

**FACTORS FOR HIGH RATE OF GIRL CHILD SCHOOL
DROPOUT: A CASE STUDY OF NGUNI ZONE
NGUNI DIVISION**

BY

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BED/ 21385/81/DF

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APPROVAL

This research report has been under my supervision as a university supervisor and thus submitted for examinations

Signature.....

Date.....16/12/2009..

NAME: WOMUZUMBU MOSES

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DEFINITION OF TERMS

Child	any person who is below eighteen years of age
Holistic	growth of a child in all aspects of growth, thus, physical, mental, social, emotional and even spiritual growth.
Sample	is a small proportion of the population or subjects that is being studied
Population	these are all the subjects to which inferences are to be made.
Early marriage	marriage or cohabitation with a child
“Ngasya’	dowry
“Kavonokya”	a devout religions sect (Christain which does not believe in taking medicine

ACRONYMS

ECDE- Early Childhood Development and Education

SBTD- School Based Teacher Development

HIV- Human Immune Deficiency Virus

AIDS- Acquired Immune Deficiency Syndrome

DICECE- District Center for Early Childhood Education

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ABSTRACT

This research is on factors for high rate of girl child school dropout, a case study of Nguni zone, in Nguni division of Kenya. The researcher in this study tried to investigate the causes of girl drop out in Nguni zone, the researcher further went on to find out the effects of such girl drop outs in the entire zone. The researcher also sought to discover the strategies that have been put in place to curb the drop out of girls in Nguni zone

During the research period, the researcher used a number of data collection tools some of which included questionnaires, focus group discussions, interview, and schedules among others.

The researcher found that girls in this zone dropped out schools due to early pregnancies over age and poor performance in school poverty among others. It was also found that the drop outs have affected the human resources in terms of employment opportunities for girls which has consequently led to high poverty levels.

It was found that there was need for parents to be enlighten much on the need for education for girls as well as child rights. Guidance and counseling should be initiated in schools.

The girl drop out had adversely affected the development of girl child in Nguni zone.

CHAPTER ONE, INTRODUCTION

1.0 INTRODUCTION

From the days of our fore fathers the girl has been greatly misused, abused and even over burdened. The girl child has suffered under the hands of their care givers who should otherwise have protected them. This trend has over the years been passed over from generation to generation and even now it is evident in many areas. For instance in most of our ECDE centers and primary schools the final and put in the overall population of pupils reaching class eight the girls population is usually low. This is due to the fact that some girls do drop out of the school just along the way.

This therefore seems to be an extension of the perspective on which the girl child has been viewed, as lesser beings, whose major purpose is to bring wealth in terms of dowry since the males are sacrificed at the expense of the boy child. Girls in the pre-adolescent and adolescent stage have hence been denied their fundamental right to development thus their right to good and free primary education has been hence become violated, denied either by their parents or Guardians.

The parents are also ignorant of the fact that this kind of practice in itself is a form of child abuse for instance when a young girl is given out for marriage. Due to this trend, girls in this study area have developed an attitude that education is meant for boys who would otherwise become future husbands and so forth.

To them, a school is seen as a place or breeding place, where girls are taken to be breeding place: where girls are taken to be reared in order to develop to the "Required" stage for marriage or if not the case, may find themselves victims of unwanted pregnancies before then.

1.1 BACKGROUND INFORMATION

This study area is found in Mwingi District Eastern Province. Nguni zone is in the far end of Mwingi District towards the Eastern side. The schools in this zone are far a part from each other. This is due to the Extensive sparsely populated area of land. Thus area is relatively dry but some Traditional farming is practiced.

The inhabitants of this study area are usually faced with water problems since the rainfall here is usually unreliable. There are few rivers passing through this area.

1.2 OBJECTIVES OF THE STUDY

The objectives of the study include;

- (i) To find out causes of girl child drop outs in schools in Nguni zone.
- (ii) Find out the effects of girl school drop outs in Nguni zone
- (iii) Find out the strategies undertaken to curb school girl drop out rates in Nguni zone.

1.3 RESEARCH QUESTIONS

- a. What are the factors that lead to girls drop out in schools in Nguni zone?
- b. What effects does those have on girl education in Nguni zone?
- c. What steps must be taken in order to minimize or stop this trend in girl drop out?
- d. What are the recommendations that can lead to the change in this behavior?

1.4 STATEMENT OF THE PROBLEM

All children require equal treatment and opportunities. No gender should be biased in terms of education.

In this case, the girl's education has been sacrificed since they drop out of school leaving their counter parts proceeding to higher levels of education. So it is important for this advise the teachers, parents on the need to control this drop out. This is essential given that issue of gender equality has become an emerging issue and must be handled with a lot of concern. Despite the fact that this has become an emerging issue, the schools in the researchers zone have continued to register high drop out of girls, this makes the researcher feel that it is of crucial importance to carry out a study to establish the factors and reasons that have led to high school girls drop out in the schools in this study area.

1.5 JUSTIFICATION OF THE STUDY

The information obtained in this study will be of great benefit to the teachers, school managers and community at large. They will be able to discover the need to protect the girl child so as to reach the required level in their education and entire holistic development in their lives.

The parents will also discover their roles in enabling the girl child to have proper and adequate education and how abdication of such roles may lead to devastating psychological problems towards their girl child. It will also encourage the girl to understand her fundamental right to education and exercise it to the maximum.

The administration will also benefit a great deal since the information and data collected will assist them in sensitizing the community on the gender imbalance existing in their areas of jurisdiction in terms of education and check on those who do propagate the practice This will ultimately enhance the propagation of the government policies on the girl child.

1.6 STRENGTH OF STUDY

1. When carrying out the research, the researcher gained a lot of experience in the field of study.
- 2 Most of the people visited by the researcher were very hospitable and welcoming so he felt a sense of belonging and satisfaction
- 3, The head teacher of the researcher own school supported him by offering him time to go and visit the target group.

1.7 LIMITATIONS OF THE STUDY

1. Time factor was a problem. The researcher had very little time which he had to squeeze in order to gather information some people supposed to give him information were not easily found. This causing a problem to the researcher.
2. The sample people were rarely available when given appointment; some appointments were not answered at all.
3. The researcher sometimes found the sample people unwilling to cooperate due to their busy schedules or even because they thought what he was doing was of no importance to them.
4. Some people demanded money for payment of their participation. All in all, the researcher was confident that he had managed to gather information for the study and so the ultimate goal reached and accomplished

CHAPTER TWO, LITERATURE REVIEW

2.0 INTRODUCTION

The school is a socializing agent where the learners come together and learn from each other

The school provides an opportunity for child to explore and fun out or put into work their academic potentialities innate in them. The course in the primary school is well defined where every individual child to be

Considered to having satisfactorily accomplished the course must undergo.

In this case the researcher mentions “dropout” and in such context refers to children who leaves school for a reason or another without covering the recommended cycle in the school, is nine years, one in the pre-school and eight in the primary school.

The complete coverage of this cycle will lead to the child acquiring the appropriate skills and knowledge according each of their development stage.

Definition of marriage

The word marriage from the oxford student’s dictionary, university press means a state of being husband and wife.

According to German technical co-operation pamphlet on children Act Cap 586 law of Kenya-Nairobi, early marriage also refers to marriage or cohabitation with a child. In Kenya, it is accepted under the law that women who have attained the age of eighteen

Years and above are legible for marriage; so any marriage conducted between a child of less than those years can in this case be referred to as early marriage. This is also a form of child abuse.

Environmental factors such as drought and lack of food in homes may enhance this behavior this otherwise may lead to low retention in schools.

According to ministry of education science and technology school based teacher development (SPRED) pamphlet {2001} duties such as household chores, looking after young siblings may do along way in leading to poor performance of girls in the classroom. Since they are usually burdened with a lot of work, while others are delayed at home before being brought to school.

According to German technical co-operation pamphlet on children Act Cap 586, laws of Kenya it is the duty of the parent and the government to provide education to the children regardless of sex. This being one of the fundamental rights of children. This does not depend on whether the parent is poor or rich. Some parents may be unable to provide basic needs of their children. This may affect the retention of girls in school; for instance a situation where the parent is unable to provide basic thing like uniform, books or even sanitary towels for girls; as the girl approaches early adolescence, a lot of peer pressure may build up according to ministry of education science and technology {2004} Guidance and counseling module, hence drop out of school.

According to the manual on HIV/AIDS. The bloom or doom, Kenya Institute of Education December 1999, children who may engage in premature sexual acts are prone to contracting the dangerous diseases AIDS, on the same hand, the girl child may find herself in problems,

when she finds that she is already pregnant, which ever the case STDs or the pregnancy, the ability to continue with school is cut short. The act of premature sexual acts in the olden days was greatly discouraged and more so early pregnancy was in fact a taboo.

According to oxford students dictionary of English, dowry is the amount of money or property a woman or a mans family give to the mans/woman's parents she or he is a sign of wealth in the family

According to Roy Mutisya's book on "Akamba marriage customs, it is the custom of Akamba that the bride groom or a person on his behalf must give a gift {Ngasya} inform of livestock or other property to the father or the guardian of the bride, this is an encouragement to the ignorant parent to deny his girl child the right to education in order to enrich him self.

Professor J.S Mbiti in his African societies; this has been misused by the African fathers to abuse the girl child and deny them their basic right to education.

According to ministry of education science and technology {2004} Guidance and counseling module {SBTD} some children may exhibit low academic achievements in some areas compared to other pupils; where there is lack of proper guidance, such children may end up losing interest in education and ultimately drop out of school.

Carl peters describes religion as the opium of mind, frunrich 1768- 1834; describes religion as the opium about the highest being. Religion is a healthy practice but where too much time is compromised. Situations have always arisen where some kinds of religion sects have publicly denounced the need of education; terming it as "a useless practice, which has its reward here on earth" such beliefs tend to lead to many pupils failing to continue with school life. The Kavonokya sect is known for this trend.

According to Mwingi District Educational Journal 2009, The drop out rates for girls is 1.7for girls from January to April 2009. the drop outs were reported due to pregnancies, unattended sickness and also search for employment

Also due to food insecurity situation household moved to urban areas in search of jobs, which includes domestic work, labour in the construction sites and entertainment. Homes from margined area have move temporally, with their livestock to traditional grazing fields near boreholes and rivers. Hence leading to drop outs of children girls included.

This has also led to girls engaging in selling illicit brews while out of school.

According to DIGEST 2009, it is important that guidelines to end practice of early marriage be instituted. In families and in societies at large, extend opportunities for childhood learning and education offer appropriate seek for families and children and seek to have all children with girls and boys recognized as valuable members of the society rather than economic burdens.

CHAPTER THREE METHODOLOGY

3.0 RESEARCH DESIGN

This was an action research, where the researcher sought to seek a solution to a particular local problem.

The research used tools like questionnaires, inter-view schedules and focus group discussions to collect data.

3.1 RESEARCH SITE

This research was carried out in Nguni zone, Nguni Division, Mwingi District. Nguni Division is in the Eastern side of Mwingi District. It borders Ngomeni Division of the newly formed Kyuso District in the North, Nuu Division in the south. Tana river District in the East and Mwingi central Division in the Western side.

3.2 TARGET POPULATION

3.2.1 Population - this is all the subject to which inferences are to be made.

3.2.2 SAMPLE - this a small proportion of the population that is being studied. So for the case of the researcher the population here is the 30 pre-schools and twenty-three primary schools. The sample is the girls in the eight primary schools and the ECD centers.

3.2.3 SAMPLING PROCEDURE

In this study the researcher targets girls in primary school in Nguni zone. Thirty pre-schools and twenty-three primary schools. The zone is divided into sub-zone and Nguni sub-zone

The total number of girls in the zone is four thousand five hundred and thirty 4,530. So for the purpose of proper capturing of information it was not easy for the researcher to visit all the schools in the zone, so he decided to sample out samples from the entire population. So the researcher decided to use random sampling based on cluster i.e. Ukasi sub-zone and Nguni Sub-zone. Where eight schools were sampled out. These schools are Mboti, Ukasi, Kiwanza, Nzouni, Myuuni, Mulinde, Musovo and Kwanganga primary schools.

All the eight-sample schools have different population in terms of enrolment ranging from 150 to 490 pupils.

The sampled out schools have girls population one thousand and distributed as follows

Kiwanza primary school	106
Mboti primary school	70
Myuuni primary school	207
Ukasi primary school	236
Nzouni primary school	245
Musovo primary school	224
Mulinde primary school	210
Kwanganga primary school	192

So the researcher went on to the sampled schools where he collected the data of each sample for the girl dropped out during the year 2005-2006 and the factors leading to this dropout.

3.2.4 SUMMARY OF SAMPLE

School	No. of girls dropped out of school for years 2005-2006	Reason
Mboti	6	Early marriage Pregnancy Family problem
Nzouni	8	Early marriage Family problem poverty Pregnancy
Kiwanza	7	Pregnancy Marriage poverty Family problem
Ukasi	9	Pregnancy Marriage Overage
Mulinde	10	Early marriage Pregnancy Overage Family problem
Myuuni	11	Early marriage Pregnancy overage Family problem
Musovo	10	Marriage Family problem Pregnancy Pregnancy
Kwanganga	9	Marriage Family problem Overage poverty

3.3 RESEACH INSTRUMENTS

The researcher used the following instruments to collect data

3.3.1 Questionnaire for head teacher

The researcher prepared a questionnaire requiring them to indicate number of girls who dropped out of their respective schools in year 2005-2006 and reasons leading to their dropping out.

They were also required to indicate the girl's age and the class as at time of leaving school.

The researcher also in order to make the gathering of information from samples easier he first booked an appointment with all the head teachers inviting to them in order to get approval. This would obviously prepare for a level ground for both the researcher and the schools administration. Another table also accompanied the questionnaire where the gathered information was to be further condensed for easier reading and tabulation.

For instance, each sampled institution would have one like the information obtained from Mboti was tabulated further into this table as shown below.

S/N	AGE	CLASS DROPPING	YEAR OF DROPPING	REASON
1	14	4	2005	Pregnancy
2	16	5	2005	Overage, poor academic performance
3	15	8	2006	Pregnancy
4	14	3	2006	Early marriage and overage
5	13	5	2006	Family problem
6	14	6	2006	Early marriage

This assisted in easy capturing of the information needed. It was the work of the researcher condense the given information in the questionnaire to this kind of table

3.2.2 FOCUS GROUP DISCUSSIONS

These were organized with certain parents in this sampled schools. The researcher had prepared an interview schedule, which they would use as a guideline throughout the group discussions. This information obtained did not have numbers dropped out schools but majority sought to discover the reasons, which have led to high girls dropouts in their schools and how they intend to rectify the trend.

The researcher in order to prepare for the meeting with the focus groups wrote to the head

Teachers in the sampled to schools to organize for him to meet them after he had met with the head teachers.

3.3.3 INTERVIEW SCHEDULE FOR GIRLS WHO HAD DROPPED OUT OF SCHOOL

The researcher among the sampled schools selected two schools, Mboti and Kiwanza primary the parent organized to get four girls who had already dropped out from these schools. He then interviewed them using the interview schedule prepared by the researcher.

The girls gave out their own reasons as to why they had dropped from school.

3.4 DATA COLLECTION PROCEDURES

The researcher first tried to make an appointment with the target group by writing to the head teacher of the sampled out schools. Upon the receipt of the acknowledgement from the school administration he would go there in person carrying the questionnaire where they would fill together with head teacher. Later, he would meet with parents who formed the group focus discussion, then using the interview schedule discuss with them on the same.

It was not easy to conduct the head teachers sometimes even the researcher had written to them; he had still to reach them by phone since many were reluctant to answer for instance in Kiwanza, the researcher had to book an appointment after school where he passed the school and the head teacher offered him the information, although he had that he had received the booking letter late. The researcher had to come the next day, which was on a Saturday to meet with the parents who worked on the same day in the school, which he did.

In Nzouni the researcher was called through the phone, where he went and collected the information, later met with the parents for the same. At Kwanganga the researcher missed the head teacher once but managed to get him later. This being prompted by the fact that any network does not cover this area. So it was not easy to conduct him. Mulinde and Myuuni the head teachers meet with researcher on center sports where the he issued them with the questionnaire. They went to fill in the stations and also prepared a data for the parents. After a week they called him and he was able to collect data.

Musovo and Ukasi was not a problem to the researcher since he got invitation upon booking appointment and since all the schools are in the same direction he visited them on a Tuesday. Which is a market day for Ukasi, he visited Ukasi at 10:00am and found him present there after he visited Musovo about six kilometers where he found Musovo's head teacher. The parents were few since most of them had gone for the market day.

The researcher had no problem with Mboti primary since this is where he teaches.

He further organized to meet with four girls who had dropped out of school from Mboti primary and Kiwanza. This was made possible by cooperation of the parents of him to interview them.

He visited each of them at difference times.

3.5 DATA ANALYSIS

The researcher tried to analyze the data using tables and graphs.

CHAPTER FOUR; DATA PRESENTATION, ANALYSIS AND DISCUSSION

4.0 DATA ANALYSIS

The researcher having visited all the sampled schools came out with the following information

Table 1: The population of girls in the sample schools

School	Population of girls
Mboti	70
Musovo	221
Ukasi	236
Mulinde	210
Kiwanza	106
Myuuni	207
Kwanganga	192
Nzouni	245
Total	1480

From the table above Mboti primary had the least number of girls population all sampled schools followed by Kiwanza primary with 106. This is because both are young schools compared to the others. Nzouni had the leading population of girls being 245 followed by Ukasi with 236. These being the oldest schools one of the samples

Table 2: Showing the dropout causative factors

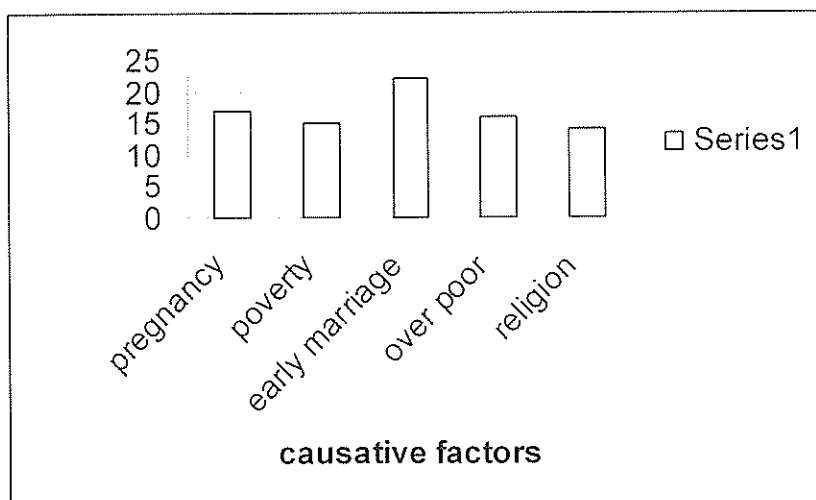
Reason	Musovo	Mboti	Ukasi	Mulinde	Kwanza	Myuuni	Kwanganga	Nwouni	total
Pregnancy	2	2	3	2	3	2	2	1	17
Poverty	2	1	2	2	1	1	4	2	15
Early marriage	4	2	3	3	2	2	1	3	21
Over age and poor performance	1	1	2	1	1	1	1	3	21
Religion	4	0	2	2	0	0	1	2	14

Analysis

It was clear that in all the sampled schools girls dropped out of school due to different factors these includes early pregnancies, poverty by parents, overage of pupils, poor academic performance, early marriage and even religion

Each school had a different figure of girls' dropouts. Form this table, it was realized that in this area of study most of the girls had dropped out of school due to early marriage the figure beings 21 girls

Figure 1: Bar graph showing the girl dropout causative factors



Early marriage leads as the most prevalent factor having contributed to the out of girls in Nguni zone 21 cases identified.

The least factor being religion with 14 cases identified

Table 3: Showing number of parents interviewed in the focus discussions in each sampled school

School	Parents met
Mboti primary school	10
Musovo primary school	8
Ukasi primary school	9
Mulinde primary school	15
Kiwanza primary school	11
Myuuni primary school	10
Kwanganga primary school	16
Nzouni primary school	15

ANALYSIS

Mulinde and Nzouni had the most number of parents interviewed, followed by Mboti and Myuuni primary schools. This is due to the researcher's ability to organize this meeting in advance. At Kiwanza he found quite a number through not as in other schools above.

At Musovo and Ukasi, the numbers were relatively low since the meeting was arranged on a market day, which most of the parents attend. At Kwanganga the parents met were few this is due to poor communication.

Table 4: Showing the causative factors of girl, drop out by parents

MBOTI	Poverty, pregnancies, marriage
MUSOVO	Poverty, pregnancies, marriages
UKASI	Poverty, pregnancies, overage, peer group influence
MULINDE	Poverty, marriage, pregnancies, culture
KIWANZA	Marriage, poverty, pregnancies
KWANGANGA	Marriage, poverty, pregnancies, sickness
NZOUNI	Marriages, poverty, pregnancies, peer group influence

ANALYSIS

The most cited reasons included poverty, early pregnancies and early marriages. Other reasons cited included peer group influences, culture and sicknesses. Poverty was the leading i.e. most prevalent factor followed by pregnancies. Most parents were bitter on early pregnancies since they blamed grownups and even care givers for propagation of this dangerous practice.

They were reluctant on early marriage since this was a factor they themselves propagated

Table 5: Showing an interview of four girls who had dropped out from Mboti and Kiwanza primary school

s/n	Age enrolled in school	Age dropped out of school	Class dropped in	Reason
Girl A	7 years	12 years	5	Forced to drop by parents to work as baby sitter
Girl B	6 years	15 years	8	Got pregnant
Girl C	8 years	17 years	5	Felt like dropping Other children started laughing at her and calling names
Girl D	6 years	16 years	7	Got pregnant and got married

Analysis

It was discovered that the girls who had already dropped from school were not willing to co-operate in giving out information. Through after some probing the researcher managed to interview four girls who had dropped from schools of Mboti and Kiwanza

Out of the four girls, two had dropped due to so pregnancies and got married. While the other two, one was forced by her father to drop and be employed as a baby sitter to supplement for the family needs; while the dropped due to overage when she discovered that she could cope up with peer group.

Table 6: Showing effects of girl drop outs in Nguni zone

Effect	Decreased girl population in schools	Few female workers in formal sector	Weak homes	High poverty level	Decreased human resource
No. of respondents	50	35	25	40	30

Analysis

Many respondents commended that girl drop out world lead to decreased girl population in schools

This was seen to translate to few female workers in formal sectors weak homes, high poverty level and decreased human resources.

Table 7: Showing the strategies to curb girl drop out in Nguni zone

	Strategies	No of respondents
1	Government enhance legislation on girl education	40
2	Provision of enough personnel for guidance and counseling in schools	45
3	Sensitization to community on girl education through NGO's	60
4	Provision of basic requirement for girls by NGO's government and other interested groups	30
5	Banning of unfavourable cultural practices e.g FGM, early marriage	50
6	Provision of role model	55

Analysis

It was found out that strategies like, enhancement of legislation on girl education, provision of personnel for guidance and counseling in schools, sensitization on girls in schools e.g sanitary towels, stooping of cultural practices which hinder girl education and provision of role models are some of the strategies which have been used and can help to curb girl drop outs. This is according to 280 respondents interviewed.

CHAPTER FIVE; SUMMARY, RECOMMENDATION AND CONCLUSION

5.0 CONCLUSION

According to the researchers finding it was discovered that:

- (a) most of the girls in the study area drop out of schools to be married prematurely. So the community does not fully value girls' education.
- (b) many girls become pregnant while in school forcing them to drop. This could be due to peer group influence and environmental factors like long distance to fetch water at night
- (c) some girls delay in school leading to overage and poor performance, which later due to peer group ridicule many opt to drop out of school
- (d) parents are poor in this study area hence this leads to girls dropping out of school.
- (e) there is a religion in this study area, which does not value girl's education
- (f) The girl drop out led to decreased girl population in school, translating to few female workers, translating to few female workers, weak home and high poverty levels and consequently decreased human resource.
- (g) The government in collaboration with NGO's and the community have formulated strategies to curb this girl drop out such as enhances legislation on girl education, provision of guidance and counseling and others.

5.1 SUMMARY

It is clear that in this study area parents do not value girl's education very much, since they give daughters for marriage when they are young. They also delay them at home before taking them to school making them prone to early pregnancies due to overage, it is also clear that the inhabitants of this study area are not fully conversant with the children rights and freedom that is why they deny girls their rights to education. This have adversely affected the girl performance in this area, it is true strategies have been put in place to curb the trend

5.2 RECOMMEDATIONTS

These are some of the recommendations from the study

- {i}. awareness should be created to enlighten the parents and community on the importance of girl education and proper parenthood.
- {ii} Parents should ensure that their girls are not given to marriage at an early age.
- {iii} The girl child should not be delayed in joining the pre-schools and primary schools
- {iv} Parents and teachers should offer guidance and counseling to the girls to reduce pregnancies.
- {v} The community should be enlightened on proper religious beliefs.
- {vi} The communities need to be sensitized on the child rights as stipulated in the children act.

{vii The pupils in the primary schools should be encouraged on the importance of education and be sensitized on the dangers of unhealthy peer group influences.

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APPENDICES

APPENDIX I

MINISTRY OF EDUCATION, EDUCATIONAL RESEARCH, QUESTIONNAIRES FOR HEADTEACHERS

**THE HEAD TEACHER
MBOTI PRIMARY SCHOOL
P.O BOX 1 NGUNI**

I am glad to write to you through your office requesting you to provide me with the following information obtained from school. I am a student at Kampala international University undertaking Bachelor of education in early childhood and primary education

This research tries to investigate the factors leading to drop out of girls in primary school within Nguni zone; your school has been sampled out for this exercise.

The information obtained will be treated with due confidentiality and will be used for purpose of study only

INSTRUCTIONS

Answer all questions, do not leave blank spaces

1. Name of school.....

2. Number of girls dropped out of school in.....

3. {a} How many girls dropped out of school in

2005.....

2006.....

{b} What are the factors, which have led to those, drop out, list them

{1}.....

{2}.....

{3}.....

4. a) How many in the below age brackets dropped from your school in the said years

Years	No.
3-8
8-12
12 years and above

b) In which classes did they drop in and how many per each class in the said years

class	No.
pre school
1
2
3
4
5
6

APPENDIX II

SAMPLE OF BOOKING APPOINTMENT LETTER

**MBOTI PRIMARY SCHOOL
P.O BOX 1 NGUNI
THE HEAD TEACHER
KIWANZA PRIMARY SCHOOL
P.O BOX 1 NGUNI**

Dear Sir,

**PERMISSION TO CARRY OUT EDUCATIONAL RESEARCH IN YOUR
SCHOOL**

I have the pleasure to write to your office requesting you to grant me permission to carry out research in your school.

I am currently undertaking Bachelor of education degree at Kampala international University and undertaking a research on factors, which have led to high drop out girls in Nguni zone.

I would be very glad if you squeezed your busy schedule and offer me a day for this exercise

Please also do arrange for me to meet with some of your parents on the same issue.

You can reach me on call **+254-724172794**

Thank you in advance

Yours faithfully

**DANIEL M. KISYULE
BED/21385/ 81/ DF**

APPENDIX III

INTERVIEW SCHEDULE FOR PARENTS

- 1 How many girls are in secondary schools from this region?
- 2 How many girls are in college and universities from this area?
- 3 Do you normally experience situation where girls are unable to complete their school; either in primary level, secondary or even colleges and universities
- 4 If so what are some of the reasons?
In the
 - i. Primary schools?
 - ii. Secondary schools?
 - iii. Colleges and universities?
- 5 Why do you think these do happen?
- 6 Can we stop this trend, if so, how?

APPENDIX IV

INTERVIEW SCHEDULE FOR GIRLS WHO HAVE DROPPED OUT OF SCHOOL

1. When were you enrolled in pre-school?
2. When were you enrolled in class one?
3. How old were you, when you joined class one?
 - {a} Which year did you drop out of school?
 - {b} How old were you, when you dropped out of school?
 - {c} How old were you, when you dropped out of school?
4. How much did you like school?
5. What meant you leave school?
6. Would you like to go back to school? If not, why?

APPENDIX V

INTERVIEW SCHEDULE ON EFFECTS OF GIRLS DROPOUT

1. Are there any girls drop out in your area?

Yes No (tick whichever applicable)

2. If so what do you think are some of the effects of the girl's dropout in the:

{a} School {list}

{1}

{2}

{3}

{4}

{b} In the community {list}

{1}

{2}

{3}

{4}

{c} in the nation {list}

{1}

{2}

{3}

{4}

3. Can this trend be stopped or reached?

Yes No

If so, suggest some of the strategies which can be or has been employed to curb the girl drop out at.

1} school

{a}

{b}

{c}

2} community level

{a}

{b}

{c}

{d}

3} national level

{a}

{b}

{c}

{d}

APPENDIX VI

INTRODUCTION LETTER



Kampala International University
Institute of Open and Distance Learning
P O Box 20000 Kansanga, Kampala, Uganda
256 41 373 498/ 256 41 373 889 (Ug) 254 20246275 (Ke)
e-mail: efagbamiye@yahoo.com Tel: 0753142725

Office of the Director

3RD DECEMBER 2009

TO WHOM IT MAY CONCERN:

Dear Sir/Madam,

RE: INTRODUCTION LETTER FOR MS/MRS/MR..... DANIEL MUSEE
KISYUKE..... REG. #..... BED/21385/81/DT.....

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

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

FACTORS OF HIGH GIRL DROP OUT
A CASE STUDY OF NHUNI ZONE,
NHUNI DIVISION - KENYA

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

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

Yours Faithfully,

Kule, J.W
Deputy Director
14 DEC 2009
KAMPALA INTERNATIONAL UNIVERSITY
Inst. of Continuing & Distance Studies