

**FACTORS CONTRIBUTING TO THE DROPOUT OF
GIRLS IN PRIMARY SCHOOLS IN BORO
DIVISION SIAYA DISTRICT**

BY

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DECLARATION

I Anyango Solomon Twala, do hereby declare that this is my original work and not a duplicate of a similar published work of any scholar for academic purposes as a requirement of any higher institution of learning. I further declare that all materials cited in this paper which are not my own have been highly appreciated.

Signature 

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Date 19TH AUGUST 2009

APPROVAL

This project has been submitted for examination with approval as a university supervisor.

Signature 
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Date 19th AUG - 2009.

DEDICATION

This work is dedicated to my mother Tabitha, my wife Sarah and son Lionel.

ACKNOWLEDGEMENT

I wish to express my sincere gratitude to my mother Tabitha, my wife Sarah and son Lionel for their encouragement and support.

I thank my colleagues at the institute for their moral support.

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May God Bless you all.

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ACRONYMS

| | |
|--------|--|
| EFA | Education For All |
| FPE | Free Primary Education |
| UPE | Universal Primary Education |
| MDGs | Millennium Development Goals |
| NGOs | Non Governmental Organizations |
| UNESCO | United Nations Education Scientific and Cultural Organization |
| UNICEF | United Nations Children's Fund |
| USAID | United States Agency of International Development |

ABSTRACT

The study focused on some basic factors contributing to the dropout of girls in primary schools of Boro division, Siaya district. It was across sectional survey which involved head teachers and teachers as respondents. Data was collected using questionnaires and interviews plus observation.

The findings revealed that poverty, limited community mobilization, cultural factors, institutional factors and political factors contribute to girls dropout.

There is need to adopt alternative strategies in order to improve upon community mobilization to support the stay of girls in schools in Boro division, Siaya district.

The researcher recommends that government should increase on its financial support, community should be sensitized and as well girls should be educated about the role in the society.

CHAPTER ONE

INTRODUCTION

1.1 Background of the study

In recent years the plight of children at risk has contributed to attract a lot of international attention. Despite wide acknowledgement of the value of female education, the build of African women and girls continue to be excluded from the education system of their countries either never having enrolled or having dropped out of school before the completion of a specified cycle (Forum for African Women Educationalists FAWE workshop 1994). Gender quality is not a matter of social justice but also of good economics. It is good for the society and the economy (the World Bank report 1995). The high rate of dropping out in African education system especially for girls and apparent lack of appropriate attention to this serious problem calls for security. By dropping out, girls remain entrapped in a vicious cycle of poverty losing out the transformative and literature aspects of education.

According to Dr. Jacqueline Ki-zerbo (FAWE workshop 1994) governments and donor agencies often tend to ignore the social cost of dropping out of school in favour of the more tangible and quantifiable monetary cost.

Education for all is a goal that has yet to be achieved in many countries of the developing world. The high dropout rate especially of girls is a persistent constraint to the achievement of EFA in Africa and Kenya in particular.

Education is a critical ingredient in the empowerment process of the 9000 million illiterate adults in the world, two thirds of the world's present people and are nearly twice as likely as men to be illiterate.

They receive less education and less food and have fewer rights (Nation 11 July 1998).

In Africa, for example girls' primary school enrolment accounts for only 57% of the school age population compared with 75% for boys (UNICEF 1991). It was estimated that over 26 million African girls most of whom live in rural areas are out of school. Either they never enrolled or were pushed out. FAWE says this figure could increase if there is no practical measures undertaken by various governments.

In most developing countries, girls are less likely than boys to enrol in school, stay here, or have their educational needs met through non-formal means. The best development investment available is not being fully utilized. Educating girls achieves great results. When girls go to school, they tend to delay marriage, have fewer but healthier children, and contribute more to family income and national productivity (Summers 1992). Despite this fact, in 2005 only 59 of the countries with data available had achieved gender parity in their gross enrolment rates both for primary and secondary education (UNESCO 2007). While disparities in primary and secondary enrolment rates are decreasing, they have not yet been eliminated (UNESCO 2007). While both boys and girls are affected by high dropout rates, female survival in schooling or an organized educational programme is hampered by unique problems caused by a complex interplay of socio-cultural and biological factors.

Considerable attention has been paid to access and quality at the primary level, however, there is some indication that secondary level education may provide higher returns especially for girls. The gap between the returns to higher and lower levels of schooling is widening, thus putting an increasing premium on secondary and tertiary schooling for later success in the labour market (Lloyd 2005). Recognizing and responding to increasing rates of return can help

drive demand for schooling as parents see the benefits of additional education. It can also encourage attendance and improved performance at the primary school level. Looking ahead to secondary school is an incentive for girls to attend and perform well in primary schools, and re-assure families that their investments will pay off. Whether attention is focused on secondary or primary education, ensuring access and providing a high quality education is crucial if societies are to achieve their development goals.

Developing countries that fail to ensure equitable access to basic education pay a high price for doing so, (USAID 2005). The development cost is not achieving gender parity in education is reflected in reduced economic growth and increases in fertility, child mortality, malnutrition and poverty. A 2002 analysis published by the University of Munich in Germany, estimated that eliminating the gender gap in education in Mali would prevent 35,000 infants' death. These are clear indicators of a need for the empowerment of women in modernization process. The situation at hand reveals that the socio-economic constraints cannot be sufficient explanations for high rate of dropout by the girl child from primary education, cultural and religious constraints cannot by themselves explain the situation of dropout of girls from the programme. The problem is multifaceted and addressing it needs multi-prolonged strategies.

For these strategies to be effective, there is need for more information on the major factors underlying this phenomenon. It is against this background that the research will examine the factors influencing the high rate of the girl child's dropout of primary schools in Boro division, Siaya district.

1.2 Statement of the problem

Education is universally acknowledged to benefit individuals and promote national development. Educating girls promote increase in their subsequent earnings and expands their future opportunities and choices. However, the efforts that are taken to increase the girls' enrolment has lied on a bare rock, because the dropout of girls from schools is puzzling.

Studies on the factors that influence the dropout of girls are inadequate (Fleurent et al 1992, Giharu 1992, Njau 1993). Moreover, most of the studies were undertaken outside Sub-Saharan Africa and as such did not adequately answer the question of the girl child's dropping out because of cultural differences.

While these studies have given some useful dues to the possible factors which lead to dropout, they do not offer sufficient explanation as to why despite efforts to increase female access to schools by providing equal opportunities to all children, their rate of dropout is still remaining higher than that of boys. The study therefore will attempt to answer the key question as to why there is a high rate of girls' dropouts from primary schools in Boro division – Siaya district.

1.3 Objectives

The overall objectives of the study were to investigate the factors contributing to the higher rate of dropout of the girl child from primary schools in Boro division – Saiya district.

The specific objectives of the study were;

1. Causes of girls' dropout from primary school.
2. To establish how free primary education has influenced the access and enrolment of girls in primary schools.
3. To establish the remedial measures being undertaken to address high dropout of girls in primary schools.

1.4 Scope of the study

The research was conducted in two zones (Ulongi and Kowet) of Boro division which has a total of 38 primary schools. A population of 100 teachers was sampled from 16 schools systematically for the purpose of this study. Teachers, head teachers and some parents were used for the study as respondents.

1.5 Hypothesis

1. What are the major causes of girl's dropout?
2. How has FPE promoted access and enrolment of girls in primary schools?
3. What remedial measures can be undertaken to address high dropout of girls?

1.6 Significance of the study

The findings of this study would enable various stakeholders to determine the availability of opportunities for their re-entry and any other instruments to reverse the trend.

The study would benefit the Ministry of Education Science and Technology, the teachers, education officers and parents who would be sensitized on their role in helping the government in fulfilling its mission of providing education to all children by 2015.

The findings from the research would offer solutions on how to retain girls in schools to the education planners.

The study would be used by other researchers to fill the missing gaps in the studies done on factors the girl child's education in Kenya.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

In this chapter an attempt was made to review previous studies which contributed to knowledge of issues which impinge on girls' full and equal participation in education.

Several studies have revealed that failure to invest in women is costly because women play the greatest role and make the greatest contribution at the early stage of human person.

The review reveals that there have been an increasing interest and activity in girls' education at both local and global levels. These include; the World Conference on Education for all EFA (Jomtien 1990), the forth World on Women (Beijing 1995). These among the international events that have stimulated numerous country initiatives and activities to support girls' education. Several studies have also been done that the point targeted interventions to accelerate girls' education in the region.

However, there is limited research carried out in this area in Kenya. Available research reviewed focuses on the three objectives of the study. And the review is heavily drawn from past research carried out in other countries.

2.1 Factors contributing to girl's dropout from primary school

These factors are categorised under political, social, cultural, economic and institutional aspects.

Political factors

The political factors reviewed included policy, gender and sociology. Each government has the responsibility to provide free education

quality basic education so that no child will be denied access because of inability to pay. Some 19 years back, government made an important promise. Meeting at the world conference on education for all, they pledged to ensure that all of the world's children and adults would have the opportunity for a good quality basic education for the year 2000. The promise has been broken, because so many Sub-Saharan countries deny children their right to a basic education.

According to Oxfam and Action Aid (2002) in the absence of concerted national and international efforts, to resolve the crisis in education the human foundations for Africa's recovery will not exist.

Colclough and Lewin (1993) observe that African governments have not intentionally inhibited girl education. The political will and recognition, importance of attaining education for all girls remain important in boosting female enrolments.

According to World Bank (1995) the introduction laws in China was complemented by policies intended to reduce poverty and increase gender equality. This main decision was to develop responsibility for primary education to local communities which were expected to devise measures to increase primary enrolment especially for girls, taking into account specific local problems. Measures by government included awareness campaign to motivate, parents, to enrol all children, flexible work schedules, evening classes, siblings care and special schools for girls. This programme succeeded in raising enrolment among boys and girls even in some of the poorest and remote regions. Whereas this Chinese model appears to be a good intervention the study does not indicate the level of development of the community. Implementing this model in Kenya in 2003 required further investigations on the above mentioned factors to contextualize it.

According to World Bank 1997, out of 146 developing countries rated, of gender human development index (GHDI) Kenya relegated to 112th place as compared to Tanzanians 111th and its level of female adult illiteracy was high ranking 68%. This shows that Kenya's achievements in advancing female education still fall short of the typical indicators of gender parity in education. This is puzzling given that Kenya has continued receiving international and local support and has a well-chained political will. This situation calls for further investigation to establish the factors influencing this trend.

Even when the UPE recently created, a massive increase in gross enrolment, from 6 million to 7.4 million and the government encouraged equal registration of boys and girls, the gender gap remained. The education ministry statistics show that nearly 59% of girls later on dropped out of school in standard 6 – 8. Kinyanjui 1993 observed that African governments invest close to 30% of the recruitment expenditure in education. He further argued that with this enormous investment one would hope that they would be interested in monitoring, evaluating the effectiveness, efficiency and outcomes of their investment. African ministries of education are devoting very little resources on research and evaluation as a proportion of their investment.

The above studies highlight the barrier influenced by the political factors. However, it does not clearly indicate the specific relevant interventions needed to reduce the problem of the higher rate of the girls' dropout from pursuing education in Kenyan context. This study will attempt to address and focus on the possible interventions and necessary building blocks in addressing this problem.

Social cultural factors

The social cultural factors included the parental attitude to female education, society's expected role of women and initiation ceremonies.

Children educational outcomes are a direct result of how much resource and priority parents and families attach to each child.

To a large extent the decision of which child to invest in is governed by prevailing gender ideologies. These may be described as socio-cultural attitudes, behaviours and expectations society has of women and men.

Socio-cultural expectations of girl and priority given to their role as mothers is likely to have a strong negative bearing on their formal education opportunities.

Wamahiu et al 1992 found out that girls who have undergone circumcision or for whom bride price has been paid often undergo attitudinal changes and related formal education; perceiving themselves to be adults and school institutions mental for "children". It is alleged that circumcised girls become indisciplined if and when they return to school, making both teachers and uncircumcised peers. Given the onslaught of traditional structures brought about by the combined forces of colonialism, evangelism, capital penetration and modernisation. This research seeks to further investigate the influence of these factors on our Ugandan contemporary life.

Njau 1992 and Klamahiu's (1994) identified sexual harassment as a factor in school girl dropout. The World Bank 1989 noted that Northern Nigeria and Gambia religious traditions demand gender segregation in education especially for adolescents. This is because parents worry about the possible impregnation of their daughters in schools where male teachers discriminate change and Okumu 1993 also observed that for girls entering the school system beyond the officially prescribed age, early maturity brings its own problems, making them susceptible to sexual exploitation.

Davison and Kanyuke (1990) emphasized that in contemporary times, the traditional division of labour stipulates that girls and boys perform certain tasks. Their research indicates that girls are generally expected to continue playing the designated traditional roles even as they attend school. Boy's roles are limited. The girls' labour is not only a cultural demand but in many cases it may be absolutely imperative for family survival.

The International Labour Organization (ILO) (2000) emphasized that poor performance of children particularly the girls which relate the able greater demand on their time to perform household cores. However, further observation was that the age of children in question, lack of interest on the part of children and school based factors must be given credence, though the study did not further investigate these factors outlined.

Further more, Tooley and Dixon (2005) suggest that lack of money as a reason for not educating children or withdrawing their children from school may be a cover up for other priorities where money is not the issue. The findings revealed that socio-cultural factors come into play. However, these factors were not specifically mentioned.

Their study emphasized the socio-cultural factors as the primary causes. However, as Summers (1992) argues in his findings, culture ties up with economics but this goes beyond economics as the policy environment interacts with a multiplicity o out of school and in school factors to lure the girl child away from formal education.

As emphasized by Mamphela R. in the FAWE workshop (1994) "culture is like an umbrella under which some people like to hide from rain and also to shade themselves from the sun. But, sometimes you need to fold it". Culture is not static, it evolves, and therefore some of

the above beliefs have changed with time. It is this vein that this study investigates further this area.

Economic factors

The economic factors reviewed included the opportunity cost of educating the girl child, economic value of girls and labour market prospects. Sending a girl to school entails direct and opportunity cost which is prohibitive to families particularly the poor and rural families. Research conducted in various parts of Africa suggest that even where schools do not charge fees, other levies and expenses makes schooling out of reach for significant member of children. In Malawi for example the study that was carried out by World Bank (1990), found out that school uniform alone cost ten times the fees charged at primary level.

Kinyajui (1993) contended that the trend to shift educational costs to parents in the name of cost sharing is likely to work against girls' education. However, the reasons why it would happen so were not investigated.

Wamaliu et al (1992) stressed the mistaken view that that educating boys is more crucial given their culture role as family heads and bread winners, as one of the reasons. The other reason was internalization of the myth that boys are more intelligent than girls. Currently, these reasons are debated since they are many female headed homes and girls compete equally with boys in academics. Komahobo and Monolai (1992) emphasized that boys are given preference because of the belief that girls are less success oriented than boys. Since the above studies were conducted, the validity of these beliefs needed to be further investigated in the Kenyan context.

Fanla (1991) and Lenye (1994) observed the rapid rate of growth in urbanization has led to an increased demand for domestic labour. The

rural households have responded by sending their daughters to this domestic labour market in exchanged for regular income. This therefore drives young girls away from schools.

Davison and Kanyuka (1990) contended that the girls' labour was not only a cultural demand but in many cases an imperative for family survival.

Dorbey (1989) summed this with the continuing importance of the institutions such as bride price, polygamy and fornication fines; the economic value of the girl child remains high. They remain an important source of income to their families. According to Cakley (1992) survey data that was made in RR4 societies (mostly proliferated and it showed that the tendency to segregate economic activities in one way or another according to sex is strong. Indeed gender not only varies from are culture to another but it also varies within cultures over time. As societies become more complex, the roles played by men and women are not only determined by culture but by socio-political and economic factors.

The above studies stress the interplay between economic factors and cultural biases. However, an investigation was not done in a situation where an attempt has been made to provide equal access of the girl child to education and other opportunities. Undoubtedly there is a need to know more about what happens in such a situation.

Institutional factors

Institution factors refer to intervention by other organizations to narrow the gender gap. An attempt was made to establish whether the program design and implementation was based on local needs, was practical and strategic to gender needs and involved all stakeholders. Pincus (1973) argued that the first pre-requisites for the solution of any social problem are its formulation and documentation. The

education of girls remains a major challenge despite the international attention that it has received.

Tietjon (1991) carried out a study on the expense of the equal access of women and girls' education in Burkina Faso. The results were illuminating initially. Various labour saving technologies such as water wells and carts were introduced with the aim of reducing the women workload. It was rationalized that this reduced workload would facilitate greater female participation in education. However the project, did not have the expected impact. It was found that instead of using the saved time on school attendance or other school related activities girls utilized it on other domestic activities that improved family welfare. This study drew attention to a need to examine the strategies of intervention drawn by the government to facilitate attainment, enrolment and achievement of girls in the education system.

2.2 Influence of UPE on access and enrolment of girls in primary schools

In education MDGs require countries to provide a primary education for all children by 2015. A World Bank study argued that Africans had by 1992, cost the continent nearly a percentage point in annual per capita growth since 1960. Despite the benefits, it was only at the 1990 education for all (EFA) conference in Jomtein, Thailand, that a global commitment to UPE and gender parity was adopted (African recovery July 2000). The targets agreed to at Jomtein were adopted by the UN Millennium Assembly a decade later and became the MDGs in education.

Despite advances in providing primary education for all children to many African countries, the sub-continent, as a whole is making only slow progress. In conflict – battered, West and Central Africa only 58% of the region's children attend primary school, the lowest percentage

in the world. The regional gender parity ratio is also the lowest with just 90 girls in school for every 100 boys. In 10 of the region's 21 countries, the ratio of girls to boys is below 85% and just five countries are considered likely to reach gender parity in primary education by the end of this year.

In Kenya, the elimination of fees, an obstacle to education to all impoverished families in many African countries, had at a stroke put the country on track to reach the MDG enrolment and gender parity objectives, at least in primary education. In 2004 the UN Children's Fund (UNICEF) estimated that the country's total primary school enrolment was really 7.4 million compared to less than 60 million in the millennium year of 2000. Equally impressive had been Kenya's success in reducing dropouts rates from 4.9% in 1999 to just 2% in 2003.

Despite the difficulties that followed the introduction of free education, the ratios of girls to boys has dropped slightly in the years, although it remains among the best in the region with 94 girls enrolled for every 100 boys. Thus it is in the eye of this study to investigate the causes of the gap between girl boy ratio in primary schools.

Access to education

The barriers that keep girls out of school are well known and solutions for lifting them exist. However, governments and donor agencies have focused on primarily increasing female access and enrolment with insufficient attention paid to the quality and relevancy of education for girls or their retention and achievement rates (Sibbons et al 2000). If primary school enrolment and completion and achievement rates are high but the quality of education is low then education has not conferred the skills and knowledge that are the source of the hoped for greater earnings better health and more engaged citizenship. (Levine et al 2000).

Access, duration and quality are all critical variables in realizing educational benefits. With most efforts focused on closing the primary school enrolment gap between girls and boys, insufficient attention has been paid to the gender dynamics that affect children's larger participation in school. The relationship between gender and educational inputs such as curricula, text books, pedagogy and teacher training are rarely made explicit. Similarly the links among gender disparities, inputs and outcomes are not sufficiently acknowledged.

An evaluation of USAID funded project in Malawi revealed that the focus on getting girls into school without addressing impediments in the learning process put girls at a disadvantage. The evaluation revealed that wide perceptions of girls' failure or weaknesses in English hindered girls in upper grades, where English was the medium of instruction. The study also indicated that girls had been regularly characterized as "dull" second rate students incapable of answering questions and boys were assigned high status tasks like time keeping, while girls were responsible for arranging furniture and sweeping. Kandall (2006). Although these issues are often overlooked in education programmes, policies and strategies contribute to reinforcing the gender gap in education. To close this gap, governments and donor agencies must more efficiently address the systematic barriers to girls' education success as an essential education system strategy.

2.3 Remedial measures to retain girls in primary schools

The introduction of EFA in Kenya marked an increased number of girls enrolled in schools (UNICEF 2004). However, it's observed that more boys are returned in primary schools as compared to the number of girls. Most of the factors as discussed earlier are known to the stakeholders, some are solved and others are unsolved thus, more remedial measures have to be undertaken.

In developing countries where the states have failed, female survival in schools, foreign assistance have been seen as a ray of hope to deliver development to the grassroots. If the vein, many NGOs have been established to assist the development process of various countries. Such NGOs offers wholistic support to the registered children. The major function of the sponsorship programmes is to provide an environment that enables the targeted beneficiaries to unwrap their potentials to become change agents to the community. Through this assistance, the registered children's basic school requirements are met, health needs addressed, spiritual guidance, social equipping amok others. Such assistance has retained some girls in schools but still, there exist a pending number of girls dropping out in primary school thus a need to carry out this study.

It was noted by World Bank that fee abolition alone can bring large numbers of children to schools but it cannot keep them there. Studies from numerous developing nations have demonstrated that a comprehensive strategy for gender equality must address not only official fees, but also opportunity cost of sending girls to schools. In most communities in Kenya there is a conflict between some parents who want to marry off their daughters instead of keeping them in school and another who frequently withdraw their daughters from school to domestic chores, or take care of their ailing relatives. In order to decrease the cost incurred by families who choose to send their daughters to schools, countries such as Bangladesh, Mexico and Brazil who all established successful programmes which provide funds to families to compensate for the lost labour incurred while the girls attend school.

Eileen Kare reported in 2004 that girls' enrolment and dropout rates are much more likely than those of boys to be affected by circumstances such as class size, adequate sanitary, school security and lunch programmes.

The absence of female teachers has also been a disincentive for girls and their parents. These factors combine with high poverty rates, early marriages and their parents, need for household labour on the farm or at home. Education ministry statistics show that when while a greater percentage of boys dropout of school in standard 1 – 5 girls are more likely to leave school in standard 6 – 8 identifying and designing programmes to reach the remaining out of school population and keep girls in school can prove to be a difficult and expensive undertaking of the country's overstretched education factor. Kenya's progress to education has already come to a stiff price.

Public investment in education has increased more than ten fold since 2002 in what education minister George Saitoti described in April 2008 as a sign of government commitment to achieving the MDGs.

CHAPTER THREE

METHODOLOGY

3.0 Introduction

This chapter described the methodology that was used in conducting the study. The chapter deal with the research design, sample area and the population, sampling techniques, data collection methods, procedures and method of analysis.

3.1 Research design

This study adopted a descriptive design. Descriptive research had the capability of investigating the causal relationship between variables and can also give additional information about the variables of interest. Purposive sampling was used in the study. According to Patton (2002) this approach was used in getting an in-depth knowledge of the case using a small population sample.

3.2 Sampling area and population size

The study was carried out in Boro division which had 38 primary schools. Sample size of two zones (Ulongi and Kowet) selecting a sample population of 100 teachers from 16 schools. Ten schools were systematically selected while the 6 were randomly selected.

3.3 Sampling techniques

Systematic sampling techniques were used for the study. This gave every school an equal mathematical chance of being selected for the study. The schools were ranked as per their Kenya certificate of primary Education (KCPE) centre codes. Only schools bearing off code numbers were sampled for the study.

3.4 Type and nature of data primary data

Primary data was gathered from schools, parents and head teachers and teachers through observation and interviews. All interviews were guided by an interview schedule during school visits.

The researcher collected secondary data from official documents of the school for example class registers, teachers' attendance book, mark sheets. Additionally analytical techniques by reviewing studies done by researchers and scholars elsewhere were employed to describe the general educational matters elsewhere.

3.5 Research instruments

The research developed a questionnaire which was distributed to schools and administered to head teachers and teachers. Both open ended and closed ended questions in the questionnaire were used by the researcher.

3.6 Validity and reliability of instruments

Validity

The study instruments were pre-tested and pilot tested in order to test and improve on their validity. The researcher gave two judges including the supervisor and ask them to test the relevancy of the question.

Reliability

20 respondents were used to pilot test the instruments. They were requested to check on the questionnaire construction, language clarity and comprehensiveness.

The comments of different respondents were used to effect necessary changes in the questionnaire.

3.7 Data collection procedures

The researcher got an introductory letter from the university. The letter was taken to the selected schools to seek permission for the school authorities in Boro division to carry out the research. The questionnaires were distributed to teachers to pick. On picking the questionnaires, interviews were held with teachers and head teachers being guided by the responses given by the teachers in the questionnaires.

3.8 Data analysis

Tables were used to show frequency distribution of the number of data values in each of the several non overlapping classes. The responses were put in percentages, and commentary was made on the significance or the lack of it. Where applicable quotations and related literature will be used to discuss the findings.

3.9 Limitations of the study

The first limitation was limited scope. Because of financial constraints which were limited and time the researcher was not be in position to cover all the 38 schools in Boro division. However, a sample size was selected to represent the others.

There was hesitation to discuss reasons for dropping out of the schools which was considered personal and sensitive, by some respondents. Effort however were made to explain the purpose of the study at the beginning of any data collection and assuring the respondents confidentiality.

The researcher was worried about scarcity of literature on the performance of EFA in Kenya and girls' detainment in primary schools but this was solved by using documents for scholars and researchers from other areas in the same field.

CHAPTER FOUR

DATA PRESENTATION AND FINDINGS

4.0 Introduction

This chapter presents the study findings and interpretation. The purpose of the study was to find out the factors contributing to the dropout of girls in primary schools in Boro division, Siaya district. The results of the study are presented below.

4.1 Responses from teachers

The first question was interested in finding out the teaching experience of the respondents. And the findings are summarized in the table below.

Table 1: Teacher's experience

| Experience years | Frequency N = 100 | Percentage |
|-------------------------|--------------------------|-------------------|
| 1 – 5 years | 25 | 25% |
| 6 – 10 years | 60 | 60% |
| Over 10 years | 15 | 15% |

The findings show that 25% of the respondents had a teaching experience of 1 – 5 years, 60% have a teaching experience of over 6 years while 15% have been in the profession for over 10 years.

Question 2. This question intended to investigate whether girls' compete with boys in the classroom activities. The responses are summarised below.

Table 2: Competition of girls against boys

| Responses | Frequency N = 100 | Percentage |
|-----------|-------------------|------------|
| Yes | 79 | 79% |
| No | 21 | 21% |
| Total | 100 | 100% |

The findings showed that majority of the teachers confess their girl students compete favourably with boys in class activities while 21% said the girls do not compete with boys.

Question 3. This question sought to find out the problems faced by teachers with their female students' various problem were given as shown below.

Table 3: Common problems found in girls in classrooms

| Problems | Frequency N = 100 | Percentage |
|-----------------------------------|-------------------|------------|
| Always tired | 15 | 15% |
| Low self esteem | 10 | 10% |
| Misbehaviour | 7 | 7% |
| Financial problems | 5 | 5% |
| Some are psychologically tortured | 6 | 15% |
| Family problems | 3 | 3% |
| Lack of interest in study | 10 | 10% |
| Lack of motivation | 31 | 31% |
| Need scholastic materials | 2 | 2% |
| Minimize teachers (female) | 2 | 2% |

The findings showed that majority of the respondents 31% agreed about lack of motivation in the girl children, 15 percent complained about tiredness in learners, 10% said low self esteem, 7% stressed out the point of general misbehaviour, 5% financial problem, while 15%

talked of psychological torture amongst the girls. 3% of the teachers pointed out that problem of family problems in girls, 10% said lack of control is the major problem in girls, lack of scholastic materials was raised by 2% and 2% complained about minimization of the grown up girls have towards teachers.

The respondents were further asked whether they had acute problems of girl dropout from the classes. The findings are summarized in the table below.

Table 4: Girl dropout from classes

| Responses | Frequency N = 100 | Percentage |
|------------------|--------------------------|-------------------|
| Yes | 82 | 82% |
| No | 18 | 18% |
| Total | 100 | 100% |

The findings indicated that 82% of the respondents had acute dropout of girls from classrooms as compared to boys while 18% said the dropout was not stiff. The findings indicated that the dropout of girls is observed by teachers.

The respondents were further requested to mention some of the factors leading to the acute dropout of girls in classes and some of the problems key gave included lack of financial support fro their parents, rigidity and primitivity of their parents, lack of motivation from parents, stiff poverty that the girls lack scholastic materials entry pregnancies, too much urge for money that they join less paying jobs, low interest in study, bullying and teasing, the findings show that teachers are aware of the factors leading to high school dropouts in girls.

The respondents were asked the measures they are undertaking to promote gender equality in classes. The findings are summarised in the table below.

Table 5: Measure to promote gender equality

| Measures | Frequency N = 100 | Percentage |
|--|-------------------|------------|
| Mixed sitting | 40 | 40% |
| Giving equal opportunities to boys and girls | 21 | 21% |
| Mixed decision groups | 7 | 73% |
| Unsegregative rules | 23 | 23% |
| Inform girls of their position in education | 9 | 9% |

The findings indicate that teachers have taken some measures to ensure gender equality in classes. 40% of the respondents said they arranged the class in a way that boys sit with girls, 21% said they give equal opportunities to boys and girls when it comes to answering questions, lending books, 7% said they form mixed discussion groups while 23% said while setting up classroom rules and laws they ensure they are unsegregative, whereas 9% said they inform girls of their position in study and dominate law self esteem among girls.

The respondents were further requested to show whether the measures undertaken to promote equality were successfully.

Table 6: Measures to promote gender equality in class

| Response | Frequency N = 100 | Percentage |
|----------------|-------------------|------------|
| Yes | 60 | 60% |
| Not at all | 8 | 8% |
| To some extent | 32 | 32% |
| Total | 100 | 100% |

The findings showed that 60% of the teachers strongly agree that the measures influenced a change in gender parity while 8% said they observed no change that girls continued to isolate themselves while 32% registered just marked a minimal change in girls attitudes and as well boys towards girls.

Questionnaires to head teachers

The first question to head teachers required to investigate whether free primary education had inserted an impact on schools' enrolment. The responses are indicated in the table below.

Table 7: Whether primary education had inserted an impact on schools' enrolment

| Response | Frequency N = 100 | Percentage |
|-----------------|--------------------------|-------------------|
| Yes | 100 | 100% |
| No | - | - |
| Total | 100 | 100% |

The findings of the table showed that all the respondents accept the introduction of FPE led to increased schools' enrolment.

The respondents further asked whether universal primary education increased on the retention of girl's schools. The findings are shown on the table below;

Table 8: Retention of girls in primary schools

| Response | Frequency N = 100 | Percentage |
|-----------------|--------------------------|-------------------|
| Yes | 13 | 13% |
| No | 87 | 87% |
| Total | 100 | 100% |

The findings indicated that 13% of the respondents say there is retention of girls in schools due to UPE while the majority 87%, confirmed retention of girls did not increase.

Question 3. This question intended to investigate whether the free primary education system interferes with the needs of girl child adequately. The findings are summarized on the table below.

Table 9: Relevancy of the education system to girls

| Response | Frequency N = 100 | Percentage |
|-----------------|--------------------------|-------------------|
| Yes | 72 | 72% |
| No | 28 | 28% |
| Total | 100 | 100% |

The findings showed that 72% of the respondents who are the majority agree that the education system caters for the needs of the children. Some respondents went on to explain saying that majority of girls from poor families just want to have access to education which is the major aim of free primary education while some explained that the free education was introduced with a campaign of educating both girls and boys and as well gender equality was emphasized. On the other hand 28% of the respondents say that free primary education does not cater for the needs of the girl children. These respondents gave reasons like the policy was introduced at the expense of gender equality and as well some said mere provision of free education could not mean that all girls can access scholastic materials, thus some remain home and lastly some respondent said that girls go to school but are not trained in domestic cores yet they are the mothers of tomorrow which forces parents to withdraw them from school.

The respondents were further requested to mention whether they register high rates of dropout in girls from primary schools. The findings are indicated in the table below.

Table 10: Dropout of girls from primary schools

| Response | Frequency N = 100 | Percentage |
|-----------------|--------------------------|-------------------|
| Yes | 94 | 94% |
| Yes | 6 | 6% |
| Total | 100 | 100% |

The findings showed that majority of the respondents registered a high rate of girls' dropout that is 94% while 6% said the dropout of girls is not so high. The findings show that the dropout of girls is still acute in primary schools despite the introduction of free primary education.

The fifth question to head teachers wanted to investigate whether primary schools were getting enough financial support from the government. The findings are illustrated below.

Table 11: Government finance to primary schools

| Expose | Frequency N = 100 | Percentage |
|---------------|--------------------------|-------------------|
| Yes | 35 | 35% |
| No | 65 | 65% |
| Total | 100 | 100% |

The findings in the table indicated that 65% of the respondents said they don't yet enough financial assistance from the government while 30% said they get enough financial assistance from the government. The finding indicates that there is still limited support by the government to the free education that it introduced.

The respondents are further asked to give their opinions on how girls could be retained in their school. The various suggestions given by teachers are indicated below (see table 12).

Table 12: Suggestions for increasing retention of girls in primary schools

| Suggestion | Frequency N = 100 | Percentage |
|---|--------------------------|-------------------|
| Sensitizing parents | 19 | 19% |
| Taking girls to seminars | 07 | 7% |
| Promote gender balance in classes | 02 | 02% |
| Give girls more positions in school while admitting | 10 | 10% |
| Fair treatment of girls | 23 | 23% |
| Providing jobs to women after school | 20 | 20% |
| Providing scholastic materials to the very poor | 05 | 5% |
| Guidance and counselling | 12 | 12% |
| Encourage female teacher to influence girls | 01 | 2% |

The findings indicated that 19% of the respondents suggested institution of parents about the education of a girl child with a view that it's the parents who decide whether to take and keep a child in school or not, 7 percent suggested giving seminars to girls more so seminars led by women leaders, 02% encouraged gender balance in classroom activities, 10% suggested administration of more girls than boys, 23% proposed fair treatment of girls at school. These are the majority ad held hold a view that some girls dropout school because they are victims of harassment and sexual abuse hence it should be hanged.

On the other hand, 20% suggested that provision of jobs to women graduates to seduce more girls get educated, 5% providing scholastic materials, 12% suggested guidance and counselling for girls, while 2% proposed encouragement of female teachers to attract more girls and

as well they had a view that its female teachers that can handle the girls with much care and can understand their problems to find a resolution. The findings indicated that the retention of girls in primary schools is still lacking.

CHAPTER FIVE

DISCUSSION, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

The purpose of this study was to investigate the factors contributing to the dropout of girls in primary schools in Boro division in Siaya district. In this chapter the findings are discussed, conclusions are drawn, some recommendations are given. Lastly suggestions for areas of further research are proposed.

5.1 Discussion

Factors contributing to girl dropout from primary schools

The researcher was interested in finding out the multiple factors contributing to girls' dropout from primary schools. The stakeholders in education need to know the factors leading to high dropout of girls so that they can find ways of minimizing the habit. The findings show that the factors are institutional, economic, political, institutional and social.

On the contrary, findings show that most of the teachers were politicking for majority of them put the blame on the government. 65% of the respondents out of 100 sad they don't get enough finances from the government. In an interview carried out with the teachers, some of them said that less finances do not allow them cater for the girls to the fullest. This is backed by Action Aid (2000) which stressed that most African governments have not intentionally inhibited girl education. The political will and recognition of importance of attaining education for all girls remain important, in boosting female education. However, in an interview with the district education officer it was observed that some school administrators misuse the education funds posted to their schools, thus it remains a question to what extent finances affect the proper learning of UPE schools.

The findings further showed that there is a lot of rigidity amongst the parents and care takers. They take girls to be responsible for all domestic chores, some parents use their girls for economic gains when they receive bride wealth they give away their girls to marriage instead of school. Further more, the findings show that the parents have a traditional belief that girls are less productive and don't have knowledge to go through school. This is in line with Wamaliu et al 1992 when he stressed that children's educational outcomes are direct result of how much resource and priority parents and families attack tot each child.

Further more, Davison and Kanyuka (1990), said that the traditional division of labour, puts girls playing designated traditional roles which are more that what the boys play.

The findings further showed that some girls dropped out of school due to sexual harassment either from school, heads, teachers, fellow male students and members of the community. Under such acts some girls are impregnated while others fail to hold the trauma and they quit given that they don't even get enough guidance. About this factor the researcher agrees with Njan (1992) and Wamahiu's (1994) who argues that some times for a variety of identified practices girls are victims of sexual harassment which causes psychological torture in them and they end up holding themselves at home for they would be forming the entire community members.

As regards the problem of lack of parental financial support, the researcher found out that it is true some parents don't have enough financial resources to cater for the children. Some parents are polygamous, while other guardians have extended families. However, the problem of finances faces critique because most of the parents according to the observations were in position to cater for the boys thus this shows the correctness of the argument by Pincus (1973)

when he said that most parents put their girl children on opportunity cost concept that they forego educating girls and offer them for other community activities.

Influence of UPE on access and enrolment of girls in primary schools / retention of girls in schools

Findings showed that the introduction of EFA increased the overall enrolment of children. The number of girls in schools almost doubled. The policy tried to cope with the rampant poverty in the parents since they are saved of the burden of paying school fees. On the other hand however, findings further observed that despite the advances made in providing free education for all children, in many African countries Kenya inclusive, they are showing less progress. Only 58% of children attend school which is the lowest percentage in the world (African recovery July 2000).

The findings further showed that in the education system the problem of gender parity still exists. This finding is stressed by Randiki (2000) when he said, just 90 girls are in school as compared to 100 boys hence the ratio of girls is below 85% as compared to boys. More so in an interview with head teachers, the head teacher was quoted saying "Free education is only helpful to boys because the girls come and go" at an early age.

The findings further showed that the government and donor agencies have focused on increasing female access and enrolment into primary schools in Kenya. However, the observations made showed that increase in access and, enrolment in schools without minding about the relevancy and quality of education for girls or their retention rate has not helped them stay in school. Thus this is in line with the findings made by Kamahobo (2000) when he found out that many girls would easily dropout from school the moment they see irrelevancy in what they are taught.

The findings showed that the girls enrolled in schools face a wide range of problems like low self esteem, sexual harassment, financial problems, lack of motivation. 15% of the respondents said most of the girls are always tired in class, as a matter of fact they always doze in class. This is a result of heavy domestic duties they perform, when they try to cope with the situation and fail they quit. Hence in real sense the study observed that introduction of free education without sensitizing parents about the education of girls would not help much; otherwise the challenges make many girls dropout of school.

The findings further showed that there are various measures that would be undertaken to increase the retention of girls in school. 23% of the respondents said that fair treatment of girls would increase their retention. However, the findings indicate that it's only a few girls who dropout of school due to this factor, hence they still dropout due to other minor factors. Observations made in an interview showed that fair treatment of girls would not be successful if struggle is not taken to educate the teachers and boy students morally.

On the point of providing jobs to women graduates it was observed that the job market was narrow that some few women would get employed and other stay. On the other hand it was observed that employers still have inferiority complex towards women that they offer jobs to men at the expense of women thus that would not help much to retain girls in school.

Hence forth as observed by UNESCO, World Bank 2002, that fee abolition only can bring large numbers of school but it cannot keep them there. A comprehensive strategy for gender equality must address not only official fees but also opportunity cost of sending girls to schools.

Retention of girls in school

The findings showed that increase on the number of female teachers would help increase on the retention of girls in school. Kare 2004 observed that absence of female teachers can promote distance between girls and their parents. If the female teachers increase in schools, it would be easy to handle the girls. Reasons for some of their problems are due to adolescence which cases can only be handled by fellow women.

On taking girls to seminars and workshops, it was observed by the researcher that many school administrators wanted so much to take their girl students to women teachers' seminars but were limited by financial ties thus it remains a good suggestion but non practical, unless otherwise. This is backed by USAID's observations that young children need role models, hence forth in attending women heads who are successful more girls would be inspired.

On the suggestion of guidance and counselling, it was found out by the researcher that his visit to class that some teachers tried well to use basic integration measures that they taught as they counselled the students, however the learners were not responding well since they were combining two things. More so, some head teachers later on complained of limited time for carrying out all the various activities, co-curricular activities, academics and also organize guidance sessions. More still some leaders said they did not have access to professional counsellors which indicated that guidance was also limited.

However, the respondents did not make a mention of the mass media yet it's an important agent in addressing the community. Power (1997) reported that television, radio broadcasts also raise awareness about gender disparity in education. As well supported by the measure

which was undertaken by ministry of education in Brazil when it developed advertising agencies to develop campaign for education.

5.2 Conclusion

Having analyzed the data and interpreted it, the following conclusions were arrival at;

1. The factors that contribute to girls' dropout from primary schools are multiple that is political, socio-cultural, economic.
2. Some teachers contribute to the dropout of girls by harassing them sexually.
3. The introduction of free primary education lead to an increase in the enrolment of girls in schools but the retention is still lacking. Thus certain measures have to be undertaken to maintain the enrolment.
4. Government support to primary education is still lacking though it was somehow increased. This seems to have an adverse effect on the performance of the education sectors.
5. The parents are not yet aware of the importance of educating a girl child thus they end up assigning domestic work and selling them into marriages.

5.3 Recommendations

In the view of the findings of this study, the researcher makes the following recommendations.

1. The government should sensitize the parents' community about the role of women in society to enable them to take efforts to send the girls to school.

2. The government to increase on its financial support into the primary school under UPE.
3. Educate girls about the effects of dropping out from school.
4. All education stakeholders should fight tooth and nail to maintain the huge number of girls enrolled in primary schools.
5. Teachers should always be reminded of the professional ethics to enhance their behaviours.

5.4 Areas for further research

The following areas of research are revealed by this study include;

1. Factors that affect the mobilization of the community to support primary schools in Kenya.
2. Government participation and management and its influence on the education of girls.
3. Poor performance of girls in schools.
4. The influence of culture on the development of education in Kenya.

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APPENDICES

APPENDIX A: QUESTIONNAIRE TO TEACHERS

Dear respondent,

I am a student of Kampala International University carrying out a study under the topic "FACTORS CONTRIBUTING TO GIRLS' DROPOUT FROM PRIMARY SCHOOLS" you are kindly requested to attempt them for any attained information will be treated confidentially.

1. Teaching experience

1 – 5 years

6 – 10 years

Over 10 years

2. Do the girls in your class compete with boys?

Yes

No

3. Which common problems have you found in girls in your class?

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

4. Do you have acute problem of dropout among girls in your classes?

Yes

No

5. What do you think are some of the factors leading to their dropout?

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

6. Which measures have you undertaken to promote gender equity in your classes?

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

7. Have the measures helped to upraise girls in class

- Yes
- Not at all
- To a certain extent

Thank you

APPENDIX B: QUESTIONNAIRE TO HEADTEACHERS

Dear respondent, I am a student of Kampala International University carrying out research about the factors leading to high dropout of girls from primary schools in Boro division. You are kindly requested to attempt the questions without fear for any information attained will be confidential.

1. Has UPE increased on enrolment of girls in your school?

Yes

No

2. Has UPE increased retention of girls in your school?

Yes

No

3. Does free primary education adequately cater for the needs of a girl child?

Yes

No

4. Do you have acute problems of dropout among girls in your school?

Yes

No

5. Do your school get enough financial support from the government?

Yes

No

6. What in your opinion would increase retention of girls in your school?

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

Thank you

APPENDIX C: TIME SCHEDULE

| ACTIVITY | TIME / PERIOD |
|---------------------------------------|----------------------|
| Writing proposal | March |
| Presenting proposal | April |
| Data collection | May to June |
| Data analysis | July |
| Compiling and presentation of project | August |

APPENDIX C: BUDGET

| ITEM | K SHS |
|-------------------|---------------|
| Binding | 2000/= |
| Photocopy | 150/= |
| Internet services | 120/= |
| Trading | 500/= |
| Subsistence | 4000/= |
| Total | 9770/= |