



Scan to know paper details and
author's profile

Transition in Education: Perspectives on Girls' Drop-Out Rates in Secondary Schools in Kenya

Caleb Imbova Mackatiani, Navin Imbova Mackatiani & Monica Atieno Owino

University of Nairobi

ABSTRACT

Sustainable Development Goal number 4 aims at ensuring inclusivity and equitable quality education that promote lifelong learning opportunities for all. However, girls' dropout rate in developing countries has become a contemporary issue. Kenya has adopted international legal instruments on equal and quality education for both boys and girls. But data obtained from the ministry of education indicates that girls' drop-out rates in secondary schools are higher than boys' drop-out rates. This paper therefore, examined the extent to which parental economic status, early marriages, and school environment influence girls' drop-out rates in secondary schools. The study adopted a mixed method approach.

Keywords: drop-out rate, economic status, early marriage, environment.

Classification: FOR CODE: 139999

Language: English



London
Journals Press

LJP Copyright ID: 573333
Print ISSN: 2515-5784
Online ISSN: 2515-5792

London Journal of Research in Humanities and Social Sciences

Volume 22 | Issue 1 | Compilation 1.0



© 2022. Caleb Imbova Mackatiani, Navin Imbova Mackatiani & Monica Atieno Owino. This is a research/review paper, distributed under the terms of the Creative Commons Attribution-Noncommercial 4.0 Unported License <http://creativecommons.org/licenses/by-nc/4.0/>, permitting all noncommercial use, distribution, and reproduction in any medium, provided the original work is properly cited.

Transition in Education: Perspectives on Girls' Drop-Out Rates in Secondary Schools in Kenya

Caleb Imbova Mackatiani^a, Navin Imbova Mackatiani^o & Monica Atieno Owino^o

ABSTRACT

Sustainable Development Goal number 4 aims at ensuring inclusivity and equitable quality education that promote lifelong learning opportunities for all. However, girls' dropout rate in developing countries has become a contemporary issue. Kenya has adopted international legal instruments on equal and quality education for both boys and girls. But data obtained from the ministry of education indicates that girls' drop-out rates in secondary schools are higher than boys' drop-out rates. This paper therefore, examined the extent to which parental economic status, early marriages, and school environment influence girls' drop-out rates in secondary schools. The study adopted a mixed method approach. The study findings might be significant to Kenya and Africa south of Sahara. Regression analysis showed that economic status, early marriages, and school environment influence girls' drop-out rate by 46.6 percent. The study recommended that the Ministry of Education enhances a policy to redress girls' drop-out rates in secondary schools.

Keywords: drop-out rate, economic status, early marriage, environment.

Authors a o p: University of Nairobi, P.O. Box 30197-00100, Nairobi, Kenya.

Objectives of the study: The following objectives guided this study:

To examine the influence of parental economic status on girl child drop-out rate in secondary schools.

To assess the impact of early marriages on girl child drop-out rate in secondary schools.

To investigate the influence of school environment on girl child drop-out rate in secondary schools.

Hypothesis of the study

Ho: Economic status, early marriage, and school environment do not significantly influence girls' drop-out rates in secondary schools.

I. INTRODUCTION

Education is the backbone of the economic development of any society. Instruction ensures the realization of this aspiration. Subsequently, international legal instruments (EFA, MDGs, SDGs, and UNCRC) provide equal and quality education for both boys and girls. According to Freudenberg (2007), there are three categories of reasons why students drop out of school. The types include family, which is characterized by economic strength to support education. The second category is the community in which one has peers' influence on drop-out rates. The third category is the school environment category, which accounts for learning resources and the school culture in the teaching process. Besides, other factors include pregnancy, substance abuse, and early marriages. However, the drop-out rate of girls is high. According to Hunt (2008), girls' global enrollment rate (GER) was 83.1%. Despite this, Birdsall (2005) indicates a low rate of school completion because of most of the students' drop-out due to repetition, early marriages, and Poverty. According to Statistics Canada (2017), the rate of drop-outs in Canada stood at 14 percent in 2016. Besides, NCES (2019) indicated that the U.S.'s overall status drop-out rate stands at 5.4 percent. Despite the low drop-out rate in the U.S., children from minority groups of African Americans and Hispanics drop out of school at

higher rates. Borat (2003) attributed the drop-out in the U.S. to the marginal culture and lifestyle. Also, UNESCO (2011) revealed that student academic achievement is closely connected to the family's income. The findings are consistent with Bledsoe (2002), who contended that 30 % of high school students in the U.S. leave school prematurely due to the cultural and economic life of the country. Birdsall et al. (2005) attributed the drop-out rates in Latin American countries to repetition and Poverty. This is an indication that both developed and developing countries experience student drop-out rates.

Kenya, like any other country from sub-Saharan Africa, faces the problem of wastage in education. Although wastage exists in the education system, it is higher among girls than boys. Central Bureau of Statistics (CBS) revealed that the drop-out of students in the age group between 15 and 18 years was 41% (CBS, 2002). Also, GOK (2014) demonstrated that many girls didn't remain in secondary education (57.6% for girls in Siaya and 23.2% for girls in Nairobi). School drop-out results from a series of factors and beliefs. These factors and opinions range from the individual student, family, social group, socio-cultural factors, and school environment. A study conducted by ActionAid (2018) revealed that school environment, religion, the economic strength of families, insecurity, and broken family led to drop out of girls in eight counties of Baringo, West Pokot, Migori, Garissa, Kajiado, Embu, Taita Taveta and Isiolo. Therefore, this study investigated the influence of parental economic status, early marriages, and school environment on girls' drop-out rates in secondary schools in Kenya.

II. PARENTAL ECONOMIC STATUS

Parents' economic status incorporates family income that is used to meet the costs of internet connection, extra lessons, transport, meals, uniform, and instructional materials in secondary school education. Experts consider education as the economic pillar of any country. In light of this, Bledsoe (2002) notes that in every society, education is an asset in the form of investment. Subsequently, parents make independent choices

about education. Economic status, therefore, is a crucial factor in decision making on who would be taken to school and the duration to take. Before such decisions are made, families consider their priorities in line with the socio-economic family's status. According to Mackatiani and Makatiani (2020), Socio-economic parents' socio-economic status influences learners' involvement in academic achievement in schools. Also, the Organization for Economic Co-operation and Development (OECD), noted that academic achievement at school is related to the socio-economic environment in which students are raised (Kean & Tsai, 2008). Also, Kose (2011) observed that the family's economic characteristics determine students' academic attainment. Subsequently, Poverty is the most outstanding issue that families face and results in girls dropping out of school. As a result, low-income communities have barriers that affect the pursuance of education. Due to financial instability, they don't access nutritious meals, resources, and school education support.

Parental investment for their children's well-being is, therefore, gender-biased. Leung and Zhang (2008) noted that parents prefer sons to daughters due to their sons' placement to take care of their parents in the future. This bias is evident when parents have limited resources. It, therefore, results in girls leaving school. The high rate of absenteeism and drop-outs is among children who hail from families of low economic status. Basing on census reports of the United States (U.S.) for the year 2011, 8 percent of the American girls of African origin dropped out of school. Brown and Park (2002) noted that parents' incapability to pay school fees led to girls' drop-out of 47% in China. Shovan Ghosh Susmita & Sengupta (2012) observe that in low households in India, girls' costs are likely higher and lead to their drop-out from schools.

UNESCO (2015) attributes the problem of drop-out rates in sub-Saharan Africa to poor communities, where barriers such as distance and entrance requirements or exit examinations are often binding. The findings correlate UNESCO (2006b), which noted that children from poor households in Kenya, Mali, Malawi, Democratic

Republic of Congo, and Uganda were less likely to be enrolled and stay in schools due to school fees, textbooks, school uniforms. Similarly, Al-Fadhli and Kersen (2010) link secondary school students' drop-out to parents' economic factors in Nigeria. Also, Okumu et al. (2008) revealed that parents' socio-economic status in Uganda significantly influences school drop-out for boys and girls.

Studies conducted in Kenya (Okumu, 2005) reveal that Poverty is the root of girls' high drop-out rates in schools of girls. This is an indication that the impact of the economy on education is great. In effect, governments that allocate a small share of gross domestic product (GDP) on education would experience high drop-out rates of girls. However, although the allocation of GDP on education is low, families' socio-economic status is crucial in the girl child drop-out rate. When resources are scarce in a family, chances of venturing and investing in education becomes a great challenge to them. Because of financial constraints, there is dictation on who should be educated, and in most cases, boys are preferred to girls. This scenario shows that the benefit brought about by educating a girl child has less effect on the family than that of the boy child (Onyango, 2003). UNESCO (2006b) noted that children from poor households in Kenya were less likely to be enrolled and stay in schools due to economic and school environment problems. Besides, teenage pregnancies and early marriages have negatively affected enrollment of girls in a secondary school in Kenya (KNBS 2014)

III. EARLY MARRIAGES

Save the Children (2005) indicates that cultural norms and beliefs constrain girls' education, especially in many developing parts of the world. The cultural norms and beliefs are rampant in African societies. In these societies, traditional values and religious beliefs constrain girls from making their own decisions and expressing their own opinions. The societies prefer early marriages as opposed to schooling. Various studies (Birdsall, 2005; Bhorat, 2003; Bledsoe, 2002; UNESCO, 20011) indicate that teenage pregnancies and early marriages contribute to girls' drop-out rates in schools. This is because early marriage and

pregnancy can be both the cause of dropping out of school (UNESCO, 2017). Although early pregnancy and marriage are crucial in girl child school drop-out, the combined are not comparable. Though early marriage is linked to school drop-out, there is no direct link to the drop out since girls may drop out of school due to pregnancy Studies conducted by Kruger et al (2009) found out that in Chile pregnancy reduced girls' high school completion rates by up to 37 percent. This is consistent with Almeida and Aquilo (2009), who noted that 37 percent of girls leave left school due to pregnancy and early marriage in Brazil.

Studies conducted in Sub-Saharan Africa link early pregnancy to school drop-out. Despite this, some sub-Saharan countries have laws that exclude pregnant and married students from school (Human Rights Watch, 2018). Besides, Lloyd and Mensch (2006) note that in Francophone Africa, early marriage and pregnancy together were behind up to 20 percent of school drop-outs amongst girls. A quarter of secondary school drop-outs among girls in Uganda is attributed to early marriage (Watson et al., 2018). Also, Uche (2013) noted that in Bayelsa state, Nigeria, 74 percent of girls drop out of school due to early marriages. Studies conducted in sub-Saharan African countries reveal there are policies that both encourage and discourage the reentry of teenage mothers in schools. Martinez and Odhiambo (2018) showed policies that exclude pregnant and adolescent mothers from schools.

Teenage pregnancy and early marriage are prevalent problems in Kenya. They cause girls to drop out of school before completing the education cycle. They have negatively affected the enrollment of girls in secondary schools. According to KNBS (2014), 11% of women in the age bracket of 15-19 are in marriage life. Girls in this age bracket are supposed to be in secondary schools. Early marriage is, therefore, a crucial cause for many girls' dropping out of school. Early marriage and early pregnancy are too prevailing in Kenyan rural areas, especially those tribes with preserved traditions. Psaki (2012) link child marriage and adolescent pregnancy to high

drop-out rates in Kenya. Research conducted in Nairobi slums revealed that 14 percent of schoolgirls had dropped out due to marriages (Elrukar and Mathekar, 2007). A study conducted in the Nandi North sub-county of Kenya by Morara and Chemwei (2013) indicated that teenage pregnancy and early marriages contributed to the drop-out rates among girls in schools. This has led to Women Lobby Groups protecting the girl child from being married off and encouraging girl education.

IV. SCHOOL ENVIRONMENT

The school environment is crucial for the retention of students in schools. The poor school environment has been identified as a barrier to completion rates in secondary schools. Subsequently, school infrastructure has played a role in the influence of drop-out rates of students in schools. There are internal efficiency indicators in secondary schools that promote drop-out rates. As a result, Mackatiani et al. (2020) revealed that efficiency had infiltrated schools due to adequate resources' unavailability. Despite this, various researchers (Tavakolian & Howel, 2012; Mackatiani et al, 2018; Makatiani and Makatiani, 2020; Makatiani, 2017; and Mackatiani et al, 2017) have linked internal efficiencies to instructional methodologies, qualified teachers, increased teacher support, reduced class sizes, and school/parent relationships. In light of this, Coyle (2009) noted that drop-out occurs as a result of not passing an examination or a series of examinations. Learners, therefore, drop out of school for being forced to repeat classes. Besides, Ananga (2011) noted that teachers' attitudes while socializing students influence the drop-out rate. Also, Molteno et al. (2000) pointed out that the availability of resources such as textbooks, desks, and blackboards influences students' drop-out rates. Imbova M. et al, (2018), correlate the findings when they revealed that learning and teaching resources contribute to 9.4 percent of completion rates in secondary schools. This implies that inadequate learning and teaching resources influence girls' drop-out rates. Most learning institutions are in short supply of classrooms, facilities, and learning materials. UNICEF (2006) has pinned the dropping out of

girls from schools to inadequate sanitation facilities.

Studies conducted in Sub-Saharan Africa indicate that learning environments are uncomfortable due to the low economic development level and Poverty. Kabesiime (2007), while surveying Uganda, noted that the teacher's attitude towards girls in the classroom was crucial for girls' retention. In light of this, teachers who are keen on encouraging the participation of girls in school increased their completion rates. Besides, teachers' teaching practice and behavior contribute to pupils' decision to drop out of school. In light of this, Smith (2003) noted in Zimbabwe's Southern Province teachers did not prepare lessons, lacked schemes of work, and left pupils' assignments unmarked. Such classroom practices had severe implications for retention.

In Kenya, a few studies on the quality of education have examined initial enrollment and retention. Most of the studies focus on the development of learning competencies. There are three aspects of the educational process in the school environment. The elements include time to learn, material inputs, and effective teaching. According to EFA (2009), Kenya has a drop-out rate of 13 percent drop out of school at any given time due to a poor learning environment. In light of this, GOK (2004) revealed that there were inadequate physical facilities in schools. The strained physical facilities have contributed to inefficiency in schools. Besides, Mackatiani et al. (2018) note that inefficiency has infiltrated Kenyan schools due to teacher-centered approaches. This implies that the methods contribute to school drop-out since the strategies used are not learner-centered. MOEST (2006) also noted that there were inadequate physical facilities for girls in ASAL and rural areas that negatively impacted learners' achievement. The school environmental aspects ranging from physical facilities, instructional materials, approaches to teachers attitudes contribute to girls dropping out of schools

V. STATEMENT OF THE PROBLEM

Girl child education plays a significant role in society by providing explicit knowledge on

promoting fairness, equity, and distribution of resources among society's citizens. Subsequently, Girl child education is essential for the improvement of the levels of literacy in society. The Education for All (EFA), Millennium Development Goals (MDGs), Sustainable Development Goals (SDGs), and the Constitution of Kenya (CoK) provide for accessibility of quality basic education to both boys and girls. Despite qualitative education in both local and international legal instruments, the girls' drop-out rates in secondary schools have continued to rise. It is in this context that the study investigated factors influencing girls' drop-out rates in secondary schools in Kenya.

VI. SIGNIFICANCE OF THE STUDY

The study might be significant to the government of Kenya and sub-Saharan Africa. Policymakers would use the study findings to formulate educational policies to redress school drop out of girls from secondary schools. The study might also be significant to school administrators and the entire education stakeholders as it identifies significant causes of drop-out of girls from secondary schools. The study is significant to comparative and international education since it provides data on girl drop-out rates in secondary schools. The study might also contribute to the literature on girl drop-out rates and would be of value to scholars and researchers.

VII. THEORETICAL FRAMEWORK

The Behaviourism theory guided this study. According to psychologists, this theory of learning is acquired through conditioning. The conditioning occurs through environmental interaction. It is our responses to the environment that shape our actions. As advanced by John Watson (1913), behaviorist theory was significant for this study because it focused on external and outward behaviors. The approach focused on conditioning and behavior modification of various economic, cultural, and environmental norms that modify female behavior, influencing educational transition. These economic, cultural, and ecological norms stressed are physical responses that provided the internal actions contributing to

girl transition rates in schools. This theory is relevant to the study because it incorporates the variables necessary to understand why girls' drop-out rates are higher than boys'.

VIII. RESEARCH METHODOLOGY

A mixed-method approach was adopted for the study. The descriptive survey research design was used for this study because the study involved a description of the respondents' behaviors or attitudes. The target population for this study was 75000. The target population included headteachers, teachers, parents, and students from secondary schools in Migori County, Kenya. The sample size was derived from the target population of 75000. According to Check Market (2020), a sample size of 640 is an appropriate representation of the target population of 75000. Subsequently, 30 head teachers, 60 teachers, 400 students, and 150 parents were sampled. The total sample size was 640. This conformed to a confidence interval of 0.05, a confidence level of 99 percent (Z-score of 2.576), and a standard deviation of 0.5. The researcher estimated reliability by using Cronbach's Alpha Coefficient using Statistical Package for Social Sciences (SPSS) version 19.0. The data was collected using questionnaires. Four sets of questionnaires were used; one questionnaire for headteachers, one for teachers, one for students, and another for parents. Data analysis involved organizing, summarizing, and synthesizing data to provide necessary information for description. Regression analysis was used to test the hypothesis of the study.

IX. RESULTS AND DISCUSSIONS

This study aimed to establish factors contributing to drop-out rates of girls in secondary schools in Kenya. The findings were grouped according to the categories under which the respondents in the study area participated. The responses were summarized and compiled in frequencies and converted to percentages. The data were analyzed using descriptive statistics. Therefore, the study presented findings following the respondents' issues and views: teachers, students, and headteachers, and parents. The following

objectives guided the study: To examine the influence of parental economic status on girl child drop-out rate in secondary schools; to assess the impact of early marriages on girl child drop-out rate in secondary schools and to investigate the influence of school environment on girl child drop-out rate in secondary schools.

The study, therefore, sought headteachers, teachers', and parents' perceptions on the influence of parental economic status on drop-out rates of girls in secondary schools. The findings were captured in Table 6.1

Table 1: Perceptions of headteachers, teachers, and parents on the influence of parental economic status towards drop-out rates of girls in secondary schools

Rating	Head teachers		Teachers		Parents		Students	
	n	%	n	%		%	n	%
Strongly disagree	0	0	0	0	0	0	0	0
Disagree	0	0	10	16.7	0	0	100	25
Agree	10	33.3	20	33.3	50	33.3	100	25
Strongly agree	20	66.7	30	50	100	66.7	200	50
Total	30	100	60	100	150	100	400	100

Data in Table 6.1 revealed that 66.7 percent of the headteachers strongly agreed that the level of income influences girls' drop-out in schools. Besides, 33.3 percent of the headteachers agreed that the level of income does influence drop-out of girls in schools. However, none of the headteachers strongly disagreed nor disagreed that the level of income influences drop-out of girls in schools. Further findings contained on data in Table 6.1 indicated that 50.0 percent of the teachers strongly agreed that parental economic status influenced girls drop-out rates in secondary schools. Furthermore, 33.3 percent of the teachers strongly agreed that parental economic status influenced girls' drop-out rates in secondary schools. Additionally, 16.7 percent of the teachers disagreed that parental economic status influences drop-out rates in secondary schools.

The research findings on data in Table 6.1 also showed that 66.7 percent of the parents strongly agreed that parental economic status influenced girls' drop-out rates in secondary schools. Another 33.3 percent of the parents agreed that parental economic status influenced drop-out rates of girls in secondary schools. Further findings contained on data in Table 6.1 indicated that 50.0 percent of

the students strongly agreed that parental economic status influenced girls' drop-out rates in secondary schools. Furthermore, 25 percent of the students agreed that parental economic status influenced girls' drop-out rates in secondary schools. Additionally, 25 percent of the students disagreed that parental economic status influence drop-out rates in secondary schools. Overall, all the respondents noted parental socio-economic status influences girls' drop-out rates in secondary schools. The findings concur with Okumu (2005), who revealed that Poverty is the root of high drop-out rates of girls in schools of girls.

The study further sought headteachers', teachers', parents', and learners' perceptions of early marriages' influence on drop-out rates of girls in secondary schools. The findings were captured in Table 6.2.

Table 2: Headteachers, teachers', parents', and learners' perceptions of early marriages influence on drop-out rates of girls in secondary schools

Rating	Head teachers		Teachers		Parents		Students	
	n	%	n	%		%	n	%
Strongly disagree	0	0	10	16.7	0	0	0	0
Disagree	0	0	10	16.7	0	0	100	25
Agree	10	33.3	20	33.3	50	33.3	200	50
Strongly agree	20	66.7	20	33.3	100	66.7	100	25
Total	30	100	60	100	150	100	400	100

Data in Table 6.2 revealed that 66.7 percent of the headteachers strongly agreed that early marriages influence girls' drop-out in schools. Besides, 33.3 percent of the headteachers agreed that early marriages affect the drop-out of girls in schools. However, none of the headteachers strongly disagreed or disagreed that early marriages influence girls' rates in schools. Further findings contained on data in Table 6.2 indicated that 33.3 percent of the influences strongly agreed that early marriages influenced girls' drop-out rates in secondary schools. Furthermore, 33.3 percent of the teachers strongly agreed that early marriages influenced girls' drop-out rates in secondary schools. Additionally, 16.7 percent of the teachers disagreed that early marriages influence drop-out rates in secondary schools. Another 16.7 percent of the teachers strongly disagreed that early marriages impact drop-out rates in secondary schools.

The research findings on data in Table 6.2 also showed that 66.7 percent of the parents strongly

agreed that early marriages influenced girls' drop-out rates in secondary schools. Another 33.3 percent of the parents agreed that early marriages influenced drop-out rates of girls in secondary schools. Further findings contained on data in Table 6.2 indicated that 25 percent of the students strongly agreed early marriages influenced girls' drop-out rates in secondary schools. Furthermore, 50 percent of the students agreed that early marriages influenced girls' drop-out rates in secondary schools. Additionally, 25 percent of the students disagreed that early marriages influence drop-out rates in secondary schools. Overall, all the respondents noted that early marriages influenced girls' drop-out rates in secondary schools. This concurs with UNESCO (2017), which indicated that early marriage is the cause of girls dropping out of school.

The study also sought headteachers' response on the number of girls out of the total 100 in form one dropped out of school before completing form four. The findings were captured in Table 6.3.

Table 3: Headteachers' response to drop-out rates of girls in secondary schools due to early marriages

No. dropping out	Head teachers	
	n	%
50	0	0
40	15	50
30	10	33.3
20	5	16.7
Total	30	100

Data contained in Table 6.3 revealed that 50 percent of the headteachers indicated that 40 out of 100 girls dropped out of school before completion of secondary education due to early marriages. Besides, 33.3 percent of headteachers noted that 30 out of 100 girls dropped out of school before completing secondary education due to early marriages. Also, 16.7 percent of headteachers indicated that 20 out of 100 girls drop out of school before completing secondary education due to early marriages. However, none of the headteachers noted that 50 out of 100 girls dropped out of school before completing

secondary education due to early marriages. Overall, most of the respondents indicated that 40 out of 100 girls dropped out of school before completing secondary education due to early marriages. The findings concur with Okumu (2005), who revealed that Poverty is the root of girls' high drop-out rates in schools of girls.

The study also sought headteachers', teachers', parents', and learners' perceptions of the school environment's influence on drop-out rates of girls in secondary schools. The findings were captured in Table 6.4

Table 4: Headteachers, teachers', parents', and learners' perceptions of the influence of the school environment on dropout rates of girls in secondary schools

Rating	Head teachers		Teachers		Parents		Students	
	n	%	n	%		%	n	%
Strongly disagree	20	33.3	10	16.7	0	0	0	0
Disagree	0	0	10	16.7	0	0	0	0
Agree	20	66.7	20	33.3	50	66.7	0	0
Strongly agree	0	0	20	33.3	100	33.3	400	100
Total	30	100	60	100	150	100	400	100

Data in Table 6.4 revealed that 66.7 percent of the headteachers agreed that the school environment influences the drop-out of girls in schools. Besides, 33.3 percent of the headteachers strongly disagreed that the school environment influences girls' drop-out in schools. However, none of the headteachers disagreed nor strongly agreed that the school environment influences drop-out rates of girls in schools. Further findings contained on data in Table 6.3 indicated that 33.3 percent of the teachers strongly agreed that the school environment influenced girls' drop-out rates in secondary schools. Furthermore, 33.3 percent of the teachers agreed that the school environment influenced girls' drop-out rates in secondary schools. Additionally, 16.7 percent of the teachers disagreed that the school environment influences drop-out rates in secondary schools. Another 16.7 percent of the teachers strongly disagreed that the school environment influences drop-out rates in secondary schools.

The research findings in Table 6.4 also showed that 33.3 percent of the parents strongly agreed that the school environment influenced drop-out rates of girls in secondary schools. Another 66.7 percent of the parents agreed that the school environment influenced drop-out rates of girls in secondary schools. Further findings contained on data in Table 6.4 indicated that 100 percent of the students strongly agreed that the school environment influenced girls' drop-out rates in secondary schools. Overall, almost all the respondents noted that girls dropped out of school before completing secondary education due to the school environment. The findings concur with Birdsall (2005), who reported a very low school completion rate because most of the students drop out of school due to repetition.

Regression analysis was also done to test the study hypothesis. The hypothesis was Ho: Economic status, early marriage, and school environment do not significantly influence girls'

dropout rates in secondary schools. The results were reflected in Table 6.5

Table.5: Influence of girls' drop out rate

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.683 ^a	.466	.253	.412	.466	2.184	6	29	.103

- a. Predictors:(Constant), high-income, low-income, learning materials, infrastructure, social influence, cultural influence, beliefs, biasness, teachers' attitudes, school culture and teaching approaches.
- b. Dependent Variable: Girls' dropout rates.

Concerning the data contained in Table 6.5, results were summarized by the following regression analysis equation;
 $Y = a + bX$;

Where Y = dependent value (girls drop-out rates) that was being predicted in this study. X was an independent value (predictors). The value (a) was the constant in the regression analysis equation. It was the intercept point of the regression line and the Y-axis. The (b) value was the coefficient of X. It was the slope of the regression line. The independent Variable for hypothesis H₀ in the study was parental economic status; early marriages and school environments do not significantly influence girls' drop-out rates in secondary schools. The results in Table 6.5 indicated that the significance level was at sig F= 0.103. It was greater than p= 0.05. The relationship $F(6, 29) = 2.184$. $p > 0.05$, $R^2 = 46.6$ percent. The hypothesis was, therefore, rejected. This meant that X= factors influencing girls' drop-out rates in secondary schools. The study, therefore, revealed that parental economic status, early marriages, and school environment predicted girls' drop-out rates in secondary schools by 46.6 percent. As a result, the hypothesis was rejected since parental economic status, early marriages and school environment significantly influenced girls' drop-out rates in secondary schools.

X. SIGNIFICANT FINDINGS OF THE STUDY

The study revealed that families don't support secondary school education due to their economic status. This implies students drop out of school to engage in economic activities to generate income. The girl child, therefore, is left at home to do house chores.

The study also revealed that the school environment influenced girls' drop-out rates in secondary schools.

The study also established that 40 girls out of 100 girls admitted in form one dropped out of school before completing form four due to early marriages.

Regression analysis revealed that parental economic status, early marriages, and school environment predicted girls' drop-out rates in secondary schools by 46.6 percent.

XI. CONCLUSION

The study findings concluded that the number of girls admitted in form one kept on reducing yearly within the four years of secondary school education. Therefore a few girls graduate from secondary schools. Consequently, it can be concluded that the parents' economic background influences students' drop-out rates. Besides, the economic status of parents significantly influenced girl child education. It was also supposed that the main cause of the decrease in girls in school was found in early marriages. The study concluded that early marriages hurt girl child education. The study also concluded that the school environment results in girls drop out in schools., The study further concluded that when combined; parental economic status, early

marriages, and school environment significantly predicted girls' drop-out rates in secondary schools by 46.6 percent.

XII. RECOMMENDATIONS

From the findings of this study, the following recommendations were proposed:

Ministry of Education should enhance a policy to redress girls' drop-out rates in secondary schools.

- Income generating activities should be initiated in communities to improve the economic status of parents.
- Schools should develop strategies that would make school environments favorable to the retention of girls in schools.
- Cultural practices and beliefs that contribute to girls dropping out of schools should be discouraged.

REFERENCES

1. ActionAid, Kenya (2018). *Tackling barriers to girls' education in Kenya: Analysis of Violence against Girls' in Education*. ActionAid, Kenya.
2. Al-Fadhli, H. M, & Kersen, T. M. (2010). How religious, social, and cultural capital factors influence educational aspirations of African American adolescents. *The Journal of Negro Education*, 79(3), 380–389.
3. Bhorat, H. (2003). The Post-apartheid Challenge: Labour Demand Trends in the South African Labour Market. *Development Policy Research Unit Working paper 03/82*. Cape Town: University of Cape Town.
4. Birdsall, N (2005). Towards Universal Primary Education: investments, incentives, and institutions. *European Journal of Education*, 40 (3), 337 – 349.
5. Bledsoe C. (2002). *Contingent lives Fertility, time, and aging in West Africa*. Chicago: University of Chicago Press.
6. Check Marke,(2020). *Enterprise survey platform*. Check Market
7. Coyle, K. (2009). *Gender and new realities in cyberspace. WiredWomen: Seattle*, Chicago University Press.
8. Elrukar, A. and Mathekar, J. (2007). Adolescence in the Kibera slums of Nairobi, Kenya. Population Council.
9. Freudenberg, N. (2007). Reframing school drop-out as a public health issue. Preventing chronic disease, *Public health research, practice and policy*, 4(4).
10. GOK (2004). *Challenges of Implementing Free Primary Education in Kenya (assessment report)*. Government printers.
11. GOK (2004). *The Pastoralist communities and Free Primary Education in Kenya: A preliminary survey*. Action Aid International Kenya.
12. Human Rights Watch (2018). *Leave no girl behind in Africa*. Human Rights Watch.
13. Hunt, F.(2008). *Dropping out from school: Across-country review of literature*, CREATE
14. Imbova, M. et al. (2018). Students completion rates: Implications for teaching and learning resources in secondary schools in Kenya. *Journal of and Practice. Volume 9/ Issue 24/2018*.
15. KNBS. (2009). Enrolment at the secondary school level. Government Printer.
16. KNBS(2014). Kenya demographic and health survey 2014. Government Printer.
17. Kose, K. (2011). Effects of School and Private Courses on students' academic achievement taking the high school entrance exams from the aspect of socio-economic and demographic characteristics of the family. *Education Journal*, 5(17), 46-77.
18. Leung, M. & Zhang, J. (2008). Gender preference, biased sex ratio, and parental investments in children in single-child households. *Review of Economics of the Household* 6(2) 91–110
19. Makatiani, C.et al (2018). Learning Achievement: Illusions of Teacher-Centered Approaches in Primary Schools in Kenya. *Journal of Education and Practice Volume 9 | Issue 18 | 2018*
20. Makatiani, C et al. (2020). African response to quality education: Comparative perspectives on quality primary education in

- Kenya. *European Journal of Education Studies. Volume 6 | Issue 11 | 2020, pp 313-324*
21. Makatiani, N. & Mackatiani, C. (2020). Academic performance in sciences: implications for gender parity in Kenyan secondary schools. *European Journal of Education Studies. Volume 7 | Issue 4 | 2020, pp 254-267*
 22. Mackatiani C. et al, (2018). Learning achievement: Illusions of teacher centred approaches in primary schools in Kenya. *Journal of Education and Practice, vol 9/18/2018, pp 46-54*
 23. Mackatiani C. (2017). Influence of physical facilities on quality primary education in Kenya in post UPE and EFA era. *European Journal of Education Studies. Volume 3 | Issue 5 | 2017 pp 822-839*
 24. Mackatiani C. et al, (2017). Quality Primary education in Kenya: Implications of teachers characteristics. *European Journal of Education Studies. Volume 3 | Issue 8 | 2017 pp 635-650*
 25. Martinez, E. and Odhiambo, A. (2018). *Leave no girl behind in Africa: Discrimination in education against pregnant girls and adolescent mothers*. Human Rights Watch.
 26. Morara, A. and Chemwiki, B. (2013). 'Drop out among pupils in rural primary schools in Kenya: The case of Nandi North District, Kenya.' *Journal of Education and Practice 4 (19)*.
 27. NCES (2019). *The Condition of Education 2019, Status drop-out rates*. U.S. Department of Education
 28. Okumu, B. (2005). *The Situation of the Female Child*. A case study of Nairobi. Nairobi: ANPPCAN.
 29. Okumu, I. et al. (2008). Socio-economic determinants of primary school drop-out: The logistic model analysis. *MPRA Paper No. 7851. Retrieved from <https://mpra.ub.uni-muenchen.de/7851/>*
 30. Patrick, O. (2012). School drop-outs pattern among senior secondary schools in Delta State, Nigeria. *International Education Studies, 5(2), 145-143*.
 31. Psaki, S. (2012). Addressing child marriage and adolescent pregnancy as barriers to gender parity and equality in education. *Prospects 46 (1) p. 109-129*.
 32. Save the children. (2005). The power and promise of girls' education. <http://www.google.co.ke/search>.
 33. Shovan, G. & Susmita, S. (2012). Direct and opportunity costs of schooling a girl child: A case study of Pancha Block of Purulia District, West Bengal, India. *International Journal of Current Research, (4)12, 376-381*.
 34. Statistics Canada (2017). *Education in Canada: Key results from the 2016 Census*. Minister of Industry.
 35. Tavakolian, H., & Howell, N. (2012). Drop-out dilemma and intervention. *Global Education Journal, 1(1), 77-81*.
 36. Uche, R. (2013). Drop-out syndrome among girls in secondary schools and human resources development in Nigeria. *Journal of Education and Practice 4 (2)*.
 37. UNESCO. (2006b). *The education for all development index (EDI)*. UNESCO
 38. UNESCO (2011). *Gender and Education for All: The Leap to Equality. EFA Global Monitoring Report from 2005 to 2011*. UNESCO.
 39. World Bank (2015). *Out-of-School Youth in Sub-Saharan Africa: A Policy Perspective*. World Bank
 40. UNESCO (2017). Early and unintended pregnancy and the education sector: Evidence review and recommendations. UNESCO.
 41. UNESCO (2019). *The Global Education Monitoring Report- Migration, displacement, and education: BUILDING BRIDGES, NOT WALLS*. UNESCO
 42. Watson, J. (1913). Psychology as the behaviorist views it. *Psychological Review 20(2), 158-177*
 43. Willan, S. (2013). A review of Teenage Pregnancy in South Africa - Experiences of Schooling and Knowledge and Access to Sexual & Reproductive Health Services. *Partners in Sexual Health 2013*.
 44. World Bank (2012). *Education in Sub-Saharan Africa: A Comparative Analysis*. World Bank.

This page is intentionally left blank