

**SAINT MARY'S UNIVERSITY OF MINNESOTA  
NAIROBI CAMPUS  
FACULTY OF ARTS AND SOCIAL SCIENCES**

**TO INVESTIGATE CAUSES FOR DROPPING OUT OF SCHOOL  
FOR GIRLS AMONG THE RENDILLE OF LAISAMIS  
CONSTITUENCY IN THE NORTH EASTERN KENYA;  
A CASE STUDY OF MOI GIRLS AND LAISAMIS BOYS SECONDARY  
SCHOOL**

**A Research Project Submitted in Partial Fulfilment of the Requirements for the  
Degree of Bachelor's Science in Education**

**By:**

**KOMBE PETER**

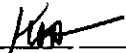
**MAY 2003**

**NAIROBI - KENYA**

## STUDENT'S DECLARATION

I, the undersigned hereby declare that this project is my original work and has not been submitted to any other university or equivalent institution for academic credit. All sources and materials have fully been acknowledged.

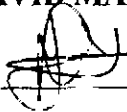
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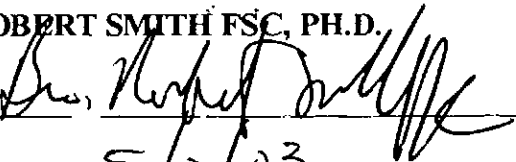
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Date: 5/5/03

## **DEDICATION**

This work is dedicated to many people who have supported me with their prayers; their constant interest in this project helped me to venture in to this study.

Lastly I dedicate this work to all girls who continue to drop out of school as a result of many factors.

## ACKNOWLEDGEMENTS

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## ABSTRACT

Low girls' participation in secondary and tertiary education in these areas not only deprives them of opportunities but also sustains the gender gap in leadership, business and professional fields.

The purpose of the study was to investigate the causes of dropping out of girls among the Rendille girls of Laisamis constituency. It also investigated the strategies used by the school administration, parents, and stakeholders to tackle the causes of girls dropping out of school at each level in secondary school.

The research was carried out in Laisamis constituency, Marsabit District. Data was collected through questionnaires administered to students, interviews with parents, and teachers and head teachers formed the basis of the research findings.

The data obtained from questionnaires previous examination records and previous records of dropping out of girls at each level was tabulated and analyzed using simple descriptive statistics. Data obtained from interviews was analyzed qualitatively in a narrative form. The study found that:

- i) Cultural practices and the community's negative attitude towards female education affect the aspiration for higher education of Rendille girls in secondary schools.
- ii) Inadequate teaching facilities and lack of female teachers are other factors that affect aspiration for higher education of Rendille girls in Laisamis constituency.
- iii) Non Governmental Organizations and the Catholic Church play a major role in tackling some of the problems by helping the affected in payment of School fees and

organizing educative seminars. Based on the findings the following recommendations emerged.

i) The government in collaboration with the NGOs should initiate programmes and projects that are sustainable, which should empower the community socially and economically.

ii) Community has to be sensitized through education to abandon those cultural practices like betrothal and forced marriages that inhibit the advancement of girls for higher education.

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## **LIST OF ABBREVIATIONS**

**K C S E:** Kenya Certificate of Secondary Education.

**F A W E:** Forum of Women Educationalists.

**K C P E:** Kenya Certificate of Primary Education

**ASAL:** Arid and Semi Arid Lands.

**UNICEF:** United Nations International Children Educational Fund

**NGOs:** Non-Governmental Organizations

**UNDP:** United Nations Development Program

**UNESCO:** United Nations Educational Scientific and Cultural organization

**TSC:** Teachers Service Commission

## CHAPTER ONE

### 1.1 Background to the Problem

Despite the progress in raising educational enrolment rates for both males and females across all regions in the past several decades, growth in educational opportunities at all levels for females lags behind that for males. Dropout rates are notably high in low-income countries especially Sub-Sahara region and particularly Kenya. It varies by gender across the country and within provinces (World Vision 1991).

Evidence in literature shows that at the age of 14- 16 years girls tend to drop out of school, the highest percentage of drop out peaking at form two and three. Cultural factors, early marriage, pregnancy and household responsibilities are the common factors, which affect the likelihood that girls will remain in school. At the pre-Secondary levels, the gap in enrollment between girls and boys is mostly 55% for boys and 45% for girls. This shows that there is minimum gender segregation at primary level.

In Kenya, Northern part of the country especially the Districts known as Northern Frontiers Districts (Marsabit, Isiolo, Moyale and the whole of North Eastern Province), remains the worst under educated regions in the whole of the country, with almost half of the children of primary age out of school, the majority of whom are girls (GTZ report 1998). Even when girls are given the opportunity to be educated, they are typically faced with formidable barriers to the completion of their studies. For example, while

virtually all girls in Laisamis constituency are initially enrolled in primary school, approximately 65% of them drop out before completing standard Eight. (Source: Forum for African women educationist 2000). Many of the barriers that girls face in striving to stay in school are either directly or indirectly related to reproductive health, sexual behavior and maturation.

The problem of girls dropping out of school is not peculiar to the northern parts of Kenya alone, but is a countrywide problem. In Kenya, some of the causes of girls dropout include early marriage, pregnancy, lack of gender appropriate facilities in school (such as latrines), low self-esteem, lack of money), harassment by male teachers and fellow students, and the low value placed on the education of girls by their parents and society in general.

The above reasons suggest why some of the girls end up not achieving their educational dreams due to outside factors or force. The root cause of these stems from the inequality in gender at all levels where females are not given an equal chance to their male counterparts. Such situations imply that talents and intelligence of most growing girls are not nurtured due to boys dominance in girls in all aspects of life. Girls are not given equal chance to participate in learning. As such, research is necessary to investigate the root causes of schoolgirls drop out. The question one may likely to pause concerning gender disparity is, is the problem due to cultural or other external factors known to girls alone among the Rendille community of Laisamis constituency?

## 1.2 Statement of the Problem

A review of educational achievement in Marsabit for the last decade shows that the missionaries mostly Catholics and Africa Inland Church enrolled more boys than girls in their primary schools. This affected the enrollment of boys and girls in secondary schools (Marsabit District Report 1997). The report also stated that 95% of the schools are Missionaries sponsored while 5% are government / NGOS sponsored.

The result of this in equality is resulted by gender disparity, which is as a result of culture and submissiveness where female remains invisible. The study therefore, aims at investigating causes of girls dropping out of school among the Rendille of Laisamis Constituency a community with a strong cultural belief coupled with Religious beliefs which gives males power over females

Wastage of girls not going for higher education in most African countries is a common phenomenon. Many researches carried out in the past on the subject was predominantly a round primary schools drop out. Despite similar studies being done in different parts of Kenya, this particular study takes a slightly different direction in that it is probing the concept of wastage among girls in the secondary cycle in Laisamis constituency. The purpose is to find out the causes of this high rate of wastage by focusing on the pastoralist communities who are generally marginalised. It is apparent that that girls have high aspirations for secondary education. Hence, the idea to establish their

attitudes towards girl education while boys have all the opportunities around them to use their talents and ability through educational adventures around them girls remain at home in situations that leave girls own talents and capabilities fallow.

This study will therefore, investigate why the girl child continues to drop out of school, while the male counterpart has the opportunity to participate in learning. This gap in knowledge with reference to Laisamis constituency is in fact, the reason for undertaking the study. Even among the disadvantaged communities such as the Rendilles, we do have vulnerable groups. These groups entail girls who experience high educational wastage. Evidence on different surveys of girls dropout conducted in many developing countries confirms that there is higher rate of girl drop out as compared to boys and it is even more rampant in Laisamis constituency.

In 1997 a study of Primary School wastage conducted by the Bureau of Educational Research (BER) it identified that in general, girls are enormously affected by wastage. Hence, one can conclude that girls make up a good category of those groups that one needs to take a closer interest in so as to promote their participation in schooling.

### **1.3 The Purpose of the Study**

The purpose of this study is to investigate the causes of girls dropping out of school among the Rendille community of Laisamis constituency. Such causes may lie: in culture, traditional religion or self created causes by girls. Appropriate solutions to the same shall be proposed.

### **1.4 The Specific Objectives of the Study**

The specific objectives of these studies are:

1. To establish the rate of wastage in various levels 1, 2, 3, & 4 of the Secondary cycle.
2. To establish the causes for dropping out of school among girls in Rendille community of Laisamis constituency.
3. To establish the extent to which wastage in the Secondary cycle shape gender disparities by the 4<sup>th</sup> year of study.

### **1.5 Research Questions**

- i. What is the rate of wastage in the various levels of the secondary cycle?
- ii. What are the causes for dropping out in the secondary cycle?

iii. To what extent does wastage in the secondary cycle shape gender disparities by the 4<sup>th</sup> year of school?

## 1.6 Hypothesis

H i. The rate of wastage in the secondary cycle at each level is the same (equal).

OR

H ii. The rate of wastage in the secondary cycle at each level is differentiated (not the same).

H ii. The causes of dropping out in the Secondary cycle are as a result of economic and cultural factors.

H iii. By the 4<sup>th</sup> year of school the gender disparity in the secondary cycle is high.

## **1.7 The Significance of the Study**

This study is significant in that it may shed some light on the causes of dropping out of school among schoolgirls among Rendille of Laisamis constituency. Secondly, the results of this study can motivate girls to seek to know the extent to which they are sidelined in the society in which they live.

Since no studies have been conducted to examining the causes of dropping out of school among schoolgirls among Rendille of Laisamis constituency, the current study is likely to add to the pool of academic knowledge.

This study may also serve as a starting point for others to venture into the area of gender to bridge the existing unequal gap of educational opportunities between boys and girls.

## **1.8 The Scope and Limitation of the Study**

The focus of this study will be on Moi Girls Secondary School in Marsabit and Laisamis Secondary School. It will focus on both students and staff. The researcher expects to get fair information of the causes of the dropping out of school among schoolgirls within the Rendille community of Laisamis constituency. The researcher would have endeavored to put more schools in his sample but the time available and the resources cant allow.

Lack of related literature in this area may limit the investigation in terms of references and adequate support of the study's findings. The duration given to the investigation to complete this study may not be adequate for an extensive completion due to the distance. Logistic problems are also critical. The area being insecure and transportation means scarce.

### **1.9 Assumptions**

- ◆ There is dropping out of schoolgirls in the Rendille community
- ◆ There is a discernable and differentiated rates of wastage
- ◆ Rate of wastage by level is high
- ◆ Lastly it is assumed that the causes are cultural, economic reasons, and truancy (administrative of education)

## **CHAPTER TWO**

### **2.0 LITERATURE REVIEW**

#### **2.1 Role of Education**

Education is widely accepted to be the key to human progress. It is human right as well as essential tool that necessitates the effective achievement of goals of equality, development, and long lasting peace. It is a process of living, which enables the individual to acquire knowledge and skills in order for them to assume certain role in society.

An improved level of life for a family and society is associated with the female literacy, in several countries. According to Leslie, Lycester and Burmoe- (1986-8) in Tinker research undertaken in the late 1970's in developing countries showed a positive effect of maternal education as infant child mortality rate as well as children's nutrition status.

When education is non- discriminatory, then both boys and girls will benefit and this contribute to more equal relationships between men and women. Equality of access to attainment of educational qualifications is necessary if women are to become agents of change (Njambil 1996). It enables them to take a more independent and varied notes and educational encounters less resistance from the traditional minded than do most other catalysts.

“Unlike employment outside the home, or political participation, education for women is almost universally valued, perhaps because education is seen both as procedure investment and as a consumer good.” (Lukreta: 1995)

## **2.2 School Related Constraints on Gender**

Studies in many African countries have consistently have come out with several school related factors that interact with demand conditions to hinder girls education more than boys. For example, it has been argued that a teacher-dominated pedagogy reinforces the sense of submissiveness and inferiority, which many girls bring with them from the home environment. In schools with shortage of textbooks and other learning materials, most learning opportunities consist of teachers’ utterance (Kelly, 2000).

Girls respond better to teaching that gives them status and recognition than do boys who are more instrumental in their attitudes to learning (Kasante, 1995; Cotton 2000). To give specific example, in a study done in Uganda (Kasante & Kwesiga, 1995) shows that factors responsible to lower number of girls, their higher dropout rates and their generally poor performance are: sexual harassment, lack of confidence, fear of science subjects, lack of basic personal requirements, lack of ambitions, poor parents, parental male preference and poor academic performance.

According to Cammish, (1997), parents have to feel not merely able but willing to send daughters to school and keep them there. Parents will not become willing unless and until the culture capacity of the society renders it to open changes in traditional gender relationships. Studies have also noted that costs of sending girls to school are often high and at primary level higher than those of boys (Colclough 1994). Many poorer households depend considerably on the labor of their children in order supplement household income either directly or on the farm or in the undertaking household tasks which free labor for other remunerated work with the conventional division of labor, girls are expected to perform household chores and to look after younger siblings more often. These affect the relative chances of girls furthering their studies.

Also the perceived economic returns to parents of sending their daughters to school tend to be lower than those for their son. Lower perceived returns are often in patrilineal system where girls join their households families while boys stay in their family.

### **2.3 Importance of Girls Education**

Educations enrich girls, add to their self-awareness and self-esteem and open operation for her outside of notes as daughter, mother and wife. Thus educating girls is important because it creates a poll of shelled competent working, which increases productivity, and the standards of living of the entire nature.

An educated woman has few children, her children run few risks, their chances for survival are increased because she feeds them on a balanced diet and has them vaccinated against diseases (Tiendebeogo: 1994). This then translates in to a healthy and productive society.

Research has proven that education, especially that of girls highly influences the total fertility rate, hence population growth rate. When girls are educated, they are more likely to avoid pregnancy, as this would interrupt their education. Educated ladies are more aware of the contraceptive methods, which they can use if so desired than uneducated ladies who may not want to have children but don't know what to do. For a range of demographic and other development reasons, education of girls should be given high priority (O. Kanani: 1994).

Hassan Wario, who is currently based at Norwich, in the *Daily Nation* of May 19<sup>th</sup> 2000, clearly observed that the first impediment is parents' ignorance. Most parents in North Eastern Kenya are nomads and do not see the direct short-term benefit of educating girls. Poverty is rampant due to prolonged drought, lack of alternative employment and insecurity.

In the East African Standard of November 6, 2002, it was observed that Mary Opiyo overcame many barriers to become the first woman commissioner with TSC. Even after going through an arduous routine to acquire education, she had to face the challenges that

her 18-year brief as senior employee of the TSC presented. These aroused in her the desire to clear the path for Nyanza girls to pursue education. Opiyo plays an integral part in implementing Fawe organization programs in Kenya. Central to Fawe's activities is a bursary programme, which offers scholarships to needy girls. Opiyo's interest in advancing girl-child education is perceived in the philosophy that if you educate a girl, you educate a nation.

According to Ogutu's article on Sunday Standard, March 9, 2003, entitled Gender Bill to Be Tabled in Parliament has been welcomed as a positive move by UNDP (United Nation Development Program) saying gender inequality could result as a cause for poverty.

In recent years UNESCO has funded a lot of research aimed at getting rid of barriers to girls' education; other forms of inequalities and violation of human rights. In the area of education UNESCO raises issues such as the enrollment of girls in school particularly in the third world nations. Equality of educational opportunity is treated as a basic human right.

## **CHAPTER THREE**

### **3.0 Introduction**

This chapter provides the procedures, which was followed in conducting the study. The study set out to investigate causes for dropping out of schools among school girls among the Rendille of Laisamis constituency in the North Eastern Kenya. The aspects discussed in this chapter includes research designs, sample and sampling procedures and data analysis technique.

### **3.1 Research Design**

The study adopted interview guide, focused group discussion and observation, which formed the core of the qualitative aspect. The study mainly utilized the use of questionnaire, which catered for the quantitative part. A qualitative strategy enabled the researcher to collect data in the actual context in which the phenomenon occurs. (World Bank, 2000).

This implies that it provided a detailed description of causes of dropping out of schools within a given context. (World Bank, 2000). This approach was appropriate because it guided the researcher to get detailed information, which was unlikely to be obtained from other methods. (Kane, 1995). The researcher also used quantitative approach that

has the advantage of getting responses on the same question from a larger number of people and this can be qualified in order to make appropriate conclusions. (World Bank, 2000).

The study employed quantitative method using a questionnaire to get information from a relatively larger number of secondary school girls and boys under the study. Parents of the students and schools administration and staff who are directly or indirectly involve with the target group.

### **3.2 Target Group**

The target group was Rendille girls who are in the targeted secondary schools in comparison to Rendille boys in a targeted secondary school. Also targeted are the parents, teachers and head teachers in those schools. This secondary schools and people were targeted because the researcher was interested in investigating and identifying the causes of dropping out of schools among School Girls among the Rendille of Laisamis constituency.

### **3.3 Description of the Sample and Sampling Process**

The sample of this study was derived from secondary schools in Laisamis constituency. There were two secondary schools in Laisamis constituency at the time of the study.

This study set out to investigate and identify causes of dropping out of school among school girls among the Rendille of Laisamis constituency.

The sample is drawn from among students, parents and guardians and the Head teachers of the two schools found in the North Eastern Kenya. Laisamis and Moi Girls Secondary Schools both form part of the sample. The sample used in this study was obtained by Simple Random Sampling. Students were selected randomly from all the four levels of the secondary cycle. 30 students from form one comprising 15 boys and 15 girls, who are not likely to drop out of school since they are just beginning school. 20 students from Form Two, 36 from Form Three and lastly 40 from Form Four with each number of students being divided proportionately in to equal number of boys and girls in every class by the class master. The number of students in forms three and four was slightly higher due to the fact that these students have been at school longer and were expected to provide more information because they had seen some of their classmates drop out of school.

Parents and guardians formed part of the sample since they are in a sense partly responsible for girls' drop out for not paying for their school fees or not seeing the benefit of educating the girl child. The parents who were 20 in number helped in supplying the necessary information of both boys and girls.

The head teachers were extremely helpful in providing information on the number of teachers and students, the rate of drop out in the various levels of the secondary cycle, and the factors contributing to girls dropping out of school.

### **3.4 Data Analysis**

This study, analysis involved both qualitative and quantitative methods. The qualitative data mainly came from the close-ended items in the questionnaires. This data was coded, edited before being tabulated and analyzed using frequencies and percentages. This method was chosen because it easily communicates the findings to the majority of the readers in a simplified form. The information obtained from the interviews and focused group discussion constituted the bulk of the qualitative data.

### **3.5 Methods of Data Collection**

The researcher used questionnaires as the main instrument. The questionnaires were used to get information on the rate of girls drop out rate in the two schools. The questions were open-ended as well as close ended. The close-ended questions were used to solicit background information such as gender and type of questions, and the level of education they wish to attain. The open-ended questions were used to enable students to

respond and have greater freedom of their opinions on why girls and even boys exit from school before finishing Form Four. “Any other (specify)” was a question intended for students, parents, and Guardians to supply more information. Relevant information for this study could be best obtained with the use of questionnaires. The questions were to be self administered as they were, directed only to the students. All the girls and the boys in levels 1, 2, 3, & 4 in the two sampled secondary schools Moi Girls Secondary School and Laisamis Boys Secondary School were expected to fill out the students questionnaire. Questionnaire soliciting information on those aspects of the study stated as relevant to the students on various problems that are responsible for girls dropping out of schools compared to boys. I took a sample of 50 students from Moi Girls Secondary School and another sample of 50 students from Laisamis Secondary School. A sample of these questionnaires is provided in the appendix.

I also interviewed 25 male and 25 female parents. I asked them questions such “as if they encourage male and female education? If they were given an option between educating a male child and a female child which would be their preference? If no / yes why? This interview was best conducted in the evening after they had returned from their daily chore.

I asked teachers if they were aware of any cases where individual girls had shared with them some of the difficulties that influenced them to drop out of school. And what interventions the teachers had made?

## **CHAPTER FOUR**

### **4.0 DATA ANALYSIS, PRESENTATION AND INTERPRETATIONS**

#### **4.1 Introduction**

This chapter presents the analysis and interpretation of the findings of this study, which was mainly based on the three-study hypothesis and objectives. Observations were made in Moi girls secondary school and Laisamis boys secondary school. From the observation simple tables and percentages are used to present the analysis of the data.

#### **4.2 Observation from Both Schools**

There are 186 students in Moi Girls Secondary School. At Laisamis secondary school there are 180 boys currently enrolled. This gives us an average of approximately 45 students in each level in both Schools.

A total of 50 students were interviewed in each school. That makes a total of 100 students interviewed. In each level, approximately 12 students were interviewed.

From the Girls Secondary School, I found out that 25 students are from outside the district while in the Boys' School, we have 16 students who are outside the District. The findings presented in this chapter relate to the specific objectives of the study.

*Parental attitude towards education (Boys and Girls)*

Parents' attitude towards the education of girls was cited as one of the underlying factors towards the problems facing girls than boys, which resulted to other factors such as poverty. This was an issue, which was earlier pointed out in the literature review that many parents and communities think that the education of girls is irrelevant, and it is a waste of both time and money (UNESCO: 1993).

A question was asked to find out if parents' / guardians' attitudes towards the girl child education towards higher level of learning apart from primary schools were negative or positive, and if it affected the girls schools' attendance.

**Table 1: Parents' guardians' attitude towards girl and boy child education for Secondary level and above**

Parents attitude towards Boy/ Girl education	NUMBER OF GIRLS	PERCENTAGE	NUMBER OF BOYS	PERCENTAGE
POSITIVE	42	53.3%	60	78.9%
NEGATIVE	20	26.3%	4	5.3%
INDEFIRENT	14	18.4%	12	15.8%
TOTAL	76	100%	76	100%

The above table show that parents'/ guardians' attitude towards girl child education and boy child education tends to be viewed more positive than that of girls. Parents have more positive attitude towards boy child education than that of girls, although most parents say that as girls progress, the positive attitude progresses respectively.

The findings agree with the hypothesis that, girls are still marginalized and deprived of education and that most parents prefer educating boys. Though some parents who have their girls working having successfully completed secondary and college level of education disagree with the hypothesis. They support girl education because they have seen the fruits of their daughters' labor through educating them. However, the percentage is virtually very low.

Some parents are indifferent. They do not know whether to educate their children or not.

Causes of dropping out in Secondary cycle as a result of economic and cultural factors.

The parents cited from both Schools.

**Table 2 Causes of dropping out of School. (Parents response)**

<b>PROBLEM TYPE</b>	<b>NO. OF RESPONDENTS</b>	<b>FREQUENCY</b>
<b>1 POOR EDUCATION</b>	<b>12</b>	<b>21.4%</b>
<b>2 EARLY MARRIAGES</b>	<b>6</b>	<b>10.7%</b>
<b>3 POVERTY</b>	<b>8</b>	<b>14.3%</b>
<b>4 MALE DOMINANCE IN DECISION MAKING</b>	<b>10</b>	<b>17.9%</b>
<b>TOTAL</b>	<b>56</b>	<b>100%</b>

From the above table, the majority of the respondents cited poor education, cultural and male dominance in decision-making being the major problems. Poor education is as a result of parents not interested in taking their daughters to school instead they prefer to see them into untimely marriages'. The earlier your daughter is married, the more the benefits that befalls the family On the other hand boys are encouraged to start business and take care of animals such as camels, cattle, goats and sheep. Thus, cultural and male dominance could result to poor education.

The tables below show the rate of boys and girls dropping out of school for a period of ten years.

**Table 3 Rate of Dropping Out of School in Each Level  
(Moi Girls and Laisamis Boys Secondary School)**

Rate of Dropping Out Boys			Rate of Dropping Out Girls			
Year	Level (Form)	Number	% Frequencies	Level (Form)	Number	% Frequencies
1993	1	1	2.2%	1	3	6.38%
1994	2	2	4.4%	2	5	11.36%
1995	3	1	2.2%	3	2	5.13%
1996	1	1	2.2%	1	4	8.33%
1997	2	-	-	2	5	11.36%
1998	3	-	-	3	1	2.56%
1999	1	1	2.2%	1	2	3.85%
2000	2	4	8.9%	2	3	6.00%
2001	3	-	-	3	-	0.00%
2002	1	-	-	1	3	5.26%

From the above table the results show how girls drop out in higher numbers than boys. When I asked the Headmistress what might have contributed Girls students to dropping out of school she told me that girls do not get encouragement from parents. In her own opinion, it is better for a girl to stay at home than going to school. Poverty also

contributes to the reluctance of parents to face the cost of sending their children (boys and girls) to school. “ If the NGOs and most especially missionaries do not sponsor our children to school, then they better stay at home,” was a common response one could hear from parents.

The enrollment of both schools can clearly show: very low enrollment. The total number of boys is 180 while the one of girls is 186. It is very interesting aspect to observe that most boys do not want to learn near their homes, because they want to be independent and be free from their parents. This resulted to the number of boys in Laisamis Secondary School to be very low. Boys also do better because they have better career whereas, girls look forward to marriages after school. The drawback in girls is due to cultural stigma. One of the teachers in Girls school lamented as she responded but continued to say that with time, that should be expected to change.

At least 80 % of the Girls respondents mentioned some of the causes of the girls dropping out of school as listed below:

**Table 4: Causes of Dropping Out of School. (Girls Respondents)**

<b>CAUSES OF GIRLS DROPPING OUT OF SCHOOL</b>	<b>FREQUENCIES</b>	<b>PERCENTAGES</b>
<b>EARLY MARRIAGES</b>	18	45%
<b>CONFLICT IN THE FAMILY</b>	5	12.5%
<b>GENDER BIASNESS</b>	10	25%
<b>POOR PERFORMANCE</b>	7	17.5%
<b>FAMILY RESPONSIBILITY: LOOKING AFTER ANIMALS</b>	10	25.6%

While on the side of boys respondent, they mentioned the following:

- family responsibilities: looking after animals

From the above analyses, the main reason why drop out is experienced is due to cultural and economic factors.

By the end of form four, 88 % of the girls end up being married while 12 % succeed in getting into colleges and universities. Meanwhile, 60 % of the boys do marry and take care of families, animals; while 40 % of them succeed to go to colleges and universities.

**Table 5: Parents' level of education**

Set of alternatives	Frequency	Percentage ( % )
Illiterate	33	66%
Primary level	7	14%
Secondary level	5	10%
College level	2	4%
University level	3	6%
Total	50	100%

The level of the parents' education is basically one of illiterate, standing at 66%. This shows the general characteristics of the nomadic community who, after the independence, did not have a chance to go to school like their counter other parts in other country. Among this marginalised group, education is a recent intervention. One can only imagine that such parents are not in the position to adequately develop or enhance their children interest in learning.

These factors prohibit girls' access to higher level of education in Laisamis constituency as a result of the widespread poverty and economic hardships. Even the few parents who have positive educational vision, due to their sole dependence on the sale of livestock such as camels, goats, and sheep, camels for education, which is not integral,

Out of the 12 % of girls and 60 % of boys who succeed in getting through school, almost 90 % of them (both boys and girls) depend on sponsorship from NGOs more precisely from the missionaries. This results to the reluctance of parents not being responsibly involved in educating their children.

Furthermore, female and male guardians felt that it was more necessary to educate boys because they are more likely to return the educational investment. Whereas girls they say do not concentrate because they are preoccupied with getting married and becoming mothers. The Rendille community believes that the benefit of the girl education goes into the family to which she is married.

However, both schools have developed methods that inhibit dropouts and they encourage students to have positive attitudes towards education. These methods that have been put in place are:

- counselling
- having discussions with parents
- assisting poor students through bursary funds.
- encouraging students to stay in boarding schools even during holidays

are finding difficulties in availing suitable learning opportunities for their children. There are insufficient essential facilities and learning materials such as libraries, laboratories, electricity and television.

This analysis justifies gender biasness in the entire educational system in Laisamis constituency. Girls lack role models they can emulate both at home and at school particularly when it comes to career guidance in the area of academic excellence for the future prospects.

## **CHAPTER FIVE**

### **5.0 SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS**

#### **5.1 Introduction**

The purpose of this study was to investigate and identify the causes of girls dropping out among the Rendille Girls of Laisamis constituency. The study also investigated the strategies used by the school administration, parents, and other stakeholders in tackling these factors, In a bid to promote girls' education in Laisamis constituency. The study was guided by the following research questions:

- i) What are the socioeconomic factors that affect the girl aspiration for higher education of Rendille girls in Laisamis constituency?
- ii) What are the cultural factors that affect the aspiration for higher education of Rendille girls in Laisamis constituency?
- iii) How does the school administration tackle some of the negative factors that affect the aspiration for higher learning among Rendille girls of Laisamis constituency?
- iv) What are strategies used to promote the desire for higher education among the Rendille girls in Laisamis constituency?

In order to find answers to the above stated questions, questionnaires were administered to targeted groups: that is students, school administrators, and parents. Also oral

interviews and discussion were used to get precise answers. From the analysis of the data collected the following findings emerged.

## **5.2 Summary of Major Findings**

Most parents are illiterate and attach little value to education. They are ignorant of what their children are taught in school and do not see monetary returns especially for girls. This is why they value marriage because they get returns from the dowry. However, the community's younger generations attitudes towards girl education is changing gradually, especially those who live around the commercial centers. The implication for this change has positive influence on the educational aspiration of the girl child in the community.

The study also revealed that educational aspiration of the students are not related with occupation of the parents. Thus parental occupation does not affect educational aspiration as the researcher thought before. This is because most girls in primary and secondary schools are sponsored by Catholic Church, World Vision, Inter Aid, and Christian Children Fund. Most of the parents are unable to meet educational expenditure of their children as a result of the following factors:

Pastoralism is the main economic activity for the majority of the families. Being predominantly pastoralists, they are disadvantaged by weather and manmade disasters. This implies the community has been made poor due to insecurity as a result of frequent cattle and camel rustling, besides the effects of drought.

Secondly 90% of the constituency is dry. 10% of the remaining area has been adjusted and half of it taken by “ politically correct” people.

### **5.3 Cultural Factors**

Rendille community still cherished various forms of cultural values. In this study marriage, circumcision, and engagement are the major hindrance of Girls education aspiration. Most girls are engaged while still in school and this practice makes them loose concentration and reluctant in their studies leading to poor performance. Hence, some terminate their studies before finishing Form Four while 90% after Form Four, irrespective of their examination performance

Most of the Rendille girls are married immediately after completion of Form Four irrespective of their examination performance. The fear being, not being married in the future and on side of parents, dowry is important. Most Rendille men like marrying young ladies below 25 years.

Circumcision also affects girls' educational aspiration because those girls who are circumcised perceive themselves as adults and despise their uncircumcised colleagues. This makes them to perform poorly in examinations thus no morale to continue.

#### **5.4 School Based Factors**

From the findings, school environment also affects the educational aspiration of Rendille secondary school girls. This includes poor conditions of boarding facilities, kitchen and lack of playgrounds.

Consequently, inadequate teaching facilities like libraries, inadequate ill-equipped laboratories, insufficient textbooks, reference books and teachers aids, featured as major factors limiting higher educational aspirations among students in Moi Girls and Laisamis secondary Schools. Lack of female teachers as a role model also contributes to low educational aspiration. Most female teachers from other parts of the country do not want to be transferred to Laisamis constituency due to insecurity and difficult living conditions.

### **5.5 How school administration tackling some of the negative factors that affect the aspiration for higher learning among Rendille girls in Laisamis and Moi Girl Secondary Schools.**

The school administration seems to be doing a lot to promote girls' educational participation and aspiration for higher learning.

The study reveals a number of strategies employed by the school to address the negative aspects. These are the findings:

- i) Girls who have dropped out of school due to pregnancies are readmitted.
- ii) Students from poor families are assisted to get scholarship from NGOS, well wishers and the Catholic Church.
- iii) Both schools also have strong counselling departments and they invite role models in termly basis to come and talk to girls on career choice.
- iv) Moi Girls school administration intervenes when girls are withdrawn from school to be married off by informing the authorities to take legal action against the concerned parties.
- v) Girls are educated on the negative effects of engagement and advised to discard the practice.
- vi) Parents are made to be aware of the benefits of female education and advised to encourage their daughter to aim higher in education.

vii) Parents through local leaders and during parent Days are also advised to stop female genital mutilation and engagement of their daughters while in school because it affects their performance.

viii) Girls who scored lower marks in K.C.P.E examination are admitted to Moi Girls secondary school. This is one way of increasing girls' educational participation at secondary level.

ix) As a result of insufficient facilities and low K.C.P.E entry point, Moi Girls and Laisamis Secondary schools provides extra tuition for their students on Saturdays and during holidays.

x) Catholic Church and Non governmental organizations provides financial support to schools by paying tuition fees for the girls and also organize fund raising so that the school can purchase learning equipment.

Strategies used by school administration, political and, religious, leaders have effect on students educational aspiration and that is why dropping out of Girls from schools in Laisamis constituency is declining.

## **5.6 Recommendations**

The findings reported in this study have a number of implications for the policy makers. Implementers and stakeholders in the education sectors, thus the following recommendations may help improve girls educational in Laisamis constituency.

- i) The government should take tough measures against parents who force their daughters to marry and enforce the recently enacted child right bill by prosecuting parents who still practice female genital mutilation especially to young schoolgirls.
- ii) The government should strengthen adult literacy programmes in the arid and semi arid parts of the country. This programme could assist parents recognize the value of formal education and in turn abandon the out dated cultural practices that affects girls educational aspiration.
- iii) There is a need to educate the Rendille society through public Barazas, school parent days, and national holiday celebrations by the political leaders, civil servants, Religious leaders, educational officers, and women role models on the negative cultural practices like engagement and forced marriages that have limited girls educational advancement.
- iv) The government, in collaboration with the stakeholders and the management committees of Moi Girls Secondary School and Laisamis Secondary School should construct libraries and expand dormitories and kitchen.

## **5.7 Recommendations for Further Research**

The present study was limited to the causes of the dropping out of girls among the Rendille girls in Laisamis constituency. It would be valuable to undertake similar research by sampling the females who have dropped out of school and are unable to

continue with their education. Their experience may give a comprehensive understanding of the problems under investigation.

There is a need to carry out a study on how the effectiveness and efficiency of schools administration affects students' performance and aspiration in the semi arid and arid areas of Kenya.

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- Beef cattle                      Number
- Goats                              Number
- Sheep                              Number
- Other (specify)                      Number

a) Who pays your school fees? -----

Q.4. a) If your parents are alive what are their occupation?

Father: ----- Mother: -----

Guardian: ----- N/A : -----

Q. 5. What is your fathers highest level of education (tick (√) one)

STANDARD 1-8								FORM I – IV				COLLEGE		UNIVERSITY			
1	2	3	4	5	6	7	8	I	II	III	IV	I	II	I	II	III	IV

Q. 6. What is your mothers highest level of education tick (√) one)

STANDARD 1-8								FORM I – IV				COLLEGE		UNIVERSITY			
1	2	3	4	5	6	7	8	I	II	III	IV	I	II	I	II	III	IV

Q.7. a) How many children are in your family? Brothers & Sisters

b) In your family, what is your position of your birth? Please tick one

1st                       2nd                       Other (specify) -----

Q.8. What is the highest level of education you would like to attain?

Form 1 V                       First degree

Post secondary certificate                       Masters Degree

Q.9. What is your career ambition? What would you like to be when you finish your studies?

Q.10. What would your parents want you to do most after K.C.S.E? Tick (✓) one.

Look for a job     Get Married     Go to self employment

Assist them at home     Go for training (please specify)     Go to university

Q.11. How would you rate the availability of the following type of services and resources in your

School?

	Excellent	Good	Fair	Poor	very Poor
a) Library facilities	5	4	3	2	1
b) Textbooks	5	4	3	2	1
c) Committed & effective teachers	5	4	3	2	1
d) Laboratories and its facilities	5	4	3	2	1

APPENDIX II

**SECTION B: CAUSES FOR DROPPING OUT**

Q.12. Does your father like sending girls to school?  Yes  No

List down some reasons for your answer-----

-----  
-----  
-----

Q.13. What causes girls drop out of school? ( tick  $\surd$  one)

- i) They are tired of learning
- ii) They can't cope with studies
- iii) Lack of motivation from either parent or guardian
- iv) Lack of fees
- v) Other reasons (specify)-----

Q.14. A girl has no say on who to marry her and when?  Agree  Disagree

Give reasons for your answer-----

-----  
-----  
-----  
-----

Q. 15. Early marriages have contributed to girls dropping out of school before completing Form Four.  Agree  Disagree. Give some reasons for your choice. -----

-----  
-----  
-----

-----  
Q.16.a) Do you know of any Rendille girl who passed well and was selected to go to the University but didn't go?     Yes     No

b) If yes give reasons -----  
-----  
-----

Q.17. What is the attitude of the Rendille cultural society towards a girl who completes her studies above the age of 23? -----  
-----  
-----  
-----

**Thank you very much for answering the questionnaire. Your assistance is highly appreciated.**

**SECTION C: GENDER DISPARITY BY THE 4<sup>TH</sup> YEAR  
TO BE FILLED IN BY THE HEAD TEACHER ONLY.**

The purpose of this questionnaire is to collect information on causes for dropping out of school among school Girls. This is intended to facilitate intervention in this problem. The answers will be treated with utmost confidence.

**Dear Head teacher,**

This is not to test you but to help us understand causes for girls dropping out of schools. The answers will be treated with utmost confidence. For this reason do not write your name on the questionnaire.

**Q.1.** Do all the girls and boys enrolled in Form One finish their Fourth Form? If Not please fill in the following table:

Year	Form	Boys	Exit	Girls	E
		Entry		Entry	
1993					
1994					
1995					
1996					
1997					
1998					
1999					
2000					
2001					
2002					

**Thank you very much for answering the questionnaire. Your assistance is highly appreciated.**



-----  
-----  
7) What are some of the shortcomings of educating a girl child? -----

-----  
-----  
8) What are some of the reasons leading to girls dropping out of school before completing their 4<sup>th</sup> level?

i) -----

ii) -----

iii) -----

**Thank you very much for answering the questionnaire. Your assistance is highly appreciated.**

## APPENDIX IV

**Plate 1:** Students and teacher enjoy Physical Education (PE) class on the school playground.



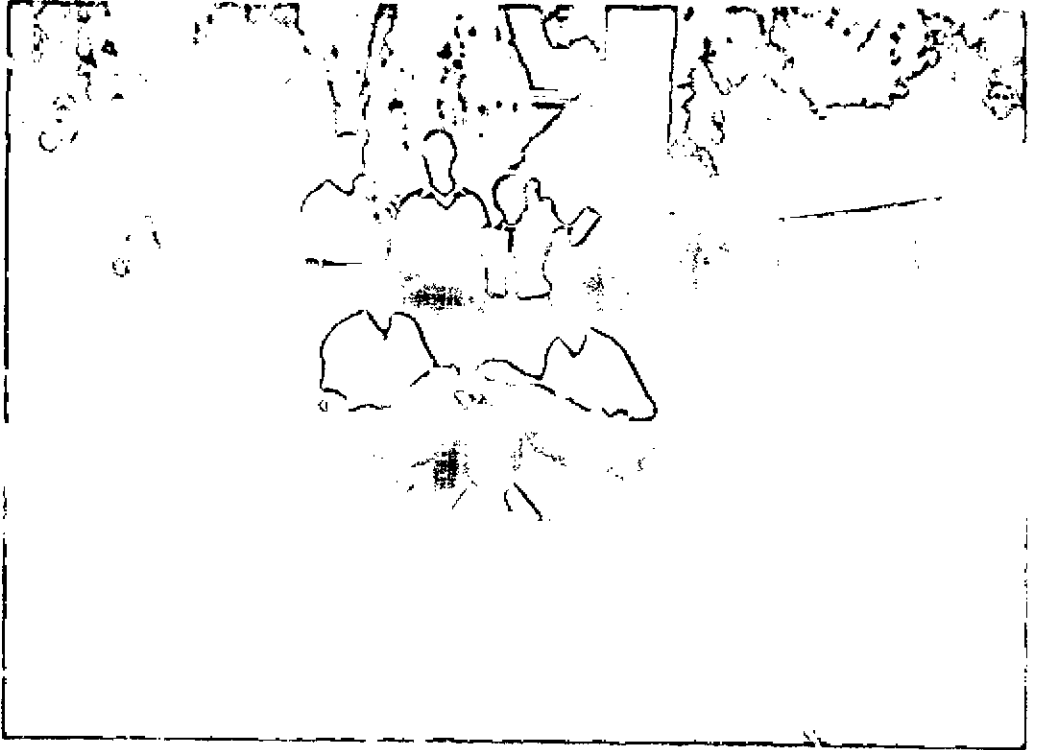
## APPENDIX V

**Plate 2:** Students queuing during recreation time; free time is spent creatively.



## APPENDIX VI

**Plate 3:** a clique of students chats in happy moods under a tree as they wait for lunch.



Telegrams: "EDUCATION", Nairobi  
 Telephone: Nairobi 334411  
 When replying please quote  
 Ref. No. MOEST 13/243/7  
 and date



JOGOO HOUSE "B"  
 HARAMBEE AVENUE  
 P.O. Box 30040  
 NAIROBI

7th March ..... 20...03

The Dean of Studies  
 Saint Mary's University of Minnesota /USA  
 Nairobi Campus  
 Christ the Teacher Institute for Education  
 Tangaza College  
 P.O. BOX 15055  
 P.C. 00509 Langata  
 NAIROBI

Dear Sir

RE: RESEARCH AUTHORISATION

Please refer to your letter dated 24th February, 2003 on the above subject

I am pleased to inform you that the following seven students of Tangaza College whose names appear on the attached list have been authorised to conduct research on the topics shown against their names in Nairobi Province and Marsabit District.

It is noted that the research is a partial requirement for their term paper for the completion of CGE 496 Geography Research II.

Advise the students to report to the Provincial Commissioner Nairobi, the Provincial Director of Education Nairobi, the District Commissioner Marsabit and the District Education Officer Marsabit before embarking on their research project.

Yours faithfully



A. G. KAARIA  
 FOR: PERMANENT SECRETARY/EDUCATION

FOR PERMANENT SECRETARY  
 MINISTRY OF EDUCATION

CC  
 The Provincial Commissioner  
 Nairobi  
 The Provincial Director Education  
 Nairobi  
 The District Commissioner  
 Marsabit  
 The District Education Officer  
 Marsabit



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011-254-2-89-0018 (Fax)  
[xteach@kenyaweb.com](mailto:xteach@kenyaweb.com) (email)

TO: Mr. David Gaiti  
FROM: Br. Mark  
RE: RESEARCH PERMITS  
DATE: 07 March 2003

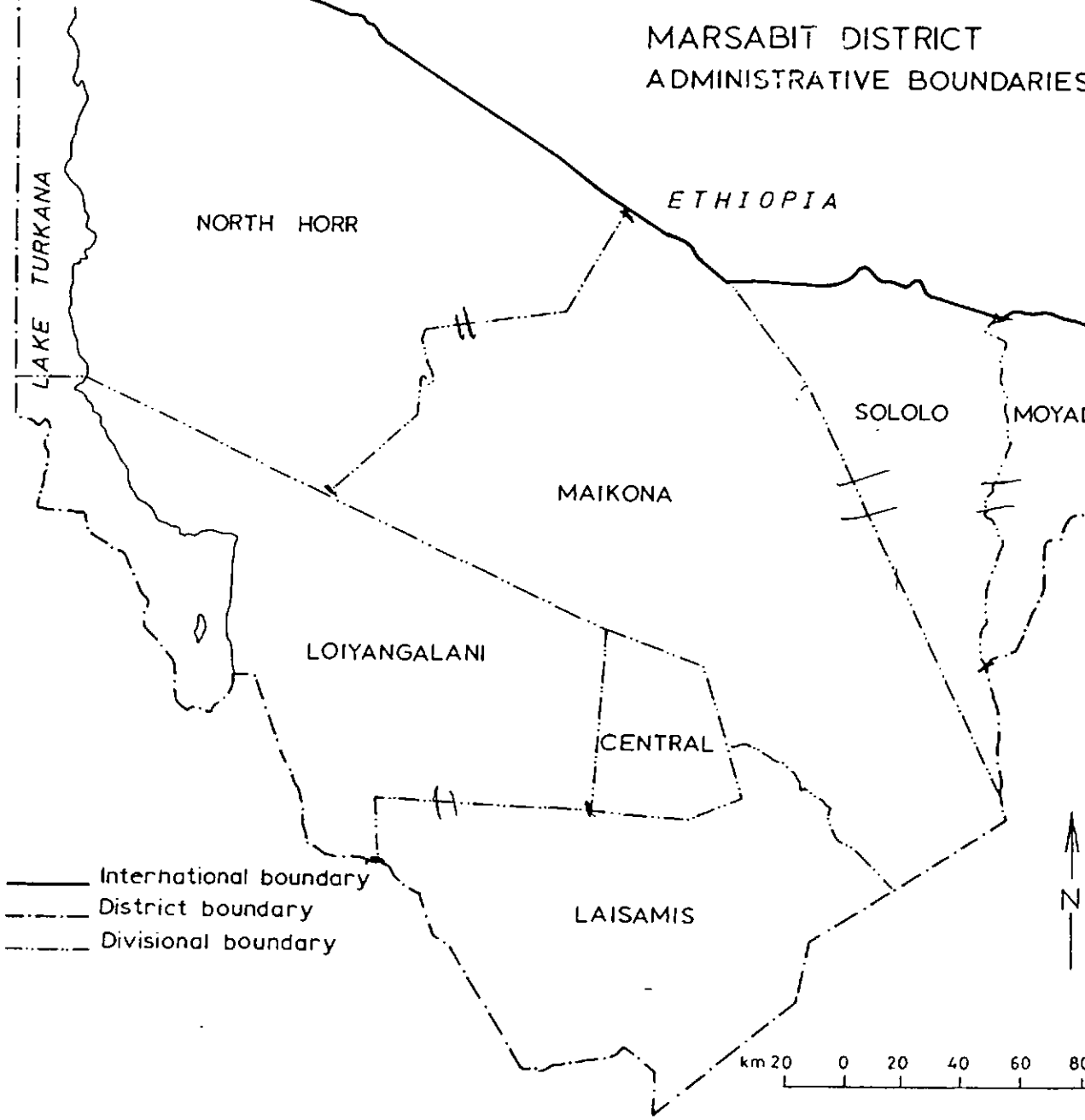
A copy of the Letter of Research Authorization from the Ministry of Education, Science, and Technology is on the reverse side of this memo for the following students in CGE 496 Geography Research:

Reg. #	Name
9901	Abunya Moses (Br.)
0001	Isidore Nelson (Br.)
0115	Trust Machaya (Br.)
0033	James Omara (Br.)
9914	Peter Kombe (Br.) ✓
9930	Orbora, S. Lorongo (Mr.)
9908	Hongoli, Polycarp (Br.)

Thank you.

Cc: CTIE Admin.

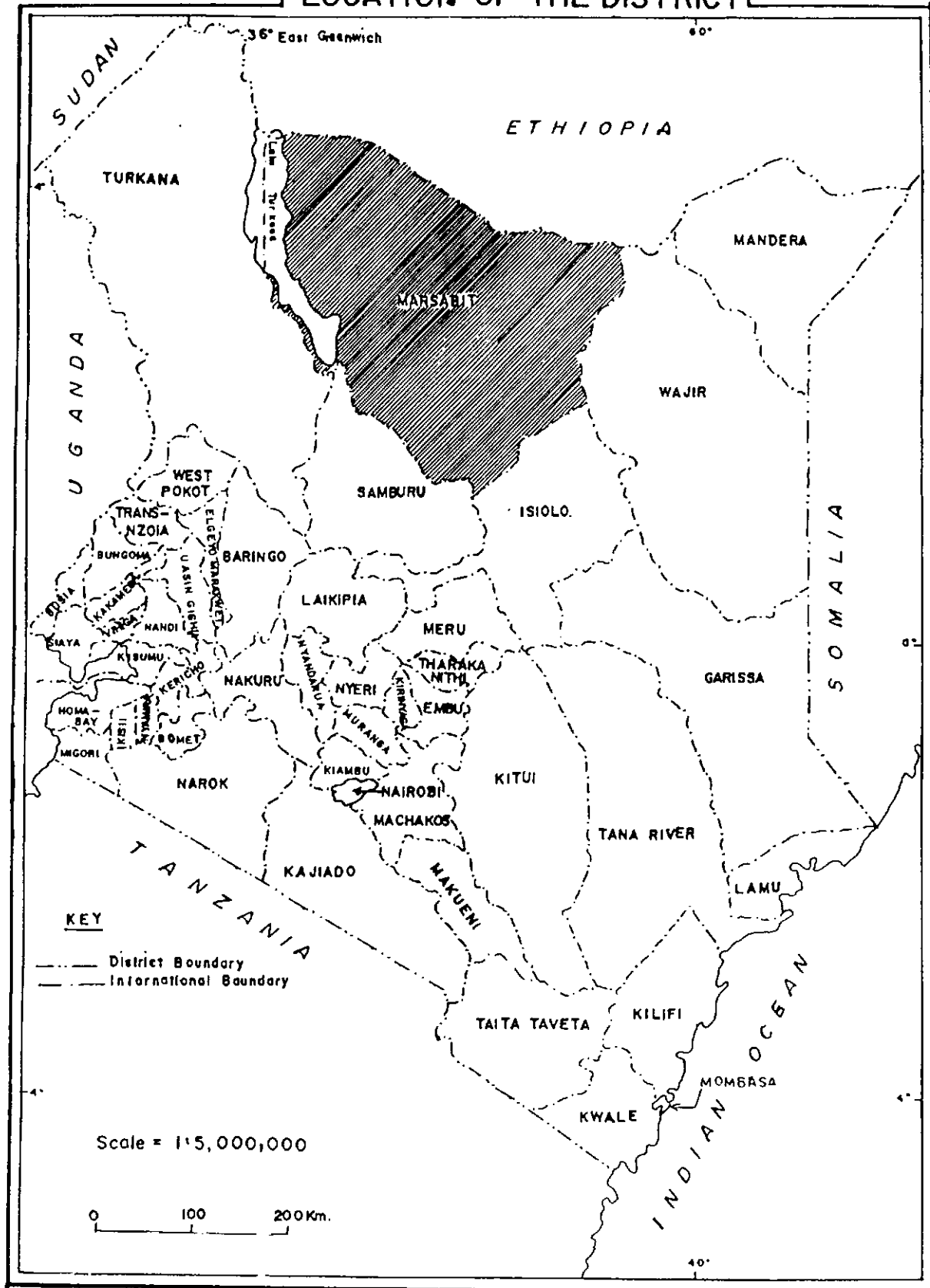
MARSABIT DISTRICT  
ADMINISTRATIVE BOUNDARIES



- International boundary
- · - · District boundary
- · · · Divisional boundary

km 20 0 20 40 60 80

# LOCATION OF THE DISTRICT



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[xteach@kenyaweb.com](mailto:xteach@kenyaweb.com)

20 January 2003

To Whom It May Concern:

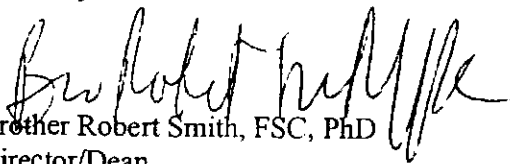
Brother K. Peter Kombe, FSC (#9914) is a fourth-year full time student in good standing at Christ the Teacher Institute for Education. In May, he will be graduating with a B.Sc.Ed. As part of his final semester, he is enrolled in a research seminar, during which he is to conduct research and gather informational data regarding various issues, leading to the writing of a major paper. His lecturer for this course, and the person responsible for directing his research, is Mr. David M. Gaiti, one of our lecturers in Geography.

Christ the Teacher Institute for Education is an institute in the School of Education of Saint Mary's University of Minnesota/USA. It is also an institute within Tangaza College, one of the constituent colleges of the Catholic University of Eastern Africa.

In order to accomplish his work, I respectfully request that you allow Brother Peter the courtesy of having access to your institution or program for the purpose of gathering data, all of which will be shown to and discussed with you.

Thank you for your kind consideration of this request. Please contact me if I can provide additional information, clarification, or amplification of anything above.

Sincerely,



Brother Robert Smith, FSC, PhD

Director/Dean

Associate Dean, School of Education, Saint Mary's University of Minnesota  
Dean, Nairobi Campus, Saint Mary's University of Minnesota

