GENDER DIFFERENCES IN COMPLETION AND DROPOUT RATES FOR PRIMARY SCHOOL EDUCATION IN HOMA BAY COUNTY, KENYA

BY

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DECLARATION

Declaration by the student

This thesis is my original work, and has not been submitted for any degree or academic award in any other university. No part of this thesis may be reproduced without prior permission of the author, and / or Moi University.

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DEDICATION

Lovingly dedicated to my children, Hagai, and John, each of whom has brought something fresh to the table of life.

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LIST OF ABBREVIATIONS AND ACRONYMS

AIDS	Acquired Immunodeficiency Syndrome
CSA	Centre for study of Adolescent
DEO	District Education Officer
EFA	Education for All
FPE	Free Primary Education
HIV	Human Immunodeficiency Virus
KCPE	Kenya Certificate of Primary Education
MDG	Millennium Development Goal
NER	Net Enrolment Ratio
PCR	Primary completion rate
SSA	Sub Saharan Africa
STD	Standard
UNDP	United Nations Development Programme
UIS	UNESCO Institute for Statistics
UNESCO	United Nations Educational Scientific and Cultural Organization
NGO	Non-Governmental Organization
UNICEF	United Nations Children's Education Fund
UPE	Universal Primary Education
USAID	United States Agency for International Development

ABSTRACT

Education in Homa Bay County is typical of the education system in all resource pro-poor counties in Kenya. It is characterized by low enrolment levels, high dropout rates and low completion rates influenced by such factors as type, and location of a school; class repetition; pregnancies, and early marriages; school transfers; and, drug Abuse. This present study was conducted in Homa Bay County located in the South Western region of Kenya, along the shores of Lake Victoria. The purpose of the study was to determine whether the type and location of a school influence gender differences in completion and dropout rates in primary school education. To explore this phenomenon, the study utilized sixty (60) public and private primary schools located in urban and rural areas; and, drawn from four divisions of Homa Bay County. This study is significant as it determines the retention efficiency of the education system. It employed a stratified random sampling approach within the descriptive survey design in conducting the study. Two Data collection instruments (i.e., a data capturing form and a questionnaire) were utilized to collect data. Validity of the instruments was established through controlling for the authenticity of the documents used, and double checking for the accuracy of the information extracted using the data capture instrument. Two members of the teaching staff from the department of Educational Psychology of Moi University assured the validity of the questionnaire by assessing whether the items covered the concepts measured. Reliability of the questionnaire was assured using the test-re-test method in which scores for the first, and second tests were collated. A Cronbach alpha of 0.78 was obtained. Data was analyzed using descriptive statistics to give simple percentages, totals, and frequencies. The study found that More boys remain in school until completion compared to girls whether it is at Rural-based or urban based schools; implying more girls dropping out of school than boys. Also, more girls enrolled in Rural-based primary schools dropped out of Primary education compared to girls enrolled in urban Primary schools mainly due to distance to and from school. Furthermore, 62% of the pupils enrolled in urban schools completed primary education compared with 56% from rural primary schools. Majority of the dropouts occurs in standard six and seven due to repetition, transfers, pregnancies, and early marriages accounting for the observed gender differences. The study recommends that the government to enforce various actions, and promote sensitization of the community, and stakeholders to play their role in stemming dropouts, provide basic counselling skills to all teachers as well as putting them under performance contract.

CHAPTER ONE

INTRODUCTION TO THE STUDY

1.1 Background of the study

Access, and participation issues have eclipsed other challenges in world forums, and conferences on education; perhaps, because education is believed to be a basic human right (UNESCO, 2003). In addition, education is seen as the most effective way to reduce poverty; give people opportunity to improve their livelihoods, and have their voice heard; improve their health, productivity, and fosters participation in civil society (UNESCO, 2005).

Although provision of education to all eligible citizens remain a fundamental commitment by governments globally, yet, by 2012, over 58 million children of primary age (typically between 6, and 11 years) were not enrolled in school globally (UIS, 2014). Majority of these children are found in Asia, and sub Saharan Africa (SSA). What is worse, more than half (35 million) are girls. Furthermore, even where the gender gap in education is narrowing, girls are still disadvantaged when it comes to access, and participation at both primary, and secondary school. While the factors that keep these children out of school are formidable, the international community has the power to fulfil the promise of the Millennium Development Goals (MDGs), and guarantee every child access, and participation in education by 2015 (Veriava, 2002).

The benefits of education are many, and extend beyond the person, family, community, and nation even to the universe. For example, education increases employment opportunities and income levels, improves child, and maternal health, and, helps to slow down the spread of HIV/AIDS. Therefore, increasing the number of individuals who go through an education system leads to economic growth; social and political stability; decline in the criminal rate; and, improved social services (Preece, 2007). Although there has been steady progress towards achieving many goals in education for all (EFA), yet challenges still persist. The challenges include gender disparities in accessing, and participation in education due to financial, social, or physical challenges, including high fertility rates, HIV/AIDS, and conflict (UNESCO, 2014). Other challenges include poor learning outcomes, and low-quality education.

In education, the term ‘access’ typically refers to the ways in which educational authorities, and institutions promote policies that ensure or at least strive to ensure equal, and equitable opportunities so that any person who yearns for education benefits, and takes full advantage of it. Expanding access generally requires schools to provide additional services or remove any actual or potential barriers that might prevent some individuals from equitable participation in educational activities. Race, religion, gender, disability, family income, geographic location, and grade entry age are some of the factors that may contribute to certain individuals having less ‘access’ to educational opportunities than others or contribute to non-completion or dropout.

The Global average for the primary school completion rate stood at 88% at the end of 2011. When countries are grouped by region, the highest primary completion rates were observed in industrialized countries (100.5%), East Asia, and the Pacific (96.6%), and, in Eastern Europe, and the Common Wealth of the Independent States (93.8%) in that order. Countries in these regions have already or are close to reaching the goal of universal primary education [UPE] (UNESCO, 2014). In many developing countries, less than 60% of primary school pupils who enrol in first grade reach the last grade of schooling. Kenya seems to be on track in reaching the goal of providing UPE through legislative, and policy pronouncements. For instance, Kenya introduced free primary education (FPE) for all children in 2003. Both the constitution and the Education Act provide for education as a basic right for all children. The introduction of FPE has guaranteed access to education regardless of the economic status of the family. This means that in Kenya today, primary education is compulsory for both boys, and girls aged between six, and thirteen years. Consequently, this has resulted in increased completion rates from 62% in 2002 to 80.3% in 2012 (Kippra, 2013).

Although opportunities for accessing education have expanded in Kenya, still there persist many challenges to finally achieve UPE. A major concern is to stem school dropouts so as to improve primary completion rates (PCRs). For example, available statistics show that by 2010, gross enrolment ratio at primary school level were 115.4% compared to a completion rate of 80.3% (Kippra, 2013). This means that, although school systems are reaching more children, they lose them along the way due to inefficiencies

which lead to grade repetition, and non-completion of schooling. Studies have shown that it is far more difficult, and costly to reach these children once they leave school than to address the barriers, and bottlenecks in the system now (National Research Council, 2001).

When viewed from the educational angle, MDG 3 on gender equality and women's empowerment means pursuing gender parity in primary and secondary education (Bruns, Mingat & Rakotomalala, 2003). In this context, gender parity in education is used to mean enrolling an equal number of boys, and girls in primary, and secondary schools (Alam & Saraswatu, 2007). However, in many countries the World over, girls' education has been placed on the back burner hampering the achievement of gender parity at both primary, and secondary education (Sengupta, Piyali & Jaba, 2006).Although the overall gender parity in primary education stands at 98% in the Eastern, and Southern Africa countries; Kentaro (2010) asserts that the picture is deceptive considering that the number of pupils out of school is hardly a cause of celebration.

Like all other Kenyan Counties, Homa Bay implements the national education system, which, is centrally planned. However, there are many factors that substantially alter a County's ability to implement the system. It is these regional factors that influenced the researcher to investigate the education system in the lake side county of Homa Bay. According to the Governor's Office (2014), Homa Bay County is among the poorest in Kenya with a poverty index of 52%. Other factors include poor infrastructure such as the road network, and the accompanying transport system. Taken together, these factors are instrumental in affecting the implementation of an education system in a significant way;

free education notwithstanding. Furthermore, these factors affect gender differences in the enrolment, dropout, and completion rates; and, the teacher/pupil ratio; thus limiting access, and participation. It is against this backdrop that the study examined how the location of a school and type of school influence gender differences in primary education completion, and Dropout trends in Homa Bay County.

1.2 Statement of the Problem

Despite the introduction of FPE increasing the number of pupils accessing Primary education to near universalization; yet, completion rates among boys and girls still remains low. Moreover, completion rates differ by gender with more boys completing primary education compared to girls. Evidence accumulated by research suggests that schooling circumstances coupled with personal, and family level factors are responsible for the observed phenomenon.

Furthermore, most dropout surveys indicate that learners leave school due to low learning achievement, poverty, teenage pregnancy, and lack of family support. However, what is not clear is whether the type of school (Private or Public), and its location (Urban or Rural) influence gender differences in dropout, and completion rates. This study therefore sought to shed light on how the location of a school and type of school influence gender differences in primary education completion, and Dropout trends in Homa Bay County.

1.3 Purpose and Objectives of the study

The purpose of the present study was to determine whether the type and location of a school influence gender differences in primary education dropout, and completion rates. The specific objectives of the study therefore were to:

(i) Explore whether the type of school a pupil is enrolled in influences gender differences in dropout rates in primary education in Hogmanay County.

(ii) Determine whether the type of school a pupil is enrolled in influences gender differences in completion rates in primary education in Homabay County.

(iii) Establish whether the location of a school a pupil is enrolled in influences gender differences in dropout rates in primary school education in Homabay County.

(iv) Assess whether the location of a school a pupil is enrolled in influences gender differences in completion rates in primary school education in Homabay County.

1.4 Research Questions

In order to evaluate if the type of school and its location influence gender differences in completion, and dropout rates, the study generated four research questions:

(i) To what extent does the type of school influence gender differences in primary education dropout rates for Homa Bay County?

(ii) To what extent does the type of school influence gender differences in primary education completion rates for Homa Bay County?

(iii) To what extent does location of a school influence gender differences in primary education dropout rates for Homabay County?

(iv) To what extent does location of a school influence gender differences in primary education completion rates for Homabay County?

1.5 Justification of the Study

Inequalities in access and participation, unfairly impedes the life prospects of those who are denied the opportunities to gain an education. These disparities tend to unevenly impact marginalized groups living in poverty, and persist along socio-economic, and gender lines. Children in low-income communities and regions around the world often face challenges such as poor healthcare, nutrition, and inadequate housing. At the same time schools and school systems often lack the resources to meet these students' full potential as well as lack enough teachers, and leaders in schools. Therefore, the gender differences in primary education are justified on account of a number of reasons. These include the fact that: (i) dropout, and completion rates provide evidence of the literacy levels of a population. (ii) transition to secondary level of education depends on successful completion of Primary level of education which is evidenced by a completion certificate (iii) career enhancement in many fields is pegged on production of a performance certificate which is only given at completion of a cycle of education level (iv) dropout, and completion rates provide an indicator as to whether a country is achieving set global targets (v) Lastly, no primary school dropout, and completion rates have ever been studied in Homa Bay County.

Given the reasons already cited, the researcher underscored the importance of undertaking this present study in order to document the achievements of Homa Bay County in providing education for all. To make sense of these achievements, they need to be seen in the light of what the country reports to have achieved especially considering that there are regional differences in access, and participation in education. Additionally, the study provides indirect evidence as to whether free education policies being pursued by the government of Kenya are helpful. This is because to join a higher education institution or take advantage of job opportunities depend entirely on the production of completion certificates from institutions of education. The higher the level of education achieved, the better the placement. Therefore, dropout, and completion rates do not only provide an assessment of the availability of manpower to a community, region, and nation; but also, evidence on the retention power of an education system.

1.6 Significance of the Study

This study is significant in a number of ways: First, it will guide the education authorities in assessing the retention power of the education system, and the literacy levels of the population. Second, the study will provide evidence as to which gender of the population is more disadvantaged in access, and participation in education. The findings of the study therefore, are likely to compel education authorities to take action. Such actions include looking for solutions to gender disparities in access, and participation in educational activities through addressing policy shortfalls; formulation of alternative policies which can encourage majority within the population to take up education seriously; and

addressing gender, and regional disparities in access, and participation in education to stem marginalisation of communities along gender lines, regional, and religious basis.

In addition, dropout reduces the enrolment rate, and obstructs the enhancement of adult literacy rate. Besides; high rates of drop out also leads to internal inefficiency in educational system by increasing the unit cost of producing school graduates. Furthermore, the consequences of drop out are multi-dimensional, affecting both individual, and society in a number of ways: increased illiteracy, employment opportunities, unskilled/child labour, street children, street crime such as mobile, and purse snatching; drug abuse; premature sexual activity, and theft.

1.7 Scope of the Study

In terms of geographical scope, the survey was confined to Homa Bay County, specifically four divisions in which 60 schools and 60 teachers (one each from every participating school) were utilised. The study analysed data from documents such as registers, examination lists, and Kenya Certificate of Primary Education (KCPE) printouts maintained by the selected schools. The information captured from these documents included number of pupils in a grade by gender, number of new entrants at that grade, number, and gender of pupils who dropped out. In addition, a teacher from each participating school completed a questionnaire in which the teacher ascribed a reason as to why the pupil dropped out of the grade.

Contextual variables investigated related to gender differences, dropout, and completion rates, type of school (private or public), and location of school (Rural or Urban) in primary education. The focus of the study was to examine the relationship among, type, and location of school, and the dropout as well as the completion rates. Finally, the research assumed that findings were from the study can be generalizable to the entire County as the schools had similar backgrounds.

1.8 Limitations of the Study

This present study employed the descriptive survey design, and therefore faces limitations inherent with this type of design. In particular, the study faced the following limitations: -

(a) The study design is premised on the fact that variables cannot be manipulated, and therefore, there are hardly any ways to apply inferential statistics to analyze the results. This is because this type of research does not allow the researcher to identify the cause or causes of the phenomenon, but can merely describe, and report the observations.

(b) The study presented the possibility for error, and subjectivity as a result of using a questionnaire. The questionnaire that sought teachers to provide reasons for pupil dropout used predetermined and prescriptive items thus shutting out introduction of any other reasons not prescribed. Overcoming such a research bias is an extremely difficult venture.

(c) The use of teachers to provide reasons for the dropout introduces a bias. The reasons stated by the teachers may not be accurate as the teacher sometimes may not come to know why the pupil dropped out, or he or she may not remember the precise reason. At best, the teacher might be stating his/her own perception rather than representing what caused the dropout.

(d) The study was conducted through use of document analysis, and examination of records supplemented by a specially designed questionnaire administered to long serving teachers. As a result, it is possible that there were some pupils who transferred out of the school, completed primary education but will be deemed by the study to have dropped out.

(e) Although the study did everything it could to come up with as a representative sample, it is worth noting that there were challenges such as new schools being established after 2006. These challenges may affect the generalization of results but does not invalidate them.

(f) The study was only limited to studying gender differences, and, type, and location of school in relation to primary education dropout, and completion rates. But the study excluded the following: factors that influence dropout, and completion rates: ethnicity, religion, disability, and family conditions.

1.9 Assumptions of the Study

In utilising the descriptive survey design, the study assumed that when correctly employed, the model could provide significant results that can be generalised to other

populations with similar settings as the one chosen for the study. Results from the sample schools will be generalised to the entire County because schools within the County operate under similar settings. Also, the researcher assumed that in each participating school, there could be a teacher who has been teaching in that school for a period of five years or more. This is important because, s/he would personal knowledge of the 2006 standard four cohort, and it is hoped that s/he may be endowed with personal knowledge of reasons why many pupils from the cohort, if not all, dropped out of school.

In addition, each participating school was assumed to be maintaining records such as registers that contain name of the student, date of birth, and gender of all pupils who enrolled in STD four in 2006 until completion in 2010. Maintenance of such records was deemed to be important in tracking the cohort. Finally, the study assumed that no pupil transferred from the articipating school to undertake studies at other schools; and even if there were, that the number would be insignificant.

1.10 The Theoretical Framework

In a society embracing technology, rapid change, and increasing complexity, the accumulation of school dropouts is a problem that must be resolved. In the absence of a theory to successfully account for all factors that influence school dropout, and completion rates; the study employed two theories: the ‘Classical Liberal Theory of Equal Opportunity advanced by Sherman and Wood (1982) who expressed the view that there should be equal opportunities in education for all. Also, the study was guided by the

Social Darwinism' by Charles Darwin (1908 – 1982). According to the theory of classical liberal theory, educational systems should be designed with a view to removing barriers of any nature which prevents learners to take advantage of their circumstances in succeeding. Thus, an educational system need to be designed so as to remove barriers such as economic, racial, religious, gender, cultural, and geographical location that hamper access, and participation (Sherman & Wood, 1982). Further, both theories argue that equal opportunity demands that all people be treated a similar manner, unhampered by artificial barriers or prejudices except when a particular distinction can be explicitly justified. Thus, the only way to achieve provision of formal equity, and access to education is by putting everyone on the "scratch" – a term used to mean provision of a level playing field that guarantees, and ensures fairness.

The theory demands that opportunities be available for individuals to go through primary and secondary education, and therefore access should be based on an individual's merit rather than his/her social background. In this way, education would at least provide equal opportunity whereby all classes, races, and sexes could benefit from excellent academic performance (Sherman & Wood, 1982). The theory further states that social mobility can be promoted by equal opportunity to access, and participate in education. The roots of this theory can be traced to writers such as Rousseau (1712 – 1778) who claimed that "natural statesmen were born equal, and personal equalities should not jeopardize social equity so long as society rewards people according to this status" (Orodho, 2005).

On the other hand, the theory of social Darwinism demands that all individuals be accorded opportunity to go through education at primary and secondary levels to which access would be determined on the basis of individual's merit and not social or geographical background. It emphasizes that every citizen should be given, through education the social status which entitles him or her to inherit aptitude. It can document who deserves the money because his/her achievements are determined by inherited capabilities and he/she will use them and not arbitrary conditions like economic status or geographic conditions.

These theories were found appropriate for the study because of their equity consideration; because it becomes practically impossible to ignore the fact that unequal participation in education will in the long run affect the status of the poor and the vulnerable groups like the girl- child. For example, if the government fails to provide mitigating factors to arrest the issue of low enrolment, then education for all will not be effectively realised.

1.11 Operational Definition of Terms

In this study, the terms listed below were given the following operational meaning:

Access: – Refers to the total school population exposed to education at a given time.

Child – refers to individuals aged below thirteen years.

Completion rate – refers to the percentage of pupils completing an education cycle as compared to those who started without taking into account those who join the system along the way. In this study, all pupils enrolled in standard four in 2006, was taken as the

start number. Completion rates for each grade therefore consist all those who progress to the next grade without taking into account those joining along the way up to the time of sitting for the Kenya Certificate of Primary Education (KCPE) in 2010.

Determinants – refers to factors or conditions which influence access, and participation or lack of it in an education system.

Dropout – refers to any pupil who leaves a grade or school for whatever reason before completing that grade or program of study including those repeating a grade or transferring to another school

Dropout rate– refers to the percentage of pupils from a cohort who do not proceed to next grade or a given level or cycle of education in a given school year who are expected to reach the final level

Enrolment – refers to the annual total school population registered in the school system in a school, a specific region or country.

Enrolment rate – refers to the percentage of school age going children enrolled in the school system annually in a specific region or country.

Environment – refers to variables of primary school that may have a direct input on the pupil's access, and retention such as school facilities, and the pupil – teacher ratio.

Free Primary education – refers to the provision of education to every pupil without requiring the payment of user charges. However, other requirements for schooling may still be demanded.

Gender parity – refers to a situation where girls are equal to the number of boys. In an education system, it means registering an equal number of girls as that of boys.

Grade: - when used in relation to the education system, it refers to the stage of progression (such as class). For example, grade 8 refers to STD 8.

Location: – refers to area in which a school is located. In this study only two locations have been considered (i.e., Rural and Urban)

Primary education – refers to the first stage of formal education in a range of basic subjects. Generally, it requires no previous formal education, and is typically the beginning of systematic studies. In Kenya, it refers to school going children aged 6-13 years or pupils in class one to class eight within the school system.

Private – when used in relation to a school it refers to a type of school by private investment, and in which the government does not have any financial input

Public – when used in relation to a school it refers to a type of school in which the government has a financial input, and run for the benefit of the community

Retention: – refers to the ability of pupils remaining and progressing in school until completion of a given level or education cycle.

Rural – refers to a non-urban area determined by a given population. For most people, the common understanding is that it means farm country, and most suburbs.

School based factors: – refers to the conditions that are school related which either limit or enhance the involvement of pupils in an education system.

Social-cultural: – refers to a combination of social and cultural practices that either limit or enhance pupils' access, and retention in an education system.

Social economic factors: – refers to combination of social and economic conditions which either limit or enhance a pupil's access, and retention in an education system.

Urban – refers to an area or region surrounding a city where most inhabitants are employed in non-agricultural jobs. In comparison to rural areas, urban areas are better developed, with a high density of human structures such as houses, commercial buildings, roads, bridges, and railways. The term usually refers to towns, cities, and suburbs, and is sometimes defined by population.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Studies focusing on gender differences in education have documented a number of factors responsible for the phenomenon. These factors are related mainly to schooling circumstances coupled with personal and family level factors that include ill health, malnutrition, and poverty risking meaningful access and participation to education for many children (Lewin, 2007).A key constraint for achieving UPE remains to be that of pupils dropping out of school without completing primary education.

Learners dropping out of school advance various reasons; but, generally they may be categorised into two: out of school, and in school factors. The main out of school factors contributing to dropping out of primary school is financial. In these families, children play the role of being bread winners. Children must work to support their families or else their families can no longer afford to send them to school (Scott, Zhang & Koball, 2015).

On the other hand, the number one in school factor contributing to dropout is low learning achievement due to complex curriculum or congested syllabus (Buop, Aloka & Nyaswa, 2018) resulting in some children repeatedly failing to achieve the required scores to progress to the next grade. Such repetition reduces the benefit of schooling as well as lengthening the school cycle, and increasing the costs of education. Other

important determinants of differences in PCRs include, age, household size, expenditure, and level of parental education. But use of census data and district information system for education statistics indicates that deficiencies in infrastructural facilities, also, have significant role in low PCRs (Huzain, 2005). Among the East African countries, Kenya has a lower dropout rate compared to Uganda but is higher than that of Tanzania.

However, what seems not to have been documented is whether there are significant gender differences due to the type and location of the school influencing completion and dropout rates. In order to assist in the understanding of the current issues informing the subject under investigation, the study undertook a review of related literature. This chapter therefore, briefly discusses:

(i) Type of school versus gender differences in completion rates.

(ii) Type of school versus gender differences in dropout rates.

(iii) Location of a school versus gender differences in completion rates.

(iv) Location of a school versus gender differences in dropout rates

(v) Important concepts employed in this present study;

2.2 Type of School versus Gender Difference in completion Rates

The current Kenyan educational system consists of eight years of primary, four years of secondary, and four years of university education (Adrieme & Mbiti, 2012). In order to complete the primary level of education, a learner is subjected to a national examination that leads to the awarding of a KCPE certificate after grade 8. In Kenya, Primary

education begins at the age of 6 years or older after completing a year of kindergarten commonly known as Nursery School or pre-unit. The school year for primary education is the same as that of the secondary level and runs from January up to November. Learners are granted three school vocations in April, August, and December. At the end of the school year, learners advance to the next grade. Students who completely fail their end of year exams, usually, are not allowed to advance to the next grade the following year instead they are retained in the same grade (Milligan, 2017).

Majority of the primary schools operate as day schools where learners leave home for school and return at the end of learning for the day. Fewer schools at the primary education level offer boarding facilities compared to secondary schools. In 2003, the government re-introduced FPE which used to exist prior to the mid-80s when it adopted cost sharing measures that led to minor charges being levied by primary schools for text books, Parent Teachers Association, and extra-curricular activities. After 2003, education in public schools became free and compulsory (Okech, 2010).

The basic school system for Kenya is similar in many respects to that offered by many western countries, including the United States. It's referred to as the '8-4-4' system of education owing to the fact that a learner spends 8 years in primary, 4 years in secondary school, and a further 4 years in college or university education. On average, learners spend between 9 and 10 years to go through the primary level of education; after which, enrolment levels drop dramatically due to poverty, and other hardships. Yet, majority of

the Kenyan people can read, and write despite the hardships. Estimates have it that adult Kenyan males (approximately 90%) compared to 80% of adult females are literate (UNESCO-UIS, 2013).

Another feature of Kenya's school system is the categorization of schools. It is done using primarily three criteria: (i) how schools are established and run; (ii) the gender accessing the school; and, (iii) whether the school provides accommodation for learners or not. Using the first criterion, schools are categorized into mainly public, and private. However, the second criterion categorizes schools into single sex (i.e., girls or boys) schools and mixed sex schools. Lastly, the third criterion divides schools into day or boarding schools. For this study, schools type will be considered on the basis of how it is established (i.e., public or private).The most obvious difference between public, and private schools is whether the school receives financial support from government or not. Public schools are financed by the government, and therefore learners are not charged tuition. They are part of a larger school system, which functions as a part of the government, and therefore must adhere to rules, and regulations set by government. In contrast, private schools generate their own funding, typically, through tuition, private grants, and, fundraising. If the school is associated with a religious group, the local branch may provide an important source of funding as well.

The potential benefits of private schools accrue from their independence. Since, they do not receive tax revenues, private schools do not have to follow the same regulations, and

bureaucratic processes that govern public schools. This allows many of them to be highly specialized; offering differentiated learning, advanced curriculum, or programs geared towards specific religious beliefs. Private primary school learners typically depict higher achievement than public primary school learners for KCPE examinations (Reche, Bundi, Riungu & Mbugua, 2012); thereby, making transition to top schools to come from private schools. Therefore; this creates disparities of accessing top performing national and provincial schools by learners from public and private primary schools (Ngugi, 2007).

While FPE succeeded in increasing the primary school enrolment rates, studies by Addrienne and Mbiti (2012) reveal that it widened the gender gap in primary school completion in favour of girls, and has had no appreciable effect on the achievement gap. Further, a study conducted in Nigeria, showed that gender disparity in enrolment among public, and private schools was not so pronounced at both pre-primary and primary levels of education; but there was wide disparity between the number of male and female teachers in private schools (about 35. 2%) males compared to (approximately 64.8%) females(Njoku & Adeyemi-Aristotle, 2013).

Non-completion has received little attention in the global education agenda, which until recently has emphasised access to education through a focus on enrolments, rather than retention with an emphasis on completion. Hence, while the proportion of children admitted to the first grade of primary school at the official entry age has increased globally since 2000, little and uneven progress has been made in reducing the rate at

which children leave before reaching the last grade of primary level of education. On average, across the developing world, one in four children who enrol in primary school withdraws before completing primary level of education; and, many leave without acquiring basic skills, such as reading, writing and simple arithmetic (UIS and UNICEF, 2015). In sub-Saharan Africa, more than two in five children who begin primary school do not complete the level of education. This situation has resulted in negative returns on educational investment, producing costs to both governments and individuals without generating the requisite benefits in human capital development.

Literature mentions very few studies on gender differences in completion rates for public, and private schools. This study therefore, is an attempt to provide empirical evidence from Homa Bay County on gender differences in completion rates.

2.3 Type of School versus Gender Difference in Dropout Rates

Until recently, the global education agenda has accorded ‘dropout’ little attention by putting emphasis on access to education through a focus on enrolments, instead of retention that focuses on completion. Therefore, whereas the proportion of learners admitted to the first grade of primary school at the official entry age has increased globally since the 2000; little progress has been made in reducing the rate at which learners leave the school system before reaching the last grade of any education level.

Generally, across the developing world, one in four learners who enrol in primary school leave before completing it, and many fail to acquire basic skills, such as reading, writing and simple arithmetic (UIS & UNICEF, 2015). The situation in sub-Saharan Africa is worse, where—more than two in five learners enrolled in primary school never manage to complete it. However, shifting the focus from school enrolments to school retention by adopting a gender lens highlights how gendered norms and practices, combined with other factors (notably household wealth, location and ethnicity), jointly determine an individual's placement within social hierarchies and often influence whether or not a child – and which child – attends or remains in school (UIS & UNICEF, 2015).

From the onset, it is important to clarify how the term "dropout" is employed by this present study. In educational cycles, this term refers to learners who leave the school system before completing a certain level of education, or whenever they leave and fail to return for a given academic year. However, in this study, the term is used specifically to refer to learners leaving the primary level of education, those not advancing to the next higher grade, and those transferring to other schools—whether they advance to the next higher grade or not.

In Pakistan, according to Chohan & Qadir (2011); dropout rates are likely to increase for learners enrolled in public (government) schools compared with learners enrolled in private primary schools.

Literature mentions very few studies on gender differences in dropout rates for public, and private schools. This study therefore, is an attempt to provide empirical evidence from Homa Bay County on gender differences in dropout rates.

2.4 School Location versus Gender Differences in Completion rates

Most studies on dropout correctly identify poverty as a factor contributing to early school withdrawal. In many developing countries, males and females from poorer households have lower educational attainment levels than those from wealthier households and are more likely to be out of school. Education bears an opportunity cost for poor families, since children are studying rather than contributing to the household income. This opportunity cost grows as children get older and are able to earn higher wages, thus increasing pressures on these young people to drop out (Hunt, 2008). Many children and young people from poor households have no choice but to juggle work and school or to help with domestic chores and childcare to free up their parents to work. In some cases, family commitments clash with school schedules and lead to high absenteeism, poor school performance and (usually) dropout.

Several studies have found rural-urban differences on both primary and high school dropout rates, and the likely causes of dropping out (McCaul, 1988; Paasch&Swaim, 1995; Strange, 2011). They have found that the major determinants of dropout are related to individual, and family characteristics, industry structure (McGranahan, 2004), likelihood of getting a job, and school discipline (McCaul, 1988), as well as community,

and school risk factors (Paasch & Swaim, 1995). Given that the isolation by distance, technology, transportation, or communication between rural and urban areas may have been substantially reduced in recent years, it is important to examine rural-urban dropout rates, and their determinants. For example, rural America is experiencing rapid changes that are blurring rural-urban spatial and social boundaries (Lichter & Brown, 2011). In addition, some research has suggested that spatial distinctions are less important than a spatial distinction such as race or class within spatial categories (Beggs, Haines, & Hurlbert, 1996; Hamilton, 2006). As urban areas expand, and take in previously distant rural areas, and as transportation, and communications systems make the space between urban and rural areas less pervasive, it is useful to examine empirically the extent to which the process of human capital formation is structurally different in rural and urban areas. This may particularly be the case in terms of secondary education; should we focus on place, or on family, and race?

For instance, Lichter and Brown (2011) argue that "the blurring of rural-urban spatial boundaries has been accompanied by the hardening of a spatial boundary [e.g. race and class]" (p. 584). Their study questions whether the determinants of success in high school are substantially different across urban, and a variety of rural places with recent, nationally representative data. Even when High school graduation rate is regarded as "a barometer of the health of American society, and the skill level of its future workforce" (Heckman & LaFontaine, 2010, p. 244); studies on high school graduation rates using

nationally representative data have produced conflicting results on such a basic and necessary statistic as the graduation rate itself.

Many children living in socio-economically disadvantaged circumstances, whether in isolated rural areas or in low-income urban neighbourhoods, may not enrol in the education system or if they do, they will be frequently absent or drop out of the system early. Precise figures, however, are not available. Family, and peer characteristics are far more important than geographic location when looking at why students drop out of a school system. A study by Jordan, Kostandini and Mkayerezi (2012) compared dropout rates for rural and urban communities, and how various factors affect dropout in primary education. They found that the difference between urban and rural areas is small, and closing. Overall, the study found that the factors affecting whether students drop out have less to do with location , and more to do with family-level characteristics, such as gender, family assets, the presence of biological parents, and maternal attributes. Those family characteristics affect rural and urban dropouts in similar ways.

In general, girls are less likely than boys to start school but boys are at greater risk of repeating grades, and dropping out due advancement in age. Another determining factor is age of the pupil: under-age pupils are more likely to repeat a grade, while over-age pupils tend to leave school early. Yet, according to the data, the most important issues shaping educational opportunities are household wealth, and location. In general, poor children living in rural areas are more likely than urban children from rich households to

repeat grades, and leave school before completing primary education, and attaining basic foundational skills.

Studies by Oronje and Crichton (2008) show that family characteristics are more important determinants of retention, and completion rates than location of the school. This is because, children from slums like Korogocho, Dandora, Mkuru kwa Njenga, and Mathare are not likely to enrol in school, and if they do, they are unlikely to complete primary school education due to high level of poverty. This situation sometimes might be worse than what is prevalent in some rural areas. High levels of poverty often force households to choose between food for the family, and their children's education. More often, families opt to take their children out of school, and involve them in activities that can earn them extra income. In most cases, these are illegal, immoral, and extremely detrimental to the lives of the children (Chiti, 2010).

2.5 School Location versus Gender Differences in Dropout rates

Some items identified as key contributors to student's dropping out of school include, factors such as lack of a pupil being understood by teachers , and parents; lack of space to do homework at home; child labour at home; lack of electricity at home; poor student-parent-teacher relationships; lack of adequate modern school facilities; lack of exposure to outside world; lack of common report book, and diary; dilapidated fence, and peer to peer conflicts, (United Nations millennium goals, 2008).

Though school feeding programmes have increased student enrolment, attendance, and exam scores; rural areas have exhibited only modest gains in completion rates, and advancement to secondary school. Unfortunately, the meal program's positive impact on school attendance appears to weaken with age. Within traditional rural communities, as children get older, they become valuable economic resources to their families, and the pressure to contribute to household chores, and earnings steadily mount. Between 7^{th} and 8^{th} grade, the appeal of school meal is steadily less significant, thus, increasing dropout rates with the rising opportunity costs of staying in school. As they reach adolescence, boys are expected to start work as farm hands or manual labourers, and girls are groomed for early marriage in order to fetch a higher bride price. (Finan, 2010)

Al Matalka, (2014), showed that parental socio-economic background influences their children's participation in education. This is especially so for the developing countries where children of the poor families are not provided with adequate educational materials, and most are not apt to enrol in school. If enrolled, they are more likely to drop out of school than children who are from better-off families.

By definition, children who are not promoted to the next grade must repeat the same grade, transfer to another school or drop out of school. This affects completion rates because towards the end of the primary school cycle reductions in grade specific gross enrolment rates is experienced. Nevertheless, where the education system values high stake examinations at the end of primary school, for example Kenya, gross enrolment rate

at the end of primary school can be affected by children who repeat, or are encouraged to repeat, to increase their chances for a successful transition into secondary school. In these cases, gross enrolment rates in the final year of primary school are likely to go up.

There are many factors associated with drop out, some of which belong to the individual, such as poor health or malnutrition, and motivation. Others emerge from children's household situations such as child labour, and poverty. School level factors also play a role in increasing pressures to drop out such as teacher's absenteeism, school location, and poor quality educational provision. The system of educational provision at the community level generates conditions that can ultimately impact on the likelihood of children to drop out from school. Therefore, both demand and supply driven factors, are embedded in cultural, and contextual realities, which make each circumstance different. Nevertheless, it is possible to make general points about the causes of drop out.

First, there is not one single cause of drop out. Drop out is often a process rather than the result of one single event, and therefore has more than one proximate cause (Hunt, 2008). Second, poverty appears to influence the demand for schooling, not only because it affects the inability of households to pay school fees, and other costs associated with education, but also because it is associated with a high opportunity cost of schooling for children. As children grow older, the opportunity cost of education is even larger, hence increasing the pressure for children to work, and earn income for the household as opposed to spending time in education. Third, distance to schools, poor quality of

education, inadequate facilities, overcrowded classrooms, inappropriate language of instruction, teacher absenteeism, and, in the case of girls school safety, are common causes for school dropout (Colclough, Rose &Tembon, 2000). These are seen as supply side causes of drop out, mainly driven at the school level.

A study by Ngangi (2012) found that a combination of socio-cultural, socio-economic, and internal school factors conspired to cause increased school dropout: early marriages, early pregnancies, death caused by HIV/AIDS& stigma, herding of cattle or house chores family problems like polygamy, divorce, separation, poverty, child labour, negative peer influence, curriculum overloaded, lack of role model, and instability in families were responsible for pupils' drop out of school.

A study by Woldehanna, Jones and Tefera (2006) found that urban residency had a significant and negative impact on dropout rates, indicating that urban children are less likely to drop out of school compared to rural children. This held true across all regions indicating that much still needs to be done to decrease the high probability of rural children dropping out of school – both in terms of improving the availability, and quality of schools as well as reducing pressures on children to contribute to labour activities. However, the impact was statistically significant only in the case of urban boys; and did not impact girls' school attainment. This is likely even when girls' school attendance has increased significantly in recent years; from 17% in 1995/96to 63% in 2004/05 (MoE, 2005). There is still a marked gender gap in urban and rural areas. The Welfare

Monitoring Survey indicated that net enrolment rate is 33%for rural areas, and 77 for urban areas.

In studying the dynamics of the education cycle, it has been observed that completion and dropout rates can sometimes move in the opposite directions, implying that. This phenomenon was observed from results of studying the dynamics of the education cycle, which spanned as much as eight years. When this occurs, policy makers must look for the underlying causes such as social exclusion to determine its desirability. Marginalized groups are most seriously at risk of dropping out of school, and often they remain masked to policy, and interventions. Important in the analysis of education data, factors such as geographical location of the school (i.e., rural and urban) because of significant differences in availability of school facilities, resources, and demand on children's time for work, and drop-out patterns should be included. It is also important to consider disaggregating educational data by type of school (i.e., public and Private), and other factors. Gender differences are likely to be more pronounced in all these situations.

Whereas school dropouts without completing primary education remains a key constraint for achieving UPE, country experiences in the last 10 years have demonstrated that it is possible to change. In Tanzania, for example, survival to grade 7, the final year in primary education for 10 to 19 year olds, has increased steadily from 72.8% in 1991 to 82.1% in 2007. Similarly, in Ghana, survival to grade 6, final year in PE increased from 79.7% in 1998 to 85.8% in 2008. Although these countries have shown clear progress on average, issues around the links between social exclusion; and, primary school dropout,

and completion rates still remain unsolved. Marginalized groups are mostly seriously at risk of dropping out of school, and they often remain hidden to policy interventions (Leach, Fiscian, Kadzamira, Lemani & Machakanja, 2007).

Most dropout surveys clearly indicate why learners leave school before sitting for completion examinations. These reasons include being bored, and disengaged, learners see no relationship between what they are expected to learn, and their future goals, no adult cares about building their Careers, teen pregnancy, and lack of family support. All these tend to influence learners to value work, and other priorities instead of finishing school. Research also confirms that long before learners themselves realise that they are on the path to dropping out, they exhibit clear signs, such as low reading proficiency, low school attendance, poor grades in core academic subjects, and indiscipline.

Among the factors that affect school completion and dropout include type of school and its location. The present study was to determine whether the type and location of a school influence gender differences in primary education dropout, and completion rates.

Completion of a level of study is increasingly becoming important as a determinant of educational quality, and therefore influencing policy, resource allocation, and strategies. Policies to improve school progression, and as a result reduce the numbers dropping out of school are critical if UPE is to be achieved. Since the year 2000, there has been an increase in the number of children enrolling in primary school but at the same time, dropout rates have become significant leading to low primary school completion in many

countries. Consequently, many children are leaving school without acquiring the most basic skills. Their brief schooling experience consists frequently of limited learning opportunities in overcrowded classrooms with insufficient learning materials, and under qualified teachers (Alexander, 2008).More often, learners of different ages, and abilities are taught together in a single classroom without proper adaptation of teaching methods to improve learning, and to induce school engagement (Lewin, 2007;Little, 2008).

Another indicator for completion is the dropout rate. Dropout in its narrowest sense refers to enrolled pupil but does not complete the cycle for whatever reason (Abagi, 1997). In countries or regions where the dropout rates are high, completion rates remain low. On the contrary, where dropout rates are low, completion rates are high. According to World Bank (2008), the primary school completion for females of relevant age group in Kenya was reported at 75.3%. In this context, Primary school completion is the percentage of students completing the last year of primary school. It is calculated by taking the total number of students in the last grade of primary school minus the number of repeaters in that grade, divided by the total number of children of official graduating age. This present study did not employ this concept due to challenges in determining the number of children of the official graduating age. However, in calculating retention rates, dropout rates were implied.

The dropout rate in primary education stands at 21%. There are those who will be unduly alarmed by the figures considering that enrolment over these past months has been nearly

100% in the nation's primary schools. Normally, it is expected that a certain proportion of pupils to dropout, since schools may not be able to hold on to them. That is how one could look at conditions philosophically. However, on a more realistic view, there are reasons to make one to worry because of some truths we can hardly avoid. Foremost, one needs to understand the reasons that cause pupils to leave school after they have enrolled in an education system. One explanation is that in a number of instances children drop out of primary school to help their families carry out chores that would improve socio-economic status of the family. Other equally important reasons behind pupils dropping out of school are either teachers are uninspiring or instructors' low income is pushing teachers into a state of indifference to classroom teaching (Okech, 2008)

2.6 Important Concepts Employed in this Present Study

In discussing "completion", one cannot avoid to infer dropout in that if a learner does not complete an education program, of necessity s/he must have dropped out. In this study, completion refers to the process of going through a course of study. A dropout on the other hand, is a learner who does not complete a course of study. It would seem therefore school completion, and drop out are related terms. One infers for the other. For example, if 100 learners enrolled in grade one, and only 75 of the original starters complete class five, then 25 must have dropped out of school. In this sense, dropout can be measured by subtracting completers from the starting population. Our interest here is to measure how the school system retains learners once they are enrolled. Another concept closely allied to completion is "retention" (i.e., those who survive or progress to the next level).

Retention is the exact opposite of dropout. Consequently; the term that one employs, imply a different approach to the problem of students leaving school before completing a level of education system. This orientation does not necessarily mean anything other than retaining students in school until they complete their appointed course.

From completion, and dropout figures, one can calculate completion, and dropout rates. These are among the most basic indicators of the effectiveness of a school, or education system. Although it might seem to be easy to calculate the actual rates, one needs to decide who to include in the base group of students being tracked (i.e., the cohort), who to count as having completed or dropped out, how many years to track the cohort, and how to construct the formula for calculating the completion, and dropout rates. Each decision is critical in determining what finally the rate will be. A number of reports have contrasted popular calculations in terms of their accuracy, bias, and ease of computation (Mishel & Roy, 2006; Swanson, 2003; Warren, 2004). The technical definitional issues contained in those calculations determine the bias, and accuracy of the computations.

Completion, and dropout rates are based on a ratio, and one of the first decisions that need to be made is how to define the numerator. Depending on the type of rate, the numerator represents either completers or dropouts. Identifying the learners who fall into the two categories is problematic. In this study, completer are all those learners who enrol in the next grade terminating with those who sat for KCPE. Similarly, dropouts are all those learners who do not progress to the next grade terminating with those who did not

sit for KCPE for one reason or another. The second key decision to be made is how to define the denominator, the full cohort of students with the potential of either completing or dropping out of school. Decisions about how to include learners who transfer out of the participating school and repeaters in a grade in the cohort can have a major impact on its size, and on the resultant rate calculated. This present study defined the denominator as the cohort that was enrolled in STD four in 2006, and for simplicity counted learners who left the cohort along the way as dropouts.

This present study investigated gender differences in primary education dropout, and completion rates in relation to type of school, and location of the school. To do precisely this, the study employed two methods to determine primary school completion: (i) the retention rate method, and (ii) the completion rate method.

2.6.1 Retention rate Method

The retention rate method is particular. It tracks how learners from a cohort progress into the next grade until they exit out of the level. In this instance, the numerator in the retention rate method recognises learners from the cohort of interest that progresses to the next grade. This excludes any learner who joins the cohort along the way such as repeaters or those who transfer from other schools. In this method, the denominator consists of the population of learners enrolled at the start of the measurement period. This concept measures the rate of a cohort. The World Bank (2008) defines the concept as "the percentage of a cohort of pupils enrolled in a grade of a given level or cycle of education in a given school year who are expected to reach the final level". This is used in order to

assess “the holding power”, and internal efficiency of an education system. It also illustrates the situation regarding retention of pupils from one level to another, and conversely the magnitude of the dropout by a level of education.

2.6.2 The Completion rate Method

The completion rate method is non-specific. It does not matter whether the learner is a repeater in a grade or joined by transfer. What is important is whether a learner completes the grade or not. Primary education completion is also known as “gross intake to the last grade of primary”. Consequently, the completion ratio can exceed 100% as a result of not being specific. For example, if many pupils who repeat a grade do not match those joining it, the completion rate will be more than 100%. As a result of not being specific, institutions define completion rate variously. Take the United Nations Development Programme (UNDP) for example; their definition for Primary education completion rate is “the ratio of the total number of students who successfully complete the last year of primary school in a given year to the total number of children of official graduation age in the population” (UNDP, 2007). On the other hand, UNESCO (2005) defines primary school education completion rate as “the total number of new entrants in the last grade of primary education regardless of age expressed as a percentage of the population of the theoretical entry age of the last grade”. This study therefore, adopts the numerator in the PCR method to consist of all learners enrolled in the next grade regardless of whether they are repeaters or joined the grade by transfer. The denominator however, consists of the population of learners enrolled at the start of the measurement period (i.e., STD four in 2006).

The completion rate is an indicator that monitors the coverage of an education system, and student progression. It is intended to measure human capital formation, and the quality, and efficiency of the school system. The indicator focuses on the share of children who complete the cycle, and is not a measure of "on-time" primary completion. Various factors may lead to poor performance on this indicator, including low quality of schooling, discouragement over poor performance, and the direct, and indirect costs of schooling. Students' progress to higher grades may also be limited by the availability of teachers, classrooms, and educational materials.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction

This chapter discusses the study design, and the methodology that guided the research on primary education retention rates. In this context, the term 'study design' is used to mean the conceptual structure within which the study was conducted. It shows how all the major parts of the research – the study area, target population, sample size, measures, treatments, and methods of assignment – work together to address the research problem. On the other hand, the term 'methodology' is used to mean a particular procedure or set of procedures or rules that systematically guide a study. It should be understood to mean as a systematic way to resolve the research problem (Kumar, 2010; Kothari, 2008).

This chapter discusses the following: the Research design, the study area, target population, sample size, and sampling procedures, data collection instruments, validity, reliability, data collection procedures, and data analysis procedures.

3.2 Research Design

The study employed a mixed method survey design in which data collection was done via the concurrent triangulation design. Qualitative and quantitative data were collected concurrently, and were used to supplement each other in interpreting the results otherwise known as triangulation. The data sought was in respect of the 2006 STD four cohort that

completed primary school in 2010. Utilising the 2006 STD four cohort as the basis of the investigation, the study sought to find out if gender differences in primary school completion in Homa Bay County is influenced by school type, and school location. In addition, it investigated other reasons responsible for such a phenomenon. The study approached the investigation by employing two methods: the retention rate, and the completion rate methods. In addition the study sought to ascribe a reason for the pupils leaving school without completing the cycle. Hence the study attempted to establish the dropout and completion rates by gender per school type, and school location. The central, and focal point of targeting data for this study was the school because, the school is where documents relating to the status of the cohort were kept. Also, the teacher assigned to complete the study questionnaire could be easily found at school being his/her work place. The document examined related to years between 2006 and 2010 when the cohort exited the primary level of education.

The survey design was preferred in the present study over other designs due to its many advantages, strengths, and benefits it has. One, the design is highly representative (i.e., providing a high level of general capability in representing a large population). Compared to other methods of data collection, surveys are able to extract data that are very close to the exact attributes of the larger population. Second, surveys are less expensive and more convenient compared to other methods. Surveys generally can be administered to the participants through a variety of easy ways. In this study, it was administered through a specially designed questionnaire. Lastly, due to surveys being highly representative, they

often easily yield statistical results that are significant, and are more objective as there is little or no observer subjectivity.

3.3 The Study Area

The study was conducted in Homa Bay County which is located to the South Western part of Kenya along the shores of Lake Victoria. The County is located in the now defunct Nyanza Province, and borders Lake Victoria to the West and North, Kisumu and Kericho to the North East, Nyamira and Kisii to the East, and,Migori to the South. The County covers an area of approximately 3, 182.5 Km^2 and administratively, it is divided into three sub-counties: Homa Bay, Rachuonyo and Suba , and has a population of 963,794 people (Governor's office, 2014). Majority of the population is aged below 30 Years. Less than 15% of the population in Homa Bay County live in urban areas which compares unfavourably to Kenya's average of 32%.

Homa Bay County is among the many resource pro-poor counties in Kenya with a poverty index of 52%. Its main economic activity is fishing, and although it has excellent tourist attraction sites, the potential has not been exploited due to poor infrastructure, and road network. Thus transportation both for fish and people is difficult. Transportation by sea is also difficult especially that there are no suitable ports to dock, and that the hyacinth has choked the lake. Therefore to move around, majority of the people depend on *BodaBodas*. The term '*BodaBoda*' is mainly an East African terminology used to refer to transport by either using a bicycle or motor bike rider to move to destinations of

choice. In the circumstance, a cyclist or motor bike rider normally transports one passenger from a certain point to the passenger's destination of choice. The fare, though normally fixed can be negotiated between the passenger, and the rider. It is also possible to use a hired cyclist or motor bike rider for a whole day. This not only serves as an employment to youths but also as perhaps the only source of livelihood. The researcher used this means in order to move to schools selected to participate in the study.

3.4 Target Population

The study targeted primary schools, and teachers within Homa Bay County as the units of study. However, the school should have been in existence at the base year (i.e., 2006) of the study, and that it must have had pupils in Class 4. Consequently, as of 2006, the County had approximately 1,000 primary schools serving 283,162 pupils (Governor's office, 2014).However, the study utilised a sample of Participants from Homa-Bay sub-County which is one of the three Sub-Counties in Homa Bay County.

The study analysed documents, and records relating to the 2006 STD four cohort for a span of five years until 2010 when the cohort exited primary after sitting for KCPE in STD eight. The researcher did not use the records from classes one to three because it was difficult for the teachers to trace the records relating to those classes. The researcher instead used the records (examination mark lists or attendance registers) from classes 4 to 8.

3.5 Sample Size and Sampling Procedures

The accuracy of any research findings largely depends upon the procedures employed in determining the size of a sample that minimises the gap between the characteristics in the sample, and that held by the population from which the sample is drawn. Therefore, the underlying basis upon which sampling is undertaken is to select a relatively small number of subjects that can provide with a sufficiently high degree of probability, a fairly true representation of the traits inherent in the population under inquiry (Kumar, 2010). Generally; bigger samples yield more accurate and precise results. However, the increase in accuracy for larger sample sizes is minimal, or even non-existent. This can result from the presence of systematic errors or strong dependency on the data, or if the data follow a heavy-tailed distribution. Consequently, sample sizes are judged based on the quality of the resulting estimates. This section therefore presents how the study went about determining the sample size as well as the methodology employed to obtain the sample.

3.5.1 The Sample Size

The reasons for opting to use a sample of schools for this study include the fact that Homa Bay County covers a very large area in which it could not be possible to do a census of all Primary school within the constraints of time, and resources. Logistically, it would prove to be a problematic venture. Therefore, the study sampled one Sub-County out of three and 60 out of 195 primary schools in Homa Bay Sub County in line with recommendations by Mugenda and Mugenda (2003) who assert that 30% of the Participants are adequate for a scientific study. Of the 195 primary schools; 173 or 88.7% were public, and 22 or 11.3% were private type schools. In determining the sample size,

characteristics such as type of school (i.e., public and private), and location (i.e., Rural and urban) were considered.

3.5.2 The Sampling Procedure

The study utilised the Stratified random sampling strategy in coming up with the sample. The first issue was to consider whether the sample would be drawn from the entire county or use sub-Counties. Due to the fact that the district is vast, and schools are far in between, it was thought prudent to concentrate the investigation in sample sub-Counties rather than the entire County. This was aimed at maximising the benefits of time, and cost spent on the investigation. Homa Bay County has three sub-counties. To determine which of the counties was to participate, the researcher employed a purposive sampling approach. The criteria used to come up with the Sub-county to participate included whether the sub-county falls into what is regarded as urban and rural areas as well as have a number of private schools. The criteria fitted Homa Bay Sub-County. Therefore, Homa Bay sub-county was selected. The second issue to be decided on was whether the study was to be conducted in all primary schools in the selected divisions or just a few of them. Considering the number of schools within the divisions, the distances from one school to another, and the infrastructure coupled poor means of transport, the researcher opted for conducting the study in selected schools in the divisions due to distances to some education division of the sub-county. The criteria for selecting an education division was whether the division is in rural or urban area as well as the number of private schools in the division. Consequently, four divisions were selected to participate in the study. After that the researcher obtained a list of all schools which had pupils

enrolled in STD four in 2006 in the selected divisions. The list provided contained 195 schools. The researcher wrote the names of the 195 schools in pieces of paper which were placed in a bowl. The study then drew 60 pieces of paper from the bowl which represented the names of schools to participate in the study. Third, the selection of one teacher to complete a questionnaire was left to head teachers to handle. However, the head teachers were asked to choose teachers who had been in the school long enough such that they would be familiar with many pupils who were in the affected cohort. This was undertaken during the time the researcher visited the school for introduction, make logistical arrangement of when to carry out the study, and build rapport. At the same time, the researcher provided a list of the documents, and information to be made ready for the exercise.

3.6 Research Instruments

The study utilized two research instruments to collect information: a specially designed questionnaire (Appendix II, P. 95) and a data capture instrument (Appendix IV, P. 99). The questionnaire was administered, and completed by the designated teacher in each participating school. The Participants were asked to provide general data such as name of the school, gender of the respondent, the duration the respondent had taught in the present school, and the classes handled. The questionnaire specifically asked the respondent to choose from a list of ten as many of the reasons why pupils leave school without completing the education cycle. Also, the questionnaire probed the prevalence of

guidance, and counselling in the school, and the persons responsible for providing the service.

A questionnaire was preferred as a tool to collect data from teacher Participants due to its distinct advantages over other types of research instruments: a questionnaire is not expensive to administer once developed, it does not require as much effort from the researcher as in verbal or telephone surveys; and, often it has standardized answers that make it simple to compile data. In addition, a questionnaire is free from interviewer biases as it eliminates scorer unreliability, and easy to administer to a large number of Participants as well; thus, increasing utility (Leedy&Ormrod, 2009). However, a questionnaire is limited to literate populations, and may easily be misunderstood if not well constructed.

The other instrument used was the data capture sheet to record the general data for the schools involved such as name of the school, the division the school is located, whether the school is urban or rural based; and whether the school is public or private in type. The data capture instrument also extracted specific data from attendance register or examination mark lists, and the print outs. The data consisted of the number, and gender (i.e., boys and girls) enrolled in class 4 in 2006. For each succeeding years until 2010 when the cohort was expected to exit from the primary level of education; the data captured included the total population of the class according to gender, the number, and gender of the pupils who joined the next class through repeating or transfer. The number

from the original cohort was also recorded. To ensure accuracy, the data was checked against the totals in the registers, and examination mark lists.

3.7 Validity

Validity is the measure of accuracy, and meaningfulness of inferences based on research findings. In other words, it is the degree to which results obtained from the analysis of data actually represent the phenomenon under study. Validity, therefore, has to do with how accurately the data obtained in the study measure the variables. To ensure validity of the instruments, this study established content validity which according to Mugenda and Mugenda (2003), is a measure of the degree to which data collected using a particular instrument represent a specific domain of indicators or content of a particular concept.

Consequently, in this study factors that would affect the validity of the study would arise mainly from the questionnaire than from analysing documents collected from the respondent schools. But, the study needed to ensure that the documents are authentic, and that data has been extracted accurately. Therefore, in order not to compromise the quality of information to be extracted from Participants, two members of the teaching staff from the Department of Educational Psychology of Moi University were requested to assess the concepts the instrument purported to measure, the suitability of the items to elicit accurate, and adequate data, and that the intended measurement scales were adequate for the study. As a result, they determined that the sets of the items or checklists accurately

represented the variables under investigation, and that the intended scales to be used were adequate.

3.8 Reliability

Reliability of data is important especially in behavioural sciences as it allows for generalisation from a particular situation to a wide variety of unrelated circumstances. To avoid erroneous conclusions, it is always better to establish the reliability of data. In doing so, it is important to acknowledge that measurement errors are never completely eliminated but one seeks to minimise them in endeavouring to increase the reliability of data, and hence the conclusions made from a study. Although reliability is not sufficient for validity, it is still necessary.

Thus, according to Jackson (2008), reliability refers to the consistency or stability of a measuring instrument. In other words, the instrument should measure exactly the same way every time it is used. For our context, individuals should receive a similar score each time they use the instrument. Viewed in another way, reliability is the extent to which an instrument is free from random error or the extent to which a measurement can be repeatable when different persons make measurements or when done with alternative instruments intended to measure the same variable.

In order to establish the reliability of the research instrument, the test-retest method was used. The research instrument was piloted in 2 schools in Homa Bay County outside the

area from which the participating schools were drawn. The instrument was protested in Rangwe sub-County which did not form part of the area where schools would be selected from. The questionnaire was administered to the same Participants twice within an interval of two weeks. The two weeks' period was thought to be sufficient in dealing with the recall problems that the test-retest method may be prone to. Variations between the two tests were estimated using the Cronbach alpha correlation coefficient formula. After the tests, the correlation coefficient results were α =.78. According to Mugenda and Mugenda (2003), a coefficient alpha, $\alpha \geq .80$, implies that there is a high degree of reliability of data. However, McLeord (2003) asserts that a coefficient alpha score, $\alpha \geq .70$, is usually considered necessary for a scale to be regarded as reliable enough to be employed in research. The instrument was accepted for use despite not yielding a coefficient alpha to the level advocated by Mugenda and Mugenda (2003). This is because it yielded a coefficient alpha recommended by McCleord, (2003)

3.9 Data Collection Procedures

Data was collected after receiving a research permit from the National Commission for science and Technology innovation (NACOSTI) [Appendix III, P. 98]. In this regard, Moi University gave the researcher a letter addressed to NACOSTI. After meeting the set criteria, the researcher launched the request for the permit. Second, the researcher presented the permit to the county education officer who wrote an introductory letter to the head teachers to be presented to the selected schools. The purpose of the letter was to inform head teachers that the authorities were aware of the research, inform them when

the research would start; and that they should assist in providing the required documents as well as designating one teacher to complete a questionnaire. In addition, the researcher gave an introductory letter to the head of the school detailing the information required, and assuring them of treating the information with uttermost confidentiality.

Third, the researcher made two trips to the research sites. The first trip was to introduce herself, establish rapport for the next, and more serious visit, and deliver a letter from the DEO, and another by the researcher containing instructions as to what is required during the date of the next visit when data will be collected. This was necessary in order to avoid instances of missing documents or designated teachers being absent. The letter requesting for availability of data, contained instructions on which documents were required at the time next visit; the criterion for nominating, and designating one teacher to complete a questionnaire; and, the proposed date of the next visit when the research was to be conducted. At every school during the second trip, the researcher examined the attendance registers or examination mark lists, and KCPE printouts. The research assistant extracted the required information from the KCPE printouts, and entered it into the data capture instrument. This reduced the amount of time taken in each institution. The information was then counter checked by the researcher for any errors, and when feasible, a copy of the document was taken. At the same time, the designated teacher completed the questionnaire. However, due to poor infrastructure in Homa Bay County, the team was only able to visit two schools per day.

3.10 Data Analysis Procedures

The researcher employed the Statistical Package for Social Sciences version 20 as the main tool in analysing data so as to generate descriptive statistics. Descriptive statistics deal with methods of organizing, summarizing, and presenting data in a convenient and informative way. This is achieved by use of both graphical and numerical techniques which allow presentation of data in ways that make it easier for readers to see information that may not be apparent to a casual observer. Whereas, graphical techniques enhance mental perception of the information, numerical techniques are used to give summation, frequency, percentage, and average or mean to consolidate data (Keller, 2008). In this context, the research examined the extracted data on the basis of number per type of schools sampled as well as the population of pupils per gender in each type of school. Also, on the basis of number of schools sampled per location as well as the population of pupils per gender in each location. Also, investigated was the influence of locality in determining gender dropout rates of the cohort.

The study also analysed the characteristics of respondent teachers on the basis of gender, period taught in the present school, and class handled. In addition, the analysis counted the number of teachers who ascribed a similar reason as the cause of pupils not completing a cycle of education.

To ascribe meaning to the observed numbers, the researcher analysed data obtained through the use of the questionnaire. One teacher per participating school was involved.

Among other things, the teachers were asked to provide as many reasons as possible for the causes of pupil dropout. Although the data was qualitative, frequencies, and percentages were used to summarise it, thus turning it quantitative. This information was statistically analysed to give the view of the teachers as to the reasons why some pupils left school. The technique was used to find out if gender, school type or school location had any influence in dropout, and completion rates of primary school education.

3.11 Ethical Considerations

In this present study, the ethical considerations involved informed consent, and confidentiality. After head teachers were explained to the purpose, and objectives of the study, how the study will benefit them, and that its nature will not require information of a personal nature; they were asked to provide informed consent. In addition, participants were assured that information elicited from school documents, and even by the teachers completing questionnaires would be treated confidentially.

Moreover, participants were assured that the information they would give will not be disclosed in a way that identifies them uniquely. Therefore, they were urged not to write their names or phone numbers or any mark on the questionnaire so as to remain anonymous. They were also informed that participation was voluntary, and one could refuse or withdraw from participation at any stage of the study. Participants were asked to provide written consent

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter deals with presentation, analysis, and interpretation of data for the study on gender differences in completion and dropout rates for primary education. The study drew its data from records held by schools, and data elicited through administration of the questionnaire. Data was analysed using both the quantitative and qualitative techniques. In order to answer the research questions adequately, this chapter is organised into five sections: (i) description of the characteristics of the Participants; (ii) Dropout rates by gender per school type, (iii) completion rates by gender per school type; (iv) Dropout rates by gender per school location, (v) Dropout rates by gender per school location;

4.2 Participants' Characteristics

The study collected data from two sources: schools; and, Teachers. For data to be meaningful, and answer research questions raised by the study, the design required the selection of participating schools to have been in existence in 2006, had pupils enrolled in class 4 and that it maintained attendance registers, mark lists, and KCPE printouts for the cohort.

The criterion for selection of Participants was the period a teacher had taught in the present school, and the classes handled. Preferably those who had taught in the present

school for more than five years, and handled upper primary could be relied on to provide valid data. But, if the school in question did not have teachers who had taught in the school for five years or more, then the longest serving teacher was to be nominated to respond to the questionnaire.

4.3 Participating Schools

The study selected 60 schools to participate in the research, which had grade or standard 4 by 2006. In sum, the characteristics of the school were as follows:

Table 4.1: Characteristics of Participants

School Type	Public	47	78.3%
	Private	13	21.7%
Pupils	Boys	1410	49.6%
	Girls	1432	50.4%
Rural	Boys	1116	50.1%
	Girls	1113	49.9%
Urban	Boys	607	49.4%
	Girls	622	50.6%

Table 4.1 shows that more public schools were sampled compared to private schools and that at this slightly more girls than boys participated in the study. However, there were slightly more boys enrolled in rural schools compared to girls; whereas, there were more

girls enrolled in urban schools than boys. Despite the differences, the number of girls compared to boys enrolled was nearly equal.

As figure 4.1 shows, schools that participated in the study were drawn from four (4) divisions of Homa- Bay County: Rangwe, Upper Nyokal, Asego and Lower Nyokal.

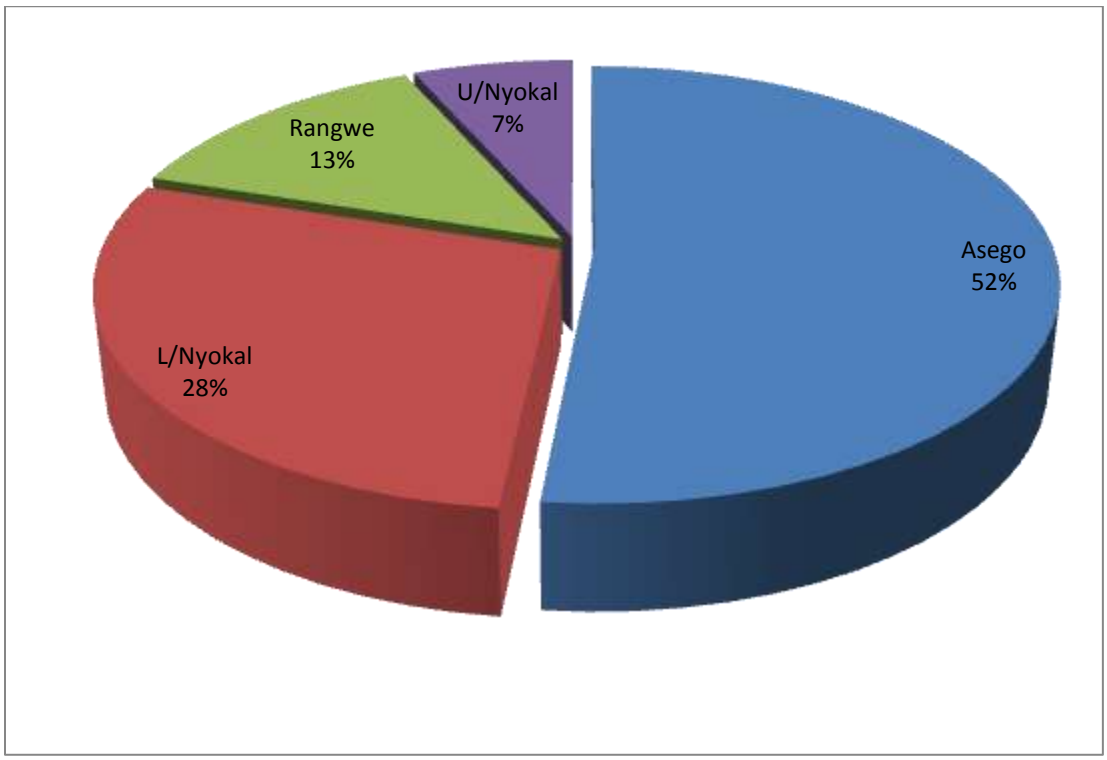

Fig. 4.1: Distribution of Selected Schools per Division

Figure 4.1 shows that 31(52%) of the schools sampled were from Asego Division; 17(28%) came from Lower Nyokal; 8(13.3%) were from Rangwe Division; and, 4(6.7%) were from Upper Nyokal Division. Further, the schools studied had a population of 3458

pupils in STD four as of 2006, out of whom, there were 1723(49.8%) boys compared to 1735(50.2%) girls. However, by the time of sitting for KCPE examination in 2010, the population of pupils had dropped to 2010; out of whom 1070(53.2%) were boys as opposed to 940(46.8%) girls. This was a significant drop by 41.9%.

4.4 Teacher-Participants

The study also surveyed 60 teachers (i.e., one teacher from each participating school) to respond to a questionnaire. Figure 4.2 shows the period a Respondent had taught in the present school.

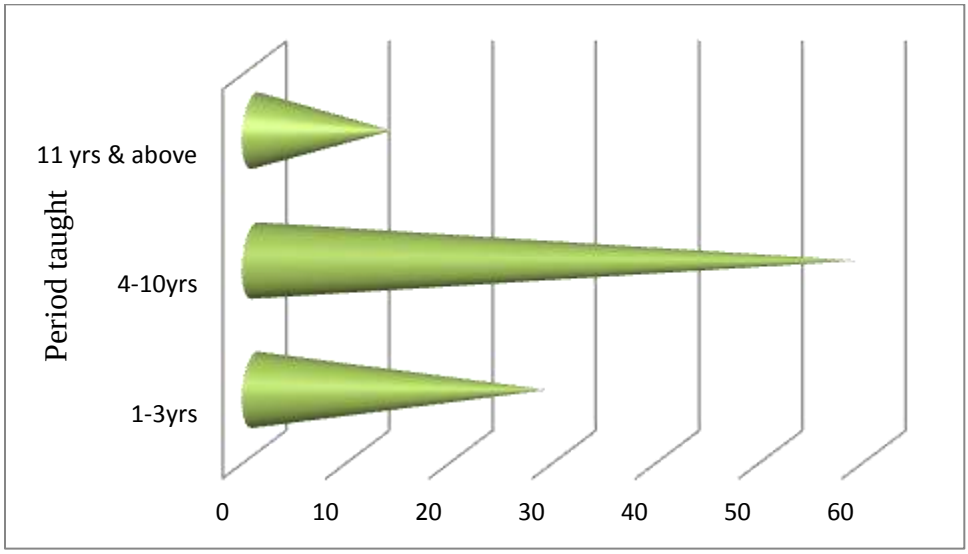

Fig 4.2: Period taught in the present schools

Figure 4.2 indicates that over 50% of the teachers surveyed had taught in their present schools for between 4 -10 years and slightly more than 20% had taught in their present

schools for up to 3 years. This implies that majority of the teachers surveyed had adequate knowledge of the students in question, and could be relied on.

In addition, observations revealed that a higher percentage of teachers who had taught in the school for over 5 years were found in public type schools as compared to private schools. Most of the teachers in private type schools tended to leave the school having taught for an average period of between 2 – 4 years. Furthermore, 9(15%) of the respondent teachers were currently handling the lower classes of primary education compared to 51(85%) who taught in upper classes of Primary education. Also, observations revealed that there were 53.3% male-teachers compared to 46.7% female-teachers. However, male teachers surveyed had stayed in the schools for more than 5 years, making the reliability of the research even better.

4.5 Dropout rates by Gender per school type in primary education

The study sought to find out whether the type of school a pupil enrols in influences gender differences in primary education dropout rates. To do this, the study analysed records from the 2006 STD four Cohort through grades 5, 6, 7 and 8. At grade 8 pupils exit primary education by sitting for KCPE. After grade 8, learners transit to the next level – secondary school education. As already stated, dropout rates have been defined as the proportion of pupils from a given cohort enrolled in a given grade at a given year that do not reach the next grade. Therefore, dropout for a cohort of STD four to reach grade 8

must undergo successful dropouts. In other words, the final dropout as they exit primary education is made up of four successful fallouts.

The method employed to calculate the retention rate is:

$$\text{Retention rate from grade } y \text{ in year t} = \frac{\text{The number of pupils Surviving from grade } y \text{ in year } t}{\text{Total number of pupils in grade } y \text{ in year } t}$$

This was reduced to an equation represented as:

$$RR_{yt} = \frac{N_{yt} - nd}{N_{yt}}$$

Where

RR_{yt} = Retention Rate for grade *y* in year *t*.

N_{yt} = the total Population of the cohort for grade *y* in year *t*.

nd = number of pupils dropped out.

This concept is closely related to 'retention rate' in that to calculate the dropout rate you only need to subtract the retention rate from one hundred (100).In order to calculate dropout rates, the study analysed, and re-arranged the data that was collected from the field. The analysis involved examining the registers, and determining which pupils were missing from the list of pupils for the previous year. To calculate drop out, one needs to know that how many pupils who were in the previous grade but did not make it to the next grade. Table 4.2(a) and 4.2(b) show how the pupils dropped out or joined the cohort.

Table 4.2 (a): Number leaving or Joining the 2006 Cohort

			2007 Grade 5				2008 Grade 6			
	Public	Private	Public		Private		Public		Private	
	T	T	T	NJ	T	NJ	T	NJ	T	NJ
Boys	1116	622	1104	218	225	30	1056	175	235	24
Girls	1113	607	1025	206	222	41	938	200	205	31
Total	2842	1229	2129	424	447	71	1994	375	440	55

Table 4.2(b): Number Leaving or Joining the 2006 Cohort

2009 Grade 7				2010 Grade 8			
Public		Private		Public		Private	
T	NJ	T	NJ	T	NJ	T	NJ
893	218	164	16	746	140	612	144
782	165	170	22	172	12	172	12
1675	383	334	38	918	152	784	156

Key:

T Total

NJ Joining less Leaving

Table 4.2 shows that only 2010 pupils sat for KCPE in 2010 when the cohort reached the apex of the primary education system. Clearly, one could infer that the dropout rate was 41.87%, if the denominator is the total population of the cohort that was enrolled in

standard four in 2006. However, if one considers the population that finally sits for KCPE to be the denominator, the dropout rate is 72%.

The design for the present study argued that one can calculate the dropout rate either by employing the retention method or the completion method. The retention method is specific while the completion method is non-specific. Applying the completion method, against the data, the dropout rate is clearly about 42%. This is a significant statistic. However, if one employs the retention method, the scenario is completely different. Table 4.3 shows how many of the original cohort finally exited primary education in 2010. This can be argued as "in time" finishers.

Table 4.3: Dropout Rates using the Retention Method

	2007 Grade 5		**2008Grade 6**		**2009 Grade 7**		**2010 Grade 8**	
	Private	***Public***	***Private***	***Public***	***Private***	***Public***	***Private***	***Public***
Retention Rate	61.04	59.99	50.97	42.05	27.60	17.35	25.32	-3.80
Boys	62.30	62.84	57.83	47.02	30.03	20.00	28.75	-0.35
Girls	59.74	57.19	43.89	37.15	25.08	14.73	21.78	-7.19

Note Grade 4 enrolment is taken as the base figure which equals 100%.

The results as presented in Table 4.3 show that the highest number of dropouts was at both grades 4 and 6. From grade 4 to 5 there was an overall 39% drop while at grade 6 to 7; there was a drop of approximately 15%. In the context of this study, the term 'dropout'

is used subjectively to mean pupils who did not progress to the next grade either by leaving the education system all together or by being left behind to repeat in the class they were the previous year or by transferring to another school which is not included in the study. In addition, the results show that there were more girl dropouts compared to the number of boys, and that the phenomenon is serious in public schools compared to private schools. For instance, the results show that -3.80% of the pupils in public schools sat for KCPE at grade 8. This implies that those who sat for KCPE at the end of grade 8 were all repeaters along the education system or joined the cohort somewhere in the progression.

In contrast, 25.32% of the cohort from private primary schools sat for KCPE, and exited primary school. This implies that the dropout rate for private type primary schools is fairer at 74.68%.

Lastly, the results show that dropout in public schools is a worse problem compared to private schools.

To make sense of dropouts, 60 teachers were recruited, and asked to complete a questionnaire. One of the issues they were asked to provide information about was to list the factors that contribute to dropouts. Table 4.4 shows the results.

Table 4.4: Factors Influencing Dropout and Completion Rates

S/No	Factors responsible for Pupils enrolled in Class 4 in 2006 not completing class 8 in 2010	Freq	%
1	Class Repetition	56	93%
2	Transferred to Other schools	38	63%
3	Pregnancy& Early Marriages	35	58%
4	Drug Abuse	27	45%
5	Negative attitude to teachers	22	37%
6	Discontinued due to Indiscipline	12	20%
7	Lack of funds to pay for other school charges	10	17%
8	Distance to and from School (Location)	8	13%
9	Poor Health & Death	5	8%
10	Joined Post Primary Institutions	4	7%

Table 4.4 indicates that class repetition (forced or otherwise), transfer to other schools, pregnancies, and early marriages, and drug Abuse were among the main factors responsible for pupils not completing the full cycle of education in time. The schools force pupils to repeat ostensibly for the school to score better grades or to ensure that the individual has made minimum scores which will allow him or her to proceed to the next level of education. Further, analysis of the factors in terms of type of school, and location of school showed that class repetition is particularly a huge problem in public rural schools compared to private urban based schools.

In addition, grade repetition is openly encouraged, and even forced. This is because the Kenyan education system is certificate oriented. For example, to gain employment one must produce a certificate of completion, and to transit to the next level one must produce a performance certificate. Consequently, schools put a performance bar for pupils to attain in order to be promoted to the next grade. This finding is consistent with findings of studies by Ngugi, (2007), and Reche, Bundi, Riungu and Mbugua, (2012) who found that pupils from private primary schools typically score higher than pupils from public primary schools in KCPE examinations thereby making transition to top schools come from private schools.

The problem of transfer of pupils to other schools is a problem prevalent in urban based schools. This can be explained by the fact that when working families are transferred to other working areas; they therefore find it necessary to move along with their children necessitating transfer to other schools be they public or private. This practice is prevalent in urban areas.

Also, pregnancies as well as early marriages are issues that fuel primary school dropout particularly for girls. This finding is consistent with findings by Ngangi (2012); and, Egueh and Zani, (2014). Dropout for girls is a major problem in rural based schools compared to urban based schools. This can be explained by the fact that girls in urban based schools have a better knowledge, and exposure than those in rural areas. Also, parental advice, and counselling services are more available to girls in urban primary than

to girls in rural primary schools. There is also close parental supervision, and therefore more preoccupied with academic activities leaving them with limited time to take part in inappropriate activities that could make them dropout of school. Most parents to pupils in private schools are focused, and committed, and this could improve primary completion rates. An alternative explanation is that rural areas lack role models while there are many role models in urban areas to emulate. Their parents also act as their role models since most of them are employed in urban centres where they work. In some families, especially those in which both parents had passed on; girl child was made to leave school to fend for the siblings. Some girls leave school due to lack of basic needs such as uniforms, sanitary towels because of humiliation, and embarrassment.

Finally drug Abuse as a factor causing primary school dropout was not anticipated. However, research shows that socio-economic factors related to drug abuse include low educational levels, early school leaving, and dropout; unemployment, low salaries, and difficult jobs; low income, and debt; insecurity of accommodation, and homelessness; mortality, and drug related diseases; poor access to healthcare, and social stigma (DuPont,et al., 2013). Other less important factors that cause school dropout include distance to, and from school, poor health, and joining post primary institutions to gain basic work related skills.

4.6 Completion rates by Gender per school type in primary education

Next, the study sought to determine the completion rates for the schools that were sampled for the study. Completion rate was defined as the proportion of pupils enrolled in a given grade at a given year that progress to the next grade. Completion rate does not restrict itself to the population in the cohort that started but rather looks at the population of pupils that complete the grade in relation to the number that was enrolled at the start grade. In fact, completion rates are the inverse of the dropout rates when applying the completion rate method. Primary completion rate is the percentage of students completing the last year of primary school. It is calculated by taking the total number of students in the last grade of primary school, whether they are repeaters or have transferred to that grade, divided by the total number of children of who were enrolled at the start grade (i.e., the 2006 STD four pupil population).

This indicator, monitors coverage, and student progression in the education system. It is intended to measure human capital formation, and school system quality, and efficiency. The indicator focuses on the share of children who complete the cycle; it is not a measure of "on-time" primary completion. Various factors may lead to poor performance on this indicator, including low quality of schooling, discouragement as a result of poor performance, and the direct, and indirect costs of schooling. Students' progress to higher grades may also be limited by the availability of teachers, classrooms, and educational materials.

The method employed to calculate the completion rate is:

$$\text{Completion rate from grade } y \text{ in year t} = \frac{\text{the number of pupils in grade } y \text{ in year } t}{\text{Total number of pupils in grade } y \text{ in year } t}$$

This was reduced to an equation represented as:

$$CR_{yt} = \frac{N_{yt} - nd + ne}{N_{yt}}$$

Where

CR_{yt} = Completion Rate for grade *y* in year *t*.

N_{yt} = the total Population of pupils in grade *y* in year *t*.

nd = number of pupils dropped out.

ne = number of new entrants

Applying the formula to the data collected from the field, the study calculated the completion rate on the basis of public versus Private schools, by grade, and gender basis. The results are tabulated in Table 4.5

Table 4.5: Completion Rates by Gender, Grade& Type of School

	2007 Grade 5		**2008Grade 6**		**2009 Grade 7**		**2010 Grade 8**	
	Private	***Public***	***Private***	***Public***	***Private***	***Public***	***Private***	***Public***
Overall Rate	84.09	89.83	80.39	83.36	60.39	72.41	59.74	57.78
Boys	81.47	93.76	82.75	87.30	57.51	78.79	58.79	62.84
Girls	86.80	85.96	77.89	79.47	63.37	66.13	60.73	52.79

Note Grade 4 enrolment is taken as the base figure which equals 100%.

Table 4.5 shows that approximately 84% of the pupil population transited to grade 5; implying that 16% of the original population had dropped out. However, the results show that there is a drop of over 20% as pupils progress from standard 6 to seven; implying that most pupils repeat at this stage, transfer to other schools or leave the education system all together. It should be noted that at standard 6, the pupils would have matured to take up manual jobs, and therefore, if they come from poor families, they may be forced to take up jobs to supplement family income.

To have a clearer perception, the data was re-organised, and put into a graph form. Figure 4.3 shows the results

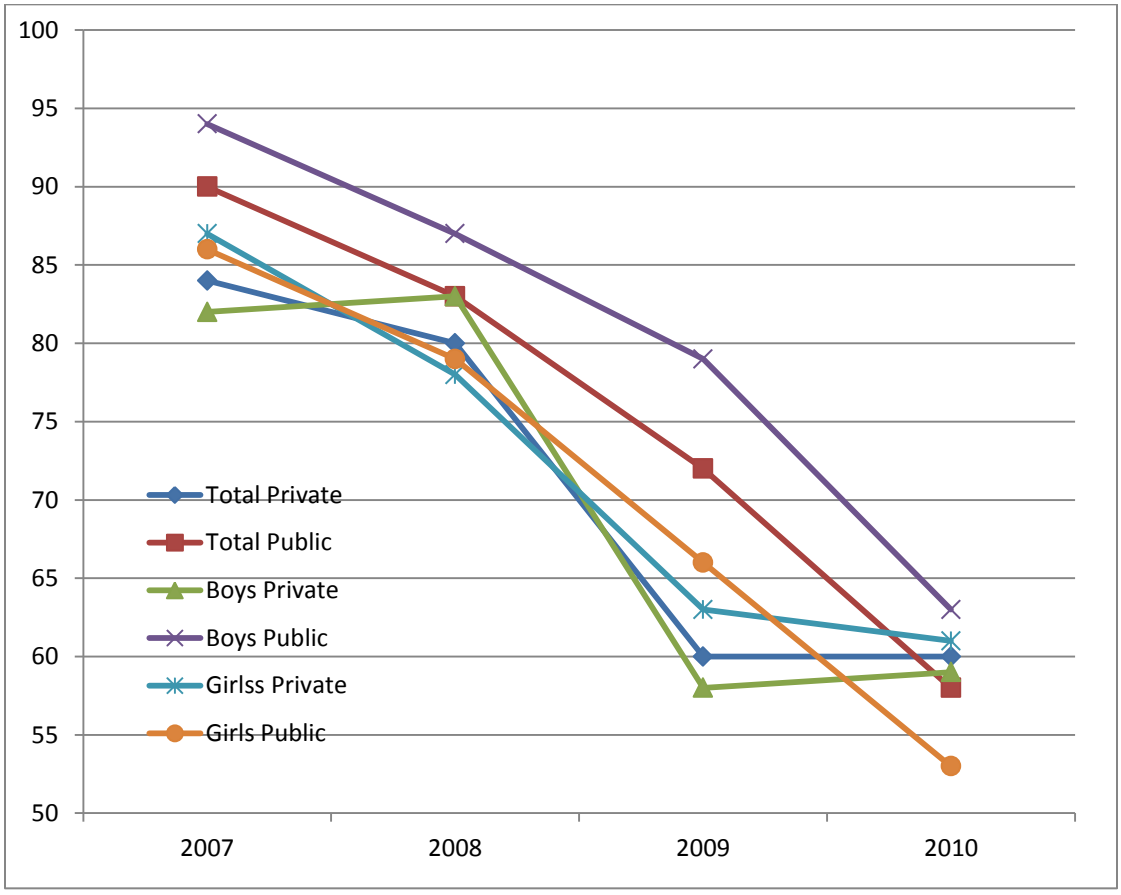

Figure 4.3: Completion Rates by Gender, Grade &Type of Primary School

The results for primary completion as viewed from the Completion rate method shows that there is generally a gradual dropout from average 90% the year after the base year to about 60% at the time of exiting primary education level. This translates to approximately 10% dropout every year. The results indicate that by grade 8, about 58% of the pupils were able to complete primary education. More girls from private primary schools completed primary education compared to girls from public primary schools. However, more boys from public primary schools completed primary education compared to boys from private primary schools. On the overall, there are no significant differences in completion rates between private and public primary schools.

4.7 The Contribution of School Location in influencing Gender dropout rates

The study sought to find out whether the location of a school a pupil enrols in, influences gender differences in primary education grade dropout rates. To do this, the study analyzed records from a 2006 STD four cohort through grades 5, 6, 7 and 8. Grade 8 is the last primary grade in the Kenyan education system. After this grade, learners transit to secondary school education.

As already stated, dropout rates have been defined as the proportion of pupils from a given cohort enrolled in a given grade at a given year that do not reach the next grade. Therefore, dropout for a cohort of STD four to reach grade 8 must undergo successive dropouts. In other words, the final dropout as they exit primary education is made up of four successive fallouts.

Applying the retention rate formula for calculating dropout rates, the study re-arranged the data, and calculated dropout rates on the basis of location of the school (Rural versus urban). The results are tabulated in Table 4.6.

Table 4.6: Dropout Rates by Grade, Gender& Location of school

	2007 Grade 5		**2008Grade 6**		**2009 Grade 7**		**2010 Grade 8**	
	Rural	***Urban***	***Rural***	***Urban***	***Rural***	***Urban***	***Rural***	***Urban***
Overall Rate	55.14	69.32	38.81	52.40	12.38	31.49	-11.66	27.26
Boys	28.53	36.21	22.52	27.83	7.31	17.33	-3.81	13.83
Girls	26.60	33.12	16.29	24.57	5.07	14.16	-7.85	13.43

Note Grade 4 enrolment is taken as the base figure which equals 100%.

Results presented in Table 4.6 shows that there are better grade retention rates in urban based than in Rural based primary schools. Pupils enrolled in rural based schools show a negative retention rate at grade 8 compared to a positive retention rate for those enrolled in Urban based schools. This implies that rural schools tend to have barriers that constrain pupils completing the education system in time.

The results also indicate that more than 40% of the pupils enrolled in rural based schools compared to 30% of the pupils enrolled in urban schools dropped out of primary school at grade 4. In addition, the results show that more girls dropped out compared to the number of boys. Lastly, the results show that dropout especially in rural based primary schools; is a challenge to the education system. Generally, the retention rate for pupils

enrolled in rural based schools who progress to grade 8 was -11.66% compared to 27.26% for those enrolled in urban based primary schools. This implies that the location of a school does influence dropout rates. However, the question that needs to be answer is whether the influence is gender sensitive.

Looking at boys versus girls' dropouts, it is clear that retention rates for boys are higher than those of girls in both rural and urban schools. This implies that girls are disadvantaged whether they school at rural schools or urban schools. Perhaps, this is because girls more than boys get engaged in helping domestic chores. Secondly, for girls, dropout can result by becoming pregnant, and from engaging in early marriage. From an educational point of view, these problems affect girls' only.

Lastly, more girls enrolled in rural schools dropped out than girls enrolled in urban schools. The teachers who participated in this study cited distance to, and from school as an important factor that cause girls to leave school especially if they feel insecure. If distance is coupled with ill health, girls are more likely to opt out of school than boys. Also, the results show that transfer of pupils from other schools is a more prevalent dropout cause in urban based schools than in rural schools

The study agrees with UNESCO's assertion that "there are still large inequalities in primary education completion based on, not only wealth, but also gender, and location in many countries" (UNESCO, 2006). It has become important to segregate educational

data into factors such as geographical location of the school (i.e., rural and urban) because of the significant differences in availability of school facilities, resources, and demand on children's time for work, and drop-out patterns. Another important reason for the segregation is that the balance of convenience of isolation by distance, technology, transportation, and communication still tilts in favour of urban based schools especially in sub-Saharan Africa. In developed countries, the spatial and social boundaries are experiencing rapid changes that are blurring rural-urban differences, for example, rural America (Lichter& Brown, 2011). In conclusion therefore, rural urban differences in completion or dropout rates are important depending on the economic status of a county as well as the socio-economic status of the affected families.

4.8 The contribution of location of a school in influencing gender completion rates

Just as in dropout rates, the data was analysed for completion rates applying the formula the completion or rate method. The difference in viewing completion rate from this angle than simply subtracting the dropout rates from 100 is because of the definition. Whereas, the completion rate method is non-specific, the retention method is specific to a cohort. This makes the work of calculating completion, and dropout rates rather cumbersome.

Applying the formula as describe in page 56 of this study to the data collected from the field; the study calculated the completion rate on the basis of location (i.e., rural and urban). The results are tabulated in Table 4.7

Table 4.7: Completion Rates by Grade, Gender & Location of School

	2007 Grade 5		**2008Grade 6**		**2009 Grade 7**		**2010 Grade 8**	
	Rural	***Urban***	***Rural***	***Urban***	***Rural***	***Urban***	***Rural***	***Urban***
Overall Completion Rate	88.69	89.02	83.49	81.61	72.36	66.48	55.94	62.08
Boys	91.40	91.76	86.74	86.00	78.32	68.70	60.30	65.40
Girls	85.98	86.33	80.23	77.33	66.40	64.31	51.57	58.84

Results presented in Table 4.7 indicate that there are better grade completion rates in urban schools than in Rural based primary schools. For those enrolled in rural primary schools, only about 56% completed primary education compared to 62% of those enrolled in urban schools. This is a six point percentage difference which is significant; implying that urban schools offer better facilities compared to rural schools, thus, engendering higher completion rates.

The results also indicate that although there were small differences between rural, and urban based schools at grade five; there were generally huge drop in completion rates for pupils exiting grade six (i.e. 15% for urban schools and 10% for rural schools), and grade seven (16% for rural schools and 6% for urban schools). In addition, the results show that more boys (about 7%) completed each grade compared to the number of girls. When

viewed in terms of rural urban differences, 2% more pupils in urban schools completed Primary education compared to pupils enrolled in rural based schools. This implies that the location of a school does influence dropout rates. However, the question that needs to be answer is whether the influence is gender sensitive.

In addition, the results show that boys have a higher completion rate whether they are enrolled in rural or urban schools. This implies that there are gender inequalities in completion rates among boys, and girls. One of the reasons why boys show a higher completion rate is that girls care more about motherhood than boys. Thus, for girls, dropout can result by becoming pregnant, and engaging in early parental activities. Such an eventuality may temporarily or completely throw a girl out of the education system with dire consequences.

These results were plotted in a graph to give a visual impression of the completion rates. The graph to shows the total, gender (boys/girls) rural/ urban completion trends per grade. Figure 4.4 shows the trends.

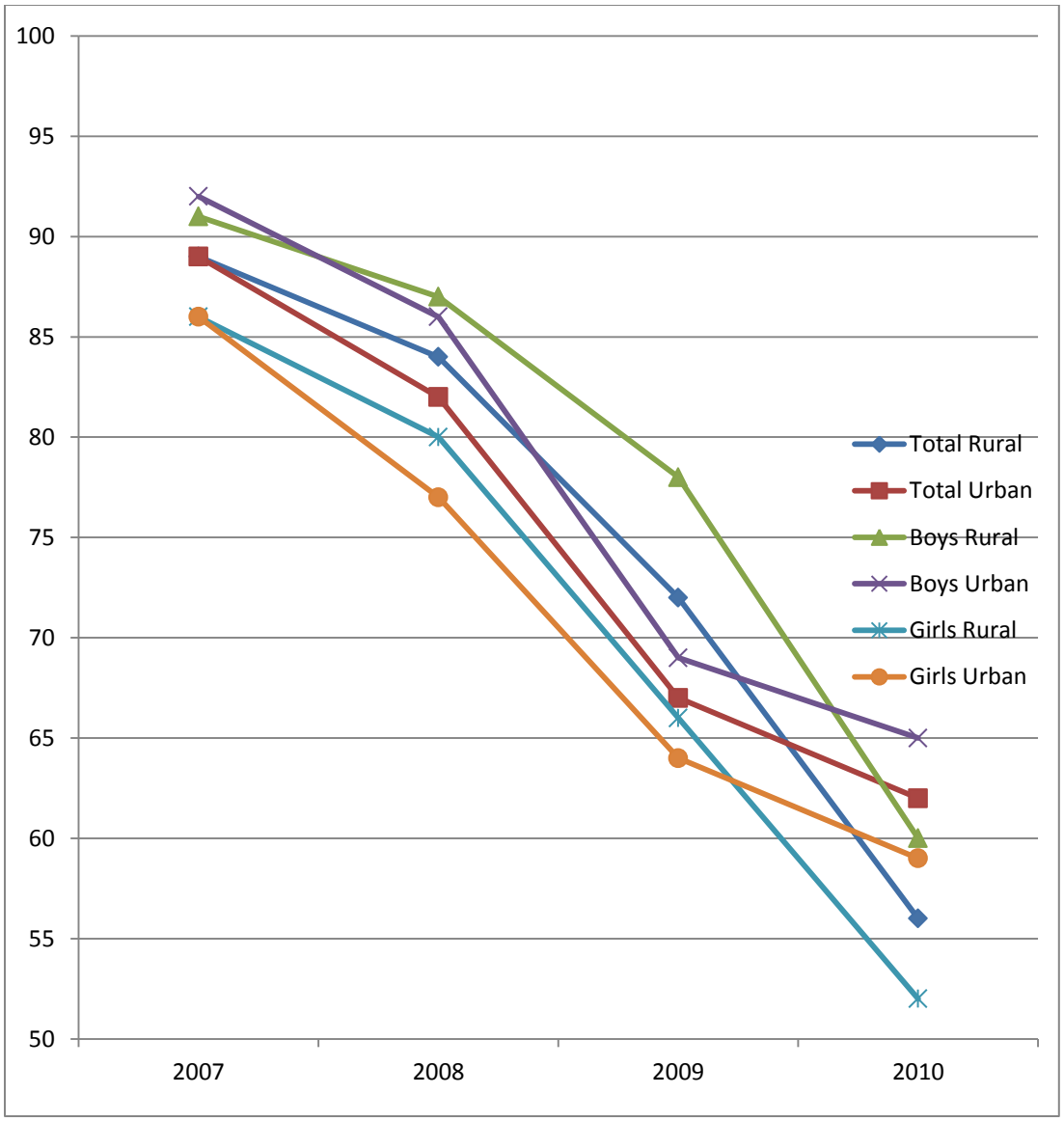

Figure 4.4: Completion Rates by Gender, Year& location of School

The results show that in 2007, there were hardly any gender differences for the urban as well as for the rural population. Completion rates for boys both in urban and rural schools were slightly higher than for Girls for both urban and rural populations. For the urban population, the highest dropout occurred in 2008 at grade 6 whereas for the rural

population, the highest dropout occurred in 2008 and 2009 at grades 6 and 7. Although, the results show that generally rural based primary schools have better completion rates compared to urban based primary schools at grades 6 and 7; urban based primary schools post better completion rates at grade 8 compared to Rural based schools. Also, the results indicate that about 40% of the pupils enrolled in primary schools which participated in the study ended dropping out of school by the time the cohort was entering grade 8. In both urban and rural based schools, more boys (i.e., 65% compared to 60% in rural and urban based primary schools respectively) completed grade 8 than girls (i.e., 59% compared to 52% in rural and urban based primary schools respectively).

CHAPTER FIVE

SUMMARY OF FINDINGS, DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter discusses the findings of the study on gender difference in Primary Education completion trends, makes conclusions, as well as recommendations in an effort to address the problem. Further, the chapter makes suggestions on areas for further research which can improve current understanding of issues on the subject. Therefore, this chapter is divided into five our sections: summary of the findings, discussions, conclusions, recommendations, and suggestions for further research.

5.2 Summary of Findings

This present study was conducted in Homa Bay County, and involved 60 schools as well as 60 teachers. Data collection was undertaken using a data capture sheet as well as a specially designed questionnaire. The study was to assess gender differences in dropout, and completion trends. The study came up with the following findings:

(i) There were more girl-dropouts compared to boys, and that the phenomenon was worse in public schools compared to private schools. In addition, the study found that repeating is a serious problem in public schools where learners do not complete the education system without repeating unlike in private schools. This is

because schools force pupils to repeat ostensibly for the school to score better grades or to ensure that the individual has made the minimum scores which will allow him or her to proceed to the next level of education.

(ii) Largely, there were no significant differences in completion rates between private and public primary schools. However, more girls from private primary schools compared to girls from public primary schools completed primary education. For boys, more from public primary schools completed primary education compared to boys from private primary schools. This implies that rural schools tend to have barriers that constrain pupils completing the education system in time.

(iii) Mostly, public primary schools depicted poor retention rates compared to private primary schools. In terms of gender, girls displayed poor retention rates compared to boys regardless of whether they were enrolled in public or private primary schools. This was attributed to girls being more engaged in domestic chores than boys as well as pregnancies, and early marriages.

(iv) Usually, pupils enrolled in urban primary schools achieved better completion rates compared to pupils enrolled in rural primary schools. In both urban, and rural based schools, more boys (i.e., 65% in urban schools compared to 60% in rural based primary schools) completed grade 8 compared to girls (i.e., 59% in urban schools compared to 52% in rural primary schools). This is attributed to availability of better facilities in urban primary schools compared to rural primary schools.

5.3 Discussion

The study surveyed 60 schools as well as 60 teachers (i.e., one teacher per participating school). The researchers examined the record kept by the society on a cohort of pupils who had enrolled in STD four in 2006, and asked teachers to respond to a questionnaire. Data obtained by the study was analysed using descriptive statistics. The main findings and results of the study may be summarised as follows: -

5.3.1 Gender Differences in Primary School dropout rates per School Type

The first objective of the study was to answer the question whether the type of the school a pupil is enrolled in influences gender differences in dropout rates for primary education. The study employed the retention rate method to determine the number of pupils who completed primary school education in time, and as expected. The study found that more girls dropped out of primary school education compared to boys. This phenomenon is experienced more in public primary schools than in private primary schools. This finding is consistent with a number of studies that have been conducted. For example, the study by Addrienne and Mbithi (2012) showed that FPE has widened the gender gap in primary school completion in favour of girls, and had no effect on the achievement gap.

Also, the study found that the difference in dropout rates among public and private schools is significant. It differs by about six percentage points. This finding agrees with a study by Njoku and Adeyemi-Aristotle, (2013) which found that enrolment among public, and private schools was not so pronounced at both pre-primary and primary levels. Part of the reason for this could be that both private and public schools study the

same curriculum, and compete for the same secondary schools. The other reason may have something to do with the location of private schools. Most private schools (65%) are located in urban areas. They have more facilities, perform better; pupils come from more affluent homes, and are not obligated to help in house chores. These factors may be responsible for the differences in dropout.

5.3.2 Gender Differences in Primary School completion rates per School Type

The second question that the study set to answer was whether gender completion rates differ according to the school type a pupil is enrolled in. The study employed the completion rate method to determine whether there were gender differences in primary school completion rates. The study found that there were no significant differences in gender completion rates. This finding is consistent with a number of studies. For example, UNESCO (2011) asserts that gender differences in completion rates vary by region, and country, and tend to diminish as countries achieve higher levels of industrial development, and democratic practice. Social expectations also affect performance in certain subjects. For Kenya, the FPE policy has increased enrolment rates, indicating that gender differences in completion rates were affected by poverty.

Also, both private, and public schools study the same curriculum, and compete for the same secondary schools. The other reason may have something to do with the location of private schools. Most private schools (65%) are located in urban areas. They have more facilities, perform better; pupils come from more affluent homes, and are not obligated to help in house chores. These factors may be responsible for the low dropout.

5.3.3 Gender Differences in Primary School dropout by School Location

The third question that the study set to answer was whether the location of a school a pupil is enrolled in influences gender differences in primary education dropout rates. To establish this, the study employed the retention rate method. The study found that although FPE has expanded opportunities to access primary education, it has not influenced completion. The results show that most pupils have to repeat in at least one grade before they can exit from primary school, especially those enrolled in rural based schools. More girls compared to boys are affected. Also, in both urban, and rural based schools, more boys compared to girls completed grade eight, implying that location influences gender differences in dropout rates. Lastly, the results show that dropout as a result of class repetition is a challenge to the education system. Up to approximately 40% of the pupils enrolled in participating primary schools ended up not completing their primary education as expected. If they do, completion is delayed.

5.3.4 Gender Differences in Primary School Completion by School Location

The fourth and last question that the study set to answer was whether the location of a school a pupil is enrolled in influences gender differences in primary education completion rate. Using both the completion rate method, the study found that although FPE has expanded opportunities to access primary education, it has not influenced completion rates much. The results show the number of completer is approximately 40% less than those who made the starting population. This implies that there are those who leave the education system before completing the education cycle. Some of the reasons include pregnancies, and early marriages, drug abuse, and employment.

Also, the study found that in both urban, and rural based schools, more boys compared to girls completed grade eight. This implies that the location of a school influences gender differences in primary education completion rates. Unlike rural schools, urban schools are closer home, and even if they may be far, there is good, and regular transport. In addition, there is focussed parental care. Consequently, some parents opt to drop, and pick up their children from school.

5.4 Conclusions

The study sought to determine whether the type and location of a school influence gender differences in dropout, and completion rates in primary education. Specifically, the study analysed dropout, and completion rates for five years. Therefore, this section enumerates the conclusions that the study arrived at.

5.4.1 Gender Differences in Primary School dropout rates by School Type

From the findings in relation to the school type, the study concluded that more girls especially from public primary schools are likely to drop out of primary school compared to boys before completing primary level of education. This is due to the social-economic status that they find themselves. Other reasons include lack of exposure, role models, and counselling, and guidance services.

The differences in dropout rates between public, and private schools are significant, and in part are due to grade repetition, transfer to other schools, pregnancies, and early

marriages, and drug abuse. These problems delay pupils from completing in time the education cycle.

5.4.2 Gender Differences in Primary School completion rates by School Type

From the findings in relation to the school type, the study concluded that there are no significant differences in gender completion rates between public primary schools, and private primary schools. In part, this is due to the fact that both public and private schools use the same curriculum, and compete for places in public secondary schools, many of which perform better than private secondary schools. The other reason is that private primary schools boast of better educational facilities compared to public primary schools. Lastly, the fact that pupils in private primary schools come from more affluent homes, and are not obligated to help in house chores, may be responsible for the low dropout.

5.4.3 Gender Differences in Primary School dropout rates by School Location

Arising from the findings in relation to type of school, the study concluded that although FPE has expanded opportunities to access primary education, it has not done much to influence primary education dropout rates. The dropout rates are still high both in rural, and urban schools. However, most girls enrolled particularly in rural based primary schools are likely to drop out before completing the primary level of education compared to boys. This can be explained by the lack of role models, counseling services, and school facilities.

In both urban, and rural based schools, more boys compared to girls completed grade eight. The effect of grade repetition is mostly in delayed completion which in this study has been operationally defined as “dropout”. However, if the phenomenon is forced for a number of years, may end up resulting into actual dropout. The reason is because the Kenyan education system is certificate oriented. Consequently, schools put a performance bar for pupils to attain before promotion to the next grade.

The problem of pupil transfer to other schools is prevalent particularly in urban based schools. Although this is circumstantial, due to working families being moved to other areas; it has an impact in primary school completion. More pupils from urban schools are affected compared to pupils in rural schools. This factor affects both boys and girls in similar manner.

5.4.4 Gender Differences in Primary School completion rates by School Location

The study concluded that in both rural and urban schools more boys compared to girls completed primary education. Therefore, there were observed gender differences in completion rates in respect to school location. In order of importance completion rates in respect to school location are influenced by class pregnancies, and early marriages, and drug Abuse.

Pregnancies as well as early marriages fuel primary school dropout. This is a major problem in rural based schools compared to urban based schools affecting mainly girls.

This is due to more exposure; parental supervision, and guidance; and, availability of guidance and counselling services. The pupils themselves are focussed, and committed; spend most of their time in academic activities thus leaving them with limited spare time to take part in inappropriate activities that could make them dropout of school. It is also possible that pupils in rural areas lack role models to emulate, and poverty may drive them out of school. Lastly, socio-economic factors related to drug abuse include low educational levels, early school leaving, and dropout; unemployment, low salaries, and difficult jobs; low income, and debt; insecurity of accommodation, and homelessness; mortality, and drug related diseases; poor access to healthcare, and social stigma.

5.5 Recommendations

Although FPE has succeeded in expanding access, and participation in primary education, there still persist more factors that require education authorities to address in order to impact on school completion rates. Unless this is done, most individuals from the lakeside Homa Bay County will be locked out, and consigned to a lifelong of inequality as they cannot take advantage of equality of opportunities, and justice that education affords the educated. Education is a determinant of future, and present opportunities, and must be provided to all regardless of their socio-economic status. Based on the findings of the study the researcher recommends the following.

i) The government should enforce adherence of laid down policies and procedures such as making Primary education compulsory and outlawing repetition.

ii) The government, and all its agencies, religious organizations, NGOs, and stakeholders should conduct aggressive campaigns aimed at sensitizing the community on how to play their role in guiding their children, and showing them the importance of completing a level of education once enrolled. In that regard, the government should boost, and streamline adult literacy education to help uneducated parents appreciate the benefits of education. This might make parents in a way appreciate the value for education which they would hopefully instil into their children. Also, that might improve their parental role too. Sensitization should be done to pupils right from class one on the need for completing primary education.

iii) Apart from introducing sex education, the government should partner with religious bodies to enhance the promotion of moral education. In addition, every school being equipped to offer guidance and counselling services to pupils who are at risk of dropping out. These services should be directed more especially to the girl child to appreciate the consequences of sex abuse. Lastly, Pupils who drop out of school for being pregnant should be re-admitted after delivery to continue with schooling.

iv) Considering that today's pupils are tomorrow's manpower, leaders, and parents; all teachers should be put under performance contract whose criteria should include both academic performance, and education completion issues. This might make the teachers accountable in an effort to stem high dropout rates.

v) The government should be vigilant to deal with pupils under the influence of drug abuse. Suppliers found to sell drugs to school going pupils should be punished, and dealt with firmly, and severely. The pupil themselves should be dealt with, counselled, and treated for drugs. The pupil should be put under surveillance to discourage further involvement. This should involve both the community, and parents.

vi) All teachers should be given basic knowledge, and skills in Guidance, and Counselling. This is meant to equip teachers in undertaking the role of guidance, and counselling to pupils who show signs of dropping out from school. The teacher can induct peer counsellors to help in the first instant as teachers explore other avenues to help.

5.6 Suggestions for Further Research

This study was carried out to investigate gender differences in primary school completion in the Lakeside County of Homa Bay. It may have not been possible to cover comprehensively all issues involved in a study on gender differences in primary education. Consequently, for a proper and complete understanding of the subject, I suggest that further research should be undertaken to cover the following:

i) A comparative study should be conducted in other districts or even the country at large to assess the gender question, especially now that there are indications of the boy child being marginalized.

ii) A study to help understand the dynamics of how drug abuse, pregnancies, and early marriage influence the completion rate of primary school education.

iii) A comparative study needs to be carried out to investigate the influence of socio-economic, and religious factors in Primary school dropout, and Completion Rates.

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APPENDICES

APPENDIX I: LETTER OF INTRODUCTION TO PARTICIPANTS

Moi University

P.O. BOX 3900 – 30100

Eldoret

01/06/2013

Dear Sir/Madam,

This is to let you know that I am a student of Moi University undertaking post graduate studies. As part of the requirements of the course, we are required to undertake research. It is for this reason that I am pleased to inform you that your school has been selected to participate in a research project entitled ***"Gender Differences in Primary Education: An investigation of completion and dropout trends in Homa Bay county, Kenya".***

I would like to take this early opportunity to assure you that whatever information that you or your teachers will give to the study will be kept confidential. Similarly, the researcher promises not to disclose the information to any other party except in the pursuit of education. In any event, should the information be disclosed, it will be done in such a way as not to identify the name of your school, any affected person or the person who provided the information.

This is therefore, to inform you that I would be visiting your school on.....
at about .....to find out if you will be willing to participate in the study and also make other logistical arrangements.

Yours faithfully,

Rose A. Madowo.

APPENDIX II: RESEARCH QUESTIONNAIRE

Instructions:

1. Please provide information to the items below as truthfully as you can.
2. Do not indicate anywhere in this questionnaire your name or any other mark that can uniquely identify you. You need not write your name or contact on this sheet.
3. For items 8-20 please place a tick (√) against each of the statements made to indicate your agreement or disagreement to the statement made.

Please indicate

1. The Name of your School.....
2. Your Gender Male [ ] Female [ ]
3. The approximate length of time you have taught in your current school

   1 – 3 Years [ ] 4 – 10 Years [ ] Over 10 Years [ ]
4. The Classes you have taught

   Lower Primary [ ] Middle Upper Primary [ ] Upper Primary [ ]
5. Which of the following were the reasons that caused pupils who enrolled in STD four in 2006 not to complete primary 8 in 2010? Tick as many reasons as you think are applicable.

S/No.	**Factors responsible for Pupils enrolled in Class 4 in 2006 not completing class 8 in 2010**	
1	Transferred to Other schools	
2	Marriage &Pregnancy	
3	Lack of funds to pay for other school charges	
4	Joined Post Primary Institutions	
5	Class Repetition	
6	Poor Health& Death	
7	Discontinued due to Indiscipline	
8	Distance to and from School (Location)	
9	Drug Abuse	
10	Negative attitude to teachers	

9 (i) Does your School offer Guidance and Counselling services to pupils?

Yes [] No [ ]

(ii) If yes, who does it?

Teachers [] NGO's [] Peer educators [ ]

10. How often are Guidance and Counselling services offered to pupils?

(a) Once a week [ ] (b) Once a term [ ]

(c) Once a month [ ] (d) When need arises []

11 Which problems do pupils encounter that need Guidance and Counselling services?

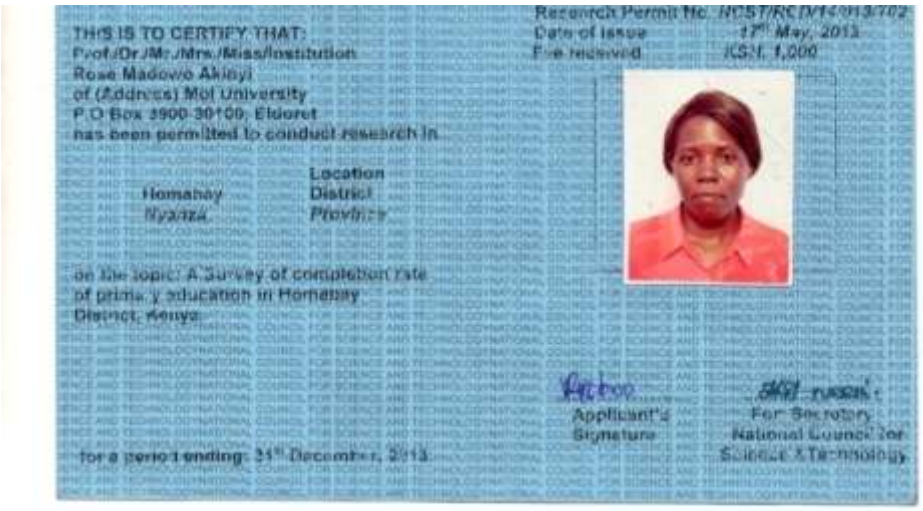
(a) ……

(b)……

(c)…….

(d)……

APPENDIX III: RESEARCH PERMIT



THIS IS TO CERTIFY THAT:
Prof./Dr./Mr./Mrs./Miss/Institution
Rose Madowo Akinyi
of (Address) Moi University
P.O Box 3900-30100, Eldoret
has been permitted to conduct research in

Homabay (Location)
Nyanza (District)
(Province)

on the topic: A Survey of completion rate of primary education in Homabay District, Kenya

for a period ending: 31st December, 2013

Applicant's Signature

For: Secretary
National Council for Science & Technology

APPENDIX IV: DATA CAPTURE INSTRUMENT

				2006				2007				2008				2009				2010			
				STD 4				STD 5				STD 6				STD 7				STD 8			
SCH	DIV.	UR/RU	PU/PR	BO	NE	GIR	NE	BO	NE	GIR	NE	BO	NE	GIR	NE	BO	NE	GIR	NE	BO	NE	GIR	NE

Key:

SCH	Name of the School	PR	Private
DIV	Division	BO	Boys
UR	Urban	GIR	Girls
RU	Rural	NE	New Entrants
PU	Public		