PERCEPTION ON FACTORS INFLUENCING THE RATE OF PRIMARY SCHOOL GIRLS DROP OUT IN THE EASTERN ZONE OF NAKURU MUNICIPALITY

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DECLARATION AND RECOMMENDATION

DECLARATION

I declare that this research thesis is my original work and has not been previously published or presented for the award of a degree in any other University.

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RECOMMENDATION/APPROVAL

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This thesis is dedicated to The Almighty God whose grace and provision has been sufficient, my late father Jacob Wanjia, my mother Norah Shitawa Wanjia, my four children and my two grandchildren.

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ABSTRACT

The UNESCO report of 2013/2014 shows that fifty seven million adolescents were out of school globally of which 55% were girls. Africa is the home of more than a half of the world's children between six and eleven years who do not go to school. About thirty million children are out of school from this region. The Sub Saharan and Arab countries have the highest percentages where girls are also much more affected. The report observes that twenty two million adolescents are out of school within the Sub Saharan Africa region. According to the same report, Kenya is among the ten countries in the world with the highest number of children out of school, with a total population of one million and ten thousand children of school going age who are out of school. The government of Kenya is keen on attaining gender equality and this commitment is evident in various National and International legal and policy documents. Recent data from the County Education office of Nakuru Municipality, Eastern Zone reveals that the number of girls completing grade eight is much smaller than the number of girls at the entry point. This study sought to find out the factors that lead to the drop out of the girl child from primary school in the Eastern Zone of Nakuru Municipality despite the provision of Free Primary Education. The study used *ex post facto* research design. The target population of the study was the pupils and teachers of the Eastern Zone of Nakuru Municipality. There are ten thousand and six pupils in the zone of study. This includes five thousand one hundred and three boys and four thousand nine hundred and three girls. There are two hundred and twenty two teachers. The researcher used purposive sampling to select two schools, one within the urban area and the other within the peri-urban area. The sample size was 500 students and 29 teachers. Questionnaires and interviews were used to collect data on the various factors that influenced the dropout rates of girls. The results of the study are presented using frequencies, percentages, graphs and charts. The study results revealed that household characteristics such as education level of parents and household size were factors perceived to have an influence on primary school girls dropout rates in Eastern Zone of Nakuru Municipality. In addition, community level factors such as, long distance between schools and home, poor sanitation infrastructure in schools had influence on primary school girls' dropout rates. The study concludes that despite Nakuru municipality Eastern Zone being in an urban setting, factors such as attitudes and education levels of parents, communities' cultural perceptions and traditions towards the girl child are factors that still influence dropout rates of primary school going girls. Thus the study recommends more awareness and campaign on the importance of girls' education by the National Government of Kenya and the County Government of Nakuru.

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ABBREVIATIONS AND ACRONYMS

AIDS - Acquired Immunodeficiency Syndrome

ANPCAN - African Network for Prevention against Child Abuse and Neglect

ASALS - Arid and Semi-arid Lands

CFS - The Child Friendly Services

ECDE - Early Childhood Development Education

EFA - Education for All

FAWE - Forum for African Women Educationists

FGM - Female Genital Mutilation

GEM - Gender Empowerment Measure

GDI - Gender-Related Development Index

GOK - Government of Kenya

HDI - Human Development Index

HIV - Human Immunodeficiency Virus

JAB - Joint Admission Board

K.C.P.E - Kenya Certificate of Primary Education

KANU - Kenya African National Union

KIPRA - Kenya Institute of Public Policy Research and Analysis

KUCCPS - Kenya Universities and Colleges Central Placement Services

MDG - Millennium Development Goals

MOEST - Ministry of Education Science and Technology

MOEK - Ministry of Education Kenya

MOEVT - Ministry of Education and Vocational Training (Tanzania)

NARC - National Rainbow Coalition

NCST - National Council of Science and Technology

NCST - National Council of Science and Technology

NER - Net Enrolment Rates

NQTS - Newly Qualified Teachers.

PE - Primary Education

QP - Questionnaire for pupils

QT - Teachers' Questionnaire

SSPSS - Statistical Package for Social Science

TIVET	**-**	Technical, Industrial Vocational and Entrepreneurship Training
UFPE	-	Universal Free Primary Education
UNESCO	-	United States Educational Scientific and Cultural Organization
UNICEF	-	United Nations Children Fund
UNO	-	United Nations Organization
UPE	-	Universal Primary Education
WERK	-	Women Educational Researchers of Kenya

CHAPTER ONE

INTRODUCTION

1.1 Background to the research problem

The UNESCO report of (2009) states that Africa is a home to 30 million adolescents who do not go to school. More than half of these out of school children are girls between age six and 11,(UNESCO,2009).Millennium Development Goal number five aims at eliminating gender disparity in primary and secondary by 2005 and achieving gender equality in education by 2015 The focus is on ensuring girls get full and equal access to and achievement in basic quality education. According to UNESCO report of (2013/2014) only 60% of countries had achieved gender parity by 2011 among the low income countries of the Sub-Saharan the report adds that just over one fifth have achieved parity. Of all the countries in the sub Saharan, seventeen countries had fewer than nine girls enrolled for every 10 boys.

In Africa, countries like Cameroon and Central Africa Republic made very slow progress towards gender parity according to the UNESCO report (2013/14).Africa countries that have made a steady progress the report adds such as Burkina Faso and Senegal, enrolment ratios have remained the lowest globally. Gender parity has remained quite elusive and completion rates in primary education have remained low. Cameroon and Senegal also started from smallest levels of gender disparity of eighty girls enrolled for every 100 boys. Senegal still has the lowest primary enrolment in the world.

The Dakar Framework for Action of 2000 set clear targets for gender parity by 2015, however it is sad to note that by 2015 there are 23 countries that will be far from the target 12 countries will be very far from the target. Of the 35 countries that will be far or very far from achieving gender parity in primary education, the UNESCO report (2013/2014) observes that nineteen are in Sub-Saharan Africa. Looking at the African continent, the number of children out of school increased by 17% over the decade. Out of school children are strongly concentrated in countries in Sub Saharan Africa and South West Asia. In South West Asia is decreasing by 2%. However in Sub-Saharan Africa the growth is slower while the population is growing faster, (UNESCO, 2003). Girls comprise 57% of all out of school children. There has been a steady increase in the enrolment for boys the report adds.

A closer look at gender parity in Kenya shows that despite national statistics that indicate narrowing disparities girls in this country still receive less education than boys particularly in north eastern, coast regions, slums of major urban settlement especially Nairobi there are glaring gender imbalances in retention and completion of girls in primary education,(Fatuma and Sifuna ,2006) According to a study by Wanjama and Kimani,(1995), 49% girls primary school participation is nearing that of the male counterparts which stands at 51%. However in North Eastern Province in the year 2006, there were only 20.8% of children of school going age attending school, with less girls attending school than boys. This is against a national average of 86.5 %,(GOK, 2008). Statistics from the Ministry of Education 2008 continue to indicate the rate of women/girls transition to secondary education is much lower in fragile and marginalised regions like North Eastern.

During the colonial period, the education given to the girl child prepared her for her future role as subordinate to the male counterpart. Education prepared the girls and women for their domestic and reproductive roles as "suitable wives" for the African men who were in the colonial service. These included roles such as sewing, cooking, crocheting, cake making and nursing young ones, thus reproducing the same tension that were there in patriarchal societies. The African traditions were in line with the misconception of domesticating the woman since the colonial education did not interfere with the status quo of the patriarchal systems in Africa. From the colonial period then, girls were socialized not to take education seriously as their place in society was in the kitchen (Okeke, Zewi and Njoku,et al,2008).

At independence in 1963 the election manifesto for KANU was entitled "What a KANU government offers you" (Fatuma and Sifuna, 2006). The KANU government committed itself to offering seven years of free primary education (FPE) and again in 1969 elections the party echoed the same sentiments. The newly independent Kenyan nation viewed education as a prerequisite for development. The main focus was on the education sector and it was the desire of policy makers that Education For All boys and girls received optimal attention. There was also emphasis for adult education so as to fight illiteracy which was equated to poverty. Indeed in the KANU manifesto the call was to fight three major hindrances to development which were: ignorance, diseases and poverty (Fatuma and Sifuna, 2006).

What then are the accrued benefits of education to an individual? At the individual level, education is perceived to be the ultimate equalizer and liberator. According to the World Bank, education empowers the individual so that he or she can make personal and social choices (World Bank, 2004). Education brings women and other disadvantaged groups to the required level whereby they too can negotiate for their rights. It enhances social cohesion in society and encourages democracy and peace building among divergent groups. It leads to economic growth and reduces poverty (World Bank, 2004).

Kenya is a signatory to International policies of Education and Gender (Chege and Sifuna, 2006).The rights of the child are also spelt out in the1990 Jomtien World Conference held in Thailand, 1995 Beijing Declaration and Platform for Action, 2000 Dakar Framework for Action, the Millennium Development goals the Maputo protocol of 1995, and finally the World Vision 2030.

The above documents, protocols and conventions reinforce the need to eliminate all forms of discrimination, enhance the right to education, and promote gender parity more so in education and gender inclusion in all areas of development. The documents have set targets for achievement and timelines. Since Kenya is a signatory to all these treaties and conventions it has shown its commitment to address the legal framework within which they operate and attain quality education for both boys and girls. Looking at the Net enrolment rates (NER), one can easily detect that there is a population of children who are not in school (Chege and Sifuna, 2006). For example in 2002 the NER stood at 67.6% which means that 32.4% of the children who should be in primary school were out of school.

This research set to find out the factors that lead to school girls' drop out in primary schools in the Eastern Zone of Nakuru Municipality, despite the provision of free primary education. Given the importance of education for girls, boys, men and women, the National Alliance of Rainbow Coalition (NARC) government declared Free Primary Education as soon as they took over power in 2003. Primary education in Kenya targets children between six to thirteen years. However the NARC government's introduction of Free Primary Education saw not only the enrolment of the young but also middle aged and old people going back to school, with special attention to the

late Kimani Maruge who registered in primary school at the age of 85 (Dowd, 2012). There has also been growth in enrolment since fees was abolished in primary school. This indicates that parents were not enrolling children in school because of poverty. The number of pupils in primary schools rose drastically throughout the years by gender as follows:

Table 1: Table showing pupil enrolment rates by gender for the years 2002 to 2012 in Kenya.

YEAR OF ENROLLMENT	BOYS ENROLLED IN STD. ONE '000	GIRLS ENROLLED IN STD. ONE '000	TOTAL PUPILS ENROLLED IN STD. ONE '000
2002	3143.1	2988	6131
2003	3792.80	3505.3	7298.1
2004	3815.5	3579.3	7394.8
2005	3902.7	3688.8	7591.5
2006	4016.05	3816.05	7632.113
2007	4365.074	3965.074	8330.148
2008	4362.5	4201.3	8563.1
2009	4509.4	4322.0	8831.4
2010	4751.9	4629.3	9381.2
2011	4977.7	4880.2	9857.9

Source: (UNESCO, 2006) and   (Kenya National Bureau of Statistics, 2010)

According to UNESCO, (2006), the influx of enrolment should not be mistaken for a positive picture for all the provinces in Kenya. There is regional imbalance in enrolment, retention and completion in the primary school education cycle. Regions like North Eastern Province, parts of Coast, Rift Valley and Eastern Provinces and informal settlements have generally higher dropout rates, especially for the girl child than Central and Nairobi Provinces in Kenya. A Sessional Paper No. 8 of 2012 on the National Policy for the Sustainable Development of Northern Kenya and other Arid Lands observes that the rates of retention, survival and completion in Northern Kenya are particularly very low.

The primary completion rate in the north in 2007 was 42.3%, compared with 81% nationally. More specifically, 56.4% of boys completed but only 27.6% of girls. Northern Kenya also has

the lowest ratios of trained teachers to pupils, low performance in the national examinations, and low rates of transition to university. With some notable exceptions – such as Moyale at primary level and Turkana and Tana River at secondary level – there is also a significant gender gap in enrolment to the disadvantage of girls.

1.2 Statement of the problem

In Kenya the policy makers have declared primary school education free since 2003. It is true that every year the number of children and even adults enrolling in class one has greatly improved. Despite the two decades of Free Primary Education Programme, and high enrolment rates, incidences of high dropout rates are still witnessed, particularly between the ages of 9-13 (UNESCO, 2013)

A number of factors have been identified as being responsible for this development, namely: the parents' level of education, parental economic status and community cultural aspects (Jones, 2011). The UNESCO Education For All report of 2013 observes that being poor and female is a double disadvantage. It goes ahead to note that in Kenya and Uganda, gender discrimination against girls occurs among the poorest households. Among the poorest households in Kenya, 23% of girls complete primary education and achieve the basics, compared with 29% of boys.However, with the provision of free primary education and sensitisation on the importance of basic education for both boys and girls, the girl child is still dropping out of school in the Eastern Zone of Nakuru municipality. This study was set to find out why this is happening by highlighting the factors responsible for this negative trend in Nakuru Municipality, (UNESCO, 2013).

According to Fatuma and Sifuna, (2006) a survey was carried out by the Ministry of Education 2002 which observed that the dropout rate in primary school was estimated at 5.4% with North Eastern Province having the highest dropout rate at 9.4%,followed by Western province at 8.0% and the lowest being Central Province at 2.0%. These figures are considered to be quite conservative because the truth on the ground shows that the completion rate has for a long time remained below 50% (Fatuma and Sifuna, 2006).

1.3 Objectives of the study

1.3.1. General Objective

Factors influencing the rate of primary school girls dropout in the Eastern Zone of Nakuru Municipality so as to contribute towards ensuring that both boys and girls will be able to complete a full course of primary schooling as outlined in Millennium Development Goals, Education For All, Dakar Framework for Action by identifying the factors responsible for high dropout rates among girls

1.3.2 Specific Objectives

The study was guided by the following specific objectives:-

   i) To establish the individual level factors that influence primary school girls' dropout rates in the Eastern Zone of Nakuru Municipality.

   ii) To find out the house hold level factors that influence primary school girls' dropout rates in the Eastern Zone of Nakuru Municipality.

   iii) To determine the community level factors that influence primary school girls' dropout rates in the Eastern Zone of Nakuru Municipality.

1.4 Research Questions

   i) What are the individual level factors that affect the primary school girls' dropout rates in the Eastern Zone of Nakuru Municipality?

   ii) What are the household level factors that affect the primary school girls' dropout rates in the Eastern Zone of Nakuru Municipality?

   iii) What are the community level factors that affect the primary school girls' dropout rates in the in Eastern Zone of Nakuru Municipality?

1.5 Assumptions

   i) It is assumed that the sample is a fair representation of the whole of the Eastern Zone of Nakuru Municipality.

   ii) It is also assumed that the sampling instruments used have validity and have measured the desired objectives and that the respondents of the questionnaire were truthful.

   iii) The researcher assumed that the independent variables have a direct influence on the dependent variable.

1.6 Justification of the study

The purpose of the study is to establish the factors that influence the rate of girls' school drop out in the Free Primary Education era in the Eastern Zone of Nakuru Municipality. This is a worrying trend for which requires special attention. This study sought to find out the reasons for this worrying trend for which this study sought to find out the reasons. It is hoped that the findings of this study will benefit policy makers in the Ministry of Education and other stake holders. This shall also enable policy makers in the County Government to make laws that will enhance gender equality as enshrined in chapter 4 of the Kenyan Constitution on the Bill of Rights, Article 27 (3-4), which states that women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres.

Article 4 states that the State shall not discriminate directly or indirectly against any person or any ground including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth, (G.O.K,2010). On the rights of the child, the Kenyan constitution in Article 53(1b) states that every child has the right to free and compulsory basic education. The Millennium Development Goal 2 says 'Achieve universal primary education' and 3 'Promote gender equality and empower women', (G.O.K,2003) .Vision 2030 emphasises that the overall goal for 2012 is to reduce illiteracy by increasing access to education, improving the transition rate from primary to secondary school, and raising the quality and relevance of education, (G.O.K, 2007).

Kenya is a signatory to various conventions, declarations and protocols that emphasise on Education for All and gender parity. These include the 1948 United Nations Declaration for Human Rights which states in article 26 that ''everyone has the right to education. Education shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. Technical and professional education shall be made generally available and higher education shall be equally accessible to all on the basis of merit. Education shall be directed to the full development of the human personality and to the strengthening of respect for human rights and fundamental freedoms. It shall promote understanding, tolerance and friendship among all nations, racial or religious groups, and shall further the activities of the United Nations for the maintenance of peace. Parents have a prior right to choose the kind of education that shall be given to their children'' (United Nations, 1948).

There is the Convention of The Elimination of All Discrimination against Women (CEDAW) in 1979 which states in article two that governments must not allow discrimination against girls and women. There must be laws and policies to protect them from any discrimination. All nations' laws and policies must be based on equality of girls, women, boys and men. There should be punishment for those not following the law. Governments should take special measures or special actions to end discrimination against girls and women. The special actions that favour girls and women are not a way of discriminating against boys and men. They are meant to speed up equality between girls and women and boys and men. These specific measures should last until equality between girls and women and boys and men is achieved (UNICEF, 2011).

The Convention on the Rights of the Child (CRC) states that rights apply equally to all girls and boys. For example, all girls and boys have the right to food and health care, the right to go to school and the right to be protected from violence and abuse. All girls and boys also have the right to say what they think should happen when adults are making decisions that affect them, and to have their opinions taken into account (UNICEF, 2011).

The rights of the child are also spelt out in the1990 Jomtien World Conference held in Thailand, 1995 Beijing Declaration and Platform for Action, 2000 Dakar Framework for Action, the Millennium Development goals the Maputo Protocol of 1995, and finally the World Vision 2030.

The findings from this study will encourage other researchers to investigate why the female pupils are dropping out of school. The study will also identify factors affecting the dropout rates of girls from primary school not only in the Eastern Zone of Nakuru Municipality but also the newly established counties. It is only after the trend is reversed that the policy makers will have a clear roadmap towards achieving Education For All as stipulated in MDG number two and gender parity in MDG number three as stated above. Educators in learning institutions shall be able to make changes in their institutions to prevent the girl child from dropping out of school. Kenya is grappling with the issue of wastage in the education subsector. It is hoped that in future the Kenyan Nation will attain Universal Primary (UPE) as the nation gears towards vision 2030.

Other groups that will benefit from this study are opinion leaders, development partners and other Human Rights Advocates. Education empowers the girl child economically, politically and socially. The Kenyan Government is providing easier access to education for girls and women

through Affirmative Action. For example the Kenya Universities and Colleges Central Placement Services (KUCCPS) which was formerly the Joint Admission Board (JAB), admits the girl child with lower entry points and young mothers are readmitted back to school after giving birth (Sifuna and Chege, 2006). It is only when the vulnerable members of society like the girl child are empowered through education that we can achieve the Millennium Development Goals and Vision 2030.

1.8 Scope of the study

The study was carried out in the Eastern Zone of Nakuru Municipality which has got 14 public primary schools. The researcher was interested in the Eastern Zone of Nakuru Municipality because some of the schools are located in the urban setting and the peri-urban setting. This therefore was a fair representation of the Kenyan demographic setting. The results of the findings can be favourably applied to any urban and peri-urban setting of this country. The researcher collected information on perception from pupils and teachers.

1.9 Limitations

The target population did not include those who had actually dropped out of school. The girls who had dropped out of school were not easily accessible for the interview due to migration, relocation or natural attrition. However this information was captured through interviews and questionnaires

1.10 Operationalizati on of Terms

The following terms and words have been operational zed in the context of the study as follows:

Absenteeism: The consistent failure to attend school

Access   : This is availability of opportunities for primary schools to admit pupils. It is also the willingness of the pupils to take up the opportunities and enrol in primary school and continue learning up to standard 8.

Community level factors: These are factors within the community that hinder the educational progress of the girl child. These include the population dynamics of the community and the teacher- pupil ratio.

County: An administration unit in the devolved government of Kenya.

Cultural factors: These are societal practices and beliefs that hinder the educational progress of the girl child. These include female genital mutilation and forced marriages.

Curriculum: List of subjects studied in school.

Division: In this thesis division is an administrative sub-unit within a county.

Drop out : refers to any pupil who exists school before completing class eight and writing the KCPE examination.

Female headed households: These are households that are headed by women. The leadership is matriarchal as opposed to patriarchal.

Free Primary Education: refers to the government policy whereby children go to school to learn without paying any fees or levies.

Gender: Socially constructed roles of men and women/ boys and girls.

Gender Equality: The notion of boys and girls experiencing the same advantages and disadvantages in attending school, receiving the same teachers and the same teaching methods.

High Income household: These are households whose proportionate income spending on food shelter and clothing is less than that of the average family.

Household level factors : These are factors that hinder the female pupil from learning stemming from home; for example, the decision maker in the home, family size and number of siblings, income level of parents, marital status of parents, survival status of parents, education level of parents, gender roles and the preference of boys to girls.

Individual level factors: These are factors that hinder educational growth due to personal aspects. They include the gender, lack of self-esteem and self-motivation, peer pressure, poor academic performance, menstruation, number of siblings.

Influence: This refers to how individual, household and community level factors affect the rate of school girls' dropout in Primary School.

Informal settlements: These are settlement areas that are illegal in the sense that the ownership of the land is in dispute, the settlement is in contravention of the master plan land use zoning regulation, the planning standards are not met or the dwellings are constructed in contravention of building standards and regulations.

Low-Income Households: These are households that devote a larger share of income to the necessities of food, shelter and clothing than that of an average family.

Occupation of parents: In this thesis, occupation of parents refers to their means of livelihood like formal employment, informal employment, business people and those not working.

Peri-Urban Schools: These are schools located in partly or semi urban areas. They are located quite a distance from the urban centres, but not in the rural setting. Nevertheless, these schools are still controlled by the municipality.

Repetition: The term used to refer to a situation where a pupil learns in one class for more than the stipulated time frame.

Social Inequalities: A situation in which individual groups in a society do not have equal social status, social class and social circle.

Stakeholders: Person, group, organisation or system that affects or can be affected by an organisation's actions.

Urban Schools: Schools located in cities or towns; in this case, Nakuru Municipality

CHAPTER TWO
LITERATURE REVIEW

2.1 Introduction

This section critically undertakes a literature review of the history of education in Kenya. This is done in order to identify issues of access and challenges facing the girl child's education. It also looks at the history of education during the colonial era, and the policy on education at independence. The first Commission on Education is examined and an analysis of the "weight" given to the education for girls and women before and after independence. Various hindrances to the girl child's education are analysed, as well as, the challenges leading to the drop out of girls from school in Kenya. After the literature review, the chapter ends with the theoretical and conceptual framework.

2.1.1 Education in Kenya after Independence

Shortly after independence, the newly sovereign Republic of Kenya, inherited an education system that was fragmented along racial divide. There were three systems of education: one for Europeans, another one for Asians, and yet another one for Africans (Bogonko, 1992). The government did away with the racial school systems, which were all integrated into one national schools system. Earlier there were two systems of education where the indigenous Kenyans had four years, at the end of which sat an examination referred to as the Common Entrance Examination (CEE). Another examination was done at class eight, Kenya African Preliminary Examination (KAPE). The Europeans, on the other hand, had one examination after standard seven (Bogonko, 1992). After 1964 the Kenya government harmonized all the systems into one single system of education which was operating a seven year primary course.

2.1.2 The Missionary Education System.

Faith Based Organisations (FBOS) contributed greatly to the provision of education in pre and post independent Kenya. According to Brucken (2009), missionaries introduced western education in Kenya. The first missionaries to settle on the East African coast were Portuguese Roman Catholics. By 1557 they had established monasteries at the Kenyan Coastal towns of Mombasa and Lamu. The second wave of Christian missionaries included the Lutherans, who were sent to Kenya through the Church Missionary Society (CMS). Among these were Johann Ludwig Krapf, Johann Rebman, and Jacob Erhadt. Brucken observes that as the missionaries

established themselves on the mainland, they started schools as a means of converting Africans to Christianity. Their acceptance was somewhat due to the fact that they used the schools as a means of rehabilitating slaves who had been returned after having been captured by Arabs. The Arabs had established themselves earlier on the coast, and had already introduced some schools where they taught the *Koran.* Thus, the Christian missionaries had to move further inland, away from the Muslims where they could easily rehabilitate the returned slaves. Brucken emphasises that later, the British colonial government started to urge the missionaries to expand the educational system to include a technical focus in the curriculum in addition to religion. Although some were reluctant, for fear of losing the monopoly of schools to the government, some went along and even received funding, (Brucken, 2009).

2.1.3 Faith Based Schools

2.1.3.1 Koranic Schools in Kenya

According to Bogonko, (1962) the Muslim faith contributed to the early development of Education in Kenya although on average scale. The main aim of starting Kuranic schools was to teach the Holy Koran and Islamic law with a view to converting the attendants to the Islamic religion. Koranic schools therefore are Islamic institutions where the spiritual and moral welfare of the children are catered for. "The Koran was regarded as the immutable source of the fundamental tenets of Islam, its principles, ethics and allure as well as moral education" (Bogonko,1962).

The mosque was the centre of the Muslim education system and beside the mosques the Maktaba (Primary) and the Madrassa (intermediate) acted as schools. Contrary to the picture painted by some colonialists, Bogonko insists that Koranic schools also taught their pupils how to read and write and do . Another aspect of education taught in the Koranic schools was working on the land. Most Koranic schools encouraged rote learning where the learner was denied dramatisation and expression (Bogonko,1962). It is important to note that before colonialism girls' education was not regarded necessary as the schools were mainly meant for male pupils. It was not until 1918 that the first Islamic girls' school was opened in Nairobi.

Bogonko, quoting from Furley and Watson (1978), says that the colonial government had to step in and build government schools for Muslim children because the Islamic schools were not taking Muslim children to higher levels of education and this was met with a lot of resistance. By 1964, Muslim schools had been built all over Kenya, among them Nairobi Muslim Girls' school in 1930, Kisumu Muslim Girls and Mombasa Institute of Muslim education in 1948 which is the forerunner of the present Mombasa Polytechnic (Bogonko, 1962).

To make the Muslim education useful to citizens in the country and be acceptable in society, other subjects were added to the school curriculum, for example, English, Geography, History, Gujarat and religion. Needle work was added in girls' schools (Bogonko, 1962). Muslim education delayed Muslim children going to school to receive Western education as they only went to school after doing the rounds in Koranic schools. Muslim girls were the hardest hit as they faced early marriages since their parents were of the view that a future wife had little need for an education. Only a few Indian girls went to school (Bogonko, 1962).

It is important to note that schools which were originally built for Muslim communities for their own children eventually opened up to other communities as more secular education was allowed into them. An Example of such Muslim schools is Allidina Visram School in Mombasa (Bogonko 1962). The Islam religion has therefore contributed greatly to the development of modern education in Kenya. Ismaili schools opened their doors to none Ismailis. These Ismaili Muslims belong to the Shia branch of Islam. The other branch of Islam is Suni. The Ismaili live in over 25 countries mainly Central and South Asia, Africa and the Middle East as well as Europe, North America and Australia. They believe in a spiritual leadership which is hereditary. At present, their spiritual leader is His Highness Prince Karim Aga Khan. They contributed immensely to education in Kenya and established schools in Voi, Kisumu, Sultan Hamud and Mombasa. Examples of Ismaili schools are the Aga Khan schools in Mombasa, Nairobi and Kisumu. These schools opened their gates to all Kenyan children regardless of their spiritual association (Eshiwani, 1993).

2.1.3.2 Mission Education
Women's Education in the Colonial Period

During the colonial days, there were three systems of education in Kenya; European, Indian and education for the Indigenous Africans. The one for indigenous Africans had no definite policy throughout the 1920's (Eshiwani, 1993). The colonialists' claim that they improved the condition of the African women who reportedly had lived in the slums for a long time and were at the mercy of patriarchal structures in Africa is not true. The truth is that the colonial administration used models of Western education to propagate female inferiority and reinforce patriarchy. Women were exploited, oppressed, marginalised and reduced to domestic workers. (Eshiwani, 1993).The missionary education was introduced when the Africans had their own general systems of education. Everyone had their place in society. The traditional education given then equally respected both men and women. The colonial government through the missionaries offered women the lowest quality of education, namely, etiquette, cake making, needle work, handicraft and other domestic occupations that narrowed down to nothing beyond housewifery, (Fatuma and Sifuna, 2006). "The effect of the colonial and missionary gendering process that was engrained and perpetuated through western education has continued to plague the Kenyan education system in 21st century."(Eshiwani, 1993)

Mission education advanced by Protestants and Catholic missionaries was used to spread and to promote Christianity. However, the education given was largely industrial education in agriculture, carpentry and brick-making. Throughout the 1920s and 1930s few mission schools notably, the Church Missionary Society, Maseno and the Friends African Mission, Kaimosi (FAM,) were giving substantial industrial education (Bogonko, 1962). The schools established by the missionary societies include the Alliance High Schoo,l established by the Church of Scotland Missionary Society, St. Mary's Yala and Maseno school established by the Church Missionary Society, Kaimosi, established by the Friends African Mission, Kamagambo, established by the Seventh Day Adventists. Other schools established by the missionaries include Tumutumu in Nyeri and Chogoria in Meru. The Mill Hill fathers established themselves in Western Kenya and begun schools like Mukumu Girls. The Roman Catholic Church began a campaign for a secondary school for their children as they were not being admitted to Protestant schools. To this end, the Holy Ghost Fathers Missionaries moved quickly to recognise St. John's

school, Kabaa, as a parallel school for Catholics. The school was later moved to Mangu and renamed the Holy Ghost College

2.1.4 Factors that Influenced the Kenya Government's Education Policies

During the campaigns in the run-up to the first ever elections in independent Kenya, the leaders then led by the late Jomo Kenyatta, expressed in the Kenya African National Union (KANU) Manifesto the need for Free Primary Education (FPE) (Ngaroga, 2008). The leaders knew that it was only education that would fight ignorance, poverty and diseases. The newly independent African country Kenya had to develop an education policy that would materialize in man power development. Other benefits of education included literacy that is, learning how to read and write. Moreover, education for girls came with other accrued benefits like low level of fertility thus reducing population growth; education for girls and women as well reduced infant mortality.

There was also longer life expectancy and the reduction of gender equality gaps. (Fatuma and Sifuna, 2006). More benefits derived from education of girls and women include increased political and civic participation, reduced instances of sexual harassment, a lower probability of women being trafficked for labour and sex, delayed age at marriage resulting in reduced family size because of contraception and greater ability to deal with HIV/AIDS. It also alters their way of thinking and increases their chances of adapting to self protective behaviours. With secondary education, girls become more responsible in taking charge of and shaping their own future without leaving it in the hands of their fathers or future husbands, (Rihani, 2006).

After Kenya attained its independence, the government appointed the first Education Commission for the new nation, Kenya under Professor Ominde. Its terms of reference were "to survey the existing educational resources in, and advise the government in the formation of national policies of education." The Ominde Commission was set up to look into the system of education and write recommendations, to the government (Nyaroga, 2008).This report came up with twelve recommendations namely: Education should foster a sense of nationhood and promote national unity; Education should serve the needs of national development; Education should foster the dignity of cultural values; Education should promote social equality and remove divisions of race, tribe and religion; Primary education should be managed by the public and not religious authorities; Greater understanding between parents and teachers should be fostered by means of Parents and Teachers' Associations (PTAs) or in other ways; English

becomes the universal medium of instruction from Primary One, while Kiswahili becomes a compulsory subject from Primary One, where possible; Agriculture ceases to be a separate subject in primary school and becomes an ingredient in a revised general science syllabus; The issue of Kenya Primary Education (KCPE) certificates to successful pupils is replaced by the issue of leaving certificates to all pupils to discourage cramming for KCPE and an alternative selection procedure to be subjected to research; Education should become more child-centred and that the age of entry to primary school is set at six years. Unfortunately, although Kenya was now an independent country there was no mention of gender disparity in education provision. The status quo for girls' education was maintained.

2.1.5 The New Kenyan Constitution and Gender Policy in Education

Chapter Four of The Kenyan Constitution on the Bill of Rights states that women and men have the right to equal treatment, including the right to equal opportunities in political, economic, cultural and social spheres, Article 27 (3-4). Sub article 4 states that the State shall not discriminate directly or indirectly against any person or any ground including race, sex, pregnancy, marital status, health status, ethnic or social origin, colour, age, disability, religion, conscience, belief, culture, dress, language or birth,(G.O.K,2010). On the rights of the child, the Kenyan Constitution under Article 53 (1) (b) states that every child has the right to free and compulsory basic education. This ultimately encourages girls to work as hard as boys in school because they stand the same chance as boys in getting good jobs.

A press release by the Constituency Development Board in the Daily Nation (2013) states that the Constituency Development Fund was established amongst other things, to improve the infrastructure in schools and expand learning facilities to reduce the school dropout rates. The Constituency Development Fund was established through an Act of Parliament, the Constituency Development Fund Act 2003, and amended in 2007. This is in accordance with the UN Declaration on the Rights of the Child to which Kenya is a signatory (UNESCO, 2004).

In Kenya there is the Gender and Education Policy which addresses issues in Early Childhood Development Education, Primary Education and Secondary Education. The policy seeks to enhance equity and equality in education for girls and boys, men and women. The Researcher's interest was in Primary Education. With the introduction of FPE in January 2003 the Nation's GER rose from 88.2% in 2002 to 102% (105% for boys and 100.5% for girls) in 2003. (Republic

of Kenya 2007). By 2004, the report observes the National GER rose further to 104.8% (108% for boys and 101.6% for girls). From these figures it becomes clear that with the introduction of FPE, the gender gap between boys and girls got worse and boys were favoured. While in 2002, the GER gender disparity was 1.4%, it rose to 6.4% in 2004 according to the report (Republic of Kenya 2007).

There were also Regional Gender disparities in enrolment, completion, repetition, transition and performance in the KCPE. For instance, at Coast, Western and North Eastern Provinces, GER disparities are over 13% in favour of boys while Central, Eastern and Nairobi provinces (now counties), between 1999 and 2003, registered a slight gender disparity in favour of girls.

National Primary Completion Rates for boys are higher than for girls. The Report states that the gender disparities increased from 2.9% in 1999 to 8.2% in 2004. From the same report, it is observed that boys registered better results than girls in KCPE exam with the exception of two papers, that is English and Kiswahili, in which the girls obtained better results between 2000 and 2004. Boys attained higher mean scores than girls in all the other subjects in all the counties (former provinces) (Republic of Kenya 2007).

It is because of these disparities in Primary School enrolment, retention, and completion rates that the Gender Policies were formulated – that the Ministry of Education, together with other stake holders should continue mobilisation of resources for infrastructure, equipment, and supplies for girls' schools particularly in ASALs and marginalised areas. The policy strives to improve the school environment, make it more gender friendly, make all involved in education understand the importance of girls' education, strengthen governance and management structures in schools and allow all stake holders to participate in gender responsive education.

There should be continued support for the FPE policy and improvement of all avenues of girls enrolment and completion of primary education. The report provides some interventions like schools working with communities to provide and rehabilitate sanitation facilities, provide midday meals, lunch programmes, provider of sanitary towels as part of the School Equipment Supplies, water for washing hands. Lastly, ensure that the primary education curriculum at all levels from development, implementation, and supervision addresses gender issues and is Gender Responsive.

2.1.6 Overview of the Education System in Kenya

Kenya's education system consists of Early Childhood Education (ECDE), Primary, Secondary and Tertiary Education (UNESCO, 2006). Early Childhood Education takes at least one to three years. Primary takes eight years, culminating at the Kenya Certificate of Primary Education, (KCPE) and secondary four years culminating at the Kenya Certificate of Secondary Education, (KCSE). University takes between four to six years depending on the course one is taking. There are also other colleges that train form four graduates known as middle colleges. They train in Teaching, Nursing, Carpentry, Clinical officers, Science and Technology. The Kenya University and Colleges Central Placement Services (KUCCPS), formerly the Joint Admission Board (JAB) is responsible for selecting pupils proceeding to public universities. The minimum entry grade to public universities is C+ at KCSE. However, due to stiff competition only those who have attained a grade B and above are guaranteed admission to public universities (UNESCO, 2006). Private Universities admit pupils on their own but they are guided by the rules and regulations provided by the Commission for Higher Education, now the Commission for University Education (CUE).

2.1.7 Primary Education

Primary education targets children aged between six and thirteen years. The goal is to provide quality education to all eligible children on equal basis. Primary education prepares children for secondary education and elementary training. The NARC Government, as soon as it came to power, did away with school fees in primary education ushering in Education For All (EFA) and Free Primary Education (FPE). The number of primary school pupils rose from 5.9 million in 2002 to 7.2 million in 2003 to 7.4 million in 2004 to about 7.6 million in 2005 (UNESCO, 2006). Although enrolment rates went up, there are regional and gender imbalances. Some regions like North Eastern, Coast and parts of Rift Valley are lagging behind in girls' enrolment (Fatuma and Sifuna, 2006). Data from the Ministry of Education Science and Technology shows that the former North Eastern Province (now made of three counties) had the lowest average Gross Enrolment Rates at 17.4 percent with girls at 12.1 percent and boys at 21.9%. Coast province which was the second lowest in Gross Enrolment Rates had an average of 75.6% with girls having an enrolment of 69.5% and boys at 81.7%.The province with the highest gross enrolment rate was Nairobi at an average of 105%, boys having a gross enrolment of 108.1% and girls at 102.2% (MOEST, 2001).

2.1.8 Gender Disparity in Education

According to Boabu, (2000), various factors cause a disparity in the number of girls and boys who successfully complete their education. Girls and boys from wealthier families have always performed better than those children from disadvantaged families. This means that the economic status of parents has a bearing on their children's education. The allocation of funds however affects the girls more than it does to boys (Boabu, 2000). Men are heads of households in patriarchal societies, when funds are scarce, the boys are considered before the girls for education. Generally, girls are viewed as a liability. Boys' education is more important in patriarchal inheritance systems as they are considered the prime beneficiaries of family assets. In most of the cases parents do not worry about wasting money on education of girls who are likely to get pregnant or married before completing their schooling. Once married, girls become part of another family and parental investment lost (Fatuma and Sifuna, 2006). With this kind of innate prejudice against the girl child, she starts off on a disadvantaged note and the situation gets worse as she navigates through the primary school. Early domestic responsibilities, especially among the young girls come in direct conflict with pursuit of education. The Kenya Institute of Public Policy Research and Analysis (KIPRA, 2006) adds that retrogressive cultural practices such as Female Genital Mutilation (FGM) and early marriages disadvantage girls in education. The willingness of parents to educate girls is therefore hindered by socio-economic and cultural factors. Girls are expected, and they do change their allegiance after marriage (KIPRA, 2006).

2.1.9 The Irrelevance of Education to the job market

Job availability is another factor that hinders girls' education (Boabu, 2000). Education is linked to tangible benefits: availability of employment opportunities in the formal sector. Lack of employment opportunities discourages parents from taking their children to school or withdrawing them from school early.

Further, according to the KIPRA research report (KIPRA, 2006) poor quality of education leads to poor results in many institutions. Many times, parents are forced to take their children to repeat the class so that they can attain good grades to join secondary school. Both repetition and school drop-out hinder progress in education and causes wastage in primary schools. Communities living in Arid and Semi Arid Lands (ASAL) often discourage their children from attending school since the results in National Exams are more often than not very discouraging.

This leads to less demand for education as the community has little to gain from the schools (KIPRA, 2006).

2.1.10 Kenya's Response to International and Regional Policies of Education and Gender

The government realizes that the education for girls and women is highly impended due to individual, household and community level factors. All these have impacted negatively on the girls' and women's access, performance and retainance in school. (Kimalu and Nafula et al, 2001).There are strategies that have been put in place to address the low percentage of girls completing primary schooling. There is the construction of boarding primary schools in ASALs, Affirmative Action in admission to public universities, bursary allocations, CDF and Free Primary Education among other interventions. However, this study has noted that not all school going children in the Eastern Zone of Nakuru Municipality are in school hence this research sought to find out why girls drop out of school before they complete their eight years of schooling.

2.1.11 Vision 2030-The Social Economic Pillar

The objective of the social pillar of vision 2030 is to invest in the Kenyan population in order to improve the quality of life for all Kenyans by targeting a cross section of human and social welfare projects and programmes, specifically Education and Training, Health, Environment, Housing and Urbanisation, Gender, Children and Social Development, Youth and Sports (GOK, 2007). For this vision 2030 to be attained, the entire population has to receive Education For All (EFA). Girls and consequently women, form a half of the population of Kenya (GOK, 2010).

2.1.12 The Implementation of Free Primary Education among Pastoralist Communities.

According to Serem, 2010, the implementation of the Free Primary Education programme has met major challenges in the pastoral areas of Kenya. He observes that despite the high enrolment in FPE in urban areas, the response from pastoral communities has been rather lukewarm. He further observes that most indicators of output and quality of primary education in pastoral communities bear little comparison with most of the rest of the country. He goes further to give the reasons for this poor performance of the FPE program. He cites the lack of security in these areas, causing fear amongst pupils and their parents thus limiting their participation in school activities.

There is also restricted funding as schools in ASALs receive limited funding from the government. The government restricts this funding because of the frequent mobility of pastoralists and social cultural factors that attach little value to formal education. Other challenges to the implementation of FPE are the cultural beliefs of the pastoralists whereby the informal education that children receive emphasises the importance of livestock from an early age, and that education is a waste of time (Serem, 2010).

A report by Kipuri and Ridgwell (2008) on Development Strategy for Northern Kenya and other arid lands states that the area has poor facilities for learning, there is no university. There is only one Teacher Training College, one Technical Training Institute and very few TIVET institutions (Technical Industrial and Vocational and Entrepreneurship Training). The number of teachers is insufficient because very few are recruited locally (Vision 2030). There is little attention paid to early childhood. The report observes that the region has very low rates of enrolment, transition and completion, The region performs poorly in National Examinations. Since 1988 there has been only one student achieving a straight A in KCSE (Kipuri and Ridgewell 2008)

Figure 1: Percentage of population aged between 6 -17 who have never attended school
(Source: Republic of Kenya, 2008: *Kenya Integrated Household Budget Survey, 2005-06*)

The Vision 2030 (2011) report adds that the situation is worse for girls than boys in ASALS. Like many other parts in Kenya and the African continent, girls and women occupy a subordinate position in society. Girls and women are weighed down by cultural practices like FGM and early marriages. The ratio of out of school for girls is higher than for boys in these pastoral areas. The report observes that more women than men lack basic education, which leads to lack of opportunities. Fatuma and Sifuna (2006) add that pastoralists do not take their children to school because families do not see the benefits of Western education. Eight years of school based learning in the primary system gives the pupils insufficient qualifications to compete satisfactorily in the job market. The graduates at grade eight go back to pastoral ways of life. (Republic of Kenya 2008)

A report on the Hardest-to reach a Strategy for the Nomadic Communities in Kenya. The main target group are not only the Hardest-to reach but all the children out of school including their parents who are advised to register for adult literacy. An educational strategy will combine different delivery methods: (MOEK,2009)

1.Boarding Primary Schools

2.Mobile Schools

3. Radio broadcast

The report advises that there should be constant evaluation to see the impact of teaching in ASALS every two to three years to evaluate the progress. The methods target class one to three. The policy spells out that the need for Distance Learning (DL) could be combined with the use of radio broadcast, mobile schools, boarding primary schools and mobile teachers who will use printed material; and such teachers should be recognised by the ministry of education. Proper record should be maintained to track the children in distant learning programmes. And the curriculum should have a national outlook, and the pupils should write National Examinations. The report (MOEK 2008) observes that the government should set up a scholarship fund for pupils to encourage outstanding nomadic pupils especially girls to proceed to secondary schools and universities. Through Affirmative Action, KUCCPS (formerly JAB) should admit girls from ASALS with a lower cut off point.

The MOEK Nomadic Education Policy Framework states "Nomadic Pastoralists require flexible education delivery modes that take into account their children's work at home" (UNICEF 2007) so that the education does not remove the pupil from the environment

The Kenya Vision 2030 sets ambitious goals for education. Targets to be met include 95% net enrolment by 2012 and EFA by 2015 GOK 2005. The report says the number of mobile and boarding schools in ASALS will be increased. Alternative and provision of education will be provided in ASALS including new technology. Session Paper number One of 2005 GoK commits the government extra recourses, provide development of infrastructure in regions with poverty levels including ASALS. Kenya as a signatory to National and International Protocols, Conventions and Rights of the child should fulfil Education For All more so the girl child as provided in vision 2030.

2.1.13 A case of Ruiru and Embakasi Divisions in Nairobi County

According to a report on the participation of orphans and the vulnerable in FPE by the Women Educational Researchers of Kenya (WERK), between the years 2002 to 2004 the pupil population in Embakasi division's public schools rose from 30,024 to 42,217 then slightly dropped to 32,448. The division has 31public schools, which means that the average number of pupils per school changed from 969 in 2002 to 1,394 and 1,046 in 2003 and 2004 respectively. On average a two streamed school would have a total of 640 pupils and this is a clear indication of how the Embakasi schools are densely populated. On the other hand, Ruiru division in 2004 had 29,281 pupils in 248 schools giving an average of only 118 pupils per school.

The report indicates that there are a number of factors that jeopardize girls' participation in school in terms of attendance. The girls who have special needs miss classes when they have their monthly periods. Girls in the public school do not attend class especially during menstrual period because they cannot cope with it in school as they cannot afford sanitary towels. As a result, boys are more advantaged.

A number of other factors were given by the pupils and teachers that they felt were negative about FPE. The report indicates that the pupils complained of classes being congested, as there were too many pupils per class with some having up to 80 compared to the previous 35-40. The number of pupils joining a particular school depends on the perception of the parent/guardian,

most of whom prefer schools that have been doing well in the KCPE. This has resulted in a school like Busara in Embakasi getting as many as 70 pupils in a class yet a neighboring school, Peter Kibukosya that is barely 100 meters away has only 50 pupils in a class. The teachers felt this large numbers made it impossible for them to provide individual attention as the numbers overwhelm them. This has made it impossible for them to check the pupils' books even after giving them assignments. They ask the pupils to swap the books and mark them using the answers the teacher writes on the chalkboard. The pupils are not happy with this arrangement as they think the teachers are being lazy and as such most of them do not even bother to do the assignments, as they know the teacher will not find out. With time apathy sets in, culminating in school dropout, more so for the girl child, (WERK, 2004).

2.1.14 Dropout rates in Tanzania

According to a UNESCO, Education for All Global Monitoring report of 2004, Tanzania has an unusual profile of high enrolment, relatively low drop out and some 24.3 percent of pupils over age but remaining in primary school. The dropout rate has declined significantly since the implementation of UPE in 2002 albeit with a slight upward trend in 2008-9 of 3.70%, up from 3.20% in 2006-7 (MoEVT, 2009).

The report observes that several factors contribute towards this. Firstly, there is a political and budgetary focus on UPE and completion rates with compulsory enrolment of all children from 7 years upwards including over age children not yet enrolled. Secondly, education was devolved to the regions with a community approach to education from the village upwards. Thirdly, learning was made more beneficial to young children in the classroom, and finally, alternative forms of education exist for out-of-school and over age pupils. This early success of near UPE in the late 1970's influenced more recent educational policy by the Ministry of Education and Vocational Training (MoEVT) by setting up a pattern of achievable UPE – and for all groups.

Putting the greater part of the education budget into primary education, 65.9 percent from 1995/6-2000 the MoEVT abolished school fees in 2001, and aimed for UPE by 2008(Mrutu, 2005). Crucially, they made school enrolment compulsory for all seven year old children and all over age children out of school from 8-11. The focus remained on the completion of primary education before the expansion of secondary school. Education was devolved to the regions, with

community involvement and access through setting up the Ward-Based Education Management clusters and teachers' resource centers (Mrutu, 2005). The Child Friendly Services (CFS) initiative was implemented in 11 districts from 2000, attempting to make classrooms more child-centered. Kiswahili, spoken by the great majority of Tanzanians as a first or second language, became the language of instruction in the first few grades of primary school and an official language as well as English (Brock-Utne and Halmdottir, 2004). Furthermore, Standards 1-3 are only taught by experienced teachers rather than NQTs. Some of these more experienced teachers are part of the cohort of long-serving teachers from the 1970's who saw teaching as a vocation and a form of political commitment (Barratt, 2008).

2.1.15 Women Empowerment through Education

According to the Netherlands Ministry of Foreign Affairs, women's education is the key to empowerment. It emphasizes that education determines a woman's access to paid employment and earning capacity giving her economic autonomy. Education enlightens a woman to improve her health by spacing her children giving her control over her fertility. It enhances her political autonomy as she is able to make politically informed choices. Education further exposes women to wider horizons, enabling them to overcome social prejudice, thereby achieving social-cultural autonomy (Netherlands Ministry of Foreign Affairs, 1994). Rihani, 2006 also observes that benefits derived from education of girls and women include increased political and civic participation, reduced instances of sexual harassment, a lower probability of women being trafficked for labour and sex, delayed age at marriage resulting in reduced family size because of contraception and greater ability to deal with HIV/AIDS. It also alters their way of thinking and increases their chances of adapting to self-protective behaviours. With secondary education, girls become more responsible in taking charge of and shaping their own future without leaving it in the hands of their fathers or future husbands, (Rihani, 2006).

2.1.16 Measuring Gender Inequality

A report by UNESCO on Measuring Gender Inequality gives us various indices on how to measure Gender Inequality. The Human Development Index (HDI) measures the average achievement of a country in basic human capabilities. The HDI indicates whether people lead a long and healthy life, are educated and knowledgeable and enjoy a decent standard of living. The Gender related development index, GDI measures achievement in the same basic capabilities as

the HDI does, but takes note of inequality in achievement between women and men. The GDI falls when the achievement levels of both men and women go down or when the disparity increases. The report continues to say that the greater the gender disparity in basic capabilities, the lower a country's GDI is simply the HDI discounted, or adjusted downwards for gender inequality. The gender empowerment measure (GEM) examines whether women and men are able to actively participate in economic and political life and take part in decision making. While the GDI focuses on expansion of capabilities the GEM is concerned with the use of those capabilities to take advantage of the opportunities of life (UNESCO, 2003/4).

2.2 Theoretical Framework

The researcher was guided by the following theories.

The feminist perspective on the role of education

The Feminist theoretical Framework constitute theories that point to causes of women oppression and subordination hinged within the ideologies of Liberal Feminism, Radical Feminism and Marxist/Socialist Feminism (Fatuma and Sifuna, 2006). Liberal Feminism of the 18th and early 19th centuries has its basis on the ideas about natural justice, human rights and democracy (Ruth,1980) .Liberal Feminism focuses on issues of equal opportunity in access to resources for women and men especially in education and employment. It supports Affirmative Action as compensatory strategy for redressing past in equalities   particularly against women and girls (Ruth, 1980). Radical Feminism which gained momentum with the onset of the American Civil Rights Movement and the Women's Liberation Movement of the early 1960's created alternative means it puts all the blame on women's discrimination and gender inequalities on male dominance and patriarchy (Derr et al, 2005).

Male dominated structures in society have led to oppression of women. Patriarchal structures deny women opportunities in all spheres of development including education, economic and political development. Radical Feminism advocated for dismantling of the foundation upon which patriarchal structures are anchored. Men are viewed as oppressors while all women are categorized as an oppressed underclass regardless of their social position or material circumstances. (Fatuma and Sifuna, 2006). Ruth, 1980 asserts that "It is argued that women are

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oppressed because men have power over''. According to Radical Feminism, women need to contest and break the male dominance and there is therefore need for women centred education (Weiler, 1993)

Marxist Feminism theory on the other hand sees the problem between genders as production and reproduction. Men own means of production. Women are viewed as providing labour in factories where they own nothing. Women are viewed as sex objects as part of the reproduction labour (Weiner 1994).

The above theories are regarded as foreign according to Africans and black feminists as observed by an African philosopher Pinkie Mekgwe (2010). Western Feminism configure the African women as a recipient of knowledge from her more enlightened American sister (Pinkie Mekgwe (2010)

African feminism – Nego feminism

Nnaemeka, (2003) observes that the foreign feminism whether Liberal, Radical or Marxist socialist may not work for Africans, there is need for a theory that applies to black women in local societies.Nnaemeko (2003) reports that she attended an International Conference Organized by "Women Waging Peace Project " at Harvard University's Kennedy School that attracted participants from some of the conflict zones of our troubled planet Northern Ireland , the Democratic Republic Of Congo Sudan ,Sierra Leone , Rwanda Bosnia , the Middle East , Burundi , Angola and so forth. One of the speakers was Martha Nussbaum and her topic was "Human capabilities approach", after the presentation on human capabilities Nussbaum had barely sat down when she was attacked. The attacker was an African American Woman. The reason for the attack was that an event of high representation of Africa based sisters was taking place in her Neighbourhood and she was not aware, she also complained that she had been locked out of this very important conference.

The next plaintiff or complainant was an African participant who spoke with a communal voice. She stated that she preferred to be told / shown what has to be done to mitigate the situation in her part of the world rather than to be bombarded with irrelevant discourses and empty theorizing that Nussbaum had talked about.

"The human capabilities approach focuses on what people are actually able to do and to be. The capabilities in question should be pursued for each and every person, treating each as an end and none as a mere tool of the ends of others: thus she had concluded "I adopt a principal of each person's capability based on principal of each person as an end" .The nego feminism theory is the theory upon which this work is anchored. This theory is very helpful to her research topic that looks at the perceptions on Factors Influencing the rate of primary school Girls Drop out in the Eastern Zone of Nakuru Municipality. One of the objectives under the individual level factors is lack of self esteem and motivation. If Girls in our society were counselled to improve on self esteem, to believe in them to work on their potential and on their own capabilities, then the rate of Girls drop out in the Eastern zone of Nakuru Municipality would drastically reduce. Every Girl would believe in what they are capable of doing and they wound not be coerced into activities that jeopardized their chances in school.

Back to the Second African Woman based in Africa who was not happy with Nussbaum's presentation, she referred to the Feminist theories as "empty " precisely because of its inability to connect with or refer to the realities and environment with which the plaintiff (African) identity with. Nnaemeka defended the former speaker at the same time stating clearly that she understands the African Women working in Africa. She understands their predicament of having to sit through a conference where the speakers were theorizing on issues that did not connect with their own problems in Africa. Africa has her own immediate challenges like civil wars, raw brutality; conflict ridden homelands were weighing heavily on the minds of the African participants while Nussbaum's presentation lacked a road map to "action now". A theory that will work for Africans living in Africa is that which will engage the people at their everyday challenges in Life. African theories, according to Nneameka (2003) are workable if and when they raises concerns about "innovation ", appropriateness and "applicability". The objection to Nussbaum's presentation was that she failed to anchor her theorizing in any relevant or significant way for the plaintiffs (Africans). A pertinent question is paused by Nnaemeka, (2003). What does globalization mean for labour markets and fair wages? "What is the hidden dowry of globalization? " Christianity? Americanization disguised as human rights? What are the great global agencies of aid and development up to? Do the World Bank ever going to involve a people's social and cultural values agenda? Nnaemeka (2003).

When the Western countries offer aid to the African countries, do they ever allow local communities to set their own agenda? When decisions are being made the ordinary people like Farmers, Vendors, slum dwellers, merchants and urban populations views are normally ignored Nnaemeka (2003). The report states that there is a new and imaginative way to view and conduct research. One of them is to globalize research from below by starting from the grassroots and constituencies in Africa starting from literature, health and human rights in Nigeria, Sudan, Madagascar to ethnicity, peace and conflict resolution in Rwanda, Burundi, Sierra Leon and the Democratic Republic Of Congo has led researchers to rethink the place and role of theory research and scholarship in Africa. The researcher applies this thinking to the study problem which is an investigation into the perceptions on factors that influence the rate of primary school Girls drop out in the Eastern Zone of Nakuru Municipality. Among the individual level factors identified was lack of self esteem, early marriages, lack of role models and retrogressive cultural practices like dowry payment.

The household factors included the marital status of the parents, the family size, the decision maker in the family the financial status of the family and the education level of the parents, more so the mother. Rihani, 2006 observes that if a mother is educated she will say no to practices like FGM and she would make sure all the children have gone to school regardless of the gender.

Nego Feminism talks of "The juncture where words meet that is what is called the third space of engagement The third space which allows for coexistence, interconnection and interaction of thought, dialogue , planning and action this is the unfolding of Feminism in Africa'' the report adds . Nnaemeka says she is going to use methods of Feminist of engagement in Africa to propose Nego Feminism of negotiation- "no ego Feminism".

African Feminism referred to as Nego Feminism puts the African Woman who is yearning for change at the center of negotiation. They (women) and other agents of change must learn to sit with men (patriarchy) and negotiate. Engage the older men who view Girls as a source of income. In one of the instruments (questionnaire) researcher wants to find out when resources are scarce do fathers/parents prefer taking their sons to school instead of girls? Women in Africa should negotiate with the patriarchy to change the attitude towards girls and women. Those who have attained western education have more benefits to the family and society at large , (Rihani,

2006).Women in power should pursue the dream to create a society that is gender responsive. The dream to change the culture of male privileges over women, (Fatuma and Sifuna ,2006)

Feminism in Africa is as diverse as the continent itself it is nego Feminism that is, building on the indigenous. It is true Africa is a continent of diversity but is shared values that can be used as an organizing principal in discussions about Africa (Etounga, 2000) the   diversity the vast number of some cultures (in Africa) is undeniable. But there is a foundation of shared values, attitudes and institutions that bind together the nation south of the Sahara and many respects in those of the Northern as well, (Etounga, 2000).Nnaemeka in discussing the inception of women's studies programme in Africa discusses the issues of disciplinary boundaries pedagogy and institutional building. She points out three areas that she will plead for:

Interrogation and repositioning of two crucial issues in Feminism studies positionality and intersectionality. This process she explains will entail constant interrogation of one's positionality at all levels from the social and personal to the intellectual and political. In this study the researcher had identified individual level factors that lead to the Girls drop out in the Eastern Zone of Nakuru Municipality. When Girls in primary schools identify their position in the family, at school and the community at large, they will take positions and pursue their education up to the highest level regardless of peer pressure. According to Sekiwunga and Whyte (2009) girls behave according to the group expectations (peer-pressure) if the friends in the group have a negative attitude to schooling, the whole group leaves the school before they complete class Eight. The second issue is "where meaning is made and not an essentialized location where meaning is discovered. Pupils in primary school should make meaning out of their lives. They should not sit and wait to be discovered.

 Lastly it will envisage a modulated shift in Focus of the intersectionality of race, gender, class ethnicity, sexuality, religion, culture, natural origin and so forth. To function is doing what is there and being there making ones presence felt. We should go beyond boundaries that limit us to questions of origin , genealogy to focus more on the history of now , the moment of action that captures both being and becoming – both ontology and evolution . The focus should be on now but not dwelling so much on history of origin. Looking at the family level factors that lead to girls drop out. Single headed families especially in slum areas of Nairobi, orphaned children

more so girls are vulnerable to sexual abuse, this was identified as a factor that leads to girls drop out (UNICEF, 2005)

According to African /Nego Feminism by Nnaemeka the focus for African Women and girls should not be on their past, history, origin or genealogy the focus should be on the history of now. The focus should not be on the parents of the children who died from HIV related complications, the focus should be on the well being of the girl who is here and now and must be in school and remain in school. African Feminism argues for the necessity and prudence of building on the indigenous, debating theory knowledge and engagement Nnaemeka (1986). There are ethical questions that surround a theory like the question of provenance (where is the theory coming from?) there is the question of subjectivity (who authorized?) the question of positionality which specific location and standing, social, political and intellectual does it legitimize?). A theory must be interrogated to make it original and legitimate. A theory should not always eminate from one particular location and applicable to every location. Nnaemeka says she argues for the possibility, desirability and pertinence of a space clearing that allows a multiplicity of different but related frame works. African girls and women should be at ease with nego Feminism because it is a theory that gives room for negotiation it accommodates different realities and histories. The frame work that is proposed in nego Feminism should be a universal one and sufficiently flexible to enable us to do justice to the human variety we find (Nnaemeka (2000). A theory should avoid intimidation.

To explain African Feminism is not to down play Western Feminism but rather to apply to the African environment. African Feminism is unique, it eminates from the African world view that uphold unity and diversity (Nnaemeka, 1998) enriched by many years of collaboration with Africa based scholars and activists in development process and social movements. Nnaemeka argues that African Feminist theory should be built on the indigenous in the same way that Claunde Ake Cogues says that for development to make some progress in Africa, greater attention must be paid to "building on the indigenous". Relating this to the research problem on the factors that influence the rate of primary school Girls dropout in the Eastern zone of Nakuru Municipality, the solutions will be found from the people themselves namely; the pupils , teachers, mother's, father's , community members , young men and young women. These groups of people must sit and dialogue (engage). Some of the individual and community factors

identified as leading to girls drop out were early marriages and cultural practices. The men who marry girls who have dropped out of school must be part of the solutions to this problem. Young men through dialogue and chiefs meetings may be discouraged from marrying girls who have not obtained a form four certificate. This will naturally discourage girls from dropping out of school before completing class eight and form four. This is what Nnaemeka calls "building on the indigenous"

African societies can only advance when we take Africa as it is not as it ought to be and not as it might be. Development will occur if we build on the indigenous she concludes by quoting her great uncle who told her "my daughter ," he said, 'when you go to Obado Oyibo (land of the white people) ,walk like the chameleon' what the great uncle meant by this was that the young girl going to a foreign land should remain focused, the chameleon keeps its head straight but looks in different directions ,it does not deviate from its goal and grows wiser through the knowledge attained from different perspectives along the way. The chameleon is cautious the great uncle continued , when the chameleon goes to a new environment it takes the color of the new environment without taking over, the chameleon adopts without imposing itself. African Feminism is what the researcher has anchored her work on. It is about engagement, dialogue, and negotiation, goal orientated, cautious, accommodating, adoptable, and open to diverse views. Nego Feminism is in line with Nnaemeka's great uncle's views. I agree with the same views. The dropout rate for girls in the Eastern Zone of Nakuru Municipality will drastically reduce if the central government, county government, Head teachers, parents, stakeholders, men and women, boys and girls listen to each other and remain focused and talk to each other. This study is greatly anchored in the African Feminism theory.

2.3 Conceptual Framework of the Study

According to (Orodho, 2004) a conceptual framework is a model of presentation where a researcher conceptualizes or represents the relationship between variables and shows the relationship in diagrams or graphically. The study categorised the factors that influence girls' dropout from school as follows:

- (a) Individual level factors
- (b) Household level factors
- (c) Community level factors

2.3.1 Individual Level Factors

These are the unique innate and acquired characteristics and personality differences that make a pupil react differently to situations and influence the pupil's retainance and performance in school. The study looked at the influence of the following individual factors on the rate of primary school girls drop out in the Eastern Zone of Nakuru Municipality. These factors are the gender of the pupil, the self-esteem of the pupil, the influence of peer pressure on the pupil, the number of siblings and the effect of puberty changes on the pupil.

Gender is the socially constructed roles assigned to girls which make them drop from school before they complete grade eight. The girl child is assigned more domestic chores and this drains her energy. According to Griffin, 1985 the concept defines what women, boys and girls should do so that the individual person can operate within the framework defined by the society. Humm, 1995 observes that the girl child has a lot of responsibilities and she may drop out of school and work within the family or get married.

Self esteem and motivation: According to Jones, 2011, the Kenyan society lacks role models for girls. Girls are always criticized and this lowers their self esteem. They feel that they are worthless. She identifies different motivation scopes for boys and girls where girl's expectations are much lower. Her study carried out in Uganda's Eastern Province identifies gender stereotyping as a demotivating factor that lead to girls' drop out, (Jones, 2011).

Peer Pressure: Girls, like other human beings want to be identified with a certain group. Primary school girls make friends with other girls and from now henceforth they behave according to the group expectations and roles. If these roles are negative, then the girls may leave school all together, (Sekiwunga and Whyte, 2009).

Number of siblings: scholars like Fuller eta al, 1994 argue that girls in large families find it hard to continue with their education because of the time taken by girls to care for the younger siblings. Girls who have younger siblings have a lower chance of continuing in school and eventually may drop out (Fuller, 1994).

Puberty changes: According to the Education For All report of 2003, a recent series of studies about management of puberty in primary schools in Uganda, Kenya and Zimbabwe concluded that the current management of sexual maturation within the primary system fails to meet the needs of children, but especially those of girls. In particular, children were denied accessible and accurate information about the process of sexual maturation; essential facilities to ensure that children, especially girls, are not excluded from participation because of their maturing bodies; an appropriate value system through which boys and girls can be guided into safe and healthy adulthood (UNESCO, 2003).

At puberty, girls experience changes in their bodies. 'In mammals the growth at puberty which occurs at about age 12 in girls and 14 in boys, growth becomes rapid'' (Muchiri, 2001 pg 169). Every month menstrual cycle, one of the cycotes undergoes meiosis. It is this monthly flow (menstruation) that keeps girls out of school. In a questionnaire administered by a researcher in Masaka in Uganda, girls indicated that they missed school due to menstruation, some up to six days a month. There is also the physical pain and discomfort associated with menstrual bleeding and lack of access to sanitary napkins and water for washing, (Jones, 2011).

Lack of resources: According to UNESCO report of 2006, one of the main reasons why pupils drop out of schools is poverty of parents and guardians. Parents and guardians cannot afford to meet the needs of teenage girls such as school fees and other levies, lunch, uniform, small luxuries such as soap, body oil, a pair of shoes or a new dress. The situation for girls is worse during menstruation. They have to do with torn pieces of blankets and many times they stay away from school and therefore miss many hours of learning hence frustrations and school dropouts.

2.3.2 Household Level Factors

These are the characteristics of the family setup which either promote or hinder the academic progress of the pupil, more so the girl child. These factors include the decision maker in the home, the family size, the marital and survival status of the parents, the education level of the parents, the financial status of the parents and the family gender roles.

Education level of parents: Rihani, (2006), observes that educating a woman has far reaching benefits like delayed marriage, reduced infant mortality rates, improved maternal health, less births, improved nutrition, less sexual harassment, less HIV infection, saying no to retrogressive cultural practices like FGM, informed decision making, socio political and economic mobility. An educated woman, with all these accrued benefits, is able to shape not only her future but also the future of her children.

Marital and survival status of parents: Orphans feel neglected; they do more chores in the home. A report on Nairobi City by Abuya and Onsomu, (2009), observes that such children are sexually harassed within the household by their adaptive fathers, cousins and step brothers. If a family has one parent the economic strain on him or her causes her to look at the daughter as a source of wealth thus encourage them to get married.

Decision maker in the family: Kenya is a patriarchal society and the father is the decision maker in the family. Educating daughters is a waste of time and money. If one of his daughters gets pregnant, he withdraws all his other daughters from school, (Chege and Sifuna, 2006). Moreover, the defilement law is not adhered to and a father would prefer an out of court settlement in case his underage daughter is defiled. According to the study carried out in Masaka, Uganda, taking the case to court will take too long and he may not benefit, (Sekiwungaand Whyte,2009).

Family size: According to Blake, (1989), there is a link between the family size and girls' schooling. Scholars have argued that girls are at risk of low education attainment in large families but when families are small their education should be at par with boys. Lack of resources dilutes education for the girl child together with gender roles in society. In large families when resources are limited, girls drop out of school to work on farms to subsidise the family income. Some are sent to urban areas to work as house helps and their wages used to pay fees for the younger brothers, (Onyando and Omondi et al, 2008).

Lack of role models in the family: A research by Abuya and Onsomu et al (2011) indicates that effective role model from mothers is key to girls education. If mothers are absent or they do not provide guidance to growing primary school girls there will be a vacuum. From the above study, 33% of the girls in school reported that there were no mothers at home to guide them. Most of the others did not go to school so they may not understand what it means to be in the same class

with boys. Girls lack the mother figure in the homes because of harsh economic times. The study observes that the mothers are struggling for the children out there and the children have no one to seek advice from,

2.3.3 Community level factors

These are community characteristics, values, cultural aspects that have been passed on from one generation to another and make the community unique from other communities. Every individual is expected to adhere to these values. These factors include the patriarchal systems of a society, the attitudes towards women, the distances from the watering points, the sanitation infrastructure of the school, the skewed education curriculum and the distance from school.

Distance from school: Jones, (2011), observes that some girls who go to day schools have to walk up to 16 kms daily to and from school. They walk on desolate stretches of roads or paths which take up to 5 hours a day. This causes major problems; for example adolescent girls are regularly harassed and sexually assaulted, which may lead to teenage pregnancy hence school dropout. The girls have to complete domestic chores before and after school, thus leaving no time for homework. This eventually leads to poor performance hence school dropout, (Jones, 2011).

Patriarchal systems: In patriarchal systems the boy child is given preference over the girl child as he is the inheritor of family wealth while the allegiance of the girl will shift to her matrimonial home, (Fatuma and Sifuna, 2006)

Societal attitude towards women: For reasons of economic necessity or commitment to societal or religious norms society confer value on a woman only through child bearing, (UNESCO, 2003).

Skewed Education Curriculum: A study carried out in Kenya on school girl pregnancy and its connection to school dropout shows that most of the Kenyan girls and boys agree that a girl who gets pregnant and the boy responsible should be discontinued from school. However from the same study, the teachers (including the female teachers) favoured the idea that the pregnant girls should be discontinued form school and not the boys responsible. They even feel that the same girls should not come back to the same school after giving birth and breastfeeding their babies. They believe that this would jeopardise the morality of the continuing students. This is a system

that is against the girl child and does not meet the welfare of the education availability to the girl child. It creates gender tensions in the school which may lead to girls dropping out due to double standards on morality (Mensah, 2006).

Figure 2 illustrates the dependent, independent and intervening variables in the study. The independent variables are the individual level factors, household level factors and community level factors which include the school environment factors. The factors presumed to influence school dropout rates of the girl child at the primary school level. On the right hand side, the dependent variable which is the dropout rate of girls from primary school and their transition to high school is illustrated.

The intervening variables are what the government is doing in terms of gender policies to enhance the education of the girl child for example the education gender policy, Affirmative Action in selection to universities, community support by putting up hostels for girls rescued from forced marriages and the various bills passed by parliament to protect the rights of the girl child.

The relationship between the variables has been illustrated in the following figure.

INDEPENDENT VARIABLES	INTERVENING VARIABLES	DEPENDENT VARIABLES
INDIVIDUAL LEVEL FACTORS • Gender • Self-esteem and motivation • Peer pressure • Number of siblings • Puberty changes • Lack of resources like sanitary towels, oil, shoes **HOUSEHOLD LEVEL FACTORS** • Family size • Role model • Marital and survival status of parents • Education level of parents • Decision maker in the home • Gender roles in the family • Financial status of the family **COMMUNITY LEVEL FACTORS** • Distance from school • Patriarchal systems • Societal attitude towards women • Distance from watering points • Skewed education curriculum • Sanitation infrastructure in school	The education gender policy, Affirmative Action in selection to universities Community support by putting up hostels for girls rescued from forced marriages Various bills passed by parliament to protect the rights of the girl child	Rate of school girls dropout from primary school and transition rates to high school.

Figure 2: Conceptual Framework

CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the methodology that was used to determine the factors that influence the rate of primary school girls drop out in the Free Primary Education dispensation in the Eastern Zone of Nakuru Municipality. The following areas are discussed under the research methodology; Research design, Population, Sampling Technique, Data Collection Methods and Procedures, Data Analysis Methods and Justification, Questionnaire Validity and Reliability.

3.2 Research Design

The researcher employed an ex post facto descriptive survey research design. This design was suitable because the independent variables were outside the researcher's control. Kothari, 2004 observes that this design is economical and has a rapid turn around in data collection. It was appropriate in the sense that the researcher was able to collect perceptions from pupils and teachers on the factors influencing the rate of primary school girls drop out in the Eastern Zone of Nakuru Municipality. Weismer, (1995), adds that descriptive survey is a method of collecting information by interviewing or administering a questionnaire to a sample of individuals. It can be used to assess attitudes and opinions about events, individuals and procedure, (Weismar, 1995). The school dropout of girls in Eastern Zone of Nakuru Municipality is a phenomenon that the researcher has no control over. They are better conceived not as experiments but a survey (Kathuri and Pals, 1993).

3.3 Study Area

Eastern Zone of Nakuru Municipality lies in Nakuru County. It is the headquarters of Nakuru County and headquarters of former Rift Valley Province. Nakuru Municipality has 307,990 inhabitants according to the 2009 census making it the fourth largest urban centre in the country and the largest urban centre in the Kenya Midwest with Eldoret in Uasin Gishu following closely behind. (Nakuru County Information Centre). Nakuru lies about 1,850 metres above sea level. Its weather is an average of 68 degrees Fahrenheit (20 degrees Celsius). It is populated by people from all over Kenya and from many regions of the world. The population is predominantly African and it has a cosmopolitan feel. The town has a sizeable population of Kenyans and a few

of the original settler families who remained in Kenya after independence. Nakuru received its township status in 1904 and became a municipality in 1952. Nakuru Municipality has two constituencies according to the Independent Electoral and Boundaries Commission that is Nakuru West and Nakuru East. The surrounding townships include Lanet (10 kilometres away) Bahati(20 kilometres away) and Njoro (25 kilometres) which neighbours a university established in 1934 called The Egerton University where the researcher is studying. The other university found in Nakuru municipality is Kabarak University (Kenya US Agency for International Development (USAID). The researcher was interested in the fourteen primary schools found in the Eastern Zone of Nakuru Municipality. These are: Kisulisuli Primary school, Madaraka Primary school, Menengai Primary school, Ndimu Primary School, Jamhuri Primary School, Bondeni Primary school, Nairobi Road Primary School, Mirugi Kariuki Primary School, Naka Primary School, Lion Hill Primary School, Rhino Primary School and Crater Primary school. A map showing the schools in the Eastern Zone within Nakuru Municipality is attached in the appendix v. The researcher chose Naka Primary School and Nairobi Road Primary School because the two schools are in the specific areas that the researcher was interested in that is they are located in the urban and peri urban setting.

3.4 Target population and Accessible population

Target population is defined as that group of individuals to which the researcher wants to generalize the results of the study. The target population of this study was pupils and teachers of the Eastern Zone within Nakuru Municipality. There are 10006 pupils, 5103 boys and 4903 girls. The teachers are 222 in number. There are 14 schools but only thirteen were considered since the 14th school did not have grade four which the researcher was interested in (Source County Education Office December 2013).

Table 1: Distribution of population of teachers and pupils per school

Name of school	No. of Boys	No. of Girls	TOTAL	No. of teachers
1. Nairobi Road.	472	405	**877**	20
2. Naka	219	209	**428**	11
3. Ndimu	359	324	**683**	16
4. Lion hill	475	490	**965**	23
5. Madaraka	539	547	**1086**	23
6. Rhino	376	389	**765**	12
7. MirugiKariuki	341	361	**702**	17
8. Kisulisuli	405	372	**777**	16
9. Menengai	563	509	**1072**	21
10. Nakuru Primary	264	256	**520**	12
11. Jamhuri Primary	466	404	**870**	19
12. Bondeni Primary	213	203	**416**	10
13. Crater Primary	409	402	**811**	21

Source: Municipal Education office Nakuru 9-06-2012

3.5 Sampling Procedure and Sample Size

From Kathuri and Pals, (1993) it is clear that a researcher cannot test the entire population during a research. One can use a sample size which is a representation of the larger population. Mugenda and Mugenda, (1999) assert that in descriptive research design, it is common to sample 10 to 20 percent of the accessible population but again it depends on the nature of the research study.

In this research, the researcher selected two schools, Nairobi Road Primary School with a population of 472 boys, 405 girls and 20 teachers. Nairobi Road Primary School is in the peri urban area of Nakuru Municipality. Naka primary which is in the urban setting consists of 219 boys, 209 girls and 11 teachers.

The following formula adopted by Kathuri and Pals, (1993) was used.

$$S = \frac{X^2 NP (1-p)}{d^2 (N-1) X^2 P (1-p)}$$

Where

S = required sample size

N = the given population size

P = population proportion that yields maximum possible sample size required (assumed to be 0.5)

D = the degree of accuracy as reflected by the amount of error that can be tolerated (taken as 0.5)

X^2= table value of Chi-square equal to one degree of freedom relative to the desired level of confidence which is 3.841 for the 0.95

The County Education office records revealed that the Eastern Zone has 14 public primary schools in Nakuru Municipality. They are a total of 10006 pupils. Of these, boys are 5103 and girls are 4903.

This researcher adopted a stratified multi stage sampling design.

In the first stage, purposive sampling was applied in choosing schools specifically from two strata within the Eastern Zone of Nakuru Municipality. These strata are schools in the urban setting and the schools in the peri-urban setting. For every category, the researcher used purposive sampling to choose one school within the urban stratum and one school within the peri-urban stratum. The schools chosen were Nairobi Road Primary School within the peri-urban setting and Naka primary school which is within the urban setting. It is located within Naka Estate in Section 58 of Nakuru Municipality. The main objective of this type of sampling is to pick cases that bear the characteristics of the population being studied. The researcher uses his or her judgement to pick the respondents who best meet the purpose of the study, (Kathuri and Pals, 1993).

The following table shows the classification of schools according to the urban and peri-urban strata in the Eastern Zone of Nakuru Municipality.

Table 2: Classification of Schools as Urban and Peri-Urban

SCHOOLS IN URBAN SETTING	SCHOOLS IN PERI URBAN SETTING
Naka Primary School	Nairobi Road
Lion Hill Primary School	Lion Hill
Madaraka Primary School	Rhino Primary
Kisulisuli Primary School	MirugiKariuki
Menengai Primary School	
Nakuru Primary School	
Crater Primary School	
Jamhuri Primary School	
Bondeni Primary School	

In the second stage the researcher used simple random sampling to select the pupils and teachers to be interviewed. The simple random sampling gives each unit in the population an equal opportunity to be included, (Kathuri and Pals, 1993).

Stage three proportionate sampling to cater for both boys and girls was applied. The sampling procedure ensures both males and females are selected according to their proportion.

The following sample sizes were picked from the chosen schools according to the table for determining the needed size of a sample of N cases such that the sample proportion P will be within plus or minus 0.05 of the population proportion P at 95% level of confidence, (Kathuri Pals, 1993).

Table 3: Distribution of sample size

Name of school	No. of Boys	Sample size	No. of Girls	Sample Size	No. of teachers	Sample size
Nairobi Road Primary School(Peri Urban)	244	150	238	145	20	19
Naka Primary(Urban)	146	105	135	100	11	10

Source: County Education office

The respondents were selected after class teachers provided the researcher with class lists and the researcher selected randomly giving every child an equal opportunity to be selected.

3.6 Research Instruments

3.6.1 Secondary data

Secondary data was sourced from various government publications like Global Monitoring Report and the Education, scholarly works such as books journals and magazines. The researcher visited libraries at Egerton University Njoro, Egerton University Town Campus and Kabarak University Library.

3.6.2 Primary Data

Questionnaire for pupils (QP) (Appendix 1)

Gall and Bong, 2003, explain that questionnaires are documents that ask the same questions to all respondents in the sample size. There were 30 items in the pupils' questionnaire which were formulated from the objectives of the research study. The questionnaires contained both open ended and closed ended questions. The open ended questions assisted the researcher in collecting information regarding the attitudes of the respondents and how this affects the dropout rates of girls in primary school. The respondents recorded a written response for each questionnaire item. The questionnaire administered to the pupils had two sections. The first section collected background data on the pupils for example sex, age, class religion, number of parents, size of the family, parents' occupation, among others. Section two established the students' perception on the factors that lead to girls' dropping out from school. The pupils' perceptions were measured using the Lickert Five Scale Rating. The researcher issued 295 questionnaires to Nairobi Road Primary School and 205 to Naka Primary. She issued the questionnaires personally and collected them back.

Teachers' Questionnaire (QT) (Appendix II)

The teacher's questionnaire was also used to record the teacher's perception on the causes of girls' dropout. It also had two sections with a total of 17 items; section one collecting the background information on the age, sex and education level. Just like the pupils they also had items in section two measured on the five point lickert scale. The questions in the questionnaire were formulated from the objectives of the research study.

Teachers' Interview (TI) (Appendix III)

The researcher also held interviews with the teachers in both schools. The questions in the interview schedule were formulated from the objectives of the study. From the questions, teachers were able to describe their feelings and opinions on their perceptions on the causes of the girls' dropout rates from school in the Eastern Zone of Nakuru Municipality. Question one relates to the family background of the pupils. Question two touched on the community factors affecting the dropout rates of girls, and question three looked at the corrective measures taken by the teachers to discourage dropping out from school. The interview schedules were given to 29 teachers at different intervals.

3.6.3 Validity of instruments

According to Mugenda and Mugenda, (1999) it is not possible to design an instrument that has all the information the researcher is looking for. It is therefore advisable to resort to validity sampling. Mugenda adds that validity is the degree to which results obtained from analysis deviate from the actual. Frankel and Wallen, (2000) defines validity as the degree to which correct inferences can be made based on results from an instrument; and it depends not only on the instrument itself but also on the instrumentation process and the characteristics of the group studied. Here the researcher selects representative sample indicators. The researcher designed a questionnaire and an interview schedule as instruments for testing validity. The instruments were taken to experts in the Department of Geography and Gender Women and Development Studies in Egerton University for validation.

3.6.4 Reliability

According to Kathuri and Pals, 1993 reliability may be defined as the degree to which test scores are free from measurement errors. Frankel, J. and Wallen, (2000) define reliability as a degree to which scores obtained with an instrument are a consistent measure of whatever the instrument measures. In this study, pilot testing of the instrument was done in Kisulisuli Primary School which was selected randomly. Kisulisuli lies five kilometres from Naka Primary school and 20 kilometres from Nairobi Road Primary School. Kisulisuli Primary School has similar characteristics to Naka Primary school and Nairobi Road Primary school. The pre-testing guarded against using unreliable test instruments that could have introduced serious errors into

the research as noted by Cohen, 2007. Through mock interviews the researcher was able to plan for interview schedules. The researcher was also able to establish how much time she would take interviewing one respondent. The researcher established the time she would spend with each respondent and this led to proper time management.

3.6.5 Data collection

Once the supervisors approved the data collection instruments, the researcher sought permission from the National Commission of Science, Technology and Innovation (NACOSTI)(The former National Council of Science and Technology(NCTS))Appendix Ix through the Graduate school and through the Institute of Gender, Women and Development Studies. Permission was also sought from the Nakuru County Education Office Appendix Viii and the Nakuru Sub County education office Appendix Vi, to collect data from primary schools in the Eastern Zone of Nakuru Municipality. The researcher pre- visited the selected schools to familiarise herself and develop rapport with the pupils and other respondents as well as, to get permission from the head teacher and develop rapport with the pupils. The researcher identified teachers who would assist her in organising the pupils, and all the teachers who would be her respondents in the questionnaire and interviews. There was no extra training for the teachers as they all understood their task but, the class four pupils needed a clarification on the questionnaire. On the actual data collection day, the class teachers of classes 4 to 8 assisted the researcher to assemble the pupils in the hall; each class separately.

3.6.6 Data analysis

After data was edited, Statistical Package for Social Science software (SPSS) was used for the analysis. As Martin and Acuna (2002) observe, SPSS is able to handle large amount of data, and given its wide spectrum of statistical procedures purposefully designed for social sciences, it is quite efficient. The characteristics of the respondents were analysed by descriptive statistics and presented by frequency and percentage table and pie chart. The objectives were analysed by descriptive statistics and presented by tables, pie-charts and bar graph.

Table 4: Data Analysis Table

OBJECTIVE	INDICATORS	TYPE OF DATA	METHOD OF ANALYSIS
To find out the influence of individual level factors on the dropout rates of girls in primary schools.	• Age • Gender • Self Esteem and Motivation • Peer pressure • Number of siblings • Puberty changes	Numerical Categorical Categorical Categorical Numerical Categorical	Percentages, bar graphs, pie charts,
To find out the influence of household level factors on the dropout rates of girls in primary schools.	• Family size • Marital and survival status of parents • Educational level of parents • Decision makers in the home • Gender roles in the family • Financial status of the family.	Numerical Categorical Categorical Categorical Categorical Categorical	Percentages, pie charts, bar graphs.
To find out the influence of community level factors on the dropout rates of girls in primary schools.	• Distance from school • Patriarchal systems • Societal attitudes towards women. • Distance from watering points • Skewed educational curriculum • Sanitation infrastructure in school.	Numerical Categorical Categorical Numerical Categorical Categorical	Percentages, pie charts, bar graphs.

3.6.7 Ethical Considerations

The researcher endeavoured to ensure that the findings being reported are ethical and accurate by guarding against personal bias in the collection, analysis and interpretation of the data. Kathuri and Pals, (1993) emphasise that a researcher should be able to distinguish between their role as a researcher and as private citizen. The researcher ensured the confidentiality of all the information given by the respondents. The researcher sought informed consent from her respondents through signing of the consent form at the beginning of the interview. She also informed the pupils and teachers that they were free to discontinue the exercise if they did not feel comfortable. The researcher sought consent from the Institute of Gender Women and Development Studies, the sub county and county education offices where permission was sort to interview minors and the National Commission of Science Technology and Innovation(NACOSTI)(The former National Council of Science and Technology(NCST))(see appendices). The researcher pre-visited the schools a day before the data collection and had a consultative meeting with the head teachers of the two schools together with the class teachers of class four to eight. The researcher informed the teachers of her intentions.

CHAPTER FOUR
RESULTS AND DISCUSSION

4.1 Introduction

This chapter presents the results and discusses the key findings of the study in line with the stated objectives and the key variables of study as described under the methodology section. The chapter is in three parts: the first part describes the demographic characteristics of the respondents, followed by the descriptive analysis of the study hypotheses, and a discussion of the study findings.

4.2 Demographic Characteristics of the Respondents

The demographic characteristics of the respondents studied included, gender, age, education level of pupils and teachers, family size of pupils, type of family and parents' occupation.

The data presented in Figure 3 below indicates that the majority of the pupils who participated in the study were male (51%) while female were only 49%. This implies that the Eastern zone of Nakuru Municipality, the gender disparity gap of school enrolment between boys and girls was not significantly wide
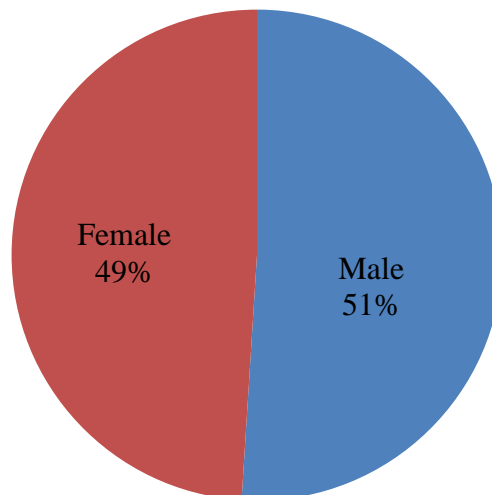
Figure 3: Gender Distribution

In terms of age of the pupils respondents, 24% were less than 11 years of age,58% were between the age of 12 and 13 years, while only 18% were of age 14 years and more.
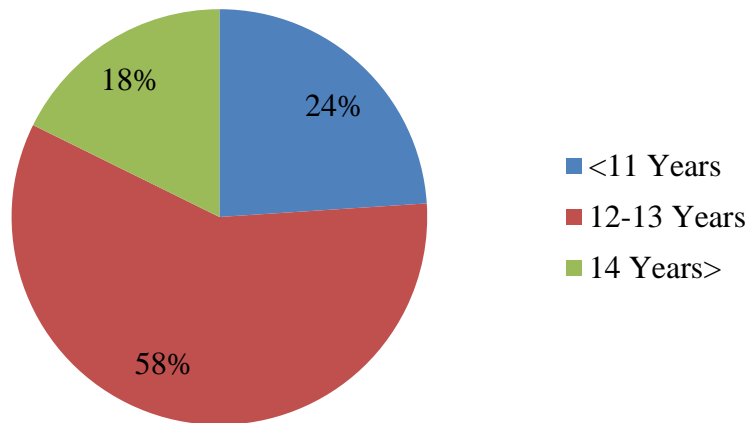
Figure 4: Age Distribution of Students

The results in Figure 5 reveal that majority (79%) of the pupils come from nuclear families that comprised of a father mother and children while 19% of the respondents come from single parents' families. 2% of the pupils are orphans.
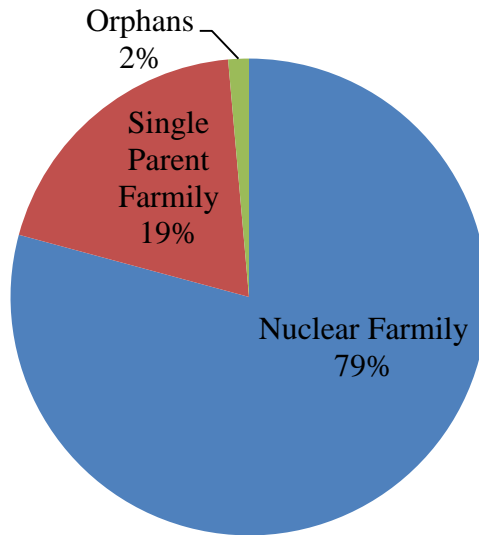
Figure 5: Type of respondents' families

The results in Table 6 show that majority 53.4% of the pupils came from households that had between 4 to 6 members while 4.6% of the respondents came from households with more than 10 members.

Table 6: Size of Respondents Household

Characteristic	Category	Frequency	%
Size of Family	1-3Members	101	20.2
	4-6 Members	267	53.4
	7-10 Members	107	21.4
	More than 10 Members	23	4.6

On the occupation of the respondents parents, majority comprising of 40% were business persons. The results in Table 7 also show that only 25% of the parents are in formal employment.

Table 7: Parents Occupation

Characteristic	Category	Frequency	%
Parents Occupation	Farmer	69	13.8
	Formal Employment	129	25.8
	Business Person	200	40
	Others	96	18.2

On the education levels of the parents the results reveal that most of the respondents' parents (25.6%) had acquired secondary education and that only 4.2% of the respondents' parents had not acquired formal education. These study results implied that most of the pupils had parents that had average education and house hold size of five members. A study by Okumu (1990) observes that education level of parents determines how far a girl child progressed with education.

Table 8: Education Level of Parents

Characteristic	Category	Frequency	%
Education Level of Parents	None	21	4.2
	Primary	94	18.8
	Secondary	128	25.6
	Middle level college	98	19.6
	Bachelor's degree	155	31

4.2. 1 Demographic Characteristics of Teachers Respondents

The results as presented in Figure 6 showed that majority (66.7%) of the teachers who participated in the study were female.
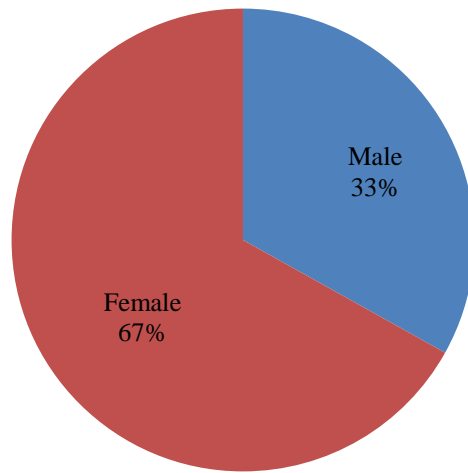
Figure 6: Gender distribution of teachers' respondents

In terms of age, most (41%) of teacher respondents were of age 46 years and more while only 5% were of age 22 to 25 years.
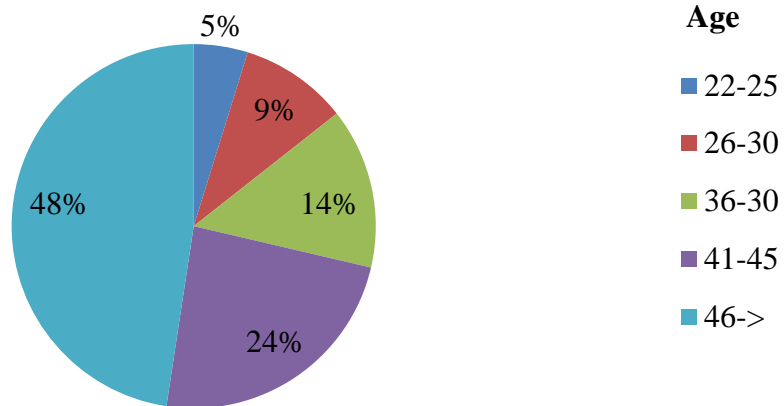
Figure 7: Age of the respondents

A half of the respondents had acquired university education while the rest had attained college education.
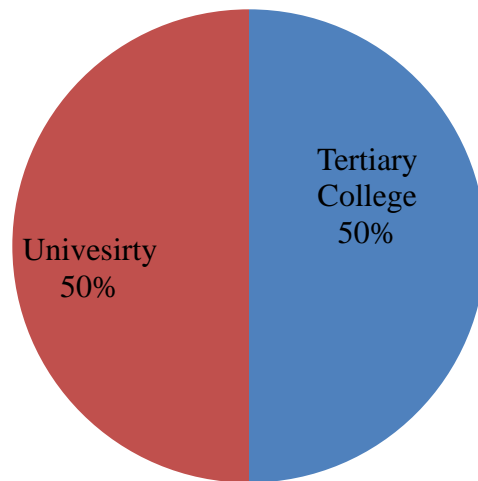
Figure 8: Education level of Teachers
    Individual level Factors that Influenced Primary School Drop Out among Girls

The first objective was set to establish the individual level factors that influence primary school girls' dropout rates in the Eastern Zone of Nakuru Municipality. The study identified possible individual level factors among pupils that were perceived to influence school dropout. The respondents were asked to indicate on a scale of one to five as follows 1= strongly agree, 2= agree, 3= undecided, 4= disagreed 5= strongly disagreed in respect to perceptions that were attributed to influence the school dropout rates of girls from primary school.

4.3.1 Parents prefer to take boys to school when resources are scarce

The results presented in Table 9 shows that 47% of pupils and 41.7% teachers who participated in the study strongly disagreed with the perception that parents preferred to take boys to school when resources were scarce. Only 21.8% of the pupils and 16.7% of the teachers strongly agreed with the perception.

Table 9: Pupils responses on perceptions parent prefer to take boys to school in when resources are scarce.

Response	Pupils		Teachers	
	Frequency	%	Frequency	%
Strongly Agree	106	21.8	4	16.7
Agree	80	16	1	4.23
Undecided	26	5.2	0	0
Disagree	48	10	9	7.5
Strongly Disagree	234	47	10	41.7
Total		**100**	**100**	

4.3.2: Regular criticism of girls leads school drop out

The results as presented in Figure 9 shows that 43.5% of the teachers strongly agreed with the perception that regular criticism of girls led to school dropout, 20.7% of the pupils also strongly agreed with the perception. However, the study results revealed that 30.9 % of the pupils who participated in the study disagreed with the perception that regular criticism of girls leads to school dropout, a perception also shared by 8.7% of the teachers.
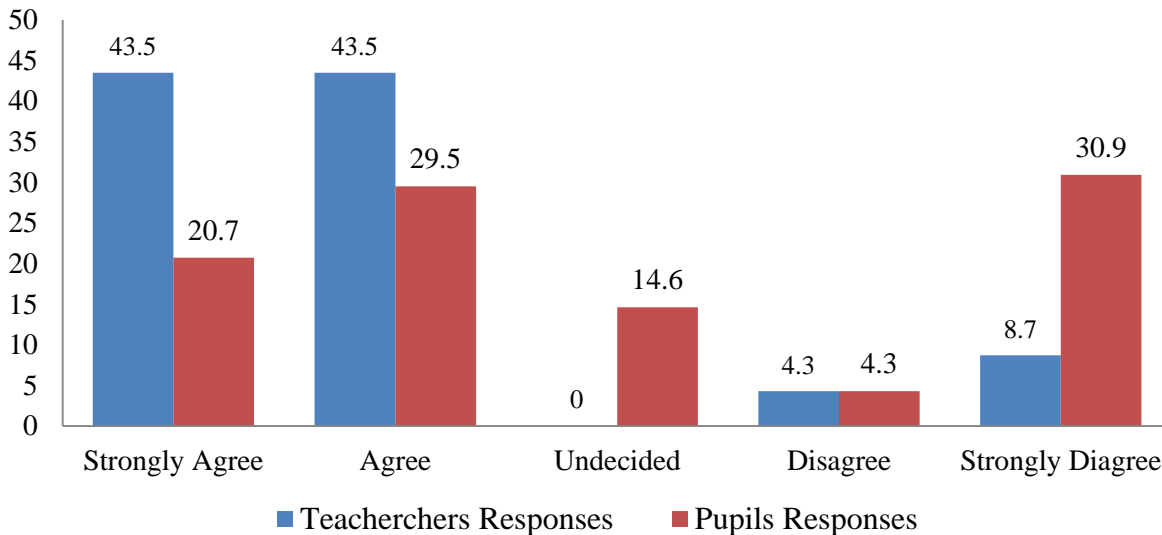
Figure 9: Perceptions on regular criticism of girls leads school drop out

The results as presented in Figure 9 shows that majority of the respondents in the study agree with the perception that negative criticism from peers, friends and parents tended to negatively influence girls school work performance and would lead to school dropout. A study by Colclough, Rose, and Tembon, (2000) had observed similar findings, where the prevalence of

girls dropping out of school was high, especially when they had been criticized as not academically good compared to boys.

4.3.4 Puberty changes affect girls' attendance to school

The results presented in Figure 10 shows that 40% of the teachers strongly agreed with the perception that changes at puberty affect girls' school attendance. 28% of the pupils who participated in the study shared similar perception. Further research indicates that 26% of the pupils and 24% of the teachers strongly disagreed with the perception that puberty changes affect girls' school attendance.
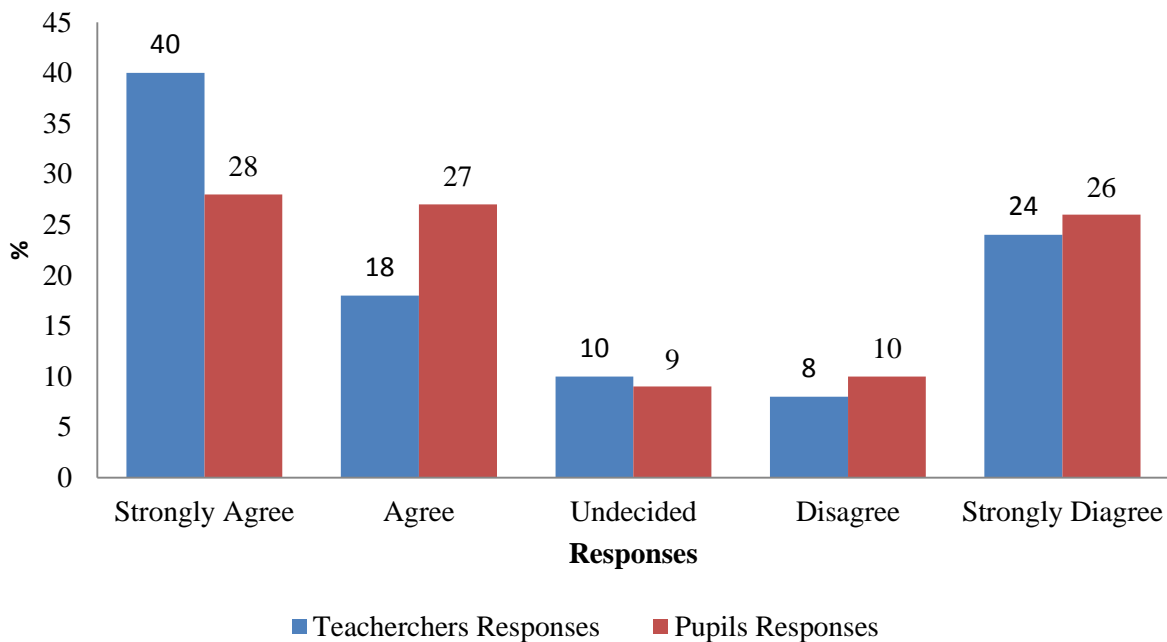
Figure 10: Perception on Puberty changes affects girls' school attendance to school
Teachers also pointed out:

"girls become emotional and become very moody when in adolescent stage, this tends to affect their concentration in class and even leads to some of them dropping out of school". Others teachers observed that *"engaging in sexual behaviors at young age as a result of puberty, was an individual factor that influenced the rate at which the girls completed their primary school education"* From the results of the study, puberty changes affected girls attendance to school. Studies by Leach, Fiscian, Kadzamira, Lemani and Machakanja (2003) also observed that most

of the girls preferred to skip school when they had monthly periods for fear of being ridiculed by boys. However, Hadley (2010), Cameron (2005), noted that girls in puberty stage required constant counselling from parents and teachers to keep up their self-esteem as there was a risk of some dropping out of school. Most of the teachers also shared similar sentiments by noting that *"in order to help our girls' students during puberty stage, we developed guidance and counselling department to help guide and encourage girls to continue with their education and reduce the prevalence of dropout rates".*

4.3.5 Better performance in class work by girls leads to rejection by friends

The results as presented in figure 11 show that majority of the pupils 56% strongly disagreed with the perception that better performance from girls led to the rejection by their colleagues and friends. The study results further showed that only 13% of the respondents strongly agreed with the perception.
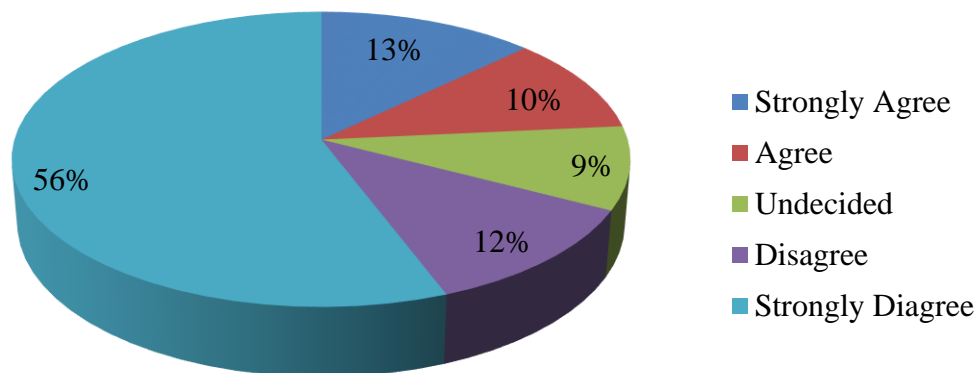
Figure 11: Perception on better performance leads to rejection

The teachers respondents also noted that *"girls tend to dislike some subjects and in particularly the science based subjects, most of the girls have develop negative attitude and tend to refer to subjects such as maths as tough and difficult and meant for boys".*

4.3.6 Availability of mentor and role models to emulate

The results in Figure 12 indicate that most (35%) of the pupils strongly agreed with the perception that availability of mentors and role models reduced school dropout rates among girls. Only 19% of the respondents strongly disagreed with the perception. Teachers' respondents emphasized that *"lack of motivation from parents as well as teachers does affect girl's progression in their education, it is important to keep on engaging girls on the importance of education as they drop out of school easily"*. The study results implied that mentors and role models can have a significant influence on the dropout rates of girls in primary school. According to UNESCO (2006) report, mentorship programs play a critical role in nurturing and guiding the youth to successfully transit through the education system. A study by Fatuma and Sifuna (2006) also noted that girls who were in puberty needed to be enrolled in guidance counselling and mentorship programs that would enable them to cope with negative societal challenges that often affected education progression.
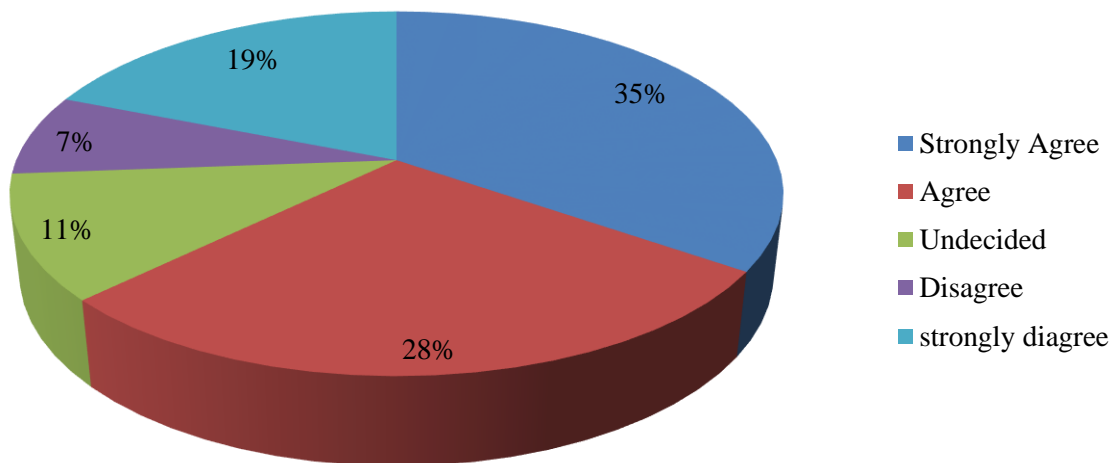
Figure 12: Availability of mentor and role model

4.3.7 Parents and guardians always encourage girls to work hard in school

The results in Figure 13 show that majority 60% of the respondents strongly agreed with the perception that encouraging girls to work hard in school was important in career development. The results implied that encouraging girls to work hard in school improved on their performance, in addition dropout rates among primary school girls would reduce. A study by Codesria (2006)

further observed that in most of the Sub Saharan African Countries, the attitude and guidance of parents critical factors in determining girl child education progression and performance in the schools.
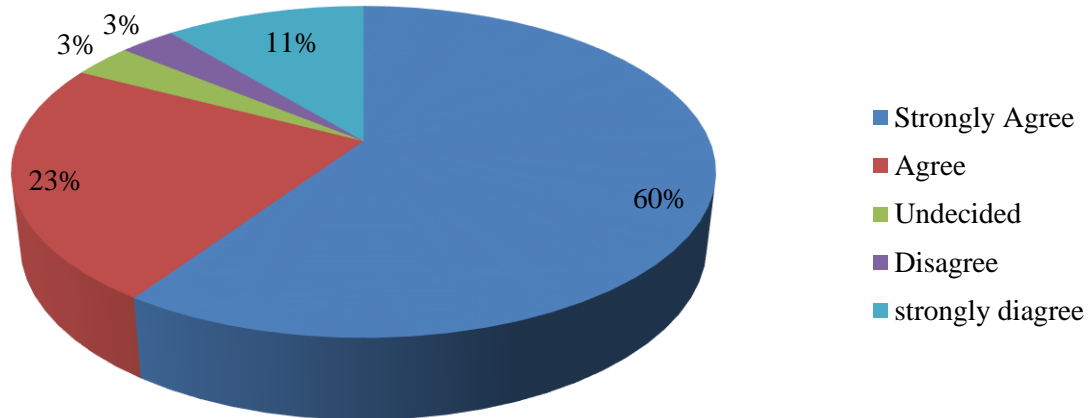
Figure 13: Encouraging girls to work hard in school
House Hold Level Factors that Influenced Primary School Dropout among Girls

The second objective was set to find out the house hold level factors that were perceived to influence primary school girls' dropout rates in the Eastern Zone of Nakuru Municipality. Some of the household factors the study perceived would influence school dropout rate among girls included; family size, marital and survival status of parents, educational level of parents, decision makers in the home, gender roles in the family and financial status of the family.

4.4.1 Pupils from single parent families do not complete primary school education

The results presented in Table 10 shows that 52.4% of the pupils and 33.3% of teachers who participated in the study strongly disagreed with the perception that girls from single parents had low completion rate of primary school. Other respondents, 13% of pupils and 6.2% of teachers strongly agreed with the perception that girls from single parents had low completion rate of primary school.

Table 10: Perceptions on pupil completion of primary school

Response	Pupils		Teachers	
	Frequency	**%**	**Frequency**	**%**
Strongly Agree	62	13	1	6.2
Agree	56	11.2	6	25
Undecided	36	7.8	1	6.2
Disagree	68	15.6	7	29.3
Strongly Disagree	261	52.4	8	33.3
Total		100		100

The respondents also noted that *"marital status of the parents also can affects girls education progression, sometimes girls are forced to run away from their homes when parents have domestic fights, and this affects their education progress"*.

4.4.2 Pupils from well off families progress to upper classes faster

The results in Figure 14 indicate that 33.3% of the pupils and 25.4% of the teachers strongly disagreed with the perception that girls from well off families progress to upper classes faster. The results further reveal that 26% of the teachers strongly agreed that girls from well off families progress to upper classes faster, while 25% of the teachers and pupils agreed with the perception.
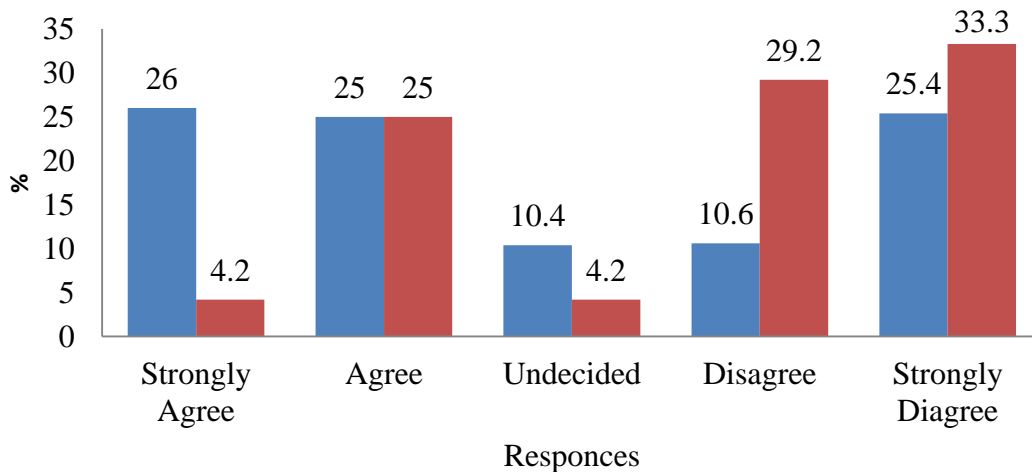
Figure 14: Perceptions on progress to upper classes faster

In relation to the financial status of the girls' parents, the teachers outline that *"when families are not financially stable, can easily be forced to drop out of school. Alternatively girls are forced in to early employment as house helps or in the worse case they forced in prostitution"*

4.4.3 Families prefer investing in education of male children because they get assistance

Figure 15(on the next page) presents the results on perception of families preferring to invest in boys education over girls. Only 41% of the pupils and 19% of the teachers strongly agreed with the perception that, families preferred investing in education of male children because they get assistance. However, most of the teachers (41%) strongly disagreed with the perception while only 17% of the pupils also strongly disagreed with the perception that families preferred investing in boys education over girls. Some of the respondents noted that *"girls who come from some communities were at a high risk of dropping out of school because the parents never believed in educating girls and considered it as a waste of time and resources".* The study results implied that perceived traditional cultures were factors that could influence progression of girl child education. These findings were supported by Colclough, Rose and Tembon (2000) study that had observed that in some communities, parents were not ready to sell their assets such as land to send girls to school however they would be obliged to sell these assets to send the boy child to school. A study by Education Policy and Data Center (2009) reported that the objective of achieving Universal Primary Education by the year 2015 would be hampered by challenges of community attitudes and negative perceptions towards education for girls.
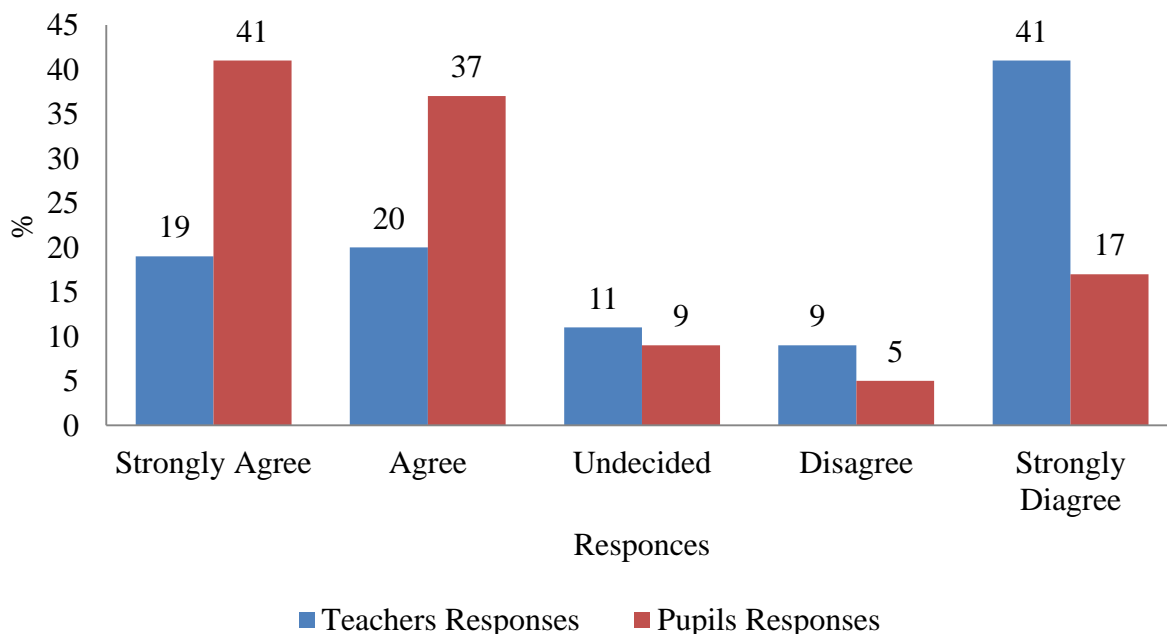
Figure 15: Perceptions on preference of investing in education of male children

4.4.5 Pupils from smaller families progress to upper classes faster

Pupils who strongly agreed with the perception that pupils from smaller families progressed to upper classes faster compared to those pupils who came from large families form 50% and 17% of the teachers (Figure 16 on the next page). In addition, teachers observed that *"in a bigger family size, in most of the cases it is the girls who are forced to drop out school when they are not financially stable"*. On the contrary, 33% of the teachers and 9% of the pupils strongly disagreed with the perception that pupils from smaller families progress to upper classes faster.
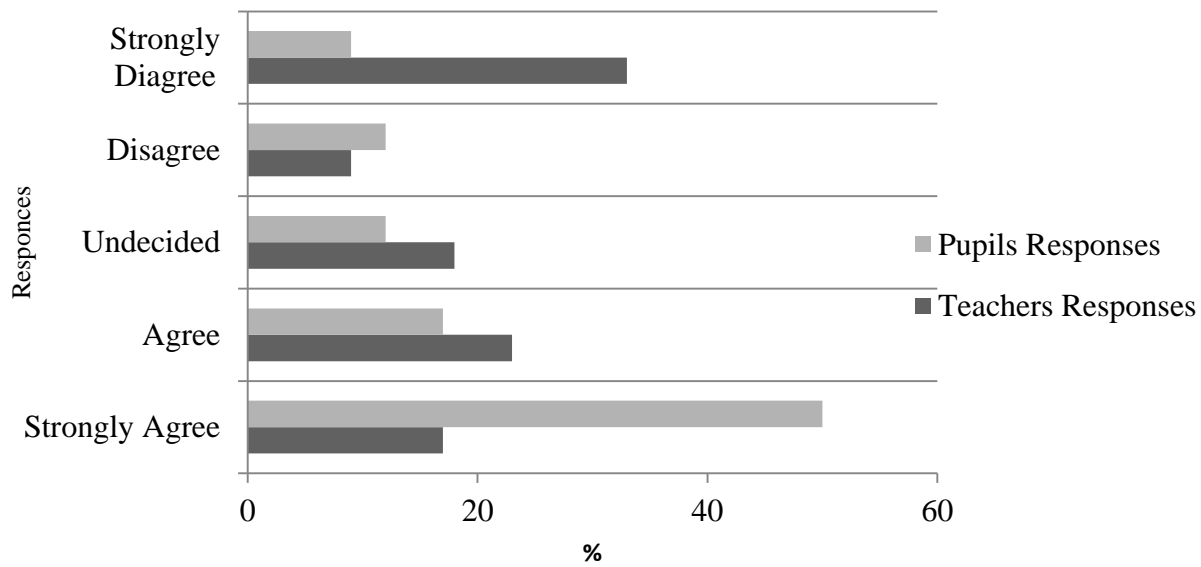
Figure 16: Perceptions on progression to upper class

4.4.6 Well educated parents give their male and female children equal chance to attend **school**

The results of the perception that educated parents give their male and female children equal chance to attend school are illustrated on Table 11. Majority of the pupils 53.4% and 87 % of the teachers strongly agreed with the perception. In addition, 25% of the pupils and 12% agree with the perception.

Table 11: Perceptions on female students given equal chance to attend school

Response	Pupils		Teachers	
	Frequency	%	Frequency	%
Strongly Agree	265	53.4	21	87.5
Agree	124	25	3	12.5
Undecided	27	5.4	-	-
Disagree	27	5.4	-	
Strongly Disagree	53	10.7	-	
Total		100		100

The respondents indicated that education progression of girls was dependent on the education level of parents. Some of the teacher pointed out that *"most of the parents especially mothers who got married at an early age and had low education level did not value education and discouraged the girls on the need to further their education. Some even encouraged the girls to get married at an early age"*. The study findings implied that education level of parents would be considered as an important factor that would influence drop out of primary school girls while the number of children would also determine how far girl child proceed with education in Nakuru Town East zone. According to Kane (2004), Akyeampong, Djangmah, Oduro, Seidu, and Hunt (2007), the causes of dropout among girls can vary from region to region, country to county and school to school, however the type of family setup, values, culture, religious beliefs and attitude the parents have towards education would significantly influence girls education progression.

Community Level Factors that Influence Primary School Girls' Dropout Rates

Objective three of the study was set to determine community level factors that influence primary school girls' dropout rates in the Eastern Zone of Nakuru Municipality. The community level factors that were perceived to influence girls from dropping from school included; distance from school, patriarchal systems, societal attitudes towards women, distance from watering points, skewed educational curriculum and the sanitation infrastructure in school.

4.5.1 The distance from school discourages pupils from coming to school

The study assessed the perception on whether distance from school was a factor that could influence primary school dropout rate among girls. The results as presented in Figure 17 shows that 39.9% of the pupils and 8.7% of the teachers strongly disagreed with the perception that the distance from school discourages pupils from coming to school. Only 47.8% of the teachers and 20.2% of the pupils agreed with the perception distance from school discourages pupils from coming to school. These findings were agrees with a survey by Ngesu (2010) and Ndiritu (1999) that observed that poor performance in national examination and high rate of school dropout among girls in the rural parts of Kenya would be attributed to long distance to schools.

Pupils Responses
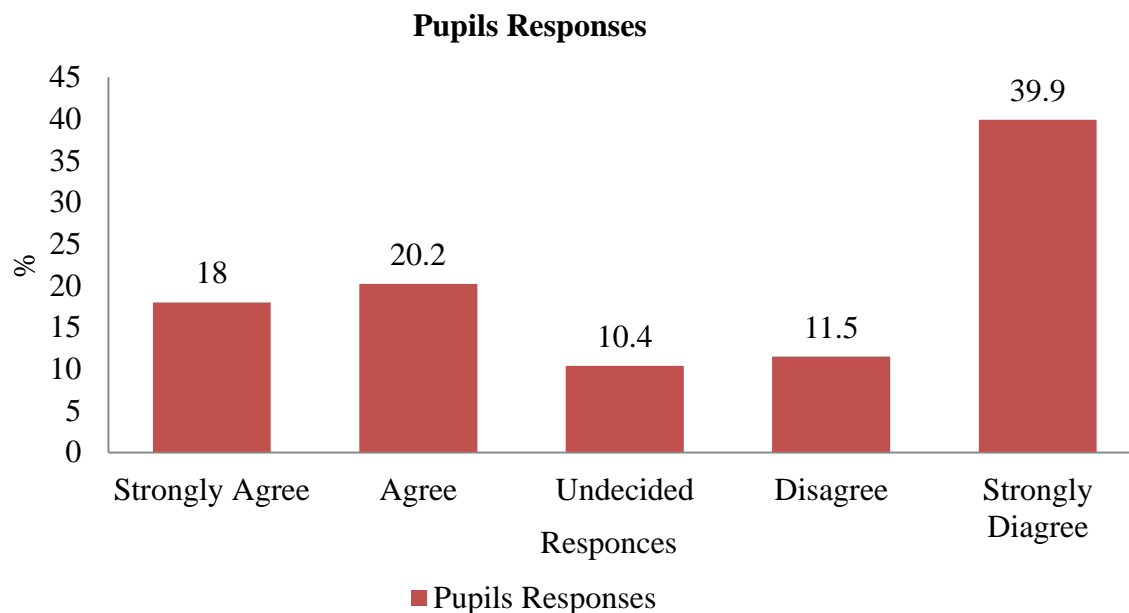
Figure 17: Perception on distance from school

Teachers who agreed that distance from school influenced the drop out rates among girls also pointed out that *"girls distance form school would sometimes make girls to get in to wrong company that would negatively influence their education progression"*

4.5.2 Accessing sanitation Facilities in Schools

The results presented in Figure 18 showed pupils perception of availability of sanitation facilities around the school. The study results revealed that 70% of the pupils indicated that accessing sanitation facilities was easy during school hours. While 30% of the pupil indicated that they had challenges accessing sanitation facilities.
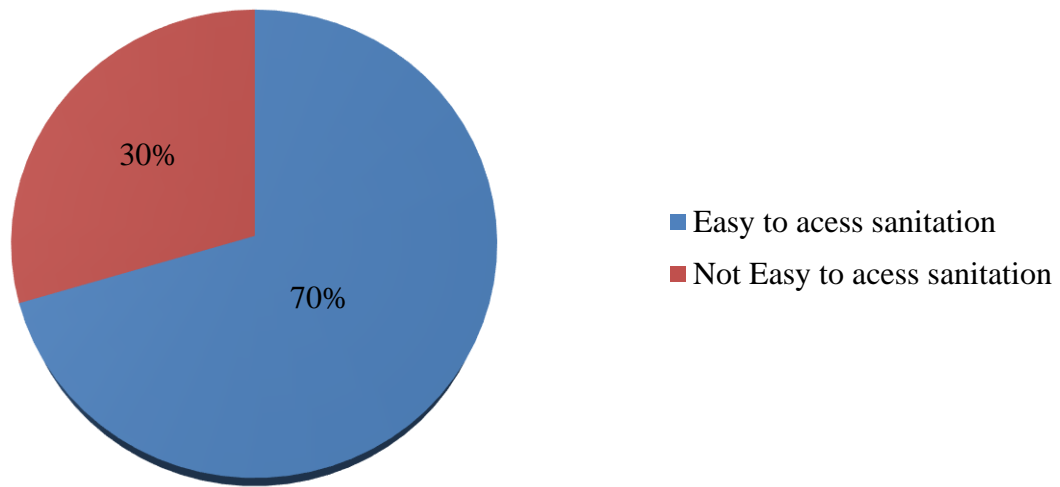
Figure18: Pupils Access to sanitation Services

Among the teachers who participated in the study, majority 50% strongly agreed with the perception that poor sanitation in school was a factor that influenced school dropout rates among girls. Only 17% of the teachers disagreed with the perception while 8% of the respondents also strongly disagreed.
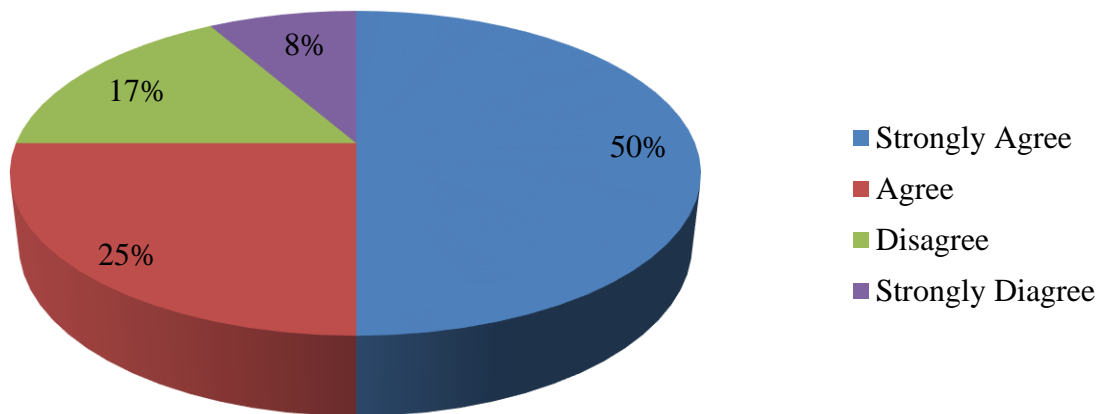
Figure 19: Perception on sanitation in school

The results further showed that majority (70%) (Figure 18) of the pupils had access to sanitation facilities while majority of the teachers agreed with the perception that poor sanitation

infrastructure in schools would influence girls dropout rates in Eastern Zone of Nakuru Municipality. Similar observations were shared by UNESCO, (2005) study that noted in Sub Saharan Africa countries, poor sanitation and lack of sufficient infrastructure in public schools put the girl child at a risk of contracting urinary infections. The study further observed most of the public primary schools lacked sanitary bins thus leaving girls to skip school during their menstruation period

4.5.3 The distance to watering points disrupts girls' school schedule.
The results presented in Table 12 indicated that 50% of the teachers agreed with the perception that the distance to the watering points influenced girls attendance to school, a perception that was also agreed by 18.3 % of the pupils who participated in the study. On the contrary, 38.5% of the pupils and 29.2% of the teachers strongly disagreed with the perception that the distance to watering points disrupts girls' school schedule. Further study findings reveal that gender roles and responsibilities at the households do influence education of girls. Studies by Barbara (2002) Mugenda (2001) and Githaiga (2009) reported that in the arid and semiarid areas of Kenya, girls recorded highest number of dropout during drought seasons; in addition they recorded lower performance in the National Exams compared to their counterparts in the highland areas.

Table 12: Distance to watering points disrupts girls' school schedule.

Response	Pupils		Teachers	
	Frequency	**%**	**Frequency**	**%**
Strongly Agree	87	18.1	312.5	12.4
Agree	90	18.3	12	50
Undecided	46	10.6	1	4.2
Disagree	41	14.6	1	4.2
Strongly Disagree	118	38.5	7	29.2
Total		100		100

4.5.4 The school syllabus and education curriculum puts more emphasis on the academic success of boys than girl
The perception that the school syllabus and education curriculum puts more emphasis on the academic success of boys more than girls is shown in figure 19. Only28% of the pupils and 29% of the teachers strongly agreed with the perception. In addition, 27% of the pupils and 24% of the teachers agree with the perception. Only 26% of the pupils strongly disagreed with the perception.
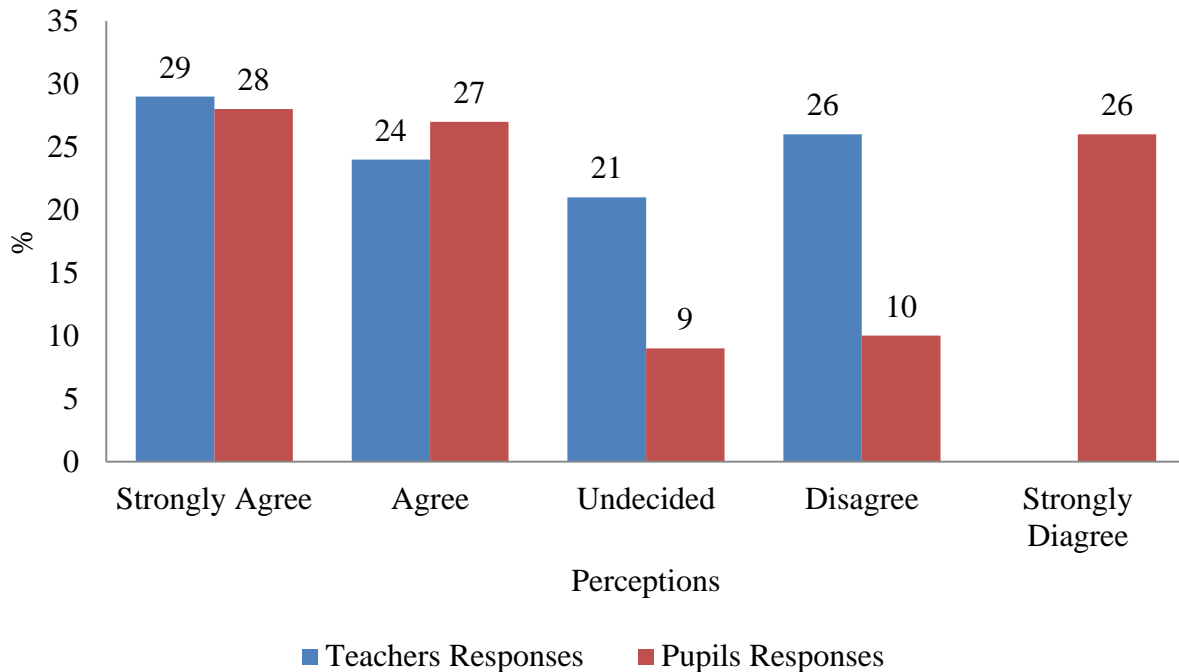
Figure 20: Perceptions on education syllabus

Teachers' respondents noted that *"Dislike of some subjects among girls is very eminent especially as they progress with the education. In some instances girls get over worked by the amount of school work load and this tends to affect their education progression as they might be discouraged in attending school."*

4.5.5 Absenteeism, low transition rates among girl pupils and domestic chores

The perception that most cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic chores as shown in Table 13. Only 21.4 % of the pupils and 33.3% of the teachers strongly agreed with the perception that domestic work lead to school dropout rates and thus affecting progression of education by girls. Some of the teachers noted that *"girls are sometimes kept out of school due to chores they are assign to by their parents this usually affect their performance in class and also does lead to their drop out rates".* However on the contrary, 22.4% of the pupils and 8.3% of the teac hers strongly disagreed with the perception that most cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic chores.

Table 13:Perception on absenteeism of girls' pupils

Response	Pupils		Teachers	
	Frequency	**%**	**Frequency**	**%**
Strongly Agree	107	22.2	833.3	44.3
Agree	126	26.1	1041.7	55.4
Undecided	81	16.8	-	-
Disagree	61	12.6	4	16.7
Strongly Disagree	108	22.4	2	8.3
Total		100		100

The results reveal that most of the respondents had strongly agreed with the perception that most cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting. Similar observation were noted by Ngesu, Wachira and Nyabisi (2012) where culture, perceptions and attitudes towards education of girls by some communities in Kenya hindered gender balance between men and women. In addition, some communities considered girls of age 10 and above as mature and needed not go to school. The study also observes that practises such as female genital mutilation lead to early marriages among school girls thus increasing the dropout rates of girls.

CHAPTER FIVE
SUMMARY CONCLUSION AND RECOMMENDATION

5.1 Introduction
This chapter is divided into four sections. The first section provides an overview of the entire study, the second section gives the conclusions of the study, while the third section gives the recommendations made for the study as well as areas for further study.

5.2 Overview of the Study
In Kenya, since the inception of Free Primary Education in the year 2003, the number of pupils enrolling for primary school has increased drastically. However, traditional and retrogressive culture that has faced the girl child's quest for acquiring education in the past century is still eminent up-to-date. Incidentally primary school girls dropping out is witnessed not only in the rural areas but also in the urban areas. This study therefore set to find out eminent factors that were perceived to influence primary school dropout rates among girls in the eastern zone of Nakuru municipality. The factors studied were individual level factors, household level factors, and community level factors. This study aimed at answering three research questions, which included;

i) What are the individual level factors that affect the primary school girls' dropout rates in the in Eastern Zone of Nakuru Municipality

ii) What are the household level factors that affect the primary school girls' dropout rates in the in Eastern Zone of Nakuru Municipality

iii) What are the community level factors that affect the primary school girls' dropout rates in the in Eastern Zone of Nakuru Municipality

The population of this study were the pupils and teachers from Eastern Zone of Nakuru Municipality. The respondents were drawn from two primary school that included and 245 boys, 249 girls and 20 teachers.

5.3 Summary of Major Findings of the Study
The study revealed that the majority 53.4% of the respondents (pupils) come from households that had between four and six members. The study also observed that the majority 79.2% of the respondents come from family structure that comprised of father, mother and children. While

only 4.2% of the respondents (pupils) had parents who had not attained any formal education, majority of the parents had attained basic literacy level which is primary education. The study was also able to establish that, 56% of the respondents (pupils) were between 12-13 years old. The other group of respondents comprised of primary school teachers, majority 41.7% of whom were between age 46 years and above .Further observations revealed that only a half of the respondents who were teachers had acquired university education.

5.3.1 Factors Perceived to Influence School Dropout Rates Among primary School Girls

At the individual level, factors that influenced school dropout rates among primary school girls in the Eastern Zone of Nakuru municipality, many of the respondents strongly disagreed with the perception that parents considered boys over girls going to school when a family was financially constrained. Most however, agreed with the perception that availability of mentors and role models reduced school dropout rates among girls. In addition 60% of the pupils strongly agreed that they were encouraged by their parents and guardians to work hard. Thus this was a factor perceived to positively influence the reduction of school dropout rates of girls from primary schools. The study results indicated that most of the teachers 43.5% had a positive perception that regular criticism was a factor that would be attributed to school dropout rates among girls. 40% of the teachers pointed out that puberty changes affects girls' attendance to school thus influencing dropout rates among girls.

Among the household level factors, 52.4% of the pupils' respondents and 33.3% of the teacher's respondents strongly disagreed with the perception that girls from single parents were most likely not to complete their primary education. In addition the pupils respondents strongly disagreed with the perception that girl pupils from well of families progressed to upper classes faster. Further study results revealed that the pupils' respondents agreed that families would prefer to send the boy child to school over girls because girls would be married off later and would not help the family. This implied that financial ability from parents and perceived cultures were factors that could influence progression of girl child education. The respondents agreed that puberty changes affected the primary school going girls. The Majority of the respondents (68%) (Pupils and Teachers) strongly agreed with the perception that well educated parents give the male and female children equal chance to attend school.

70

Examining the community level factors, the results presented in the study showed that teachers' respondents disagreed with the perception that the distance from school was a factor that influenced high school dropout rates among primary school girls in Nakuru Municipality. However, most of the respondents agreed with the perception that poor sanitation infrastructure in schools forced girls to stay at home during menstruation period. The pupils respondents disagreed with the perception that in the eastern zone of Nakuru Municipality, long distance to the watering points and the routine of fetching water disrupts girls studying schedules consequently leading them to drop out of school, this was in contrast to teachers who agreed to the perception. Majority of the teachers (29%) and pupils (28%) agreed that with the perception that school syllabus and education curriculum puts more emphasis on the academic success of boys more than girls. The respondents had agreed with the perception that most cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting.

5.4 Conclusions

Based on the findings of the study, the following conclusions were drawn:

The respondents household characteristics such as education level of parents, household size were factors perceived to have an influence on primary school girls dropout rates in the Eastern Zone of Nakuru Municipality. Nevertheless, respondents characteristics such as family composition, and the preference for boys over girls going to school when a family was financially constrained were not considered as factors that would influence the rate of primary school girls' dropout in Nakuru Municipality Eastern Zone.

Individual level factors on perception that regular and negative criticism towards girls from friends and age mates especially during menstruation period were factors that could be attributed to school dropout among girls in Eastern Zone of Nakuru Municipality. Community level factors such as the long distance between schools and home, poor sanitation infrastructure in schools, school syllabus and education curriculum that puts more emphasis on the academic success of boys more than girls and low transition rates among girl pupils due to allocation of more domestic responsibilities in a typical family setting were considered to influence the primary school girls dropout rates in Eastern Zone of Nakuru Municipality. On the other hand, a factor such as long distance to the watering points and the routine of fetching water was not perceived

to influence the rate of primary school girls' dropout rates in Nakuru Municipality East Zone. It was thus concluded that despite Nakuru municipality East zone being in an urban setting, factors such as attitudes and education levels of parents, communities' cultural perceptions and traditions towards the girl child were factors that still influenced dropout rates of primary school going girls.

5.5 Recommendations

Based on the findings and conclusions, the following are the recommendation of the study:

(i.) Primary school dropout rates among girls is considered to be influenced by the community's perception that they would rather educate the boys than the girls because girls would be married off and not offer assistance to the family. The study recommends the campaign on the empowerment of girls' education should not only focus on rural areas but also in urban areas like in Nakuru Municipality.

(ii.) The study observed that poor sanitation infrastructure in school was a factor considered to keep girls away from school during their menses. This study recommends that the relevant ministries should provide the necessary infrastructure and services such as toilets, clean water and facilities such as sanitary bins to primary schools that lack these essential services.

(iii.) The study also recommends that primary schools should devise mentorship programmes that will encourage young girls in the course of pursuing their education. These programmes should actively involve parents as they are involved in the successful career growth of girls.

(iv.) It was the observation of the study that most of the girls dropped out of school due to criticism from friends and parents. It is important therefore for primary schools to start guidance and counselling departments that are more active and robust in dealing with self-esteem issues among girls.

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The Daily Nation, 26th of March 2013, Nation Media Group Limited

APPENDICES

APPENDIX I: PUPILS' QUESTIONNNAIRE (QP)

Dear respondent

I am a student pursuing master's degree studies at Egerton University. Here below is a questionnaire on girl's drop out in primary schools in Eastern Zone of Nakuru Municipality. Do not write your name since all the information in this thesis is confidential. Kindly respond to all the questions as accurately as possible to make my research a success.

Yours cordially,

NAMIINDA JUSTINE (RESEARCHER)

SECTION I: RESPONDENT'S BACKGROUND INFORMATION

1. Sex [ ]

   Male [ ]

   Female [ ]

2. Your age

   Below 11years [ ]

   12-13 years

   14 years and above [ ]

3. Class

   1-4 [ ]

   5 [ ]

   6 [ ]

   7 [ ]

   8 [ ]

4. Religion

   Catholic [ ]

   Muslim [ ]

Protestant ☐

Others ☐

5. Which of the listed parents' do you have?

Both father and mother ☐

Father only ☐

Mother only ☐

6. What is the size of your family:

1-3 ☐

4-6 ☐

7-10 ☐

More than 10 ☐

7. What are your parents occupation

Farmer ☐

Formal employment ☐

Business man ☐

Others ☐

8. What is the education level of your parents?

No formal education at all ☐

Primary school level ☐

High school level ☐

College level ☐

University level ☐

SECTION II

PERCEPTIONS

The following statements are about the perceptions of various stakeholders on the influence of the various factors on the school dropout rates of girls from primary schools.

Please indicate the extent to which you agree with each statement by placing a tick in the appropriate cell.

Use the key given below.

Key: SA-Strongly Agree;A-Agree;U-Undecided;SD-Strongly Disagree

NO.	Item	Response				
	INDIVIDUAL LEVEL FACTORS	SA	A	U	D	SD
8.	When resources are scarce, most parents prefer to take the boy child to school.					
9.	Pupils who are often criticised eventually drop out of school.					
10.	What my age mates say about me greatly affects my behaviour.					
11.	Puberty changes make me feel shy and affect my attention in school					
12.	I am afraid my friends will reject me if I perform better.					
13.	I have a mentor male/female in society whom I would like to emulate,					
14.	My parents/ guardians encourage me to work hard at school.					
	HOUSEHOLD LEVEL FACTORS					
15.	Pupils from smaller families progress to upper classes faster					
16.	Well educated parents give their male and female children equal chance to attend school					

17.	Families prefer investing in education of male children because they are expected to assist their parents in old age unlike their counterparts who get married elsewhere.					
18.	Pupils from well off families progress to upper classes faster.					
19.	Pupils from single parent families do not finish their primary school education.					
	COMMUNITY LEVEL FACTORS					
20.	The distance from school discourages pupils from coming to school.					
21.	As a girl, the poor sanitation infrastructure in school forces me to stay at home during my menstruation					
22.	Most cases of absenteeism and low transition rates among girl pupils is due to allocation of more domestic responsibilities in a typical family setting.					
23.	The watering points are far away therefore the routine of fetching water disrupts my school schedule.					
24.	The school syllabus and education curriculum puts more emphasis on the academic success of boys more than girls.					

Interviewees access to learning resources

Please indicate the ease with which you access the following resources

	Learning resource	I can easily access	I cannot easily access
1	Sanitary towels		
2	Water		
3	Shoes		
4	Uniform		
5	Writing Material		

Dear Respondent I am a student of Egerton University collecting data perceptions on social economic factors that influence girl's dropout in the Free Primary Education Dispensation in Eastern Division of Nakuru Municipality.

Tick where it is appropriate for you

SECTION A: Bio-data for respondents

1.   SEX

Male ☐

Female ☐

2.   AGE

Age bracket	Tick where appropriate
22-25 years	
26-30 years	
31-35 years	
36-40 years	
41-45 years	
46 years and above	

3. Education level

Please indicate your educational level

Educational/professional level	Tick where appropriate
Secondary education	
Tertiary/college level	
University level	

SECTION B: PERCEPTIONS

The following statements are about the perceptions of various stakeholders on the influence of the various factors on the school dropout rates of girls from primary schools.

Please indicate the extent to which you agree with each statement by placing a tick in the appropriate cell.

Use the key given below.

Key: SA-Strongly Agree; A-Agree-Undecided; SD-Strongly Disagree

NO.	Item	Response				
	INDIVIDUAL LEVEL FACTORS	SA	A	U	D	SD
4.	When resources are scarce, most parents prefer to take the boy child to school.					
5.	Pupils who are often criticised eventually drop out of school.					
6.	The girl child more often than not succumbs to peer pressure more than the boy child.					
7.	The onset of puberty makes the girl child feel shy and therefore affects her academic progress in primary school.					
	HOUSEHOLD LEVEL FACTORS					
11	Pupils from smaller families progress to upper classes faster.					
12	Well educated parents give their male and female children equal chance to attend school					
13	In patriarchal societies, families prefer investing in education of male children because they are expected to assist their parents in old age unlike their female counterparts who get married elsewhere.					
14	Pupils from well off families progress to upper classes faster.					
15.	Pupils from single parent families tend to drop out of school before they complete their grade eight.					
	COMMUNITY LEVEL FACTORS					
16.	The distance from school discourages pupils from coming to school.					
17.	Poor sanitation infrastructure in school forces the girl child to stay at home during her menstruation					
18.	Most cases of absenteeism and low transition rates among					

	girl pupils is due to allocation of more domestic responsibilities in a typical family setting.					
19.	The watering points are far away therefore the routine of fetching water disrupts pupils' school schedule.					
20.	The school syllabus and education curriculum puts more emphasis on the academic success of boys more than girls.					

APPENDIX III: TEACHERS'INTERVIEW SCHEDULE

Dear respondent

I am a student pursuing master's degree studies at Egerton University. I would like to ask you a few questions on the factors influencing the rate of primary school girls drop out from primary school. All the information here is confidential. Kindly respond to all the questions as accurately as possible to make my research a success.

1. What are the major innate characteristics of the girl child that affect the rate at which she proceeds with her primary school education?

2. As a teacher, various pupils from your class come from various family backgrounds; kindly elaborate how the following factors affect the academic progress of girls in primary schools and their dropout rates.

   a) Family size

   b) Marital and survival status of parents

   c) Educational level of parents

   d) Decision makers in the home

   e) Gender roles in the family

   f) Financial status of the family

3. Describe some of the factors that are unique to the community within which the school is located and how these factors affect the academic progress of the girl child.

4. How do you help pupils who have been out of school for one reason or other to cope with accumulated work and assignments?

APPENDIX IV: REQUIRED SIZE FOR RANDOMLY CHOSEN SAMPLE

Table for determining needed size of a randomly chosen sample from a given finite population of N cases such that the sample proportion P with a 95 percent level of confidence.

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1300	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	241	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377

Source
Kathuri, J. and Pals 1993

APPEDIX V: Letter from the institute of gender, women and development studies

EGERTON
P. O. Box 536 – 20115,
EGERTON, KENYA.

UNIVERSITY

INSTITUTE OF WOMEN, GENDER AND DEVELOPMENT STUDIES

15th October, 2012

TO WHOM IT MAY CONCERN

JUSTINE S. NAMIINDA: REG. NO. GM11/3142/11

The above named is a student is in her Second year of study at the Institute of Women, Gender and Development Studies pursuing an Masters Degree Course in Gender.

We are kindly requesting that you allow her access any Government Office within Nakuru County to obtain statistics for her Research Proposal Writing.

Any assistance accorded to her shall be appreciated and will not go without mention.

Thanking you in advance.

Fredrick O. Ochieng'
FOR: DIRECTOR, GENDER.
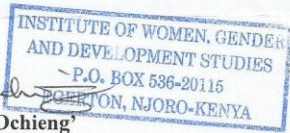
FOO/jo

Egerton University is ISO 9001:2008 Certified

APPENDIX VI: Permission from Ministry of Education Nakuru County

MINISTRY OF EDUCATION

Telegrams: "LEARNING"
Telephone: 2216529/2216563
When replying please quote

DISTRICT EDUCATION OFFICE
NAKURU DISTRICT
P.O. BOX 1028
NAKURU

NKU/ED/122/VOL III (23)

18th November 2013

The Head teacher:

1. Naka Primary
2. Ndimu Primary
3. Nairobi Road Primary
4. Mirugi Kariuki Primary
5. Madaraka Primary
6. Lion Hill Primary
7. Mburu Gichua Primary
8. Rhino Primary
9. Menengai Primary
10. Crater Primary
11. Kisulisilu Primary
12. Aberdare Ranges Primary
13. Nakuru Primary
14. Bondeni Primary

RE' RESEARCH AUTHORISATION FOR JUSTINE SITIMULI NAMUNDA (EGERTON UNIVERSITY)

This is to inform you that the above named officer has been authorized to visit your school and conduct research on:-

"Factors influencing the rate of primary school girls drop out in the Eastern Zone of Nakuru District in Nakuru County for a period ending 31st December 2013.

Please accord her the necessary assistance required.

For: DISTRICT EDUCATION OFFICER
NAKURU DISTRICT

KAMAU CHRISTOPHER
FOR: DISTRICT EDUCATION OFFICER
NAKURU DISTRICT

Telegrams: "EDUCATION",
Telephone: 051-2216917
Fax: 051-2217308
Email: cdenakurucounty@yahoo.com
When replying please quote
Ref.NO. CDE/NAK/GEN/4/1/2/(180)

COUNTY DIRECTOR OF EDUCATION,
NAKURU COUNTY,
P. O. BOX 259,
NAKURU.
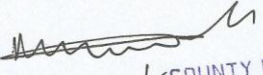
18th November, 2013

TO WHOM IT MAY CONCERN

RE: RESEARCH AUTHORIZATION
    JUSTINE SHIMULI NAMIINDA – ID. NO.1985423

The above named is hereby given authority to undertake a research
on "Factors influencing the rate of primary school girls drop out in the
Eastern zone of Nakuru Municipality". The research will be for a
period ending 31st December, 2013.

The research must be conducted with maximum professional
adherence expected in school environment.

COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

D.M. WANGORU
FOR: COUNTY DIRECTOR OF EDUCATION
NAKURU COUNTY

NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

1st November, 2013

NACOSTI/P/13/9074/200
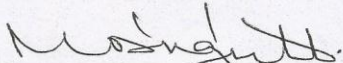
Justine Shimuli Namiinda
Egerton University
P.O.Box 536-20115
EGERTON.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on *"Factors influencing the rate of primary school girls drop out in the Eastern Zone of Nakuru Municipality,"* I am pleased to inform you that you have been authorized to undertake research in **Nakuru County** for a period ending **31st December, 2013.**

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

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.

DR. M. K. RUGUTT, PhD, HSC.
DEPUTY COMMISSION SECRETARY
NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY & INNOVATION

Copy to:

The County Commissioner
The County Director of Education
Nakuru County.

National Commission for Science, Technology and Innovation is ISO 2008: 9001 Certified

CONDITIONS

1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit

2. Government Officers will not be interviewed without prior appointment.

3. No questionnaire will be used unless it has been approved.

4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.

5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.

6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice

REPUBLIC OF KENYA

NACOSTI

National Commission for Science, Technology and Innovation

RESEARCH CLEARANCE PERMIT

Serial No. A 548

CONDITIONS: see back page

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THIS IS TO CERTIFY THAT:
MS. JUSTINE SHIMULI NAMIINDA
of EGERTON UNIVERSITY, 13127-20100
nakuru,has been permitted to conduct
research in *Nakuru County*

Permit No : NACOSTI/P/13/9074/200
Date Of Issue : 1st November,2013
Fee Recieved : Kshs khs1000.00

on the topic: *FACTORS INFLUENCING*
THE RATE OF PRIMARY SCHOOL GIRLS
DROP OUT IN THE EASTERN ZONE OF
NAKURU MUNICIPALITY

for the period ending:
31st December,2013

....
Applicant's
Signature

....
Secretary
National Commission for Science,
Technology & Innovation

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APPENDIX IX: MAP SHOWING PUBLIC PRIMARY SCHOOLS IN THE EASTERN ZONE OF NAKURU MUNICIPALITY

Source: Municipal education office, Nakuru