

**IMPACT OF HIGH DROPOUT RATE AMONG GIRLS IN SECONDARY
SCHOOLS IN KAPSABET DIVISION, NANDI CENTRAL
DISTRICT KENYA**

By

**RONO JEMUTAI LILIAN
BED/19828/72/DF**

**A RESEARCH REPORT PRESENTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF BACHELORS
DEGREE OF EDUCATION (SCIE.) OF KAMPALA
INTERNATIONAL UNIVERSITY**

DECEMBER, 2009

DECLARATION

I **RONO JEMUTAI LILIAN** do hereby declare to the best of my knowledge that this graduation project is my original work and that it has never been submitted to any University or any other institution. The literature and citations from other people's work have been duly referenced and acknowledge in text, footnotes and bibliography.

Signed:



RONO JEMUTAI LILIAN

Student

Date: 5TH DEC 2009

Signed:



Mr. Silvance Onyango Abeka

Supervisor

Date: 19/12/2009

DEDICATION

This project is dedicated to my lovely husband Daniel Cheptabok, children Darius, Lynne- Max and friends in our education class who assisted me tirelessly since we joined the university together. I also dedicate this work to my parents especially my late mother who encouraged me to go for further studies. Thanks brother Eric for your financial support.

ACKNOWLEDGEMENTS

Several individuals and institutions provided invaluable support during the process of writing this project. It with much pleasure and gratitude that I acknowledge the help and advice of Mr. Abeka Silvance, my supervisor who provided me with good and valuable pieces of advice on project writing and computer vision. Many scholars read varying portions of the project at different stages of development. Each gave a unique perspective that was ultimately woven into the final fabric. I also owe an intellectual debt to Mr. Tindi Seje who read the rough work in its totality and gave me the benefit of his experience, particularly as an expert in this field. I am also grateful to my brother George who provided a lot of moral support and financial assistance that made me to finish this project successfully.

Several institutions also made generous contributions during the development and finally writing this project report.

Graceful acknowledgement is made to Kampala International University library staffs who provided conducive atmosphere for thorough researching the library. My particular gratitude also due to the academic staff of the Institute of Open and Distance Learning of the same university for the most generous and unique friendship, and in whose congenial and stimulating company my ideas were nourished, tested, and refined

To all those whom i have not mentioned, as well as others whom I have no space to name. I am most sincerely grateful.

TABLE OF CONTENTS

Title page.....	i
Table of Contents.	ii
Declaration.	iii
Dedication.	iv
Acknowledgements.....	vi

CHAPTER ONE

1.0 INTRODUCTION.	1
1.1. Background of the study.....	1
1.2. Statement of the problem.....	2
1.3. Objectives of the study.	3
1.3.1 Specific objectives.....	3
1.4. Research questions.....	3
1.5. Scope of the study.....	3
1.6 Significance of the study.....	4
1.7 Definition of terms.....	4

CHAPTER TWO

2.0 REVIEW OF RELATED LITERATURE.....	5
2.1. INTRODUCTION.....	5
2.2. Poverty and school drop out.....	5
2.3. School factors that lead to school drop out.....	6
2.4. Attitudes and school drop out.....	7
2.5. Cultural practices and drop out from school.....	7
2.6. Discipline and school drop out	8
2.7. HIV/AIDS and school drop out.....	9

2.8 Household level factors.....	9
----------------------------------	---

CHAPTER THREE

METHODOLOGY..	11
3.0. Introduction	11
3.1 Research Design.....	11
3.2. Research Environment.....	11
3.3. Research Respondents.....	11
3.4. Research Instruments	11
3.5 Data collection procedures.	12
3.6 Statistical treatment of data.....	12

CHAPTER FOUR

DISCUSSION OF FINDINGS AND THEIR FINDINGS.....	14
4.0 Introduction.....	14
4.1 Profile of Respondents..	14
4.2 Dropout rates.	16
4.3 Completion rates.	16
4.4 Comparison Between Drop out and Completion Rate in Schools.....	17
4.5 Effects of poverty on the girl child drop out.....	18
4.6 Exposure of pupils and staff to indiscipline	20

CHAPTER FIVE

SUMMARY RECOMMENDATIONS CONCLUSIONS.....	22
5.0 Introduction.	22
5.1 Summary.....	22
5.2 Conclusions.....	22
5.3 Recommendations.	23
REFERENCES.....	23

APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE STUDENTS.....27
APPENDIX B: TRANSMITTAL LETTER.....30

CHAPTER ONE

INTRODUCTION

1.1. Background of the study

In most developing countries, girls do not receive the same educational opportunities as boys. Even when given the opportunity to be educated, the girls typically face formidable barriers to the completion of their studies. For example, while virtually all girls in Kenya are initially enrolled in primary school, approximately 65% of them drop out before completing Standard 8 (source: Forum for African Women Educationalists) and the worse part of it is that, out of the ones who complete primary education, 60% of them do not proceed to secondary education and out of the ones who proceed to secondary level a further 30% do not complete secondary education. Many of the barriers that girls face in striving to stay in school are either directly or indirectly related to reproductive health, sexual behavior, and maturation. Some of the causes of school dropout in Kenya include early marriage, pregnancy, lack of gender appropriate facilities in schools (such as latrines), low self-esteem, lack of money, harassment by male teachers and fellow students, and the low value placed on the education of girls by their parents and society in general.

The World Bank estimates that 6-9 years of formal school is needed to attain sustainable literacy skills. Despite successful UPE campaigns in some countries, a large portion of the poor and most vulnerable girls still drop out before literacy is reached (Archer & Fry, 2005)

As a nation, Kenya hopes to achieve Education for All (EFA) by the year 2015. This is an uphill task given the various challenges in the education sector. The year 2015 is also significant globally because it is the target year for the fulfillment of the eight-millennium goals. (Republic of Kenya, 2004).

Kenya looks forward to have her people achieve the millennium goals together with other people worldwide. The pivotal hinge for these important target goals is education levels of the people involved and look forward to benefit from the fruits of EFA, millennium goals and industrialization. For such matters therefore, Kenya is trying her best to have her people educated

The problem of dropout has been continually troubling the secondary education system developing countries. (Republic of Kenya, 2004). Dropout does not mean mere rejection of school by children. It leads to wastage of the funds invested in school buildings, teachers' salaries, equipment, textbooks and so on. It also means the existence of some deficiencies in the organization of the secondary education system.

The costs of dropping out of high school can have a profound effect on a young person's life. The relative earnings of high school dropouts are lower than those for students who complete high school and/or college. Similarly, high school dropouts experience more unemployment during their work careers. Young women who drop out of high school are more likely to become pregnant at young ages and more likely to become single parents (Snyder & Sickmund, 1995).

In 1992, the unemployment rate among those dropping out of school was 11%, compared with 7% for those who graduated from high school but did not attend college. The median income among dropouts who were employed full time was only half that of high school graduates. While the real income (income adjusted for inflation) of college graduates has increased during the past 20 years, the real income of dropouts has declined dramatically (Snyder & Sickmund, 1995).

1.2. Statement of the problem

Once one makes the decision to drop out, they lack the tools to compete in today's society and diminish their chances for greater success in the future. But the decision to drop out of school does not happen overnight; it comes after years of frustration and

failure. Often, those that drop out have run out of motivation and have no source of support or encouragement in school or at home.

1.3. Objectives of the study

The general objective of the study is to determine causes of school drop out in Kapsabet Division, Nandi central District Kenya.

1.3.1 Specific objectives;

Specific objectives will be,

1. Investigate the causes of school drop out in regards to;

- 1.1. Poverty
- 1.2. Attitudes
- 1.3. School factors
- 1.4. Cultural practices
- 1.5. HIV/AIDS
- 1.6 Pregnancies

2. Identify solutions to school drop out

1.4. Research questions

1. What is the relationship between poverty and girls school drop out?
2. What is the relationship between attitudes and girls school drop out?
3. What school factors lead to girls drop out?
4. What is the relationship between cultural practices and girls drop out?
5. What is the relationship between HIV/AIDS and girls drop out?
6. What is the relationship between early pregnancies and girls school drop out?
7. what are the solutions to girls drop out?

1.5. Scope of the study.

The study was conducted in Kapsabet Division, Nandi central District Kenya. Nandi central District is an administrative district in the Rift Valley Province of Kenya. Its

capital town is Kapsabet. The district has a population of 307,126 (GOK, 1999) and an area of 945 km². The district has a population of 348,304 (GOK, 1999) The provinces of Kenya are subdivided into districts. The study was limited to the set objectives in regards to causes of school drop out. The study was conducted from January 2008 to March 2009.

1.6 Significance of the study

The study would help education planners to study the root cause of the high secondary school drop out in Kenya and devise means to solve it.

The study is significant since the government through the ministry of education would use its findings to devise means to solving secondary schools' girls drop outs.

Parent's attitudes towards education would be changed and argued to leave girls to complete school.

Community members would be sensitized on the importance of education and also seek solutions to the problem of growing number of school drop outs in the society.

1.7 DEFINITION OF TERMS

For the purpose of this study the following concepts were defined as:

Academic performance: How girls do in school either good or bad. This includes coping with the environment of the school and interactions with other children.

School drop out: The number of students who enroll in a school during a year but leave the school before the end of the year. It does not include students who transfer from one school to another.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1. INTRODUCTION

This chapter discusses the literature related to the study of school drop out. For the purpose of the study the following concepts was discussed.

2.2. Poverty and school drop out

Poverty related deprivation contributes to low levels of educational attainment in Africa. Poor girls spend more time contributing directly or indirectly to household income than other children. As a result they are less likely to spend this time on school work, are more likely to be absent from school during periods at peak labor demand and are more likely to be tired and ill prepared to learn when they are in the classroom (World bank 2000).

Dropout rates have increased part due to the economic impact of HIV/AIDS and in Kenya most come from poor families (Koech 1999 and Ministry of education and culture MOEC 2000).

Schools require students to have uniforms, textbooks, and stationary and pay tuition building fund and activity fees. Due to high cost of these items, children, whose parents cannot afford to provide all or most of these requirements, are always under pressure from the schools' administrators. The frustrations these students go through affect their academic performance: they lose interest in education and, eventually, drop out (Abagi and Odipo, 1997).

Girls from poor families have health problems and have poor nutrition. Such girls are especially susceptible to those illnesses that most affect poor people in particular gastro intestinal and respiratory problems. Malnourished and sick girls are less likely than healthy girls to learn when in school and are more likely to be absent from lessons (lock heed and verspour 1991). Therefore girls from poor households are more likely to be

withdrawn early in the school cycle where there are substantial private costs per education (UNICEF 1999).

2.3. School factors that lead to school drop out

Most of the schools in rural areas have classrooms that are dilapidated, with floors that are not cemented and thus dusty. There are windows and doors with no shutters. (WORLD BANK 2000) Such classrooms have few desks for students and some of them seat on makeshift forms and/or stones. But the most worrying issue is the lack and/or poor state of toilet and sanitary facilities. In short, in most schools, those in rural areas in particular, the toilets facilities are a health hazard and children, both boys and girls, are exposed to dangers of catching diseases

Rumberger and Thomas (2000) outlined different ways in which school-level factors influence the dropout process, including student characteristics, school resources,) school structures, and school processes. Student characteristics include both the academic background as well demographic characteristics such as family structure and socioeconomic status, ethnicity, and gender. Importantly, apart from the effects of each individual's characteristics, aggregate student characteristics have been shown to influence educational attainment at the School level (Gamoran 1992). School resources include indicators such as per-student instructional expenditures and revenues, teachers' salaries, teachers' qualifications, and class size.

Several studies suggest a relationship between resources and dropout (McNeal 1997; Rumberger and Thomas 2000; and Rosigno and Crowley 2001), but at least one extensive review of literature on School resources suggests no systematic relationship between school-level expenditures and student performance (Hanushek 1989). Other studies using nationally representative samples (e.g., the National Educational Longitudinal Survey) have found linkages between resources and high school completion (McNeal 1997). Still, the debate over whether resources are the key to school improvement and increased educational attainment is far from resolved.

Structural attributes of schools include size, location, and School type.

School size, in particular, has received significant attention. Smaller schools may enable teachers to give students more individualized attention, although they probably cannot offer diverse curricula or retain enough qualified teachers. On the other hand, large rural schools may mean that students have to travel long distances to and from school, and be less likely to engage in extracurricular activities.

2.4. Attitudes and school drop out.

Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education. (Rich, 2000) From tender age, the young girls are socialized into "sex roles." Thus learning "sex appropriate" behaviors and traits in childhood is one of the prerequisites for smooth functioning in society (common in rural areas). (UNICEF, 2000)

In general most children, especially those in rural areas, fail to enroll in or to complete secondary schooling because their parents do not value education. (UNESCO, 2003) In most cases because the parents themselves are uneducated/illiterate.

The attitudes of teachers towards students more especially girls also affects their education. Girls are viewed as weak and therefore cannot excel in class and hence discourages them. (Robert (2000)

2.5. Cultural practices and drop out from school

According to Ngugi Wa Thiong'o (1996) "harmful traditional practices like female genital mutilation and other initiations rituals practice in some African societies are brutal and inhuman.

Cultural practices lead to despair in schools attendances especially on girls both in preparations and healing processes which some times lead to death. The ultimate lead to despair in school attendance and the performance ends up to girls with drawing from school (Okwach, 1997:6).

According to Pricilla Nangurai (Head Mistress with the heart of a Moran”, Kenya) as quoted in “The Education of Girls and Women in Africa magazine by FAWE (Forum for African Women Educationalists: pg 32), most men do not believe that females require formal education to fulfill their lot in life.

“To them the most important thing for a woman is to get married and a handsome dowry obtained which lead to early marriages,” said Mrs.Nangurai who is the only daughter of her mother’s five girls to finish secondary school as well as college where she majored in education at Kenyatta University.

According to “the Daily Nation 2002),Kaituma Abdi was quoted to have said that most girls are left to be married or married off at the age of fifteen.

Bickel and Pagaiannis, (1988); and Rumberger, (1983) demonstrate that communities can influence dropout rates by providing employment opportunities during school. While some researchers have found out that work can contribute to a student dropping out, others have showed that student employment begins to correlate with dropping out when the student regularly works over 14 hours per week (Mann 1986, 1989). Other research place the critical level for employment higher, at 20 hours per week with the likelihood of dropping out increasing with the number of hours worked.

2.6. Discipline and school drop out

Indiscipline students are likely to drop out of school especially when they are suspended from school. Numerous studies from the education literature document a strong negative correlation between suspension and student Achievement While there is little evidence of a direct causal effect, it is widely believed that diminished learning opportunities and a weakening of the student-school bond negatively impact student performance. Dropout rates are also consistently higher for suspended students and some research indicates that schools actually use suspensions to push trouble- some students out of school.³ Not only are students excluded from classroom learning while suspended, they may be unsupervised at home and thus more likely to get in trouble in the community.⁴ The negative consequences associated with suspension, reduced achievement, dropout, and

delinquency have all been linked to future economic struggles, particularly in the labor market.

2.7. HIV/AIDS and school drop out

Worldwide, 15.2 million girls had been orphaned as a result of AIDS by the end of 2005. Upon the death of their parents, a child may be forced to move house and/or be affected by emotional stress and poverty, which can disrupt their education and lead them to drop out of school. (Khasiani, S et al 1998). If they have younger siblings, they may also be forced to leave school to look after them and act as the head of the household. Studies have shown that orphans in sub-Saharan Africa are 13% less likely to attend school than non-orphans. (Saoke, P. & Mutemi, R. 1994).

The prospects of girls who have been orphaned by AIDS are often further dampened by compulsory school fees, which must still be paid in the majority of poor countries (Nyambedha, E. O. 1999). These fees are simply not affordable for most AIDS orphans or those who care for them, and often extended families that care for orphans see school fees as a major factor in deciding not to take on additional girls orphaned by AIDS.

2.8 Household level factors

The study by Holmes (2003) found out that overall; females receive less education than males, and they tend to dropout, or are withdrawn earlier for both economic and social-cultural reasons. The study further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household. Similarly Kasente, (2004), Kakuru, (2003) explain how early marriages influence children's dropping out of school especially as regards the girl child as it is perceived by parents that marrying off the girl child is an escape route from poverty. Uganda Participatory Poverty Assessment (UPPAP, 2000) indicates that marrying off girls would benefit her family in terms of attaining bride price.

Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because there are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school.

Findings with regard to the impact of parent's education on schooling of children show that the children of more educated parents are more likely to be enrolled and more likely to progress further through school. Holmes, (2003) shows that this impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mother's enhances the educational attainment of girls. Similarly other studies by Behrman et al., (1999) and Swada and Lokshin (2001) reported a consistently positive and significant coefficient of father's and mother's education at all levels of education except at secondary school level.

United Nations Children Education Fund (UNICEF, 1999); Horn (1992); all demonstrate that Parental decisions do affect children retention. Students whose parents monitor and regulate their activities, provide emotional support, encourage independent decision making and are generally more involved in their schooling are less likely to dropout of school (Astone and McLanalan, 1991; Rumberge et al., 1990; Odaga and Heneveld, 1995). Taking into account of the gender dimension of dropouts, UNICEF, (2005) notes that girls are more likely to dropout of school than boys and that pupils whose mother's have not attained any level of education will most likely dropout of school.

CHAPTER THREE

METHODOLOGY

3.0. Introduction

This chapter discusses the methods the researcher used to collect data.

3.1 Research Design

Qualitative and quantitative design was used. Qualitative research helped to identify themes and concepts and defined them to help get a deeper meaning of the study while quantitative helped to analyze the numbers involved in the study.

3.2. Scope of the study

The scope of the study was. The respondents included pupils, teachers and community member's teachers and pupils were selected to participate in the study.

- pupils – 50 of the sample suffice.
- Teachers – 3 teachers from each school.
- Parents 20 of the sample size sufficed

3.2. Research Environment

The research was taken in Kapsabet Division, Nandi central District Kenya

3.3. Research Respondents

The study included girls in school and out of school, parents and teachers.

3.4. Research Instruments

The instruments of the study included questionnaires, interviews, and Focus group discussions and library search.

The questionnaires consisted of questions to which the respondents reacted in writing. Questionnaires are necessary in data collection given that the research will be investigated in a sample survey.

Interviews carried out with the teachers. Teachers were important in the study because they spend most of the time with the girls and therefore know what leads to them dropping out. Questionnaires was distributed to the students and focus group discussions held with the parents and girls who have dropped out of school.

3.5 Data collection procedures

The data was obtained from the children, teachers and the parents. The researcher obtained a letter from the institute of continuing and distance studies. And this helped the researcher present it to the interviewees. The interviews and focus group discussions were held in the languages that the respondents understood. The data collected was edited as the researcher carried on the research to make it easy to compile.

The researcher visited libraries and searched for data related to the study. The data collected was then sorted and categorized after which it was analyzed. The conclusions and recommendations were then made.

3.6 Statistical treatment of data

The frequency and percentage was used to determine the number of sample respondents that are used in the research process and the number that participated positively in contribution to the research.

Formula;

$$\text{Percentage (\%)} = \frac{F}{\text{Total number of respondents}} \times 100$$

Where F = number of respondents
Observed

Qualitative analysis; Data from questionnaires was standardized hence requiring categorization. Such data was presented in a descriptive form above which was used to discuss the results of quantitative data.

CHAPTER FOUR

DISCUSSION OF FINDINGS AND THEIR FINDINGS

4.0 Introduction

This chapter deals with the analysis and interpretation of the data collected. The results are presented in tables and in form of frequency counts and percentages.

4.1 Profile of Respondents

A total of 100 respondents were selected. The table below shows the various types of respondents that were selected.

Table 1: Respondents by Age

Age	Frequency	Percentage
13-19	26	21.67%
20-25	30	25%
26-30	24	20%
31-35	15	12.5%
36-40	20	16.67%
40 and above	5	4.16%
Total	120	100

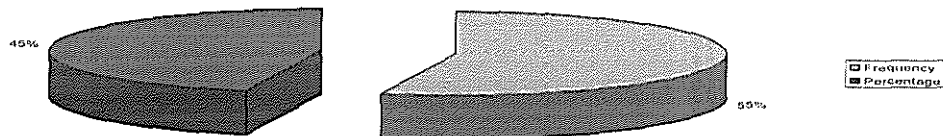
Source: primary data

The table shows that the majority of respondents 60% were in the age brackets of 26-30 and 31-35.

Table: 2 Respondents by gender

Gender	Frequency	Percentage
Male	65	54.2
Female	55	45.8
Total	120	100

Source: primary data

Chart: 2 Respondents by gender**Table3** Some causes and effects of secondary school dropouts in Kenya

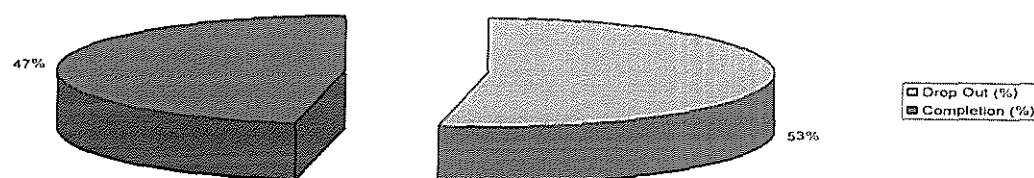
Causes	Effects
1. Poverty	1. Increased crime, restlessness
2. Early pregnancies/marriage	2. Impoverished persons/Misfits
3. HIV/AIDS	3. Sickly people/ Frustration/Death
4. Drug	4. Drug addicts/Social misfits
5. War	5. Tormented people
6. Violence	6. Unskilled people, dangerous criminals
7. Ignorance	7. Unemployment
8. Politics	8. Disoriented people
9. Low self esteem	9. Low life expectancy rate, semi-illiterate
10. Peer pressure	10. Malfunctional people

Source: Developed from Literature and Experienc

Table Kapsabet Division secondary school students

	Boys			Girls		
	(Form1- F2)	(F2 – F3)	(F3 – F4)	(F1 – F2)	(F2 – F3)	(F3 – F4)
Retention (%)	65.50	79.65	80.65	60.45	70.75	79.55
Drop Out (%)	34.50	20.35	19.35	39.55	29.25	20.45
Completion (%)	31.00	79.30	80.30	20.90	61.50	70.10

Chart showing drop out and completion of girls :



4.2 Dropout rates

Dropout rates for the girls ranged between 19 and 40%. The highest drop out rate for the girls was 39.50% between form 1 and form 2 while the lowest is 20.45% in form 3- form 4. Most importantly, every form suffered not less than 10% dropout rate. These are very high percentages. Average dropout rate for the Girls it was 29.75%.

4.3 Completion rates

Completion rates ranged between 70 and 80%. Very high completion rates of 80.3% could be due to repeaters in Form 3 and Form 4 which is a common occurrence in some parts of Kapsabet Division. The average completion rate for the boys is 63.5% while for the girls it is 50.83

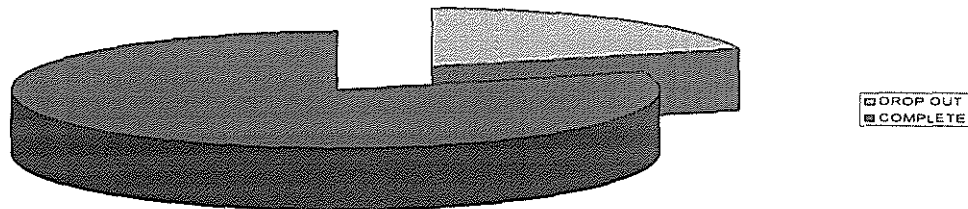
More importantly, certain characteristics of these dropouts are noted. For instance: (a) These dropouts are aged between 15 - 20 years; (b) They do not have complete basic education; and, (c) They are therefore not able to positively contribute to their individual, community, and national development of the 21st century. Be thus as it may, one may thus say, the future of these dropouts is bleak in our highly technological world. This is a sad story to reckon with, indeed. Moreover as a nation, Kenya incurs a loss whenever there is a dropout in any educational sector. The drop out signifies unfulfilled aim, goal, and objective for the individual, community, and nation as a whole. For instance, for any drop out at the secondary school level, the country loses potential work force towards the target year, 2020 for national industrialization and vision 2030 when Kenya hopes to achieve total development. In addition, the country also falls short of her aim to provide Education For All (EFA) by the target year 2015. What, then, can one therefore say about fulfillment of the Millennium Development Goals by 2015? Can a nation, if notable to fulfill its own national goals, fulfill global goals? As far as it may be understood, accumulated effects of school drop out rates may be exhibited in various forms upon the individual as well as the society. Some of these effects are already evident in Kapsabet Division. Table 3 indicates some of the causes and effects of secondary school dropouts in Kenya. Therefore, in Kapsabet Division, we must ponder over some of the specific factors that contribute to our high rates in secondary school drop out and purpose to address them. Otherwise, there could be high possibility of losing higher rates of learners to hopeless life and national underdevelopment in future. Perhaps, the secondary school principal could be encouraged to intervene with a view to alleviate the situation.

4.4 Comparison Between Drop out and Completion Rate in Schools

	1990/93	1991/94	1992/95	1993/96	1994/97	1995/98	1999/02	2003/06	2007/09
D (%)	20	30	20	30	30	30	20	30	30
C (%)	80	70	80	60	70	70	80	70	70

SOURCE: Computed from Literature. KEY: D = Drop out rate (%). C = Completion rate (%)

Comparison Between Drop Out and Completion rate



4.5 Effects of poverty on the girl child drop out.

Research findings reveal there is a relationship between poverty and girl child drop out. It was revealed that the traditional division of labor stipulates that girls and boys perform certain tasks within the domestic economy as unpaid family labor. In many poor families labor is not only a cultural demand, but in many cases it may be absolutely imperative for family survival. The relatively greater value place on the unpaid domestic labor results in frequent absenteeism, chronic fatigue and hence poor performance and then school drop out.

During the study the researcher observed that girls who were supposed to be in school were selling products in the market to earn a living for the family. According to the children their parents could not afford paying for their school fees and therefore they had no choice than to sell products to sustain them. Most of the girls had started school and could not go further due to lack of school fees.

The parents revealed that the educational cost they had to bear in order to educate their girls was high and therefore they couldn't afford it. Education is poorly supported in many African countries (Nikinyangi, 1980). According to Tomasevsky (2003), Kenya has a legal guarantee of affordable education. However, despite the legal guarantee

secondary schools continue to charge- a situation, according to the school authorities, forces parents to withdraw their children from school system.

According to the teachers some of the children were always sent home due to non-payment and because of that would miss classes and hence poor performance. The teacher also revealed that because of poverty children are forced to do work at home before they come to school and this leaves them very tired and therefore cannot concentrate in class which leads to poor performance hence drop out of school

Table 7 increased school drop outs

Code	item	Strongly agree	Agree	Disagree
1	Most pupils drop out due to poverty	70%	20%	10%
2	Children have to work at home before they come to school and hence perform poorly, which leads to high dropouts	59%	19%	22%
3	The school environment is not good due to poverty and hence drop out	60%	10%	30%
4	Children do not have what to eat and study when hungry yet they do not understand and hence drop out	60%	15%	25%
5	The distance from home to school are long and pupils reach school when they are tired and therefore cannot concentrate in class which leads to drop out	50%	20%	30%
6	Parents are poor and therefore their daughters drop out of school to get married so that they are paid dowry	40%	5%	55%

According to the table 70% of pupils dropout due to poverty, 59% have to work at home before they go to school which lives them tired and therefore cannot concentrate in class,

60% leave school because the school environment is not good and this includes large classes few instructional materials among others. 50% agree that long distances for pupils are burden and therefore pupils ended up dropping out and 40% said that parents forced girls to leave school early to get married due to poverty.

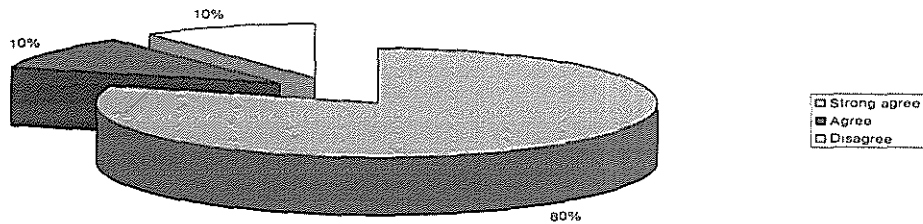
The study found out that from poor families found it very difficult to cope with the school environment since they lacked many things that is they did not have enough or good food to eat, they did not have school uniforms and were always sent home for school fees these alone leads to frustration and the child hating the school environment and this therefore leads to school drop out.

4.6 Exposure of pupils and staff to indiscipline

Code	Item	Strong agree	Agree	Disagree
1	Pupils turn to drugs due to poverty	80%	10%	10%
2	Pupils turn to deviant behavior when they lack something in life	59%	19%	22%
3	The teachers do not care about pupils from poor families and therefore they behave the way they want	60%	10%	30%
4	Pupils perform poorly in class because they lack materials and this leads to pupils losing interest in education and hence indiscipline cases	40%	20%	40%
5	Children from poor families are the most undisciplined	40%	20%	40%
6	Because teachers are frustrated they do not care about the discipline of the pupils	60%	15%	25%

Source: primary data

Chart 8: Exposure of students and staff to indiscipline



The table clearly shows that pupils who come from poor families are likely to abuse drugs because they are fractured and 80% agree to that. Teachers revealed that pupils who come from poor families are willing to study but because of what they lack that is parental love, good food, and good clothes among others discourages them and therefore turn to deviate behaviors. The study also found out that to poverty the relationship between the teachers, parents and pupils is not good since every one is frustrated, the teachers are not well paid and they look at the poor pupils as the cause of all these and the parents are frustrated since their children are always being sent home and the pupils also get tired of all these. These are a hindrance to academic performance and there by lead to drop outs.

CHAPTER FIVE

SUMMARY RECOMMENDATIONS CONCLUSIONS

5.0 Introduction

The major purpose of the study was to find out the causes of school dropout among girls. This chapter focuses on the summary of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1 Summary

The first objective was to determine the effect of socio-economic factors and how they affect girls dropping out of school. The study revealed that education and girls' access to education is adversely affected by different social economic factors such as food, shelter, and clothing which all come down to poverty. They also agreed that nutrition is very important in the growth and development of children and this is supported by Levinger Beryl(2000), that nutritional programs facilitate the growth of a child in all dimensions and have considerable long lasting effects on a child's life. Hence it avails ample time to

5.2 Conclusions

The need to curb dropout rates at the secondary school education level in Kapsabet Division cannot herein be overemphasized. Government policies outlined in the National Action Plan on Education for All, Poverty Reduction Strategy Paper (2000 - 2005), Economic Recovery Strategy Paper, 9th National development Plan, 2002 – 2008 among others, all point to desired outcomes for education. The secondary school principal is stationed at the critical point at the delivery (school) level. She/he is the pilot of the education aero plane airborne in Kenyan space. Whether or not the plane lands safely, much depends on the pilot to provide and take the necessary / relevant action.

However, the efforts by the Government of Kenya to avail educational opportunities to the poor are welcome especially the proposed tuition waiver in secondary schools. Because this will not fully solve the problem of the poor in accessing secondary

education the educational stake holder future augment government efforts in financing education.

5.3 Recommendations

Based on the findings of the entire study, the researcher makes the following recommendations;

- Organization of seminars/workshops through campaigns in public rallies, chief barazas, crusades by the teachers.
- Team work and collaboration among teachers, parents and other professionals.
- The curriculum be modified to cater for all learners with individual needs.
- The teachers be motivated through promotion after attending such courses.
- The teachers service commission to employ more teachers to reduce the workload of teachers in regular secondary schools so that female learners can receive individualized attention.

REFERENCES

- Achoka, J.S.K., Odebero, S.O., Maiyo, J.K., Ndiku, J.M., (2007) *Access to basic education in Kenya: Inherent concerns*. Paper presented in the first KAEAM conference. Nandi central, Kenya April 9th- 11th.
- Astone, N.M., & McClanahan, S.S. (1991). Family structure, parental practices, and high school completion. *American Sociological Review*, 56, 309-320.
- Behrman, Jere, Andrew Foster, Mark Rosenzweig, and Prem Vashishtha. (1999). "Women's Schooling, Home Teaching, and Economic Growth." *Journal of Political Economy* 107 (4).
- Bickel, R. & Papagiannis, G. (1988). Post-high school prospects and district-level dropout rates. *Youth & Society*, 20, 123-147.
- Government of Kenya (1997) *The Second Participatory Assessment Study, Nairobi*: Human Resources, Social Science Department and the Ministry of Planning and National Development.
- Holmes, J. (2003), "Measuring the Determinants of School Completion in Pakistan: Analysis of Censoring and Selection Bias". *Economics of Education Review* 22.
- Horn, L., (1992). *A Profile of Parents of Eighth Graders: National Education Longitudinal Study of 1988*. Statistical Analysis Report. Washington, DC: National Center for Educational Statistics, Office of Education Research and Improvement, U.S. Department of Education, July 1992
- Kakuru D. Muhwezi (2003). *Gender Sensitive Educational Policy and Practice: Uganda Case study*. International Bureau of Education
- Kasente D. (2003). *Gender and Education in Uganda: A Case Study for Monitoring Report*. Makerere University.
- Mann, D. (1989) *Effective Schools as a Dropout Prevention Strategy*. NAASP Bulletin 73/518 (1989):77-83.
- Mann, D. (1986) *Can We Help Dropouts? Thinking About the Undoable*. In *School Dropouts: Patterns and Policies*, edited by G. Natriello. New York: Teachers College Press, 1986, 15.

- Odaga O. and Heneveld W., (1995). *Girls and schools in Sub-Saharan African from Analysis to Action*. The International Bank for Reconstruction / World Bank, Washington DC.
- Republic of Kenya, (2004) *Draft Sessional Paper on Policy framework for the Education Sector*, Nairobi: Government Printer.
- Rumberger W. R., 2001. *Who Drops Out of School and Why?* Paper prepared for the National Research Council, Committee on Educational Excellence and Testing Equity Workshop. Washington DC.
- Swada Y., and Lokshin M., (2001). *Household Schooling Decisions in Rural Pakistan*. Policy Research Working paper series no.2541. The World Bank, Washington D.C.
- Sachs JD (2005) *The end of poverty, Economic possibilities of our time*, New York: The Penguin press.
- UNDP, (1998) *Progress Against Poverty in Africa*, New York: UNDP
- Rumberger, R. W. and S.L. Thomas. 2000. "The Distribution of Dropout and Turnover Rates Among Urban and Suburban High Schools." *Sociology of Education* 39:29-52
- Rosigno, V.J. and M.L. Crowley. 2001. *Rurality, Institutional Disadvantage, and Achievement/Attainment*. *Rural Sociology*
- Kaufman, P., M.N. Alt, and C.D. Chapman. 2001. *Dropout Rates in the United States, 2000*. NCES 2002-114. Washington, DC: National Center for Education Statistics.
- Dorn, S. 1996. *Creating the Dropout: An Institutional and Social History of school Failure*. Westport: Praeger Publisher
- Ngugi Wa Thiongo (1996) *The River Between*: Nairobi Printing Press
- Nyambedha, E. O. (1999). *Preliminary report on a study of support systems for orphaned girls in Nyan'goma sub-location*, Bondo District. Nairobi: Kenya Danish Health Research Project.
- Khasiani, S., Odhiambo, S. Omariba, W., Kuna, E., Akwara, P., Otieno, A (1998). *A survey of girls in especially difficult circumstances in Kenya*. GOK/Ministry of Home Affairs and National Heritage/UNICEF/Kenya Country Office.

The Daily Nation. Wednesday 29th June 2003 *Most Girls Are Left To Be Married Off At*

15. Nairobi Nation Publication.

2 1 3

APPENDICES

APPENDIX A: QUESTIONNAIRE FOR THE STUDENTS

Dear respondent the purpose of the study is to investigate the causes of secondary school high drop out rate in Kapsabet Division, Nandi central District Kenya. You have been chosen in the study. You are therefore requested to tick where appropriate and fill in the gaps. I would like to bring to your attention that the information will be treated with utmost confidentiality.

NB. Do not write your name anywhere on this paper

Personal information

Age

13-15yrs	
15-18yrs	
18 and above	

Sex

Female Male

Class

Form one	
Form two	
Form three	
Form four	

C. Parents occupation.....

Poverty and school drop out

1. Have ever been sent home for school fees

Yes [] No []

2. If yes how does it affect your studies?

Negatively []

Positively []

No effect []

3. Do you have a friend who drop out because of school fees?

Yes [] No []

4. Do you do chores at home?

Yes [] No []

5. Do you take breakfast before you go to school?

Yes [] No []

6. Do you receive proper medical care when sick?

Yes [] No []

Attitudes and school drop out

8. do your teachers encourage you

Yes [] No []

9. Do teachers attitudes towards learners affect their academic performance

Yes [] No [] not sure

10. Do you like studying

Yes [] No []

11. would you rather be working than studying

Yes [] No []

12. which subject do like you like most

.....

13. which subject do you hate the most

.....

14. do you parents support your education

Yes [] No []

15. Do they encourage and participate in your education.

Yes [] No []

16. are all your sisters studying

Yes [] No []

School factors and school drop out

17. Is the infrastructure conducive for study

Yes [] No []

18. Do you have enough learning resources

Yes [] No []

19. Is the school environment clean

Yes [] No []

Cultural practices and school drop out

20. Girls drop out due to early marriages

Agree [] Disagree [] not sure []

21. Female genital mutilation leads to school drop out.

Agree [] Disagree [] not sure []

HIV/AIDS and school drop out

22. Do you have relatives suffering from HIV/AIDS

Yes [] No []

23. Who looks after them

.....

24. Have you lost parents to HIV/AIDS

Yes [] No []

What are the solutions to school drop out

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

APPENDIX B: TRANSMITTAL LETTER



Ggaba Road - Kampala
P.O. Box 20000, Kampala
Tel: +256 41 260033
Fax: +256 41 501474
E-mail: admin@kiu.ac.ug
Website: www.kiu.ac.ug

OFFICE OF THE DIRECTOR
INSTITUTE OF OPEN AND DISTANCE LEARNING (IODL)

DATE:

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR

The above named is our student at Institute of Open and Distance Learning (IODL), pursuing a Diploma/Bachelors degree in Education.

He/She wishes to carry out a research in your Organization on:


.
.

Case Study:

The research is a requirement for the award of a Diploma/Bachelors degree in Education.

Any assistance accorded to her regarding research will be highly appreciated.

Yours faithfully,


MR. MUHWEZI, JOSEPH
HEAD, IN-SERVICE

