

**DETERMINANTS OF GIRLS' DROP OUTIN SELECTED MIXED DAY
SECONDARY SCHOOLS IN KASARANI SUB COUNTY, NAIROBI
COUNTY**

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DECLARATION

I hereby declare that this is my original work and has not been submitted to this university or any other institution for higher learning for an academic award in the previous years

Signature.....Date.....

Kang'ethe Charles Maina

L40/73992/2014

DEDICATION

I dedicate this project to my dear parents, Mr. and Mrs. Kang'ethe for having given me the opportunity to excel in my academics. Their support cannot go unmentioned.

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My deepest appreciation and gratitude to the Almighty God for without His Grace, I would not have made it this far. To my supervisor, Ms Mary Mbii, thank you for putting me on the academic road of research for I am researcher in waiting. Her patience and tireless supervisions and guidance towards the success of this proposal cannot go unmentioned. Thanks to my friends Peter Gathachi and Maurice Omollo who motivated me and challenged me to take this bull by its horns. Thank to you all who participated in any way towards preparation of this document. Receive my heartfelt appreciation.

ABSTRACT

This study presents the determinants that contribute to drop out of girls in mixed day secondary schools in Kasarani Sub County in Nairobi County.

It was guided by the following objectives; To determine the extent to which school factors determine the girls' dropout rate, to establish the influence of teachers' attitude on the dropout rate of girls, to determine the influence of distance from home to school on dropout rate of girls and to come up with measures that can be adopted by mixed public Day secondary schools to curb the problem of girls drop out. The study had descriptive survey design. The study adopted simple random sampling techniques to sample its respondents. Data was collected through questionnaires given to students, interviews to teachers and head teachers. The data will be analyzed both quantitatively and qualitatively. Despite the government efforts to provide equal access for boys and girls, the latter are disadvantaged due to socio-economic, socio-cultural and school based factors. In the study of how school based factors influence on the girls' dropout rate, it indicated that a majority of the respondents agreed that school based factors which were presented as poor learning resources, insecurity, teacher quality, poor performance, poor management style and unrealistic demands. In the study of teachers' attitude towards the girl's education, a majority of all the respondents felt that the teachers' attitude towards girls has a bearing when it comes to retention of girls in schools.. Majority of the students cover a distance of 0 to 1 kilometer to go to school. This cannot be the reason for the girl student dropping out of the school. This is because a majority of the students cover less than 4 kilometers to go to school. In the study of security factor, majority of the students' respondents felt that most girls' dropout because of the some of the challenges they face with regards to security. Security factor was considered under the coverage distance from home to school and from school to home. Some of the security challenges that they experienced were cited on the questionnaire as being mugging and teasing of girls by street boys. Therefore security plays an important role as a determinant of girls' retention in schools.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Problem

Girls, just like boys have a right to be educated so as to maximize their personal development and their contribution to their community and society. The World Conference on Education for all held in 2001, stipulated that every person has a right to be educated to his or her fullest potential. According to the World Education Forum held in Dakar in 2000, all children, particularly girls must have access to and complete education of good quality by the year 2015(World Conference on Education, 2001).

Ananga (2011) observes that girl's education is beneficial as it contributed to economic productivity; social development; intergenerational education; social equity; and sustainability of development efforts. Despite such consensus, much remains to be done to reduce gender parity in girls' education.

In Africa, girl secondary school enrolment accounts for only 57% of the school age population compared with 75% to boys. Research evidence shows that education of female is paramount to the development of a nation. Credible visionaries and world leaders such as former UN secretary General Kofi Annan continuously highlight the role and powerful impact of girl's education (World Conference on Education, 2001).

No other policy is likely to raise economic productivity, lower infant and maternal mortality, improve nutrition and promote health, including the prevention of HIV/AIDS than that one of educating girls. No other policy is as powerful in increasing the chances of education for the next generation (World Conference on Education, 2001).

He described girls' education as an accelerator of progress and human development. What remains to be done is to make it totally apparent that education with a `gender lens` benefits girls and boys and that education programmes without the lens will always produce inequitable results and hamper quality. Comparison of data for men and women, reveals significant disparity in educational attainment for example, in Ghana by 1992, among people older than fifteen years of age, 22% of women were illiterate, and compared with 49% of men (World Conference on Education, 2001). The comparatively slow rate of improvement for women is reflected in the fact that between 1980 and 1989, among women aged fifteen to twenty four, 25% were illiterate. Those girls in third level, grades nine and ten, only 1-5 out of 100 were in school (UNESCO, 2009).

CSAE, (2008) has shown that female education is pre-requisite for greater social autonomy for women and for improving the socio-economic status of families for example it is noted that countries with smaller gender gaps in education have better indicators of social welfare. For example, lower fertility rate, lower infant mortality rate, improved nutrition, increased life expectancy and better opportunities for their children in the next generation are social benefits that will accrue from more females being provided with proper education. Not only are a large number of girls denied the right to education, but many who attend school receive their education through under-resourced and over-crowded classrooms, poorly-trained or untrained teachers, and emotional and physical abuse through bullying, insults, physical punishment and sexual harassment.

The Kenya National Development Plan (2002-2008) notes that the high wastage rate-associated with dropout in schools, low transition rates between sub-sectors, over centralized school's curriculum development and unduly lengthy completion period in

higher education render the Kenyan education system inefficient. During the years 2007-2011, the national secondary school dropout rate increased. In 1999 North Eastern had the highest dropout rate of 7.6% in which the girls took a bigger share of 4.6%, central had the lowest at 4.0% with girls having a relatively higher percentage of 2.7%. (UNESCO 2003) Nairobi County that includes Kasarani Sub County which is the centre of this study had a dropout rate of 7.1% in 1999 and 5.5% in 2003. This has serious implications not only on the attainment of Education For All [E.F.A] goals and targets as set out by the Dakar Framework for action on Education For All but also in national development. If the government has to achieve education for all by 2015, there is no option but to seal every path that leads to dropout and especially of girls in secondary schools including Kasarani Sub County of Nairobi County. Measures have to be taken to arrest the challenges of girl's school dropout as it leads to wastage of government funds. The Government is providing free primary and free day secondary school education.

The Government by recommendations of various education commissions has supported provision of education as a way of developing the human capital (Ominde report, 1964) this has been more so especially on the girl child where facilities such as free sanitary pads are given to the poor and the deserving cases such as marginalized areas like Turkana, Pokot and this has been made possible by nongovernmental organizations such as Nuru Africa..

Kamungereport (1988) recommended curriculum rationalization and (Koech, 2000) looked at ways of making education cheaper, affordable and accessible. The government has put policies in place which aim at attaining education for all (E.F.A) with particular interest in quality, equity, relevance, internal and external efficiency within the education system. According to Session Paper no.1 of 2005 on a policy

framework for education, training and research, the government has a long term aim of providing every Kenyan with basic quality education and training including a two year pre-primary, eight years of primary and four years of secondary/ technical education.

With the attainment of independence in Kenya in 1963, the main target of the new government was to alleviate three great problems: Poverty, Illiteracy and Diseases. The government spends a bigger percentage of the total public recurrent budget on education. In 2011, the government allocated 9.2 billion to free primary education and 16.2 billion on free tuition in secondary education. This is in line with the millennium development goals and the vision 2030 goals. Dropping out of secondary school is a serious educational and social problem as it is a draw back to the national goals and millennium goals.

When girls drop out of school, it affects them as individuals and women as a whole as it is a drawback on the full empowerment of women (implementation of the affirmative action) and the country at large. It has both negative individual and social consequences and its psychological effects are felt across the country. In order to solve the above problem, we have to get ways of improving education for girls. All education stakeholders have to advance girls schooling and guarantee retention of girls who are already enrolled in the secondary schools. The problem of the study will be to assess determinants of girl child drop out in public mixed day secondary schools in Kasarani Sub County, Nairobi County.

1.2Statement of the problem

Female education has multiplier effects because it empowers women to bring about change and helps to break the vicious cycle of poverty. Despite initiatives addressed through various government policies, interventions and declarations like the

Millennium Development Goals (MDGs) strive to ensure equal access to secondary school education for both boys and girls. In addition, World Bank (2010) indicates that girls' retention in Kasarani and the larger Nairobi areas is lower compared to boys.

1.3 Purpose of the study

The purpose of this study was to survey determinants of drop out among girls in some selected mixed day secondary schools in Kasarani Sub County, Nairobi County with a view of getting possible strategies for countering the problems.

1.4 Objectives of the study

The study was guided by the following objectives.

- i. To determine the extent to which school programs influence the girls' dropout rate in the selected schools in Kasarani Sub County
- ii. To establish teachers' attitude towards girls and its influence on dropout rate of girls in mixed day secondary schools in Kasarani Sub County.
- iii. To determine how distance from home to school influences dropout rate of girls in mixed day secondary schools in Kasarani Sub County.
- iv. To determine whether security in slums has influence on dropout rate of girls in mixed day secondary schools in Kasarani Sub County

1.5 Research Questions

- i. To what extent do school based factors influence dropout rate of girls in public mixed day secondary schools in Kasarani Sub County, Nairobi?
- ii. To what extent does teachers' attitude towards girls influence girls to drop out of school?
- iii. What is the influence of distance from home to school on dropout rate of girls in mixed day secondary schools in Kasarani Sub County?

- iv. To what extent does security in slums influence the rate of girls' drop out in public mixed day secondary schools in Kasarani Sub County, Nairobi?

1.6 Assumptions of the study

- i. The targeted population sample responded to the questions by giving the required information and adequately represented the public day mixed secondary schools in the whole county.
- ii. The researcher assumed that the data collected and the available records were accurate and gave a true reflection of the situation on the ground.

1.7 Limitations of the study

- i. Accessing current data on girls' dropout rates was difficult as many administrators were reluctant to release records due to the F.S.E some administrators may fear that the government would reduce on F.S.E capitation as the capitation is based on the number of students while others did not have proper and up to date records.
- ii. The study involved travelling from one school to another and some schools within the slums were not easily accessible.

1.8 Delimitations of the study

This study only covered public mixed day secondary schools in Kasarani Sub County, Nairobi County and not the private schools and girls boarding schools. Boarding schools were not included in the study since the students do not cover any distance going to school and again do not face many challenges as those faced by day scholars.

1.9 Significance of the study

The study benefits all educational stakeholders, the government, educational partners, parents and students in various ways. The Ministry of Education through the Sub

county director of education and the Teachers Service Commission benefits from the findings of the research to advice on how to reduce the drop out of the girls from schools in Kasarani.

The study gives recommendations to address afore mentioned factor with a view of those concerned to effectively deal with the dropout problem. So the study will come up with the way forward for schools to help them retain more girls who complete secondary cycle.

1.10 Theoretical Framework

A theoretical framework is important to any study because of the role it plays in promoting an understanding of the factors that lead to an identified problem. In view of this fact this study will adopt one theory to explain the phenomenon of the secondary dropout. The theory is; social stratification.

This study was guided by a framework called institutional perspective developed by (Rumberger, 2004). The institution perspective focuses on school characteristics, policies and practices. Rumberger argues that structural features of school such as the size, the resources available to the school, and access to high quality teachers influence dropout rates. This framework argues that too much emphasis has been placed on "high-risk" youth and their families, and not enough on the high-risk settings in which they live in.

Research suggests that the decision to stay in or to leave school is affected by multiple contextual and policy factors that interact over the lifetime of a student. Russell Rumberger developed a conceptual framework based on an individual perspective and an institutional perspective (2004). This framework suggests reciprocal relationships among these two factors and the possibility that these relationships can change over time as students' progress through school.

The framework's individual perspective focuses on student attributes—student background characteristics, student engagement in schooling, and educational performance. There is a strong relationship between student background characteristics (race/ethnicity, gender, poverty, special education placement, and language) and dropping out of school. Equally important is what students experience once in school. Students who are engaged in learning and in the social dimensions of school are less likely to leave school. For example, students may leave schools because courses are not challenging or because they have poor relationships with their peers and teachers (Rumberger, 2004). Poor academic achievement, both in high school and in earlier grades, is a strong predictor of dropping out. High absenteeism, student discipline problems, and student mobility are also associated with dropping out (Allensworth & Easton, 2005; Rumberger, 2004; Rumberger & Arellano, 2008).

The individual perspective also factors in the importance of earlier preparation. A student's success in the first year of high school is highly correlated to his or her potential for graduation. Students who do not successfully maintain an adequate freshman course load, either because of attendance or academic achievement, are less likely to graduate (Allensworth & Easton, 2005, 2007; Cahill, Hamilton, & Lynch, 2006; NCES, 2007). While success in the first year of high school is important for staying on-track to graduate, research suggests that failing in the early grades predicts failing in high school. A study of the California high school exit exam found that it was possible to identify students in elementary school who are at risk of failing (Zau & Betts, 2008). This research suggests a highly individual approach is needed to identify and remedy dropping out of school.

1.11 Conceptual Framework

This study was conceptualized within a framework that specified component parts of a school system as performing specific component roles (independent variable) that are necessary if the school has to achieve its desired goals (dependent variables). These components (independent variables) were the parents, the students, the school environment and the community, and must play their respective roles effectively to ensure the students (girls) participate in schooling and complete their secondary education successfully. The roles performed by the four components are complimentary to one another. In the event of one of them malfunctioning, the whole system most likely may not achieve its intended goals. The end result is wastage and missing out on the opportunity to achieve the educational goals. Figure 1.1 shows how variables within the school and the community interact and affect the students, making them not to enroll in schools, repeat classes and leave school prematurely as dropouts

A conceptual framework showing the relationship between determinants of school dropout and the wastage rate in schools

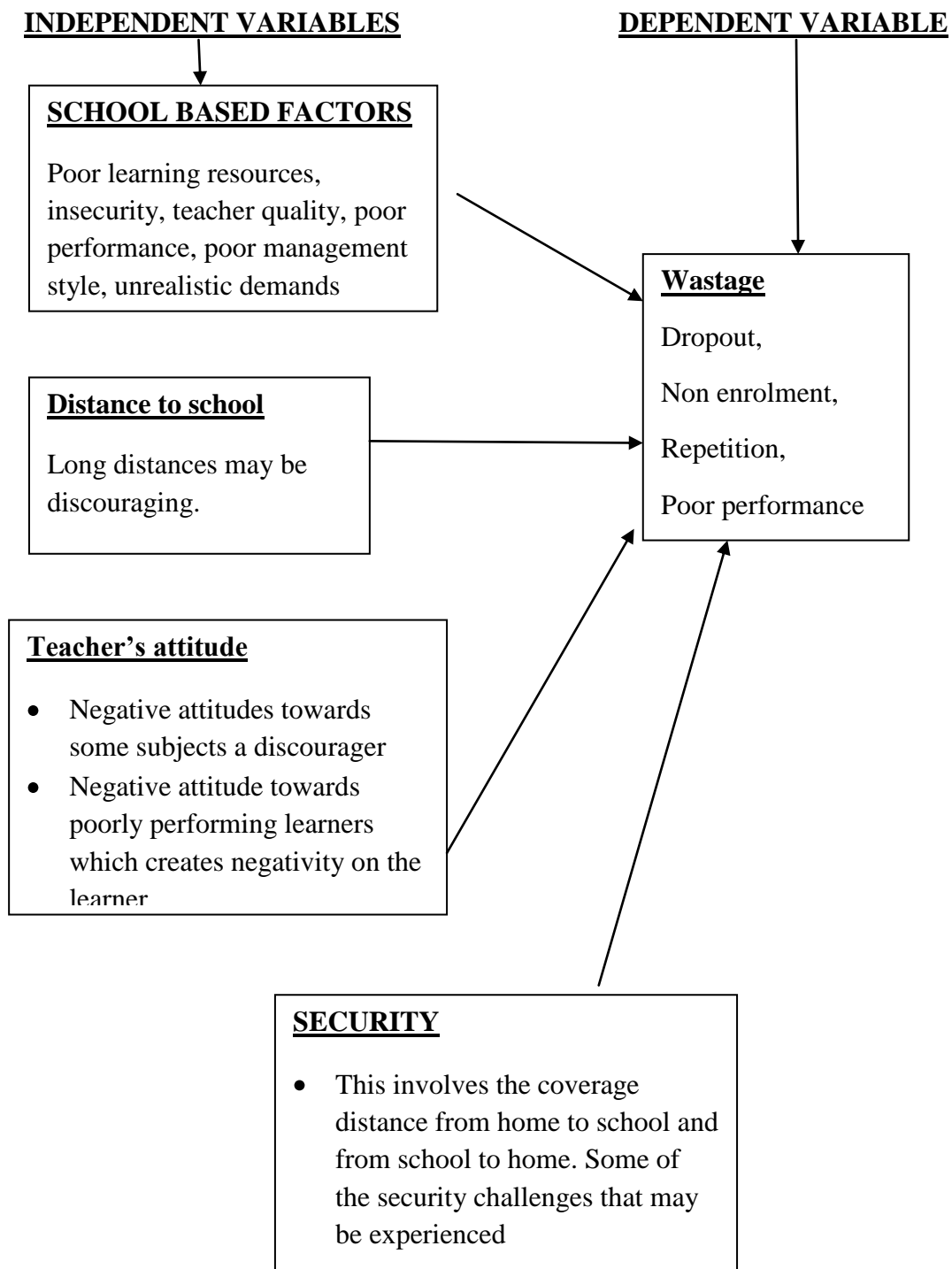


Figure 1.1 Conceptual framework on factors that lead to secondary school drop out

1.12 Operational definition of Operational Terms

Completion Rate-refers to the number of students graduating at any level of education expressed as a proportion of those who enrolled in that level.11

Dropout –refers to students who dropout from a given grade or cycle of education in a given school year.

Gross Enrolment Ratio-refers to the total enrolment in a specific level of education, regardless of age, as a percentage of the eligible official school –age population to the same level of education in a given school year.

Net Enrollment Ratio-refer to the enrolment of the official age-group for a given level of education expressed as a percentage of the corresponding population.

Wastage-refers to the combination effect of teacher’s attitudes, school based factors, school distance and security factors that are determinants of girls’ dropout rate in schools

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter presents literature review under the following sub-headings: School Based Factors influencing Girls' Drop-Out in secondary Schools, Teachers' Attitudes towards girls and Distance from School and its effect on girl's school drop out

Research has been conducted on different factors that lead to school dropout among girls. These factors may be categorized into socio-economic factors, social-cultural factors, school-based factors and other factors. This study however will focus on school based factors, teachers' attitudes and distance from school and its effect on girl's school dropout.

2.2 School Based Factors and Girls' Drop-Out in secondary Schools

Education facilities are linked to quality in terms of human resources and in-school resources. Availability of resources such as textbooks, desks and blackboards has been found to influence dropout (Molteno, Ogadhoh&Crumpton, 2000), as have various aspects of teaching and learning processes. Teaching practice and behaviour can particularly influence a pupil's decision to drop out. Smith (2003) found that in some schools in Zimbabwe's Southern Province teachers did not prepare lessons, had no schemes of work, and left pupils' assignments unmarked. Such classroom practices and implicit lack of in-service teacher development has serious implications for retention.

According to Nekatibeb (2002) learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of classrooms, facilities and learning materials. Nekatibeb(2002) observed that in many countries, teachers are

poorly paid than other sectors or are not paid in good time. The results is teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labour; this situation has a negative impact on girls' education, because it discourages parents from sending girls to school or shortens the time spent on teaching and learning.

Inadequate or poor physical facilities adversely affect the quality of education. It has been established that in such poor environments the girl child comes off the worst because facilities are unlikely to be gender responsive (FAWE 2004).According to Lizettee (2000) 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. 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 other than use the alternatives (Ngales, 2005). 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).

Providing water and sanitation at school level is critical for girls. Privacy issues relating to sanitation are a major factor forcing girls out of schools (Birdsall, Levine and Ibrahim, 2005). These studies are echoed by a study in Kenya by the North Eastern Director of Education (2004) which established that girls were forced to leave school due to lack of adequate sanitation facilities.

UNICEF (2009) further observes that child friendly schools should have fresh portable water within the school with proper plumbing infrastructure that allows for distribution of safe water. In addition, separate toilets or latrines should be available for girls and boys, privacy, cleanliness and safety major considerations when planning location and design of facilities.

Currently, more than 60% of all schools in Africa lack sufficient sanitation facilities (UNICEF, 2009). Even in schools with facilities, unhygienic sanitation hinders the ability of students to concentrate and learn at school (Water and Sanitation Collaborative Council and WHO, 2005). In Africa, the lack of basic sanitation facilities further decreases the enrolment of girls in secondary schools. Various studies have particularly linked the attendance of girls to the availability of adequate sanitation facilities in schools (UNICEF, 2006). Girls spend more time in schools when the number of sanitation facilities is adequate (UNICEF, 2006). As such, the need for improved access to sanitation goes beyond improved health and addresses issues of children rights and gender equity.

Studies carried out in Lesotho and Bangladesh, have indicated that girls have a preference for separate facilities (UNICEF & IRC, 1998). In schools where the toilets are shared between girls and boys or are closely located, a significant number of girls drop out of school after they attain puberty because of harassment and lack of privacy (UNICEF & IRC, 1998). Since the introduction of the Kenya's free primary education in 2003, the enrolment rate of students has tripled (CSAE, 2008). This increase in the number of pupils has not been matched by a proportional increase in the number of sanitation facilities.

According to the Kenyan Ministry of Public Health and Sanitation, schools should adhere to a standard ratio of 1 toilet for 25 girls and 1 toilet for 30 boys (GoK, 2008).

These ratios however remain unattained and currently, more than 60% of all schools in Kenya lack sufficient sanitation facilities (UNICEF, 2009). Even in cases where the number of sanitation facilities is adequate, they are often in poor condition discouraging their use among children (UNICEF, 2009).

According to Ngales (2005) in a study on school girls towards health, dignity and well being in Ethiopia, it was found that female students indicated that they often missed classes during menstruation or because cultural restrictions combined with poor hygiene and lack of privacy prevented them from using latrines at all. In addition, female boarding schools pupils mentioned that they feared using latrines at night due to poor lighting. The study concluded that girls' performance, attendance and retention rates were lower than boys, and poor school sanitation is one of the multiple difficulties that girls have to struggle with.

It is unlikely that the world will meet the Millennium Development Goal (MDG) target of reducing by half the population without access to sanitation. Further, though access to sanitation is inexorably linked to health, education, and gender equity, the MDGs do not target improvement of school sanitation facilities. Additional effort is needed to improve access to clean, private, and safe sanitation facilities in school.

Waweru (2007) found that the problem of school dropout was more pronounced in semi-arid Sub County of Garissa than was the case in the relatively rich Sub County of Nairobi and Kiambu. In another study by Bali carried out in six Counties namely; Nairobi, Kajiado, Kilifi, Kiambu, Busia, and Siaya, it was found out that educational wastage rates among female students were higher in less developed sub counties (Bali, 1997). However the trend has started taking over the urban areas and therefore this study will aim at identifying the determinants of girls drop out from school and come up with ways of tackling the problem.

2.3 Teachers' Attitudes towards girls

Ananga (2011) noted that the socialization of gender within our schools assures that girls are made aware that they are unequal to boys. Every time students are seated or lined up by gender, teachers are affirming that girls and boys should be treated differently. When an administrator ignores an act of sexual harassment, he or she is allowing the degradation of girls. When different behaviors are tolerated for boys than for girls because 'boys will be boys', schools are perpetuating the oppression of females. Ananga(2011) observed that some teachers socialize girls towards a feminine ideal. Girls are praised for being neat, quiet, and calm, whereas boys are encouraged to think independently, be active and speak up.

Girls are socialized in schools to recognize popularity as being important, and learn that educational performance and ability are not as important. "Girls in grades six and seven rate being popular and well-liked as more important than being perceived as competent or independent. Boys, on the other hand, are more likely to rank independence and competence as more important." (Ananga, 2011)

Research shows that teacher attitudes towards pupils are linked to dropout. Research done in Ethiopia by Colclough and Tembon (2000) found that teachers were more positive about the participation, interest and intelligence of boys rather than girls. In some cases, this is because they believe that girls will drop out early, an attitude that can then become a self-fulfilling prophecy (Ames, 2004).

In their study of Guinea, Glick and Sahn (2000) argue that the teacher's attitude and classroom conditions in general seem to be less conducive to effective learning of girls than boys. However, in other contexts, education practices have been found to be more likely to exclude boys (Hunter & May, 2003). Although few researchers make the direct link, there are issues related to the preservation of an appropriate teacher–

student relationship and dropout. For example, the use of corporal punishment or violence is practiced by teachers in many countries (Boyle and Sibbons, 2002). While it has been outlawed in some contexts, it is legal in others, although with varying degrees of restriction. Boyle et al. (2002) suggest that beating and intimidation “affect children’s motivation to attend school.” As a result of the caning and accompanying humiliation pupils suffer at the hands of their teachers, the former gradually become less motivated to go to school (Probe, 1999).

Teacher attitudes and teaching practices have important implications for the success and persistence of girls in schools. According to Nekatibeb (2002) studies from several countries in Sub-Saharan Africa 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.

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).

According to Ananga (2011) when an administrator ignore an act of sexual harassment, he or she is allowing the degradation of girls. A permissive attitude towards sexual harassment is another way in which schools reinforce the socialization of girls as inferior. "When schools ignore sexist, racist, homophobic, and violent interactions between students, they are giving tacit approval to such behaviors." According to Njau and Wamahiu (2000) in a study on dropout rates in Sub-Saharan Africa, it was found that among serious obstacles to female education, premature

departures or dropping out from schools by female education is notable in Sub-Saharan Africa. One of the reasons established was the attitude of teachers towards girls in class. Teachers were reported to favour boys than girls in terms of academic performance and achievement. This discouraged girls and often led to dropout.

In a study on schooling Ugandan girls, Kabesiime (2007) noted that the teacher's attitude towards girls in the classroom was crucial for retention of girls in school. It was found that teachers who are keen on encouraging equal participation of girls and boys in class increased the completion rate of girls' education in secondary schools. The study found that teachers who had been sensitized to change any negative attitudes towards girls' education and adopted new methods to promote equity in the classrooms had made a great impact in the performance and retention of girls' in schools.

2.4 Distance from School and its effect on girl's school drop out

Research points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls. This is also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, according to Ainsworth, M. (2005), the likelihood of children attending secondary school decreases the greater the distance to the nearest secondary school.

According to Nekatibeb (2002) distances from school has been another deterrent for girls' education in many countries in Africa. A large number of studies in the region

have reported that the long distances girls travel to school has two major problems including: one related to the length of time; and the energy children have to expend to cover the distance, often on an empty stomach, the relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of girls to stay in school.

In Guinea, studies show that close proximity to schools had a positive motivating impact on girls; participation in schools while in Mali, most girls stated that living far away from school and having to walk discourages them (Ibid). Similarly, research by Ainsworth et al (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer.

Mirsky (2003) estimated that weariness form long journey to and from school and often on an empty stomach makes school going an unpleasant routine for the poor children leading to their dropping out of school. Illness and lack of medical care may also lead to dropout after frequent absenteeism which later leads to poor performance that motivates the learner thus drop outs (UN, 2000). In rural Sub Counties, there are no roads and vehicles hence children have to walk for long distances through difficult terrain and dangerous environment which consequently affects their academic performance (Kimitei, 2010).

2.5 Summary

The above literature review has elaborated the various determinants leading to drop out of girls in public mixed day secondary schools. They range from home to school perspectives. It confirms that while girls grow up together with boys at home and in the community at large, they are forced to grow up differently and are not given the same opportunities and facilities as boys (FAWE 1996) this study intends to combine the quantitative and qualitative approach in order to identify the various determinants leading to child girl drop out in public mixed day secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with description of the method that was used to carry out the study. It is divided into the following subsections research design, location of the study, target population, sample size and sampling procedure, instruments of the study, validity and reliability, data collection procedures and data analysis techniques.

3.2 Research Design

The study adopted descriptive survey design to investigate the factors that contribute to girl child dropout from school and the measures that could be adopted to curb this phenomenon. Creswell (2002) observes that a descriptive survey method will be used when data is collected to describe persons, organizations, settings, or phenomena. The study aimed at observing and describing the determinants that cause drop out of the girls without influencing them in any way and therefore descriptive survey research design was found to be the most appropriate for this study.

3.3 Target Population

According to Mugenda & Mugenda (2003) population is the entire group of individuals, events or objects with some common observable characteristics. The target population of Kasarani Sub County day schools is 7 head teachers from the 7 mixed public schools in the sub county, 140 teachers and 4,200 girls in the schools was considered for the study (Sub County Director of Education Kasarani Sub County, 2013)

3.4 Sample and Sampling Procedure

Sampling is a research technique used for selecting a given number of subjects from a target population as representatives of that target population. This study used census

method to select all the head teachers of the 7 schools. The sample of 10% for teachers was considered representative since a representative study should be at least 10% of the target population (Kothari, 2002; Cooper and Schindler, 2003). Teachers were selected through simple random sampling. So 14 out of the 140 teachers in the mixed public schools will form the study sample for this study, two from each school. The study used form 2 and 3 girl students since they were the most affected by the problem of school dropout. It was assumed that they form half of the targeted population which is 2,100 girls. Thus, 210 girls who represent 10% of the total population were sampled randomly for this study. So the total sampled respondents were 231 as shown in Table 3.1

Table 3.1 Sample size

Respondents	Sample size
Head teacher	7
Teacher	14
Students	210
Total	231

3.5 Research Instruments

The main research instruments employed in this study were interviews and questionnaires. The interview (Appendix B) was given to two categories of study subject namely Head teacher and the teachers. Interview has been selected to be the main method of data collection because accurate screening gave more accurate answers, both verbal and non-verbal communication were captured, and this helped the researcher as well as the respondents keep focus and on track to completion, (Snap Surveys, 2013)

3.5.1 Student's questionnaires

The questionnaire for the students (Appendix C) sought to elicit information on the distance to school, the means students use to go to school, opinion on the cause of dropout, measures to be taken to curb drop out and what else could be done to arrest the situation in view of the prevailing dropout of girls despite the measures taken.

3.5.2 Head teacher's interview

The interview for the head teachers sought to elicit information on the period of stay in the school, qualifications, confirmation of incidences of drop out of girls in mixed day school, opinion on the cause of dropout, measures to be taken to curb drop out and what else could be done to arrest the situation in view of the prevailing dropout of girls despite the measures taken.

3.5.3 Teachers interview

The interview for the teachers sought to elicit feedback on their profession qualification duration in current position, number of girls dropout and repeaters, cause of the dropout and measures to curb dropout problem.

3.5.4 Document analysis

The researcher analyzed admission registers for 2009 and the annual class registers of up to 2014 as well as the annual school returns from the Kasarani D.E.Os Office. These were used to compute the dropout of 2009-2014 cohorts for each school in the Sub County.

3.6 Validity

Content validity measures the degree to which data collected using a particular instrument represents a specific domain of indicators or content of a particular concept (Mugenda & Mugenda, 2003).

According to Patton (2001) validity is quality attributed to proposition or measures of the degree to which they conform to establish knowledge or truth. An attitude scale is considered valid, for example, to the degree to which its results conform to other measures of possession of the attitude. This aspect of good instrument in this study was achieved through subjecting the instruments to content experts who are the researcher's supervisors. The supervisor's comments were considered in making necessary revision on the instruments, which were revised to ensure validation. For a research instrument to be considered valid, the content selected and included in the questionnaire must be relevant to the variable being investigated argues Mutai (2000).

According to Fraenkel and Wallen (2000) validity is quality attributed to proposition or measures to the degree to which they conform to establish knowledge or truth. The pilot study was done in order to test the validity and the reliability of the research instruments as below. The two schools were purely for the pilot study and were not included in the research sample

3.7 Reliability

Reliability of an instrument according to Coleman and Bringgs (2002) is the probability that repeating a research procedure or method would produce identical or similar results. In order to test the reliability of the instrument used in the study, the test- retest method was used. The questionnaire was administered twice within an interval of two weeks. To determine the coefficient of stability, Pearson product moment formula was used. This established the extent to which the questionnaire elicits the same responses every time it was administered. The two schools that were used in the piloting study were not used in the actual study. The reliability of the items is based on the estimates of the variability among the items. The

reliability coefficient will be determined using scores from the test retest technique that was used. This is because the method was more accurate as it determined the stability of the instrument. A reliability coefficient of at least 0.7 of the Cronbach alpha was considered high enough for the instruments to be used for the study (Neuman, 2000). The results obtained from the pilot study assisted the researcher in revising the questionnaire to make sure that it covered the objectives of the study.

3.9 Data collection procedures

The researcher obtained a research authorization permit from the National Commission for Science Technology and Innovation (NACOSTI). Permission was sought from the head teachers of the schools from where data was collected. The researcher collected primary data using interviews for head teachers and teachers and questionnaires for the students. Appointment were sought from the head teachers, teachers and the students on when to collect completed questionnaires.

3.10 Data Analysis

Orodho (2004) observes that data analysis is the life line of a research and that the method of analysis is the back bone and conduct wire. The data collected was analyzed by use the statistical package for social sciences (SPSS) program. The study generated both quantitative and qualitative data. Descriptive statistics was used to analyze quantitative data by calculating frequencies and percentages that were presented using frequency Tables and graphs. Quantitative data was analyzed by pie charts, frequency and percentage Tables.

CHAPTER FOUR

DATA FINDINGS, INTERPRETATION AND ANALYSIS

4.1 INTRODUCTION

This chapter dealt with data analysis, presentation and the findings interpretation. The data presented included determining the extent to which school based determinants influence the girls' dropout rate in the selected schools in Kasarani district, establish the influence of teachers' attitude towards girls on the dropout rate of girls, determine the influence of distance from home to school on dropout rate of girls and recommend measures that can be adopted by mixed public Day secondary schools to curb the problem of girls drop out in the selected schools in Kasarani sub county.

4.2 Response rate

Table 4.1: Questionnaire Return Rate

Respondents	Sampled	Returned	%
Head teachers	7	7	100
Teachers	14	10	71
Students (Girls)	210	163	78
Total	231	180	77.9

Out of the 231 questionnaires administered, 180 were filled and returned with the teachers and the head teachers inclusive. This represents an average of 78% response rate, which is considered good to make conclusions for the study. A 50% response rate is adequate, 60% good and above 70% rated very good. This implies that basing on this assertion; the response rate in this case of 78% is good enough (Mugenda and Mugenda, 1999).

4.3 Extent to which school based factors influence the girls' dropout rate

School based determinants were studied to establish their effect on the girls' school dropout rate. The study started by assessing the extent to which school based factors influences the girls' dropout rate. The results were obtained from the three categories of respondents as illustrated in the Tables below

Table 4.2 Extent to which school based factors influence the girls' dropout rate

Head teachers' response

Response	Frequency	Percentage
Strongly agree	...	0%
Agree	5	71.4%
Undecided	...	0%
Strongly disagree	1	14.3%
Disagree	1	14.3%
Total	7	100%

Table 4.2 indicates that majority of the head teachers (71.4%) felt that school based factors such as Poor / inadequate learning resources, insecurity, teacher quality, poor performance and unrealistic demands have had a great contribution towards girls' dropout rate in mixed schools.

Table 4.3 Extent to which school based factors influence the girls' dropout rate

Teachers' response

Response	Frequency	Percentage
Strongly agree	7	70%
Agree	1	10%
Undecided	1	10%
Strongly disagree	...	0%
Disagree	1	10%
Total	10	100%

Table 4.3 points out that majority of teachers (70%) strongly agreed to the statement that school based factors have had a huge impact on the rate of girls' drop out from schools.

Table 4.4 Extent to which school based factors influence the girls' dropout rate

Students' response

Response	Frequency	Percentage
Strongly agree	22	13.4%
Agree	90	55.2%
Undecided	16	9.8%
Strongly disagree	20	12.3%
Disagree	15	9.3%
Total	163	100%

From the data collected and presented as above, on average, there is a clear indication that majority of the respondents (73%) agreed that school based factors have a direct correlation to girls' retention at schools.

4.4 Influence of teachers' attitude towards girls' dropout rate

The researcher then sought to investigate the influence of teachers' attitude towards girls' dropout rate. The study investigated the teachers' attitudes towards some subjects, attitude towards poorly performing learners which creates negativity on the learner.

Table 4.5 Teachers' attitudes have an impact on girls' dropout rate in schools

Head teachers' response

Response	Frequency	Percentage
Strongly agree	...	0%
Agree	4	57%
Somehow	2	29%
Strongly disagree	1	14%
Disagree	...	0%
Total	7	100%

Table 4.4 brings out the data that majority of the head teachers felt that teachers' attitude have an effect on the girls' retention rate. This is so especially with those learners who fail to perform as per the teachers' expectations thus the teachers feel demotivated and eventually develops a negative attitude with the girl child which in turn contributes to the girls' dropout rate.

Table 4.6 Teachers' attitudes have an impact on girls' dropout rate in schools

Teachers' response

Response	Frequency	Percentage
Strongly agree	...	0%
Agree	1	10%
Somehow	8	80%
Strongly disagree	1	10%
Disagree	...	0%
Total	10	100%

Table 4.6 shows data from the teachers' whereby majority (80%) felt that the teachers' attitude towards girls contributes to the dropout rate. This meant that depending on the prevailing factors such as the girls' academic performance and discipline, teachers' attitudes vary

Table 4.7 Teachers' attitudes have an impact on girls' dropout rate in schools

Students' response

Response	Frequency	Percentage
Strongly agree	60	37%
Agree	52	32%
Somehow	20	12.2%
Strongly disagree	15	9.1%
Disagree	16	9.7%
Total	163	100%

Table 4.7 shows that 112 students (68.7%) agreed to the statement that teacher'

attitudes have an impact on the dropout rate of girls

4.5 Influence of distance from home to school on dropout rate of girls

The researcher investigated the influence of distance from home to school on dropout rate of girls. The study probed the number of kilometers covered by girls from home to school and provision of transport by school.

The researcher started by investigating the number of kilometers covered by girls from home to school. The results are presented in Table 4.6.

Table 4.8 Number of kilometers covered by girls from home to school

Kilometers	Frequency	Percentage
0-1km	124	76.1%
2-3kms	23	14.1%
4 kms and above	16	9.8%
Total	163	100%

Table 4.8 shows that a majority 124 (76.1%) cover a distance of 0 to 1 kilometer to go to school. The other 23 (14.1%) of the students cover between 2 to 3 kilometers above 4 kilometers were 16 (9.8%). This cannot be the reason for the girl student dropping out of the school. This is because a majority of the students cover less than 5 kilometers to go to school.

The provision of transport by school was then studied. The findings were presented in Table 4.9.

Table 4.9 Provision of transport by school

Response	Frequency	Percentage
No	143	88%
Yes	20	12%
Total	163	100%

Table 4.9 shows that majority 143 (88%) of the students disagreed that the school provides transport for them the other 20 (12%) agreed that they are provided with transport by their school. The schools that are providing transport might be encouraging the girl students to stay in school and therefore reduces the drop out. However those that do not provide transport possible reasons could have been proximity distance from their homes to schools.

4.6 Security and its impacts on girl's dropout rate

Under this, the researcher studied how security has an effect on the girl's dropout rate. This involves the coverage distance from home to school and from school to home. Some of the security challenges that may be experienced were cited on the questionnaire as being mugging and teasing of girls by street boys. The question was brought out in the questionnaire as 'Does security has an impact on the girls' dropout rate. The responses were as illustrated as per the pie chart below

Fig 4.1 pie chart showing whether security determines girls' dropout rate

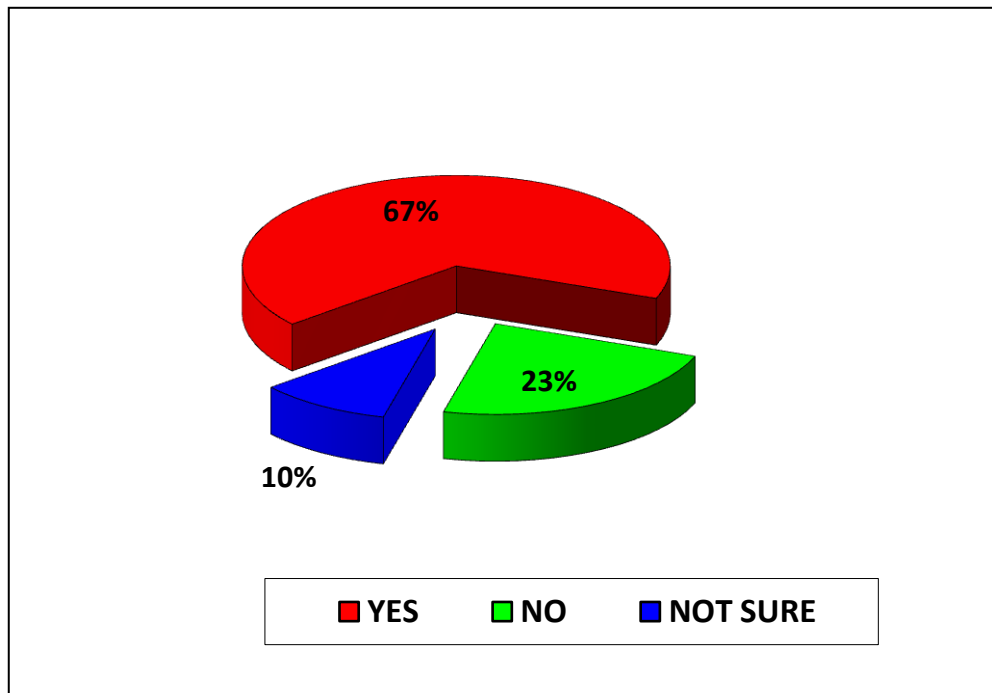
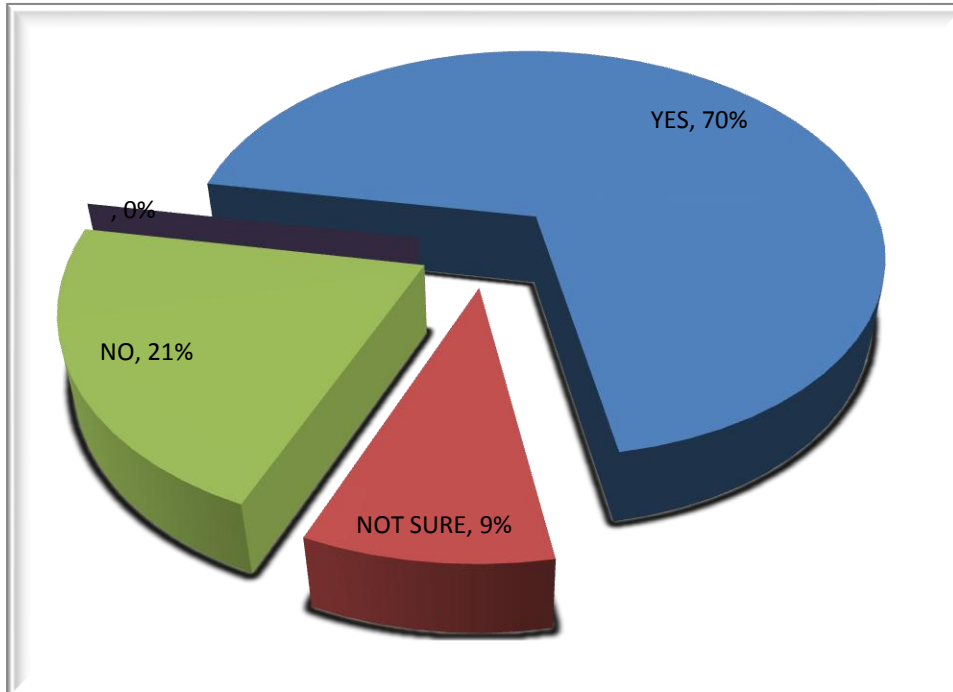


Figure 4.1 show that majority 121 (67%) of the students respondents felt that most girls dropout because of the some of the challenges they face with regards to security. Therefore security plays an important role as a determinant of girls' retention in schools.

4.7 Measures to curb the problem of girls drop out

The researcher studied the measures that can be put in place in order to curb the problem of girls drop out. The study investigated whether having support programs by the schools to enhance girls' retention would assist, and the responses were as shown.

Fig. 4.2 a pie chart showing whether support programs by schools would be important to enhance girl's retention in schools



From fig. 4.2, the respondents felt that schools should come up with support programs that would help in girls' retention in schools. The respondents felt that these programs would be beneficial to the learners as they would sensitize the need for education therefore minimizing girls' dropout rates.

4.8 Correlation Analysis

The correlation matrix indicates that factors influencing the girls' dropout rate in the selected schools in Kasarani sub county is correlated with school based factors at 1 percent significance level (.478). teachers' attitude is positively correlated to school based factors and distance from home to school requirements at 5 percent significance level (.393) and (.427) respectively. The Table also indicates that there is correlation between Teachers' attitude and school based factors. There is also correlation between factors influencing the girls' dropout rate and measures.

Table 4.10 Correlations

	School based factors	Teachers attitude	Distance from home to school	Measures	Determinants of girls' dropout rate
School based factors	1				
Teachers attitude	.334	1			
Distance from home to school	.393*	.427*	1		
Measures	.373*	.412	.323	1	
Determinants of girls' dropout rate	.478**	.190	.137	.393*	1

*. Correlation is significant at the 0.05 level (1-tailed).

** . Correlation is significant at the 0.01 level (2-tailed).

Table 4.11 shows the summary of the correlation analysis that seeks to establish the relationship between determinants of the girls' dropout rate, school based factors, Teachers' attitude, distance from home to school and measures. With an adjusted R - squared of 0.56 percent, it means that School based factors, teachers' attitude, and distance from home to school and measures explain 56 percent of the variations in determinants of the girls' dropout rate. The P-value of 0.048 implies that determinants of girls' dropout rate are significant at 5 percent level of significance. The Durbin Watson of 2.09 showed absence of serial correlation. Precisely, this study has established relationship between; the sub variable (indicators) of each of the three determinants of the factors influencing the girls' dropout rate, as well the relationship

with the four determinants. The coefficient of correlation (r), determine the degree (strength) of relationship and its value is between -1 and 1. A value 0 implies no relationship, 1 implies a perfect positive relationship, -1 means a negative relationship. An absolute value of r between 0.5 and less than 1 implies a strong relationship between the variables. If the value r is greater than 0.3 and less than 0.5 then the relationship is moderate. The relationship is weak if the value of r is less than 0.3. From this study therefore the value obtained of 1 indicates a perfect positive relationship between the determinants aforementioned and the rate of girl's dropout from schools.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 INTRODUCTION

This chapter summarizes the study and makes conclusions based on the results. The implications from the findings and areas for further research are also presented.

5.2 Summary

The study was on a survey of the determinants of dropout rate among girls in some selected mixed day secondary schools in Kasarani sub county, Nairobi County. The researcher singled out four surveys of the causes of drop out among girls in some selected mixed day secondary schools in Kasarani sub county, Nairobi.

In the study of how school based factors influence on the girls' dropout rate, it indicated that a majority 73% of the respondents agreed that school based factors which were presented as poor learning resources, insecurity, teacher quality, poor performance, poor management style, unrealistic demands had a great impact on the girl's dropout rate. A few 23% disagreed with the statement.

In the study of teachers' attitude towards the girl's education, a majority 48% of all the respondents felt that the teachers' attitude towards girls has a bearing when it comes to retention of girls in schools. On average 20% felt that the teacher's attitude depends on the prevailing situation and therefore the girl child herself becomes the determinant of the teacher's attitude. This does not encourage the girls to stay in school and therefore causes their drop out.

The distance from home to school had influence on the drop out. Majority 76.1% of the students cover a distance of 0 to 1 kilometer to go to school. The others 23.9% of the students cover between 2 to above 4 kilometers. This cannot be the reason for the girl student dropping out of the school. This is because a majority of the students cover

less than 4 kilometers to go to school. Majority 88% of the students disagreed that the school provides transport for them the other 12% agreed that they are provided by the transport by their school. The schools that are providing transport might be encouraging the girl students to stay in school and therefore reduces the drop out. However it should be noted that the main reason for the schools not providing transport for the students is because of the close proximity distance between school and the students' homes.

In the study of security factor, majority 121 (67%) of the students respondents felt that most girls dropout because of the some of the challenges they face with regards to security. Security factor was considered under the coverage distance from home to school and from school to home. Some of the security challenges that may be experienced were cited on the questionnaire as being mugging and teasing of girls by street boys. Therefore security plays an important role as a determinant of girls' retention in schools.

5.3 Conclusions

The following conclusions were drawn from the findings. In the study of how school based factors influence on the girls' dropout rate, it indicated that a majority of the respondents agreed that school based factors which were presented as poor learning resources, insecurity, teacher quality, poor performance, poor management style, unrealistic demands had a great impact on the girl's dropout rate. A few disagreed with the statement. This shows that the girls get demoralized and therefore leave school. According to Nekatibeb (2002) learning environments have been well recognized as inadequate in Sub-Saharan Africa due to low level of economic development and poverty. Most learning institutions are in short supply of

classrooms, facilities and learning materials. Nekatibeb(2002) observed that in many countries, teachers are poorly paid than other sectors or are not paid in good time. The results is teacher absenteeism, lack of motivation or attrition where schools and teachers are forced to search for alternative incomes from parents or to use student labour; this situation has a negative impact on girls' education, because it discourages parents from sending girls to school or shortens the time spent on teaching and learning. In this study majority of the respondents agreed that there was unsafe school environment in the school. This might be making the girl student uncomfortable and therefore dropping out.

In the study of security factor, majority of the students' respondents felt that most girls' dropout because of the some of the challenges they face with regards to security. Security factor was considered under the coverage distance from home to school and from school to home. Some of the security challenges that may be experienced were cited on the questionnaire as being mugging and teasing of girls by street boys. Therefore security plays an important role as a determinant of girls' retention in schools. Research points to distance to school being an important determinant of educational access. Juneja (2001) observes that in areas where schools are further away from homes, the distance may be considered too far for younger children to travel, especially young girls. This is also true in the cases of older girls and those children regarded by parents as vulnerable to sexual harassment (Colclough et al., 2000; Nekatibeb, 2002). Parents are afraid of the safety of their children when they have to travel longer distances to school. Thus, according to Ainsworth, M. (2005), the likelihood of children attending secondary school decreases the greater the distance to the nearest secondary school. In this study therefore, security fails to be a determinant factor in girls' dropout from schools in Kasarani Sub County.

In the study of teachers' attitude towards the girls' education, majority of all the respondents felt that the teachers' attitude towards girls has an impact when it comes to retention of girls in schools. In a study on schooling Ugandan girls, Kabesiime (2007) noted that the teacher's attitude towards girls in the classroom was crucial for retention of girls in school. It was found that teachers who are keen on encouraging equal participation of girls and boys in class increased the completion rate of girls' education in secondary schools. The study found that teachers who had been sensitized to change any negative attitudes towards girls' education and adopted new methods to promote equity in the classrooms had made a great impact in the performance and retention of girls' in schools. On average a few felt that the teacher's attitude depends on the prevailing situation such as the girls' performance in academics and also discipline at school and therefore the girl child herself becomes the determinant of the teacher's attitude. This therefore means a performing girl and one who is well disciplined remains in school contrary to one who is not a performer and is in disciplined that eventually drop out due to de-motivation.

The distance from home to school had influence on the drop out. Majority of the respondents cover a distance of 0 to 1kilometer to go to school. The other students cover between 2 to above 4kilometers. This cannot be the reason for the girl student dropping out of the school. This is because majority of the students cover less than4 kilometers to go to school. Majority of the students disagreed that the school provides transport for them the other agreed that they are provided by the transport by their school. The schools that are providing transport might been encouraging the girl students to stay in school and therefore reduces the dropout.

In Guinea, studies show that close proximity to schools had a positive motivating impact on girls' participation in schools while in Mali, most girls stated that

living faraway from school and having to walk discourages them (Ibid). Similarly, research by Ainsworth et al (2005) in Tanzania, indicate that drop outs increase in areas where distance to school is longer.

Mirsky (2003) estimated that weariness from long journey to and from school and often on an empty stomach makes school going on unpleasant routine for the poor children leading to their dropping out of school. Illness and lack of medical care may also lead to dropout after frequent absenteeism followed by poor performance (UN, 2000). In rural sub counties, there are no roads and vehicles hence children have to walk for long distances through difficult terrain and dangerous environment which consequently affects their academic performance (Kimitei, 2010). The study focused on an urban area therefore there was no strong relationship established between the distance covered by the girls to school and their rate of drop out.

5.4 Recommendations

Having carried out a descriptive survey design on determinants of drop out among girls in some selected mixed day secondary schools in Kasarani sub county, Nairobi County, it is important for schools to come up with support programs that will enhance girls' retention in schools. The programs should involve all the stakeholders for them to be effective and efficient.

5.5 Recommendations for further research

The researcher recommends the following to be researched further;

The effect of teachers' motivation and its influence on girls drop out from school.

The same study should be done in other districts to establish other factors leading to girls' school dropout.

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APPENDIX A: LETTER TO THE RESPONDENTS

Charles Maina Kang'ethe,
University of Nairobi,
College of Education and External Studies,
Nairobi.

14th August, 2015.

**REF: DETERMINANTS OF GIRLS' DROP OUT RATE AMONG SELECTED MIXED
DAY SECONDARY SCHOOLS IN KASARANI SUB COUNTY, NAIROBI**

I am a post graduate student at university of Nairobi pursuing Post Graduate Diploma in Education. I am conducting a study on the above stated topic in Kasarani sub county. I hereby request that you fill the questionnaire items as honest as possible and to the best of your knowledge. The responses shall be absolutely confidential and anonymously given. No name shall be required from the respondent. Thank you in advance.

Yours sincerely,

Charles Maina Kang'ethe,

APPENDIX B: QUESTIONNAIRE FOR STUDENTS

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

Please indicate with a tick

SECTION A: PERSONAL INFORMATION

1. How many other siblings do you have? Boys..... Girls.....
2. Specify number of years according to the following age brackets
10 -13 [] 14-18 [] Above 18 []

SECTION B: EFFECTS OF FACILITIES

3. How would you rate the quality of the learning resources and facilities in your school? Excellent [] Good [] Fair [] Bad []
4. How best can you describe the available school learning resources?
Enough [] Few [] Not available []
5. Please rate the adequacy and availability of the following resources

	Statement	Not available	Available but not adequate	Available and adequate
a)	Classrooms	1	2	3
b)	Playing fields	1	2	3
c)	Separate latrines for boys and girls	1	2	3
d)	Boarding facilities for girls	1	2	3

6. Does the school have basic amenities?

Yes []

No []

7. If No, how does this affect girls' participation in education. _____?

Please answer by ticking according to your level of agreement.

8. Availability of learning facilities is core to retention of girls in schools

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

9. In your opinion, what do you think should be done to improve facilities in your school? _____

SECTION C: EFFECT OF TEACHER'S ATTITUDE

10. My teacher value and know the importance of girls' education.

Yes []

No []

Don't know []

11. Do the teachers prefer teaching boys to girls?

Yes []

No []

Give a reason for your answer _____

12. The table below shows some of the effects teacher's attitudes might have towards drop out of girls from schools. Tick where appropriate.

	Statement	Strongly disagree	Disagree	undecided	Strongly agree	agree
a)	Teachers' attitude towards girls' education affects girl's retention in school.	1	2	3	4	5

b)	Teachers feel that girl child cannot perform better than the boy child in school	1	2	3	4	5
c)	Teachers think that the girl child should be left at home to do house chores	1	2	3	4	5
d)	Some teachers undermine girls in class and in school	1	2	3	4	5

13. In your opinion does attitude of teachers determine the retention of girls in school? Please explain_____

SECTION E: EFFECT OF DISTANCE

14. How many kilometers is your home to school?

0 to 5 Kms[] 6 to 10 Kms[] 11Kms and above[]

15. Does the school provide transport? (E.g. school bus)

Yes [] No []

16. Longer distances from home to school discourage girls from pursuing education and eventually dropout? Yes [] No []

17. If yes, suggest ways on how the challenge can be overcome._____

SECTION E: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS DROP OUT RATE IN MIXED PUBLIC SECONDARY SCHOOLS

18. The school environment for girls contribute greatly to high dropout rate

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

19. Have you ever heard cases of sexual harassment in your school or from your friends? Yes [] No []

Please answer by ticking according to your level of agreement.

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

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

21. In my opinion, I think girls first experience discrimination, sexual harassment and abuse from the teachers.

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

22. 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 []

SECTION F: POSSIBLE STRATEGIES THAT HELP REDUCE DROP OUT RATES BY GIRLS IN MIXED SCHOOLS

23. The government should provide programmes to enlighten our parents on the importance of girl education Yes [] No []

24. Churches and schools should take the initiative to educate the girls on importance of education in order to have a good future. Yes [] No []

END OF QUESTIONNAIRE

Thank you very much for you taking your time to fill this questionnaire

APPENDIX C: QUESTIONNAIRE FOR HEAD TEACHERS

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.

Please tick or fill in the blank spaces as appropriate.

SECTION A: GENERAL INFORMATION

1. What is your gender? Please tick

Female Male

2. In which of the following age brackets do you belong?

Below 25 yrs 26-30yrs 31-40 yrs Above 40 yrs

SECTION B: EFFECTS OF FACILITIES

3. How would you rate the quality of the learning resources and facilities in your school? Excellent Good Fair Bad

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

Enough Few Not available

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

	Statement	Not available	Available but inadequate	Available and adequate
a)	Classrooms	1	2	3
b)	Playing fields	1	2	3
c)	Separate latrines for boys and girls	1	2	3
d)	Boarding facilities for girls	1	2	3
e)	Teachers houses	1	2	3

6. Does the school have basic amenities? Yes No

7. If No, how does this affect girls' participation in education. _____

Please answer by ticking according to your level of agreement.

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

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

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

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

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

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

13. In your opinion, what do you think should be done to improve facilities in your school? _____

SECTION C: EFFECT OF TEACHER'S ATTITUDE

14. Which student sex do you prefer to teach?

Boy [] Girl [] both boys & girls []

Explain a reason for your answer _____

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

16. In your opinion does attitude of teachers determine the retention of girls in school? Please explain _____

SECTION E: EFFECT OF DISTANCE

17. Does the school provide transport? (E.g. school bus)

Yes [] No []

18. If no, which mode of transport do you use to get to school?

Foot [] Bicycle [] Matatu []

19. Longer distances from home to school discourage girls from pursuing education and eventually dropout?

Yes [] No []

20. If yes, suggest ways on how the challenge can be overcome. _____

SECTION E: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS DROP OUT RATE IN SELECTED SECONDARY SCHOOLS.

Please answer by ticking according to your level of agreement.

21. The school environments for girls contribute greatly to high dropout rate

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

22. Some of us 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 []

SECTION F: WAYS THAT WILL HELP REDUCE DROP OUT RATES AMONG GIRLS IN PUBLIC SECONDARY SCHOOLS

23. The government should provide programmes to enlighten parents on the importance of girl education. Yes [] No []

24. Churches and schools should take the initiative to educate the girls on importance of education in order to have a good future. Yes [] No []

25. What other recommendations do you make regarding reducing girls school drop out?

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

END OF QUESTIONNAIRE

Thank you very much for your time

APPENDIX D: QUESTIONNAIRE FOR TEACHERS

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.

Please tick or fill in the blank spaces as appropriate.

SECTION A: GENERAL INFORMATION

1. What is your gender? Please tick Female Male
2. In which of the following age brackets do you belong?
Below 25 yrs 26-30yrs 31-40 yrs Above 40 yrs
4. Number of years worked as a teacher in Kasarani District?
Less than 5 years 5-10 years above 10 years

SECTION B: EFFECTS OF FACILITIES

5. How would you rate the quality of the learning resources and facilities in your school?
Excellent Good Fair Bad
6. How best can you describe the available school learning resources?
Enough Few Not available

Please rate the adequacy and availability of the following resources

	Statement	Not available	Available but inadequate	Available and adequate
a)	Classrooms	1	2	3
b)	Playing fields	1	2	3
c)	Separate latrines for both boys and girls	1	2	3
d)	Boarding facilities for girls	1	2	3

7. Does the school have basic amenities?

Yes [] No []

8. If No, how does this affect girls' participation in education? _____

Please answer by ticking according to your level of agreement.

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

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

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

SECTION C: EFFECT OF TEACHER'S ATTITUDE

11. Which sex do you prefer teaching?

Boys [] Girls [] both boys and girls []

Give a reason for your answer _____

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

	Statement	Strongly disagree	Disagree	undecided	Strongly agree	agree
a)	There are enough resources in my school to	1	2	3	4	5

	educate the girl child					
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 demoralize girls in the class and school	1	2	3	4	5

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

Please explain_____

SECTION E: EFFECT OF DISTANCE

14. How many kilometers is your home to the school?

0 to 5 Kms 6 to 10 Kms 11Kms and above

15. Does the school provide transport for students? (E.g. school bus)

Yes [] No []

16. If no, which mode of transport do students use to get to school?

Foot [] Bicycle [] Matatu []

17. Longer distances from home to school discourage girls from pursuing education and eventually dropout? Yes [] No []

18. If yes, suggest ways on how the challenge can be overcome. _____

SECTION E: SCHOOL BASED FACTORS CONTRIBUTING TO GIRLS DROP OUT RATE IN PUBLIC SECONDARY SCHOOLS.

19. The environment in which the school is based is important for the pupils

True [] False [] don't know []

20. Unsafe environments for girls contribute greatly to high dropout rate

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

21. In my opinion, I think girls first experience discrimination, sexual harassment and abuse, either from fellow students or from the teachers

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

22. Some of us teachers undermine girls in the classroom, contributing to the girls' feelings that they do not belong in school

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

SECTION E: EFFECT OF DISTANCE

23. Does the distance from school affect students' concentration in class?

Yes [] No []

24. If yes, what can be done to this challenge?

25. Longer distances from home to school discourage girls from pursuing education and eventually dropout? Yes [] No []

26. If yes, suggest ways on how the challenge can be overcome. _____

SECTION F: WAYS THAT WILL HELP REDUCE DROP OUT RATES BY GIRLS IN PUBLIC PRIMARY SCHOOLS

27. I think the government should provide programmes to enlighten parents on the importance of girl education Yes [] No []

28. Churches and schools should also take the initiative to educate the girls on importance of education in order to have a good future. Yes [] No []

29. What other recommendations do you make regarding girls school drop out?
.....
.....

END OF QUESTIONNAIRE

Thank you very much for you taking your time to fill this questionnaire