

**TEACHING MATERIALS AND PERFORMANCE OF COMMERCE AT
ORDINARY LEVEL IN SECONDARY
SCHOOLS IN BULISA DISTRICT**

**BY
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**RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF DEGREE OF
BACHELOR OF EDUCATION IN KAMPALA
INTERNATIONAL UNIVERSITY**

NOV 2010

DECLARATION

I hereby declare that this research report presented is my own and original work. It has never been submitted to any university for the award of any kind.

Signature.....

Date.....02-10-10

APPROVAL

This is to certify that this research report that has been carried out under the title Teaching materials and performance of commerce of ordinary level in secondary schools in Bulisa District has been under supervision and it is now ready for submission for degree of bachelor of education arts of Kampala International University.

Signature:.....



Name.....

Ben peji Fred

SUPERVISOR

Date:.....

02.10.10

DEDICATION

This report is dedicated to my Parents Abby Kwolekya and Jennifer Kwolekya for endless outstanding righteousness.

ACKNOWLEDGEMENT

In the first place I thank the almighty God who enabled me to go through all levels of education I have so far attained

I also acknowledge the contribution of the Family of Mr. Agaba Frederick for ample time and care they gave me while pursuing the course.

Many thanks also to friends and colleagues Siyana, Vivian, Disson, Gersom, Moses who shared with me a lot to make succeed in this course.

Special thanks to my Parents Abby Kwolekya Hambuki and Jennifer Kwolekya for investing in me a lot from the meager resources such that I attained this level.

Completion of the Course was so trying and painful, therefore it would be a lie if I forgot to thank Mr. Isaac Balyesiima (Headmaster Mukitale Development Foundation S S) for financial, material support and parental guidance, Ms. Katusabe Betty, Mr. Butele George and Mr. Mayanja Bomthom for all endeavors that led to my success

TABLE OF CONTENT.

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF ACRONYMS	vii
CHAPTER ONE	1
1.0 Introduction	1
1.1 Background to the Study	1
1.2 Statement of the Problem	2
1.3 Purpose of the Study	2
1.4 Objectives of the Study	3
1.5 Significance of the Study	3
1.6 Scope of the Study	4
CHAPTER TWO	5
LITERATURE REVIEW	5
2.1 Introduction	5
CHAPTER THREE	10
METHODOLOGY	10
3.1 Introduction	10
3.2 Research Design	10
3.3 Area of Study	10
3.4 Selection of Schools:	11
3.5 Population	11
3.6 Teachers	11
3.7 Students	12
3.8 Research Tools and Investigation Procedure.	12

FACTORS AFFECTING GIRL CHILD EDUCATION A CASE STUDY
OF PRIMARY SCHOOLS IN VIHIGA WEST ZONE

VIHIGA DISTRICT

KENYA

BY

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A Research Paper Submitted To the Institute of Open and Distance Learning
of Kampala International University for the Fulfillment
of The Requirement for the Degree of Bachelors of Arts
With Early Childhood and Primary Education

2009

DECLARATION

ICHRISTOPHER AMISI BUNYOLI of the registration number BED /13416/61/DF of Kampala International University declare that this research is my own original work. It is not a duplication of similarly published work of any scholar for academic purpose nor has it ever been submitted in any institution of higher learning for the award of certificates, Diploma or Degree.

I also declare that any other relevant literature or information used in this paper and which is not my own has been acknowledged.

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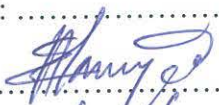
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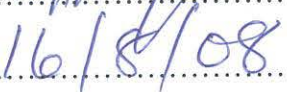
APPROVAL

This research has been supervised and approved by the University lecturer

NAME OF THE SUPERVISOR: KAMYA EDWARD

DESIGNATION:

SIGNATURE.....

DATE.....

DEDICATION

This study is dedicated to my late mother Salome Tsindoli Bunyoli, Mr. Joshua Bunyoli Egunza my wife Jane V. Amisi, my children who gave me a wonderful time during the research. To my supervisors and lectures that ensured that I am equipped with the theoretical and practical knowledge for the success of this research. To teachers, parents and pupils of Mahanga M. Primary school for their moral support.

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Production of this Research work would not have been possible without the contribution from the following personalities:-

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TABLE OF CONTENTS

CHAPTER ONE.....	1
1.0 INTRODUCTION.....	1
1.1 BACKGROUND OF THE STUDY.....	2
1.2 STATEMENT OF THE PROBLEM.....	2
1.3 PURPOSE OF THE STUDY.....	2
1.4 OBJECTIVE OF THE STUDY.....	3
1.4.1 Specific objectives.....	3
1.5 SIGNIFICANCE OF THE STUDY.....	3
CHAPTER TWO.....	4
2.1 INTRODUCTION.....	6
2.2 STATUS AND GIRL CHILD EDUCATION.....	6
2.3 FAMILY STATUS AND GIRL SCHOOL DROP OUT.....	6
CHAPTER THREE.....	10
3.0 INTRODUCTION.....	10
3.1 RESEARCH APPROACH.....	10
3.2 TARGET POPULATION.....	10
3.3 SAMPLE AND SAMPLING PROCEDURE.....	11
CHAPTER FOUR.....	12
4.0 INTRODUCTION.....	12
CHAPTER FIVE.....	19
5.0 SUMMARY, CONCLUSION AND RECOMMENDATIONS.....	19
5.1 Discussion.....	19

5.2	Recommendations.....	22
	REFERENCES.....	24
	APPENDICES.....	25
	TIME FLAME.....	25
	TEACHERS/ PARENTS QUESTIONNAIRES.....	27

ABSTRACT

The study investigates the factors affecting girl child academic performance in Vihiga west zone. The study was conducted in nine selected schools in Vihiga west zone, Vihiga District of Western Province- Kenya. The purpose of the study was to assess the factors that affect girl child academic performance in Vihiga west zone, Vihiga district, Kenya.

The researcher used a quantitative, non experimental descriptive, co-relational research design. The objectives of the study was to establish the relationship between gender and school dropout, to Investigate impact of family status on the enrolment of girls in primary schools, to establish the relationship between examination performance and Girl school drop out, to establish the enrolment rate for both girls and boys in primary schools.

The researcher found out that there is a significant relationship between family status and academic performance, that the enrolment of girls is low compared to boys and a low relation ship between gender and academic performance.

The researcher recommends that parents should be sensitized on the need to educate girl child, the government should encourage girl child education by at least lowering cut points of girl child, teachers should be sensitized on how to encourage girls to cope with their education, the government, community, non-governmental organizations to resource and facilitate girl child for a better education.

CHAPTER ONE

1.0 INTRODUCTION

This chapter deals with background to the study in detail including the objectives and the purpose of the study. It also covers significance of the study and limitations and delimitations. Research questions and definition of operational terms are also addressed.

1.1 Background to the Study

It has been a national outcry that primary schools have low enrolment of girls due to high death rates as a result of HIV/AIDS and other diseases, poverty, divorces and negligence of some of the family members. This in most cases is not the case as we witness high enrolment in class one and the trend decreases gradually with time. This has greatly disorganized family structures. As a result of these, many children have been left without being given the necessary care from either parents or care givers. Vihiga West Zone has very many cases of family divorcees. This in most cases is brought about by the increased cases of pregnancies which in most cases are blamed on mothers as it's perceived that they are the ones close to the children than the fathers. This brings about family strife and disorganisation of family structures. Due to the culture of the area children belong to the father though lawfully they are supposed to stay with the mother until age 18. This has negatively impacted on the school going children especially the girls who are left without either of their parents or both.

1.2 Statement of the Problem

Family structures have an impact on the enrolment of girls in primary schools in Kenya as a whole and Vihiga west zone is not an exemption. Family structures that have both parents and are well -off would insure all children attend schools regularly.

The girls in particular from this family structures also benefit greatly but they are not assured of completion of their schooling. This is because the life styles they are exposed to is very expensive thus making them prone to promiscuity. This is because these families have house helps to off load them from house work but are not insured against early pregnancies.

Poor health also affects the enrolment of girls in schools. Girls have special needs for their health including sanitary towels. These in some families are unheard of thus leading the girls to drop out of school to avoid embarrassment.

1.3 The Purpose of the Study

The purpose of the study is to investigate the cause of high drop out rate for girls in primary schools in Vihiga west zone. These will include special areas like health, lack of motivations and family structures

1.4 OBJECTIVES OF THE STUDY

1.4.1 General Objectives

To assess the major causes of school dropout among girl pupils in Vihiga West Zone

1.4.2 Specific objective

- i. To establish the enrolment rate for both girls and boys in primary schools
- ii. To Investigate impact of family status on the enrolment of girls in primary schools
- iii. To assess the relationship between gender and school dropout
- iv. To establish the relationship between examination performance and Girl school drop out

1.5 Research Questions

1. How many children are enrolled in primary schools?
2. How many girls are enrolled and complete primary schools compared to boys?
3. What are the main causes of drop-outs and transfers?

1.6 Significance of the Study

The result will help the society change the negative attitude towards girl children on learning

The result will help the teachers understand and appreciate girls from different set ups.

The result will help the government plan and support girls from different family set up and consider their special needs in the society.

1.7 Limitations and Delimitations

The researcher faced the problem of insufficient funds for things like bus fare, stationery and reference materials. Time factor was also a problem with the researcher. Land topography and accessibility to primary schools was a problem as many of them were a distant from each other.

Lack of co-operation from the respondents was a problem. Some of the respondents were not willing to disclose their information.

The research was confined to girls drop out.

1.8 DEFINITION OF OPERATIONAL TERMS

Family structure	– a body comprising of father, mother and/or children
Family set-ups	– the way families are formed.
Impact	– the effect.
Developmental needs	– needs for progress of children.
Grim	– a depressing situation

CHAPTER TWO

LITERATURE REVIEW

2.0 INTRODUCTION

In this chapter the researcher looks at the causes of girl child drop out in primary schools in Vihiga West Zone.

2.1 Status and Girl Child Education

Family structures have an impact on enrolment of girls in primary schools. School attendance for girls from Poor family set up is low and they use their varying livelihood patterns and lack of basic needs as criteria of describing their condition. The fact that they have limited access to services such as Education, Health and market is not lost to them. These families are withdrawing girls out of school as a coping mechanism. This is an indication of desperation among both the urban and rural dwellers (Amref, 2001). The girls of the poor are often in and out of school. The poor educate their girls with a lot of difficulties and many do not get access to bursaries. When they drop out of school they engage in child labour, prostitution and begging (Amref 2001).

Children in almost all homes especially girls are expected to carry out activities such as cooking, fetching water, washing utensils and taking care of younger children. These activities are carried out even during school time. This makes children get to school late and sometimes become absent (core module, 2001). When family members are weakened by or die of HIV/AIDS especially parents, girls become seriously affected. Those in school may drop out for lack of school fees. Many of them become heads of households and spend most of their time looking after the sick parents and for livelihood to support the family.

The performance of those who remain in school may decline because of the emotional suffering that arise from lack of parental guidance and counselling (Facilitators handbook for AIDS K.I.E, 1999).

Every year 3.5 million mothers and children below the age 5 years die in poor countries because they do not have the nutrition they need to fight common diseases. Three quarters of them could have survived diarrhoea or malaria if they had been properly nourished.

For those who do survive the future looks grim. All studies show that children who are undernourished in the first two years of life suffer health problems and lag in development for the rest of their lives (Daily Nation, June 26, 2008). Of all girls are greatly affected due to their morphological set up. Poor diets affect their development physically, mentally and emotionally. This has an impact on their education. Girls therefore need to be fed on a well balanced diet which is not the case in many families affected by changes in family set ups.

Prolonged stress during pregnancy may also lead to difficulties during labour and delivery. Mothers attitude towards pregnancy may also make the mother accept or reject the child. The girl who is not loved will have a negative self concept of herself, will lack self esteem and tend to feel helpless and inferior. She will also feel isolated and lonely to situations that will affect her learning and adjustment in life (Isiji, 2004). The girl may therefore withdraw from class and hence his learning is affected.

2 Learning Materials

The girls developmental needs for freedom within limits as well as a carefully prepared environment which guarantees exposure to materials and experiences. The teachers should prepare, provide and select learning environment for the girls. The teachers manage to make girls adjust successfully to their environment by use of concrete materials (Maria Montessori 1870-1950). Parents have a role in providing learning materials and other play materials. Family set ups which are poor have so far not been able to provide such learning materials. Some of these materials cannot be bought by parents due to poverty.

Family Status and Girl School Drop Out

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 primary standard eight (8) “forum for African women Educationalists”

Many of the barriers that girls face in striving to stay in school are either directly or indirectly related to reproductive health, sexual behaviour and maturation. Some of the causes of school drop out in Vihiga west zone in Kenya include early marriage, pregnancy, lack of gender appropriate facilities in schools (such as latrines), low self esteem, lack of money, sexual harassment by male teachers and fellow students, low value placed on the education of girls by their parents and society in general. Lack of school uniform, food, guidance and counselling and poverty. HIV/AIDS many orphans are stigmatized in a country where estimated 890,000 children have lost their parents.

Teachers allowing boys to bully girls in class, assigning more manual chores to girls example sweeping, fetching water, mopping and do some extend cooking .

The idea that is the less important to educate girls is still prevalent among people of Vihiga west zone in Kenya.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 INTRODUCTION

Here the researcher briefly looks at the research methodology used in the research. The target population and the geographical area of the study are also taken into consideration.

3.1 Research Approach

The researcher used quantitative approach as it gave clear information and made general comments on causes of girls drop out in Vihiga West zone.

3.2 Research Design

The researcher used survey methods to collect data on a specified group of people. The survey method helped in determining the status of the problem being investigated.

3.3 Target Population

The target population were primary schools and parents. There are 16 primary schools in Vihiga West zone with an approximate population of 4,000 children of which more than half are girls but the trend of completion of primary school education shows that more boys finish class eight than girls.

3.4 Sample and Sampling Procedure

The researcher used random sampling to sample six schools out of the twenty primary schools in Vihiga West Zone

3.5 Instruments

The researcher wrote a transmittal letter to the head teachers requesting for permit ion to conduct research on the causes of school dropouts among girl pupils in their schools

The researcher used a questionnaire for data collection from the sampled population. The questionnaire comprised of both open and close ended questions. The

3.6 Data Collection Procedure

The researcher carried out simple random sampling to get the required number of schools before distribution of the questionnaires. The researcher gave the teachers and parents three days before collecting the filled in questionnaires.

To collect data on pupil enrolment the research used the school admission register for the year 2000 and that of 2008 to determine the dropout rate

CHAPTER FOUR

ANALYSIS, PRESENTATION AND DISCUSSION OF DATA

4.0 INTRODUCTION

This chapter has an overview of the information collected from the field, its analysis, presentation and discussions.

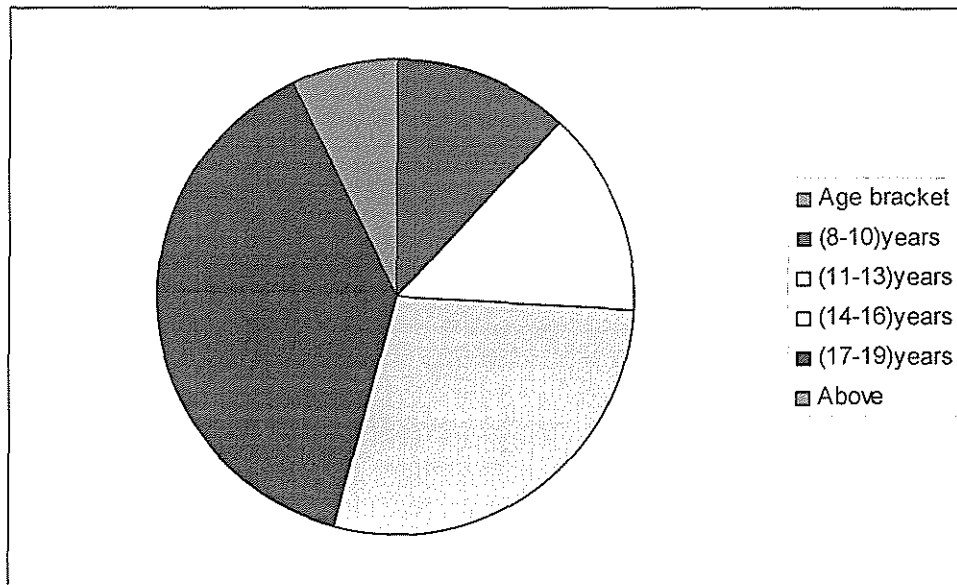
Table 4.1 students' enrolled in the year 2000 and those who completed in the year 2008

SCHOOL	STD ONE 2000		STD EIGHT 2008	
	BOYS	GIRLS	BOYS	GIRLS
MAHANGA	48	50	37	35
CHANZEYWE	35	34	37	27
VIGINA	52	48	49	34
CHAVAVO	40	45	40	30
KERONGO	46	57	41	32
KITULU	60	70	67	52
	281	304	271	210
	585		481	

The table above shows the six schools sampled out during the research and their boys and girls enrolment in the years 2000 and 2008. The year 2000 shows enrolment of girls and boys in class one. The year 2008 shows the same pupils who were enrolled in 2000 in class one who proceeded to class eight. The total number enrolled in class one is 585, where boys are 281 and girls 304. The total number of pupils who proceeded to class eight in 2008 are 481, boys 271 and girls 210. From the graph above, its clear that the number of boys enrolled in class one are less than girls.

Table 4.2 showing age

Age bracket	Male frequency	percentage	Female frequency	percentage
(8-10)years	25	11.90	10	6.6
(11-13)years	29	13.80	35	23.3
(14-16)years	60	28.57	70	46.7
(17-19)years	81	38.57	25	16.7
Above	15	7.14	10	6.7
Total	210		150	



The table above reveals that we had 210 male respondents and 150 female respondent making totals of 360 respondents. Male form 58.3% while female form 41.7%

Majority of respondents were 81 males in the age bracket 17-19 years representing 38.7% while majority of the female respondents were 70 in the age bracket of 14-16 years representing 46.7%. Followed by 60 male respondents in the age bracket of 28.57% while 35 female representing 23.3%.

There were 29 respondents of the age bracket 11-13 years equal to 13.80% while 25 respondent of the age bracket 17-19 years representing 11.90% while 10 female respondent above 19 years representing 7.14% while female respondent aged between 8-10 years representing 6.6%.

Table 4.3 Showing state of the gender

SEX	FREQUENCY	PERCENTAGE
Male	210	58.3%
Female	150	41.7%
Total	360	100%

There were 210 male respondents representing 58.3% as compared to 150 female representing 41.7%. Female were more interested in the survey because in issues raised concerned and affected them mostly.

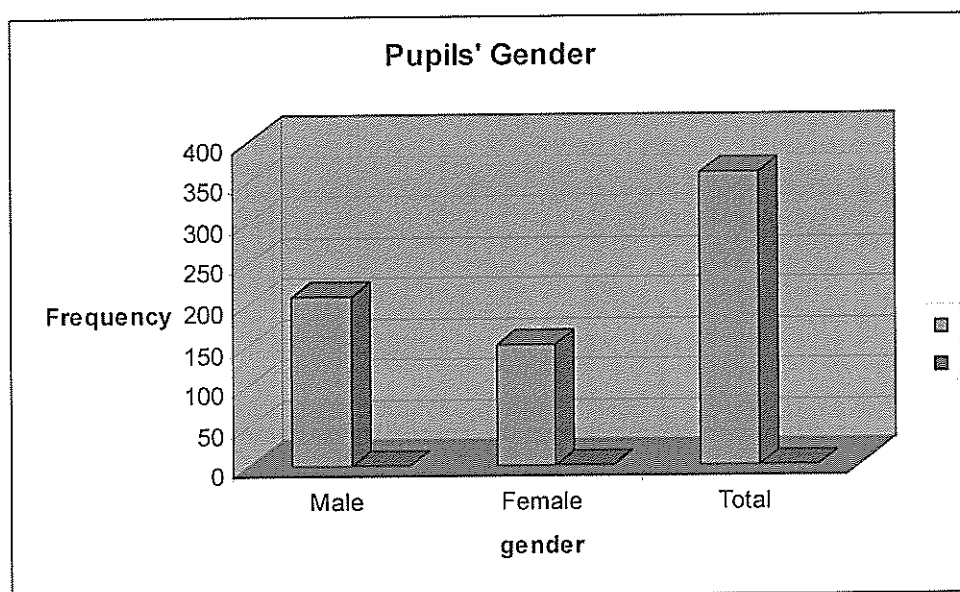


Table 4.3 showing home duties before school.

Duties	Female	Percentage	Male	Percentage
Wash plates	60	40.0%	20	9.5%
Fetch water	40	26.6%	10	5.0%
Collect firewood	20	13.3%	3	1.4%
Prepare breakfast	100	66.6%	40	19.04%
Clean house/compound	50	33.3%	20	9.5%
Prepare siblings	30	20.0%	10	5.0%

Majority of female respondents carry out more than one duty at home before going to school. Majority of the respondents were 100 female representing 66.6%, prepare breakfast as compared to 40 male respondents equal to 19.04% who prepare breakfast before going to school.

Followed by 60 female respondents wash plates equal to 40% compared to 20 male representing 9.5%. 50 female respondents clean house and compound as compared to 20 male respondent and they represent 9.5%. At least 40 respondents fetch water before going to school representing 26.6% as compared to 10 male representing 5%

Table 4.4 showing home duties after school.

	Female frequency	Percentage	Male frequency	Percentage
Wash plate	70	46.6%		
Fetch water	80	53.3%		
Collect fire wood	60	40.0%		
Prepare supper	90	60.0%		
Clean house/compound	30	20.0%		
Look after cattle	5	3.3%		
Take care of siblings	20	13.3%		

The majority of 90 female respondents prepare supper after school representing 40.0% as compared to 40 male respondents who prepare supper representing 19.04%.

Followed by 80 female respondents who fetch water representing 53.3% as compared to 30 male respondents representing 14.2%

To female respondents representing 46.6% wash plates as compared to 20 male respondents representing 9.5%. 60 male respondents look after cattle after school equal to 28.5% as compared to 5 female equal to 3.3%. 60 female respondent collect firewood equal to 40% as compared to 15 male representing 7.14% who collect firewood after school

Table 4.5 showing the parent's level of education

Level of education	Male frequency	percentage	Female frequency	percentage
Completed primary	90	42.80%	40	26.66%
Completed secondary	50	23.80%	20	13.33%
Completed advanced level	18	8.57%	10	6.66%
Has diploma	15	7.14%	8	5.33%
First degree	5	2.38%	2	1.33%
PHD	2	0.95%	1	0.6%
Never went to school	30	14.28	70	46.66%

From the table 90 male respondents completed primary school representing 42.80% as compared to 40 female respondents who completed primary school representing 26.6%. 50 male respondents completed senior secondary school equal to 23.80% as compared to 20 female respondents who completed senior secondary equal to 13.33%. At least 70 female respondents never went to school representing 46.6% as compared to 30 male respondents equal to 14.28 male respondents completed advanced level equal to 7.14% compared to 10 female representing 6.6%. 15 male respondents have diploma equal to 7.14% as compared to 8 female equal to 5.3%. 5 male respondents equal to 2.38% have attained first degree as compared to 2 female respondents equal to 1.33%.

2 male respondents have PHD equal to 0.95% as compared to female respondents representing 0.6%

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 INTRODUCTION

The researcher in this section summarizes his findings and gives conclusions. Recommendations are drawn in line with the objectives and research findings for possible implementation.

5.1 Discussion

The researcher generally looked at the drop out rate of girls worldwide and finally narrowed himself down to Kenya and specifically Vihiga west zone. The researcher then looked at the causes of girls drop out in primary schools. He drew the statements of the problem from it. He then gave the purpose of study.

From the purpose of study, the researcher made the objectives of the study from which he got the research questions. He looked at the significance of the study and there after looked at the limitation and delimitation of the study where we had such things as lack of time to enable him carry out his research efficiently.

The researcher read the literature on the causes of girls drop out in primary schools where we had things like family structures, learning materials and health and nutrition. He chose on quantitative approach. He also chose on survey methods to collect data.

The researcher decided on the target population in which case the target population were parents and teachers of Vihiga west zone.

In the research sampling procedure he chose on 6 schools out of 16 schools in the zone. The researcher decided on the instruments to use i.e. questionnaire. He gave to the people and later collected for analysis and interpretation.

5.2 CONCLUSION

From the findings, there are over 4,000 pupils in the 16 schools in Vihiga West zone of whom more than 50% are girls. The issue becomes complex as the pupils continue with schooling because the number of girls who complete class eight is below 50%.

This is far much below the expected number of pupils in the zone. Due to the varying livelihood patterns of the people, poor parents are withdrawing their girls from schools in order to cope up with hard life (amref, 2001).

The rate of absenteeism cases has seriously increased with most girls in upper classes being affected. This is due to lack of sanitary towels and other family occupations like taking care of their younger children, assuming the role of parents and taking care of their parent who are affected by HIV/AIDS. Lack of food is also a cause as some are involved in work to enable the rest of the family to get their daily meals. This has prompted the girl child to involve in unwarranted means to get money i.e. prostitution. Most children especially girls are not going to school because of having to remain at home to perform various tasks like taking care of smaller children fetching water and washing utensils. This makes girls miss to attend classes. Due to the ailing parents, as a result of sicknesses/diseases such as HIV/AIDS, some of the children are made to remain at home to take care of these ailing parents. There is also irregular attendance of the girls and their performance may go down drastically. When their performance drops these girls are demoralized thus making them to drop out of school as they feel learning is another burden.

From the findings most of the children come from poor family set ups. Only 7% of the children come from families with both parents who are well off.

The percentage provision of learning materials is below 50% in almost all the family structures. In view of these Maria Montessori 1870-1952 assumes that girls are not given all that is needed in terms of a prepared environment which guarantees exposure to materials and experiences. Parents have not been providing the material due to the different family set ups; Orphaned families, single parent families, and poor families cannot assist.

Lack of awareness among these family structures has also lead to most family structures not providing for the learning materials. Failure to provide these learning materials has led to poor performance or lack of academic progress for girls in primary schools.

Health and Nutrition

From the findings over 90% of family structures from which the girls come from are poor and not well structured. From the 'Daily Nation' newspaper June 26, 2008 shows that over 3.5 million mothers and children below age five die in poor countries because of poor nutrition which is needed to fight some common diseases. In view of these, most of the girls don't get a well balanced diet. They mainly depend on maize meals which provide carbohydrates. Protein which is mostly needed by the girls is not given to them as required. Most of the children are born of stressed mothers. These mothers may not show love to their children which in turn affects the health of the children. Children cannot perform well in school as a result of these.

5.3 RECOMMENDATIONS

1. Poverty alleviation projects like dairy animals should be introduced to help parents provide material needs, nutritional needs e.t.c to pupils.

2. Introduction of cash crops to improve livelihoods of parents.

3. Social amenities to be improved in schools like playing grounds.

4. Retrogressive culture that is against the girl child development should be ignored.

These include early marriages, girl child being viewed as a source of income to the family (dowry) and generally the education system should depict the girl child as an equal competitor academically as boys i.e. the issue of lowering marks for girls entry to form one and universities should be abolished. Instead provide avenues for good learning atmosphere like accessibility to sanitary towels and liaise with parents to lessen the girl child roles in family structures.

5. Creation of awareness on HIV/AIDS in schools and at homes.

Girls clubs: with the help from Ministry of Education each primary should form club to provide girls with reproductive health guidance and counseling and give the girls and opportunity to earn educational incentives and money for small school expenses through income generating activities.

Parental role models: Adult role models have been recruited to sensitize parents, about the value of girls' education and the need to give their daughters guidance about reproductive health issues. The role models also work with girls.

National festivals: M.Y.W.O to create new themes focusing on girl's education and reproductive health for the national music festival, which takes place every year in August. The music festival solicits original song entries from primary and secondary school choirs and M.Y.W.O to award trophies for the best songs related to the project theme at the provincial and national levels.

Family planning Association of Kenya to integrate girl's education issues into the popular "Youth variety show" and to raise public awareness about girls education issues through several newspapers and magazine articles.

Ministry of Education in collaboration with non- governmental organization, churches to establish adult education centers and vocational training institutions to cater for school drop out.

Apart from the government offering free primary and secondary education. It should also provide food, uniform, sanitary facilities and sponsors for student from poor families with full bursary.

**MAHANGA 'M' PRIMARY SCHOOL
VIHIGA DIVISION, VIHIGA WEST ZONE
(WESTERN PROVINCE KENYA)**



**MAHANGA 'M' PRIMARY SCHOOL
VIHIGA DIVISION, VIHIGA WEST ZONE
(WESTERN PROVINCE KENYA)**



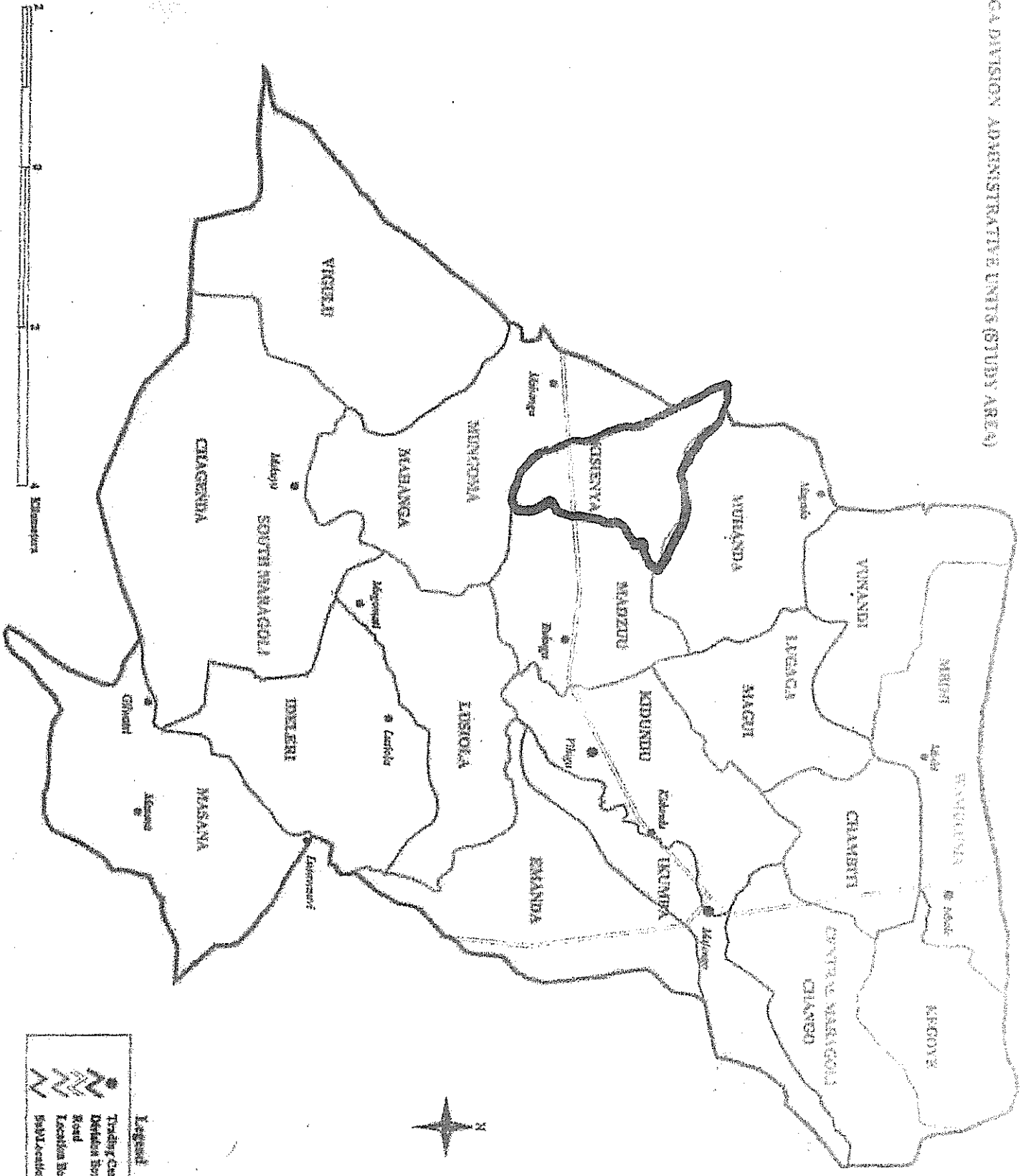
**KISIENYA S.A PRIMARY SCHOOL
VIHIGA DIVISION, VIHIGA WEST ZONE
WESTERN PROVINCE KENYA)**



**MADZUU S.A PRIMARY SCHOOL
VIHIGA DIVISION, VIHIGA WEST ZONE
(WESTERN PROVINCE)**



TUNCA DIVISION ADMINISTRATIVE UNITS (STUDY AREA)



Legend

- Trading Centre
- District Boundary
- Road
- Location Boundary
- Village Location Boundary

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**APPENDICES
APPENDIX 1
TIME FRAME**

MONTH	ACTIVITY
April 2008	Introduction to research
May 2008	Identification of the problem and reading of literature review.
August 2008	Writing of proposal.
September 2008	Giving questionnaire to the respondents and collecting the results.
October 2008	Analysing research findings, writing of the report and making rough draft.
December 2008	Printing the report and making a fair copy

APPENDIX 2

AMISI C. BUNYOLI
BOX 10
VIHIGA-KENYA
TEL: +254712 189 866

Dear respondent,

This is a research project to investigate the causes of girls drop out in primary schools in Vihiga West Zone. The results of the study will help address the problems encountered by different family set ups and the girls in general in their quest for equal rights to education.

Fill in as instructed by the questionnaire

Please provide information which is true.

Thank you in advance

Yours Faithfully,

.....

AMISI CHRISTOPHER. BUNYOLI

5. TRAINING (FOR TEACHERS ONLY)

UNTRAINED TRAINED

PART B

1. How many pupils were in class one in 2000?

BOYS GIRLS

2. How many pupils are in class eight this year 2008?

BOYS GIRLS

3. How many pupils are in your school?

BOYS GIRLS

4. How many pupils have dropped out of school?

BOYS GIRLS

2. How many girls :

a) Stay with both parents (poor parents)?

b) Stay with both parents (rich)?

c) Are orphaned?

d) Stay with one parent?

e) Stay with grand parent or relative?

f) Don't stay with parent or relative?

3. From No. 2 above: which group with over 50% of girls have their guardians

i. Ensured they go to school regularly?

a b c d e f

ii Got concerned with their health and nutrition ?

a b c d e f

4. What are the main causes of girls drop out from schools ?

What are your opinions on how we can reduce this drop out rate?.....