

**SCHOOL BASED FACTORS INFLUENCING GIRLS' COMPLETION RATE IN
PUBLIC SECONDARY SCHOOLS IN TIGANIA EAST SUB-COUNTY OF MERU
COUNTY, KENYA**

BY

MILLICENT WANJA BERNARD

**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER OF
EDUCATION IN SOCIOLOGY OF EDUCATION OF THE UNIVERSITY OF
NAIROBI.**

NOVEMBER, 2018

DECLARATION

This research project report is my original work and has not been presented for award of a degree in any other university.

Millicent Wanja Bernard

Date

E56/76712/2014

This research project report was carried out by the candidate under our supervision as University supervisors.

DR. Christine Kahigi

Date

Lecturer, Department of Educational Foundations

Prof. Lewis Ngesu

Date

Associate Professor, Department of Educational Foundations

DEDICATION

I dedicate this work to my dear parents; Bernard Kathiori and Rosemary Kathiori for their spiritual nourishment, encouragement, moral and financial support in the course of my study. May God bless them abundantly.

ACKNOWLEDGEMENT

First, I thank the Almighty God for giving me good health and sober mind throughout the studies. I wish to pay my tribute to Dr. Christine Kahigi and Prof. Lewis Ngesu for their cordial support. Secondly, I am indebted to my husband Joseph, sisters Cate and Priscar and my brothers Velacine and Ken who have encouraged me throughout the study.

I also appreciate all my friends and colleagues for their encouragement and support.

TABLE OF CONTENT

DECLARATION	ii
DEDICATION	iii
ACKNOWLEDGEMENT	iv
TABLE OF CONTENT	v
LIST OF TABLES	vii
LIST OF FIGURES	ix
ABBREVIATIONS AND ACRONYMS	x
ABSTRACT.....	xi
CHAPTER ONE: INTRODUCTION	1
1.1 Background of the Study	1
1.2 Statement of the Problem.....	5
1.3 Purpose of the Study	5
1.4 Specific Objectives	5
1.5 Research Questions	5
1.6 Significance of the Study	6
1.7 Limitations of the Study.....	6
1.8 Delimitations of the Study	6
1.9 Assumptions of the Study	7
1.10 Definitions of Significant Terms	7
1.11 Organization of the Study	8
CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	9
2.1 Introduction.....	9
2.1.2 Influence of School Environment on Completion Rate	10
2.1.3 Motivation by Teachers and Parents	10
2.1.4 Influence of Repetition on Completion Rate.....	11
2.1.5 Influence of Loaded Curriculum on Completion Rate.....	11
2.1.6 Influence of Poor Learning Resources on Completion Rate.....	12
2.2 Summary of the Reviewed Literature	12
2.3 Conceptual Framework.....	12
2.4 Summary	14
CHAPTER THREE: METHODOLOGY	15
3.1 Introduction.....	15
3.2 Research Design.....	15

3.3 Target Population.....	15
3.4 Sample Size and Sampling Procedure	15
3.5 Research Instruments	16
3.5.1 Questionnaires	16
3.6 Pilot Study.....	17
3.7 Validity of the Research.....	17
3.8 Reliability of the Study	18
3.9 Data Collection Procedures.....	18
3.10 Data Analysis Techniques.....	19
CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS	20
4.1 Introduction.....	20
4.2 Response Rate.....	20
4.3 Demographic Characteristics	20
4.4 Influence of the School Environment on Girls’ Completion Rate.....	25
4.5 Effect of Repetition on Girls’ Completion Rate	36
4.6 Influence of Boy-Girl Relationship on Girls’ Completion Rate.....	39
4.7 Influence of Motivation by Teachers on Girls’ Completion Rate	42
CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND	
RECOMMENDATIONS.....	47
5.1 Introduction.....	47
5.2 Summary of the Findings.....	47
5.3 Conclusion	50
5.4 Recommendations of the Study	51
5.5 Suggestions for Further Research	51
REFERENCES	53
APPENDIX I: PRINCIPAL’S QUESTIONNAIRE	56
APPENDIX II: TEACHER’S QUESTIONNAIRE.....	59
APPENDIX III: QUESTIONNAIRE FOR STUDENTS	66
APPENDIX IV: LOCATION OF MERU COUNTY.....	71
APPENDIX IV: LIST OF PUBLIC SECONDARY SCHOOLS IN TIGANIA EAST ..	72

LIST OF TABLES

Table 4.1: Response rate	20
Table 4.2: Principals’ demographic data	21
Table 4.3: Teacher demographic data	22
Table 4.4: Students’ Demographic data	23
Table 4.5: Rate of the quality of learning resources and facilities in school	25
Table 4.6: Students response of the rate of the adequacy and availability of the resources	28
Table 4.7: Principal’s response on the influence of school based factors on girls’ completion rates in secondary education	30
Table 4.8: Rate of the quality of the learning resources and facilities.....	31
Table 4.9: Rate of the adequacy and availability of the following resources	32
Table 4.10: Girls dropping out because of proper latrines that are safe for girls	33
Table 4.11: Lack of sanitary pads provision in schools.....	33
Table 4.12: Availability of necessary facilities.....	34
Table 4.13: Effects of distance on girls’ school attendance.....	35
Table 4.14: Extent to which repetition policy implementation influence completion of the girl child.....	37
Table 4.15: Extent to which repetition influence completion of girl child education	37
Table 4.16: Extent to which repetition policy implementation influence completion of the girl child.....	38
Table 4.18: Girls experiencing discrimination, sexual harassment and abuse from students..	39
Table 4.19: Teachers demoralize girls in the classroom, contributing to the girls’ feelings that they do not belong in school	40
Table 4.20: Reason of the girls drop out from school.....	40
Table 4.21: Principal response on girls experiencing discrimination, sexual harassment and abuse from students.....	41
Table 4.22: The teacher discriminates when he/she is calling on those to answer questions..	42
Table 4.23: Girls experience discrimination, sexual harassment and abuse from the teachers	43
Table 4.24: Teachers views on drop out of girls from public secondary schools.....	44

Table 4.25: Teachers response on the influence of school based factors on girls' completion rates	45
Table 4.26: Strategies suggested for promoting girls' completion rates in secondary education	46

LIST OF FIGURES

Fig.1: Conceptual Framework	13
Figure 4.1: Description of the available school learning resources	26
Figure 4.2: School having basic amenities like water and electricity.....	27

ABBREVIATIONS AND ACRONYMS

BOM	-	Board of Management
DQASO	-	District Quality Assurance and Standards Officer
FAWE	-	Forum for African Women Educationalists
FDSE	-	Free Day Secondary Education
HIV/AIDS	-	Human immune deficiency syndrome
ICDP	-	Integrated County Development Plans
ILO	-	Internal Labor Organization
KANU	-	Kenya African National Union
KCSE	-	Kenya Certificate of Secondary Education
KNEC	-	Kenya National Examination Council
MDGS	-	Millennium Development Goals
MOE	-	Ministry of Education
MOEST	-	Ministry of Education Science and Technology
NACOSTI	-	National Commission for Science and Innovation.
NGO	-	Non Governmental Organization
PTA	-	Parents Teachers Association
TSC	-	Teachers Service Commission
UNESCO	-	United Nations, Educational, Scientific and Cultural Organization.
UNICEF	-	United Nations Children's Education Fund.

ABSTRACT

The purpose of this study was to identify the school based factors influencing girls' completion rate in public secondary schools in Tigania East Sub-County of Meru County, Kenya. The study was guided by four objectives supported by corresponding research questions. Review of related literature covered various themes such as the influence of school environment on completion rate, motivation by teachers and parents, influence of repetition on completion rate, influence of loaded curriculum on completion rate and influence of poor learning resources on completion rate. This research utilized a descriptive survey which employed both quantitative and qualitative approaches. A sample of twenty (20) schools from the population of forty three (43) public secondary schools in Tigania East Sub-County was selected through random sampling. From the findings, it was concluded that the school environment has an influence on girls' completion rate in public secondary schools in Tigania East Sub-County of Meru. The learning resources were not of good quality and the availability of school learning resources were not enough. This means that the quality and inadequacy of school learning facilities negatively influenced girls retention in schools. There was also lack of adequate amenities for girls hence influencing girls' completion rate in the public secondary schools. Majority of the students; indicated that there was inadequacy of clean latrines, unavailability of latrines with sanitary pads disposal facilities, unavailability of sanitary pads, unavailability of the teachers houses. This means that adequacy and availability of the resources in the schools was not as recommended and hence influenced girls' completion rate in the public secondary schools. The study also found out that repetition policy implementation had significant influence on completion of girl child education. This means that most of the schools had repetition policy that influenced girls' completion rate in the public secondary schools. The study also found out that most schools implemented the repetition policy thus influencing girl child school completion. Also, majority of schools conducted regular campaigns to encourage parents to enroll their girls while some had copies of documents or resources that address inclusive education. Most of the head teachers understood the importance of girl child education. The study also found out that girls experienced discrimination, sexual harassment and abuse from students and that teachers demoralize girls in the classroom, contributing to the girls' feeling that they do not belong in school. It was found that teachers discriminated when calling on those to answer questions. A majority of the students strongly agreed that girls experienced discrimination, sexual harassment and abuse from the teachers. Most of the students agreed that transfer to other schools is the reason for girls drop out from school and also that the reason for girls drop out was early marriages. Some attributed this drop out to pregnancy. Many of them indicated the reason to be poverty/lack of school levies while others indicated that it could be as a result of expulsion. Majority of the principals agreed that girls indeed experienced discrimination, sexual harassment and abuse from their fellow students. Majority of the teachers agreed that harsh environment influences girls' completion rates while inadequate teaching staff has also a great influence. A large number of teachers agreed that inadequate guidance and counseling influenced girls' completion rates while others felt that girls' completion rates are caused by inadequate instructional materials and sanitary facilities. Government policies was also found to contribute towards girls completion rates and so do repetition rates. The study found out that there was need to formulate education policies and to bring on board parental involvement, affordable levies, guidance and counseling and teacher improvement. There was also need for provision of instructional resources and motivational schemes to promote girls' completion rates in secondary education.

CHAPTER ONE: INTRODUCTION

1.1 Background of the Study

Education develops an individual into a better being and helps the child to develop aspects like knowledge, skills and social moral values that enables them to effectively play their role in the society. To acquire meaningful skills and competences, one has to go through a particular system of education up to graduation level. By so doing the learner has completed that specific level of education.

In Liberia, majority of students in secondary school are a bit old than the theoretic age for their grade. It was further revealed that close to seventy-five percent of first graders are at least 3 years older than authorised when joining into secondary education (Huebler, 2008). According to World Bank (2004), girl child education reduces poverty, lowers infants and maternal mortality, improves economic productivity, improves environmental management and improves health and nutrition. This implies that girl child education to graduation would eventually lead to positive effect on economic development of a country. Sessional paper No. 10 of 1965, recommended education can be of great help in the eradication of diseases, poverty and ignorance. The children's act which was newly enacted emphasized on education for all kids as a basic right. This called for serious dedication for mass enrolment and completion rates (MOE, 2001). A series of examinations was introduced by the colonial government whose aim was to ensure many Africans did not complete school, which affected both boys and girls. Girls experienced more problems than boys which prevented them from acquiring basic education which made it hard for them to successfully compete with boys, (Tumuti, 2004).

According to this research, completion rate means the percentage of the learners who complete secondary education compared to the total number of those who enrolled in secondary school four years earlier including those who join the cohort within the same period before sitting for final exam at the end of four years. According to UNICEF (2004), schooling is usually regarded as a positive force that is exclusive for the girl child that is viewed as a child currently but in future becomes a woman and again a parent. Therefore, taking a girl school means educating the entire family and that which is correct of families is also correct of communities and eventually true of the country as a whole.

Despite numerous efforts and great investments to secondary education, universal secondary education has not been achieved by any African country. They also note that quantitative differences are as a result of the school going children dropping out of school at each stage and this is mostly high among the poorest people in developing countries (Bray, Clarke and Stephens, 2002)

Completion rate of girl child in secondary education is very crucial in the modern society because leads to economic and social development of the republic of Kenya (MoEST, 1999). Regarding the system education in Kenya, a candidate obtains a certificate after successfully completing a certain level of education be it primary, secondary or any other level. Most importantly, successful completion is marked by the candidate taking the requisite exams at a certain level of education.

As stated by Wainaina (2005), missionary education was given to boys whereas girls were confined at home to prepare for marriage and family life. This was during the early colonial days. The cultural practices and beliefs confined to keep many girls out of school. Although the demand for education from the colonial period has increased, low completion rate persisted and it is there up to date. The KANU government under the leadership of the late Jomo Kenyatta gave promises at independence that every girl has a free primary education. In 1974, fees for the first four years of schooling was abolished hence this increased the enrolment and completion rates of both boys and girls though girls still recorded the highest number of dropouts. In Kenya, private and public demand for formal education is at its highest level in both the proportions of Kenyans involved and the resources devoted to it. Despite this high demand, the completion rate is still low among girls (GoK, 2003).

Gender discrepancies are echoed in the Kenyan education sector despite the efforts by the Kenyan government to recognise the significance of creating equal chances for the citizens (Republic of Kenya, 1998). Despite the increase of Free Day Secondary Education funds (FDSE) by the government from Kshs 10,261 in 2008, to Kshs12,870 currently coupled with the numerous campaigns for the girl child education by Non-governmental Organisations (NGOs) such as UNICEF, the completion rates of girls has remained low. This has led to wastage and consequently hampering the gainful implementation of government policies and development programs. According to Bosire (1986), enrolment of girls in both primary and secondary school increases every year but a good number of them do not complete secondary

education. This is due to child labour, pregnancy and early marriages, cultural beliefs, poverty, lack of guidance and counselling and sexual abuse. These are among the most common factors that also affect the completion rates of girls in boarding secondary schools that are public schools in Tigania East, Meru County, Kenya. Despite the government and other stakeholders to retain learners in schools especially girls, low completion rates among girls have persisted.

Dropping out of school is a process since the students start by sending identifiable signs like poor attendance in school, poor grades, lack of credits earned, demographic factors, self-identified factors about others and self-identified factors about self, which occur at least one year before they drop out of school (Allensworth, 2005). Therefore, stakeholders such as the Ministry of education, teachers, researchers, Board of Management and the government must work hard to identify factors that are most likely to cause girls to drop out of schools and come up with prevention mechanisms.

White and Kelly (2010), argue that involvement of parents in students' education has a significant part for their accomplishment in school. Children dropping out of school is attributed to parents who did not participate in their children's education. According to Eisenmon (1997), schools with undeveloped infrastructure and for the major part of schools recorded an uppermost number of dropouts especially on girls. Students especially in form two classes experienced problems commonly associated with adolescent and peer influence leading to school dropouts especially to girl child.

Internal efficiency problems which include lower transition rates in secondary and primary schools, high drop outs rates are the common stand greatest problems that face the secondary school cycle. Drop outs rates and progression rates are largely affected by school regime. It should be noted that the most common causes of secondary school drop outs include drug abuse, lack of fees due to poverty, violence, early marriages mostly among girls and hazards of HIV/AIDS pandemic (Achoka et al., 2007).

The introduction of free secondary tuition has resulted in higher demand for secondary school education. With this, still the completion rate of girls is low as compared to that of boys. For instance in the year 2011, the completion rate of boys was 229,171 for boys whereas that of girls was 182,612. In 2013 there were 243,668 boys and 203,028 girls while in 2014 there were 260,208 boys and 223,422 girls. In 2015 there were 279,289 boys and 243,581 girls in who

completed secondary school education in Kenya. This trend shows that there has been a low completion rate of girls even at a national level as compared to boys in the secondary school education. This scenario could be resulting from a number of school based factors including school environment, forced repetition, boy-girl relationships as well as low motivation of girl child by teachers.

1.2 Statement of the Problem

Completion rate of girls in secondary schools that are public in Tigania East sub-County has been a great concern to the parents, teachers, government and other stakeholders in education since it has remained below 60% for the last five years (MoEST, 2014). Regardless of the effort made by the government and other shareholders to improve this trend, there has been no significant positive change on completion rate of girls. This research thus attempts to find out the school based factors affecting girls' completion in public secondary schools.

1.3 Purpose of the Study

The aim of this study was to identify the school based factors influencing girls' completion rate in public secondary schools in Tigania East.

1.4 Specific Objectives

- (i) To determine the influence of school environment on girls' completion rate in public secondary schools.
- (ii) To determine the effect of repetition on girls' completion rate in public secondary schools.
- (iii) To determine the influence of boy-girl relationship on girls' completion rate in public secondary schools.
- (iv) To establish the influence of motivation by teachers on girls' completion rate in public secondary schools.

1.5 Research Questions

- (i) What is the effect of school environment on girls' completion rate in public secondary schools?
- (ii) How does repetition influence girls' completion rate in public secondary schools?
- (iii) How does boy-girl relationship influence girls' completion rate in public secondary schools?
- (iv) What is the effect of motivation by teachers' on girls' completion rate among public secondary schools?

1.6 Significance of the Study

The findings and recommendations of this study will be significant in that they will inform education managers on possible ways to improve retention and completion rate of girls among secondary schools in Kenya Tigania East in particular and Kenya in general. Moreover, the study will help policy makers to formulate more subtle policies to deal with girl's completion rate among public secondary schools in the current millennium. The study will also help education players in addressing emerging challenges faced by various stakeholders in an attempt to improve girls' completion rates.

1.7 Limitations of the Study

This research was confined to Tigania East Sub-County, Meru; although there are public secondary schools in the entire Meru and other counties as well. This is because different areas where other schools of other counties are located may have different circumstances and factors that influence completion rates of girls in public secondary school. The study covered the causal factors on completion rate of girls only although boys also face similar challenges in Meru and other counties as well.

This study focused on public schools in the selected sub-county only. There are private schools with similar challenges as in the selected sub-county. Also, the respondents feared to give the correct and adequate information but this was overcome by explaining to the respondents that this is academic research and I promised them to handle the matter privately and with a lot of confidentiality.

1.8 Delimitations of the Study

This research was done in Tigania East Sub-County which has got forty three (43) public secondary schools amongst which selected public Secondary schools was studied. The study focused on key stakeholders in the education sector namely; Education officers, principals, teachers, students and parents in the Tigania East Sub-County. In this regard, private secondary schools were not included, because they enjoy different degrees of freedom from the public secondary schools and even their structure varies from one school to another.

1.9 Assumptions of the Study

The following assumptions guided this study:

- i. Education level of parents is not a major factor contributing to low completion rates of girls in education.
- ii. Girls are given equal opportunities to education as boys.
- iii. Teachers work in collaboration with parents in helping to retain children in secondary schools.
- iv. All respondents co-operated and were honest with their responses.

1.10 Definitions of Significant Terms

Access to education- Refers to opportunities in education that give every child an opportunity to enrol in school.

Completion – the action or process of completing or finishing a certain level of education.

Completion rate –It is the percentage of a group of pupils who have satisfactorily finished a certain level of education.

Counselling – Services offered by a counsellor who is trained and educated to give this assistance.

Disparities – It refers to how distribution of national resources varies with regard to quality and size.

Dropout – This term is used synonymously with early school withdrawal. It refers to premature school leaving before the year ends or the stipulated period.

Inequality - Means imbalances in terms of absence of equality in size, degree, rank and wealth.

Participation – It refers to retention and completion of education up to a certain level of education sector.

Poverty – It refers to a situation of lack of basic needs such as enough food to eat, tuition fee, uniform and books.

1.11 Organization of the Study

This research is structured into five chapters that include; Chapter One which presents the background of the study, problem statement, purpose of the study, objectives, research questions, significance of the study, assumptions of the study, limitations, delimitations and definition of significant terms of the study.

Chapter Two consisted of literature review based on factors that have an influence on completion rates of girls. Concepts discussed include, Influence of School environment, Influence of repetition, Influence of loaded curriculum and Influence of Poor learning resources and the conceptual framework.

Chapter Three includes the research methodology that presents the research design, target population, sample size and sampling technique, instruments, the reliability, validity and data collection procedures and analysis techniques.

In Chapter four, the findings of the study were presented, the analyzed and discussion according to the objectives of the research.

Lastly, Chapter Five summarizes the findings and presents the discussions, conclusions, recommendations and suggestions for further research.

CHAPTER TWO: REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviewed the relevant information about the factors that affect girls' completion rate in public secondary school, the effects of girls not completing and the benefits of girls' secondary education. Investment in secondary education can be justified in that students who have attained secondary education have higher chances of a brighter future of higher earnings and this can automatically influence their future per capita income, Koech (1999). Through this investment in education, the country is able to boost its millennium Development Goals (MDGS). Indeed, education is one of the flagship projects under social pillar in Vision 2030.

The government is investing more education from the recent decades and it plans to build its structure and standards by 2030 as stated in the Kenya vision 2030 Master plan. This has also been demonstrated by the newly created County governments which are also drafting Integrated County Development Plans (ICDP). All these aspects are key to development of the nation and it requires understanding of challenges girls go through during their secondary education in Tigania, and which affects their rates of completion. Thus the outcome of the research will fill the gaps on education matters by proving findings that can be used by policy makers to come up with policies and management plans or initiatives towards positive improvement of girl's completion rates in public secondary schools. In addition, the outcome will provide more insights to other Counties, education systems in the region and global contribution towards improving performance of girl's education system. Finally, parents influence on girls education may be understood more clearly and based on the outcome initiatives can be developed to sensitize importance of parent's to their girl's education.

Moreover, analysis of global education trends by UNESCO (2005) indicates that in order for the developing countries to meet the goals of primary education, it requires mass participation in secondary education. Education of girl child leads to small families breaks inter-generation transmission of poverty and contributes to more investments leading to more income. More so, mortality rate of children born to women with secondary education is 44 deaths for every 1000 live births as related to 97 demises per 1000 live deliveries for women who did not complete secondary schooling (Ngugi, 2006). This highlights that completion of education has a positive bearing on child mortality rate.

In this study, key school based factors were selected that contribute to girls' dropout rate among public secondary schools in Tigania East sub-county which include school environment, lack of motivation by teachers and parents, overloaded curriculum and poor teaching and learning resources.

2.1.2 Influence of School Environment on Completion Rate

Adhiambo and Heneveled (1997), stated that completion of girls in the secondary education is mostly determined by the school environment. Sexual violence on girls undermines their participation in education with offenders mostly including workers in boarding secondary schools, peers and teachers leading to withdrawal from the education due to unwanted pregnancies and even death.

There are conditions in schools that hinder girls from participating fully in secondary education such as poor sanitation. This is a situation whereby the available sanitation does not cater for the biological needs of the girls leading to drop outs (GCN, 2003). As stated by NCCCK (2006), over reliance on boarding secondary school than day secondary schools has contributed to rise in school fees and other costs up to 5 times.

2.1.3 Motivation by Teachers and Parents

Wamuhui (1996), argues that negative attitudes of the teachers and parents towards the potential of girls in education affects the completion rates of girls in secondary education since they are never encouraged to complete their education. These parents constantly push girls to responsibilities outside the classroom making them poor performers in school hence developing a negative attitude towards education. Guidance and counselling which is offered in secondary schools enables the learners to know how to handle family problems, helps them to discover their inner needs, solving personal problems, identify potentials, overcome her weakness, understand himself better, formulate lifetime goals and recognize his or her interest and abilities.

2.1.4 Influence of Repetition on Completion Rate

Repetition of classes leads to resources being wasted to both the government and parents since the learners occupy space and use resources which new learners would have occupied. Worldwide approximately 7.8 percent of school learners in secondary schools repeat a grade yearly. In addition, the school rather than requirements usually initiate repetition decisions and that the final decision is left up to the parent (UNESCO, 2004). According to Ngau (1999), multiple repetitions makes the learners embarrassed to remain in the same class and this makes some to leave school. As stated by Wako (1980), the long distance to school coupled with inability to raise the required amount of school fees makes some students to be sent home repeatedly and consequently, some disappear completely. In addition, the teacher may harass the student due to chronic absenteeism resulting from poor health making the student to drop out of school. Failure to complete secondary education and grade repetition are serious problems which greatly affect girls especially from low income households (NPEP, 1999). As stated by Kimaru (1981) and Ngau (1999), learners who do not do well as per the expectations of the school are made to repeat and most of them prefer to drop out of school to repeating the same class.

A research that was carried out in Gatanga District noted that between 2008 and 2011, the rates of repetition were higher due to free secondary education policy (Macharia, 2013). Moreover, in a study of factors inhibiting education access and completion by girls in Kwale District, it was found out that some of the explanations of repetition were pregnancies, human wildlife conflicts, distance, hunger, sickness, cultural beliefs and absenteeism (International Labour Organization, 2010).

2.1.5 Influence of Loaded Curriculum on Completion Rate

School curriculum has significant effect on students' completion rate in secondary school education. A reason attributed to this is that the curriculum is extremely loaded hindering teachers and students to finish the planned syllabus (Bell, 2011). As stated by Fullan (2011), it is vital that secondary school curriculum be reviewed and streamlined and made more convenient so that students are able to properly grasp concepts from the core subjects. Such streamlining will have a great impact in that there will be a reduction of teachers' excuses in mounting extra tuition lessons which are rampant in most of the secondary schools. In line with this concern, the government is already piloting the new curriculum at primary level with the intention to address dropout rate among other objectives.

2.1.6 Influence of Poor Learning Resources on Completion Rate

Every student was enabled by free secondary education program to have free writing materials like pens, pencil and exercise books. But because of high enrolment rates in public secondary schools, textbooks were divided in the ratio of five students to a textbook. Without a doubt, sharing of teaching and learning resources affects students' accessibility to the resources especially when they are given assignment to do after the normal lessons of the day. This leads to a reduction of students' motivation in education and ends up performing dismally in the examinations which in most cases later leads to the student dropping out of school (Enos, 2003). Charles (2009) asserts that PTA, BOM, teaching staff and the support staff should focus their efforts towards the students' completion of secondary education.

2.2 Summary of the Reviewed Literature

From the reviewed literature there is great emphasis on the importance of completion of girls in secondary school education in public secondary schools. It highlights on the possible causes of dropout especially on girl child in secondary school education. Among the factors highlighted in relation to school dropout include school environment, poor health, low motivation by teachers and parents, inadequate teaching/learning resources, overloaded curriculum and students' repetition among. Tigania East there is gender disparity in the students' completion rates in public secondary school. A lot needs to be done in order to curb the problem of dropout especially on the girl child who is so much affected. It is in view of the above that this proposed study intends to find the factors that influence the completion rates of girl child in secondary education.

2.3 Conceptual Framework

A conceptual framework represents the relationship that exists between variables. The study was based on the following conceptual framework which shows the relationship between the independent variables and the dependent variable. The independent variables are the factors affecting the completion rates of girls while the dependent variable is the completion rates (Orodho, 2004). The relationship between these variables is expressed in form of Input-Process-Output model as demonstrated in Fig. 1.

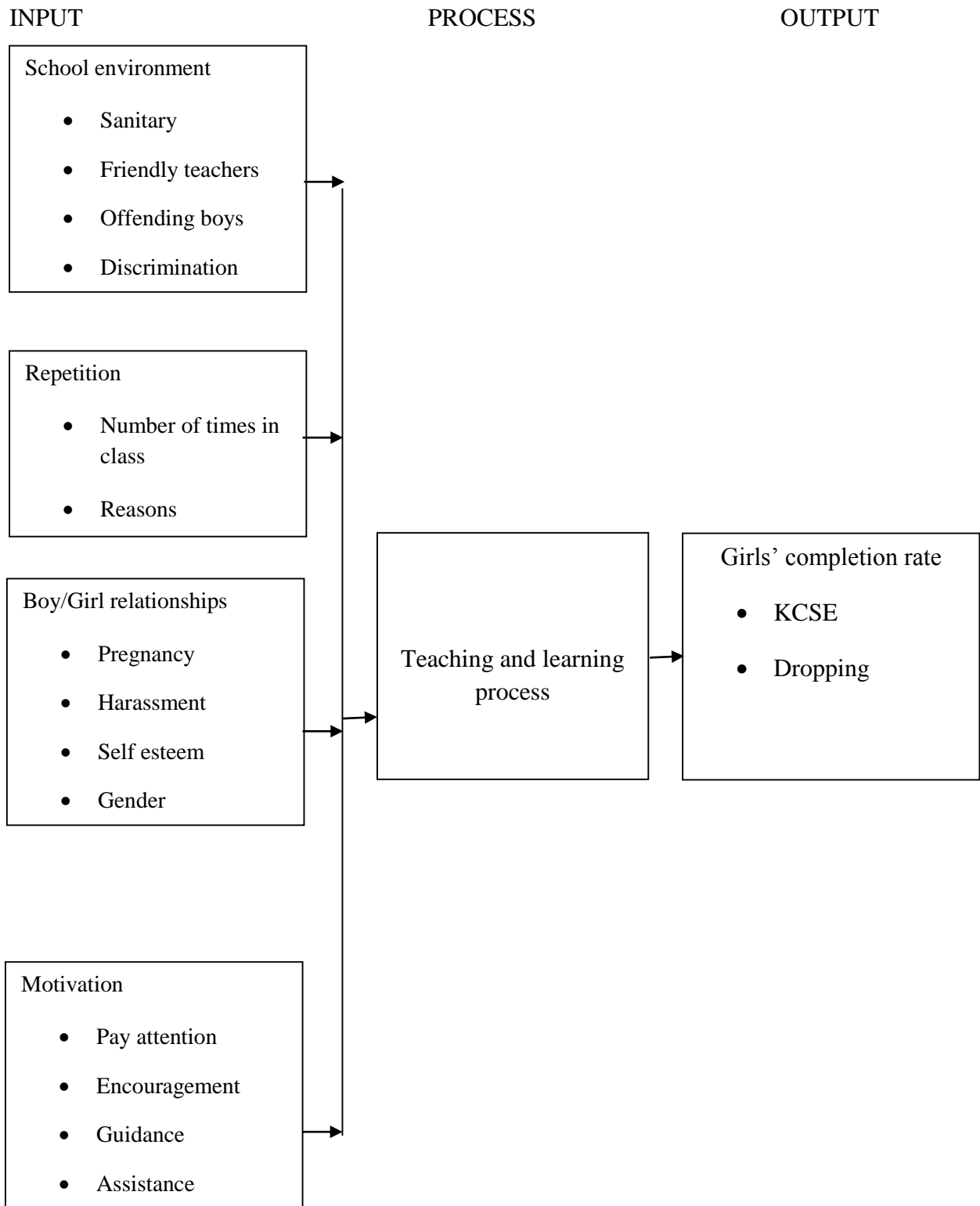


Fig.1: Conceptual Framework

2.4 Summary

For the purpose of this research, the independent variables included school environment, teachers and parents' motivation, repetition, overloaded curriculum and inadequate teaching and learning resources. It is noteworthy that there are two components which constitute the school environment namely; the teacher-related issues and parents-related aspects. According to Bendera (1999) and Petride (1998) education does not operate in a vacuum. Instead, it is connected with children's wellbeing, living conditions, economic stability, community status, learning of children and health. In this study, the dependent variable is the girls' completion rate among public secondary schools in Tigania East Sub-County of Meru. The other component in the conceptual framework are the intervening variables. They come into play in the process of teaching and learning process by way of education policies and programmes which are exogenously initiated by the government.

This study therefore, assessed the school environment as one of the independent variables affecting girls' completion rate in public secondary schooling. The selected independent variables affect the completion rates of girls in public secondary school in Tigania East Sub-county of Meru County. For instance, when girls are forced to repeat the same class for many years, they get low self-esteem since their counterpart classmates leave them behind. This makes them to drop out of school to evade shame and mockery from their former classmates.

Moreover, when the curriculum becomes overloaded, it makes the students especially girls to miss a chance to develop skills and knowledge required by the syllabus. This makes them to lose interest in secondary education, they start performing poorly and eventually they drop out of school.

Apart from teaching and learning resources that affect students, the completion rates also affect them, especially girls. Schools that are not properly equipped have high dropout rates since most of the learners especially girls are not motivated and encouraged to learn. For instance, learning materials like textbooks are not enough, students loose interest in their academics hence poor performance which eventually results to drooping out of school.

Therefore, the above independent variables contributed towards low completion rates of girls in secondary education in the selected sub-county despite existing government policy guidelines on education

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This chapter summarizes the methodology of the research. It presents the research methods adopted in conducting the research in answering the research questions.

3.2 Research Design

The study utilised a survey design that helped to get data that would be general about the educational matters bearing in mind the study variables. Locresh (1984) asserts that the survey design is used to obtain relevant information regarding the status of phenomena and to draw valid general conclusions from the facts. The survey research design was also used since it describes the nature of prevailing circumstances and in identifying the standards, which exist in such condition. Moreover, the method enables comparison of those conditions (Orodho, 2005).

3.3 Target Population

A study population denotes all the members of a real hypothetical set of people, objects or events to which a researcher wishes to generalize the results of a study (Borg & Gall, 1989). The study considered 43 secondary schools comprising of 5 girls boarding schools, 3 boys boarding schools, 15 mixed schools and 20 day schools. The target population were principals, teachers and students in Tigania East Sub-County. The population of students, teachers and principals varied from one school to another. From each category of the target population, samples were drawn.

3.4 Sample Size and Sampling Procedure

Sampling is carried out for purposes of generalizing since it is not possible to reach the entire population. Therefore, there is need to choose a representative sample by use of the correct sampling strategy.

Ten percent of the population is considered enough sample to be used for descriptive studies (Mugenda and Mugenda, 1999). Random sampling will be employed to determine the number of respondents in each category of the population. For the purpose of this study, all the five pure girls' secondary schools were considered for the study alongside the mixed boarding, boys boarding and day schools.

A sample of twenty (20) schools from the population of forty three (43) public secondary schools in Tigania East Sub-County was selected through random sampling. This represented 46.5% of the schools total secondary schools in Tigania East Sub-County. Random sampling was used because it will enable every one of the participants to have an equal chance of being selected (Orodho 2005). In this case, names of all the public secondary schools in Tigania East sub-county were written on pieces of paper and placed in a bucket from where the required sample of names were selected randomly.

The principals of the selected schools was included in the study hence a sample of twenty (20) principals was used in the study; two (2) teachers from each of the sampled school (1 male and 1 female) was conveniently sampled and included in the study to give a sample size of 40 teachers which represents 18% of the teachers in the sub-county. Random sampling was employed to select ten (10) students from every sampled school which gave a sample of two hundred (200) students in Tigania East Sub-County.

3.5 Research Instruments

The questionnaires were used as research instruments for collecting data.

3.5.1 Questionnaires

Questionnaires provide cheap means of collecting data from large numbers of people. There were three types of questionnaires: the questionnaires for the secondary principals, students and public secondary school teachers. These questionnaires contained structured and open ended questions. The study utilized questionnaires administered to the principals and teachers as the primary data-gathering tool. Questionnaires was used for data collection because as Orodho, (2005) notices questionnaires have many advantages comprising efficient usage of time, opportunity of privacy and standardisation of inquiries. That is, everyone gets the same question.

3.5.1.1 Principal's Questionnaires

These were used to gather data from the principals. The principal is in charge of the school management the questionnaires tried to investigate the selection criteria to form one and completion rates.

3.5.1.2 Teachers' Questionnaires

The researcher used them to collect data from the teachers who are in charge of various subjects. Being involved in curriculum implementation in schools, the questionnaire tried to find out the reasons for student absenteeism, state of teaching-learning facilities and parents' commitment to educate their children.

3.5.1.3 Students' Questionnaire

These were used to collect data from students. Most of the students' leaders and other students participated in the exercise in order to find out how they relate with their fellow students, whether learning resources are enough in the school, whether their school environment is friendly and other challenges they face in school which makes some of them to drop out of school.

3.6 Pilot Study

According to Wiersma (1995), piloting helps to identify ambiguous and irrelevant items. A pilot study was done in two selected public secondary schools in Tigania East sub-County to determine the reliability and validity of the questionnaires. Schools used for piloting were not involved in the actual study.

3.7 Validity of the Research

Validity is the degree of which the results obtained from the analysis of the data represents the phenomenon under study (Mugenda and Mugenda, 2003). It is the accuracy and meaningfulness of inferences which are based on the research results. According to Gay (2002), validity is established by expert judgement. Validity refers to the extent that an instrument measures what it is supposed to measure. Whether the instrument measures the characteristics or trait for which it was designed or intended (Wiersma, 1985).

Specialists in the area who included the researcher and the supervisors helped the researcher to assess the concept the instrument tried to measure and to determine whether the set of items or checklist accurately represented the concept under study.

3.8 Reliability of the Study

According to Mugenda and Mugenda (2003), reliability is a measure of the degree that a research instrument produces consistent results after a repeated trial. To attest reliability, test-retest reliability was conducted. The researcher gave two principals questionnaires then after two weeks, re-administered the same instrument after which the two scores were completed to establish Pearson product moment correlation coefficient. The coefficient showed the degree that the two halves of the test provided the same results hence describe the reliability of the instrument. As stated by Mugenda and Mugenda (2003), a reliability coefficient of 0.7 and above is considered adequate.

$$r = \frac{N\sum XY - (\sum X)(\sum Y)}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum Y)^2]}}$$
$$= 0.8061267$$

The result above shows that the test for this study was reliable with reliability coefficient of 0.80 or 80%; the reliability of this test was thus adequate.

3.9 Data Collection Procedures

A letter of introduction to the principals was obtained from the sub-county director of education after obtaining a permit for research from NACOSTI (National Commission for Science, Technology and Innovation). The researcher then booked an appointment with the principals of the sampled secondary schools and chairpersons of PTAs. Through the heads of schools, the researcher had access to sampled teachers and students so as to administer the research instruments. The researcher visited all the respondents and administered the instruments personally.

The researcher visited the sub-county director of education and the DQASO on a different date for an interview with them and the researcher was taking notes which were compiled and summarized.

3.10 Data Analysis Techniques

The data that was collected was both quantitative and qualitative in nature. Qualitative data from open ended questions was analysed using content analysis. Qualitative data provides rich descriptions and explanations that demonstrate the sequence flow of events leading to chance findings (Gay, 2002). According to Orodho (2004), quantitative data is usually massive, descriptive, highly detailed and subjective. Quantitative data was derived from closed ended questions.

The quantitative data was analysed using various statistics including mean, percentages, frequency counts and chi-square test. The Statistical package (SPSS) is able to handle large amounts of data and is also efficient. The data was then divided up for grouping in developing a coding scheme. This was followed by identification of variables and associations between them. The findings were then presented using table, graphs and direct quotations. Quantitative data was presented descriptively using frequency and percentage tables, bar graph and pie charts. Thereafter inferences, conclusions and recommendations about the study were drawn.

CHAPTER FOUR: DATA ANALYSIS, RESULTS AND DISCUSSIONS

4.1 Introduction

This chapter presents data analysis, results and discussions. In this chapter data is presented and discussed in line with the objectives of the study. The study focused on the school based factors influencing girls' completion rate in public secondary schools in Tigania East Sub-County of Meru County, Kenya. Data was analysed using descriptive statistics with the aid of SPSS (Statistical Package for Social Scientists).

4.2 Response Rate

Detailed questionnaires were designed and distributed to establish the school based factors influencing girls' completion rate.

Table 4.1: Response rate

Questionnaires administered	Sample size	Questionnaires filled & returned	Percentage
Principals	20	18	90.0
Teachers	40	38	95.0
Students	200	190	95.0
Total	260	246	94.6

Two hundred and seventy nine (246) questionnaires were filled and returned which indicated a response rate of 94.6% as illustrated by Table 4.1.

4.3 Demographic Characteristics

The first section of the questionnaire sought feedback on demographic characteristics of the Principals. Demographic characteristics of the respondents included: gender, education level, years worked in that school, category of school and teaching experience as illustrated by Table 4.2.

Table 4.2: Principals' demographic data

Demographic Characteristics		Frequency	Percentage (%)
Gender	Male	12	66.7
	Female	6	33.3
	Total	18	100.0
Length served as a principal	0-2 years	1	5.6
	2-4 years	5	27.8
	4-6 years	3	16.7
	Over 6 years	9	50.0
	Total	18	100.0
Category of school	Mixed Boarding	6	33.3
	Girls Boarding	3	16.7
	Boys Boarding	2	11.1
	Day School	7	38.9
	Total	18	100

Majority 12 (66.7%) of the principal's respondents were male while 6 (33.3%) were female. The study also involve 9 (50%) of principals respondents who had over 6 years of length of service. Majority 7 (38.9%) of the principals were in charge of Day secondary schools while 2 (11.1%) headed Boys Boarding secondary schools. This means that the study involved a variety of principals who had experience to understand the phenomena under study.

The study further probed the teacher’s demographic data as illustrated by Table 4.3.

Table 4.3: Teacher demographic data

Demographic information		Frequency	Percentage
Gender	Male	19	50.0
	Female	19	50.0
	Total	38	100.0
Teaching experience	0-2 years	2	5.3
	2-4 years	4	10.5
	4-6 years	10	26.3
	Over 6 years	22	57.9
	Total	38	100.0
Position of staff	Understaffed	25	65.8
	Overstaffed	4	10.5
	Balanced	9	23.7
Total	110	100	

Nineteen (50%) of the teacher’s respondents were male while another half (19) were female. The study also involved 22 (57.9%) of teachers respondents who had over 6 years of length of service. Majority 25 (65.8%) of the teachers indicated that they were understaffed while 9 (23.7%) revealed that they were balanced. A few (10.5%) indicated that they were overstaffed. This means that the study involved both gender of teachers and that they had adequate experience to understand the school based factors influencing girls’ completion rate in public secondary schools.

The study also examined the students’ demographic characteristics. Results in Table 4.4 indicate that 50.5% of the students were females while 49.5% were males implying that this was an almost gender balanced population. This is probably because most secondary schools in the study location have an almost equal ratio of boys and girls.

Majority of the sampled students were aged 16 years representing 36.8% of the student population. Of the remaining, 40% had their age ranging from 14 to 15 years while 23.2% were aged above 17 years. There was a slight percentage of students (10%) who were aged over 18 years which could be attributed to late entry into school, repetition of earlier classes and drop outs who may have come back to school to take advantage of the free tuition programme in public secondary schools.

Concerning the category of secondary schools, 34.2% were mixed boarding, 11.6% were girls boarding, 6.3% were boys boarding while a majority (47.9%) were day schools. This was in keeping with the percentage of the different categories of the public secondary schools in Tigania East Sub-County during the period of this study; 20 day, 15 mixed boarding, 3 boys boarding and 5 girls boarding.

In addition to students' demographics, the occupation of the parents (both mothers and fathers) were investigated. The occupation of the parents was categorized into; Teachers, Farmers, Unemployed, Civil Servants, Business Persons and Others (Cleaners, Cobblers, Mechanics, Carpenters, Cooks, Tailors, Watchmen etc). Of the mothers; 3.2% were teachers, 10.5% farmers, 15.8% civil servants, 24.2% business woman, 18.9% others and the majority (27.4%) were unemployed. On the other hand, 4.7% of the fathers were teachers, 6.3% farmers, 20.5% unemployed, 22.1% civil servants, 14.7% others and the majority (31.6%) were business men. All the demographic data are summarized in Table 4.4.

Table 4.4: Students' Demographic data

Characteristics	Frequency (N)	Percentage (%)
<i>Gender</i>		
Female	96	50.5
Male	94	49.5
Total	190	100
<i>Age</i>		

14	22	11.6
15	54	28.4
16	70	36.8
17	25	13.2
18 and Above	19	10.0
Total	190	100
<i>Type of school</i>		
Boarding Mixed	65	34.2
Boarding Girls	22	11.6
Boarding Boys	12	6.3
Day School	91	47.9
Total	190	100
<i>Mother's Occupation</i>		
Teacher	6	3.2
Farmer	20	10.5
Unemployed	52	27.4
Civil Servant	30	15.8
Business Woman	46	24.2
Other	36	18.9
Total	190	100
<i>Father's Occupation</i>		
Teacher	9	4.7
Farmer	12	6.3
Unemployed	39	20.5
Civil Servant	42	22.1

Business Woman	60	31.6
Other	28	14.7
Total	190	100

4.4 Influence of the School Environment on Girls' Completion Rate

This research further examined how the school environment affects girls completion rate by studying students rating of the quality of learning resources and facilities in school, the description of the available school learning resources, schools having basic amenities like water, electricity. The study also examined the rate of the adequacy and availability of the resources and teachers opinion on what should be done to improve facilities in their schools in order to enhance their learning.

Table 4.5: Rate of the quality of learning resources and facilities in school

Quality of Learning Resources

	Frequency	Percentage (%)
Excellent	4	2.1
Very Good	6	3.2
Good	142	74.7
Bad	38	20.0
Total	190	100.0

An overwhelming majority (74.7%) rated the quality of learning resources and facilities in school to be good while 20% rate it to be bad. A few, 3.2% rated it to be very good while 2.1% rated it to be excellent. This indicates that the learning resources are of good quality and influences girls' completion rate in public secondary schools.

This findings is in contrast to a study by Eisenmon (1997), which indicated that schools with undeveloped infrastructure and for the major part of schools recorded an uppermost number of dropouts especially on girls.

The study also compared responses of students from the different types of schools on the quality of learning resources. As illustrated by Table 4.5, none of the students from mixed boarding and day schools rated the quality of learning resources in their schools as excellent or very good. 74.7% of students across all the categories of school rated the quality of their school’s learning resources as good.

The study also examined the description of the available school learning resources. The findings are indicated in Figure 4.1.

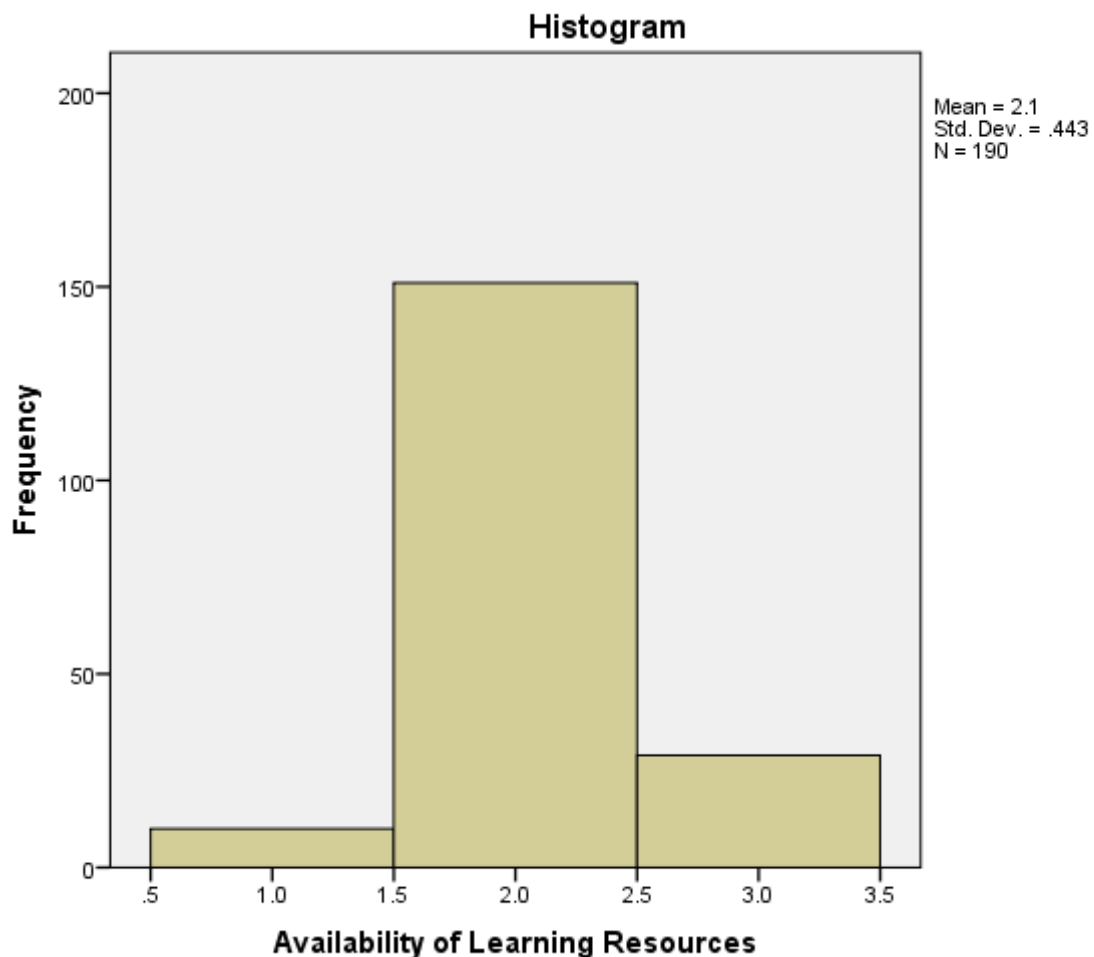


Figure 4.1: Description of the available school learning resources

A mean of 2.1 indicates that most of the students rated the availability of learning resources as hardly (79.5%). This means that inadequacy of school learning facilities negatively influences girls retention in schools.

Under the free secondary education program, every student is permitted to free writing materials like pens, pencil and exercise books (Enos, 2003). However, due to high enrolment rates in public secondary schools, textbooks were shared in the ratio of five students to one textbook. Sharing of teaching and learning resources affects students' accessibility to the resources especially when they are given assignments to do after the normal lessons of the day. This lowers students' motivation in education and they end up performing poorly in the examinations which in most cases later leads to the students dropping out of school.

The study further probed the school having basic amenities like water and electricity. The findings are shown in Figure 4.2.

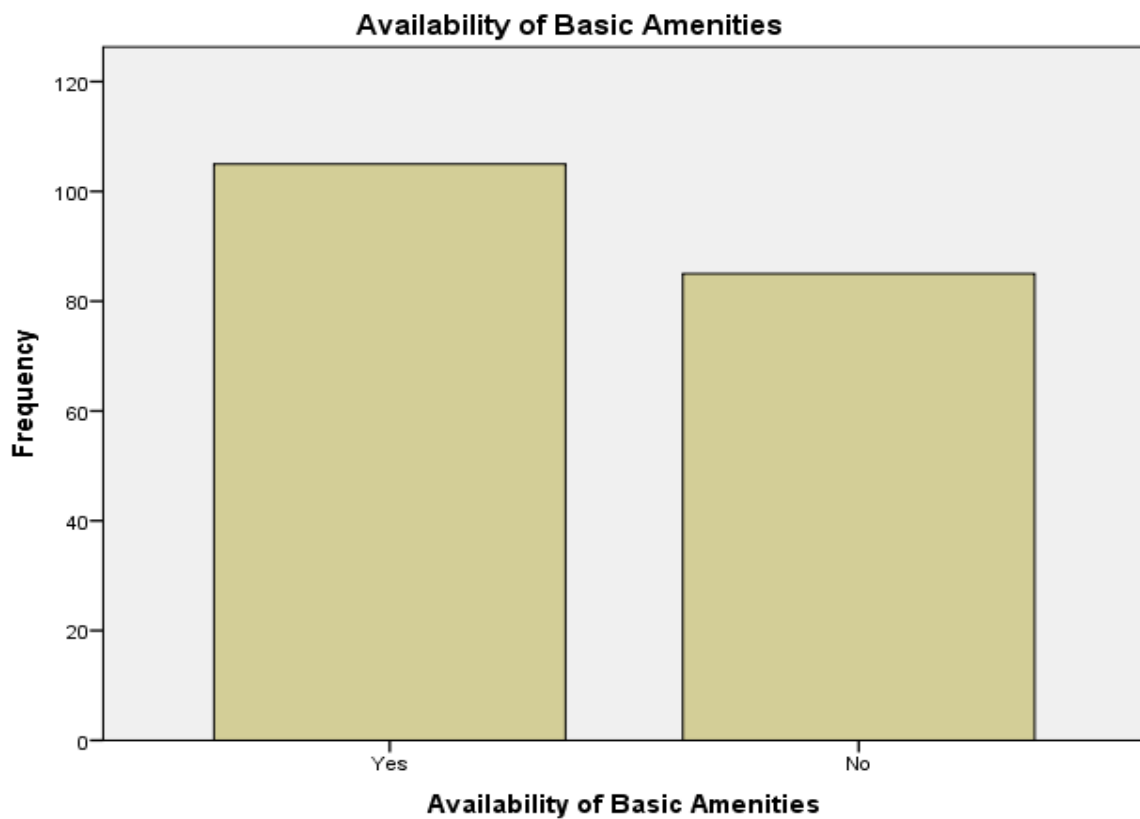


Figure 4.2: School having basic amenities like water and electricity

Eighty five students (44.7%) indicated that their school does not have basic amenities whereas 55.3% said that their school has the basic amenities. This means that some of the schools lack adequate amenities for girls hence influencing girls' completion rate in the public secondary schools. Some conditions in schools hinder girls from participating fully in secondary education such as poor sanitation. This is a situation whereby the available sanitation does not cater for the biological needs of the girls leading to drop outs (GCN, 2003). As stated by NCKK (2006), over reliance on boarding secondary schools than day secondary schools has contributed to rise in school fees and other costs up to 5 times.

The study also examined the rate of the adequacy and availability of the resources. The findings are shown in Table 4.6.

Table 4.6: Students response of the rate of the adequacy and availability of the resources

Statement	Not Available	Available but inadequate	Available and Adequate	Total (n=190)
Clean latrines	5.3%	80.0%	14.7%	100%)
Latrines with sanitary pads disposal facilities	14.2%	75.3%	10.5%	100%
Sanitary pads	10.0%	72.1%	17.9%	100%
Separate latrines for girls and boys.	14.2%	57.4%	28.4%	100%
Boarding facilities for girls.	54.2%	23.7%	22.1%	100%
Teachers houses	63.7%	22.6%	13.7%	100%
Adequate class rooms	8.9%	65.3%	25.8%	100%

Majority of the students (80%) rated adequacy of clean latrines to be available but inadequate while 75.3% rated the availability of latrines with sanitary pads disposal facilities to be available but inadequate. A large number, 72.1% rated the availability of sanitary pads to be

available but inadequate while 14.2% revealed that availability of separate latrines for girls and boys was not available. A large number, 54.2% rated the availability of boarding facilities for girls to be not available while 63.7% rated the availability of the teachers' houses to be not available. Majority, 65.3% rated the adequacy of class rooms to be available but inadequate. This means that adequacy and availability of the resources in the schools is not as recommended and hence has a great influence on girls' completion rate in public secondary schools.

Where schools do not provide a safe environment for girls and where they do not address behavior patterns that contribute to gender disparity, there is the risk that many young women will leave school early or graduate without the skills and self-esteem they need to participate as equals in the world (CIET Africa, 2000).

The study also examined the principals' opinion on what should be done to improve facilities in their schools to enhance learning. The findings are shown in Table 4.7.

Table 4.7: Principal’s response on the influence of school based factors on girls’ completion rates in secondary education

Statement	Strongly Agree	Agree	Disagree	Strongly Disagree	Total (n=190)
Girls’ schools in the sub county have adequate teaching and learning materials to guarantee their high completion rates	22.2%	22.2%	5.6%	50.0%	100%
Public secondary schools have adequate physical facilities to guarantee high completion rates of girls	5.6%	11.1%	0%	83.3%	100%
Girls in the sub county have many indiscipline cases arising from boy – girl relationships that contribute to poor girls’ completion rates	38.9%	11.1%	16.7%	33.3%	100%
Female students have role models who motivate them always hence contributing to high completion rates among them	11.1%	5.6%	27.7%	55.6%	100%
The curriculum is very friendly to female students hence promoting their completion rates	16.7%	16.7%	22.2%	44.4%	100%
The school has adequate trained teachers to guarantee good performance and high completion rates among female students	11.1%	5.6%	0%	83.3%	100%

50 per cent of the principals, strongly disagreed that girls’ schools in the sub county had adequate teaching and learning materials to guarantee their high completion rates.

83.3% strongly disagreed that public secondary schools had adequate physical facilities to guarantee high completion rates of girls while 33.3% strongly disagreed that girls in the sub county had many indiscipline cases arising from boy – girl relationships that contribute to poor girls’ completion rates. 55.6% strongly disagreed that female students had role models who motivated them always hence contributing to high completion rates among them. 44.4% strongly disagreed that the curriculum was very friendly to female students hence promoting their completion rates while a majority; 83.3% strongly disagreed that the school had adequate trained teachers to guarantee good performance and high completion rates among female students. This means that various school based factors contribute towards girls’ completion rate in the public secondary schools.

Adhiambo and Heneveled (1997), stated that completion of girls in the secondary education is mostly determined by the school environment. Sexual violence on girls undermines their participation in education with offenders; mostly including workers in boarding secondary schools, peers and teachers lead to withdrawal from education due to unwanted pregnancies and even death.

The study also probed the rate of the quality of the learning resources and facilities. The findings are indicated in Table 4.8.

Table 4.8: Rate of the quality of the learning resources and facilities

Quality of Learning Resources

	Frequency	Percentage (%)
Excellent	4	2.1
Very Good	6	3.2
Good	142	74.7
Bad	38	20.0
Total	190	100.0

A very large number, 74.7% of the students’ respondents rated the quality of the learning resources and facilities to be good while 3.2% rated it to be very good. A few, 2.1% rated the quality of learning resources to be excellent. This means that the quality of learning resources and facilities influences the girls’ completion rate in the public secondary schools.

Girls ought to be provided with access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school, or if they are in

a poor state, then many children would rather not attend than use the alternatives (Ngales, 2005).

The study also examined the teachers rating of the adequacy and availability of the following resources. The findings are shown in Table 4.9.

Table 4.9: Rate of the adequacy and availability of the following resources

Statement	Not available	Available but inadequate	Available and adequate	TOTAL (n=190)
Clean latrines	5.3%	80%	14.7%	100%
Latrines with sanitary pads disposal facilities	14.2%	75.3%	10.5%	100%
Sanitary pads	10.0%	72.1%	17.9%	100%
Separate latrines for girls and boys	14.2%	57.4%	28.4%	100%
Boarding facilities for girls	54.2%	23.7%	22.1%	100%
Teachers houses	63.7%	22.6%	13.7%	100%
Adequate class rooms	8.9%	65.3%	25.8%	100%

An overwhelming majority; 80% of the students rated adequacy of clean latrines to be available but inadequate while 14.2% rated the availability of latrines with sanitary pads disposal facilities to be not available. A large number; 72.1% rated the availability of sanitary pads to be available but inadequate while 14.2% revealed that availability of separate latrines for girls and boys was not available. A very large number; 54.2% rated the availability of boarding facilities for girls to be not available while 13.7% rated the availability of the teachers houses to be available and adequate. A majority of students; 65.3% rated the adequacy of class rooms to be available but inadequate. This shows that resources of schools influence girls' completion rate.

In particular girls who are old enough to menstruate need to have adequate facilities at school and normally separate from those of boys. If they do not, they may miss school that week and

find it hard to catch up, which makes them more likely to drop out of school altogether (Lizettee, 2000).

The study examined the teachers’ response on girls dropping out because of proper latrines that are safe for girls. The findings are shown in Table 4.10.

Table 4.10: Girls dropping out because of proper latrines that are safe for girls

Response	Frequency	Percentage
Strongly Agree	11	28.9
Agree	10	26.3
Undecided	9	23.7
Disagree	3	7.9
Strongly Disagree	5	13.2
Total	38	100

A large number; 26.3% of the teachers agreed that girls were dropping out because of proper latrines that are safe for girls while 28.9% strongly agreed. A few; 13.2% strongly disagreed that girls dropped out because of proper latrine while 7.9% disagreed. This means that there are no proper amenities for girls leading to school dropout.

All girls should have access to safe, clean, separate and private sanitation facilities in their schools. If there are no latrines and hand-washing facilities at school, or if they are in a poor state of repair, then many children would rather not attend than use the alternatives (Ngales, 2005).

The study also investigated the teachers’ response on lack of sanitary pads provision in schools may cause girls dropout. The findings are shown in Table 4.11.

Table 4.11: Lack of sanitary pads provision in schools

Response	Frequency	Percentage
-----------------	------------------	-------------------

Strongly Agree	23	60.5
Agree	8	21.1
Undecided	2	5.3
Disagree	1	2.6
Strongly Disagree	4	10.5
Total	38	100

Most of the teachers; 60.5% strongly agreed that lack of sanitary pads provision in schools may cause girls dropout while 21.1% agreed. A few; 10.5% strongly disagreed that lack of sanitary pads provision in schools may cause girls dropout while only 5.3% were undecided. This indicates that there is no proper amenities for girls leading to school dropout.

These findings concur with the observation by Lizettee (2000) who stated that the sanitary conditions of schools in rural and urban areas in developing countries are often appalling, creating health hazards and other negative impacts, thus schools are not safe for children. Lizettee observes that lack of facilities and poor hygiene affect both girls and boys, although poor sanitation conditions at schools have a stronger negative impact on girls.

The study examined the teachers' response on availability of necessary facilities is core to retention of girls in schools. The findings are shown in Table 4.12.

Table 4.12: Availability of necessary facilities

Response	Frequency	Percentage
Strongly Agree	32	84.2
Agree	5	13.2
Undecided	0	0
Disagree	0	0
Strongly Disagree	1	2.6
Total	38	100

A majority of the respondents; 84.2% strongly agreed that availability of necessary facilities is core to retention of girls in schools while 13.2% agreed. Only 2.6% strongly disagreed that

availability of necessary facilities is core to retention of girls in schools. None of the teachers were undecided on this question.

According to Kimitei (2010), some spheres of the school environment that can be gender insensitive include school infrastructure and amenities such as water and sanitation, availability of sanitary towels for girls, curriculum and learning materials such as textbooks.

The study also investigated the teachers' response on effects of distance on girls' school attendance. The findings are shown in Table 4.13.

Table 4.13: Effects of distance on girls' school attendance

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	TOTAL (n=38)
Regular school attendance is interrupted when girls fear violence and abuse on their way to and from school	18.4%	13.2%	5.3%	52.6%	10.5%	100%
When girls are safe and protected in school, they can pursue their education to completion.	2.6%	0%	10.5%	81.6%	5.3%	100%
A safe and protective school environment increases a girl's enrolment, retention and completion.	2.6%	0%	13.2%	81.6%	2.6%	100%
Lack of a clean environment may force girls to drop out	2.6%	10.5%	7.9%	52.6%	26.3%	100%
Boarding schools are safe for girls than day schools	2.6%	13.2%	7.9%	71.1%	5.3%	100%

A majority of the teachers; 52.6% respondents agreed that regular school attendance is interrupted when girls fear violence and abuse on their way to and from school while 81.6% agreed that when girls are safe and protected in school, they can pursue their education to completion. A large number; 81.6% agreed that a safe and protective school environment

increases a girl's enrolment, retention and completion while 52.6% agreed that lack of a clean environment may force girls to drop out. A large number; 71.1% agreed that boarding schools are safe for girls than day schools.

As stated by Wako (1980), the long distance to school coupled with inability to raise the required amount of school fees makes some students to be sent home repeatedly and consequently, some disappear completely.

4.5 Effect of Repetition on Girls' Completion Rate

The study probed the effect of repetition on girls' completion rate by studying if the repetition policy implementation having influence on completion girl child education and the extent to which repetition policy implementation influence completion of the girl child.

Influence of Repetition policy

	Frequency	Percentage
Yes	118	62.1
No	72	37.9
Total	190	100

Majority of the students; 62.1% agreed that repetition policy implementation has influence on completion girl child education while 37.9% disagreed. This means that most of the schools have repetition policy that influences girls' completion rate in the public secondary schools.

When students repeat, it leads to resources being wasted since the learners utilise equipment and facilities which would have been of much benefit to new learners (UNESCO, 2004).

The study also investigated the students' response on extent to which repetition policy implementation influence completion of the girl child as illustrated by Table 4.14.

Table 4.14: Extent to which repetition policy implementation influence completion of the girl child

Response	Frequency	Percentage (%)
To a Very Large Extent	40	21.1
To a Large Extent	124	65.2
To a Small Extent	18	9.5
To a Very Small Extent	8	4.2
Total	190	100

An overwhelming number; 86.3% of the students rated the extent to which repetition policy implementation influences completion of the girl child to be of a large and very large extent while 13.7% rated it to be of a small and very small extent. This means that repetition policy influences girls' completion rate in the public secondary schools. According to Ngau (1999), multiple repetitions makes the learners embarrassed to remain in the same class and this makes some to leave school.

The study investigated the students' response on extent to which repetition influence completion of girl child education as illustrated by Table 4.15.

Table 4.15: Extent to which repetition influence completion of girl child education

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	TOTAL (n=190)
The school implements the repetition policy	1.1%	0.5%	2%	18.4%	78.9%	100%
Enforces repetition policy influences girl child school completion	1.1%	3.7%	5.8%	15.8%	73.7%	100%
The school conducts regular campaigns to encourage parents to enroll their girls	1.6%	4.7%	8.9%	23.7%	61.1%	100%
Has copies of documents or resources that address inclusive education	3.2%	3.7%	73.2%	8.9%	11.1%	100%
Head teachers understand importance of girl child education	38.4%	30%	10%	9.5%	12.1%	100%

A majority of the students; 78.9% respondents strongly agree that their school implements the repetition policy while only 1.1% strongly disagreed that enforcement of repetition policy influences girl child school completion. A large number; 61.1% strongly agreed that the school conducts regular campaigns to encourage parents to enrol their girls while 73.2% were undecided that the school had copies of documents or resources that address inclusive education. A large number; 38.4% strongly disagreed that head teachers understand importance of girl child education. This means that repetition influences girls' completion rate in the public secondary schools.

A research by Macharia (2013) in Gatanga District of Muranga County found that in the period between 2008 and 2011 repetition rates greatly increased and it was concluded that it was due to free secondary education policy. International Labour Organization (2010) in the study of the micro factors inhabiting education access and completion by girls in Kwale District, Kenya revealed that among the reasons which leads to repetition were absenteeism, pregnancies due to weddings and burials, human wildlife conflicts, distance, hunger, sickness and cultural beliefs.

Table 4.16: Extent to which repetition policy implementation influence completion of the girl child

Response	Frequency	Percentage
To a Very Large Extent	23	60.4
To a Large Extent	8	21.1
To a Small Extent	5	13.2
To a Very Small Extent	2	5.3
Total	38	100

According to Table 4.16, a large number of the teachers; 60.4% rated the extent to which repetition policy implementation influence completion of the girl child to be of a very large extent while 5.3% rated it to be of a very small extent. This means that repetition policy influences girls' completion rate in the public secondary schools.

4.6 Influence of Boy-Girl Relationship on Girls' Completion Rate

The study examined the Influence of boy-girl relationship on girls' completion rate by investigating if the girls experience discrimination, sexual harassment and abuse from other students. The study probed if teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school and likely reasons of the girls drop out from school.

Table 4.18: Girls experiencing discrimination, sexual harassment and abuse from students

Response	Frequency	Percentage
Strongly Disagree	7	3.7
Agree	8	4.2
Undecided	10	5.3
Agree	35	18.4
Strongly Agree	130	68.4
Total	190	100

Majority of the students (68.4%) as shown by Table 4.18; strongly agreed that girls experience discrimination, sexual harassment and abuse from students while 7.9% disagreed to the statement and 5.3% were however undecided.

Adhiambo and Heneveled (1997), stated that completion of girls in the secondary education is mostly determined by the school environment. Sexual violence on girls undermines their participation in education with offenders mostly including workers in boarding secondary schools, peers and teachers leading to withdrawal from the education due to unwanted pregnancies and even death.

The study also investigated if teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school. The findings are shown in Table 4.19.

Table 4.19: Teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school

Response	Frequency	Percentage
Strongly Disagree	1	0.5
Disagree	4	2.1
Undecided	13	6.8
Agree	23	12.1
Strongly Agree	149	78.5
Total	190	100

An overwhelming 90.6% of students strongly agreed that teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school while only 2.6% disagreed. Teachers may harass students due to chronic absenteeism resulting from poor health, making the student to drop out of school. Failure to complete secondary education and grade repetition are serious problems which greatly affect girls especially from low income households (NPEP, 1999). The study further examined the students' reasons of the girls drop out from school. The findings are shown in Table 4.20.

Table 4.20: Reason of the girls drop out from school

Reasons for Dropping Out	Yes	No	Total (n=190)
Transfer to other schools	67.9%	32.1%	100%
Repetition	68.9%	31.1%	100%
Early marriage	92.1%	7.9%	100%
Pregnancy	94.2%	5.8%	100%
Poverty/lack of school levies	86.3%	13.7%	100%
Expulsion	75.3%	24.7%	100%

A large number of students; 67.9% agreed that transfer to other schools is the reason for girls drop out from school while only 31.1% disagreed that the reason for girls drop out was

repetition. Majority; 92.1%) agreed that the reason for girls drop out was early marriage while only 5.8% disagreed that the reason could be pregnancy. Many of them; 86.3% indicated the reason to be poverty/lack of school levies while 75.3% agreed that the reason could be as a result of expulsion.

As stated by Wainaina (2005), missionary education was given to boys whereas girls were confined at home to prepare for marriage and family life. This was during the early colonial days. The cultural practices and beliefs tended to keep many girls out of school. Although the demand for education from the colonial period has increased, low completion rate still persist up to date.

The study also examined principals' opinion on whether girls experience discrimination, sexual harassment and abuse from fellow pupils as illustrated by Table 4.21.

Table 4.21: Principal response on girls experiencing discrimination, sexual harassment and abuse from students.

Response	Frequency	Percentage
Strongly Agree	1	5.6
Agree	1	5.6
Undecided	3	16.6
Agree	10	55.6
Strongly Agree	3	16.6
Total	18	100

Majority of the principals 13 (72.2%) agreed that girls indeed experience discrimination, sexual harassment and abuse from their fellow students. Only 3 (16.6%) were undecided on the question.

4.7 Influence of Motivation by Teachers on Girls' Completion Rate

The study probed the influence of motivation by teachers on girls' completion rate by examining if the teachers discriminate when he/she is calling on those to answer questions in class, if girls experience discrimination, sexual harassment and abuse from the teachers and if some of the teachers undermine girls in the classroom. The study also investigated if the teachers hurl names at girls once they don't understand something and if the teachers value and know the importance of education to girls.

The study examined if teachers discriminates when he/she is calling on those to answer questions. The findings are presented in Table 4.22.

Table 4.22: The teacher discriminates when he/she is calling on those to answer questions

Response	Frequency	Percentage
Strongly Disagree	174	91.6
Disagree	10	5.3
Undecided	3	1.6
Agree	2	1.1
Strongly Agree	1	0.5
Total	190	100

An overwhelming majority; 91.6% strongly disagreed that the teachers discriminate when calling on those to answer questions. Only 0.5% strongly agreed with the statement. This means that teachers might be fair in conducting lessons and hence might not be the reason for girls dropout from school. These findings differ with Nekatibeb (2002) studies from several countries in Sub-Saharan Africa that indicated that both female and male teachers believed that boys were academically better than girls. Study findings indicated that many countries reported

the tendency of teachers to pay more attention to boys than girls in the classrooms. Still in other conditions boys were given priority in the distribution of books and other learning material. The findings on whether girls experience discrimination, sexual harassment and abuse, either from fellow pupils or from the teachers are shown in Table 4.23.

Table 4.23: Girls experience discrimination, sexual harassment and abuse from the teachers

Response	Frequency	Percentage
Strongly Disagree	5	2.6
Disagree	8	4.2
Undecided	7	3.7
Agree	20	10.5
Strongly Agree	150	78.9
Total	190	100

An overwhelming majority of the students; 78.9% strongly agreed that girls experience discrimination, sexual harassment and abuse, either from the teachers. Only 3.7% were undecided on this question. This shows that girls might not finish school and hence drop out because of the discrimination they are facing in schools. In many instances, teachers are not aware that the language they use in the classroom reinforces negative gender attitudes. They may use terms and expressions and tones of voice that give the impression that girls are not as intelligent as boys, or that girls do not need to perform well because they will just get married (FAWE, 2001). The responses in the same table implied that teachers being part of the society presented cultural determinants that could influence the decision of girls participation in education.

The study also focused on teachers' views on drop out of girls from public secondary schools as shown by Table 4.24.

Table 4.24: Teachers views on drop out of girls from public secondary schools

Statement	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	TOTAL
There are never enough resources to educate the girl child	7.9%	10.5%	2.6%	71.1%	7.9%	100%
The girl child should be married off early in order to bring in dowry	92.1%	2.6%	0%	5.3%	0%	100%
The girl child should be left at home to take care of other siblings while the parents are working	86.8%	7.9%	5.3%	0%	0%	100%
Education makes the girl child 'big headed' hence ruining her chances of marriage	60.5%	10.5%	5.3%	15.8%	7.9%	100%
Some teachers undermine girls in the class and school	10.5%	7.9%	7.9%	63.2%	10.5%	100%

A majority of the teachers; 71.1% agreed that there were never enough resources to educate the girl child while 92.1% strongly disagreed that the girl child should be married off early in order to bring in dowry. A large number of them; 86.8% strongly disagreed that the girl child should be left at home to take care of other siblings while the parents are working. A fair number; 60.5% strongly disagreed that education made the girl child 'big headed' hence ruining her chances of marriage while 63.2% strongly agreed that some teachers undermine girls in the class and school. As stated by Kimaru (1981) and Ngau (1999), learners who do not do well as per the expectations of the school are made to repeat and most of them prefer dropping out of school to repeating the same class.

The study examined influence of school based factors on girls’ completion rates. The findings are presented in Table 4.25.

Table 4.25: Teachers response on the influence of school based factors on girls’ completion rates

School Based factors	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	TOTAL (n=38)
Harsh environment	15.8%	7.9%	2.6%	15.8%	57.9%	100%
Inadequate teaching staff	2.6%	7.9%	0%	10.5%	78.9%	100%
Inadequate guidance and counselling	15.8%	10.5%	2.6%	18.4%	52.6%	100%
Inadequate instructional materials and sanitary facilities	5.3%	2.6%	0%	7.9%	84.2%	100%
Inadequate government policies	13.2%	7.9%	2.6%	10.5%	65.8%	100%
Repetition rates	13.2%	15.8%	2.6%	10.5%	57.9%	100%

Majority of the teachers; 57.9% strongly agreed that harsh environment influences girls’ completion rates while 78.9% strongly agreed that inadequate teaching staff has a great influence. A large number; 52.6% strongly agreed that inadequate guidance and counseling influences girls completion rates while 84.2% strongly agreed that girls’ completion rates are caused by inadequate instructional materials and sanitary facilities. A majority; 65.8% indicated that inadequate government policies contributes towards girls completion rates while 57.9% indicated repetition rates had a great influence on girls’ completion rates.

The study also examined strategies suggested for promoting girls’ completion rates in secondary education. The findings are presented in Table 4.26.

Table 4.26: Strategies suggested for promoting girls' completion rates in secondary education

Strategies	Strongly Disagree	Disagree	Undecided	Agree	Strongly Agree	TOTAL (n=38)
Education Policies	10.5%	2.6%	5.3%	13.2%	68.4%	100%
Parental involvement and affordable levies	0%	2.6%	0%	13.2%	84.2%	100%
Guidance and counselling	0%	15.8%	0%	7.9%	76.3%	100%
Teacher improvement	5.3%	5.3%	0%	5.3%	84.2%	100%
Instructional resources	5.3%	10.5%	5.3%	7.9%	71.1%	100%
Motivational schemes	5.3%	7.9%	13.2%	7.9%	65.8%	100%

A large number; 68.4% strongly agreed that one of the strategies for promoting girls' completion rates in secondary education was formulation of education policies while an overwhelming 84.2% indicated that parental involvement and affordable levies was a better strategy. A majority; 76.3% strongly agreed that guidance and counseling would promote girls completion rates while 84.2% indicated teacher improvement was a better strategy. Some of the teachers; 71.1% strongly agreed that the best strategy is the provision of instructional resources while 65.8% indicated that motivational schemes can be a better strategy for promoting girls' completion rates in secondary education.

Chege and Sifuna (2006) cite regions where parents wish to protect their daughters from contact with foreign culture.

CHAPTER FIVE: SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

In this chapter, the summary of the major findings of the study and conclusions are presented. The chapter also gives relevant recommendations based on the main findings of the study.

5.2 Summary of the Findings

Concerning the influence of school environment on girls' completion rate in public secondary schools, the study revealed that a majority of students; 80% rated the quality of learning resources and facilities in school to be good, very good and excellent while 20% rated it as being bad. This indicates that the learning resources are not of good quality and influences girls' completion rate in public secondary schools in a positive way.

A large number; 79.5% of the pupils described the availability of school learning resources to be hardly while 5.3% indicated that the resources were enough. This means that inadequacy of school learning facilities negatively influences girls retention in schools. A majority of the students; 55.3% agreed that their schools had basic amenities like water and electricity while 44.7% disagreed. This means that some of the schools lack adequate amenities for girls hence influencing girls' completion rate in the public secondary schools.

Majority of the students; 80% rated the adequacy of clean latrines to be available but inadequate while 75.3% rated the availability of latrines with sanitary pads disposal facilities to also be available but inadequate. A large number 72.1% rated the availability of sanitary pads to be available but inadequate while 57.4% revealed that availability of separate latrines for girls and boys was available but inadequate. A large number; 54.2% rated the availability of boarding facilities for girls to be not available while 63.7% rated the availability of the teachers houses to be not available. Majority of them; 65.3% rated the adequacy of class rooms to be available but inadequate. This means that adequacy and availability of the resources in the schools is not as recommended and hence has influence on girls' completion rate in the public secondary schools.

An overwhelming majority of the students; 80% rated adequacy of clean latrines to be available but inadequate while 14.2% rated the availability of latrines with sanitary pads disposal facilities to be not available. A large number; 72.1% rated the availability of sanitary pads to

be available but inadequate while 14.2% revealed that availability of separate latrines for girls and boys was not available. 54.2% rated the availability of boarding facilities for girls to be not available while 13.7% rated the availability of the teachers' houses to be available and adequate. A majority of students; 65.3% rated the adequacy of class rooms to be available but inadequate. This shows that resources of schools influence girls' completion rate.

On the effect of repetition on girls' completion rate in public secondary schools, the study found out that a majority of the students; 62.1% agreed that repetition policy implementation has influence on completion girl child education while 37.9% disagreed. This means that most of the schools have repetition policy that influences girls' completion rate in the public secondary schools. An overwhelming number of students; 86.3% rated the extent to which repetition policy implementation influences completion of the girl child to be of a large and very large extent while 13.7% rated it to be of a small and very small extent. This means that repetition policy influences girls' completion rate in the public secondary schools.

An overwhelming majority of the students; 78.9% respondents strongly agree that their school implements the repetition policy while only 1.1% strongly disagreed that enforcement of repetition policy influences girl child school completion. A large number; 61.1% strongly agreed that the school conducts regular campaigns to encourage parents to enrol their girls while 73.2% were undecided that the school had copies of documents or resources that address inclusive education. 38.4% strongly disagreed that head teachers understand importance of girl child education. This means that repetition influences girls' completion rate in the public secondary schools.

On the influence of boy-girl relationship on girls' completion rate in public secondary schools, the study revealed that majority of the students; 68.4% strongly agreed that girls experience discrimination, sexual harassment and abuse from students while 7.9% disagreed to the statement. 5.3%) were however undecided. A very large number; 90.6% of students strongly agreed that teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school while only 2.6% disagreed. Teachers may harass students due to chronic absenteeism resulting from poor health, making the student to drop out of school.

A large number of students; 67.9% agreed that transfer to other schools is the reason for girls drop out from school while only 31.1% disagreed that the reason for girls drop out was repetition. A majority; 92.1% agreed that the reason for girls drop out was early marriage while

only 5.8% disagreed that the reason could be pregnancy. Many of them; 86.3% indicated the reason to be poverty/lack of school levies while 75.3% agreed that the reason could be as a result of expulsion. Majority of the principals; 72.2% agreed that girls indeed experience discrimination, sexual harassment and abuse from their fellow students. Only 16.6% were undecided on the question. This must be demoralizing to them and might lead to them dropping out of school.

On the influence of motivation by teachers on girls' completion rate in public secondary schools, an overwhelming majority; 91.6% of the students strongly disagreed that the teachers discriminate when calling on those to answer questions. This means that teachers might be fair in conducting lessons and hence might not be the reason for girls dropout from school. An overwhelming majority of the students; 78.9% strongly agreed that girls experience discrimination, sexual harassment and abuse, either from the teachers. Only 3.7% were undecided on this question.

This shows that girls might not finish school and hence drop out because of the discrimination they are facing in schools. In many instances, teachers are not aware that the language they use in the classroom reinforces negative gender attitudes. They may use terms and expressions and tones of voice that give the impression that girls are not as intelligent as boys, or that girls do not need to perform well because they will just get married (FAWE, 2001). The responses in the same table implied that teachers being part of the society presented cultural determinants that could influence the decision of girls participation in education.

A majority of the teachers; 71.1% agreed that there were never enough resources to educate the girl child while; 92.1% strongly disagreed that the girl child should be married off early in order to bring in dowry. A large number; 86.8% strongly disagreed that the girl child should be left at home to take care of other siblings while the parents are working. A fair number; 60.5% strongly disagreed that education made the girl child 'big headed' hence ruining her chances of marriage while 63.2% strongly agreed that some teachers undermine girls in the class and school. As stated by Kimaru (1981) and Ngau (1999), learners who do not do well as per the expectations of the school are made to repeat and most of them prefer dropping out of school to repeating the same class.

Majority of the teachers; 57.9% strongly agreed that harsh environment influences girls' completion rates while 78.9% strongly agreed that inadequate teaching staff has a great influence. A large number; 52.6% strongly agreed that inadequate guidance and counselling influences girls completion rates while 84.2% strongly agreed that girls' completion rates are caused by inadequate instructional materials and sanitary facilities. A majority; 65.8% indicated that inadequate government policies contributes towards girls completion rates while 57.9% indicated repetition rates had a great influence on girls' completion rates.

A large number; 68.4% strongly agreed that one of the strategies for promoting girls' completion rates in secondary education was formulation of education policies while an overwhelming 84.2% indicated that parental involvement and affordable levies was a better strategy. A majority; 76.3% strongly agreed that guidance and counseling would promote girls completion rates while 84.2% indicated teacher improvement was a better strategy. Most of the teachers; 71.1% strongly agreed that the best strategy is the provision of instructional resources while 65.8% indicated that motivational schemes can be a better strategy for promoting girls' completion rates in secondary education.

5.3 Conclusion

From the findings, it can be concluded that the school environment has an influence on girls' completion rate in public secondary schools in Tigania East Sub-County of Meru. The learning resources are not of good quality and there are few available school learning resources. This means that inadequacy of school learning facilities negatively influences girls retention in schools. There is no basic amenities like water and electricity. This means that most of the schools lack adequate amenities for girls hence influences girls' completion rate in the public secondary schools.

It can be concluded that repetition has an effect on girls' completion rate in public secondary schools. Most of the schools have repetition policy that influences girls' completion rate. The school implements the repetition policy. Nevertheless, some of the schools conduct regular campaigns to encourage parents to enrol their girls and some of the schools have copies of documents or resources that address inclusive education. This means that repetition influence completion of girl child education in the public secondary schools.

Boy-girl relationship influences girls' completion rate in public secondary schools. Teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school. The teachers harass students due to chronic absenteeism resulting from poor health

making the student to drop out of school. Girls experience discrimination, sexual harassment and abuse from their fellow students. This must be demoralizing to them and might lead to them dropping out of school.

To establish the influence of motivation by teachers on girls' completion rate in public secondary schools in Tigania East Sub-County of Meru. The majority indicated that there was harassment and that the girls might not be able to finish school and hence drop out because of the discrimination they are facing in schools. In many instances, teachers are not aware that the language they use in the classroom reinforces negative gender attitudes.

5.4 Recommendations of the Study

The following are the recommendations of this study;

On school environment in public secondary schools, there is need to build and maintain more learning facilities as well as providing basic amenities in the school to enhance girls' retention . Low cost boarding schools are most appropriate in such a region.

Effect of motivation by teachers on girls' completion rate findings of this study indicate that teachers with good attitude made girls like school while teachers with bad attitude made them dislike school because they feared approaching them and sometimes missed school because of these teachers. This shows that although the teachers indicate a positive attitude towards girls' education, they need to develop and equip teachers with pedagogical skills to take care of learners' needs in the classroom as this is the place they interact the most.

There is need to provide a safe and protective environment to enhance learning, improve access, attendance retention and completion. The study recommends the collaboration of the school, the community and the law enforcers to ensure such an environment exists. The schools are also encouraged to strengthen the existing policies and legislative frame work to make schools a better place for students.

To encourage girls to pursue education, stakeholders need to build more schools to enhance girls' meaningful participation in secondary school education. Construction of boarding schools was suggested by most respondents as they were safer for girls than day schools.

5.5 Suggestions for Further Research

This study can be replicated in other sub counties in order to give a reflection of the whole country on school-based factors contributing to girls' retention in public secondary schools in

Tigania East Sub-County of Meru. This will ensure better decision making on ways to curb this problem.

A study on factors enhancing successful participation of girls in education should be done. This would provide emancipatory experiences and best practices in the education of girls. A study on approaches to child friendly schools can also be carried out. Further studies can also be done to investigate school-based factors that influence boys' completion of secondary education.

REFERENCES

- Achoka, J. S. K., Odebero, S.O., Maiyo, J.K., & Mualuko, N. J. (2007). *Access to basic education in Kenya: inherent concerns*. Educational Research and Review, 2 (10), 275-284.
- Allenswoth, E. (2005). *Graduation and Dropout Trends in Chicago: A look at cohorts of students from 1991 through 2004*. Chicago: Consortium on Chicago school research.
- Bateman, D., & Bateman, C.F. (2001). *A principal's guide to special education*. Arlington, VA: Council for exceptional Children.
- Bell, E. (2001). Schools' principal shortage: Fewer teachers want the job's growing challenges. San Francisco Chronicle, p.A21.
- Borg, W.R., & Gall, M.D. (1989). Educational Research. New York: Longman.
- Bray M., Clarke P. B., & Stephens, D. (2002). *Education and Society in Africa*. London: Edward Arnold.
- Charles, L. (2009). Internal inefficiency measures in promotion of access and completion rate in public secondary schools of Bungoma South District. Retrieved from; <http://erpository.uonbi.ac.ke> -Discussion paper No. 55.
- Enos, H. (2003). *Education financing in Kenya: secondary school bursary scheme implementation and challenges*. Nairobi: Institute of Policy Analysis & Research.
- Fullan, M. (2001). *Leading in a culture of change*. San Francisco: Jossey-Bass.
- Gay, G. (2002). *Culturally responsive teaching in special education for ethnically diverse students: setting the stage*. Qualitative Studies in Education, 15(6), 613- 629.
- GNC. (2003). Girl child network, The status of gender equity and equality in primary education in Kenya, GCN: Nairobi.

- Huebler, F. (2008). *Child labour and school attendance: Evidence from MICS and DHS surveys*. New York: UNICEF.
- Kimaru, S. (15th November 1981). *Why Teachers get criticized albeit unfairly*. The standard pg 12, col 5-6.
- Mugenda A., & Mugenda O. (1999). *Research Method; quantitative and qualitative approaches*; Africa Centre of Technology Studies: Nairobi.
- MOE (2000). *Education for All*. Nairobi.
- MOE (2003). *Reform Agenda for Education*.
- MOEST (2003). *Report of the Education Sector Review; Ministry of Education*. Government printer: Nairobi.
- MOEST (2004). *Education, Society and Development: New perspective from Kenya*. Oxford University Press, Nairobi.
- Ngau, M. M. (1991). *Grade Retention and School Dropout in Kenyan Primary Schools, A Critical Analysis of Access and Equity Issues in Education*.
- Orodho, JA (2004). *Techniques of Writing Research Proposal and Reports in Education and Social Science*, Masola publishers: Nairobi.
- Orodho, J.O. (2002). *Regional Inequalities in Education*.
- Otite O. (1994). *Sociology. Theory and Applied*. Mith house press LTD: Lagos
- Republic of Kenya (2003). *Public Service Integrity Programme: A source book for corruption prevention in public service*, Nairobi. Government printers.
- Tumuti, S. (2004). *Background to guidance and counselling services in Kenya*. Wesleyan University Press: Middle-town.

UNESCO (2005). *Teaching and learning: Achieving quality for all*.

UNICEF (2004). *The State of the World's Children*.

Wiersma, W. (1985). *Research Methods in Education*. Allyn and Bacon: Boston.

Wainaina, M. W. (2005). Factors Affecting Retention of Girls in Upper Primary in Selected Public Schools in Juja, Thika District. Unpublished MEd project, Kenyatta University Nairobi.

World Bank (2004). “*Strengthening the Foundation of Education and Training in Kenya: Opportunist and Challenges in Primary and General Secondary Education*”, Report No.28064-ke

APPENDIX I: PRINCIPAL'S QUESTIONNAIRE

Dear respondent,

This questionnaire is purely designed for academic purpose. It is part of a requirement for my masters of education studies at the University of Nairobi. It is aimed to find the school based factors influencing girls' completion rates in secondary schools in Tigania East Sub County, Meru County, Kenya.

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated confidentially. Please do not write your name or that of your school anywhere on this questionnaire.

Indicate your choice in the spaces provided with a tick for closed ended questions.

SECTION A: PRINCIPAL'S DEMOGRAPHIC DATA

1. What is your gender?
 - a) Male { }
 - b) Female { }

2. For how long have you served as a principal in this school?
 - a) 0-2 years { }
 - b) 2-4 years { }
 - b) c) 4-6 years { }
 - d) over 6 years { }

3. What is the category of your school?
 - a) Pure girls' secondary school []

 - b) Mixed secondary school []

SECTION B

4. Please indicate your comment that mostly describe your opinion on the influence of school based factors on girls’ completion rates in secondary education.

Strongly agree { 1 } Agree [2] Disagree [3]Strongly disagree [4]

	1	2	3	4
Girls’ schools in the sub county have adequate teaching and learning materials to guarantee their high completion rates				
Public secondary schools have adequate physical facilities to guarantee high completion rates of girls				
Girls in the sub county have many indiscipline cases arising from boy –girl relationships that contribute to poor girls’ completion rates				
Female students have role models who motivate them always hence contributing to high completion rates among them				
The curriculum is very friendly to female students hence promoting their completion rates				
The school has adequate trained teachers to guarantee good performance and high completion rates among female students				

5. Name any other school based related factor(s) with the greatest influence on girls’ completion rate in secondary education

.....

6. Suggest solutions to address school based related factors to improve girls completion rates in secondary education

.....
.....

7. Which government factor(s) has greatly influenced girls' completion rates in secondary education?

.....
.....

8. Suggest steps which government can take to improve girls' completion rate in secondary education.

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

Thank you for your cooperation.

APPENDIX II: TEACHER'S QUESTIONNAIRE

Dear respondent,

This questionnaire is purely designed for academic purpose. It is part of a requirement for my masters of education studies at the University of Nairobi. It is aimed to find the school based factors influencing girls' completion rates in secondary schools in Tigania East Sub County, Meru County, Kenya.

You are kindly requested to provide answers to these questions as honestly and precisely as possible. Responses to these questions will be treated confidentially. Please do not write your name or that of your school anywhere on this questionnaire.

Indicate your choice in the spaces provided with a tick for closed ended questions.

Section A: Demographic Data

1. What is your gender?

Male { } Female { }

2. What is your teaching experience?

0-2 years { } 2-4 years { }
4-6 years { } over 6 years { }

3. What is the position of staffing in your school?

Understaffed [] Overstaffed { } Balanced { }

Section B: Influence of the school environment on girls' completion rate

4. How would you rate the quality of the learning resources and facilities in your school?

Excellent Good
Very good Bad

5. How best can you describe the available school learning resources?

Enough Hardly Few

6. Please rate the adequacy and availability of the following resources

	STATEMENT	Not available	Available but inadequate	Available and adequate
a)	Clean latrines	1	2	3
b)	Latrines with sanitary pads disposal facilities	1	2	3
c)	Sanitary pads	1	2	3
d)	Separate latrines for girls and boys.	1	2	3
e)	Boarding facilities for girls.	1	2	3
f)	Teachers houses	1	2	3
g)	Adequate class rooms	1	2	3

7. Does the school have basic amenities like water, electricity, passable roads?

Yes No

8. If No, suggest how this affects girls' participation in education. _____

9. If they are no proper latrines that are safe for girls, the girls may dropout.

Strongly Agree Agree Undecided

Strongly disagree Disagree

10. Lack of sanitary pads provision in schools may cause girls dropout.

Strongly Agree Agree Undecided

Strongly disagree Disagree

11. Availability of necessary facilities is core to retention of girls in schools

Strongly Agree Agree Undecided

Strongly disagree Disagree

12. The table below shows the effects of distance on girls' school attendance. Tick where appropriate.

	Statement	Strongly disagree	Disagree	Undecided	Strongly agree	Agree
a)	Regular school attendance is interrupted when girls fear violence and abuse on their way to and from school.	1	2	3	4	5
b)	When girls are safe and protected in school, they can pursue their education to completion.	1	2	3	4	5
c)	A safe and protective school environment increases a girl's enrolment, retention and completion.	1	2	3	4	5
d)	Lack of a clean environment may force girls to drop out	1	2	3	4	5
e)	Boarding schools are safe for girls than day schools	1	2	3	4	5

13. What form of harassment of girls in your school have you heard about?

14. Suggest how the school environment can be improved to enhance girl's retention in your school.

Section C: Effect of repetition on girls' completion rate

15. Do you think repetition policy implementation has influence on completion girl child education?

Yes [] No []

16. To what extent do you think repetition policy implementation influence completion of the girl child?

To a very large extent [] To a very small extent []

To a large extent [] To a small extent []

17. The table below shows to what extent the repetition influence completion of girl child education, tick according to your level of agreement

	STATEMENT	Strongly disagree	Disagree	Undecided	Strongly agree	Agree
a)	The school implements the repetition policy	1	2	3	4	5
b)	Enforces repetition policy influences girl child school completion	1	2	3	4	5
c)	The school conducts regular campaigns to encourage parents to enroll their girls	1	2	3	4	5
d)	Has copies of documents or resources that address inclusive education	1	2	3	4	5
e)	Head teachers understand importance of girl child education	1	2	3	4	5

18. In your opinion, how can head teachers contribution in repetition policy implementation in your school be improved?

.....

Section D: Influence of boy-girl relationship on girls' completion rate

19. In my opinion, I think girls experience discrimination, sexual harassment and abuse from students.

Strongly Agree [] Agree [] Undecided []
 Strongly disagree [] Disagree []

20. Some of the teachers demoralize girls in the classroom, contributing to the girls' feelings that they do not belong in school.

Strongly Agree [] Agree [] Undecided []
 Strongly disagree [] Disagree []

21. Please indicate the likely reason of the girls drop out from school.

Reasons for drop out	Yes	No
Transfer to other schools		
Repetition		
Early marriage		
Pregnancy		
Poverty/lack of school levies		
Expulsion		

Section E: Influence of motivation by teachers on girls' completion rate

22. As a trained teacher, I value and know the importance of education to girls.

Yes No Don't know

23. Do you prefer teaching boys to girls? Yes No

Explain a reason for your answer _____

24. The table below shows some of the attitudes you might have towards drop out of girls from public secondary schools. Tick where appropriate.

	STATEMENT	Strongly disagree	Disagree	Undecided	Strongly agree	Agree
a)	There are never enough resources to educate the girl child.	1	2	3	4	5
b)	The girl child should be married off early in order to bring in dowry.	1	2	3	4	5
c)	The girl child should be left at home to take care of other siblings while the parents are working	1	2	3	4	5
d)	Education makes the girl child 'big headed' hence ruining her chances of marriage	1	2	3	4	5
e)	Some teachers undermine girls in the class and school.	1	2	3	4	5

25. In your opinion does attitude of teachers determine the retention of girls in school?

Please explain _____

26. Please indicate your comment that mostly describe your opinion on the influence of school based factors on girls' completion rates

Strongly agree { 1 } Agree [2] Disagree [3] Strongly disagree [4]

	1	2	3	4
Harsh environment				
Inadequate teaching staff				

Inadequate guidance and counseling				
Inadequate instructional materials and sanitary facilities				
Inadequate government policies				
Repetition rates				

27. Please indicate your comment that mostly describe your opinion on the strategies suggested for promoting girls' completion rates in secondary education

Strongly agree { 1 } Agree [2] Disagree [3] Strongly disagree [4]

	1	2	3	4
Education policies				
Parental involvement and affordable levies				
Guidance and counseling				
Teacher improvement				
Instructional resources				
Motivational schemes				

Thank you for your cooperation.

APPENDIX III: QUESTIONNAIRE FOR STUDENTS

This questionnaire is to collect data for purely academic purposes. The study seeks to investigate the school based factors influencing girl's completion rate in public secondary schools in Tigania East Sub County of Meru County, Kenya. All information will be treated with strict confidence. Do not put any name or identification on this questionnaire.

Answer all questions as indicated by either filling in the blank or ticking the option that applies.

Section A: Background Information

1. What is your gender?

Female Male

2. How old are you?

3. What school do you attend?

Boarding mixed
Boarding girls
Boarding boys
Day school

4. What is the occupation of your mother/guardian?

Teacher Farmer Unemployed Civil Servant Businessman

Any other (specify).....

5. What is the occupation of your father/guardian?

Teacher Farmer Unemployed Civil Servant Businessman

Any other (specify).....

Section B: Influence of the school environment on girls' completion rate

6. How would you rate the quality of learning resources and facilities in your school?

Excellent Very good Good Bad

7. How best can you describe the available school learning resources?

Enough Hardly Few

8. Does the school have basic amenities like water, electricity?

Yes No

9. Please rate the adequacy and availability of the following resources

	STATEMENT	Not available	Available but inadequate	Available and adequate
a)	Clean latrines	1	2	3
b)	Latrines with sanitary pads disposal facilities	1	2	3
c)	Sanitary pads	1	2	3
d)	Separate latrines for girls and boys.	1	2	3
e)	Boarding facilities for girls.	1	2	3
f)	Teachers houses	1	2	3
g)	Adequate class rooms	1	2	3

10. In your opinion what do you think should be done to improve facilities in your school to enhance your learning?

Section C: Effect of repetition on girls' completion rate

11. Do you think repetition policy implementation has influence on completion girl child education?

Yes [] No []

12. To what extent do you think repetition policy implementation influence completion of the girl child?

a) To a very large extent [] c) To a small extent []

b) To a large extent [] d) To a very small extent []

13. The table below shows to what extent the repetition influence completion of girl child education, tick according to your level of agreement

	STATEMENT	Strongly disagree	Disagree	Undecided	Strongly agree	Agree
a)	The school implements the repetition policy	1	2	3	4	5
b)	Enforces repetition policy influences girl child school completion	1	2	3	4	5
c)	The school conducts regular campaigns to encourage parents to enroll their girls	1	2	3	4	5
d)	Has copies of documents or resources that address inclusive education	1	2	3	4	5
e)	Head teachers understand importance of girl child education	1	2	3	4	5

14. In your opinion, how can head teachers contribution in repetition policy implementation in your school be improved?

.....

Section D: Influence of boy-girl relationship on girls’ completion rate

15. In my opinion, I think girls experience discrimination, sexual harassment and abuse from students.

Strongly Disagree[] Undecided [] Strongly Agree []
 Disagree [] Agree []

16. Some of the teachers demoralize girls in the classroom, contributing to the girls’ feelings that they do not belong in school.

Strongly Disagree[] Undecided [] Strongly Agree []
 Disagree [] Agree []

Please indicate the likely reason of the girls drop out from school.

Reasons for drop out	Yes	No
Transfer to other schools		
Repetition		
Early marriage		
Pregnancy		
Poverty/lack of school levies		
Expulsion		

Section C: Effect of motivation by Teachers on Girls competition rate

18. The teacher discriminates when he/she is calling on those to answer questions

Strongly Disagree[] Undecided [] Strongly Agree []
 Disagree [] Agree []

19. Girls experience discrimination, sexual harassment and abuse, either from fellow pupils or from the teachers.

Strongly Disagree [] Undecided [] Strongly Agree []
Disagree [] Agree []

20. Some of the teachers undermine girls in the classroom

True False

21. Does your teacher hurl names at you once you don't understand something?

Yes No

If yes, how does it affect your participation in class? _____

22. In your opinion, how can teacher's attitude affect your participation in school?

APPENDIX IV: LOCATION OF MERU COUNTY



Source: Kenya National Bureau of Statistics (KNBS)

**APPENDIX IV: LIST OF PUBLIC SECONDARY SCHOOLS IN TIGANIA EAST
DAY SECONDARY SCHOOLS**

1. ANTUANDURU
2. KAILUTHA
3. KINANGARU
4. LAILUBA
5. LUBUATHIRUA
6. LUUMA
7. MABURWA
8. MUKUIRU
9. MUTHARA
10. MWEROKIENI
11. MBARANGA
12. NCHUUI
13. NTIRUTU
14. ST. MARY'S
15. THUBUKU
16. THUURIA
17. LAIBOCHA
18. NTULILI
19. KIRIMA
20. AMETHO

MIXED BOARDING SECONDARY SCHOOLS

1. AMUGAA
2. KALIENE
3. KIGUCWA
4. MAREGA
5. MUTEWA
6. MUKONO
7. NGAGE
8. ST. MASSIMU
9. ST. BENEDICT

10. ANKAMIA
11. GITIHU
12. MIURINE
13. KINGO
14. THUURI
15. RURII

BOYS BOARDING SECONDARY SCHOOLS

1. KARAMA BOYS
2. ST. CYPRIAN BOYS
3. AKAIGA BOYS

GIRLS BOARDING

1. NYAMBENE GIRLS
2. ST. ANGELAS GIRLS
3. RUMANTHI GIRLS
4. MIKINDURI GIRLS
5. RWARE GIRLS



**NATIONAL COMMISSION FOR SCIENCE,
TECHNOLOGY AND INNOVATION**

Telephone: +254-20-2213471,
2241349, 3310571, 2219420
Fax: +254-20-318245, 318249
Email: dg@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

NACOSTI, Upper Kabete
Off Waiyaki Way
P.O. Box 30623-00100
NAIROBI-KENYA

Ref No. **NACOSTI/P/18/28207/26139**

Date: **30th October, 2018**

**Millicent Wanja Bernard
University of Nairobi
P.O. Box 30197-00100
NAIROBI.**

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*School based factors influencing girls completion rate in public secondary schools in Tigania East Sub-County of Meru County, Kenya*" I am pleased to inform you that you have been authorized to undertake research in Meru County for the period ending **29th October, 2019.**

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

Kindly note that, as an applicant who has been licensed under the Science, Technology and Innovation Act, 2013 to conduct research in Kenya, you shall deposit a copy of the final research report to the Commission within one year of completion. The soft copy of the same should be submitted through the Online Research Information System.


**BONIFACE WANYAMA
FOR: DIRECTOR-GENERAL/CEO**

Copy to:

**The County Commissioner
Meru County.**

**The County Director of Education
Meru County.**

THE SCIENCE, TECHNOLOGY AND INNOVATION ACT, 2013

The Grant of Research Licenses is guided by the Science, Technology and Innovation (Research Licensing) Regulations, 2014.

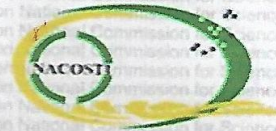
CONDITIONS

1. The License is valid for the proposed research, location and specified period.
2. The License and any rights thereunder are non-transferable.
3. The Licensee shall inform the County Governor before commencement of the research.
4. Excavation, filming and collection of specimens are subject to further necessary clearance from relevant Government Agencies.
5. The License does not give authority to transfer research materials.
6. NACOSTI may monitor and evaluate the licensed research project.
7. The Licensee shall submit one hard copy and upload a soft copy of their final report within one year of completion of the research.
8. NACOSTI reserves the right to modify the conditions of the License including cancellation without prior notice.

National Commission for Science, Technology and Innovation
P.O. Box 30623 - 00100, Nairobi, Kenya
TEL: 020 400 7000, 0713 788787, 0735 404245
Email: dg@nacosti.go.ke, registry@nacosti.go.ke
Website: www.nacosti.go.ke



REPUBLIC OF KENYA



National Commission for Science, Technology and Innovation

RESEARCH LICENSE

Serial No.A 21515

CONDITIONS: see back page

**THIS IS TO CERTIFY THAT:
MISS. MILLICENT WANJA BERNARD
of UNIVERSITY OF NAIROBI, 61-60607
MIKINDURI, has been permitted to
conduct research in Meru County**

**Permit No : NACOSTI/P/18/28207/26139
Date Of Issue : 30th October, 2018
Fee Received : Ksh 1000**

**on the topic: SCHOOL BASED FACTORS
INFLUENCING GIRLS COMPLETION RATE
IN PUBLIC SECONDARY SCHOOLS IN
TIGANIA EAST SUB-COUNTY OF MERU
COUNTY, KENYA**

**for the period ending:
29th October, 2019**



.....
**Applicant's
Signature**

(Handwritten Signature)
**Director General
National Commission for Science,
Technology & Innovation**