

**HOME BASED FACTORS CONTRIBUTING TO DROP OUT OF GIRLS
IN MIXED DAY SECONDARY SCHOOLS IN MTITO-ANDEI DIVISION
KIBWEZI SUB-COUNTY MAKUENI COUNTY**

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Administration and Planning in Partial Fulfillment of the Requirements for
the Award of Master of Education Degree of South Eastern Kenya
University**

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DECLARATION AND RECOMMENDATION

DECLARATION

This research project is my original work and to the best of my knowledge has never been presented for the award of a degree in any other University.

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RECOMMENDATION

This research project has been submitted for examination with our approval as university supervisors.

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DEDICATION

I dedicate this work to my family and friends with whose support I was able to successfully complete the master's degree programme.

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I am profoundly grateful to my supervisors, Prof. James Muola of Machakos University College and Dr. Redempta Maithya of South Eastern Kenya University (SEKU) for their guidance, encouragement and willingness to give me direction in writing this research project. Special thanks go to my friends with whom I consulted. I am indebted to all the respondents who participated in this study since without their input the study would not have been completed. I remain most grateful to my family for their support and understanding when I spent most of my time in studies and research work instead of being with them.

ABSTRACT

Students are the basic component for any school to be registered by the Ministry of Education Science and Technology. The retention of the students within the education system is a great challenge to all stakeholders as some may drop out before completion of a certain course. The girl-child has been faced by the problem of dropping out from school. The study sought to find out the home based factors that contribute to girls' dropout from mixed-day secondary schools in Mtito-Andei division, Makueni County. The researcher aimed at coming up with findings and recommendations which would create awareness among the administrators and policy makers in formulating educational policies to minimize this problem. The study was guided by the following objectives: To determine the contribution of household income on girls' drop out in Mixed-day secondary schools, to find out the extent to which family composition contribute to girls' drop out from Mixed-day secondary schools and to establish whether parent's level of education contributes to the drop out of girls in Mixed-day secondary schools. The research used descriptive survey design. The target population included 19 public mixed-day secondary schools in Mtito-Andei division. A proportionate random sample of 9 schools was selected for the study from the 3 zones that form Mtito-Andei division. The respondents included 228girls and 9 Form 4 class teachers. Data was collected through administration of questionnaires. Data collected was coded, cleaned and categorized manually by the researcher and processed by use of Statistical Package for Social Sciences (SPSS). It was then analyzed using frequency distribution tables, percentages, bar graphs and pie charts. The study found out that household income, family composition and parent's level of education positively contribute to girls' dropout in Mixed-day secondary schools in Mtito-Andei division, Makueni County. The study further found out that poor economic growth has led to persistent poverty in Kenya, where about 50% of Kenyans live below poverty line and are therefore unable to access basic needs like food, shelter, health and education. This is because farming, the common source of income for most families, depends on the availability of rainfall. The study among others recommended that parents should consider investing in higher education of the girl child equitably to that of the boy child.

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LIST OF ABBREVIATIONS AND ACRONYMS

BOM	Board of Management
EFA	Education for All
FSE	Free Secondary Education
KCPE	Kenya Certificate of Primary Education
KICD	Kenya Institute of Curriculum Development
KNEC	Kenya National Examination Council
MOEST	Ministry of Education Science and Technology
NGOs	Non-Governmental Organizations
UN	United Nations
UNESCO	United Nations Educational, Scientific and Cultural Organisation
UNICEF	United Nations International Children's Fund

CHAPTER ONE

INTRODUCTION

1.1 Background Information

Education has a profound effect on women's ability to claim other rights and achieve status in society. According to Ondere (2012), girls' education is beneficial as it contributes to economic productivity, social development, intergenerational education, social equity and sustainability of development efforts. Research evidence shows that education of the female child is paramount to the development of a nation. This is emphasized by credible visionaries and world leaders including the former United Nations Secretary General Koffi Annan, who continuously highlighted the role and impact of girls' education. In one of his speeches, at the launch of a non-governmental report on girls' education in March 2003, Koffi Annan noted that; studies have taught us that there is no tool for development more effective than the education of girls. No other policy is likely to raise economic productivity, lower infant mortality and maternal mortality, improve nutrition and promote health including the prevention of HIV/AIDS than that of educating girls (World Conference on Education 2001). Koffi Annan in his speech described girls' education as an accelerator of progress and human development. What remains to be done is to make it a reality that education is paramount to both boys and girls for effective development of any country.

Making secondary education more accessible is a serious challenge in many parts of the world, especially in the sub-Saharan Africa though significant increases in the Arab states have been made. The Gross Enrolment Ratio (GER) provides information that secondary school education increased from 72% to 80% in the world between 1999 and 2009. Even though there has been progress, the sub-

Saharan Africa is facing serious gender disparities at the secondary level (Elofsson, 2012).

In Botswana, a study by Meekers & Ahmed (2009), found out that, in spite of great improvements that the Botswana Government has witnessed in education since independence in 1966, there has been a high rate of girls' dropout due to pregnancy after primary school. The study reveals trends that show more boys dropping out of school than girls in primary school level and double the number of girls dropping from secondary school between form two and three. The Botswana Education Statistics (2007) also show that there is a huge disparity in the number of boys (2107) and girls (3375) dropping out of school.

In Nigeria, although there is free education policy at all levels, access to education for all remains unattainable especially for female children and women. Some of the Nigerian administrative states like Sokoto and Zamfara, the female literacy rate is low compared to boys. In addition, statistics obtained from the two states indicated a wider gender disparity with 65.6% of male being literate against 39.5% literate females. The same research indicate that about 33% and 20% of female children attend primary and secondary schools respectively in sub-Saharan Africa (UNICEF, 2009).

The efforts made by African countries to increase girls' education opportunities and access to education remains limited in several sub-Saharan African countries including Kenya. According to Bason and Lam (2014) many girls who reside in rural areas in Africa drop out of school. Provision of education to all citizens has been challenging even though the Universal Declaration of Human Rights entitles everyone the right of education. The words of Battin (2014), suggest that female education is recognized as a critical pathway in promoting social, economic and political development in any country. This means that the economic and social benefits of female dropout represent a significant regression in the development of nations (Kibugi, Cgeserek & Murgor, 2013).

After independence in 1963, the main target for the government of Kenya was to alleviate three great problems; poverty, illiteracy and disease. To tackle the problem of illiteracy, the government of Kenya embarked on strategies to support provision of education. This was done through various commissions as a way of developing the human capital. These commissions include; the Ominde Report (1965), which supported the establishment of Harambee schools, the Gachathi report (1976) which introduced cost-sharing between the government, parents and community, the Kamunge report (1988) which recommended curriculum rationalization and Koech report (2000) which looked at ways of making education cheaper, affordable and accessible.

In Kenya, as in other developing countries, the provision of quality education and relevant training to all is the key determinant for achieving the national development agenda. The government of Kenya has therefore focused its main attention on formulating appropriate education policies to ensure maximum development of the human resources who are essential for all aspects of development and wealth creation through industrialization. All education stakeholders recognize that quality education at all levels will enable Kenyans to utilize their natural resources efficiently and effectively in order to attain and maintain desirable lifestyles for all Kenyans (Munavu, Ongutu, & Wasanga, 2008).

Policies have been put in place by the Kenyan government with the aim of attaining education for all (EFA) with particular interest on quality, equity, relevance, internal and external efficiency within the education system. According to the Sessional Paper No.1 of 2005 on Policy Framework for Education, Training and Research, the Kenyan government aims at long term aim of providing every Kenyan with basic quality education and training including 2 years pre-primary, 8 years of primary and 4 years of secondary education.

The Kenya government has a policy for free primary education (FPE) introduced by the government in 2003 and a subsidized day secondary education policy introduced in 2008. The secondary education policy stipulates that, there should be no tuition fee paid for day secondary schools. However, girls still face challenges arising from the home that force them to drop out of schools more as compared to boys (Kibugi, Cheshire & Murgor, 2013).

The government of Kenya and other Non-Governmental Organizations for example UNESCO, have been in the front line in emphasizing the attainment of girl child education but the dropping out of girls from schools is still rampant in mixed-day schools country wide. According to the Education Management Information System (EMIS, 2010) data, Mtito-Andei division has been highly hit by the high rates of girls' dropouts causing an alarm in the area. It is against this background that the researcher decided to investigate the home based factors contributing to the dropping out of girls in mixed-day secondary schools in the division.

1.2 Statement of the Problem

Dropping out of school is a big loss to the individual, community and the nation at large. It may occur at all levels of learning and has been a social problem over the world. A girl dropping out from school is of great concern for any government or society. Many policies and strategies have been developed by the Kenyan government to enhance smooth transition rate in school but there are still students who withdraw from school prematurely. For instance, during the announcement of the Kenya Certificate of Primary Education (KCPE) results in 2013, the Kenya National Examination Council (KNEC) executive raised the concern about the number of dropouts during the primary cycle. The results indicated that out of the 1.2 million girls who enrolled in Standard One in 2006, almost one third did not reach standard eight (Aduda, 2014).

Preliminary investigation by the Ministry of Education Science and Technology (MOEST) indicates that the national level dropout rates among female students in secondary schools in 2004 registered 12.8% and that of boys at 10.6% Mtito-Andei division inclusive (Ruto,2009). Mtito-Andei Division, like many other parts of Kenya, has been experiencing a girl dropout problem especially in Mixed-day secondary schools. A check with the DEO'S office on the number of girls who dropped out of Mixed-day secondary schools in 2013 indicated that 102 out of 480 enrolled in 2010. This has therefore necessitated the researcher to investigate the home based factors which contribute to the problem of dropping out among girls in Mtito-Andei division since they have not been investigated.

1.3 Purpose of the Study

The purpose of the study was to investigate the home based factors that contribute girls dropping out of mixed-day secondary schools in Mtito-Andei division.

1.4 Research Objectives

The research objectives for the study were:

- i. To determine the contribution of household income on girls' dropping out of Mixed-day secondary schools.
- ii. To find out the extent to which family composition contributes to girls' dropping out of Mixed- day secondary schools.
- iii. To establish whether parent's level of education contributes to the dropping out of girls in Mixed-day secondary schools.

1.5 Research Questions

- i. How does household income contribute to the dropping out of girls from Mixed-day secondary schools?
- ii. To what extent does family composition contribute to the dropping out of girls from Mixed-day secondary schools?

- iii. What is the contribution of parent's level of education on girls' dropping out of Mixed-day secondary schools?

1.6 Significance of the Study

The study provides an objective assessment on the home based factors that affect completion rates of girls in mixed-day secondary schools thus forming a basis for evaluating the best way of providing education to girls. Therefore the study would enable the government and the community to facilitate girl's education.

The data collected from the study would benefit institutions involved in policy formulation pertaining to education in Kenya, such as the Kenya Institute of Curriculum Development (KICD) and the Kenya National Examinations Council (KNEC) in coming up with policies which enhance girl's education especially in mixed-day secondary schools in Kenya.

The study would enable the Ministry of Education Science and Technology (MOEST) to re-address the objectives of secondary education and also enable curriculum developers to re-examine the secondary school curriculum. This would in turn facilitate improvements that make the education environment friendlier to the girls. Consequently, this would make it possible for many girls to complete secondary education especially those in mixed-day secondary schools.

The findings of the study would increase awareness of all stakeholders on the home based factors that cause the dropping out of girls of mixed-day secondary schools. This would enable the local administrators, Board of Management (BOM), teachers and parents to understand the background of the dropout problem consequently enforce education policies that addressed it. The study findings would also form a basis for further studies and research in school dropouts in other parts of Kenya.

1.7 Limitations of the Study

Mtito-Andei division is in Kibwezi Sub-county, Makueni County. It is located in the semi-arid parts of Kenya that have lagged behind in terms of development. The area has a poorly established road network thus making transport difficult and unreliable. The schools under study were sparsely scattered over the large division. This made travelling from one public school to another tiresome.

Obtaining data on girls' dropout was also a challenge since some girls left school without giving the genuine reasons. Some administrators were reluctant to release records on girl dropouts because under the Free Secondary Education policy, any indication of decrease in enrolment would affect the amount of money allocated to the school.

There were many factors that contribute to dropout of girls in schools however, the study only investigated the contribution of family composition, parents' level of education and family income. Other factors influencing girl child education may thus affect the results.

1.8 Delimitations of the Study

The study focused on three home based factors that contribute to the dropping out of girls from mixed-day secondary schools in Mtito-Andei division. In addition the study covered mixed-day secondary schools only and not pure boarding schools because the problem of girls dropping out of school is more common in mixed schools.

1.9 Assumptions of the Study

The following assumptions were made during the study:

- i. All the mixed-day secondary schools selected for the study had adequate facilities and represent the other schools in the category in the entire division.
- ii. All day mixed secondary schools in the area provided conducive learning environment girls.

- iii. Answers provided on the questionnaires were correct and not biased.

1.10 Definition of Terms

Dropout-Refers to a student who for any reasons other than death leaves school before completion without transferring to another school.

Mixed-day secondary school-Refers to a four year post-primary institution with both boys and girls which is developed, equipped and provided with staff from public funds.

Home based factors- Refers to those factors originating from the place where a student lives permanently with others who are related by blood.

Family composition-Refers to the family set up in terms of number of siblings, family type as well as gender of the siblings.

Low income earners- Refer to people earning 1,035 US Dollars or less per month,

Household income-Refers to the amount of money that all members in a family are able to raise within a period of one month, either low (below ksh.5000), medium (ksh.5000-20000), or high (above ksh.20000).

Parent's level of education- Refers the level of education that a person has been able to complete in an education system, that is, primary, secondary, middle college and university levels.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Literature review in this chapter was discussed under the following sub-topics: The foundations of girl's education, significance of educating girls, and home based factors that lead girls to drop out of school. Theoretical and conceptual frameworks are also included in this chapter.

2.2 The Foundations of Girl's Education

According to Randell & Gergell (2009), girls' education on the African continent has reached a crossroad. The gender gap has reduced significantly over the last few years, particularly in primary education, with a high priority being placed on girls' education in national, continental and international education policies, laws, conventions and agreements. These include national education policies, poverty reduction and economic development strategies, the Millennium Development Goals (MDGs) and the Education for All (EFA) campaign. Regardless of National and international conventions and agreements, there are still girls without access to primary and secondary education across the continent. The following section is a brief on some of the foundations of girls' education at the beginning of the 21st century.

2.2.1 Convention on the Rights of the Child

The Convention of the Rights of the Child (CRC) was established in 1989 as the first internationally binding legal instrument to encompass the full range of human rights which included civil, political, economic, cultural and social rights specifically applicable to children. Article 12 proclaims that children are entitled to express their views on all matters of concern to them, and this norm in turn applies to all aspects of childhood education (UNESCO, 2009).

The principle of participation was buttressed in the Convention, with parallel rights to freedom of expression, religion, and association. Article 28 of the Convention addresses education and specifies that all children have the right to primary education, which should be free for all (Randell & Gergel, 2009).

2.2.2 Beijing World Conference (1995)

The Beijing Conference of 1995, the Fourth World Conference for Women, set out a Broad Platform of Action (BPFA) concerning the girl child. Drawing on baseline statistics from 1990, 330 million children worldwide had no access to primary education, of which 281 million were girls. A considerably higher number of girls had no access to secondary education. According to the UN Division for the Advancement of Women, BPFA acknowledged the urgent need to increase girls' access to primary and secondary education alter representations of women and girls in the curriculum, and increase the number of female teachers worldwide (Randell & Gergel, 2009).

One of the Strategic Objectives of the conference stated the need to eliminate discrimination against girls in education, skills development and training. This is so because without significant change to traditional curricular representations of women in roles of inferiority, girls would find it difficult to aspire to transcend these roles and work toward gender parity. Through these changes, there was need to train female teachers and be placed in schools to serve as positive role models for young girls, both in primary and secondary schools. The Beijing conference set out a transformative path for the 21st century toward gender equality for the girl child. This path formed the foundation for the agenda of the Dakar World Educational Forum in 2000 and the formation of the MDGs to be accomplished by 2015.

2.2.3 Dakar World Educational Forum (2000)

The World Educational Forum (WEF), held in Dakar, Senegal in 2000, established a Framework of Action to achieve Education for All (EFA) by 2015. EFA Goal II is to achieve universal primary education (UPE), and EFA Goal V is to remove gender disparities and inequalities in education. The Framework of Action was further divided into a two-part agenda which include gender parity in school participation, and equality between girls and boys in opportunities and outcomes. Girls and boys should have equal and full access to primary education worldwide, and should complete primary school with equal preparation and assistance to facilitate passage of required examinations and entrance into secondary school. Throughout schooling, girls and boys should experience both equal preparation and treatment, within the classroom by teachers and by school advisors, such that girls and boys will emerge with comparable skills ready to enter the workforce.

2.2.4 Millennium Development Goal 3

The MDGs established in 2000 at the United Nations Millennium Summit and signed by 189 heads of state around the world outline a list of eight goals for developing countries to achieve by 2015. Since their adoption, the goals have become a universal framework for development and means for partners to work together in pursuit of a shared future for all. Among these goals, the objective of Goal 3 is to eliminate gender disparity in primary and secondary education, all levels by 2015. In addition The Millennium Development Goal 3 sets a high priority on ensuring girls' equal access to primary and secondary education as well as tertiary level in order to achieve the broader objective of gender equality and empowerment of women and girls (UNICEF, 2009).

2.3 Significance of Educating Girls

Education is a fundamental human right and the key to sustainable development, peace as well as stability within and among countries. According to UNESCO (2009), education is an indispensable means for effective participation in society's

economies of the twenty-first century which are affected by rapid globalization. Education therefore is a basic human right that both boys and girls should enjoy. There is no tangible evidence to show that girls have less mental capacity than boys that may make them not to be able to perform tasks the way boys do (Ondere, 2012). If the boys are to be educated in order to become future leaders, the girls should also be equally exposed to modern education for the purpose of both personal and national development.

Education is vital in ensuring a better quality life for all children and a better world for all people, but if girls are left behind, those goals will never be achieved. Girl's education yields both private and societal benefits that accrue to individuals, families and society at large (Kwarai, 2011). Educating girls yields spectacular social benefits for the current generation and those to come. An educated girl tends to marry later and have healthier children that will be more likely to survive, better nourished and better educated (UNICEF, 2009).

According to Kwarai (2011), girls with formal education are much more likely to use reliable family planning methods, delay marriage and childbearing, They also help in lowering maternal mortality rates as they tend to have better knowledge about health care practices, and seek pre-natal and post-natal care. The knowledge on health care also help to lower infant and child mortality rates since they are likely to seek medical care, ensure their children are immunized, better informed about their children's nutritional requirements and adopt improved sanitation practices. As a result, their infants and children have higher survival rates and tend to be healthier and better nourished (Janos, 2009).

Educating girls increase labor force participation and improvement of family income because education has been proven to increase income for wage earners yielding benefits for the family, community and society (Kotwal& Rani, 2009). It also creates awareness and participation in family and community decision-making as the educated woman who can contribute to her family's earnings and general well-being are more likely to gain in stature and be empowered to

participate in family decision-making. The educated women have greater opportunities and life choices which equip them to succeed in any endeavor including becoming a very good farmer or a successful professional or business woman (Archard, 2012).

Taylor (2012) hastens to state that an educated girl will be more productive and able to protect herself against HIV/AIDS and assume more active role in the social, economic and political decision making throughout her life. Education equips girls with the necessary tools that they need to succeed in the current dynamic society (UNESCO, 2009). A girl may be lucky enough to go to school, but she may be prone to face barriers in the home which may lead to her dropping out. The home related factors were discussed in the following sections.

2.4 Effect of Household income on Girls' Dropout

Household income is a measure of combined incomes of all people sharing a particular household or place of residence. It includes every form of income for example, salaries and wages, retirement income and also investment gains. The characteristics of the household income influence whether a child will enroll in school or not, frequency of attendance and the likelihood of dropping out permanently (Ananga, 2011). This is so because the family is the earliest and most fundamental socialization institution for a developing child. The family provides many pivotal foundations and experiences for later life including academic achievement and success in school (Lloyd & Mensch, 2008).

According Amadi (2013), in her study on an overview of women's education in Africa, poverty is the most important factor that contributes to high rate of illiteracy among African women. International agencies such as the World Bank and United Nations classify Gross National Income (GNI) per capita using the US Dollar. Low income earners refer to people earning \$1,035 or less per month, middle income earners as those earning between \$4,085 and 12,615, then high income as those earning \$12,616 or more. The continent of Africa is endowed with natural resources as well as cultural and economic diversity but it carries the highest percentage of the poor in the world. Women are more affected by poverty than men.

Poverty influences the demand for schooling not only because it affects the inability of households to pay fees and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children (Sabates, 2010). In his report, Rumberger & Lim (2008) states that as children grow older, opportunity cost of education is even larger, hence increasing the pressure for children to work and earn income for the household, as opposed to spending time in education. Household wealth determines the ability of a household to invest in the child's education. If the opportunity cost of a child being in school is high for the parents, the chance of dropping out remains high (Abuya, 2013).

Nyaga (2010), observes that over one million children are out of school in Kenya due to poor economic backgrounds. Some have been forced to drop out of school to earn a living for their families due to rising poverty. In the Republic of Kenya, the Koech report (2000), shows that child labour keeps children out of school. The labour engaged in by children depends on the geographical region and this study will try to establish the situation in Mtito-Andei division, Makueni County. The financial level of the family affects education of both boys and girls but in most cases, girls from poor households are disadvantaged. This study attempted to determine the extent to which household income contribute girls' schooling in mixed-day secondary schools.

2.5 Effect of Family Composition on Girls' Dropout

The composition of a household may influence children's educational attainment in different ways. One child may change the opportunity cost of investing in the education of another if parents face borrowing constraints. In addition the cost of raising children may vary by gender or ability and thus sons and daughters may have different effects on the family budget constraint. Interactions among children or between parents and children may vary with sex composition of the family.

These interactions may influence child development as well as a child's educational goals (Elofsson 2012).

Several studies engage in gendered social practices, as how investing in girl's education differs from boys. Some of them imply that many households prefer investing in boys' education because it is deemed as more important with the consequence of females being likely to drop out. According to (Adams (2013), it is often seen as poor investment to educate a girl since she is expected to get married and leave home. It is argued that her education will benefit the husband's family rather than her own.

African societies are a product of a historical sociological and cultural process of change that tend to marginalize women (Assie-Lumumba, 2009). The socialization process in the home educates children to accept gender stereotypes. For example, in Botswana, right from birth, children are socialized to accept different roles. A newly born baby boy signifies inheritance and perpetuation of the family lineage (Agbemabiese-Grooms, 2011). He is also associated with power and identity of the father. On the other hand, the birth of a girl child signifies a caretaker which is perpetuated by actions from the whole society. A female child will be encouraged to take care of her siblings while a boy does what interests him.

UNESCO (2009) confirms that countries tend to have a strong cultural preference for sons and tend to have greatest level of gender inequalities. This translates that gender inequality in education in the society is an aspect of generalized discrimination against women and girls. Some communities also have cultures where they believe that it is wiser to invest in educating boys than girls. This makes girls lack the motivation of completing secondary education and instead are forced to early marriages (Schurmann, 2009).

This harmful traditional practice of child marriage is most common in poor, rural communities, and its consequences only perpetuate the cycle of poverty and

violation of the girl-child rights. More often, child brides are pulled out of school, depriving them of education and meaningful work. They suffer health risks associated with early sexual activity and childbearing, leading to high rates of maternal and child mortality as well as sexually transmitted infections, including HIV. Omonywa, (2010) points out that girls are more likely to be victims of domestic violence, sexual abuse and social isolation.

In families where there are school-going boys and girls, child labor is a force preventing girls from pursuing education. While this is an obstacle to both boys and girls, girls are affected at much higher rates, particularly because much of the child labor that girls do may not be statistically counted because it is conducted domestically, outside the immediate purview of industry. In a study on child labor and education in Ghana, World Bank Economic and Sector researchers found that girls start work at an earlier age than boys, work longer hours and often work as many hours as adults. A full-time work schedule paired with education for a school going girl cannot be sustainable, nor can it be adequate preparation for successful passage of examinations (Lloyd & Mensch, 2008). This study sought to find out the contribution of family composition on girls access to education.

2.6 Effect of Parent's Level of Education on Girls' Dropout

Research shows that parents have a major influence on a child's achievement. According to a paper prepared by the National Parent-Teacher Association in Kenya (PTA), when parents are involved in education regardless of income or background, children are more likely to earn higher grades and test scores, enroll in higher level programmes, attend school regularly and have better social skills (UNESCO, 2009). Parent's level of education influences the continuation of children in school. Chugh, (2011) observes that parental education is associated with increased access to education, higher attendance rates and lower dropout rates. Parents who have a certain educational level might want their children to achieve the same level or even higher (Mutinda, 2013). A mother's education is a significant variable affecting children's education attainment and opportunities. A

mother with a few years of formal education is considerably more likely to send her children to school and be in position to stimulate them by reading to them and help her children with their school work (Kwarai, 2011).

Parents who have succeeded in the academic arena have achieved an important personal goal. Success tends to reinforce positive behaviors on their children, as shown by B.F. Skinner's, (1971) work in behaviorism. Confidence is a product of environmental influences, and mastery of certain cognitive skills which makes children more self-confidence. Parents who did not find as much success and positive reinforcement in their own schooling would naturally withdraw from further academic challenges. On the other hand, parents who have achieved higher education are most likely to have fostered tenacity and skills in their children to navigate pathways to success by praising and rewarding their child's outstanding abilities (Nelson, 2009).

According to Kotwal & Rani (2009), parents' attitude towards education has a major influence on their children's education. If parents are literate, they are willing to send their children to school and are always encouraging them to complete the various levels of education. Educated parents are exposed and well versed with issues around them. On the other hand, lower exposure of parents to education or none exposure to lifestyles especially those of literate society may limit their knowledge on the benefits of education. They may not be aware that the benefits of education are intergenerational and accumulate over time (Tobik, 2009). This study sought to find out the contribution of parents' level of education on girls' dropping out.

2.7 Theoretical Framework

Theoretical frame work used in this study was based on the liberal feminism and radical feminism theory. The liberal feminism theory is based on natural justice, human right and democracy. It emphasizes on equal opportunities in accessing

education and employment. Moreover the theory supports affirmative actions as a strategy for women and girls in schools, family and employment (Chege, 2006). Radical feminism theory focuses on dismantling the foundation upon which patriarchal structures are anchored. They challenge the oppressive structures by men to women based on gender. Based on this perception, the theory argues that women are oppressed by men because they have power over them sexually and materially. Changing the situation of women means contesting and eventually breaking this power (Chege, 2006) According to liberal feminism theory boys and girls should be given equal opportunities in education both at home and in school/classroom. In addition, girls should not be discriminated and forced into early marriages, household chores and allowed to choose the subjects of their study depending on their capability (Nyaga, 2010). In this study, these theories are applicable because if adapted in Mtito-Andei division, they may enhance access, retention and completion rates of girls in mixed-day secondary schools.

2.8 Conceptual Framework

The conceptual framework has been developed from the reviewed literature and related theories. The independent variables are the home related factors and the dependent variable is girl dropout. Factors like family composition, household income and parent's level of education lead to frequent absenteeism from school, repetition, loss of interest, poor academic performance and finally drop out of school as indicated in the literature review. Dropping out is the presumed result. However, the intervening variables like the Government policies such as Free Secondary Education and effort by Non-governmental Organizations come in between the independent and dependent variables. The intervening variables influences the dependent variables in that although there are factors which lead to dropping out, the government policies once enhanced and the NGO'S efforts to support the needy students can control the dropping out of girls from school. The study showed the relationship between these variables. A diagram showing the relationship between the variables is presented in Figure 1

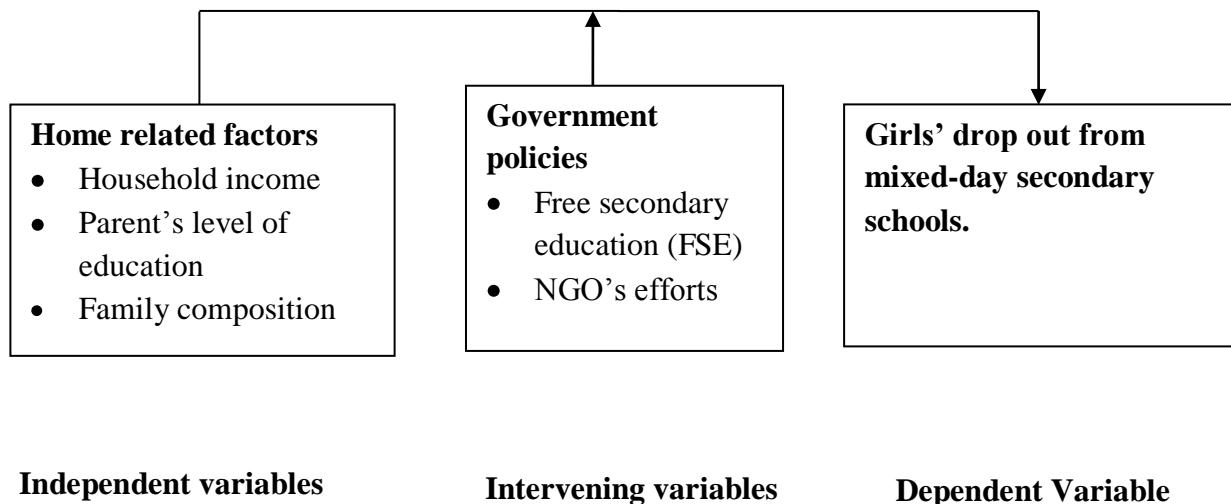


Figure 1: The relationship between dependent and independent variables

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter deals with the procedures and methods that the researcher used in order to obtain data for the study. These include the research design, the location of the study, target population, sampling procedure and sample size, instruments, validity and reliability of research instruments, data collection procedures, data analysis and ethical considerations.

3.2 Research Design

The study adopted descriptive survey design to study the home based factors leading to dropping out of girls from Mixed-day secondary schools. According to Mugenda and Mugenda (2012), descriptive research is a type of study conducted to generate explanatory information or characteristics about a specific population or phenomenon. Descriptive survey research design is strategic plan that sets out the broad outline and key features of the work to be undertaken in a research study (Mugenda & Mugenda, 2012). The study on the home based factors leading to girls' dropping out of Mixed-day secondary schools was a practice and condition that already exists thus making the design appropriate for the study.

3.3 Location of the Study

The study was conducted in Mtito-Andei division, Kibwezi Sub-county in Makueni County. The division had 29 secondary schools out of which 8 had been recently established. There were two pure girls' secondary schools and the rest were mixed-day secondary schools found in the three zones (Nthongoni, Ngwata and Kambu) that comprise the division (D.E.O'S Office, 2014). Mtito-Andei Division was chosen for the study because statistics showed that the area had been

marred by serious dropouts among girls at all levels of education as opposed to boys.

3.4 Target population

According to Mugenda & Mugenda (2012), target population is the particular entity of people, objects or units to which a researcher can reasonably generalize his or her research findings. The target population for the study was comprised of all the 19 mixed-day secondary schools in Mtito-Andei division with a population of 2268 girls and 19 Form four class teachers.

3.5 Sampling Procedure and Sample size

The researcher used stratified random sampling technique because the respondents were scattered all over the division. The technique enabled the researcher to obtain a representative sample after stratifying the division into 3 zones. Out of the 19 Mixed-day secondary schools, 9 were selected through proportionate sampling where 4 were selected from Nthongoni zone 2 from Ngwata zone and 3 from Kambu zone. 9 form 4 class teachers were included since they were able to provide data on the number of girls who might have dropped out within the four years course. Simple random sampling was also used to select a total of 228 girls from the 9 schools selected for this study.

Table 1: Sample Size

Respondent	Population size	Sample size	Sample (%)
Form 4 class teachers	19	9	47.4
Girls	2268	228	10.1
Total	2309	240	57.5

3.6 Research Instruments

Questionnaires were useful in collecting primary data since the respondents could read, and then give responses to each item and the method could also reach a large number of subjects (Orodho, 2004). There were two sets of questionnaires, one set for Form 4 class teachers and another set for school girls from the 9 selected schools. Both sets had four sections which sought demographic information, the effect of family income, parents' level of education and family composition on girls' dropout. The questionnaires comprised of closed and open ended questions.

3.7 Validity of research instruments

According to Adams(2013), validity refers to the quality of a data gathering instrument or procedure that enables it to measure what it is supposed to measure. In this research, the validity was taken to mean the extent to which the instruments cover the objectives. To check the validity of the items in the instruments as well as their relevance to the target population, the researcher sought assistance from supervisors. Their suggestions helped to improve content validity. The researcher also conducted a pilot study in one school in the division which was not among the selected schools for the study to improve face validity.

3.8 Reliability of research instruments

According to Coleman and Brings as quoted by Ondere (2012), reliability of an instrument is the probability that repeating a research procedure or method would produce identical or similar results. The pilot study enabled the researcher to assess the clarity of the questionnaire items so that those items found to be inadequate or vague were modified to improve the quality of the research instrument thus increasing its reliability. Split-Half technique of reliability testing was employed, whereby the pilot questionnaires were divided into two equivalent halves and then a correlation coefficient for the two halves computed. A Pearson product moment correlation coefficient of 0.68 was obtained. According to Kiess and Bloomquist (1985), a minimum correlation coefficient of 0.65 is

recommended which indicated that the instruments were reliable as the coefficient fell within the expected range.

3.9 Data collection procedures

Mugenda and Mugenda (2012) observed that, to obtain accurate data, a researcher needs to obtain maximum co-operation from the respondents. The researcher obtained an introductory letter from the National Commission for Science Technology and Innovation (NACOSTI) and sought clearance from Kibwezi Sub-county Education office before commencing on data collection. The researcher then visited sampled schools to establish rapport with principals. With their permission, researcher administered the students and teachers questionnaires then collected them on the same day.

3.10 Data Analysis Techniques

According to Cohen (2009), data analysis refers to examining what has been collected in a survey or experiment and making deductions and inferences. After the researcher received the completed instruments, she went through them to ensure accuracy and completeness. The researcher then coded and classified fully filled responses using frequency distribution tables.. The responses were tallied according to research questions by use of calculators. The researcher then used Statistical Package for Social Sciences (SPSS) computer software to analyze the quantitative data. The findings were organized and reported by use of frequency tables and percentages then presented in form of bar graphs and pie charts. Means and standard deviations were also used to interpret data.

3.11 Ethical considerations

The researcher sought permission from principals in the selected sample schools before collecting data from the teachers and girls. The respondents were given the questionnaires and answered them freely without being influenced by anybody. They were also requested not to include their names in the questionnaires to

ensure that the survey was carried out without disclosing the respondent's identity. The findings were given in line with the objectives and out of context responses were discarded. All respondents were given an option to or not to participate in the study and those who were not willing were exempted.

CHAPTER FOUR

RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis, interpretations and discussions. Information in this chapter is divided into two sections. The first section gives demographic information of the respondents which helps to depict the characteristics of respondents in relation to home based factors contributing to dropout of girls in mixed-day secondary schools in Mtito-Andei division Kibwezi Sub County. The second section deals with analysis of data based on each of the three objectives.

4.2 Questionnaire Response Rate

The questionnaire response rate refers to the proportion of the sample that participates in the study as intended in all research procedures. It is the ration of the number of dully filled questionnaires that were returned to the total number of questionnaires issued to the respondents.

The study targeted a sample size of 237 respondents although only 209 filled in and returned the questionnaires making a response rate of 88.2%. According to Mugenda and Mugenda (2003), a response rate of 50% is acceptable for analysis and reporting, a rate of 60% is good and a response rate of 70% is very good while over 80% is excellent. Based on this assertion, the response rate the current study obtained was considered excellent.

Table 2: Response rate

Respondents	Frequency	Percentage (%)
Class Teachers	9	4
Girls	200	96
Total	209	100

Results in the Table 2 indicate that of the responses received 200 (96) were girls and 9(4%) were class teachers. Majority of the respondents were girls.

4.3 Demographic Characteristics of Respondents

The demographic details of the respondents as indicated in the questionnaires included age of the girls, the gender and the period that teachers had performed their duties as class teachers in the school and also the reasons why girls drop out of school as cited by teachers.

4.3.1 Age of Respondents (Girls)

The study required the respondents to indicate their age bracket. From the findings, out of the 200 respondents who responded to the questionnaire, 118 (59%) of the girls were aged between 14 to 16 years, 54 (27%) of them were aged between 17 to 19 years, whereas 14 (14 %) of them indicated that they were aged above 19 years. This is an indication that respondents joined school at the right age as shown in table 3.

Table 3: Age of the girls

Age in years	Frequency	Percentage (%)
14-16	118	59.0
17-19	54	27.0
Above 19	28	14.0
TOTAL	200	100

4.3.2 Class teachers' work experience

An item was included in the class teacher's questionnaire that sought information on teaching experience. The study revealed that out of the 9 respondents who responded to the questionnaire, 6 (62.5%) had a teaching experience of between 1 and 5 years, 2 (25%) between 6 and 10 years and 1(12.5 %) had a teaching experience of above11 years as shown in Figure 2.

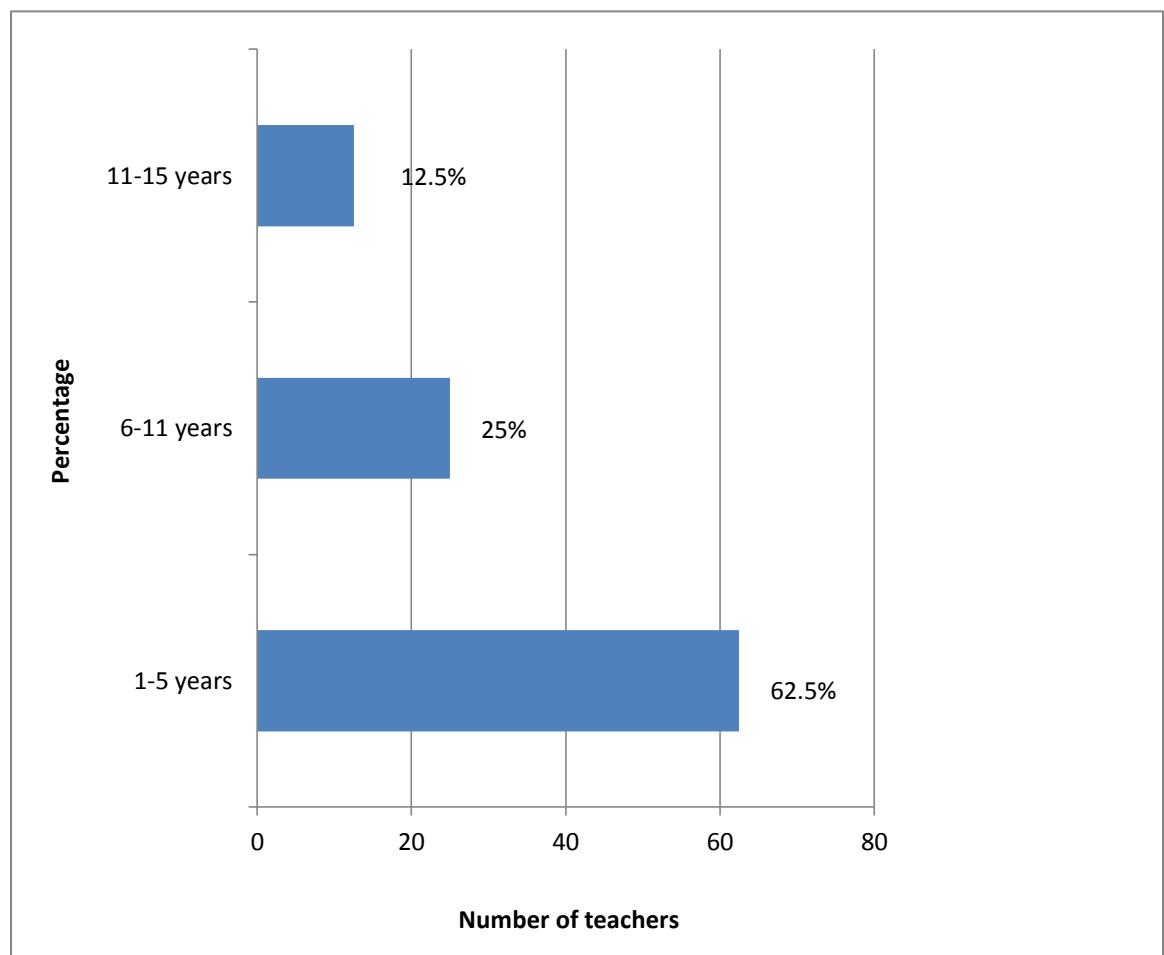


Figure 2: Class teacher's work experience

Based on figure 2, majority of the class teachers had a teaching experience of between 1-5 years thus were in a position to monitor girls' dropout within a period of four years.

4.3.3 Reasons for girls' dropping out of school as perceived by teachers

The respondents (teachers) were requested to indicate reasons why girls drop out of school. The survey found out that 4(40%) girls dropped due to lack of school fees, 3(35%) girls dropped due to poor performance while 2(25%) of the girls dropped due to pregnancies as shown in Figure 3.

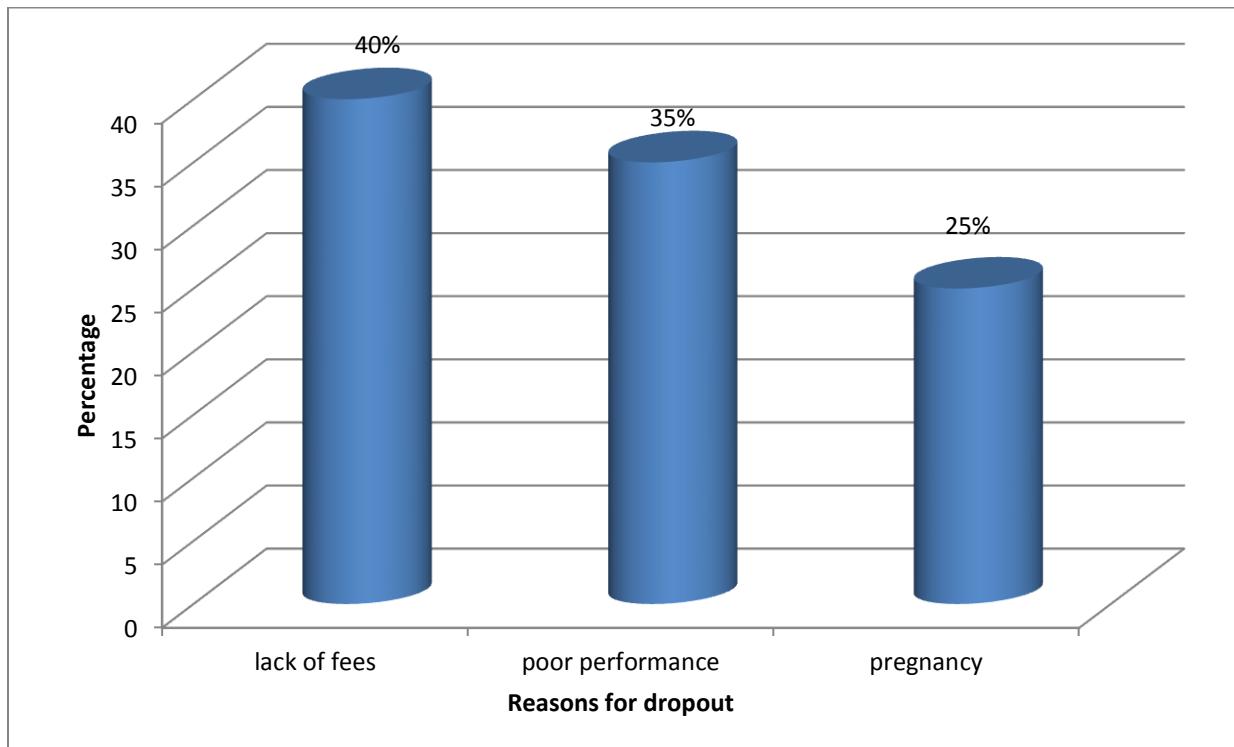


Figure 3: Reasons why girls' dropout of school.

This findings show that lack of fees is a major factor that cause girls to drop out of school in mixed-day secondary schools in Mtito-Andei division since it has the

highest percentage (40%). Poor performance and pregnancy may also make the girls leave school before completion of Form4 but not to a large extent.

4.4 Home Based Factors Contributing to the dropout of girl's in Mixed-day secondary schools.

The Home based factors discussed in the study include family income, parental level of education and family composition.

4.4.1 Household Income

The economic status of a family in this study means the total amount of resources a family has in order to meet the domestic needs like education, food and shelter. Respondents were required to give the approximate income that their parents could raise within a period of one month. The responses were as shown in Figure 4.

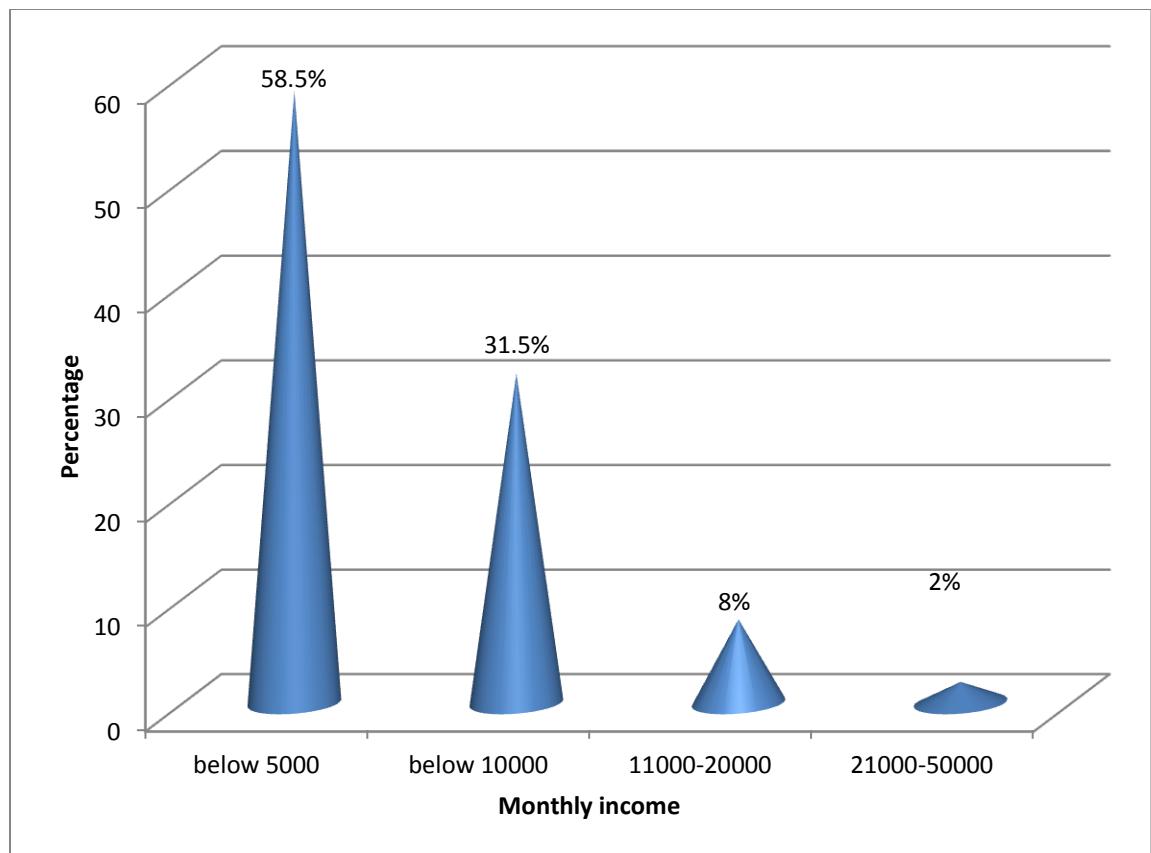


Figure 4: Income per month

From the findings as shown in Figure 4, out of the 200 respondents who responded to the questionnaire, majority of the girls' parents 117 (58.5%) can raise below Kshs 5,000 per month, 63 (31.5%) below Kshs 10,000 per month, 16 (8%) can raise between Kshs 11,000 – 20,000 per month while 4 (2%) can raise between Ksh 21,000 – 50,000 per month. This was an indication that majority of the families are low income earners according to international standards since they earn less than 1,035 US Dollars per month which signifies poverty in the area. These findings agree with Amadi (2013), in her study on the overview of women's education in Africa. She suggested that poverty is the most important factor that contributes to high rate of illiteracy among African women.

4.4.2 Main source of income

The study sought to find out the family's main source of income. According to the responses given by the girls, 87(43.5%) indicated that their parents are peasant farmers, 73(36.3%) of the respondents indicated that their parents are casual laborers, 30(15.2%) of the respondents indicate that their parents are formally employed whereas 10(5%) of the respondents indicate that their parents practice business. This is shown in Figure 5

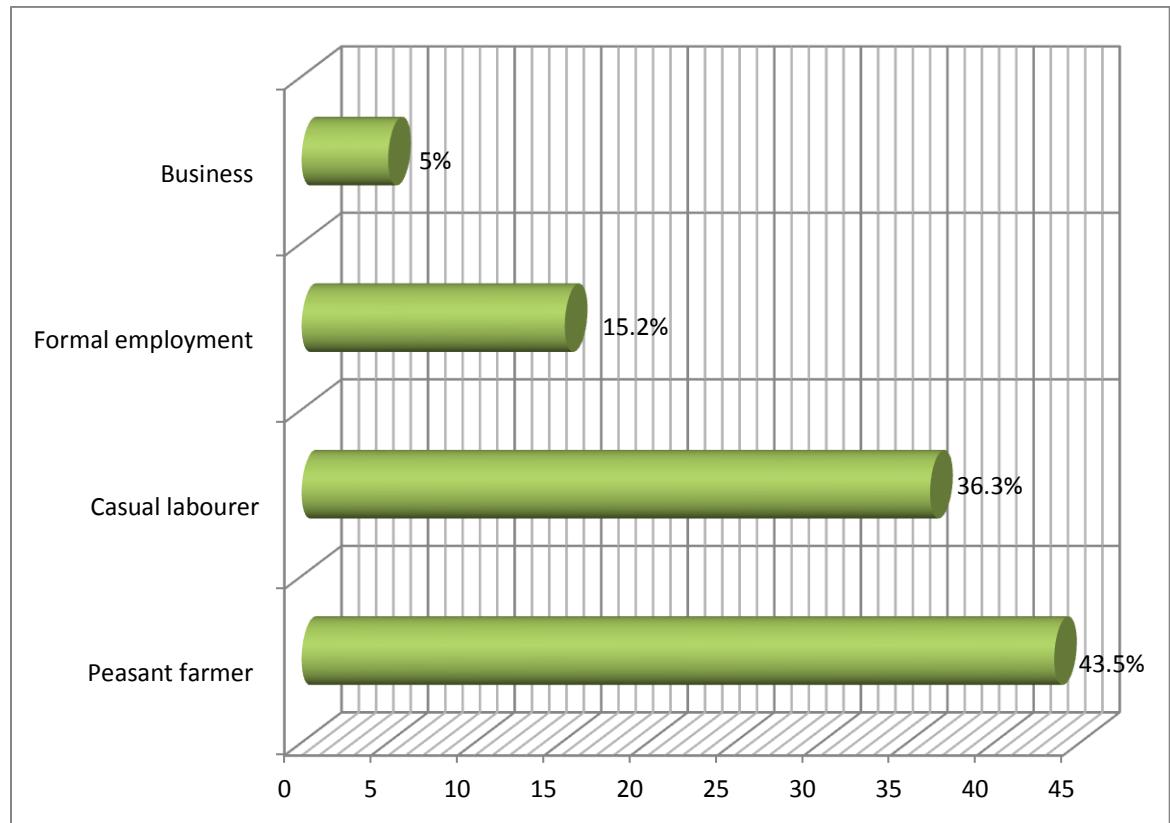


Figure 5: Families' main source of income

From the findings in Figure 5, it is evident that majority of the girl's parents depend on farming for their livelihood. This means that when there is inadequate rainfall in the area or prolonged drought, the parents may face a lot of challenges

in raising school fees. Therefore lack of fees may cause many girls to drop out of school.

4.4.3 Effect of family income on girls' dropout.

The study sought to find out the extent to which respondents agree with statements related to family income on girls' dropout as perceived by class teachers.

Table 4: Effect of family income on girls' dropout.

A s	Statement	Frequency	Mean	Std dev
	Girls from low income families drop out of school more frequently than those from middle and higher income families	57	3.54	0.70
o	Girls drop out of school due to poor payment of school fees	62	3.26	0.76
n	Low income parents prefer paying school fees for boys to girls	58	3.46	0.70
i	Low income families do not encourage girls to continue with school	52	3.49	0.72
T a	Girls from low income families seem less motivated to learn due to lack of fees than those from higher income families	58	3.52	0.74
A				

As shown in Table 4 the research findings showed that girls from low income families drop out of school more frequently than those from middle and higher income families as indicated by a mean of 3.54 and a standard deviation of 0.70. They also seem less motivated to learn due to lack of fees as compared to those from higher income families as indicated by a mean of 3.52 and a standard

deviation of 0.74. The girls were in agreement that low income families do not encourage girls to continue with school as shown by a mean of 3.49 and a standard deviation of 0.72 and also prefer paying school fees for boys to girls as shown by a mean of 3.46 and a standard deviation of 0.70. They also accepted the fact that most girls drop out of school due to poor payment of school fees as indicated by a mean of 3.26 and a standard deviation of 0.76. The findings agree with Sabates, (2010) who noted that the financial level of the family affect a child's education meaning that, the higher the income of parents, the more the possibilities of retaining their children to a school of their preference. Income also affects school outcomes through enabling a child to participate in co-curricular activities like lessons after school and special trips. Such activities improve children's skills directly and also indirectly through general intellectual stimulation which affects subsequent learning. Therefore, if the opportunity cost of a child being in school is high for the parent, the chance of dropping out increases.

4.5 Family Composition

The research survey sought to find out the effects of family composition in relation to dropping out of girls. The respondents (girls) were required to indicate the extent of agreement with statements given.

Table 5: Effect of family composition on the girls' dropout.

Statement	Frequency	Percentage
Girls from polygamous families drop out of school more frequently than nuclear families	30	15
Girls from single parent families are more likely to drop out of school	36	18
Girls from families with many siblings are prone to dropping out of school	50	25
Girls with many brothers are more likely to drop out of school	34	17
Girls from broken families (separated or divorced parents) are more likely to drop out of school	20	10
Girls living in families without parents are likely to drop out of school	30	15
Total	200	100

Table 5 shows that out of 200 respondents 30(15%) were in agreement that girls from polygamous families drop out of school more frequently than nuclear families, 36(18%) of the girls from single parent families are more likely to drop out of school, 50(25%) of girls from families with many siblings are prone to dropping out of school, 34(17%) of girls with many brothers are more likely to drop out of school, 20(10%) of girls from broken families (separated or divorced parents) are more likely to drop out of school and finally 30(15%) of girls living in families without parents are likely to drop out of school. The findings indicate that the type of family may not affect the dropping out of girls from secondary school but rather the number of school going children in the family. This is evident by the 50 (25%) girls who agreed that girls with many siblings are prone to dropping out of school.

4.5.1 Type of Family from which the Respondents were brought up

An item in the girl's questionnaire sought to identify the type of families that they were brought up in. The findings are shown in the Table 6.

Table 6: Family from which the respondents were brought up in

Type of family	Frequency	Percentage (%)
Nuclear[father, mother and children]	82	41.0
Extended family[living with other relatives]	79	39.5
Mother only	20	10.0
Father only	6	3.0
Without parents	13	6.5
Total	200	100.0

The findings in Table 6 show that out of 200 respondents, 82 (41%) indicated that they were brought up in a nuclear family (father, mother and children) 79 (39.5%) were brought up in extended family (living with other relatives e.g. cousins), 20 (10%) were brought up by their mothers only, 6 (3%) of the respondents indicated that they were brought up by father only while 13(6.5%) had no parents. These findings indicate that majority of the respondents live in extended families where there may be many school going children. This large family size is likely to increase the chances of dropping out of school. It is also in extended families where traditional cultures and beliefs are strongly upheld such as the belief that it is wiser to invest in educating boys than girls. These beliefs make the girls lack the motivation of completing secondary education and instead are forced to early marriages as noted by Schurmann (2009).

4.5.2 Number of siblings.

The questionnaire for girls required them to indicate the number of siblings they had in their family. The results were as shown in figure 6.

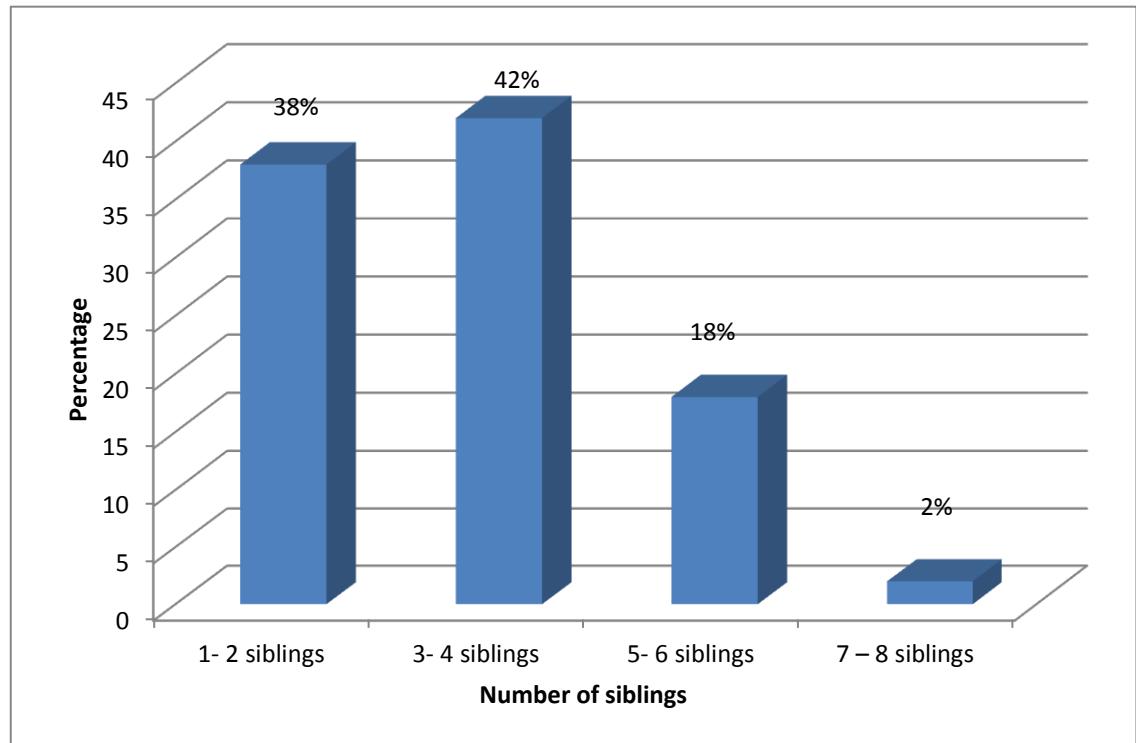


Figure 6: Number of Siblings

Out of the 200 respondents who responded to the questionnaire, 84(42%) indicated that they had between 3 - 4 sisters, 76(38%) had between 1- 2 sisters, 36(18%) of the girls had between 5 – 6 sisters while 4(2%) of the respondents had between 7- 8 sisters. This was an indication that majority of the families in Mtito-Andei division have between 3-4 girls in the family.

4.5.3 Person Paying School Fees

The questionnaire for girls required them to indicate the person in charge of paying their school fees. The results are shown in figure 7.

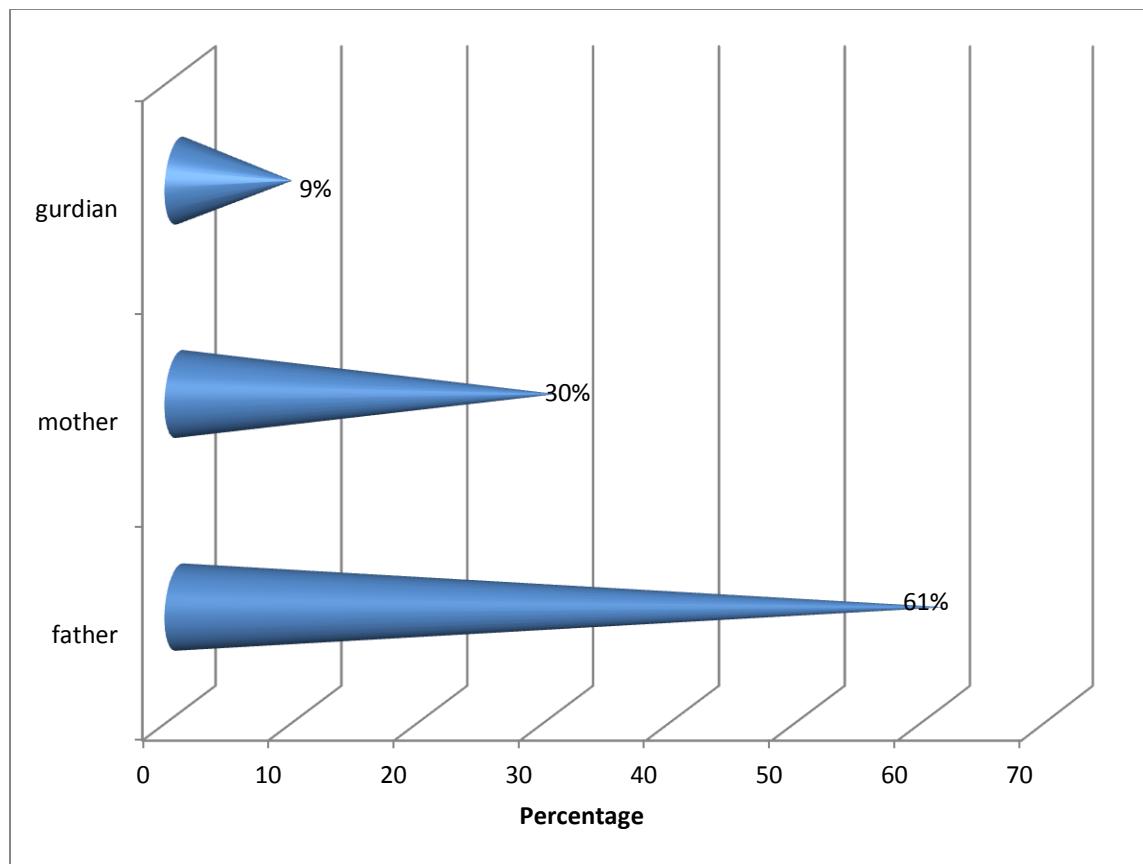


Figure 7: Person paying School Fees

The findings in Figure 7 showed that out of 200 respondents 122(61%) indicated that their school fees was being paid by the father, 60(30 %) indicated that their school fees was being paid by their mothers while 18(9%) of the girls indicated that their school fees was been paid by their guardian. These findings show that majority of the respondents depend on their parents particularly fathers to pay their school fees. This indicates that if the parents are low income earners, the chance of dropping out of school is increased.

4.5.4 Sisters who have dropped out of school.

The girls were asked to indicate whether they had sisters who have dropped out from school in their families. The results were as shown in the pie chart.

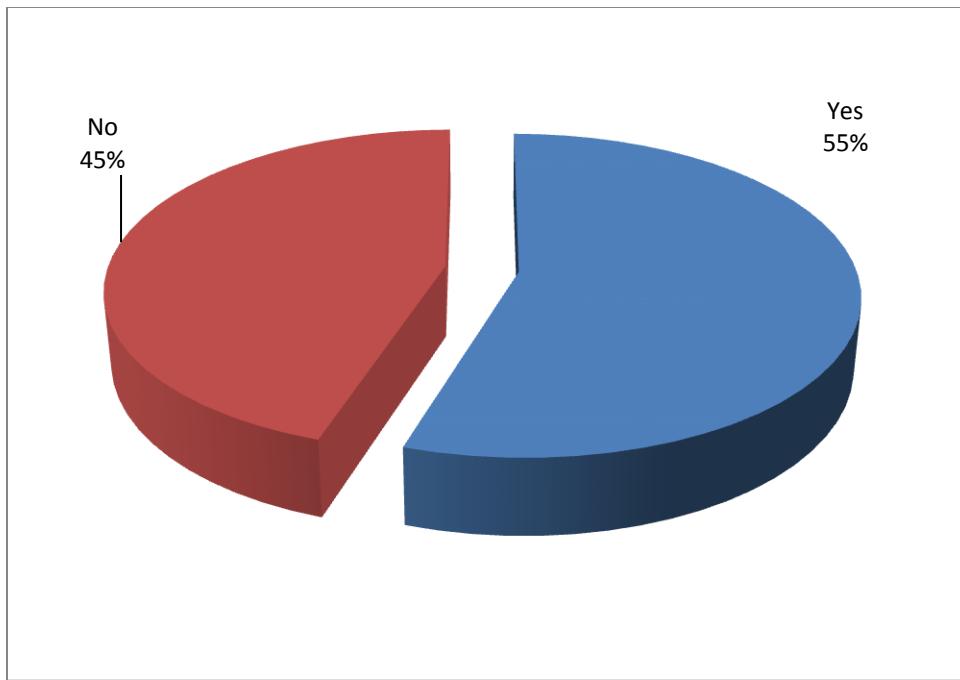


Figure 8: Sisters who have dropped out of school

From Figure 8, out of 200 respondents interviewed, a large number (110) 55% indicated that they had sisters who had dropped out from school while (90) 45% of the respondents had sisters who had completed secondary education. These findings show that there is a problem of girls dropping out of mixed-day secondary schools in Mtito-Andei division.

4.6 The effect of Parents' Level of Education on Girls' Dropout.

According to a paper prepared by the National Parent-Teacher Association in Kenya (PTA), when parents are involved in education regardless of income or background, children are more likely to earn higher grades and test scores, enroll in higher level programmes, attend school regularly and have better social skills (UNESCO, 2009).

The research survey sought to find out the perceived effect of parent's level of education in relation to dropping out of girls.

4.6.1 Effect of parents' level of education on girls' dropout.

The study sought to establish the level at which respondents (class teachers) agreed with statements relating to effect of parents' level of education on girls' dropping out of the school.

Table 7: Effect of parents' level of education

Statement	Frequency	Percentage
Low education level parents do not support girls education positively	8	88.9
Low education level parents make them lack the ability to pay school fees promptly thus their girls are more likely to drop out of school	6	66.7
Parents with low education do not value girls education as they value boys unlike educated parents	7	77.8
High education level of parents serve as examples to their daughters thus they are less likely to drop out of school	9	100
High education level parents offer educational guidance to their girls unlike lowly educated parents	8	88.9

From the findings in Table 7, out of the 9 teachers who responded to the questionnaire, majority strongly agreed that parents with low education do not value girls education as they value boys unlike educated parents as indicated by 7(77.8%) while parents with a low education level do not support girls education positively as shown by 8(88.9%). The girls also agreed that parents with a low education lack the ability to pay school fees promptly thus their girls are more likely to drop out of school as shown by 6(66.7%). The respondents further

agreed that a higher educational level among parents help them offer educational guidance to their girls unlike parents of a lower level as shown by 9(100%). Moreover those better educated parents also serve as examples to their daughters who are thus less likely to drop out of school as shown by 8(88.9%). The findings agree with Chugh (2011) who observed that, parental education influences the continuation of children in school and is also associated with increased access to education, higher attendance rates and lower dropout rates. The findings also agree with Mutinda (2013) that, parents who have a certain educational level might want their children to achieve the same level or even higher.

4.6.2 Parents Level of Education

The respondents were required to indicate the level of education for both parents. The results were as shown in Table 8.

Table 8: Parents Level of education

Education level	Father	Percentage (%)	Mothers	Percentage (%)
No formal education at all	40	20.0	62	31.0
Primary level	69	34.5	82	41.0
Secondary	77	38.5	30	19.5
Tertiary college	13	6.5	16	8.0
University	1	.5	1	.5
Total	200	100.0	200	100.0

The study found that the majority of respondent's fathers 77(38.5%) had secondary education compared to their mothers 30(19.5%), 82(41%) of the girls'

mothers had primary level of education compared to their fathers 69 (34.5%), 62(31%) of the girls' mothers had no formal education as all compared to their fathers 40(20%), 16(8%) of the girls' mothers had tertiary college education compared to their fathers 13(6.5%) while 1(0.5%) of the girls' parents were reported to have acquired university education. The findings revealed that less than half of the girls' parents had acquired secondary education and above, as indicated by 91(45.5%) for fathers and 47(28%) for mothers hence majority have low education. This is an indication that most of the parents may not encourage their girls to complete the various educational levels since they are illiterate and unaware of the benefits of education as stated by Kotwal & Rani (2009). Mothers also involve their daughters in income generating activities to supplement family income unaware that mother's education is a significant variable affecting children's education attainment and opportunities.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter covers a summary of the study findings, conclusions drawn from the study, recommendations based on the study and suggestions for further research.

5.2 Summary of the Findings

The study sought to investigate the home based factors that contribute to girls' dropping out of mixed-day secondary schools in Mtito-Andei division, Kibwezi Sub-county in Makueni County. The specific objectives were: to determine the contribution of household income on girls' dropping out in mixed-day secondary schools; to find out the extent to which family composition contribute to girls dropping out of mixed day secondary schools and to establish whether parent's level of education contribute to the dropping out of girls in mixed-day secondary schools in Kibwezi Sub-county in Makueni County.

5.3 Contribution of Household income on Girl Dropout

The first objective sought to determine the contribution of household income on girls' dropping out of mixed day secondary schools. From the researcher's analysis, household income was ranked highest factor that contributed to girl child dropping out in Mtito-Andei division of Makueni County. This is evident from the findings that majority of respondent's parents 116(58.5%) could raise below Kshs 5,000 per month, 63(31.5%) below Kshs 10,000 per month, 16(8%) between Kshs 11,000–20,000 per month while 16(2%) could raise between 21,000-50,000 per month. This was an indication that most parents are unable to raise adequate amount of fees to pay for their girls.

5.4 Contribution of Family Composition on Girl Dropout

The second objective sought to find out the extent to which family composition contribute to girls dropping out of mixed-day secondary schools. The study revealed that family composition contributes to girls' dropout. This is so because majority of the respondents (50 out of 200) agreed that families with more girls were more prone to having them drop out of school. The study also found out that parents do not value girls' education as much as boys.

5.5 Contribution of Parent's Level of Education on Girl Dropout

The third objective sought to establish whether the parents' level of education contributes to girls' dropping out of mixed-day secondary schools. The findings of the study revealed that parents level of education influences girls' dropout. This is evident by the fact that 31% of the girls' mothers did not have any formal education; an indication that they may not value girls' education as educated parents. Low educational level of parents may make them lack the ability to pay school fees promptly thus their girls are more likely to drop out of school.

5.6 Conclusion

The findings of the study indicated that most of the people living in Mtito-Andei division are low income earners thus lack the ability to cater for the family's basic needs. The study revealed that girls from low income families' drop out of school more frequently than those from middle and higher income families hence seem less motivated to learn than those from higher income families. The study concluded that low income families do not encourage girls to continue with school and their parents prefer paying school fees for boys to girls. The study showed that girls drop out of school due to poor payment of school fees and therefore the level of family income has made a major contribution of girl child dropout.

Most of the girls in the division have more than 4 siblings. This has left majority of Parents unable to support education for their children beyond primary level.

Those children that enroll after standard eight end up dropping out before completion of secondary education due to lack of fees. They also hold on to the belief that girl's education is not as important as that of boys as shown in the questionnaire responses. This shows that the composition of a family is a contributing factor to girls' dropping out of school.

The findings also showed that some people especially the mothers in the division have no formal education. This makes it difficult for such parents to guide their children on the importance of education because they do not serve as role models to their children. Such mothers are illiterate and may not encourage their children especially the girls to complete the various levels of education since they are unaware of the benefits of education. This is an indication that parents' level of education determines whether children will be successful in school or not.

5.7 Recommendations

In the light of the findings and conclusions of this study the following recommendations were made;

- i. The Ministry of education Science and Technology (MOEST), other stakeholders and education partners should provide and allocate more bursaries, through the various counties, for girls and streamline the procedures followed in allocation those bursaries. This would enable girls to complete secondary education since majority drop out due to lack of fees.
- ii. Head teachers, teachers and local administrators should encourage parents and guardians to attend to the needs of the girl-child by providing adequate meals at home, promptly paying school fees and other levies, and allowing reasonably study time in a conducive home environment. They should also be good role models and counselors to the girl-child. This

would motivate the girls to complete secondary education since there is support both from home and school.

- iii. The parents and the community at large should be sensitized on the importance of girl-child education through community education programmes and awareness in order for them to consider investing in the education of the girl child equitably to that of the boy child. Such programs would enlighten parents on girl's education and foster realization of education for all (EFA) thus eliminating the withdrawal of girls from school without completing secondary education.
- iv. The Ministry of Education Science and Technology should provide capacity building for principals and teachers particularly in area where the problem of dropping out of girls is rampant to ensure efficient school management in their respective schools.
- v. The study recommends the provision of programs to enlighten parents on girls' education, teachers conducting talks on importance of girls education and parents should be encouraged to emphasize on the importance of girls completing secondary level education.

5.8 Suggestion for further research

The study suggests the following areas for further research:

- i. A study should be carried out to find out the possible policies that can be put in place to improve the education of girls in Semi-Arid areas such as Mtito-Andei division.
- ii. A study can be carried out to evaluate parents' attitude towards the girl child education.

- iii. A study can be carried out on school completion rate among girls is in Mixed-day secondary schools in urban sub-counties.

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APPENDICES

APPENDIX A

INTRODUCTORY LETTER

Muthoki Mary Muia

P.O Box 246-90128

Mtito-Andei

Dear Respondent

I am a student in South Eastern Kenya University taking a Master of Education degree in Curriculum Studies. I am currently doing research on “***Home Based factors contributing to dropping out of Girls in mixed-day secondary schools in Mtito-Andei Division, Kibwezi Sub County, Makueni County***”. I have chosen you as one of the participants in my research as a respondent. The information you will give shall only be used for the purpose of the study and treated confidentially. Your honest responses are highly welcome.

Yours faithfully

Muthoki, M. M

APPENDIX B

Questionnaire for Teachers

Introduction

The purpose of this questionnaire is to collect data on the home based factors that cause girls to drop out of mixed-day secondary schools in Mtito-Andei division. Your school has been sampled to take part in the study.

Instructions

- a) Please do not write your name in the questionnaire
- b) The information will be treated with a lot of confidentiality
- c) Please be honest when giving your answers
- d) Kindly answer all the questions

Section 1: Demographic Information

1. Please indicate with a tick (✓) your gender.

Male [] Female []

2. For how long have you performed your duties as a teacher in this school?

- 1-5 Years []
- 6-11 Years []
- 11-15 years []
- 16 years and above []

Section 2: Effect of family income on girls' drop out

The section requires you to rate items on effect of family income on girls' school dropouts on a five scale by ticking the most appropriate choice by stating how true the statements are. The choices given are: Very true (VT), True (T), Somehow True (ST), Not True (NT) and Not True at all (NTA)

Statement	NTA	NT	ST	T	VT
1 Girls from low income families drop out from school more frequently than those from middle and higher income families					
2 Girls dropout from school due to poor payment of school fees					
3 Low income parents prefer paying school fees for boys to girls					
4 Low income families do not encourage girls to continue with school					
5 Girls from low income families seem less motivated to learn due to lack of fees than those from higher income families					

6. In your own opinion why do girls to drop out of school in your institution?
(Tick One)

Lack of fees []

Absenteeism []

Poor performance []

Pregnancy []

Section 3: Effect of family composition on girls' drop out

The section requires you to rate items on effect of family composition on girls' school dropout on a five scale by ticking the most appropriate choice by stating how true the statements are. The choices given are: Very true (VT), True (T), Somehow True (ST), Not True (NT) and Not True at all (NTA)

Statement	NTA	NT	ST	T	VT
7					
1 Girls from polygamous families drop out of school more frequently than nuclear families					
2 Girls from single parent families are more likely to drop out of school					
3 Girls from families with many siblings are prone to dropping out of school					
4 Girls with many brothers are more likely to drop out of school					
5 Girls from broken families (separated or divorced parents) are more likely to drop out of school					
6 Girls living in families without parents are likely to drop out of school					
1					

lowing aspects of family composition affect the dropping out of girls from school? (Tick one)

Number of siblings

Yes []

No []

Single parenthood

Yes []

No []

Broken families

Yes []

No []

Girls who are orphaned

Yes []

No []

Section 4: Effect of parents' level of education on girls' drop out

The section requires you to rate items on effect of parents' level of education on girls' school dropout on a five scale by ticking the most appropriate choice by stating how true the statements are. The choices given are: Very true (VT), True (T), Somehow True (ST), Not True (NT) and Not True at all (NTA).

Statement	NTA	NT	ST	T	VT
1 Low education level parents do not support girls education positively					
2 Low education level parents make them lack the ability to pay school fees promptly thus their girls are more likely to drop out of school					
3 Parents with low education do not value girls education as they value boys unlike educated parents					
4 High education level parents serve as examples to their daughters thus they are less likely to drop out of school					
5 High education level parents offer educational guidance to their girls unlike lowly educated parents					
6 Low education level parents consider paying fees for boys more than girls					

7. Do you think the following aspects affect the drop out of girls from secondary schools?

(Tick One)

Poor supervision and monitoring by parents

Yes []

No []

Inability of parents to motivate girls

Yes []

No []

Involvement in income generating activities

Yes []

No []

Lack of role models

Yes []

No []

Lack of encouragement by teachers

Yes []

No []

THANK YOU FOR YOUR CO-OPERATION

APPENDIX C: **Questionnaire for Girls**

Introduction

The purpose of this questionnaire is to collect data on the home based factors that cause girls to drop out of mixed-day schools in Mtito-Andei division. Your school has been sampled to take part in the study.

Instructions

Please do not write your name in the questionnaire

The information will be treated with a lot of confidentiality

Please be honest in giving your answers

Kindly respond to all questions.

Section 1: Demographic Information

State your age in years []

Section 2: Family income

1. On average how much money do you think your parent can raise per month

Below 5000/- []

Below 10,000/- []

11,000-20,000/- []

21,000-50,000/- []

Above 50,000/- []

2. What is your fathers' occupation?

Peasant farmer []

Casual labourer []

Formal employment []

Business []

Other

3. Which is your mothers' occupation?

Peasant farmer []

Casual labourer []

Formal employment []

Business []

Other [] specify

Section 3: Family composition

1. State the type of family that you are brought up in among the following

Nuclear (father, mother and children) []

Extended family (living with other relatives e.g. cousins) []

Mother only []

Father only []

Without parents []

2. How many siblings are in your family i.e. brothers and sisters

Brothers []

Sisters []

3. Who pays your school fees?

Father []

Mother []

Guardian []

4. Are there girls who have dropped from school in your family?

Yes []

No []

5. The section requires you to rate items on effect of family composition on girls' school dropout on a five scale by ticking the most appropriate choice by stating how true the statements are. The choices given are: Very true (VT), True (T), Somehow True (ST), Not True (NT) and Not True at all (NTA).

Statement	NTA	NT	ST	T	VT
S Girls from polygamous families drop out of school more frequently than e nuclear families c					
G irls from single parent famines are more likely to drop out of school i					
G irls from families with many siblings are prone to dropping out of o school					
G irls with many brothers are more likely to drop out of school e					
G irls from broken families (separated or divorced parents) are more v likely to drop out of school e					
G irls living in families without parents are likely to drop out of school					

Section 4: Parental level of education

What is the education level of your father?

No formal education at all []

Primary level []

Secondary level []

Tertiary college []

University []

Other specify

THANK YOU FOR YOUR CO-OPERATION



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

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2241349, 310571, 2219420
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Email: secretary@nacosti.go.ke
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When replying please quote

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

Ref. No.

Date:

17th December, 2014

NACOSTI/P/14/5305/4245

Mary Muthoki Muia
South Eastern Kenya University
P.O. Box 170-90200
KITUI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Home related factors contributing to drop out of girls in Mixed – Day Secondary Schools in Mtito – Andei Division Kibwezi Sub County Makueni County*," I am pleased to inform you that you have been authorized to undertake research in **Makueni County** for a period ending **27th April, 2015**.

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

On completion of the research, you are required to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


DR. S. K. LANGAT, OGW
FOR: SECRETARY/CEO

Copy to:

The County Commissioner
Makueni County.

The County Director of Education
Makueni County.

THIS IS TO CERTIFY THAT:
MS. MARY MUTHOKI MUIA of **SOUTH EASTERN KENYA UNIVERSITY, 246-90128 MTITO-ANDEI, has been**

permitted to conduct research in

Makueni County

on the topic: HOME RELATED FACTORS

CONTRIBUTING TO DROP OUT OF GIRLS

IN MIXED-DAY SECONDARY SCHOOLS IN

MTITO-ANDEI DIVISION KIBWEZI SUB

COUNTY MAKUENI COUNTY

for the period ending:

27th April, 2015


**Applicant's
Signature**

Technology and innovation National Commission for Science, Technology and

Permit No : NACOSTI/P/14/5305/4245

Date Of Issue : 17th December,2014

Fee Received : Ksh 1,000




**for
Secretary**

**National Commission for Science,
Technology & Innovation**

CONDITIONS

- You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- Government Officers will not be interviewed without prior appointment.**
- No questionnaire will be used unless it has been approved.**
- Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



REPUBLIC OF KENYA



**National Commission for Science,
Technology and Innovation**

RESEARCH CLEARANCE

PERMIT

Serial No. A 3909

CONDITIONS: see back page