

**ANALYSIS OF THE SOCIO-ECONOMIC FACTORS THAT INFLUENCE
GIRL CHILD DROPOUT IN SECONDARY SCHOOLS IN TESO SOUTH SUB-
COUNTY, BUSIA COUNTY, KENYA**

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ABSTRACT

Ensuring formal education to all children has been an area of lively debate throughout the world and with varying view points on the issue. The Millennium Development Goals (MDG, 2000) speaks of achieving universal Basic Education and Promoting Gender Equality in Education. The World Declaration of Education for All, the Framework for Action to Meet Basic Learning Needs, the E9 Declaration of Education for All and the 40-year old Universal Declaration of Human Rights (UDHR) were aimed at giving prominence to basic education. In Kenya there is an alarming difference between the numbers of girls attending primary and secondary school. In many rural counties including Teso South Sub-County, the vast majority of school-aged girls are not enrolled in secondary school. The purpose of this study therefore was to analyze the socio-economic factors that influence girl child dropout in secondary schools in Teso South Sub-County. The broad objectives were guided by the following specific objectives: To find out the socio-economic factors behind drop out of the girl child from secondary school in Teso South Sub-county; to establish the relationships between socio-economic factors and girl child drop out in secondary school in Teso South Sub-County and to find out the probable measures to be taken to reduce the dropout rate. A descriptive survey design was used in this study. The study population involved 921 respondents consisting of 1 District Quality Assurance and Standards Officer (DQASO), 120 secondary school teachers, 300 parents and 500 students. 93 respondents were sampled entailing 1 QASO using purposive sampling technique while 12 teachers, 30 parents and 50 students were selected by simple random sampling technique. Out of the 93 respondents, 78 respondents which included, 1QASO, 12 teachers, 25 parents and 40 students returned the questionnaires and turned up for the interview as expected by the researcher. The data was collected using questionnaires and face to face interviews. Face validity of the instruments were established by experts in research methods in the Department of Educational Management and Foundations, Mount Kenya University, whose views were used in redrafting the instruments. To establish reliability of the questionnaire, a test-retest of questionnaires were carried out. Quantitative data from questionnaires was analyzed by use of descriptive statistics in form of percentages and frequencies. Qualitative data from interviews were organized into themes and sub-themes as they emerged. This information was used to interpret the respondents' views and to make judgment. The study found that socio-economic factors like poverty, parent level of education, early marriage, cultural environment and social environment affects girl child drop out from secondary school. The researcher also concluded that to curb the girl child drop out from Teso South Sub-County the following measures should be put in place: Improving life opportunities for girls; community sensitization on the importance of girl child education; promotion of non-educational programmes such as clean water supply and sanitation facilities; provision of leadership and capacity to promote girl child education; tackling girl child abuse and provision of guidance and counseling to prevent HIV and AIDS spread and sexual harassment and finally, the government strengthening mechanism to monitor gender inequality in education system. The author also acknowledged that further research needed to be made on this area of study.