

**FACTORS INFLUENCING GIRL CHILDREN DROPOUT OF  
SCHOOL, A CASE STUDY OF SOIN DIVISION IN  
NANDI SOUTH DISTRICT KENYA**

**BY  
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**A REPORT SUBMITTED TO THE INSTITUTE OF OPEN AND DISTANCE  
LEARNING AS A REQUIREMENT FOR THE AWARD OF DEGREE IN  
EDUCATION IN EARLY CHILDHOOD AND PRIMARY  
EDUCATION OF KAMPALA INTERNATIONAL  
UNIVERSITY**

**SEPTEMBER, 2008**

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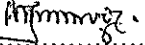
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## DECLARATION

I Rop Kiplagat Paul, hereby declare that this is entirely my original work and has not been submitted to any other university or other institution for any award or certification.

Signed 

Rop Kiplagat Paul

Date 12/9/2008

## APPROVAL

This research report resulting from the researchers effort in the area of **factors influencing girl children dropout of school, a case study of Soin Division In Nandi South District Kenya** was carried out under my supervision and with my final approval is ready for submission for the award of Bachelor of education to the academic board of Kampala international university.

Signed .....  .....

Nabuset Deborah Taligoola

Date..... 12/9/08 .....

## **DEDICATION**

This work is dedicated to my Mother Sarah Rotich, my wife Eunice Rop and my beloved daughter Vinny Jepkosgei.

## **ACKNOWLEDGMENT**

I wish to express my inner most and heartfelt thanks to all members who have morally and financially helped me during the process of carrying out this research.

I am particularly grateful to my mother Sarah Rotich, my wife Eunice Rop and my beloved daughter Vinny Jepkosgei

Sincere thanks go to my supervisor Mrs. Deborah Taligoola for the wise guidance and encouragement while carrying out this study.

More thanks go to my lecturers who sacrificed their valuable time to facilitate my studies up to these great heights.

Lastly my thanks go to all my relatives in particular Mr. Daniel Chepsiror, John Chepsiror, Mr. and Mrs. Sammy Togom, Mr. and Mrs. John Chepkwony said for encouragement they have been offering to me.

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## **ABSTRACT**

A qualitative descriptive study was undertaken with a purpose of investigating factors influencing girl to drop out of schools in Soin division. The following factors guided the study; to establish the role of educational policies and institutional processes in influencing girl child drop out; to examine the school based factors which influence girl household and community based factors which influence girl child drop out.

The instrument used in the study was a questionnaire which was distributed to 60 primary schools teachers randomly selected from 6 schools. Findings revealed that the policy of cost sharing was forcing some girl children from schools. This was being worsened by the parents who had a negative attitude towards girl children and preferred boy education to girls. It was also discovered that government lacked proper policies for the security and protection of girl children in school and society at large.

The study made the following recommendations that government of Kenya promote a holistic and holistic and integrated approach to development which ensures that all gender issues common to all sectors are adequately identified analyzed and addressed. That government mobilizes sensitize and train the population on gender issues. That adjustment be made from a gender perspective, the policies and programmes which promote a more equitable distribution of educational resources, opportunities and services. Government together with educational experts redesign a gender responsive curriculum. Government must legislate social customs that cause girls to drop out of schools and to impose strong penalties against those adults found guilty of sexually abusing girls.

## **DEFINITION OF TERMS**

### **Gender**

Social differences between women and men

### **Genital mutilation**

### **Policy**

### **School drop out**

## ACRONYMS

FGM	Female Genital Mutilation
MFEPD	Ministry of finance economic planning and development
GOK	Government of Kenya
FAWE	Forum for African women education
MOES	Ministry of education studies

## **CHAPTER ONE**

### **BACKGROUND TO THE STUDY**

#### **1.0 Introduction**

One of the major goals for reform in education is to provide opportunities for every child to participate and learn maximally irrespective of sex, social background and ability. Education for both girls and boys is an essential tool for individual and national development. Policy makers have been of view that literacy for women is an important key to improving health, nutrition, increased agricultural production and to empowering women to participate in decision making in every society.

Education has been identified as one of the key which opens up avenues for girl children to better their future incomes, employment opportunities and better care for their health including lowering fertility rates. Yet school systems continue to stereo type female learners to traditional careers such as nursing, teaching, secretarial services and home management which tend to be low paying. Science is still considered a preserve of boys as fewer female students will take up science subject. Girls like men need skills that make them self reliant, facilitate personal entrepreneurship, and facilitate them to compete in the job market. Vision 2025 (1997) highlighted that the curriculum ad literature used in Uganda schools reflected gender bias and stereo typing. This was according to him compounded by the gender insensitivity of the teachers and management of educational institutions.

GOK (2001) registered the factors responsible for illiteracy and in particular female school drop out as lack of fees and parents preference for boys education if a choice was to be made; female child's involvement in domestic chore, early marriages and need to get bride price from girls. The above factors are

characteristic to what is happening in Soin. This is what compelled the researcher to undertake a study here.

### **1.1 Background to the study**

Soin is settled by two tribes Kalenjin and the Luo, the former being the largest population. The economy of people in Soin is subsistence farming and livestock rearing. The population is largely illiterate and lowly qualified with few technical skills. Incomes of the people in Soin are low mainly due to the subsistence nature of their economy. This shows the limited aspirations usually not focused beyond subsistence with consequence that they are not driven by long term plans.

### **1.2 Statement of the problem**

The gross enrolment for male and female at primary school level in Kenya was 106 to 104 the year 2008 following the introduction of free primary education. However disparity in enrolment has been reported noticeable in some provinces of Kenya, where fewer girls enroll in schools. This gross enrolment rate difference according to Ngaroga (1997) exists secondary level and is even bigger at the tertiary level of education. Worse still is the significantly high rate of girl child drop out of school each year and a few moving to the next class. Empirical evidence suggests that discrimination against women and girls economic development in addition to reinforcing social inequality. This therefore forced the researcher to carryout a study to establish the factors influencing the girl child drop out from school.

### **1.3 Purpose**

The purpose of this study was to investigate those factors that influenced girls to drop out of school.

#### **1.4 Specific objectives**

The following objectives guided the study;

- To establish the role of educational policies and institutional processes in influencing out girl child drop out.
- To examine the school based factors which influence girl child school drop out
- To examine the household and community based factors which influence girl child drop out.

#### **1.4 Research questions**

The following research questions helped the researcher to remain focused onto the topic throughout the exercise.

1. What education policies and institutional processes bring about child drop out?
2. What school based factors influence the girl child drop out of school?
3. What household and community based factors influence girl children drop out?

#### **1.5 Scope of the study**

This study was carried out in Soin division to investigate the factors responsible for girl child drop out. Soin division is located in south Nandi of Kenya. The teachers were utilized to help generate data about how educational policies, institutional processes; school based factors, and household and community brought about girl child school drop out. This started in April 2007 and ended in August 2007.

#### **1.6 Significance of the study**

The following categories of individuals and organizations are to benefit from this study;

The government policy makers especially those who incubated and initiated universal primary education, since they were struggling with the challenge retaining children in the education system.

The parents and community at large are to be sensitized about the value of giving equal opportunities to all children to attain higher educational standards. From these findings they will be enlightened about their roles in implementing the innovation of free primary education.

The teachers who are the key implementers also will have their roles spelt out to them as to how and why they should bring about meaningful learning to all children regardless of their sex and help to maintain them in school.

### **1.7 Limitations**

The following obstacles were experienced during the study;

Due to post Election violence, the would be respondents could not be reached at the right time and this delayed the study a bit.

Those respondents who were got could not readily reveal all the relevant information that could have otherwise helped to make this investigation to be more fruitful.

Resources such as finances, assistance became very difficult to get



## CHAPTER TWO

### LITERATURE REVIEW

#### Introduction

In this study literature relevant to the research topic was reviewed to help come up with a body of knowledge about girl child drop out. It was from this that the researcher managed to formulate testable and measurable objectives, reliable instruments and analyze the data. In this chapter citations from numerous experts were extracted and examined in relation to the study topic.

#### The current state of school drop out in Kenya

It was highlighted that of 50% the children who join grade one were girls, however as the children advance in grades, the girls population decreases (Fawe (2000).

It was estimated that 36 million of African girls, most of whom residing in rural areas have either dropped out of school or they have never enrolled at all in the education system (World Bank, 2000). In Kenya for example, it was noted that nearly 50% of the children who enrolled in grade one were girls, but as they advanced in grade the percentage lowered (Fawe, 2000).

**Table 1: Showing problems of cost sharing**

<b>Problems of cost sharing</b>	<b>Frequency</b>	<b>Percentage</b>
Many parents keep their children at home due to lack of educational materials such as uniforms	46/60	77
Some parents do not have interest in educating children	33/60	55
In this case of cost sharing the cultural outlook, in most cases parents favour boys education than girls	49/60	82
Cost sharing must stay because teachers must also be paid	21/60	38
<b>Total</b>	<b>149/240</b>	<b>62</b>

Out of the respondents that were commonly given, 77% of the teachers mentioned that some children had to remain home because of lack of educational materials. These could be the children who later drop out of school. 55% contributed that some parents do not have interest in educating their children at a fee, could be the girl children a victims of this, 82% of the teachers commented that due to culture the poor parents usually favored boys education than girls and were therefore able to pay for boys and not girls.

In a related study carried out Uganda statistics showed that about 445 of the pupils who joined primary schools were female but by the time they reached secondary school, they constitute only 26% dropping to 16% at post secondary level.

The above trend of girl child school drop out is common to most African countries. The factors responsible therefore could be the common to majority of African countries.

### **Factors influencing girl child school drop out**

According to Ngaroga (1997) the reasons why girls dropped out of school were socially, culturally, institutionally and psychologically related. UNICEF (1989) also highlighted the factors for girl school drop out and for female illiteracy as; lack of school fees and parents preference for boys education, female children in domestic chores, early marriages and the need to get bride price for girls, teenage pregnancy and lack of support by the education system.

In a related study in Uganda, MFPE (1997) when reporting about the education sector in the strategic framework plan, structural and institutional barriers to the educational advancement of female children. In this study the factors responsible for girl children school drop out were categorized as follows;

### **Educational policies and institutional processes and girl child drop out**

There are some educational policies that are believed to be negatively impacting enrollment of children in primary schools and most especially the girl children. In Kenya for example, the implementation of free primary education is said to have increased enrollment outstripped the available resources both material and human. According to Ngaroga (1997) classrooms are over crowded as they are insufficient and lacking in some cases. Teachers are few and suffered low morale too much work. In the same text Ngaroga also mentioned of the non free charges of desks, uniforms, books building funds which have resulted into children being sent home. This could be the reason as to why children in Soin are dropping out of schools. This could but be interacting with other factors increase the chances of girls drop out of school.

### **Cost sharing and school drop out**

World Bank (1994) in a publication about educational costing and financing, developing countries reported that although expenditure on education has been decreasing in the last five years, the public recurrent expenditure per primary school child has been rising in recent financial years. The following figures were presented in Kshs 1,486 in 1992/1993, Kshs 2430 in 1994/95 and Kshs 2772 in 1995/96. Government of Kenya has therefore had no alternative but just to impose the cost sharing policy on parents to help partly finance education, MOE studies (1995). This therefore shifts the burden to parents who are characteristically poor of providing the educational requirements to their children. MOES (1996) stated that the levels of poverty in Kenya had risen and the cost of education and training at all levels had also gone up and many Kenyans are unable to meet the cost of education and many can no longer have access to education. Could this be one reason that the girl children are missing in classroom?

In a related report but in Uganda MFPED (1998) report it was highlighted that whenever adverse economic conditions prevail girls are withdrawn from school withdrawn from school first.

Abagi (1997) further highlighted that about 4.2 million primary school children lacked relevant text books whose cost could be Ksh 3,960.6 million, yet only 30% of this amount is provided. As a result many children are forced to give up education because the quality is poor. If parents can not provide adequate instructional materials are required by the cost sharing policy the pertinent issue is whether the policy is still relevant. Therefore there is need to evaluate the policy in an attempt to ensure that there is a balance in allocation of finances to different units within education.

Ngaroga (1997) also revealed the laxity of government policies to lobby for re-entry of married girl/children into the education system. He also blamed the government policies for not encouraging the redesigning of a gender friendly curriculum at all levels of education. Ngaroga (1997) also observed that there was no legal action being taken against those adults found guilty of sexually abusing girls and also against those social customs that cause girls to drop out of schools prematurely. Coercive sex was also reported to be rampant in Kenya by Mensch and Barbara (2001).

### **School based factors that influence girls to drop out of schools**

Within the school there are some factors that have been observed to be responsible for affecting primary school children and hence the low completion rates among the girl children in most African countries.

According to observations in Kenya, there are cases where teachers have negative attitudes towards children especially girls. This was regarded a "push" factor. Ngaroga (1997) also reported that the classroom environment was not

gender friendly and that there was a tendency of teachers to be little the dignity of children either by word or gesture and therefore promoted gender stereotyping in class. Njau and Wamahiu (1996) directly reported the teacher sexual harassment and pregnancies in among girls in Kenya schools. The two went onto express their concern than this was a threat to girls participation and retention in education. Further more according to the reports from Forum for African women educationalist 12,000 girls drop out of Kenya's schools yearly due to pregnancy (Fawe, 2000).

The above observation signals absenteeism, poor performance and non-completion of the education cycle. Such a non-conducive environment further discourages parents from sending their daughters to school secondly pupils lose interest in education and those that fall pregnant are obviously kicked out the school system. But as cited before government of Kenya has a weak policy on provision of security for girls children. Hyde (1996) spoke of an empowering learning environment if education for all is to be achieved. But in this case the Kenyan educational policies are not gender responsive. The school environment is not enabling and empowering for girls as it is for boys.

The cost of school based instruction has also been reported as a major factor. Schools require pupils to have uniforms, text books and stationary and to pay activity fee. Since the cost of these items is high, children whose parents can not afford to provide always under pressure from the schools administrators. MFEP, (1997) expressed concern about the economic implications of facilitating education that children from low status families even after gaining entry to education their efforts to learn are hampered by shortages in properly qualified personnel (teachers) appropriate learning and teaching materials equipment and physical facilities and incentives for carrier education.

Wamahui (1996) when commenting on the curriculum highlighted that the approaches adopted in teaching are not applicable for learner. Catherine Odora Hoppers in her thematic paper on "alternative approaches to education" observed that education systems in the African continent are acutely paramedical basically narrow, very limited and very limiting. It is one whose creed is not just to restrict and ration both quantity but to support patriarchy, elitism westernization while maintaining an underlying disdain for any positive reference to African values and traditions.

Quite evident, the curriculum being used to teach learners is largely outdated and the content is heavy. According to MPED (1998) the syllabuses included too many subjects and topics to be adequately covered in the available time. It was stated the purpose of education is distorted when curriculum becomes merely a set of prescribed topics to be covered in accordance with an examination system pre-occupied with recall and selection rather than problem analysis, problem solving and capacity building.

World Bank (1992) in a related topic spoke out about the Kenyan overloaded 84.4 curriculum as one of the factors which affects pupil's participation in school negatively. The pressure under which pupils in primary schools work is a lot. And when it comes to the girl child who is at times assigned much domestic chores to complete it becomes worse these burdens have reduced children's playing time and affected their motivation for learning. The consequences are that their performance deteriorates and in the process, some children mostly girls give up on education and drop out of schools.

### **Home and community based factors**

In a similar study in Uganda, it was observed that one of the major problems to overcome is traditionalism and resistance to change. Cultural practices, traditions

and customs some times hinder the progress of groups or sections of society like women and children.

Ngugi Wathiongo(1996) cited that harmful traditional practices like female genital mutilation and other initiations, ritual practices in some African societies are brutal and in hum.

Okwatch (1997) clearly explained the influence of cultural practices on education, when he highlighted that cultural practices lead to despair in school attendances on girls both in preparation and healing processes which sometimes lead to death. That the ultimate lead to despair in school attendances and the performance ends up to girls withdrawing from school.

Fawe (2004) quoted a one Priscilla Nangurai who stated that most men do not believe that females require formal education to fulfill their lot in life. To them the most important thing is to get married and a handsome dowry obtained. Could this be one reason as to why the girl children are missing in some primary schools of Soin.

Ngaroga (1997) also hinted on the same when he advised parents to invest equally in their daughters and sons and guarantee free time to girls to strictly and do home work. He went on equitably redistributed the domestic workload to the children. In a Ugandan report MPED (1998) highlighted the parents preference for boys education and that if a choice has to be made, female children's involvement in domestic chores; early marriages and the need for bride price from girls, teenage pregnancies are some of the factors responsible for female school drop out.

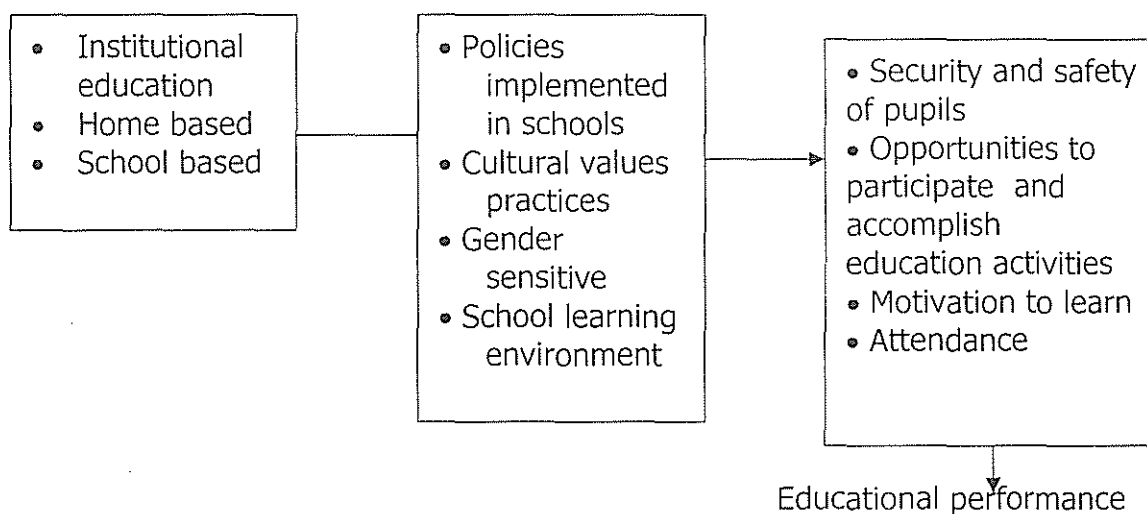
Quite evident from the above citations due to cultural rigidity parents tend to favor boy child education than that of girls. Traditionally girls are perceived as sources off domestic labour and also act as sources of income for their families.

Rich (2000) also observed that parents perceptions and society expectation part of the gendered sex role socialization affect how girls and boys participate in education.

## Conclusion

The forgoing citations highlighted some factors responsible for affecting girl children drop out of schools. The researchers whose literature was read commonly mention factors such as educational policies that are either weak or do not favor girl child education. They also talked of economic, social and cultural related forces which disorganize the children while in school and that the end , the girl child is more affected. In Soin it could be the same factors greatly affecting children in school.

## Conceptual framework



The factors which influence the girl children to remain or drop out of school are institutional, school and home based. These include educational policies adopted



to help govern learning in school in terms of safety and security of children while in school; the type of curriculum adopted the approaches used to implement learning. The school based factors include the learning environment set for the children which comprises teachers their quality and attitude, to teach, the facilities in school and administration, the community based factors also include the perceptions of children's rights to education, the gender related issues. All of the three factors will affect the child's level of participation in classroom activities, the interest in and motivation to learn and the child's educational expectations and generally performance. This will finally determine the child's retention or drop out of school.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 Introduction**

In this chapter a plan was made on how to go about investigating the problem of girl child school drop out. A design was chosen, the study area and population identified. A sample size had to be selected using a specific technique; data collection and data analysis, procedure were also identified.

#### **3.1 Research design**

This studied followed a descriptive research design; one division in a district was used. Qualitative techniques were applied at the initial stages of the study but during analysis quantitative methods had to be employed too to analyze the data.

#### **3.2 Study area**

The study was conducted in Soin educational division which has 12 schools.

#### **3.3 Study population**

The targeted population included the Kalenjin and Luo people, who happened to be both subsistence farmers and herdsmen. All teachers in primary schools were potential respondents.

#### **3.4 Sample size**

In this study 60 teachers were used, 5 teachers were drawn from each school.

### **3.4.1 Sampling technique**

Because of time the researcher employed a stratified random sampling technique to see that teachers from both tribes, both sexes and with different working experiences were included in the sample.

## **3.5 Data collection methods**

### **3.5.1 Instrumentation**

Means were devised to construct instruments which could help gather relevant data about the study. In this situation where all teachers were literate, questionnaires had to be designed. The items in the instrument were limited to the three objectives formulated for the study. Items were both open-ended and close-ended in nature.

### **3.5.2 Sources of data**

The study used both primary and secondary data. Primary data was gathered from the field at a later stage, while secondary data was gathered by reviewing different researcher's literature.

## **3.6 Data collection procedure**

An introductory letter had to be obtained from the institute of open and distance learning to release the researcher from college to for research. Permission was also got from the schools where this research was undertaken. While in the field the respondents were identified and the instrument distributed to them. They filled it and then returned to the researcher.

### **3.7 Data analysis**

After collecting data from the field it was edited by looking through each field responses ascertaining that every question had an answer and all the errors were eliminated for the completeness, accuracy and uniformity.

The data was then coded using various responses given to particular questions which had no code numbers. Data was then presented in frequency tables rendering it ready for interpreting quotations were also included.

## CHAPTER FOUR

### DATA PRESENTATION, ANALYSIS AND INTERPRETATION

#### 4.0 Introduction

This study sought to examine those factors that were responsible for girl child dropout from primary schools in Kenya. The following objectives guided the study; to establish if educational policies and institutional processes were responsible for girl drop out of school. To find out if the household and community based factors influenced girl child drop out and to establish if the school based factors had any part in influencing girl child school drop out.

#### 4.1 Background characteristics of respondents

The respondents here were primary school teachers and administrators. The background characteristics of teachers which had a bearing on school drop out included their level of training, their experience, and gender.

##### 4.1.1 Level of qualification

It had to be established whether the teachers had any form of qualification.

**Table 2: Presents the professional qualification of teachers**

Teachers qualification	Frequency	Percentage
Masters		
Degree	9	15
Diploma	21	25
Certificate	30	50
<b>Total</b>	<b>60</b>	

**Source: Field data 2008**

Finds in the above table show that out of the 60 teachers teaching in Soin division, 15% of them had a degree, 35% of these had a diploma, and 50% of

them had a certificate. This reflects the need to further raise these teachers professional standards. Having a certificate is merely having basic of teaching. With many teachers at certificate level, it shows that many are poorly sensitized about gender related differences. They could be a contributing factor to girl child school drop out.

#### 4.1.2 Teaching experience

It was anticipated that teaching experience could influence the drop out of girls from school. The experience of teachers greatly influenced their attitude towards their work and pupils as well as their classroom management and their interaction with pupils.

**Table 3: Presents the teaching experience of teachers in Soin division**

Teaching experience	Frequency	Percentage
10 year and above	24	40
5 years and above	19	32
2-4 years	10	17
Below 2 years	07	11
<b>Total</b>	<b>60</b>	<b>100</b>

Source: field data 2008

Out of the 60 respondents 40% of them had a teaching experience of over ten years, 32% of them had 5 years of teaching experience, 17% of them had 2 years and above of teaching implying that they had also completed their probation period. Only 11% of teachers had a one year experience. This analysis reveals the following; 89% of the teachers were capable of attracting the girl child in school, what then could be the reason for high school drop out for the girl child.

#### **4.1.3 Qualification of senior Deputy Secretary staffing**

It was established from the teachers that the Senior Deputy Secretary (SDS) was in charge of quality assurance and keeping under review the standards of education and training fitness of teachers. In order for such an officer to undertake these tasks he must be a person who is highly qualified. The researcher wished to interview him but he could not be reached. The qualification he had was good enough to necessitate him to undertake his task of ensuring that all learners get equal educational opportunities.

#### **4.2 Educational policies and institutional processes**

There are some educational policies that seem good yet they are barriers to educational advancement of girl children. The policy of cost-sharing for example requires parents to contribute towards their children's education.

Abagi (...) however noted that most parents were not in position to meet those costs. In the following analysis the following were examined. Government ability to implement policies that are gender responsive; to legislate against social customs that cause girls to drop out of school, lobby for girls to go back to school, to encourage gender friendly curriculum.

##### **4.2.1 The policy of cost sharing and girl child drop out**

In order to establish how influential was the cost sharing policy. Teachers were asked to comment on how this policy had affected retention of girls in primary schools. . provide a conducive environment for school drop and compounded with culture the girl child becomes more affected.

##### **4.2.2 Legislation against any social customs that disadvantage girl children**

Teachers were further tasked with availing information about whether there were laws that protected the girl children from being socially disadvantaged.

**Table 4: Presenting teachers responses about legislation against any social customs that disadvantage girls.**

Girl children are protected from social oppression	Frequency	Percentage
Agree	14	23
Disagree	40	67
Not sure	06	10
Total		100

**Source: Field data**

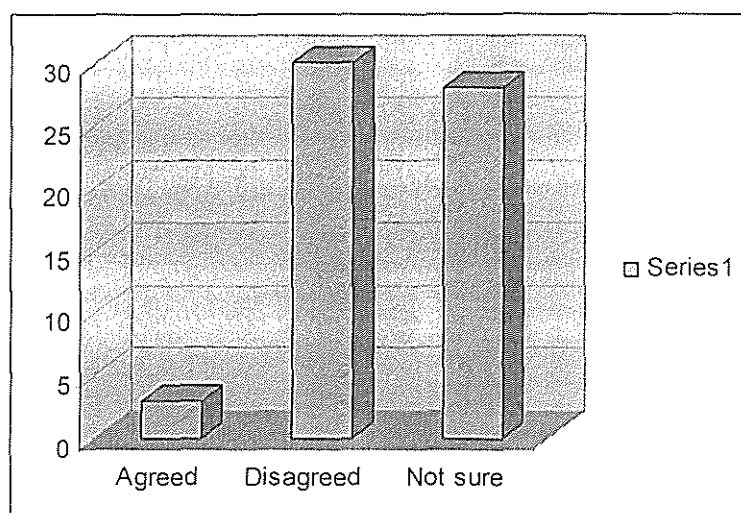
Out of the 60 respondents only 23% of the teachers admitted that there were laws that protected the girl children from social oppression. 67% of the teachers disagreed and 10% were sure whether there were such any laws. This shows the negligence of government towards the girl child as long as continues the girl child will always be regarded as the subordinate gender and will always be with drawn from the school first.

#### **4.2.3 Governments efforts to lobby for re-entry of girls children who have experienced early pregnancies**

Ngaroga (1997) advised that to prevent girls from dropping out of school, policy makers should lobby for re-entry of married girl/children into the education system. The researcher therefore sought to find out if this had been done by government of Kenya.



**Figure 1: Presents the teachers response about whether government has undertaken this task.**



Only 3 teachers agreed that young girls who had given birth were allowed to go back to school; 30 teachers disagreed that such girls were in school and 28 of the teacher were not sure whether this was being done. The above findings revealed the government lacks of concerned about re-entry these girls into the school system.

#### **4.3 School based factors and girl child drop out of school**

The following school based factors have been identified as those responsible for affecting primary school education and hence low retention of girl child in school; the cost of school based instruction, an over loaded curriculum and which is not friendly to the girl child, teachers themselves tend to be gender insensitive. The analysis that follow addressed the foregoing issues.

##### **4.3.1 How gender friendly is the classroom environment**

In this study the researcher wanted to establish whether the girls are treated equally in class. Teachers were asked how they went about to reduce gender differences in their classrooms.

**Table 5: Presented the teachers responses on how sensitive the classrooms are to the girl child**

<b>Gender sensitivity of class environment</b>	<b>Frequency</b>	<b>Percentage</b>
Girls sit with boys	17/60	28
We treat equally all learners irrespective of gender	54/60	90
We ensure that gender stereotyping is not promoted in class	32/60	53
We avoid belittling of the girl learners either by word or by gestures	31/60	51
When teaching we give girls equal opportunities to participate in classroom activities	44/60	73
Total	178/360	49

From table above 28% of the respondents suggest they allow girls to sit with boys. 90% of them said they treat all learners equally when in class, 53% of the teachers suggested that they tried as much as possible that they tried as much as possible not to be stereotyped while teaching, 50% of the teachers suggested that they avoided the tendency of bultling of girls by word or by gestures and 73% felt that by them giving equal opportunities to all children regardless their sex would help control gender disparities. Quite evident from the above analysis 49% of teachers tried to prevent gender indifferences but again the remaining half of teachers could be one of those that showed insensitivity to their girl learners. All teachers need to stand as a body to help combat the rigid tendencies of stereotyping learners they teach.

#### **4.3.2 The type of curriculum offered and girl child school drop out**

Some educationalists warned that some curricular together with text materials tended to be gender biased.

**Table 6: Shows the teacher 's responses on the curriculum offered**

<b>a) The curriculum is loaded</b>	<b>Frequency</b>	<b>Percentage</b>
Loaded curriculum		
Agreed	27	45
Disagreed	23	38
Not sure	10	17
Total	60	100
Curriculum materials are		
<b>b) Suitable for both genders</b>		
Agree	29	48
Disagree	14	23
Not sure	17	28
Total	60	100
<b>c) some activities are not for girls</b>		
Agreed	24	40
Disagreed	27	45
Not sure	9	15
Total	60	100

Source: Field data

Findings in table above (a) show 45% of the teachers who responded believed that the curriculum was load, 38% of them however disagreed and 17% were not sure whether it was loaded or not. If half of the teachers agreed that it was loaded then this could be putting the children under pressure and hence the drop out. However almost a half of the teachers disagreed and 17% of them were not sure. This could reflect the teachers lack of adequate knowledge about curriculum and government failure to perform its duties.

Findings in table 6(b) revealed that 48% of the teachers were sure the curriculum material was suitable for both boys and girls. 23% of teachers however disregarded the hypothesis and 28% of the teachers were not sure of whether the curriculum materials were relevant to the needs for both boys and girls. This analysis also highlights the teachers insufficient knowledge about the curriculum and how it can be designed top meet all learners needs.

Table 6 (c) brought out the following views about the suitability of curriculum activities for both boys and girls; 40% of teachers agreed that curriculum materials were suitable, but 45% disagreed about the hypothesis and 15% were not sure. More so this analysis brings out the lack of relevant knowledge about the curriculum but it also shows that there is some confusion about what is a relevant curriculum.

The hypothesis tested in table 6 clearly shows that almost half of the teachers lack relevant knowledge about what a gender sensitive curriculum is and if they the implementers can not identify a relevant curriculum then they could be partly contributing to girl child school drop out.

#### **4.4 Home-based factors and girl child school drop out**

Nangura in Fawe (2004) was quoted that many men did not believe that female require formal education to fulfill their lot in life. Other authors such as Ngaroga (1997) had also advised that parents treat their children equally because they preferred boy education than girls. In the following analysis the researcher wanted to establish whether there are some rigid cultural practices that forced girls out of schools and also to find out from teachers whether some children have remained at home due to some cultural practices.

##### **4.4.1 Cultural practices influencing school drop out**

The researcher asked to establish those practices that have contributed towards the children's dropping out of school.

**Table 7: Shows responses of child dropout of school**

<b>Responses</b>	<b>Percentage</b>
<b>Girl children drop out of school because;</b>	
<b>They are forced to marry</b>	
Agree	78
Disagree	-
Not sure	12
<b>Parents think girls do not belong to school they are supposed to remain at home and work</b>	
Agree	85
Disagree	10
Not sure	15
<b>Parents prefer boys education to girls</b>	
Agree	85
Disagree	13
Not sure	2
Total	
<b>Some children have dropped out of school because of initiation</b>	
Agree	90
Disagree	5
Not sure	5

**Source: Field data**

#### **4.4.2 Early marriages and school drop out**

As evident from a foregoing analysis 78% of the teachers agreed that early marriage cases have been reported in schools, although 13% of the teachers were not aware and therefore not sure. But the 78% pf teachers accepting that early marriages were being practiced is enough to conclude that girl children who are dropping out of school could have been forced into marriages.

#### **4.4.3 Gender related roles and drop out**

In table 7, 75% of the teachers agreed that parents do not believe in girl education and therefore would prefer keeping them home to work, 10% of the teachers however did not agree, and 15% were not sure. This also consolidates on Nangurails report about the role of females in society.

#### **4.4.4 Parents preferences and school drop out**

Analysis also revealed that parents preferred boys education to girls as per responses from teachers. 85% of the teachers agreed that most parents would desire boys to continue with their education other than girls. 13% however also refused and only 2% were not sure.

#### **4.4.5 Female genital mutilation**

In this part of the analysis 90% of the teachers agreed that some children have had to miss school because of initiation. This signals the role of culture in influencing girl child school drop out.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, RECOMMENDATION AND CONCLUSION**

#### **5.0 Introduction**

The purpose of this research was to investigate the factors that influenced girl child drop out. The following objectives were used in this study; establishing the role of educational policies and institutional processes that influence girl child drop out. To examine the school based factors which influence girl child drop out. To examine the household and community based factors which influence girl child school drop out.

Chapter four analyzed the variables that were assumed to be influencing girl children to drop out. This was done by examining the teachers views about why girl children drop out of school. Chapter five summarized the finding and discussed them in relation to what was cited in chapter two.

#### **5.1 Summary of findings**

##### **Quality of teachers and how it influences girl child school drop out**

From the analysis done majority of teachers have lowly qualifications. 50% of the teachers having certificates to teach should be addressed quickly in Soin. Quality education partly depends on the quality of teachers. For as long as the qualification of teachers is low than girl education will continue to be negatively affected.

##### **Policy of cost sharing**

The teachers views about cost-sharing indicated that government had past a regulation that parents contribute some thing toward their children's education this. Those parents who cannot afford due to their low economic status have not been able to adequately provide for their children's educational needs. According

to the teachers many have dropped out school due to the policy of cost sharing. This agrees with what Ngaroga cited when addressing gender issues and education in primary schools. It was also established that usually the girl child was more affected as previously cited in the vision 2025 (1998)

From this study it was also established that Government had not set up any policy on safety and security for girls. This negligence was endangering the girl child and therefore forcing her to drop out of school.

This study also exposed the governments laxity to lobby for the young mothers re entry into the school system. This agrees with was cited as apiece of advice by Ngaroga (2006) this is an indication of the weak government policy. For as long as girls are not encouraged to go back to school, there will always be gender disparities not only in performance but also in educational attainments and the female gender will continue to be called a **subordinate gender** as cited in the Vision 2025 (1998).

### **School based factors**

From the findings, majority of the teachers tried as much as possible to create a great number of them treating the both gender equally, and giving them equal participation in classroom activities. This agrees with Ngaroga (2006) and it also agrees with the Vision 2025 (1998).

The analysis showed that the curriculum was abit loaded, with curriculum materials suitable for both although after further inquiry it was realized that some teachers lacked sufficient knowledge and understanding of what entailed a gender sensitive curriculum. This finding agrees with what Wamahui (1996) cited.



### **Home based factors**

Teachers revealed that early marriages were being practiced on some young girls in schools which they attributed to a negative attitude towards girl child education. This finding agrees with Nangura in Fawe (2004).

According to teacher it was also established that parents preferred boy education than that of girls. This is what exactly Ngaroga (2006) had cited before. Teachers also revealed that some girls had dropped out of school because of female Genital mutilation. This is what Okwatch (1997) referred to as despair due to cultural practices Ngugi Wathrongo (1996) had also cited it as harmful practices such as FGM which is brutal and inhuman.

### **5.2 Conclusion**

Girl child school drop out will continue to show how gender differences a powerful factor is not only influencing educational advancement but also in determining the status of both men and women in future. The dominant factor in bringing out these differences is the economic status which in turn impacts the cultural practices, beliefs and values in order to disadvantage the girl child not only in school but also at home. The laxity of government policy on the education of girl, the way the teachers believe about girls are all a function of culture, and the mode of environment is also due to economy. We do not want the girl child to miss out in education for this is the only means of empowering her because education is for all.

### **5.3 Recommendation**

The time has come for government of Kenya to revisit its policies on education for all. It is time to set a good and conducive environment that caters for both genders. An environment where girl child is comfortable and therefore motivated to learn.

Let there be some safety measures for the girl child in school. Let the girl child be protected from harassment and stereotypic tendencies. In case of any teacher culprit caught molesting the girl child he should be interdicted for the cultural beliefs and practices that endanger the girl child, the government must work to enforce tough penalties to help curb early and forced marriages and female Genital mutilation.

Life skills must be emphasized in the primary school curriculum, as this could empower the girl children with knowledge of protecting themselves from their oppressors and also equip them with courage to speak out when hurt.

#### **5.4 Future study areas**

Research should be carried out on the role of culture in influencing girl child school drop out.

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## APPEDIX

### QUESTIONNAIRE

Dear teacher,

You are kindly requested to answer/fill the questions below to help Mr. Rop Paul who is doing a research project on the topic **causes of girl child dropout in primary schools in Soin Division of Nandi south district of Kenya**. The information got from this questionnaire will be treated with confidentiality and will be restricted to academic purposes only.

Name.....

Sex.....

#### Tick where applicable

1. More boys than girls dropout of school in primary school in Soin Division

- a) Strongly agree
- b) Agree
- c) Not sure
- d) Strongly disagree
- e) Disagree

2. Low economic status of parents make girl-boy child dropout of school in primary level

- a) Strongly agreed
- b) Agreed
- c) Not sure
- d) Strongly disagree

e) Disagreed

3. Circumcision and the accompanying training make boys leave schools in primary level

- a) Strongly agreed
- b) Agreed
- c) Not sure
- d) Strongly disagree
- e) Disagreed

4. Boys leave school to feed for their families  
Strongly agreed

- a) Agreed
- b) Not sure
- c) Strongly disagree
- d) Disagreed

5. Very few boys in secondary school provide insufficient models  
Strongly agreed

- a) Agreed
- b) Not sure
- c) Strongly disagree
- d) Disagreed

6. Regular guidance and counseling of boys in Soin division learn beyond primary level

- a) Strongly agreed
- b) Agreed
- c) Not sure
- d) Strongly disagree
- e) Disagreed

7. Moral and financial support enable boys in Soin division learn beyond primary level

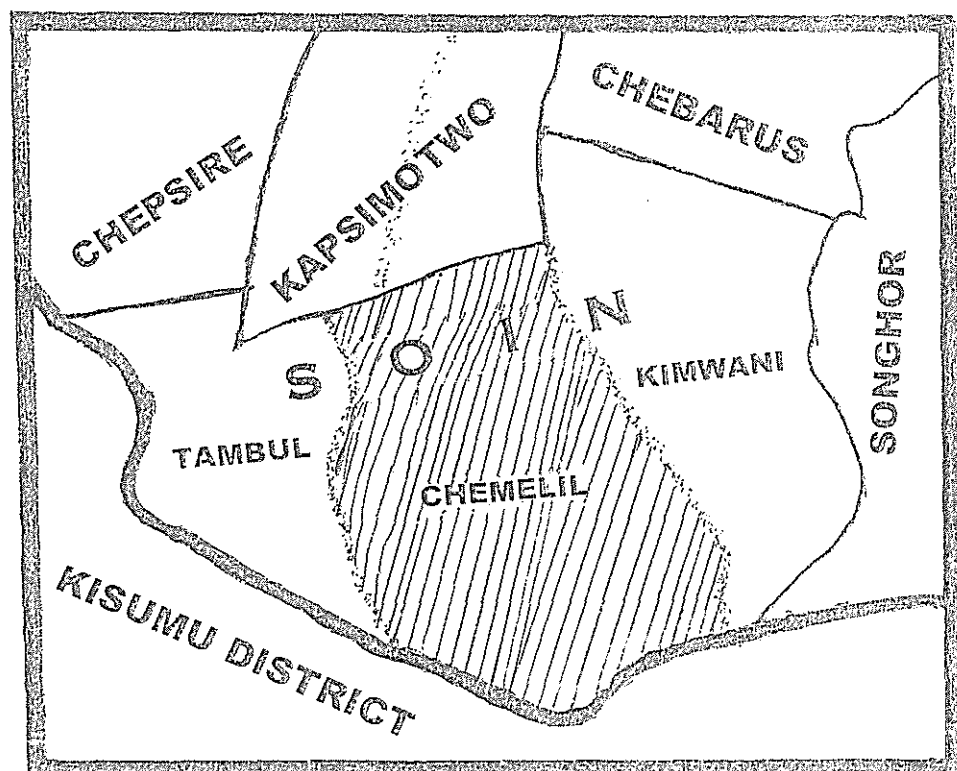
- a) Strongly agreed
- b) Agreed
- c) Not sure
- d) Strongly disagree
- e) Disagreed

8. Educating parents, teachers and pupils on the challenges faced by boys in primary schools at Soin Division will ensure their support

- a) Strongly agreed
- b) Agreed
- c) Not sure
- d) Strongly disagree
- e) Disagreed

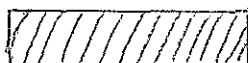
**Thank you**

# SOIN DIVISION



## KEY

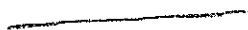
Area of research



Constituency Boundary



Divisional Boundary



Zonal Boundary

