

Home-Based Factors contributing to girl-child dropout rate in public primary in Trans-Mara East sub-county, Narok County, Kenya.

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Abstract: This study was set to establish the home based factors contributing to girls' dropout rate in public primary schools in Trans-Mara East sub-county, Narok, Kenya. The study was guided by A model of Institutional departure from school. The objective of the study was to establish the home based factors that contributing the Pupils to drop out from school. The study targets 785 respondents, they were, 29 head teachers, 29 parents representatives, 180 teachers, 5 Educational officers, 16 drop out victims and one NGO officer in Trans-Mara East sub-county. Purposive sampling was used to select 29 head teachers, 5 Educational officers, 29 PTA chairpersons and one NGO, while random sampling was used to select 180 teachers and 16 drop out victims. The study adopted a descriptive survey design. Data collection tools were; questionnaires and interview schedule. Primary data which was collected by use of both open and closed ended questionnaires was analyzed using descriptive statistics and was presented in forms of graphs and tables. The highest factor contributing to girl child dropout rates was established to be cultural factors, social Economic factors and the educational attainment of the parents. It is expected that the findings of this study will help all the stakeholders in the field of education to come up with measures to minimize the dropout rates and recommends ways of retaining the girl child within the education system in public primary schools in Kenya.

Key words: Home based factors, Drop out

Background of the Study

Girls just like boys have a right to be educated so as to maximize their personal development and their contribution to their community and the society. This is in response to international convention which recognizes education as a necessity and fundamental human right. The major drawback in attaining Education for All (EFA) and vision 2030 is the rising cases of school dropout and sustainable development goals (world conference in Education, 2001). Bledsoe (2002) pointed out the irony of richest and poorest countries share the problem of dropout. He contends that in the United States, over 30% of high school students leave school prematurely and this for the most part, condemns them to marginal part in the cultural and economic life of the country. "There is no room for the undereducated members in a technologically mature society.

UNESCO (2003) indicated that three surveys done in Canada place the national dropout rate at 18%. The figure represented the number of people in the 10-20 and 20-24 age groups who had not graduated and were not in school or pursuing further training. Such a situation has serious implications both for the country and for the young people themselves due to the increasing need for highly skilled workers and fewer opportunities for unskilled or functionally illiterate. In Asia, the problem of wastage through drop-out is

rampant; a look at the pattern of survival for the system as a whole reveals big differences in the proportion one in thirteen entrants reach the end of primary schooling. Korea and Malaysia have a survival rate of approximately 40%.

Indonesia, Nepal, the Philippines, Singapore, and Sri-lanka have a moderately high survival rate of 20% (Bledsoe, 2002). In India, 61% of the children who never complete fifth grade come from the poorest 40 percent of households (Birdsall et al., 2005). In Africa, only 51% of children in Africa complete primary school. Low enrolment; contribute to high levels of drop-out and repetition rates combine to contribute to low educational attainment (Birdsall et al., 2005). Further, report indicates that girls` primary school completion was far behind that of boys, at 76% compared to 85% for boys. This gender gap meant that million more girls than boys are dropping out of school each year. UNICEF (2003) showed a worrisome report from Sub-Saharan Africa where the number of girls out of school rose from 20 million in 1990 to 24 million in 2002. The report also indicated that 83% of all girls out of school in the world live in sub-Saharan Africa, South Asia, East Asia and the Pacific.

Kenyan government declared free and compulsory primary education in 2003. An estimate of 1.3 million children enrolled in public schools raising the total number to 8 million (Kinuthia, 2009). According to United Nation Millennium Project (2011) a closer look at the numbers shows that girls` enrolment rates were still low in most regions. Data from a sample of 8,000 primary schools, which participated in a survey carried out by the Ministry of Education in 2012, shows that the dropout rate in primary schools in Kenya was estimated at 5.4% and completion rate had for long remained below 50%. It was established that more girls than boys were dropping out in the former North Eastern and Nyanza provinces. The research sought to establish the dropout in Narok County.

Despite the government`s efforts through its educational policies like education For All (EFA) in primary, provision of sanitary facilities for girls, the school feeding programmes, the law on early marriages which leads to men imprisonments, girls in Trans-Mara East Sub-County are highly dropping out of school.

2.0 Theoretical Justification

Theoretical perspective that is useful in explaining dropout behavior is a widely acknowledged theory of institutional departure at the school level developed by Tinto (1993). In Tinto`s model, the process of departure is first influenced by a series of personal attributes, which predispose students to respond to different situations or conditions in particular ways. These personal attributes include family background, skills and abilities, and prior school experiences, including goals (intentions) and motivation (commitments) to continue their schooling.

Once students enroll in a particular school, two separate dimensions of that institution influence whether a student remains there, that is a social dimension that deals with the social integration of students with the institution and to the value of schooling; and an academic dimension that deals with the academic integration or engagement of students in meaningful learning. Both dimensions are influenced by the informal as well as the formal structure of the institution. For example, academic integration may occur in the formal system of classes and in the informal system of interactions with faculty in other settings. These two dimensions can have separate and independent influences on whether students leave an institution, depending on the needs and attributes of the student, as well as external factors. To remain in an institution, students must become integrated to some degree in either the social system or the academic system. For example, some students may be highly integrated into the academic system of the institution, but not the social system. Yet as long as their social needs are met elsewhere and their goals and commitment remain the same, such students will remain in the same institution.

Likewise, some students may be highly integrated into the social system of the institution, but not the academic system. But again, as long as they maintain minimum academic performance and their goals and commitment remain the same, such students will remain in the same institution. Tinto`s theory offers several insights to explain another aspect of persistence student mobility. First, it

distinguishes between the commitment to the goal of finishing college and the commitment to the institution, and how these commitments can be influenced by students' experiences in school over time. Some pupils who are not sufficiently integrated into their current school may simply transfer to another school setting rather than drop out, if they can maintain their goals and commitment to schooling more generally. Other pupils, however, may simply drop out rather than transfer to another school if their current school experiences severely diminish their goals and commitment to schooling.

Second, the theory suggests that schools can have multiple communities or subcultures to accommodate and support the different needs of students. Third, the theory acknowledges the importance of external factors that can influence student departure. For example, external communities, including families and friends, can help students better meet the academic and social demands of school by providing necessary support. External events outside the school system for instance family instability such as divorce may force the pupils to drop-out of school, this theory was adopted because it is relevant to the study.

2.1 Conceptual Framework

The conceptual framework represents the relationship between the independent variables, intervening and Dependent variables. It has been developed from the retrieved literature and related theory.

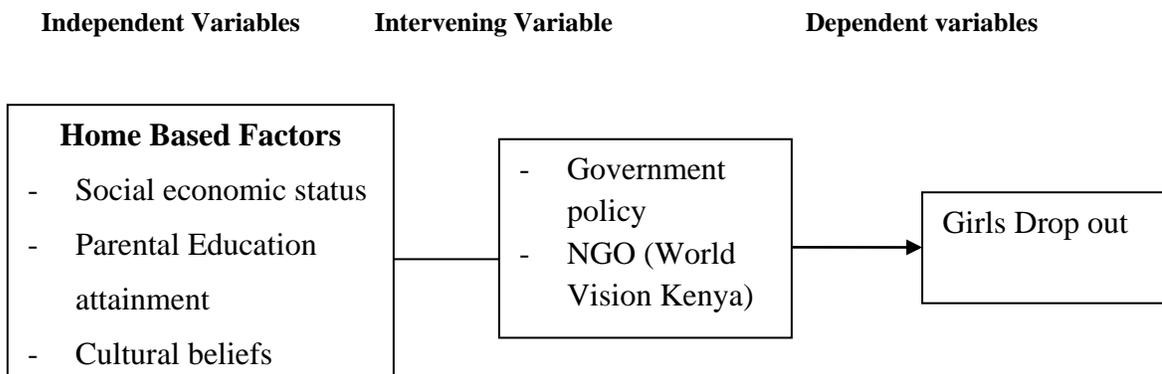


Figure 1 Conceptual Framework

Home based contribute to dropout of pupils from school over a given period of time reflects the impact of various factors, originating from the community and homes/families of the pupils

3.0 Research Design and Methodology

The study used descriptive survey design to investigate the factors that contribute to girl child dropout from school and the measures to that could be taken to curb this menace .a descriptive survey is a method of collecting information by inter-viewing or administering questionnaires to a sample of individuals (Orodho, 2003). The researcher chose this research design because of its advantages in obtaining data, it is also the simplest and less costly compare to other study designs. The researcher surveyed twenty nine public primary schools, in Transmara East Sub-County of Narok County in Kenya. The design was appropriate because the study aims was to provide a detailed account of the variables of the study as they are in the Sub-County. According to Mugenda and Mugenda (2003), target population is the entire group of individuals or items under consideration in any field of inquiry and has a common attribute. The study targeted educational officers, all Head-teachers, all primary school teachers, parents' representatives, a

Non-governmental organization officer and drop out victims who are in a better position to provide information relevant to the topic. The total number of public primary schools in Transmara East sub-county is ninety schools.

3.1 Sample and Sampling Procedures

A sample is a set of individuals selected from the target population and usually is intended to represent the population in a research study (Neuman, 2000). The researcher applied the formulae of Krejcie (1970) to arrive at a sample size as shown in appendix D. Five (5) education officers, 29 chairpersons of PTA, an NGO officer and twenty nine (29) head teachers were purposively sampled. The researcher used simple random sampling to select 16 girl school dropout victims and 180 teacher respondents from the 550 teachers in Transmara East sub-county which represent 30 percent of the target population to make a representative sample.

Validity is the degree to which results obtained from the analysis of the data represent the phenomena under study (Mugenda & Mugenda, 2003). The instrument was validated by having it evaluated and improved on by the university supervisors to ensure it measures the desired content. Validity was ensured through developing the questionnaires on, the basis of the study objectives. Further-in-depth literature review of the study variable was done and further observation on girl's schools dropout was done throughout the study. Reliability is the measure of degree to which a research instrument yields consistent results, after repeated trials (Kothari, 2011). The researcher was endeavor to enhance the reliability of the data collected by ensuring, the test and retest of the questionnaires by having them administered to three schools that were not participating prior to actual data collection.

4.0 Results and Discussion

Home based factors were studied by the researcher to determine its effect on the girl's school dropout rate. They included socio-economic status of the parents, cultural factors and educational attainment of the parents. They were accessed to see if it has influence on the girl child education when it comes to paying P.T.A fee, buying of school uniforms and reference books and if the parents follow keenly their children performance in school by attending child academic/progress days. The researcher studied the influence of cultural factors such as early marriages unwanted pregnancy on girls' dropout rate. The researcher also studied the educational attainment of the parents and the step taken to reduce the menace. Their responses are summarized in the below;

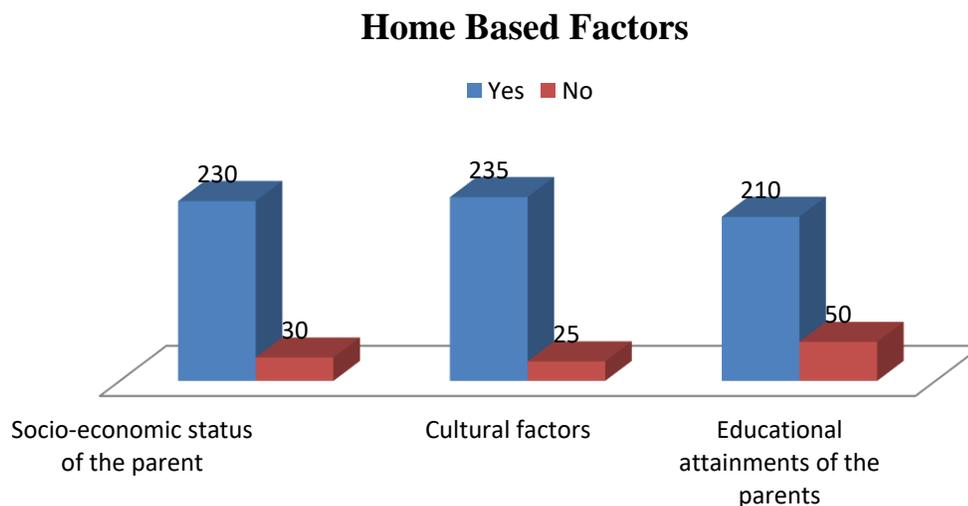


Figure 2 Home Based Factors

Source: Researcher (2019)

Figure 2 shows that majority 230(88.5 %) of the respondents agreed that social economic status of the parent contributes to girls school dropout rates, 235 (90.4%) of the respondents agreed that cultural factors contribute to girl's school dropout and 210 (80.8%) agreed that educational attainment of the parents contributes to girl's school dropout. This show that girl drop out is mainly caused by home based factors.

Using an interview schedule with the educational officers in Trans Mara East Sub County, the researcher sought to investigate whether cases of dropout is linked to people's culture and beliefs. The officers response was that people's culture, beliefs and traditional practices contributed a lot to girl child dropping out of school. All the five officers agreed that the community view the girl child as a source of wealth; hence parent's attitude towards the girl child in provision of equal opportunities, to education is very low.

Based on the NGO interview schedule where the researcher sought to establish whether cultural factors contribute to girls' dropout, the response was yes and at a greater extent. The officers rated the cultural practices such as Early marriages and Early pregnancy contribute to a greater extent to the cultural factors since the community feels that when one gets pregnant she ought to be married out immediately to avoid embarrassments. Circumcision and abortion contributes to a small impact on girl dropout since there has been a lot of government intervention on female genital mutilation. Although there has been government intervention, this practice is still there. Abortion is seen as curse and one who is found to have aborted is seen as an outcast thus these factor has discouraged many girls from doing it hence does not cause girls to drop out of school, even though minimal cases are still reported.

The findings of Home-based factors show that, cultural factors, social economic status and educational attainment of parents contribute to girls' school dropout at high percentage. On school-based factors the finding show that unsafe learning environment, congested curriculum and leadership style contribute to the girl child to drop out of school at smaller percentage. On gender disparity the finding shows that it contributes a lot to the girls' school dropout rates since most of the respondents were mainly of one sex. On role of Non-governmental organization the findings show that the NGO role include, support

Girls' education, provide moral support to females children, help the needy children through giving them sponsorship and materials wellbeing. On measures taken to curb the problem of girls 'school dropout the finding include establishment of a rescue centre, organizes and does civil education on child rights and to provide guidance and counseling frequently.

5.0 Conclusion

Based on the above findings, the study concludes that home based factors contribute highly to the drop outs rate of girls in public primary schools. Cultural Factors such as teenage pregnancy, Female genital mutilation and early marriages, social economic status and educational attainment were agreed by most respondents to be contributing to drop out rates.

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