among girls in public primary schools in Trans-Mara East Sub-County of Narok County, Kenya. In particular, the study was set to find out how economic status, cultural beliefs, education attainments of the parents contributes to girl-dropout and investigate the influence school learning environment, teacher-pupil attitude towards girl-dropout, distance from home to school influence girls' school-dropout and recommend ways that may be adapted to curb girls school dropout rate in public primary school

in Transmara East sub-county, Kenya. The study adopted the descriptive survey design where the target population constituted 5 education officers, 90 head teachers, 550 teachers, 90 parent representatives, 50 girls' school girls dropout. Purposive sampling was used to select 30 head teachers 30 parent representatives, 2 educational officers and random Sampling was used to select 180 teachers and 16 girls who have dropped.

The researcher used interview guide and questionnaires as the instruments for the study. After getting permit from the National Council of Science and Technology and getting introductory letter from the university,

the researcher visited the County Director of Education Narok County and requested for a letter of introduction to the target respondents in Transmara East sub-county.

5.2.1 The extent to which home based factors influence girl school dropout rate

The home based factors which influence girls school dropouts rate in public primary schools in Transmara east which were studied by the researcher include, economic status of the family, parental education attainment and cultural beliefs.

From the findings to the questionnaires in which the researcher sought to investigate the annual income of the girls parent which the teacher teach. Majority of teachers 127 (76.51), agree that annual income of the girls parent is between (5000-6000) per annum. This indicates that majority of the girl's parents are low income earners and survive below the poverty line; this indicates that people in this area are extremely poor according to the international standards. These findings is in line with Amadi, (2013) in her study on the overview of women education in Africa in which she point out that poverty is the most important factor that contributes to high rate of illiteracy among Africans women.

5.2.2 Parental education attainment

Majority of the teachers 141(84.94%) agree that the level of education of the girl's parents has influence on girls school dropout rate while few 25(15.06%) disagreed with the statement. from the findings indicates that the higher the level of education the parent has the higher the chance of a child not to drop out of a school; this is in agreement with Ashraf and Popola (2013), dropout rates is lower where parents and other members have higher level of education. This is because they are aware of their influence over their children's academic performance in schools.

They were also actively involved in education process of their children, for instance supporting the pupils basic learning and development at home, whereas illiterate parents are not able to do effectively, therefore their children are highly disadvantaged and as a results can withdraw from school early (Epstein & Cooley, 1987).

5.2.3 Extend to which cultural factors influence girls school dropout rate

Cultural factors were studied by the researcher to establish its effect on girl school drop outs rate, the researcher study early marriage, circumcision, abortion and early pregnancy. The cultural factors were assessed by rating their extent and its effect on the girls' school drop outs. majority of the respondents 124 (74.7%) agree with the statement which is in line with Chege and sifuna (2006) which observes that cultural factors contribute a great deal to girl child dropout. Some of these include the continued importance culture places on institutions such as bride price, polygamy, adultery fines, especially in rural areas. The highest status accorded to marriage and motherhood in many communities impact negatively on female participation in education (Commish and Brak as cited in Chege and Sifuna, (2006). while few 42 (25.30%) disagree with the statement.

5.3 Conclusions

The following conclusions were drawn from the findings. In the study of home based factors influenced on girl school dropout in which the following variables were study; family economic status, parental education attainment and cultural beliefs, it indicated that majority of respondents agreed that girl's parents are low income earners and survive below poverty line(5000-6000)per annum .level of income had a key role to play in continuity of girl child in any level of learning since the pressure on them to withdraw from school increased as they get older because parents will sacrifice the girl child as opposed to boys in families with low economic status.

Parental education attainment had an impact on girl's school dropout rate as majority of the respondents agreed that the level of education attained by any member of the family is found to influence enrolment rate and regularity in attendance positively and dropout population among children negatively. In family with low education attainment girls are disadvantaged as they lack someone to influence their academic performance in school and support in providing basic learning and development therefore make them highly disadvantaged as a result they can withdrawn from school thus increasing dropout rate .

In the study of school based factors variables, distance from home to school, teacher pupil's attitude, and unsafe learning environment influence on the girls school dropouts. Majority of the respondents disagree that there is unsafe learning environment in most schools. The distance

from home to school had influence on the girls' school dropout. Majority of the respondents cover a distance of zero to five kilometers to school and few covers six and above kilometers.

This clearly indicates distance cannot be reason for girls to drop out because the distance is less than five kilometers which is coverable by footing.

On discrimination of girls by teachers when teaching them in school, majority of the respondents disagreed that girls are being discriminated in school by teachers when teaching them thus this cannot be the reason which make them to drop out of school.

On the effect of availability of learning facilities, majority of the respondents agreed that inadequate or poor physical facilities adversely affect the quality of education thus encouraged the girl child to withdraw from school.

5.3.1 School based factors and its influence on girl dropout

The researcher study school based factors and its influence on girl dropouts. The researcher study unsafe school learning environment teacher's attitudes towards girls education and distance from home to school

5.3.2 Unsafe school learning environment for girls

majority of the respondents 137 (82.53%) disagree with the statement that there is unsafe leaning environment in school and few 29 (17.47%) agree with the statement which is in line with Lizettee (2000) which observes that sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. He also stated that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls than boys.

5.3.3 The effect of availability of learning facilities on girl school dropout rate

Majority of the respondents 147(88.55%) agree with the statement which is in line with (FAWE 2004) which observes that Inadequate or poor physical facilities adversely affect the quality of education. It has been established that in such poor environments the girl child suffer most because facilities are not gender responsive and few 19 (11.45%) disagree with the statement.

5.3.4 The influence of distance from home to school on girls' dropout

majority of respondents 100(60.24%) cover a distance of 0-5 km from school and few 66 (39.76%) covered between 6 and above 11 km this clearly indicates majority of the girls dropout reach their school by footing thus distance cannot be the reason which made the girls dropout.

5.3.5 Discrimination of girls and its influence on girl school dropout

Majority 111(61.32 %) of the respondents agreed that girls are being discriminated against boys in their schools when taught by teachers. A few 63(34.80 %) disagree with the statement. From the findings it shows that the girl child during learning process are being discriminated hence they get demoralized and drop out of school thus this rises the dropout of girls from school. This is in line with Ananga (2011) which noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently

5.3.5.1 Ways and measures to be taken to curb this menace of girls 'school dropout in public primary schools.

The study investigated community sensitization program on importance of education to the girl child, the role of guiding and counseling in school in retaining the girl child.

5.3.5.2 Provision of community sensitization program on importance of girl education

majority of the respondents 131 (79.92%) suggested that there should be provision of sensitization program to enlighten parents and the community at large on the importance of girl education so as to encourage the girl child to stay in school. A few 38 (21.08 %) of the respondents disagree to the suggestion hence a lot is needed from all the stakeholders in education in enlightening the public on the importance of the girl education

5.3.5.3 Teachers and guiding and counseling department conducting talks on importance of education to the girl child.

majority 125 (75.30%) of the respondents agree that teachers and department of guiding and counseling should conduct frequent talks on the importance of education to encourage the girl child to see the need for them being in school thus reducing cases of dropouts in school.

5.4 Recommendations

Based on the conclusion, the following recommendations were made; It was found out that, girls dropout rate is a serious problem and the head teachers, educational officers and the school Community members are not taking any strict measures to curb the menace,

the head-teacher should take strict measures to do follow up on girls school dropout, Guidance and counseling has to be offered to pupils so as to shunt early marriages. The head-teachers

should organize together with other stakeholders sensitization campaigns to create awareness on how to retain the girl child in school. The ministry of education should employ more teachers under teachers, service commission so as to alleviate the problem of payment of PTA (Parent Teachers Association Fees), and employ more female's teachers and promote them to administrative position in order to motive the girl child to continue with their education in aspiration to be like them.

The community should come up with more boarding schools for girls to take care of girls so as to reduce girls' school dropout rate. The study recommends that more boarding schools to be established or schools to be constructed in every village to avoid the long distance the children travel for them to reach school. Head teachers should organize more talks with parents on the importance of girl-child education by inviting local women who have prospered in their careers since they will be the role model to the upcoming girls' generation. There is also need for teacher's service commission to employ and promote more female teachers in the area so that they can reach out to the girls for guidance and role model.

5.5 Suggestions for Further Research

The researcher recommends the following to be researched further;

- The contribution of school based factors and its influence on girl's dropout from school.
 - The same study should be done in other Sub-Counties having similar characteristics to that of Transmara East Sub-County to establish/find out other factors leading to girls' dropout.
- c) The influence of gender disparity in girls' school dropout in Transmara east Sub County, of Narok County.

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APPENDICES

Appendix I: Letter of Introduction

MR. MUTAI S.K

ILKERIN VILLAGE

P.O. Box 85, CHEBUNYO

DATE.....

Dear Sir/Madam,

REF: PARTICIPATION IN RESEARCH

I am Mutai Stanley K., a post graduate student at University of Kabianga pursuing a Master of Education degree in Educational Administration and Planning. In my research I will seek to find out the determinants of girl's school dropout on Free Primary Education in Public Primary School in Transmara East sub-county and make proper recommendations on how such determinants can be utilized to prevent such Girl's school dropout in future in the sub-county and the country as a whole.

I kindly request you to participate in this research by way of responding to the guiding questions voluntarily and as honestly as possible. Any information obtained from you will be treated with utmost confidentiality and will be used solely for the purpose of this study and recommendations for their use in preventing Girl's school dropout in Transmara East and in Kenya as a whole. The information will not be used for any other purpose whatsoever. Your voluntary participation will be appreciated.

Yours faithfully,

Mutai Stanley Kiplangat PAC/PGC/011/11

Appendix II: Questionnaires for Teachers

Section A: Personal Information

- Age.....
- Sex Male [] Female []
- Name of the school

Reasons.

Section b: Home-based factors

Family Economy Status and its effects on girls-school drop out

4. Indicate family average annual income of the parents of your school.

Income level(s) ksh.

2000----5000[] 5000----6000 [] 6000-----10000 [] 11000---2000 []

2000 and above []

5 Did parents of your school have challenges in providing their children with basic needs such as school uniform and other personal needs?

Yes [] No []

Parental education attainment and its effect on girls school dropout

6 Do you think education attainment of the parents contribute to girls school drop out?

Yes [] **No** []

7 Does the level of education of the parents especially of your school in particular have effect on girls school drop out? Yes [] No []

8 if your answer in question 7 is yes please explain.....

Cultural beliefs and its effects on girls school dropout.

9 a) Do you think cultural beliefs of the people have contributed to girls school dropout in your school?

Yes [] No []

b) Please explain your answer in question 9

.....

c) if yes rate the extent to which cultural factors contribute to girls school dropout use the key scale 1-very low extent 2 low extent 3-neutral 4-High extent 5- very high extent.

Key scale	1	2	3	4	5
Cultural factors					
Early marriage					
Circumcision					
Early pregnancy					
Abortion					

School based factors and its effects on girls' school dropout.

Effects of learning facilities on girls school dropout.

10 a) Do you think school learning environment such as congested classroom administrative style has contributed to girls school drop out? Yes [] No []

b) Give reasons for your answer in question

10.....
.....
.....

.....

.....

c) Which classes are mostly affected by this problem? Std 4-5 [] std 5-6 [] std 6 []
] std 6 and 7 []

d)Elaborate why the classes mentioned are affected?.....

.....

...

11 .How best can you explain the availability of learning facilities, latrines and playground for boys and girls in your school? Enough [] few [] Not available []

12 kindly rate adequacy and availability of the following

Facilities	Not available	Available but inadequate	Available and adequate
a)classrooms			
b)separate latrines for boys and girls			
c)playing fields			

Use the key 1—Not available 2—available but in adequate 3- available and adequate

Effect of teacher's attitude on girls' school dropout.

13. Which pupil's sex do you think your teachers prefer to teach? Boys[] Girls []
Boys and Girls []

Please explain your answer above

.....
.....

14. Did you think some teachers in one way or another demoralize the girl child in classroom when teaching them?

Yes [] No []

15. If your answer is in question 14 do you think this contribute to the girl child feelings that they will not do better in school does making them to dropout? Please rate it

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

Effect of distance on girls' school dropout.

16. Did you think pupils of your school have any challenges getting into the school due to distance to and from home?

Yes [] No []

17. How does the pupil get to school? By foot [] Bicycle [] Motor bike [] any other (specified).....

18. Longer distances from home to school discourage girls from pursuing their education to high level and this finally made them to drop out? Yes [] No []

Ways and measures to be taken to curb this problem of girls' school drop out in public primary schools in Trans mara east Sub County.

19. The government should enlighten parents on importance of educating the girl child Yes [] No []

20. kindly state and recommence other ways that all the stakeholders could do to reduce girls school drop out in the Area of

study.....

.....

21.School Administration ,guidance and counseling department should take active role in educating the girl child on importance of education to have a good future Yes [] No []

Appendix III: Interview Guide for the Parents Representatives

Section A: Personal Information

(i) Age (ii) Sex.....

- What is your highest level of education

Primary secondary College University None

• What is your occupation?

Civil servant Teacher Business person

Farmer others

Interview guide for parent's representatives.

SECTION B-Home base factors.

(I)Economic status of the parents and its effects on girl's school dropout.

1. What is your occupation?

Civil servant [] Teacher [] Business person [] Farmer [] others specified []

2. What is your average annual income? Less than 5000 [] 6000-10000 [] 11000-20000 []
more than 21000 []

ii) Section B cultural beliefs and its effects on girls school drop out

3. How many children do you have in term of sex Boys [] Girls []

4. How many girls are in school?

Primary [] Secondary [] Colleges [] University [] Others []

iii) Parental education Attainment and its effect on girls school dropout.

5. What is your highest level of education? Primary [] Secondary [] College []
University [] Others []

6. As the Chairperson of P TA how often cases of girls' school are drop out have you encountered in your school? Please rate them .frequently [] more frequently [] Less frequently []

Section c school Based factors and its effects on girls school drop out

I).Learning environment.

Rate your Agreement.

7. Do you think the school learning environment for girls contribute greatly to high girls school drop out?

Strongly disagree [] Disagree [] moderately [] Agree [] strongly agree []

8. Is your school having enough latrines for boys and girls? Yes [] No []

Pupils Teachers attitudes and its effects on girls school dropout.

Which sex does a teacher prefer to teach in your school? Boys [] Girls [] both sex []

9. Do you think in any way Teachers demoralized girls when teaching them in class? Yes []
No []

10. If your answer in number 9 is yes do you think this contribute to girls school drop out? Yes
[] No []

[iii]Effects of distance from home to school and its effects on girls school dropout.

10. Did you think distance from home to school is a challenge to the girl child and this contribute to girls school dropout? Yes [] No []

SECTION D ways and measures to be taken to curb this problem of girls.

11. The government should take initiative to enlighten parents on importance of educating the girl –child through local area chiefs’ baraza. Yes [] No []

12.The churches and Non –governmental organization should take part in educating the girl-child on importance of education through organizing seminars and using role models to talk to girls yes [] No []

Appendix IV: Questionnaire for Girls’ Drop out victims

Section A: Background Information.

Questionnaire for girls schools dropouts

- What is your age?
- Which class are you
- In w4hich class were you before you came to this school?

SECTION A; Economic status of the parents and its effects on girls school dropout.

4. What is the occupation of your parents? Civil servant [] teaching [] Business person [] Farming [] others specified [].

5. What is their annual average income? Less than 5000 [] 6000—10000 [] 11000-2000 [] more than 21000.

6. Does your parent have any challenges in providing you with your basic needs? Yes [] No [].

SECTION A Cultural Factors and its influence on girls school drop out

7. Does your parents discriminate you in terms of providing you with basic needs needed in order for you to continue your studies before you join this school? Yes [] No []

- *SECTION A parental education attainment and its effects on girls school dropout.*
- 5. What is education level of your parent? Primary [] secondary school [] college [] university level [].

Appendix V: Model of Institutional Departure from School

Appendix VII: Research Authorization Letter- NACOSTI



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349,3310571,2219420
Fax: +254-20-318245,318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref. No. **NACOSTI/P/17/51986/12505**

Date: **24th August, 2017**

Mutai Stanley Kiplangat
University of Kabianga
P.O. Box 2030-20200
KERICHO.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*A survey of factors contributing to girl drop out rates in public primary schools in Transmara East Sub-County of Narok County, Kenya,*" I am pleased to inform you that you have been authorized to undertake research in **Narok County** for the period ending **10th May, 2018.**

You are advised to report to **the County Commissioner and the County Director of Education, Narok County** before embarking on the research project.

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a **copy** of the final research report to the Commission within **one year** of completion. The soft copy of the same should be submitted through the Online Research Information System.


GODFREY P. KALERWA MSc., MBA, MKIM
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioners
Narok County.

The County Directors of Education
Narok County.

Appendix VIII: Research Authorization Letter- Ministry of Education



REPUBLIC OF KENYA
MINISTRY OF EDUCATION
State Department of Early Learning and Basic Education

FAX NO. 050-22391
When replying please quote;
Ref. CDE/NRK/RES/VOL1/175

COUNTY DIRECTOR OF EDUCATION
NAROK COUNTY
P.O BOX 18
NAROK

DATE: 19TH MARCH, 2019

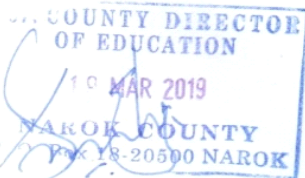
TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION – MUTAI STANLEY KIPLANGAT.

The above mentioned is a student of University of Kabianga.

He has been authorized to carry out research on *"A survey of factors contributing to girl dropout rates in public primary schools" in Transmara East Sub County of Narok County.*

Please accord him the necessary assistance.



ANTONY MAKORI
FOR: COUNTY DIRECTOR OF EDUCATION
NAROK COUNTY

C.C

- The County Commissioner – **Narok**
- Mutai Stanley Kiplangat

Appendix IX: Research Authorization Letter- University of Kabianga



UNIVERSITY OF KABIANGA
OFFICE OF THE DEAN, SCHOOL OF EDUCATION
ISO 9001:2008 CERTIFIED

REF: UoK/SE/50/VOL.1/100

DATE: 5TH JULY, 2016

THE NATIONAL COUNCIL FOR SCIENCE
& TECHNOLOGY
P.O. BOX 30623 – 00100,
NAIROBI

Dear Sir/Madam,

SUBJECT: MUTAI STANLEY KIPLANGAT – PAC/PGC/O11/11

The above named is a bonafide student of University of Kabianga. He has completed his first year of study.

In the second year students are required to carry out research and present a thesis as part of the requirements. This letter therefore is to request your assistance in helping the student to obtain a research permit. We have trained our students to observe ethical issues when collecting data from people.

Any assistance accorded to him will be highly appreciated.

Thank you.



DR. P. O. ONSARE
As DEAN, SCHOOL OF EDUCATION.

POO/jk

