



KAMPALA
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THE IMPACT OF POVERTY ON THE GIRL CHILD EDUCATION IN
NORTH EASTERN PROVINCE OF KENYA
CASE STUDY OF MANDERA DISTRICT

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DECLARATION

I Muktar Wadere Mohamed, declare to the best of my knowledge that this research report has never been presented to any other university for an award of degree.

Signed Muktar Wadere Mohamed
Date 26/9/08

APPROVAL

This is to certify that this work has been submitted for examination with my approval as supervisor.

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Date: 22/10/2008

DEDICATION

ACKNOWLEDGEMENT

TABLE OF CONTENTS

DECLARATION	i
APPROVAL	ii
DEDICATION	iii
ACKNOWLEDGEMENT.....	iv
ACKNOWLEDGEMENT.....	iv
TABLE OF CONTENTS	v
LIST OF TABLES.....	vii
LIST OF FIGURES	viii
LIST OF ABBREVIATIONS	ix
ABSTRACT.....	x
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background	1
1.1 Statement of the problem	3
1.2 General Objectives.....	3
1.3 Specific Objectives.....	3
1.4 Research questions.....	3
1.5 Scope.....	4
1.7 Significance of the study	4
CHAPTER TWO	5
LITERATURE REVIEW	5
2.0 Introduction.....	5
2.1 Education and Poverty	5
2.2 The Leading Causes of School Dropout among the Girl Children	10
2.3 Solutions to the problem of poverty in girl education	12
2.4 Conceptual Framework	14
CHAPTER THREE.....	16
METHODOLOGY.....	16
3.0 Introduction.....	16

3.1	Research Design.....	17
3.2	Study Area.....	17
3.3	Samples and Sampling Technique.....	17
3.3.1	Sample.....	17
3.3.2	Sampling Technique.....	17
3.3.2.1	Random Sampling.....	17
3.3.2.2	Purposive Sampling.....	17
3.4	Research Instruments.....	18
3.5	Procedure.....	18
3.6	Data analysis.....	18
CHAPTER FOUR.....		19
DATA PRESENTATION AND ANALYSIS.....		19
4.0	Introduction.....	19
4.1.0	Causes of School Drop Out of Girl Children	19
4.1.1	Economic Reasons	19
4.1.2	School related.....	21
4.1.3	Work Related	23
4.1.4	Family related:	24
4.1.5	Traditional Factors	25
	Peer/Social Influence.....	26
4.1.6	Solutions.....	26
4.2	Discussion	28
CHAPTER FIVE		31
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS		31
5.0	Introduction.....	31
5.1	Summary	31
5.2	Conclusion	32
5.3	Recommendations	34
REFERENCES		36
APPENDIX.....		38
Appendix I: Questionnaire.....		38

LIST OF TABLES

Table 1: Showing peer influence on individuals	26
Table 2: What can be done to enable more girls to go to school number of responses	26

LIST OF FIGURES

Figure 1: Theoretical Framework	14
Figure 2: Pie Chart Showing the Causes of School Drop out among Girl Students.....	19
Figure 3: Showing Ability of Guardians to meet School Requirements.....	20
Figure 4: Showing school Related Reasons for school drop out	21
Figure 5: Showing Individual Related Reasons for School Drop Out.....	22
Figure 6: Bar Graph showing who was affected most by Reasons in 4.1.2 above.	22
Figure 7: Pie Chart Showing Work Related Reasons	23
Figure 8: Bar Graph showing who was affected most by Reasons in 4.1.3 above.	23
Figure 9: Pie Chart Showing Family Related Reasons	24
Figure 10: Bar Graph showing who was affected most by Reasons in 4.1.4 above.	24
Figure 11: Bar Graph showing preference to educate girl or boy	25

LIST OF ABBREVIATIONS

ASAL	Arid and semi-arid lands
FAWE	Forum for African Women Educationalists
FGC	Female genital cutting
KCPE	Kenya Certificate of Primary Education
KCSE	Kenya Certificate of Secondary Education
NEP	North Eastern Province
NGO	Non-government organization
UNICEF	United Nations Children's Fund

ABSTRACT

The study sought to investigate the causes of girl child dropout in secondary schools and achieved this by using specific objectives of: To investigate the psycho-social causes of school dropout among girl students: To investigate the leading causes of school dropout among girl children: To investigate the possible solutions to school drop out among girl students and employed a case study of Madera District.

A survey design was employed in the study. The researcher adopted the survey design because it enabled her to collect data over a wide area. Respondents to the study were chosen using simple random sampling technique. Teachers, parents and students were chosen from the schools using simple random sampling technique. Five administrative staff members were chosen using purposive sampling technique. The total sample for the study was thus 100 respondents. An interview guide was constructed and used to collect information from students. A questionnaire was also designed and used to collect information from teachers. The researcher also used observation and guided discussions to get more information.

This study showed that students from low-income families were more likely to drop out of school, as a result of poverty, than were children from middle-income families whilst family related problems and obligation such as marriage and house work were also to blame for the high drop out rate of girls.

Major recommendations included teachers should be trained in gender awareness and serve as role models, while those in authority should encourage promotion of female teachers into positions of responsibility. Teachers should also create an enabling environment in school and in classrooms, for example by providing more guidance and counselling and giving girls more responsibility such as appointing them to be prefects.

CHAPTER ONE

INTRODUCTION

1.0 Background

Education is a basic human right, vital to personal and societal development and well being. All children deserved a quality education founded on a rights-based approach and rooted in the concept of gender equality. Inequalities based on gender excluded millions of children, particularly girls, from school or condemned those to educational experiences of very poor quality (United Nations International Children's Fund, 2005).

Education enhanced lives. It ended generational cycles of poverty and disease and provided the means for sustainable development. A quality basic education had better equipped girls and boys with knowledge and skills needed to adopt healthy lifestyles, to protect themselves from HIV/AIDS and other sexually transmitted diseases, and to take an active role in social, economic and political decision-making as they transitioned to adolescence and adulthood. As educated adults, they were more likely to have fewer children, to be informed about appropriate child-rearing practices, and to ensure their children start school on time and are ready to learn.

The girl child often faced discrimination from the earliest stages of life, through childhood and into adulthood. Her low status was reflected in the denial of fundamental needs and rights and in such harmful attitudes and practices as a preference for sons, early marriage, female genital mutilation, domestic abuse, incest and sexual exploitation, discrimination, less food and less access to education.

In recognition of the fact that in many countries, both developed and developing, the status of girls was significantly worse than that of boys (United Nations International Children's Education Fund, 2005). The Fourth World Conference on Women, held in Beijing in 1995, identified the persistent discrimination against the girl child and the violation of her rights as

one of the 12 critical areas of concern that required urgent attention by governments and the international community.

Overall girls' school attendance still lags severely behind that of boys. One of the major reasons why so many girls did not attend school is because of their workload, both within and outside the household. Daughters were often kept at home to help the family because the social and economic value of educating girls was not recognized. It was a little known fact that among the world's exploited child workers, girls outnumbered boys. Without access to education, girls were denied the knowledge and skills needed to advance their status. By educating girls, societies stood to gain economically. In addition, educated mothers usually had smaller families, with healthier and better-educated children (Beverly, 2005). Despite this fact, there were a significantly larger number of girl child dropouts from secondary school in contrast to boys. The study thus will investigate the causes of school dropout of girls in Mandera District and explores possible solutions to these problems.

Case of Mandera District

Mandera is a town in North Eastern Province Kenya. It is the headquarter of the District where the government administrative officials are based. The town is located at around 3°55'34"N, 41°50'46"E, near the borders with Ethiopia and Somalia. It has a population of 98,433 (1999 census). It is located in an area prone to drought. From late 2005 there has been a severe famine. Local people are mostly of Somali tribes, some of them refugees from war-torn Somalia.

Majority of the local people are from Murule and Garre tribes. Smaller proportion represents the Degodia Marehan tribes. The region is prone to clash between the Murule and Garre clans who dominate the area. With the addition of Mandera Central and Mandera West constituency, the issue of political representation was solved but another problem was born. There emerged growing hatred and suspicion between the two clans. Differences began to widen to an extent that the clan leadership and chiefs from both clans started to openly mobilize their clan members for the domination of the other. And to worsen the already fragile situation.

The Kenya Africa National Union administration (especially between 1982-2002) created many administrative units (sub-locations, locations and divisions) in hitherto community-grazing areas in the district, mainly for political mileage. The disputed Alungo location (both clans claiming ownership of the two locations, one in Mandera East and the other in Mandera Central constituencies) is a good example of conflict arising from creation and or competition over administrative units this caused insecurity problem and in turn affecting education of the girl child.

1.1 Statement of the problem

The development of education in the North-eastern district of Mandera has reached a near standstill. This may be due to unabated poverty that is predominant in the North Eastern region of Kenya. There have been attempts to control the crisis by providing incentives to the parents and community in general to take their daughters to school. There was need to further investigate the impact of poverty on the education of the girl child in North Eastern Kenya.

1.2 General Objectives

The general objective of the study was to investigate the impact of poverty on the girl child education in North Eastern Province of Kenya with a case study of Mandera District

1.3 Specific Objectives

1. To investigate the psychological impact of poverty on girl children in Mandera District.
2. To establish the effect of poverty on education in Mandera District.
3. To investigate measures put in place by the authorities to curb the effects of poverty on education of the girl child in Mandera District.
4. To identify solutions to the challenge of poverty on education of the girl child in Mandera District.

1.4 Research questions.

1. What is the psychological impact of poverty on the girl child in Mandera District?
2. What is the effect of poverty on education in Mandera District?

3. What measures have authorities put in place to curb the effects of poverty on education of the girl child in Mandera District?
4. What solutions can be proposed to counter the effects of poverty on education of the girl children in Mandera District?

1.5 Scope

The study was conducted in Mandera District of North Eastern Province, Kenya. Students and teachers from ordinary level, local leaders and journalists will participate in the study. The Study was centred on the impact of poverty on girl child education.

1.7 Significance of the study

The findings of the study will be important in the following ways

1. It will be used by the ministry of education in formulating their policies so as to formulate measures, which may be used to reduce the advent of girl child school dropout.
2. Teachers may use the study to understand the importance of treating both boys and girls as equals in their quest in education.
3. Parents may use the study to establish the benefits of sending their girl children to school.
4. The study may be used to add to already existing information on the subject of girl child drop out.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This section was concerned with presenting existing information on the study or work of other scholars, who have studied similar studies.

2.1 Education and Poverty

According to a United Nations International Children's Education Fund's (2004) report, education is under funded and the quality of schooling is in decline. "Governments must rededicate themselves to ensuring that all children receive high-quality primary education, regardless of race, gender or economic status," says the report. Poverty has various manifestations, including lack of income and productive resources sufficient to ensure a sustainable livelihood; hunger and malnutrition, ill health; limited or lack of access to education and other basic services; increasing morbidity and mortality from illness; and social discrimination and exclusion.

Money is not the only problem, however. To attract and keep students, educational systems must change. Schools in developing countries frequently pursue courses that are irrelevant to the needs of the local community. All too often they do not teach students in their mother tongue, but use the foreign language of the former colonial power. Neither are school schedules flexible enough to accommodate the children who try to combine school with work.

Education quality continues to be a major challenge. Schools lack basic materials, and few teachers have the skills set needed to create child-friendly learning environments. Levels of violence in schools are rising, along with dropout rates, particularly for older children. Outside classrooms, students have few opportunities for sports and recreation. (Fletcher, 2000) No country can say that they have zero percent poverty rates in the country. High or low little or huge every country some how is in the dilemma of poverty. Poverty has not been

a new concern for the people of this world. a large number of populations are affected by the poverty and situation is getting worse. In Africa there is large number of population is being affected by the poverty. The concern of today is not just poverty but the increasing poverty of children and the effects that poverty is imposing on the children. The poverty of children is one issue every one is concern about in the today's world and will remain concern in the years to come. (Hashima & Amato, 1999)

According to Parents Rights and Responsibilities (1995), poverty is one of those issues which not only makes its mark on social or economical aspect of an individual but affects the overall life of the individual. A child suffering from poverty is not only suffering form health only but he or she is also suffering form emotions, academics, health and social problems. A child who is not being given the basic needs of life such as food and health he or she will suffer in all the aspects of life. (Bellinger et al, 2002) That particular child will not be able to come over its emotional health and physiological problems if once he or she adopted them in his early life. The poverty not only makes a child hungry for food but he or she is also hungry for social acceptance and social gatherings. Mental health is the major problem that arise form child poverty that is causing more effects on these children.

Bellinger et al (2002) further adds that the effects of poverty on the children are going on an increase if the authorities do not take effective measures about it. The nation of tomorrow is the children of today and the causes of poverty are making them of no use to the society. If the situation is not going to be made suitable the nation will be in a great dilemma in the future to come. The poverty of children is causing the trouble al over the world such children who are suffering form the poverty do not get the basic needs of the life. There educational and social life is destroyed totally. The child living in a city who is suffering form poverty or a child in a remote village suffering form poverty both has to look upon the same way as they have to be in the future life the leader of the nation. A child who is hungry and is short of resources will never be motivated towards his or her betterment in the life.

Various factors have been mentioned in the research literature as important in the economic influences on gender differences. In the case of sub-Saharan Africa, Hyde (1989) has suggested that **poverty** arising from marginalization of these countries in the global economy, as well as the countries' low levels of economic development, may be important factors in

how much stakeholders can avail for the purposes of **education**. In arid and semi-arid areas such as NEP, the level of **poverty** and economic under-development may be higher than in other parts of the country with kinder weather patterns. This is because the mainstay of the country is agriculture and therefore weather patterns play an important role in the economy.

Children's Psychological Effect

The growing number of children leads to more demand for more schools and medical and social services and facilities to meet their needs of their families. The increasing diversity of children creates additional challenges, necessitating diversification of resources and adaptation of institutions to better serve all children. In poverty the families tend to live alone which creates problems for children. Children's family structures have become more varied due to trends in single motherhood, divorce and cohabitation. (Brody et al. 2000) This act creates a bad impact on the psychology of children from a very young age. Poverty is closely linked to adverse outcomes in health, education, emotional well-being and delinquency. Children living in poverty are more likely to die in infancy and also more likely to become pregnant as teenagers. The physiological effects of poverty are the greatest on the children. The poverty is one thing that can make any one to do any thing in this world even a murder. A child suffering from the effects of poverty will show the sign of psychologically effects. A recent world wide survey has proved that every year five hundred thousand children die because of poverty. The children not getting proper diet, food, nourishments and other basic facilities of life tends to behave in such a manner that they have no hope in the life, the courage to struggle and courage to move in the world towards a better place in the world quickly disappear from them. The Maslow's Hierarchy of Needs is the best explanation of such phenomena for such children. (Bronfenbrenner. 2001)

According to Maslow's Hierarchy of needs as an individual or child unless or until his basic needs of food are not fulfilled the child will never have any motivation to struggle further? This proves that the basic need of every child in this world is food and nutrition. The rest is followed by it. A child who wants to be successful in the years to come may need a sound academic, family and social gathering to start with but the importance of good healthy body and mind cannot be ignored. The children affected by the poverty do not have any ambition in life because the main thing they are looking for is to survive. The first thing their mind thinks

is how to eat and fulfill the desire. The condition is not faced by the child who has never seen the trouble of poverty in his entire life (Bronfenbrenner, 2001).

Children's Mental Health

The severely damaging effects of poverty on children's mental health must be addressed as a major preventive measure. Many children living in poverty are increasing, as is the gap between the rich and the poor. No adequate income, families face difficult odds in raising healthy children. This also affects the mental health of a child from a very young age, which is a very bad sign for a child at a young age. (Deater-Deckard, 1998)

Some families which are being penalized are already in a very bad shape they can't get any worse. The proposal that funds saved by this measure should be used as an alternate income supports for children needs to be closely monitored to ensure that the children most in need actually directly benefit from these funds and the right full owner should be given the money. This proposal has changed the scene a lot from the past. Now many projects are being done to raise funds to help those who need our help.

Mental health is how we think, feel and act as we face life's situations. It is how we view ourselves, our lives, and the people in our lives. Like our physical health, our mental health is important at every stage of life. Mental health includes how we handle stress, relate to others and make decisions. General stresses that mental health is critical to children's learning and general health—as important as immunizations to ensuring that every child has the best chance for a healthy start in life. Promoting the emotional wellness of young children and fostering secure, warm relationships with parents and other guardians and other care givers who are key to healthy early development and later success. (Dodge et al, 1998)

The early experiences set the stage for how children relate to other children, how they relate to adults, how they manage anger, and how they feel about themselves. Young people can have mental, emotional, and behavioral problems that are real, painful, and costly. They are due to an early age poverty affect. If one has to work from a very young age. The person gets these kinds of disorders due to that factor.

There is no documentation that can directly emphasize children's mental health in America. Documentation supports that the provision of children's mental health services are required if these services are to become a recognized priority instead of an option. There should be something done in order to provide services for children, and a body should be made authority with the responsibility to bring together policy directions, service delivery and funding for children's services. The major effects of cutbacks, lack of a coordinated plan, and the massive restructuring currently taking place in isolation could increase the existing problem, there should be some difference between the service sector and seriously impair the prospect of effective coordination for needed services for children.

Children's Academic Life

Academics are the key to the success of any child's life. No child can become a good and correct citizen, individual and a leader with the help of academics. Academics are the tonic which makes or breaks an individual. The importance of academic life can be seen from this that in most of the world. The poverty has damaged the academic life of the children in the entire world it may be urban, suburban or rural areas. The children affected from poverty do not bother to go school and study. Their main aim is to satisfy the needs of hunger which has prime importance to them. When they satisfy their needs of hunger with the help of aid from any one then there is no motivation left to go for the education world. (Duncan et al. 2002)

The next thing that comes to their mind is how they will go to survive the next day. In the urban areas where there is considerably low number of poverty as compared to rural areas the children don't often get their needs satisfied with the help of any aid from the world but they have to satisfy their problem by themselves. In the areas where there is huge number of poverty among all the individuals the children get their chance to satisfy their hunger from international food supply. In the urban areas where the need of academics is more than the rural areas children suffering from poverty do not have an advantage of satisfying the hunger from international food supply. So they have to beg or work in order to be alive this situation causes more complexities in the society.

The issue of child labor and beggars in the city comes in the mind immediately. But the truth of the matter is that the children living in the urban area and are suffering with the poverty will never get the opportunity to go to school and have sound academic knowledge because in their entire childhood they are busy in order to satisfy their basic need of hunger. Poverty as it has played a destructive role in other parts of a human life. It also plays a vital role in the academic draw back in children life. Children who face poverty at a very young age have to leave school from a very young age. At the age when they should have been going to school, they go to earn money for their families. (Eamon, 1999)

Given the pervasiveness of the problems of poverty and the extent to which it has been analyzed at all levels, one would expect to find more evidence of successful intervention programs. Study after study confirms that early intervention programs can have long-term positive effects, increasing the likelihood that the poor will attend school, achieve academically and socially excellence, and persist to graduation. Longitudinal studies show that participants in early intervention programs earn higher incomes and own homes and second cars in greater proportion than their peers denied such experiences.

It seems obvious that reversing the effects of poverty will require heroic measures by schools as well as other social institutions. The conditions in Africa are the worst regarding the poverty of children and the effect of this on their academic life. The huge amount of children die daily in Africa due to hunger and the condition is becoming worse every day. The authorities of Africa have an uphill task in front of them to not only clean up and vanish poverty among the children but also they have to provide them the basic education knowledge because when they will learn and understand what is the basic education is then they will be able to defeat the poverty in the future to come.

2.2 The Leading Causes of School Dropout among the Girl Children

According to the United Nations Development Program (2000) there were an estimated 140 million children aged 6-11 who did not attend school and perhaps an equal number who dropped out of school early. Many of these children work in jobs that are disabling and dangerous. Millions more are trying hard to balance the demands of work and schooling on

their time and energy, and coping with this act was stated by the United Nation Development Program as a particular problem for the girls.

Girls are often treated as inferior to boys, both within the home and by society-at-large. They are socialized to put themselves last, which in turn undermines their self-esteem and their ability to reach their full potential as human beings. This in itself has had negative impacts on efforts to raise girl education as it is a disincentive to girl academic achievement in school (Linda, 1998).

According to Rt. Rev John Wilson Ntegyereize (2006), girl children are prevented from going to school or are too exhausted to pay attention in class because of their workload at home: she is denied her right to education. When a girl carries the bulk of responsibility for the housework while her brother studies, plays or attends to his interests and hobbies, she is being discriminated against. They get married before they are even seven years old. At five years, even while they are still in their mother's arms. All this is a result of the low standard of Education that the Girl Child receives.

Rt. Rev John Wilson Ntegyereize further added that after primary education most Girls dropout of school because their parents/guardians cannot afford to pay for their secondary education; or some who choose to pay for their boy-children at the expense of their girl-children. Girl Child Education in secondary school in the North Eastern Province of Kenya still faces many challenges, which affect the quality of the service offering to the children.

In most families boys are preferred over girls. Consequently, some girls are even forced into early marriages in order to get dowries to pay for their brother's education. The resulting situation is pathetic. Reproductive health problems as consequences of early marriages include too early pregnancy, direct obstetric complications, and obstructed labour among others. The early marriage may not work, violence becomes the order of the day, and poverty becomes a vicious cycle in the family characterized by poor health, lack of shelter, poor access to water and sanitation, malnutrition, disease and a high infant and maternal mortality rate. (Musenero, 2001)

United Nations International Children's Education Fund (2003) studies in Bhutan, Burkina Faso, Myanmar, Uganda and Viet Nam showed the costs to families of supplying uniforms, textbooks, school building funds and parent-teacher association contributions were so high - 10-20 per cent of per capita income - that they discouraged school attendance. And those figures do not reflect payment of any tuition fees.

Death of guardian is a leading cause of girl child drop out where the child is forced to leave with a care taker who is normally not willing to foot the educational bill or diverts funds to personal gains. Leaving the girl child stranded at their residence with nothing but menial house hold duties. This is very characteristic of many foster homes in Africa where foster parents, usually the brothers or sisters are expected by society to look after 'nephews' or 'nieces'. The result is that they pretend to take the children in pretext of providing education only to enslave the children with household work and no school (Beverly, 2005).

According to findings by United Nations Population Fund (2002), in times of diminished food resources, girls and their mothers are often last to be fed, resulting in a diet low in calories and protein. An estimated 450 million adult women in developing countries are stunted as a result of childhood protein-energy malnutrition. Iodine and iron deficiencies also have significant consequences for pregnant women and their offspring. This results in poor concentration at school, leading to poor results and either individual choice to drop out or family pressure to improve or drop out.

2.3 Solutions to the problem of poverty in girl education

Kenya's education policy fully embraces the Jomtien declaration (Jomtien Thailand World Conference, March 1990) which officially pronounces "Education for all" irrespective of sex, religion, ethnic and social background, economic status and colour. The Ministry of Education (which we shall refer to as Ministry) endeavors to eliminate gender disparities and promote "social equity through provision of basic education to all, including females..." (MOE, 1998).

The following were cited by Bennaars (1997) as the major causes of girl child drop out:

- Traditional values and strict social taboos that once regulated sexual behaviour among unmarried youth have broken down.
- Early marriage and child bearing among adolescent females continues to be quite common throughout the African continent.
- Problems in parent-child relationship, which may encourage the adolescent to seek comfort, acceptance and consolation through sexual activity.
- Poverty and material deprivation that may push young people into survival sex in exchange for money and food.
- Exposure to suggestive or explicit media, films, magazines that may influence adolescent sexual behaviour.
- Failure to comply with religious principles and commandments, as prescribed by religious ethics, may lead to sexual permissiveness.
- Early pregnancy may be seen as a normal occurrence, the outcome of adolescent fertility and an indication of one's manhood.

It has been observed that solving the problem of Girl Child Drop Out will eventually involve addressing each of the above and other causes. Bennaars (1997) adds that these causes are further compounded by an insensitive school culture characterized by gender stereotyping, heavy workload for the girls and sex exploitation. It is evident that gender equity has not yet been fully realized in Kenya. The girl is often at a disadvantage.

What has been done to address the problem?

According to Esther K. et al (2001), the government has produced various policy guidelines addressing gender differences in enrolments and achievement in the seventh and eighth development plans. The seventh development plan (1994-1996) is the most detailed government statement addressing gender in education concerns. The plan records the guideline on readmission of adolescent mothers back to school. It also gives guidelines for removal of stereotyping in all educational materials and the provision of appropriate role models. These should be coupled with community mobilization and sensitization for girl-child education to address social-cultural factors and household dynamics and the creation of a database on the education of disadvantaged girls such as rural/urban poor and the nomadic girl.

This development plan also seeks to address teachers' expectations and attitudes towards boys and girls, based on the premise that teachers' expectations and negative comments tend to inhibit girls' learning and success in the education system. The eighth development plan (1997-2001) seeks to eliminate gender imbalances at all levels of education, particularly the low enrolments in ASAL regions, through explicit government programmes. However, these guidelines fall short as policy, since financial allocations to achieve the targets are missing.

Esther K. et al (2001) further add that, among the most important interventions by government are grants in aid to secondary schools in Arid and Semi-Arid Lands. Others include the girl-child projects and boarding and mobile schools for nomadic girls. Interventions by NGOs include material support for construction of classrooms, bursaries, food, clothing, health care for the very poor, provision of learning resources, and human resource development through training seminars and workshops. In spite of all the interventions, the examination data given earlier show that performance and participation have remained low for both boys and girls; the situation of girls is considerably worse, with large and increasing gender gaps in enrolments. Girls' achievement decreases with increasing educational level. It would therefore be useful to specifically address the issue of girls' participation and achievement, first to arrest the social and educational inequality observed, and second to improve the overall educational performance in the district, by targeting the worst performing group.

2.4 Conceptual Framework

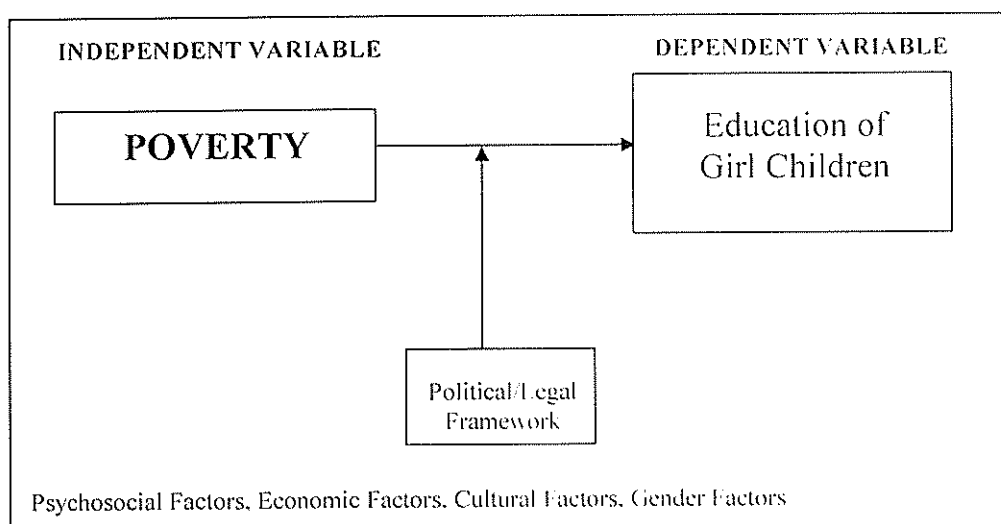


Figure 1: Theoretical Framework

The conceptual framework showed the relationship between the independent variables, poverty and the dependant variable, education of the girl child. The conceptual framework showed that the psychosocial factors such as societal culture and practices, individual ideals and morals, economic factors such as finance and many dependants, cultural factors such as women's position in regard to men and gender factors such as the belief that women are inferior to men and thus don't need an education all fuelled a poor level of education and equally low importance associated to the education of girl children. These factors are however influenced to a large extent by the Political, Economic, Social and Cultural factors.

CHAPTER THREE

METHODOLOGY.

3.0 Introduction

This part of the study was concerned with the way the study was conducted. It explained in detail the methods of data collection and analysis. It showed the instruments used to collect data, research area and design. It also showed the sample and how the sample was selected.

3.0.1 Climatic Conditions

The climate in Mandera district is hot, dry and windy during the dry season that is between January to April and from June to October. The overall rainfall is fair during rainy season, which is between April to June and November to December.

3.0.2 Social Economic States

The major occupations of the people are pastoralists, business, and there are agricultural activities along the bank of River Dawa, and the main animal kept are cattle, goats, sheep and camels.

3.0.3 Water source

The main source of water is from the River Dawa, which originates from Ethiopia highlands. the river is seasonal, during the dry season. There are shallow wells, which are dug out at the riverbed.

3.0.4 Health facilities

There is only one general hospital, three sub-districts hospitals and ten dispensaries in the district, and some private clinics.

3.0.5 Communication

The communication system is relatively poor, roads are impassable during rainy season although both Safaricom and Celtel have set up networks, but they are limited to Mandera town only.

3.0.6 Education facilities

In the district there are six secondary schools for boys and two secondary schools for girls and roughly there are thirty primary schools and one polytechnic.

3.1 Research Design.

A survey design was employed in the study. The researcher adopted this survey design because it enabled him to collect data over a wide area.

3.2 Study Area.

The study was carried out in Mandera District, North Eastern Province, Kenya. This area was chosen for the study because there were significant reports of high girl child dropout rates from both primary and secondary school.

3.3 Samples and Sampling Technique.

3.3.1 Sample

The study targeted 100 respondents in total. These were sampled from teachers, school children, parents, and administrative staff of the schools, local town councillors, members from the general community, Non-governmental Organisations and journalists.

3.3.2 Sampling Technique

The study employed the following sampling techniques:

3.3.2.1 Random Sampling

This technique was used for selecting members from the general community, teachers in the particular schools selected, parents and school children. This was used so as to obtain a representative sample from the selected audience.

3.3.2.2, Purposive Sampling

This was used in selecting administrative staff of the schools, NGO directors/promoters and local councillors. This is because the above selected respondents were few in number and by virtue of their respective office positions, held pertinent information pertaining to the subject matter.

3.4 Research Instruments.

An interview guide was constructed and used to collect information from students. A questionnaire was designed and used to collect information from teachers. The researcher also used observation and guided discussions to get more information.

3.5 Procedure.

The researcher obtained a letter of introduction from the faculty of social science of the university and used this letter as proof that he is a student of Kampala International University. He showed it to the head master / head mistress while seeking permission to conduct the study. The researcher made a program with the head teacher and on the day of conducting the study, the researcher sampled teachers and gave them questionnaires. He also sampled students and conducted the interviews. The researcher then thanked the respondents and move to the next school.

3.6 Data analysis.

The researcher put data into tables, calculates percentages and makes deductions and conclusions in relation to the objectives and research questions.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

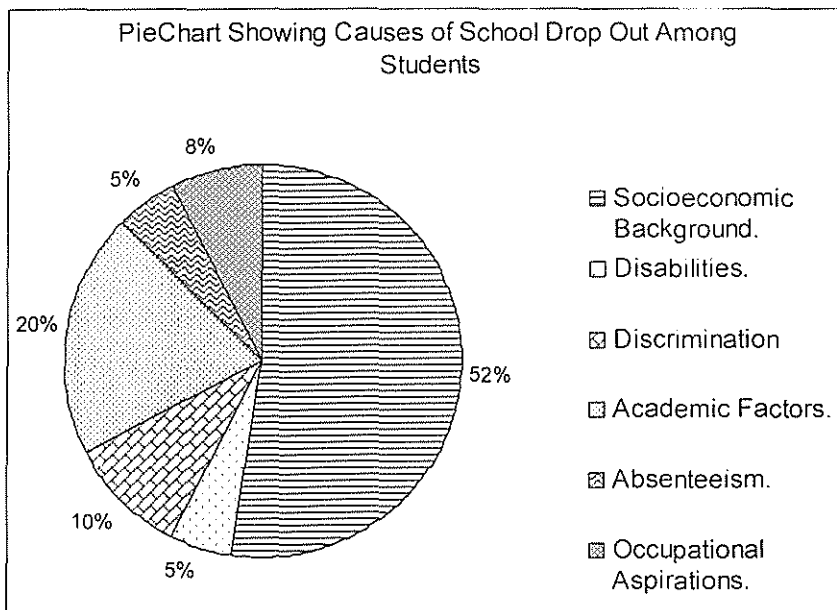
This part of the study presented the results from the investigation in the field. It also presents the analysis of the data that was done using Microsoft Excel program.

4.1.0 Causes of School Drop Out of Girl Children

An investigation into the psycho-socio causes of girl child drop out from secondary school was carried out. Respondents, both who were in school and those who were out of school, were systematically questioned to establish their perceptions.

4.1.1 Economic Reasons

Figure 2: Pie Chart Showing the Causes of School Drop out among Girl Students

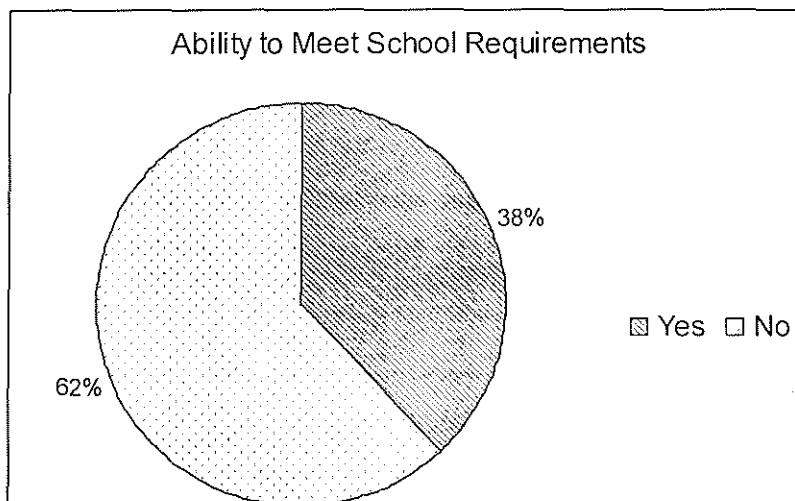


Source: Primary Data

The findings of the study found that the majority of students dropped out of school because of socio economic reasons. Many came from low-income families while even those from middle

income families had difficulties as well. As shown in the figure above, 52% of the respondents said they had socio-economic problems while 20% had academic reasons such as poor grades and lack of understanding of the education material which later led them to discontinue their education. Other reasons as given by the respondents who were out of school were, discrimination (10%) faced at school, following occupational money making aspirations (8%), being discontinued from school due to absenteeism (5%) and disabilities (5%).

Figure 3: Showing Ability of Guardians to meet School Requirements

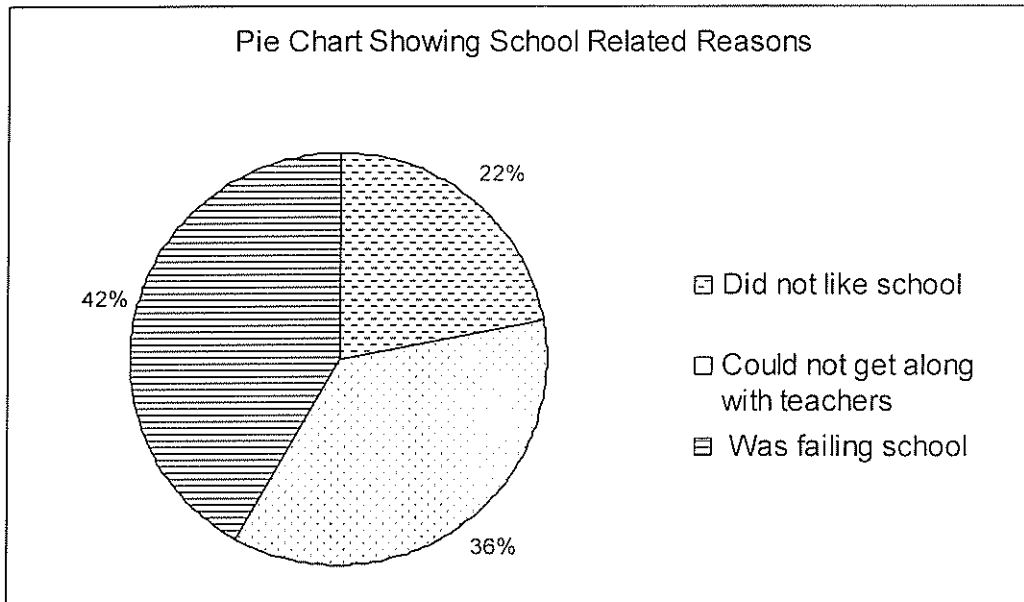


Source: Primary Data

In the figure above, the results show that only 38% of the respondents said their parents were able to meet all the requirements of school for them whilst the greater majority 62% were not able to sustainably meet requirements and many added that they were normally late with the payment and facilitation of these requirements. Students who were in school were asked what factors led to some of their friends dropping out of school. The results of this study are shown below:

4.1.2 School related

Figure 4: Showing school Related Reasons for school drop out

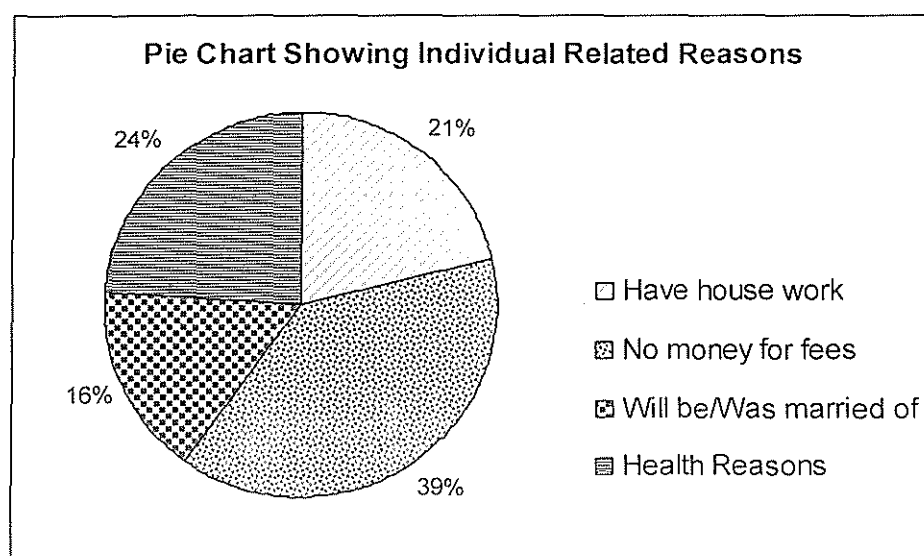


Source: Primary Data

It was found that majority of students believed that the major cause of their friends dropping out of school was because of poor performance in academics in school. Another group of students who were interviewed said they believed that it was because of the poor relationship the school drop outs had with their teachers. This was 36% of the respondents. Twenty two percent of the respondents however said that they believed the school drop outs did not like school.

The findings shown in the figure 5 below showed that the majority of students 39% were unable to continue with school due to lack of fees payment reasons while only 16% dropped out of school due to being married off. 21% of the student respondents also added house work as a reason for dropping out of school while 24% were affected by health reasons. This is illustrated in the figure 5 below;

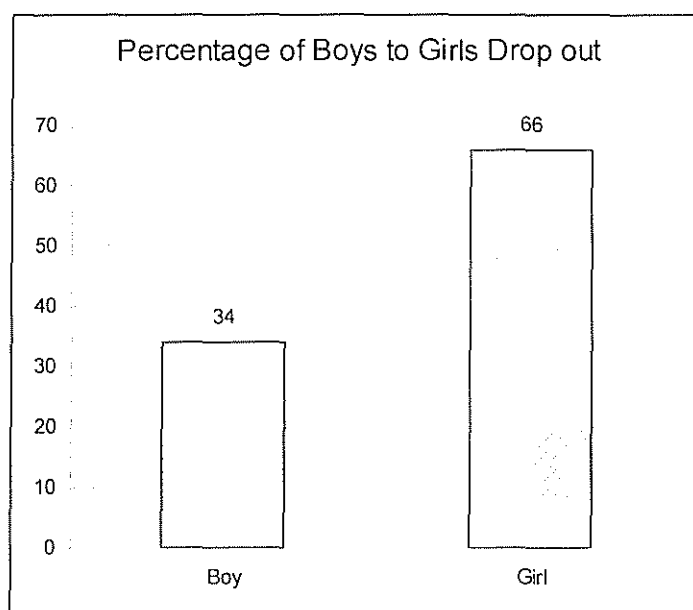
Figure 5: Showing Individual Related Reasons for School Drop Out



Source: Primary School

The figure above shows that when it came to reasons for school drop out, no money for fees, health reasons, house work and being married off were the major reasons for school drop out in the following proportions 39%, 24%, 21% and 16% respectively.

Figure 6: Bar Graph showing who was affected most by Reasons in 4.1.2 above.

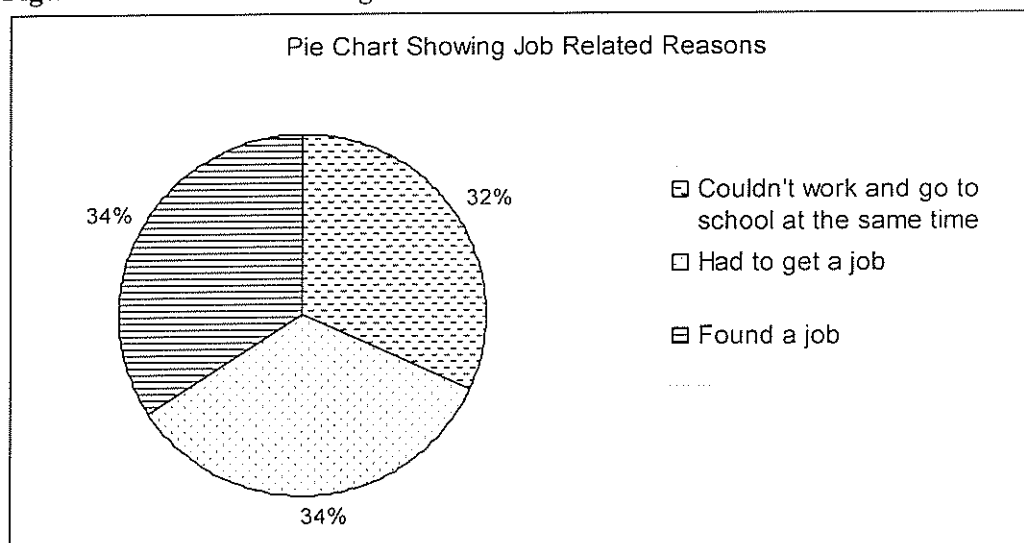


Source: Primary Data

The figure 5 above shows that the majority affected by the school related reasons were girls with 66% while boys stood at 34%.

4.1.3 Work Related

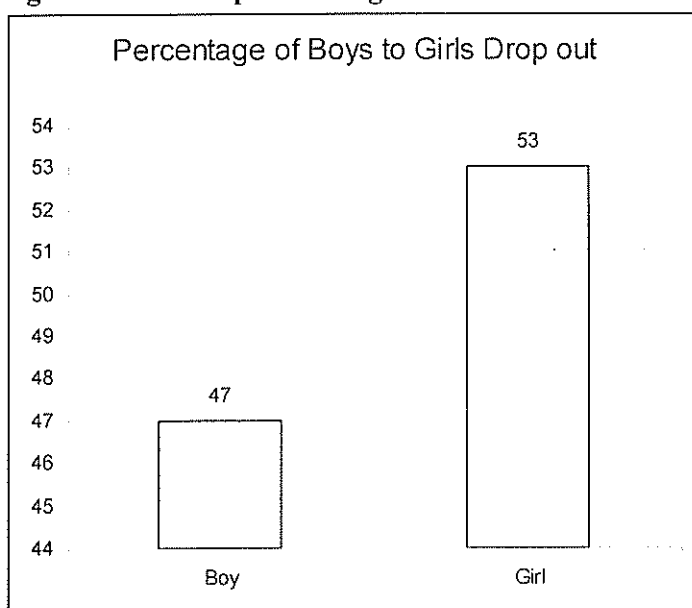
Figure 7: Pie Chart Showing Work Related Reasons



Source: Primary Data

It was discovered that the majority of those who had dropped out of school were actively involved in an income generating activity. Thirty four percent of these had jobs and were made to get jobs respectively. This, they said, made them have difficulty staying in school. Thirty two percent could not however go to school and stay on the job at the same time, yet the job was what sustained them in school. They thus dropped out of school.

Figure 8: Bar Graph showing who was affected most by Reasons in 4.1.3 above.

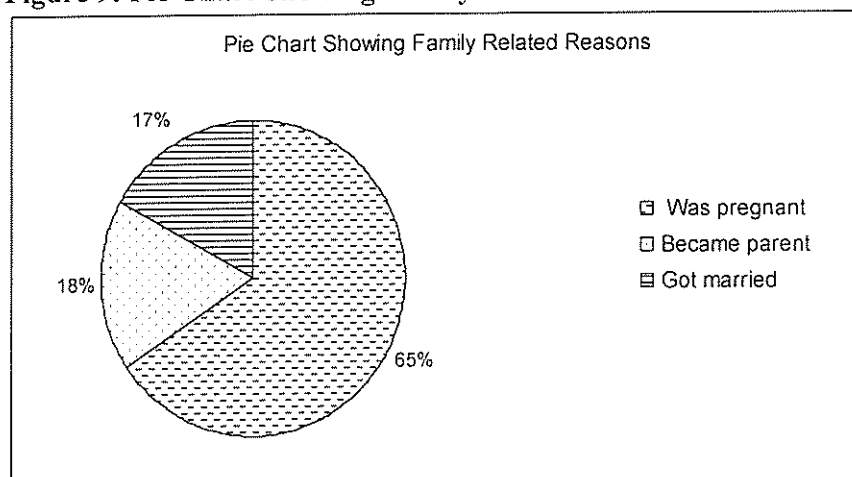


Source: Primary Data

The figure 8 above shows that though the majority affected by the school work related reasons were girls with 53%, boys were nearly equally affected with 47%.

4.1.4 Family related:

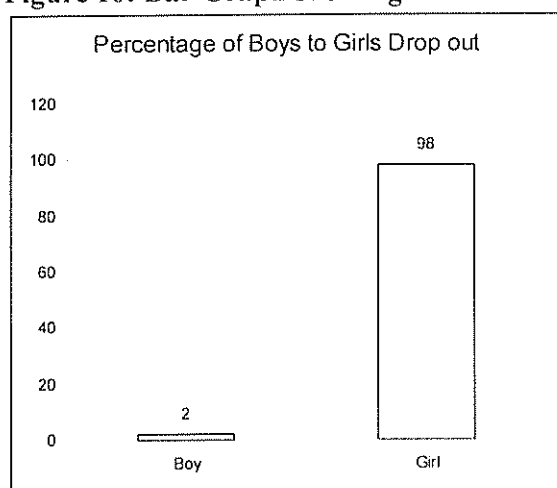
Figure 9: Pie Chart Showing Family Related Reasons



Source: Primary Data

It was discovered that amongst those girls that had dropped out of school only 17% had done so due to arranged marriages from home. The greater majority of the girls that had dropped out of school had been due to having got pregnant (65%) or having become a parent (18%). Many of these girls added that they had got married out of pressure from home to do so in order to collect bride price and send the brothers to school.

Figure 10: Bar Graph showing who was affected most by Reasons in 4.1.4 above.



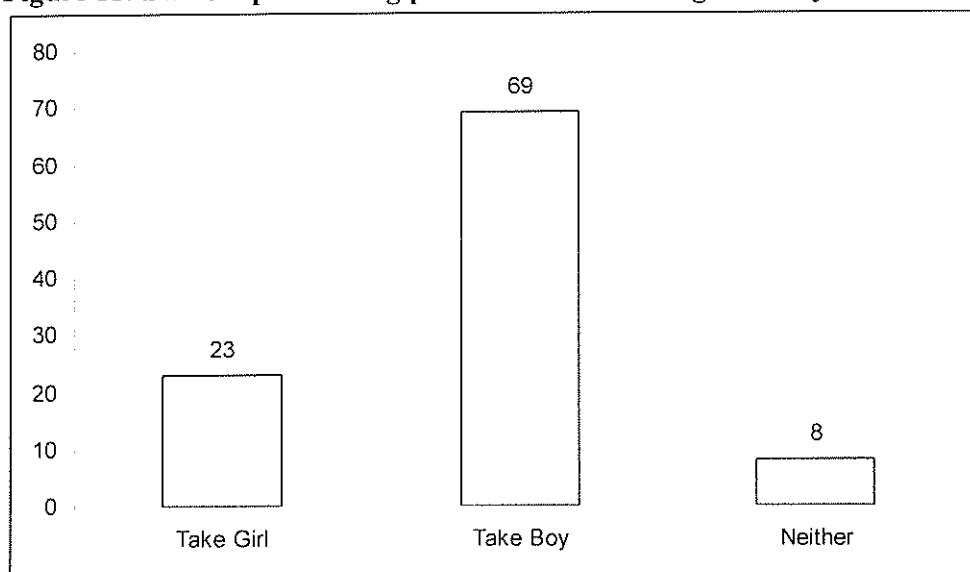
Source: Primary Data

The figure 5 above shows that though the majority affected by the family related reasons were girls with 98%, while only 2% were boys.

4.1.5 Traditional Factors

All respondents were investigated to establish whether the parents felt it important to take their girl children to school in comparison to taking their boy children. The results are shown below.

Figure 11: Bar Graph showing preference to educate girl or boy



Source: Primary Data

It was found that the majority of respondents said their parents preferred to take their brothers to school at their expense. Some of the respondents said that their parents opted to put them to house hold duties while others were sent to man shops of relatives or got jobs to help sustain their brothers in school.

Peer/Social Influence

Table 1: Showing peer influence on individuals

Determinant		Frequency (f)	Percentage (%)
What do your friends think about girl education?	Support it	12	20.00
	Don't Support	41	66.67
	Don't know	8	13.33
To what extent do you agree with them?	Agree	27	45.00
	Strongly Agree	14	23.33
	Disagree	15	25.00
	Strongly Disagree	4	6.67

Source: Primary Data

The results also showed that there was a high tendency of respondents/peers not to support girl education with 67/7% against it. 19% however did support it whilst 12.9% said they were not sure whether their peers supported it or not.

When the respondents were queried about what extent they agreed with their peers, 45.2% said they strongly agreed with their friends who did not support girl child education. Twenty two point six (22.6%) agreed with their friends in principle while 25.8% disagreed with their peers views. 6.8% of the respondents strongly disagreed with their peers.

4.1.6 Solutions

Table 2: What can be done to enable more girls to go to school number of responses

By Girls themselves	
Urge their parents to take them to school	9
Work hard, be disciplined, excel	3
Improve their attitudes	2
By Parents	
Build more boarding schools for girls	22
Reduce workload at home	13
Give girls and boys equal opportunity	6

By Teachers and schools	
Teachers, serve as role models	12
Sensitize both parents and community	11
Provide girl-friendly facilities	9
Motivate girls, appoint them prefects	6
By Community	
Build more schools within reach	11
Change negative attitudes and customs	6
By Government	
Enact policy to support girls' education, including forcing parents to send girls to school	17
Provide free education for bright girls from poor families/bursaries.	19
Appoint women to senior positions in government.	16
Post more women teachers to girls' and rural schools.	10

Source: Primary Data

The responses from the respondents in table 2 are layed out as follows in order of importance;

1. Building more boarding schools for girls and posting female teachers.
2. Providing free education for bright girls from poor families.
3. Enacting policies to support gender equality.
4. Appointing more women to senior government positions and in schools to act as role models.
5. Providing more girl-friendly facilities in schools.
6. For girls themselves, demanding education from their parents.

4.2 Discussion

The study sought to investigate the causes of girl child dropout in secondary schools and achieved this by using specific objectives of: To investigate the psycho-social causes of school dropout among girl students; To investigate the leading causes of school dropout among girl children; To investigate the possible solutions to school drop out among girl students and employed a case study of Madera. From the investigation it was discovered that School related, Work related and family related problems were the leading causes of drop out among students. These however, affected the girl student more than the boy student. The other prevalent problems that led to school drop out were;

Socioeconomic Background. This showed that students from low-income families were more likely to drop out of school than were children from middle-income families. This agreed with the findings which said that after primary education most Girls dropout of school because their parents/guardians cannot afford to pay for their secondary education; or some who choose to pay for their boy-children at the expense of their girl-children. Hence Girl Child Education in secondary school is still lacking.

Disabilities. A few students were not able to continue with their education as there were no facilities for Students with disabilities and it was observed that the disabled girl students were even looked at as a problem.

Academic Factors. The findings indicated that academic factors are clearly related to dropping out. Students who received poor grades, who repeated a grade, or who were of average marks felt inferior and sought to drop out of school rather than suffer the embarrassment repeatedly. This was also found by Linda (1998) who said that girls are often treated as inferior to boys, both within the home and by society-at-large. This in itself had negative impacts on efforts to raise girl education as it is a disincentive to girl academic achievement in school (Linda, 1998).

Occupational Aspirations. It was found that the student's perceptions of the economic opportunities available to them also played a role in their decision to drop out or stay in school. The dropouts often had lower occupational aspirations than their peers. While taking

on double duty: school work and work: the girl students were not able to effectively manage the two activities which led to their failure at school. According to Rt. Rev John Wilson Ntegyereize (2006), girl children are prevented from going to school or are too exhausted to pay attention in class because of their workload at home: she is denied her right to education. When a girl carries the bulk of responsibility for the housework while her brother studies, plays or attends to his interests and hobbies, she is being discriminated against. These were also supported by the findings of the study.

It was also observed that the death of guardian was a leading cause of girl child drop out. This left the girl child stranded at their residence with nothing but menial house hold duties. This was in agreement with Beverly's (2005) findings.

The findings show a lot of consistency from the perspective of research themes, that is, perceptions, factors influencing girls' education, and solutions to address the gender differences in education in NEP. The respondents perceived education to be useful mainly for economic self-reliance, for literacy, role modelling and effective community participation. The community leaders then went on to identify the main factors involved to be religious, cultural and traditional and hence suggested awareness raising activities as the important ways of addressing gender inequality. On the other hand, girls and boys thought internalization of negative community values by girls was the main hindrance, and they therefore suggested that girls had a key role to play in pressuring their parents to take them to school. The teachers saw the main impediments to be child labour and negative community attitudes, but gave girls the responsibility of persuading their parents to take them to school. The consistency across the themes may indicate that respondents had adequate reflection and had engaged seriously with the research issues. This point to the need to take their suggestions as serious and well considered.

The religious and cultural values tend to disparage secular education for girls, with preference being given to education gained in Dugsi and Madrassa. This may be because the underlying values in the culture and tradition underpin those in the Dugsi and Madrassa, while secular education poses different sets of values such as promotion of gender equality. FGC, early marriage, child labour, and various discrimination against girls at home and in school are seen in such a context as important shackles for achieving the overall aim of domestic subservience. The reason this group emphasized culture, tradition and religion may be due to the presence of the religious leaders, whose views on girls' education were thought to be more gendered and traditional.

Girls themselves had internalized many negative values that hamper their aspirations for education. These were evident in lack of self-confidence, low self-esteem and lack of seriousness in schoolwork, while placing an inordinately high value on marriage as the end-all. Teachers thought girl-child labour as most important, probably because of the prevalence of uncompleted homework assignments. One very positive outcome was the teachers' perception that girls' attitudes were not too negative, although they thought they could give in under peer pressure and exposure to education of a low quality.

One important point, however, is that the teachers in Wajir and Mandera districts tended to consider the major factors hindering girls' education as emanating from outside the school, such as girls', parents' and communities' negative attitudes. As research from many other African countries has tended to show, teachers in this study do not cite teachers and teaching as problematic factors or as part of the solution.

A difference shown was that while both the community and teacher groups were thinking of boarding schools, the girls were thinking of separate/single-sex boarding schools with female teachers and adequate security from marauding bandits. This may suggest that girls' boarding schools may more properly be sited near a police station rather than next to a Dugsilow (village or settlement place), as is the case at the moment.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter included the summary of the study, conclusions that were made after discussing the findings and recommendations were then made.

5.1 Summary

The study sought to investigate the causes of girl child dropout in secondary schools and achieved this by using specific objectives of: To investigate the psycho-social causes of school dropout among girl students; To investigate the leading causes of school dropout among girl children; To investigate the possible solutions to school drop out among girl students and employed a case study of Madera District. A survey design was employed in the study. The researcher adopted the survey design because it enabled her to collect data over a wide area. Respondents to the study were chosen using simple random sampling technique. Teachers, parents and students were chosen from the schools using simple random sampling technique. Five administrative staff members were chosen using purposive sampling technique. The total sample for the study was thus 100 respondents. An interview guide was constructed and used to collect information from students. A questionnaire was also designed and used to collect information from teachers. The researcher also used observation and guided discussions to get more information.

This study showed that students from low-income families were more likely to drop out of school than were children from middle-income families whilst family related problems and obligation such as marriage and house work were also to blame for the high drop out rate of girls. Disabilities, Academic Factors as well as Occupational aspirations were also to blame. In spite of a national aim to achieve Education for All, basic education remains an elusive dream for many Kenyans, particularly girls in arid and semi-arid lands (ASAL). This study explored the status of education in the North Eastern Province districts of Wajir and Mandera.

and examined the perceptions of community and opinion leaders, teachers, and learners about girls' education. The data were analysed for each group according to the themes in the research questions and instruments. The findings show that at a theoretical level the three groups interviewed had positive perceptions of girls' education. However, they perceived the important factors hindering girls' education as outside themselves; among these factors are the negative attitudes of the girls' parents and communities, factors related to patriarchy such as boy-child preference, female genital cutting (FGC), early marriage, and excessive girl-child labour. Given the prevalent high levels of poverty, provision of opportunities and material resources for girls' education were very limited. The main recommendations were community sensitization and mobilization, girls' own actions to pressure their parents to take them to school, provision of all-girls' schools staffed by female teachers, and grants and bursaries for poor bright girls. The government was seen to have an important role to play by enacting policies committing parents to educate all their children and making schools more girl-friendly.

5.2 Conclusion

The study made some remarkable findings which highlighted some major causes of girl child drop out as well as some other common causes. These agreed with some other authors who had conducted similar studies. It was found that;

Academic Factors. National research also indicates that academic factors are clearly related to dropping out. Students who receive poor grades, who repeat a grade, or who are overage for their class are more likely to drop out. Grade retention (being held back to repeat a grade)

- Poor academic performance
- Moves during high school
- High absenteeism
- Misbehavior
- The student's feeling that no adult in the school cares about his or her welfare.

Disabilities. Students with disabilities are also more likely to drop out due to lack of facilitation of their special needs.

Absenteeism. Students who have poor attendance for reasons other than illness are also more likely to drop out. Clearly, students who miss school fall behind their peers in the classroom. This, in turn, leads to low self-esteem and increases the likelihood that at-risk students will drop out of school.

Occupational Aspirations. Young people's perceptions of the economic opportunities available to them also play a role in their decision to drop out or stay in school. Dropouts often have lower occupational aspirations than their peers.

Sexual Harassment. It was also discovered that the absence of women teachers in the school contributed to the school drop out rate of the girls as the school predominantly had male teachers and a higher population of boys to girls. It was observed that the girls did get unwanted attention from the male students as well as students. This is more likely to contribute to the school drop out rate.

Another conclusion that can be drawn is that although a majority of teachers espouse ideas of gender equality and promotion of girls' education at a theoretical level, traditional roles and norms remain intact at family and community levels. It is therefore possible that little structural transformation of teacher thinking about equality has taken place. As such, teachers may be unlikely to be effective change agents for improving girls' education, in such a scenario, probably posting more women teachers as role models may be the best strategy at the moment.

Common suggestions that run through the respondents were awareness raising activities, provision of boarding facilities staffed by women teachers, and provision of adequate security and material resources. The main recommendation on awareness raising and community mobilization activities perceived as a strong need may suggest that the community traditional structures are still very much intact and change slow in coming. The respondents saw the important role the government has to play in enacting equality policies, posting female teachers and promoting women to important senior positions, as well as providing bursaries for poor bright girls. The community leaders and teachers did not state strongly the active roles they themselves can play to solve the problem, while the girls came out strong to

pressure the parents. This may indicate lack of strong commitment to the issue of girls' education among the adult members of the community.

5.3 Recommendations

The government should encourage female teacher training as female role models can support and encourage girls to successfully complete their studies and maybe even continue studying to become teachers, themselves. She can also be there to listen to any problems and provide guidance when necessary. In schools where girls are in the minority, especially, the presence of one or more female teacher may also ensure protection for girls from unwanted attention from boys or male teachers, and even from sexual abuse and exploitation.

Parents should share out domestic duties to both boys and girls and give priority to girls to attend school. Parents should also buy books, uniforms and other requirements, and girls should socialize more with their peers and form peer study groups.

Teachers should be trained in gender awareness and serve as role models, while those in authority should encourage promotion of female teachers into positions of responsibility. Teachers should also create an enabling environment in school and in classrooms, for example by providing more guidance and counselling and giving girls more responsibility such as appointing them to be prefects.

The teachers strongly recommended that government should provide free and compulsory primary education, and employ more women teachers to work in mixed schools and to run girls only schools. This should be in line with government appointing women to ministerial positions and to make school curricula gender inclusive.

Also government should provide bursaries for bright girls who are poor. This should also be in line with building more local school that would be located within reach and safety of girls.

The government should establish a more stringent way of facilitating the Universal Secondary Education so as to enable the girl child go to school and complete to university level.

The government should work with NGOs so as to educate the public about the benefits of girl child education in comparison to the harsher realities of poverty.

The legislative organs should put in place stringent and very punitive measure for those engaged in encouraging young girls to get married as well as defilers.

Teachers should be trained on how to handle girl students so as to reduce the stress and strain they go through.

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APPENDIX

Appendix I: Questionnaire

My name Muktar W. Mohamed, registration No BDS/9682/52/DF I'M a student of Kampala International University studying development studies. As part of the requirements of the course I am expected to do a research study. The study is on the impact of poverty on girl child education in North Eastern province of Kenya with a case study of Mandera District.

Please take time to fill out this questionnaire:

The purpose of this questionnaire is to get information on the girl child dropout from secondary schools with a case study on Mandera District, North Makindye Division. The study is purely academic and high confidentiality is assured. Your participation in this study will contribute to the success of this study.

INSTRUCTIONS: Please Put a TICK on the option box of your answer and fill out the spaces where necessary.

BACKGROUND INFORMATION

Age

- ☐ 12-14
☐ 15-28
☐ 19-21

Education status

- ☐ In School ☐ School Drop out ☐ Working

Number of children in the Family

- ☐ 1-3 ☐ 4-7 ☐ 7+

Religion

- ☐ Catholic ☐ Muslim ☐ Protestant ☐ 7th Day
☐ Pentecostal ☐ Other

SECTION A: TO INVESTIGATE THE PSYCHOLOGICAL IMPACT OF POVERTY ON GIRL CHILDREN IN MANDERA DISTRICT.

Are you in school?

- Yes ☐
No ☐

Why are you not in school?

- ☐ Have house work
- ☐ No money for fees
- ☐ Will be/Was married of
- ☐ Health Reasons

Are your friends in school?

- Yes ☐
- No ☐

If no, which of these reasons is the cause of them not being in school?

- ☐ Lack of Money
- ☐ Health reasons
- ☐ Traditional beliefs
- ☐ Other (Please specify)

Who do you think are most affected by these lacking requirements in Question (3) above?

- ☐ Boys
- ☐ Girls
- ☐ Equally affected

Does lacking the above make you miss school?

- Yes ☐
- No ☐

How does this make you feel?

.....

.....

.....

.....

SECTION B: WHAT IS THE EFFECT OF POVERTY ON EDUCATION IN THE DISTRICT OF MANDERA DISTRICT?

Do you think that poverty has affected education in the district?

- Yes ☐
- No ☐

Does the poverty affect the school going children?

- Yes ☐
- No ☐

If yes, how does this affect the school going children?

- ☐ Health problems
- ☐ Emotional distress

- ☐ Academic distress
- ☐ Low moral
- ☐ Poor Concentration
- ☐ Other (Please specify).....

SECTION C: WHAT MEASURES HAS BEEN PUT IN PLACE TO FIGHT THE EFFECT OF POVERTY ON EDUCATION OF THE GIRL CHILD?

Are the authorities doing anything to combat the problem affecting girl child education?

Yes ☐
No ☐

Are any of these efforts directly aimed at catering to the challenges brought about due to poverty?

Yes ☐
No ☐

If Yes, please state them below.

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

Are there any measures to curb the effect of poverty on education of the girl child that have not yet been implemented yet?

Yes ☐
No ☐

If Yes, please state them below.

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

What is the success level in your opinion of the measures that are being put in place to curb the effect of poverty on girl education? (Mark using the scale below:

1 = Poor, 2 = Fair, 3 = Good, 4 = Very Good 5 = Highly Successful

MEASURE	SUCCESS LEVEL

**SECTION D: WHAT ARE THE SOLUTIONS TO THE PROBLEMS CAUSED BY
POVERTY ON EDUCATION OF THE GIRL CHILD?**

1. What solutions would you propose to solve the impact of poverty on education?

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

2. Which group of members do you think should be emphasised on eradicating the problems caused by poverty?

- ☐ Individuals
- ☐ Community
- ☐ Local Government
- ☐ Poor Concentration

3. In your opinion is government doing enough to combat the problem?

- Yes ☐
No ☐

4. If no, what do you think government should do to improve the situation?

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

**THANK YOU FOR PARTICIPATING IN THIS STUDY.
YOUR CONTRIBUTION IS HIGHLY APPRECIATED.**