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Socio-Economic Factors Influencing Dropout rate among girls in public day secondary schools in Mukaa sub- county, Makueni County, Kenya

By

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Abstract

The retention of the students within the education system is a great challenge to all education stakeholders. In this regard, the girl-child has been faced by the problem of dropping out from school. The study seeks to find out the socio- economic factors influencing dropout rate among the girls in public day secondary schools in Mukaa Sub-County, Makueni County in Kenya. The researcher aimed at coming up with findings and recommendations which would create awareness among the administrators and policy makers from the Ministry of Education Science and Technology (MOEST).This would help in formulating educational policies to minimize this problem in the future. The study was guided by one objective, to investigate the influence of cultural norms on girls' dropout rate from public day secondary schools in Mukaa sub-County,Makueni County ,Kenya, . The research used descriptive survey design. The research design was the most appropriate for investigating the dropout rate among the school going children because this type of research design allows both quantitative and qualitative methods to be used. The sample for this study was determined by use of Fisher‟s formula $n= Z^2pq / d^2$.The target population included30 public day secondary schools in Mukaa Sub-County. A proportionate random sample of 15 schools was selected for the study from the 3 zones that form Mukaa Sub-County. The respondents' wias made up of 61 girls and 15 Form 4 class teachers. A minimum correlation coefficient of 0.70 was recommended for the study. Data was collected through administration of questionnaires. Data collected wias coded, cleaned and categorized manually by the researcher and processed by use of Statistical Package for Social Sciences (SPSS). It wias then analyzed using frequency distribution tables, percentages, bar graphs and pie charts

Key words: Retention, Drop out, Stakeholders, Coefficient, Policies

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Introduction

1. Background of the Study

Education is the backbone of economic development in our society but the drop out of girls from schools constitutes a serious problem and loss in a country's budget in education especially when secondary education opportunities is expected to increase. The school dropout problem caused negative economic development and resulting to waste of talents and the incompetent labor force in most parts of the world. Alika and Egbochuku (2009) argued that drop out from school among girls is a global phenomenon. According to World Bank report (2017), the dropout rate amongst secondary school girls in the US Latin Americans aged 16 to 24 is 30% compared with 12.9% for blacks and 8.2 % for whites. There are many reasons as to why Latina girls leave high school before graduation and these include early pregnancy, marriage, gender roles, stereotyping, family demands and economic status. According to EFA (2010) report, there were 72 million children out of school in 2007. By 2025, it is estimated that 56 million children will be out of school unless corrective measures are taken. About 54 percent of children out of school are girls. In Sub-Saharan Africa, almost 12 million girls may never enroll. In Yemen, nearly 80 percent of girls out of school are unlikely to enroll, compared with 36 percent of boys. Literacy remains among the most neglected of all education goals with about 759 million adults looking for literacy skills today out of whom two thirds are women.

Every secondary school in Kenya has its own culture and have been allocated the task of achieving social equality, overcoming material disadvantages and eradicating prejudice (Giddens, 2011), since the as whole eventually suffer as a result of dropping out of school. According to the latest survey in Mukaa sub- County, the rate of drop out in public day secondary schools for girls is more alarming than public boarding secondary schools, (Education Report, 2019).

Statement of the Problem

School dropout especially among girls still remains a major problem in Kenya's education system. According to Ricketts (2013), girl's dropout from secondary school can be traced from historical perceptive of colonial African period to African countries, while by then, some students attended schools that were run by the German government and which trained Africans to become interpreters, clerks, teachers and to be engaged in other administrative functions within the colonial government. Dropout of school rate is still a challenge especially among the girl child in public day secondary schools in achieving this goal. A report by UNESCO (2015) on secondary school dropout patterns in Africa indicates that Kenya's average dropout rate is 16.9%.

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There must be unknown factors that are unique to Mukaa sub-county which is contributing to higher girl student's dropouts in this sub-county. This situation motivates the need for the researcher to investigate the unknown factors for girls' high rate of dropping out of public day secondary schools. The empirical studies by Shahidul and Karim (2015), Mawere (2012), Grant and Hallman (2006), Ntumva and Rwambali (2013), Maziku (2013) and Kahise (2013) have showed causes and challenges on girl's dropout from secondary schools.