

**SOCIO-CULTURAL DETERMINANTS OF GIRL CHILD DROPOUT FROM MIXED
DAY SECONDARY SCHOOLS IN KALOLENI SUB-COUNTY, KILIFI COUNTY**

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REG. NO. E35S111/04432

**A RESEARCH PROPOSAL SUBMITTED TO THE SCHOOL OF EDUCATION
DEPARTMENT OF HUMANINITIES IN PARTIAL FULFILLMENT OF THE
REQUIREMENT FOR THE AWARD OF A BACHELORS DEGREE IN EDUCATION
MOUNT KENYA UNIVERSITY**

2015

ABSTRACT

The Universal Declaration of Human Rights acknowledged and agreed to by many governments across the world places education as a basic human right for all children. However, in Africa millions of children, particularly girls, are still denied the right to education and are unable to access the knowledge, skills and capabilities necessary to take an empowered and equal role in society. (Plan, 2012) In addition to being an intrinsic human right, research has consistently demonstrated that education, particularly girls' education, is one of the most effective means of development, not only for girls themselves but for their families, communities and wider society. Educating girls improves maternal health, reduces child mortality, raises levels of household nutrition, and increases the potential workforce and opportunities for economic growth.

The main objectives of the study were to:

- 1) To establish the social determinants of girl child dropout from mixed day secondary schools in Kaloleni Sub-County of Kilifi County.
- 2) To find out cultural determinants of girl child dropout from mixed day secondary schools in Kaloleni Sub-County of Kilifi County.

The purpose of this research was to examine the socio-cultural determinants of girl child drop out from Mixed Day Secondary Schools in Kaloleni Sub County, Kilifi County. Specifically, the study sought to determine the percentage of girl who get access to secondary schools, identify the social factors that pre-dispose them to dropping out of these school and identify the cultural factors that determine their completion rate in Mixed Day Secondary schools and assess the completion rate of these girls. The study employed descriptive survey design. Data was collected from a total population of twelve public mixed day secondary schools which comprised of school principals, teachers and students. Random sampling was used to select a sample of three schools out of the possible twelve schools. Both qualitative and quantitative data was collected and analyzed using descriptive statistics. Statistical tables, were used to present data.