

**CAUSES OF SCHOOL DROP OUT ON GIRLS OF THE SELECTED PRIMARY
SCHOOLS OF MUMIAS DIVISION, MUMIAS
DISTRICT, KENYA**

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**A RESEARCH REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND
DISTANCE LEARNING IN PARTIAL FULFILLMENT OF THE
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DECLARATION

I, declare that this project is my original work and has never been presented to any other university for award of any academic certificate or anything similar to such. I solemnly bear and stand to correct any inconsistency.

Signature


.....

AKALA JOSEPH CAROLI NAMUSENDO

DATE 20/12/2010

APPROVAL

This report is resulting from the researcher's effort in the area to investigate the Factors Leading to Girls Dropout in Mumias Division, Mumias District Kenya was conducted under my supervision with my approval; it is now ready for submission to the academic board for the award of a bachelor degree in education of Kampala International University

Signed



SUPERVISOR: MR. MUGWERI FREDRICK

DATE

13th / 04 / 2011

DEDICATION

This work is affectionately dedicated to My beloved wife Joyce Atieno and children Theodric Akala, Theophine Mate and tracynoel Shitakwa for their support patience, understanding and prayers during this period of study.

ACKNOWLEDGMENT

First of all I give thanks to the almighty God for His mercy and grace granted to me during this time of my degree course and through this research project

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I would also like to thank the respondents who returned the questionnaires and those who were cooperative to me.

DEFINITION OF TERMS

The following terms have been defined in the context of this research;

Academic performance: How pupils more especially girls fair on in school that is in grades and in continuing school.

Adolescence: The period when girls develop from childhood to adulthood more especially when they start menstruating.

Drug abuse: the improper use of drugs or alcohol to the degree that the consequences are detrimental to the user in society.

Sexualities: The differentiation between sexes.

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

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ABSTRACT

The major purpose of the study was to determine Factors leading to girls' dropout in Mumias Division, Mumias District Kenya. The specific objectives of the study were to determine whether poverty leads to girls drop out, to investigate whether attitudes towards girls' education leads to drop out, To determine the school factors that lead to girls drop out, to Determine whether social cultural factors lead to girls drop out and to investigate whether indiscipline contributes to girls drop out in Mumias Division, Mumias District Kenya. The methods used for data collection were questionnaires to the pupils and interviews with the teachers. The study revealed that poverty was the main cause why girls drop out of school. It was also established that the environment of the school was also a contributing factor to girls drop out. If the sanitation, infrastructure and classroom setting are not favorable to girls they will drop out of school. The study also established that the negative attitudes of the society, teachers and parents towards girls were a hindrance to girls' school achievement. The traditional and socio cultural practices also hinder girls' education because girls are married off. And finally the study revealed that indiscipline also contributes to girls' drop out. The government should make sure they supervise schools to make sure that the environment is conducive for the pupils especially girls. The curriculum should be designed so that girls' needs are put into consideration. The community and parents should be sensitized on the importance of girls' education. Policies should be made to prevent some cultural practices that affect the education of girls. Measure to discipline these pupils should be put in place other than suspending them.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

Globally, girls represent 60 percent of all out of schoolchildren (USAID, 1998). In most countries, girls' initial enrollment rates are lower than those of boys, indicating barriers to access. In a country, such as Kenya, initial enrollment rates are roughly equal, but as girls enter their adolescent years, they drop out at faster rates than boys.

Female education in particular, with its multiplier effects, has been shown to be crucial for the advancement of nations (Beijing Declaration September 1995).

Women who complete their education are more likely to lead productive lives, support their families, take good care of their children, and practice healthy behaviors than women with little or no education. Because of these benefits, strong interest exists in girls' education programs, specifically within the global reproductive health sector. Reproductive health programs identified the importance of educating young girls before their sexual debut through participatory, community-based approaches.

While there has been a significant progress in the total enrollment rate in some developing countries in terms of numbers registering in the lower classes, the retention rate has not equally increased. Women are more disadvantaged both in terms of access and outcome and as a consequence women have lacked access to resources and opportunities which can enable them to change their condition and position in society and therefore there is need for the study.

1.2 Statement of the problem

Girls do better in the classroom than boys in the developed world. But in developing countries, girls lag behind boys, according to the latest research. Boys and girls enroll in elementary school at the same rate in developing countries. But many more girls drop out along the way than boys.

1.3 Purpose of the Study

Determine Factors Leading To Girls Dropout in Mumias Division, Mumias District Kenya

1.4 Objectives of the Study

1. To investigate the causes of high rate of dropout among girls from Mumias Division
2. To identify problems faced by girls who are drop out in Mumias Division
3. To find out possible ways of reducing the problem of drop out rate in Mumias Division

1.5 Research Questions

- 1 What are the causes of high rate of dropout among girls from Mumias Division?
- 2 What are the problems faced by girls who are drop out in Mumias Division?
- 3 What are the possible ways of reducing the problem of drop out rate Mumias Division?

1.5 Scope of the study

The study was carried in Mumias Division Mumias District, Kenya. Mumias District is an administrative district in the Western province of Kenya. Its capital town is Kakamega. The district has a population of 278,196 (1999 census).The study investigated the reasons why girls drop out and was carried out between January 2010 and May2010.

1.6 Significance of the study

This study will benefit the following disciplines:

The study will help education planners to study the root cause of the attitudes the community have towards girls' education in Kenya. It is relevant in that girls have the right to be educated. They therefore regularly engage in drafting policies that will benefit girls' education.

The study will become an instrument of change in the ways in which people and communities think about the education of the girl child and their capabilities. With changed attitudes, an appropriate, relevant, affordable and effective education within the communities, the discrimination girls face for just being girls in the society could be countered.

Head teachers, teachers parents and pupils will be sensitized in identifying the problem of low enrolment of girls and finding ways to solve the problem.

CHAPTER TWO

LITERATURE REVIEW

2.0. Introduction

This chapter reviews literature as an account of the knowledge and ideas that have been established by accredited scholars and experts in the field of school drop out of pupils more specially girls. It is guided by the objectives of the study outlined in chapter one.

2.1. Poverty and girls drop out

Poor households are unable to access basic needs like food, education and health. (world bank 2003)

Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. Where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. In some cases, girls are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child's secondary education or training. (UNDFW 2000)

Girls are perceived as sources of domestic labor for example care fellow siblings and also act as sources of income for their families. According to the recent estimates in the labor magazine (ILO), children 10-14 years mostly girls are economically active of which Africa constitutes 32 % (68 million).

2.2. Attitudes towards girls' education and girls drop out

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

In general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education. (UNESCO 2003) In most cases because the parents themselves are uneducated/illiterate, there is also a 'myth' among most illiterate parents that "boys are generally clever and hard working in school.

Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant". The implication is that they should not be given the opportunity to go to school. Such 'messages' demotivating to girls, who internalize them and in return end up believing that school, is not for them.(UNESCO 2004)

The attitudes of teachers towards girls also affect their education. Girls are viewed as weak and therefore cannot excel in class and hence discourage them. Robert (2000). Teachers are mostly male in developing countries. They see girls as less intelligent. They give boys more attention. Boys have more opportunity to talk and participate. Girls are expected to be obedient - to be quiet and sit at the back of the classroom

Much of the research on why pupils drop out points to negative teacher-student interactions. Likewise, pupils who stay in school often cite a "good teacher" as one of the most positive elements of their school experience. While adolescents tend to pull away from adults in their attempt to become independent, they paradoxically also have a strong need to bond with them.

2.3. School factors that lead to girls drop out.

The school is a very child unfriendly environment for girls in a way that they are abused and sexually harassed by male teachers and boys Girls are often abused, beaten and humiliated in class. (Gupta N and M. Mahy, 2000) Because of this girls hate the school environment and therefore drop out of school. They also become pregnant and therefore have no choice that to drop out of school. (Eloundou-Enyegue, Parfait M.2000)

The school environment is filled with peers who influence others to join them in what can be called bad behaviors. In this case they deliberately miss classes and go to dances where they get pregnant and hence drop out of school. (UNICEF 2005)

Poor performance which results to repetition is a major factor for pupils dropping out. (UNESCO 1998), Pupils who perform poorly in class are in most cases talented in other things like sports, music among others. However the dominance of an exam culture skews learning objectives and robs pupils of the opportunity to develop real skills and competencies (Kokesh Kohan 2003)

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

With the kind of facilities described in the foregoing, girls find it very difficult to utilize such facilities, especially when they are menstrating.(Burrows, A. and Johnson,S. 2005)

Sanitation provision can have a detrimental effect that can further contribute to low attendance and retention rates for girls. (Beusang 2004) Female pupils often missed classes during menstruation, or because cultural restrictions combined with poor hygiene and lack of privacy prevent them from using the school latrines at all. Studies show that girls' performance, attendance and retention rates are lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with. (UNICEF 2005)

2.4. Social Cultural Factors and Girls Drop

Consequently if a girl is to be educated; there are often severe cultural costs to be met; a price to pay for going against established social norms and, in particular, challenging the traditional authority of males. Such problems tend to be more severe in rural areas, but even in towns and cities where prospects of paid employment for educated girls may exist, many parents still fear the possibility of their daughters being alienated from traditional life-styles by contact with essentially 'western' education with its associated values. (Mukherjee, D. (1995)

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

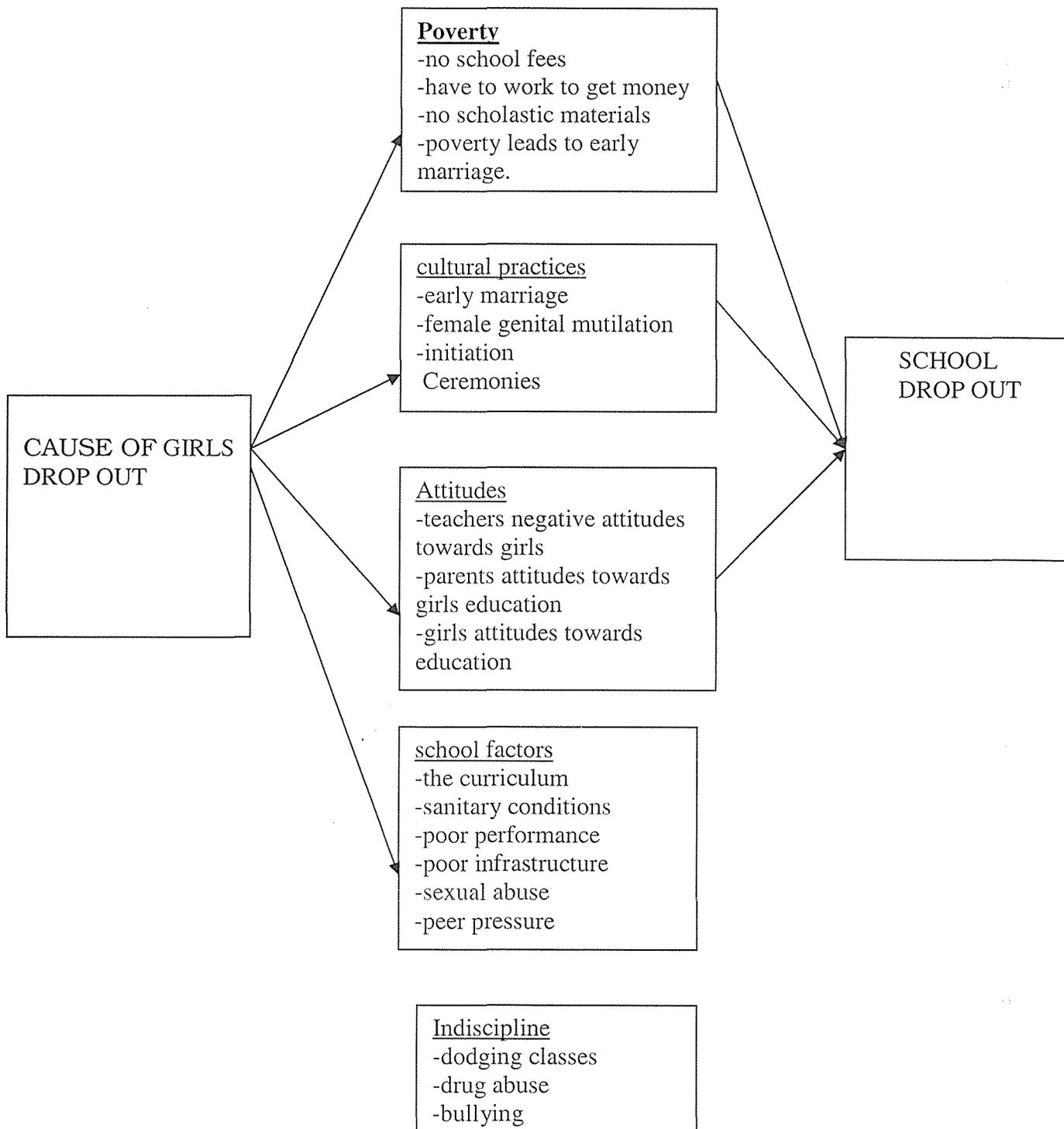
Cultural practices lead to despair in schools attendances on girls both in preparations and healing processes which some times lead to death. The ultimate lead to despair in school attendance and the performance ends up to girls with drawing from school (Okwach, 1997:6).

2.5. Indiscipline and Girls Drop

Indiscipline pupils are likely to drop out of school especially when they are suspended from school. Numerous studies from the education literature document a strong negative correlation between suspension and student Achievement While there is little evidence of a direct causal effect, it is widely believed that diminished learning opportunities and a weakening of the student-school bond negatively impact student performance. Dinkes, Rachael, et al (2006) Dropout rates are also consistently higher for suspended pupils and some research indicates that schools actually use suspensions to push trouble- some pupils out of school.³ Not only are pupils excluded from classroom learning while suspended, they may be unsupervised at home and thus more likely to get in trouble in the community.⁴ The negative consequences associated with suspension, reduced achievement, dropout, and delinquency have all been linked to future economic struggles, particularly in the labor market.

CONCEPTUAL FRAMEWORK

Causes of Girls Drop Out



CHAPTER THREE; RESEARCH METHODOLOGY

3.0. Introduction

This chapter discusses the methods the researcher used to collect data. It focused on the Research design, organization of the study, data collection, and data collection procedure and data analysis.

3.1. Research Design

The design used consisted of both quantitative and qualitative method. Field work was undertaken and this comprised of direct observations and interview Guides for the respondents.

3.2.1. Study area

The research was carried out in Mumias Division, Mumias District Kenya

3.2.3. Sample size

Ten schools were selected for the study. Two teachers and 20 pupils from each school were expected to participate in the study.

3.2.4. Sampling technique

The teachers were selected using purposive sampling while the pupils were selected using simple random sampling. Since the pupils were many random sampling was convenient.

Instrumentation

Face to face interviews were carried on with teachers and questionnaires were distributed to pupils.

3.3.2 Reliability of instruments.

Interviews were convenient because they helped the researcher get relevant information by facing the teachers. Since the pupils were many, questionnaires were convenient because information was got in a short period of time.

3.4. Data collection procedure

A letter of introduction from the institute of continuing education was sent to facilitate in the data collection exercise. The letter was handed to the head teachers before interviews were carried on with the teachers and questionnaires distributed to the pupils. The data collected was sorted and categorized after which it was analyzed. The conclusions and recommendations were made.

3.5. Data analysis

The frequencies and percentages were used to determine the number of sample respondents that were used in the research process and the number that participated positively in contribution to the research.

Formula;

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

Where F = number of respondents

Observed

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

CHAPTER FOUR FINDINGS AND INTERPRETATIONS

4.0 INTRODUCTION

This chapter is a presentation; interpretation and discussion of the findings. The results are presented in form of tables and frequency counts and percentage. It focuses on the factors leading to girls' dropout in Mumias Division, Mumias District Kenya

4.1 Profile of the respondents

Table 1: Shows the profile of the respondents.

| Respondents | Frequency | Percentage |
|----------------|------------|------------|
| Sex | | |
| Male | 75 | 56 |
| Female | 60 | 44 |
| Total | 135 | 100 |
| Age | | |
| 13 and below | 35 | 26 |
| 14-17yrs | 60 | 44 |
| 18 and above | 40 | 30 |
| Total | 135 | 100 |
| Academic level | | |
| Standard six | 45 | 33 |
| Standard seven | 50 | 37 |
| Standard eight | 40 | 30 |
| Total | 135 | 100 |

Source field data

Two hundred (200) questionnaires were distributed to the pupils and 135 were filled and returned .This therefore represents 68 % of the total number of questionnaires that were distributed.

The study covered 135 randomly selected pupils of whom 75 (56%) were male and 60 (44%) were female

The age category of the respondents was divided in three groups that is 13 and below were 35 which was 26%, 14-17 yrs were 60 (44%) and 18 and above were 40 representing (30%) of the respondents.

The academic level of the respondents was divided in three categories that are standard six, standard seven and standard eight. 45 (33%) of the respondents were in standard six, 50 (37%) were in seven and 40 (30%) were in standard eight.

Interviews were carried out with 20 teachers. 11 of the respondents were male and 9 were female.

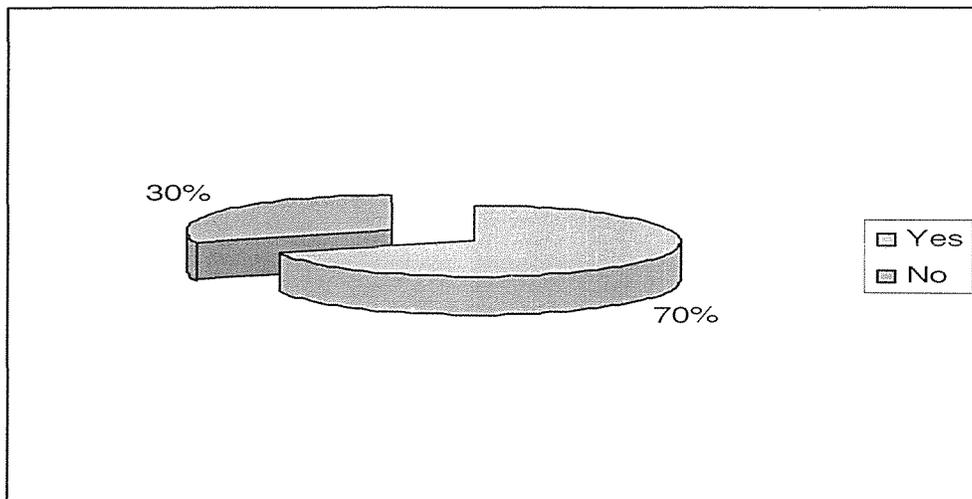
The respondents were asked whether they have sisters who have dropped out of school and this was their response

Table 2: Response on sisters who have dropped out of school

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Yes | 95 | 70 |
| No | 40 | 30 |
| Total | 135 | 100 |

Source: primary data

Chart 1: Response on sisters who have dropped out of school



The table and chart shows that 95% of the respondents agreed that they have sisters who have dropped out of school while 30% of the respondents disagreed. This means that in almost every family there is a girl who has dropped out of school.

Poverty and girls drop out

The first research objective was to determine whether poverty leads to girls drop out. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: does poverty lead to girls drop out? The results are presented in the subsections below;

Table 3: Girls drop out of school because of poverty

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 80 | 59 |
| Disagree | 40 | 30 |
| Not sure | 15 | 11 |
| Total | 135 | 100 |

Source: primary data

The table shows that 59% of the respondents agreed that girls drop out of school due to poverty while 30% disagreed and 11% of the respondents were not sure whether girls drop out of school due to poverty.

The teachers revealed in interviews that most girls drop out because of poverty since they cannot provide for their needs and sometimes they admire their fellow girls who have every need. They also revealed that parents do not have enough money to cater for their children's education and therefore they had to drop out and work to get some money.

Poor households are unable to access basic services like food, education and health (World Bank 2003)

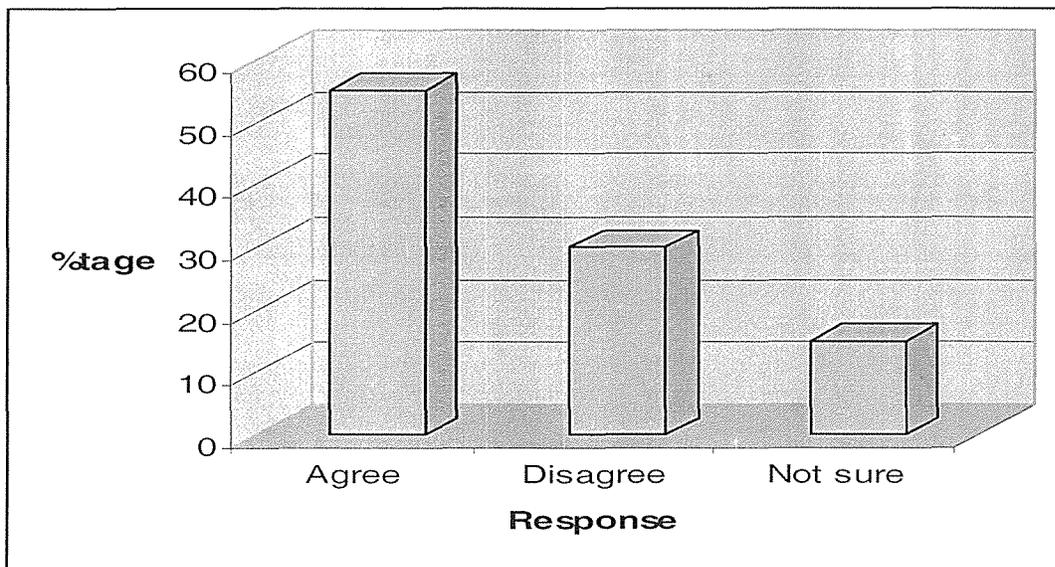
The respondents were asked whether girls are married off due to poverty and this was their response

Table 4: Girls are married off due to poverty

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 75 | 55 |
| Disagree | 40 | 30 |
| Not sure | 20 | 15 |
| Total | 135 | 100 |

Source: primary data

Chart 2: Girls are married off due to poverty



According to the table and chart, 55% of the respondents agreed that girls are married off due to poverty while 30% disagreed and 15% of the respondents were not sure whether girls are married off due to poverty.

The teachers revealed that most girls who drop out are married off so that the parents get rid of what they consider as a problem. They also said that if these girls drop out of school, the only solution their parents can do is to marry them off instead of getting pregnant at home.

According to (UNDFW 2000), where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the

boy-child. In some cases, girls are forced into early marriages so that parents can get dowry – extra income to pay fees for the boy-child’s secondary education or training.

The respondents were asked whether girls have to work to earn and hence do not go to school and below were their response

Table 5: Girls have to work to earn a living

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 65 | 48 |
| Disagree | 40 | 30 |
| Not sure | 30 | 22 |
| Total | 135 | 100 |

Source: primary data

The table indicates that 65% of the respondents agreed that girls have to work to earn and hence do not go to school while 30% disagree and 22% were not sure whether girls have to work to earn and hence do not go to school. This implies that most girls drop out of school because they have to work in order to earn a living.

The teachers said that girls and not boys were expected to work at home before they went to school and after coming back to school which leaves them little time to read their books and therefore they perform poorly in class which leads to repetition and hence drop out.

Girls are perceived as sources of domestic labor for example care fellow siblings and also act as sources of income for their families. According to the recent estimates in the labor magazine (ILO), children 10-14 mostly girls are economically active of which Africa constitutes 32 % (68 million).

The respondents were asked whether girls lack the school requirements and below were their response

Table 6: Girls lack school requirements

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 80 | 59 |
| Disagree | 50 | 37 |
| Not sure | 5 | 4 |
| Total | 135 | 100 |

Source: primary data

Table 6 indicates that 59% of the respondents agreed that girls lack the school requirements, 37% disagreed and 4% were not sure if girls lack the school requirements. This implies that because of poverty, parents do not have money to provide their children with all the necessary school requirements.

During the interviews with the teachers, they revealed that many girls lack school requirements like books, Uniform among others.

Attitudes towards girls' education and drop out

The second research objective was to investigate whether attitudes towards girls education leads to school drop out. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: do attitudes towards girls education lead to school drop out? The results are presented in the subsections below;

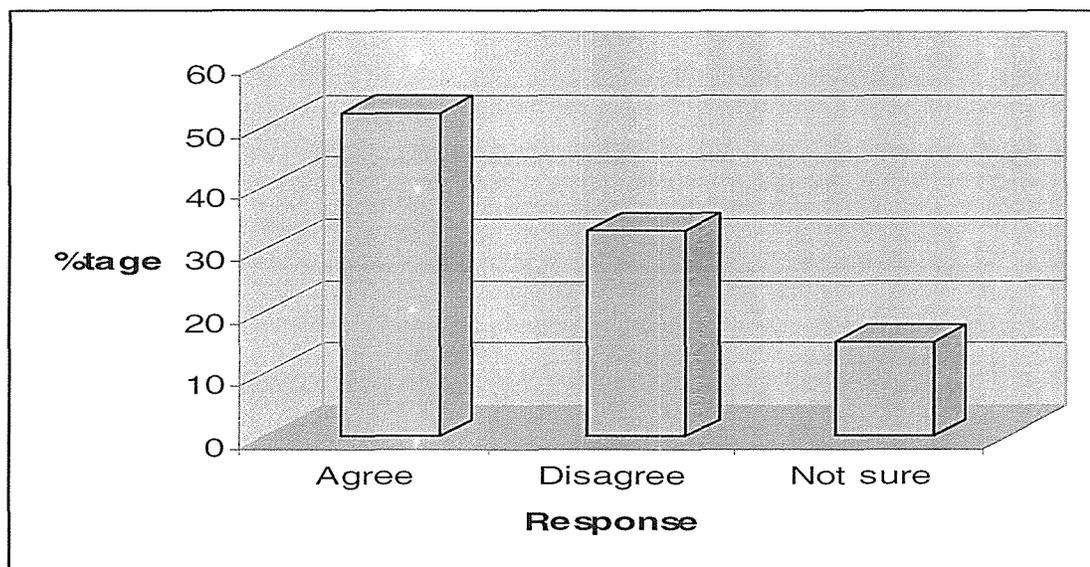
The respondents were asked whether teacher's attitudes towards girls affect their education and this was their response

Table 7: Teacher's attitudes towards girls affect their education

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 70 | 52 |
| Disagree | 45 | 33 |
| Not sure | 20 | 15 |
| Total | 135 | 100 |

Source: primary data

Chart 3: Teacher's attitudes towards girls affect their education



According to the table and chart, 52% of the respondents agreed that teacher's attitudes towards girls affect their education while 33% disagreed and 15% of the respondents were not sure whether teacher's attitudes towards girls affect their education. This means that teacher's attitudes towards girls affect their education hence leading to drop out.

The teachers revealed that some of the teachers did not encourage and clearly showed them that they were not capable of performing well and this leads to drop out of girls.

".....some teachers clearly show girls that they are not capable of excelling in class and this discourages them....."(Interview with a teacher)

According to Robert (2000), the attitudes of teachers towards girls also affect their education. Girls are viewed as weak and therefore cannot excel in class and hence discourage them.

The respondents were asked whether parent's attitudes towards girls' education discourage them and this was their response

Table 8: Parent's attitudes towards girls' education discourage them

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 55 | 41 |
| Disagree | 54 | 33 |
| Not sure | 35 | 26 |
| Total | 135 | 100 |

Source: primary data

The table indicates that 41% of the respondents agreed that parent's attitudes towards girls' education discourage them while 33% disagreed and 26% of the respondents were not sure parent's attitudes towards girls' education discourage them.

The teachers believe that the attitudes of parents towards girls' education influences academic achievement that if the parent is encouraging the girl will achieve higher and if the parent is discouraging the girl will not achieve higher in education. They also said that it was obvious that when one is not encouraged he/she will not perform in whatever he/she is doing.

Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education. (Rich, A.2000)

According to (UNESCO 2003) in general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education.

The respondents were asked whether girls attitudes towards education lead to school drop out and below were their response

Table 9: Girls attitudes towards education lead to school drop out

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 105 | 78 |
| Disagree | 20 | 15 |
| Not sure | 10 | 7 |
| Total | 135 | 100 |

Source: primary data

According to the table, 78% of the respondents agreed that girls' attitudes towards education lead to school drop out, 15% disagree and 7% of the respondents were not sure whether girls' attitudes towards education lead to school drop out. This implies that the girls' attitudes themselves affect their education which leads to their drop out.

The teachers revealed that most girls drop out because of their attitudes. In this case, it is them to decide for themselves. So it is upon them that they either stay at school or drop out.

Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant". The implication is that they should not be given the opportunity to go to school. Such 'messages' demotivating to girls, who internalize them and in return end up believing that school, is not for them.(UNESCO 2004)

The respondents were asked whether girls are expected to do all the chaos work at home and school and this was their response

Table 10: Girls are expected to do all the chaos work at home and school

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 70 | 52 |
| Disagree | 35 | 26 |
| Not sure | 30 | 22 |
| Total | 135 | 100 |

Source: primary data

The table indicates that 52% of the respondents agreed that girls are expected to do all the chores work at home and school, 26% disagreed and 22% of the respondents were not sure whether girls are expected to do all the chaos work at home and school. This implies that both the parents and the teachers think that girls are the ones who are supposed to do all the chaos work.

The teachers revealed that the attitude that it is the girls to do all the chores still exist in most homes and therefore the girl is domestically violated and this leaves room for her to attend to studies

Girls are perceived as sources of domestic labor for example care fellow siblings and also act as sources of income for their families. According to the recent estimates in the labor magazine (ILO), children 10-14 years mostly girls are economically active of which Africa constitutes 32 %(68 million).

School factors and girls drop out

The third research objective was to determine the school factors that lead to girls drop out. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: what school factors lead to girls drop out. The results are presented in the subsections below;

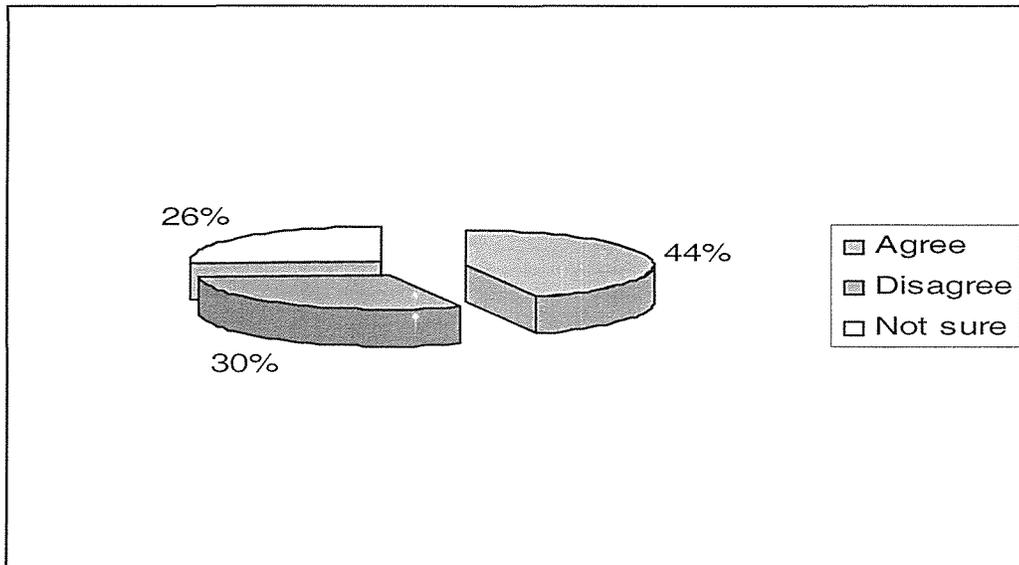
The respondents were asked whether poor infrastructure lead to school drop out and below were their response

Table 11: Poor infrastructure lead to school drop out

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 60 | 44 |
| Disagree | 40 | 30 |
| Not sure | 35 | 26 |
| Total | 135 | 100 |

Source: primary data

Chart 4: Poor infrastructure lead to school drop out



The table and chart above indicates that 44% of the respondents agreed that poor infrastructure lead to school drop out, 30% disagree and 26% of the respondents were not sure if poor infrastructure lead to school drop out.

The teachers revealed that if the infrastructure of the school is poor, girls do not feel comfortable at all and as a result, they end up dropping out.

According to the (WORLD BANK 2000), most of the schools in rural areas have classrooms that are dilapidated, with floors that are not cemented and thus dusty. There are windows and doors with no shutters. Such classrooms have few desks for pupils and some of them seat on makeshift forms and/or stones.

The respondents were asked whether girls drop out due to un sanitary conditions and this was their response

Table 12: Girls drop out due to unsanitary

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 125 | 92 |
| Disagree | 5 | 4 |
| Not sure | 5 | 4 |
| Total | 135 | 100 |

Source: primary data

Table 12 shows that 92% of the respondents agreed that girls drop out due to un sanitary conditions, 4% disagreed and 4% of the respondents were not sure if girls drop out due to un sanitary conditions. This implies that if the school sanitation is poor, many girls are likely to drop out of school.

The teachers revealed that adolescent girls suffered the most especially menstruating girls and therefore if the school environment is not clean they will remain at home during their periods and hence miss classes which lead to poor performance then repetition in class and hence dropping out.

Sanitation provision can have a detrimental effect that can further contribute to low attendance and retention rates for girls. (Beusang 2004) Female pupils often missed classes during menstruation, or because cultural restrictions combined with poor hygiene and lack of privacy prevent them from using the school latrines at all. Studies show that girls' performance, attendance and retention rates are lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with. (UNICEF 2005)

The respondents were asked whether girls drop out due to sexual abuse and below were their response

Table 13: Girls drop out due to sexual abuse

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 90 | 67 |
| Disagree | 35 | 26 |
| Not sure | 10 | 7 |
| Total | 135 | 100 |

Source: primary data

The table show that 67% of the respondents agreed that girls drop out due to sexual abuse, 26% disagree and 7% of the respondents were not sure if girls drop out due to sexual abuse. This implies that sexual abuse is among the factors that lead to girls drop out.

According to the teachers cases of sexual harassment of girls by boys and teachers were common and therefore girls who could not cope with situation decided to drop out. They also cited that many of these girls engage in sexual activities due to influence from their friend.

According to (Gupta N and M. Mahy, 2000), the school is a very child unfriendly environment for girls in a way that they are abused and sexually harassed by male teachers and boys Girls are often abused, beaten and humiliated in class. Because of this girls hate the school environment and therefore drop out of school.

The respondents were asked whether peer pressure lead to school drop out and this was their response

Table 14: Peer pressure lead to school drop out

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 90 | 67 |
| Disagree | 30 | 22 |
| Not sure | 15 | 11 |
| Total | 135 | 100 |

Source: primary data

According to the table, 67% of the respondents agreed that peer pressure lead to school drop out, 22% disagree and 11% of the respondents were not sure whether pressure lead to school drop out peer. One of the school drop out reveled that her friends convinced her to drop out that she would get a job. However she did not get the job and also did not go back to school.

The teachers agreed that peer groups influence what one decides to do and therefore girls were no exception. Since some girls come from poor families, they lack the basic needs and as a result they intend to join their friends who are well off and some times these friends are not good and as a result they influence their friends leading to drop out.

The school environment is filled with peers who influence others to join them in what can be called bad behaviors. In this case they deliberately miss classes and go to dances where they get pregnant and hence drop out of school. (UNICEF 2005)

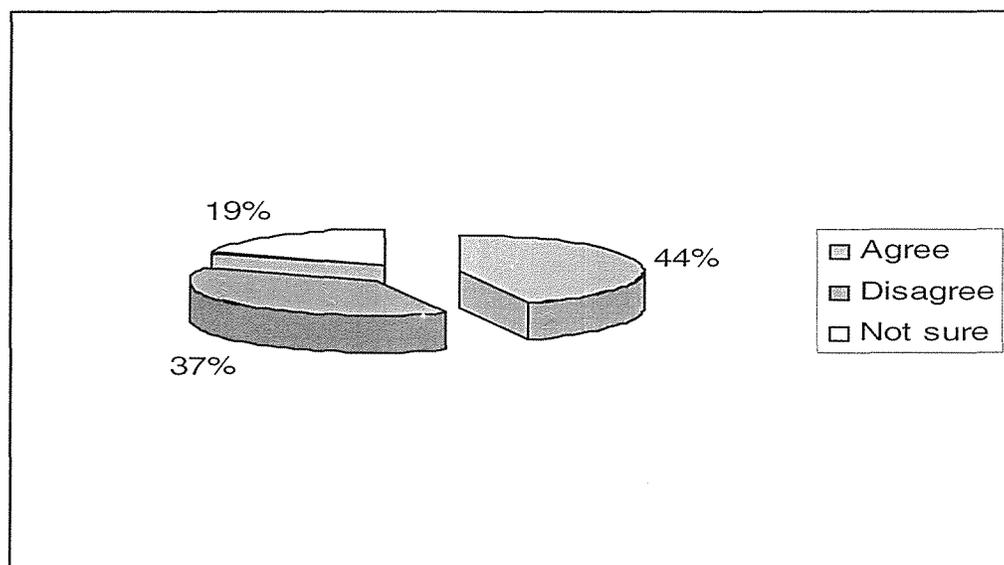
The respondents were asked whether the curriculum does not favor the girls and this was their response

Table 15: Curriculum does not favor the girls

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 60 | 44 |
| Disagree | 50 | 37 |
| Not sure | 25 | 19 |
| Total | 135 | 100 |

Source: primary data

Chart 5: Curriculum does not favor the girls



The table and chart indicates that 44% of the respondents agreed that curriculum does not favor the girls while 37% disagreed and 19% of the respondents were not sure.

According to the teachers the curriculum is gender biased and therefore girls feel discouraged and hence drop out.

According to (UNICEF 2000), schools through formal, hidden- and extra-curriculum activities tend to contribute and reinforce the gender differences. They also participate and build on socializing children into “sex roles” and make them sharpen their “sex appropriate” behaviors that are acquired from home and society.

The respondents were asked whether poor performance leads to school drop out and this was their response

Table 16: Poor performance leads to school drop out

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 75 | 55 |
| Disagree | 40 | 30 |
| Not sure | 20 | 15 |
| Total | 135 | 100 |

Source: primary data

The table shows that 55% of the respondents agreed that poor performance leads to school drop out while 30% disagreed and 15% of the respondents were not sure if poor performance leads to school drop out

According to the teachers girls who perform poorly are more likely to drop out of school than boys because girls grow faster than boys and therefore cannot repeat a class being they think they are too old for it and they fear to be ashamed therefore decides to drop out.

According to (UNESCO 1998), Poor performance which results to repetition is a major factor for pupils dropping out. Pupils who perform poorly in class are in most cases talented in other things like sports, music among others.

Cultural factors lead to girls’ drop out

The fourth research objective was to determine social cultural factors lead to girls drop out. To achieve this, respondents were asked questions related to the objective. Data collected was analyzed under the question: do social cultural factors lead to girls drop out. The results are presented in the subsections below;

The respondents were asked whether early marriage leading to school drop out and below were their response

Table 17: Early marriage lead to school drop out

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 65 | 48 |
| Disagree | 45 | 33 |
| Not sure | 25 | 19 |
| Total | 135 | 100 |

Source: primary data

According to the table, 48% of the respondents agreed that early marriage lead to school drop out while 33% disagree and 19% of the respondents were not sure whether early marriage lead to school drop out

The teachers reveled that because of culture bride price is viewed as something very important and therefore when one offers to marry their daughter and pay bride price they do not want to miss the chance as they call it. However, they added that when some girls are married off, they some time continue with their education as they are sponsored by their husbands.

Zappala, G. and B. Parker (2000) argue that systems of dowry and bride-price may also have a negative effect on the participation of girls in schooling. Rich, A.(2000), concurred with the argument put forward and goes on to add that necessity of paying dowry may make a girl a burden to her parents, which together with any investment that may be made in her education is often seen as a waste of scarce resources.

The respondents were asked whether female genital mutilation lead to school drop out and this was their response

Table 18: Female genital mutilation leads to school drop out

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 100 | 74 |
| Disagree | 20 | 15 |
| Not sure | 15 | 11 |
| Total | 135 | 100 |

Source: primary data

The table shows that 74% of the respondents agreed that female genital mutilation lead to school drop out, 15% disagreed while 11% of the respondents were not sure whether female genital mutilation lead to school drop out

According to the teachers the girls take long to heal and therefore all that time from the ceremonies to the healing stage they are at home and therefore miss classes and then perform poorly in class leading to their drop.

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

The respondents were asked whether initiation ceremonies lead to school drop out and this was their response

Table 19: initiation of ceremonies leads to school drop out

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 70 | 52 |
| Disagree | 50 | 37 |
| Not sure | 15 | 11 |
| Total | 135 | 100 |

Source: primary data

The table indicates that 52% of the respondents agreed that initiation ceremonies lead to school drop out, 37% disagreed while 11% of the respondents were not sure if initiation of ceremonies lead to school drop out

The socio cultural practices that teachers mentioned were marriage, female circumcision among others and said they were a hindrance to girls’ education. When it comes to the time of these ceremonies, many girls do remain at home and by the time they return to school, they find when their friends have covered much hence not easy to catch up leading to their poor performance thus at the end dropping out.

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

Indiscipline and girls drop out

The respondents were asked whether drug abuse leads to school drop out and below were their response

Table20: Drug abuse leads to school drop out

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 95 | 70 |
| Disagree | 25 | 19 |
| Not sure | 15 | 11 |
| Total | 135 | 100 |

Source: primary data

The table and chart shows that 70% of the respondents agreed that drug abuse leads to school drop out, 19% disagreed while 11% of the respondents were not sure. The pupils revealed that many girls have been influenced by their friends to take drugs but they have ended up dropping out.

During the interviews with the teachers, they revealed that some girls drop out due to drug abuse. They added that those girls are mostly influenced by their friends in the peer group who take drugs. They cited the drugs they take and these included; alcohol, marijuana, smoking among others. However these are not common with the primary pupils.

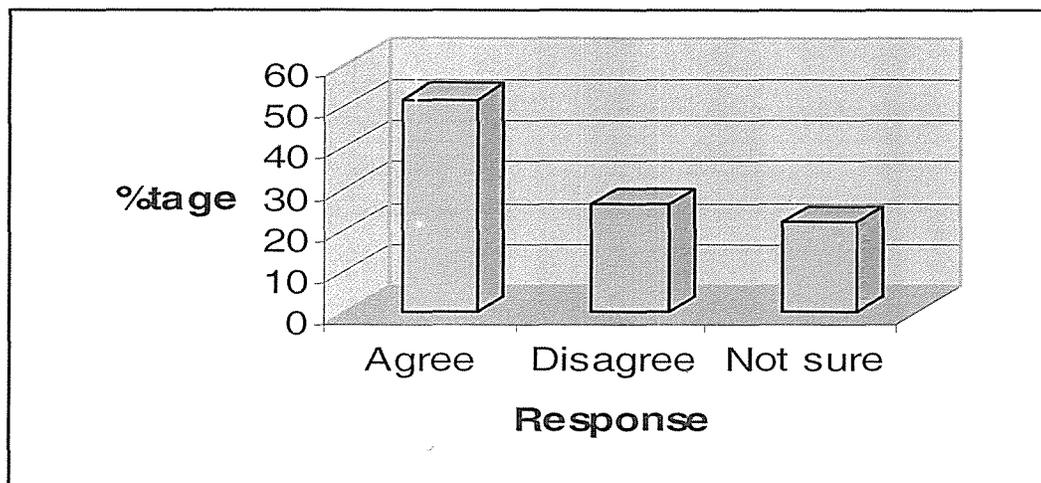
The respondents were asked if girls dodge classes and hence miss lessons and this was their response

Table 21: Girls dodge classes and hence miss lessons

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 70 | 52 |
| Disagree | 35 | 26 |
| Not sure | 30 | 22 |
| Total | 135 | 100 |

Source: primary data

Chart 6: Girls dodge classes and hence miss lessons



The chart and table shows that 52% of the respondents agreed that girls dodge classes and hence miss lessons, 26% disagreed while 22% of the respondents were not sure whether girls dodge classes and hence miss lessons.

The teachers revealed that it is true girls who dodge classes miss lesson and by the time they come; they find when many things have been covered. This leads to poor performance resulting into drop out.

The school environment is filled with peers who influence others to join them in what can be called bad behaviors. In this case they deliberately miss classes and go to dances where they get pregnant and hence drop out of school. (UNICEF 2005)

The respondents were asked whether girls who are always suspended are likely to drop out of school and this was their response

Table 22: Girls who are always suspended are likely to drop out of school.

| Response | Frequency | Percentage |
|----------|-----------|------------|
| Agree | 80 | 59 |
| Disagree | 30 | 22 |
| Not sure | 25 | 19 |
| Total | 135 | 100 |

Source: primary data

The table indicates that 59% of the respondents agreed that girls who are always suspended are likely to drop out of school, 22% disagreed while 19% of the respondents were not sure if girls who are always suspended are likely to drop out of school.

During the interview with the teachers, they revealed that when girls are suspended, they miss a lot so by the time they come back they find it hard to catch up with what their friends have covered. Therefore they decide to quit schooling. They also said that if some pupils are suspended, they do not come back completely.

According to Dinkes, Rachael, et al (2006) Dropout rates are also consistently higher for suspended pupils and some research indicates that schools actually use suspensions to push trouble- some pupils out of school.

CHAPTER FIVE

DISCUSSIONS, CONCLUSION AND RECOMMENDATIONS

5.0. Introduction

The major purpose of the study was to determine Factors leading to girls' dropout in Mumias Division, Mumias District Kenya. This chapter focuses on the discussions of the findings, conclusions and recommendations. Finally the chapter ends with suggestions for further research.

5.1. Summary

The first research objective sought to determine the relationship between poverty and drop out of girls. The study revealed that girls drop out of school because parents could not afford to pay for their school fees and some dropped because they had to get married because of poverty. According to World Bank (2003) Poor households are unable to access basic services like food, education and health.

Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. Where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child. (UNESCO 2000)

The second research objective of the study was to determine the relationship between attitudes and girls drop out. According to the study the attitudes of teachers, parents and society towards girls education is a hindrance to their education. According to UNESCO (2004) Parents' perceptions and society expectation, part of gendered sex role socialization affect how girls and boys participate in education.

According to Robert (2000), the attitudes of teachers towards girls also affect their education. Girls are viewed as weak and therefore cannot excel in class and hence discourage them.

The third research objective was to determine the relationship between school environment and drop out of girls. The study found out that the school environment was the reason why girls drop out. It was revealed that the sanitary conditions of the school and sexual harassment of girls by boys led to them dropping out and this is supported by UNICEF (2000) that girls' performance, attendance and retention are lower than that of boys and poor school sanitation is one of the multiple difficulties that girls have to struggle with. According to (Gupta N and M. Mahy, 2000), the school is a very child unfriendly environment for girls in a way that they are abused and sexually harassed by male teachers and boys. Girls are often abused, beaten and humiliated in class

The fourth objective of the study was to determine the relationship between traditional and Socio-cultural practices and girls drop out. The study revealed that early marriages, female circumcision were a hindrance to girls' education. According to Ngugi Wa Thiong'o (1996) "harmful traditional practices like female genital mutilation and other initiations rituals practice in some African societies are brutal and inhuman.

Then finally the last research objective was to determine the relationship between indiscipline and drop out of girls. According to the study indiscipline pupils are likely to drop out of school especially when they are suspended from school this is because they miss a lot during this period. According to Dinkes, Rachael, et al (2006) Dropout rates are also consistently higher for suspended pupils and some research indicates that schools actually use suspensions to push trouble- some pupils out of school.

5.2. Conclusion

The main purpose of the study was to determine the causes or girls school drop out in Munias Division Munias District, Kenya. The study revealed that poverty was the main cause why girls drop out of school.

It was also established that the environment of the school was also a contributing factor to girls drop out. If the sanitation, infrastructure and classroom setting are not favorable to girls they will drop out of school.

The study also established that the negative attitudes of the society, teachers and parents towards girls were a hindrance to girls' school achievement.

The traditional and socio cultural practices also hinder girls' education because girls are married off.

And finally the study revealed that indiscipline also contributes to girls' drop out.

5.3. Recommendations

The government should make sure they supervise schools to make sure that the environment is conducive for the pupils especially girls.

The curriculum should be designed so that girls' needs are put into consideration.

The community and parents should be sensitized on the importance of girls' education.

Policies should be made to prevent some cultural practices that affect the education of girls.

Measures to discipline these pupils should be put in place other than suspending them.

Suggestions for further research

More research should be done on the causes of girls drop out. Few studies have been done on the topic.

It is also necessary to investigate the impact of sanitation on girls' academic achievement.

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