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FACTORS CONTRIBUTING TO LOW COMPLETION RATES OF GIRLS IN PRIMARY SCHOOLS IN MOGOTIO SUB COUNTY, BARINGO COUNTY, KENYA

Margaret J. Ayub

Department of Psychology, Counselling and Educational Foundations, Egerton University P.o.box 536, Njoro. Email: margaretayub@yahoo.com

ABSTRACT
Education plays a key role in human development through acquisition of knowledge and skills that are necessary for active participation in the development of a nation. It is propagated through the school system as a social unit. Despite its importance, completion rates of primary school education in Arid and Semi-Arid Lands (ASAL) of Kenya is generally still low. This study sought to establish factors that contribute to low completion rates of girls in primary schools in Mogotio Sub County. The study adopted the descriptive research design. Six schools were purposively selected out of the twenty four primary schools in the Sub County. A sample 6 head teachers, 52 class teachers, 45 girl pupils and 12 household heads who took part in the study were selected using stratified and simple random sampling techniques. Questionnaires were used to solicit information from head teachers and class teachers' while interview guide was used to collect data from girl pupils and household heads. The data collection tools were validated and pilot tested for reliability. The head teachers' and class teachers' questionnaires yielded reliability coefficients of 0.7571 and 0.7193 respectively. The data was analyzed using the Statistical Package for Social Science (SPSS) and the results of the analysis presented in the form of frequencies, percentages means standard deviations and charts. The results of the study indicated that boys have higher chances of completing primary school than girls. It was also found that girl's primary school completion rates were influenced by economic, social-cultural and school environment factors. It is hoped that the knowledge gained from the findings of the study will enable teachers, parents, the government and other stakeholders' device interventions that will lead to higher school completion rates for girls in primary.

Key words: Education; Completion rates; girl pupils

INTRODUCTION
Education has been recognized by many countries as one of the most effective tool for promoting economic, social and political development. It plays a key role in human development through acquisition of knowledge and skills that are necessary for active participation in the development of a nation. Education empowers individuals and communities and increases peoples' capacities to make improvements in their lives while enhancing inter-active and positive socio-political participation (O'Reilly, 1994). Many countries therefore continue to invest heavily in education because of the value attached to it and the benefits associated with it. Education is propagated

through the school system as a social unit and through the school system the values and goals of a nation are enhanced (Ominde Commission, 1964).

Education had been declared a human right by the United Nations (UN) and the achievement of Universal Primary Education (UPE) is an objective towards which many countries have been striving (Opoti, 1999). Since independence the government of Kenya has tried to address the challenges facing the education sector through commissions, committee and taskforces. The Ominde Commission (1964) sought to reform the education system inherited from the colonial government and make it more responsive to the needs of independent Kenya. The Gachathi (1976) and Koech (2000) reports focused on redefining the country's education policies giving more consideration to national unity, industrialisation, economic and social development. Recent government policy initiatives have focused on attainment of education for all EFA and in particular universal primary education UP (MOEST, 2005)

Primary school education is considered an important component of the education system in Kenya (GoK, 1992) as it is the first phase of formal education. The main purpose of primary school education is to prepare pupils to participate fully in the social, political and economic wellbeing of this country (MOEST, 2005). Kenya has done well in her efforts to provide education for all (EFA) since she attained independence in 1963, particularly at primary school level. Data from Ministry of Education, Science and Technology for the year 2004 show near parity in enrolment by gender at primary school level

Table 1: Primary school enrolment by province in 2003

Province	Number of pupils enrolled	
	Boys	**Girls**
Central	425,034	423,655
Coast	242,337	204,541
Eastern	641,562	625,838
Nairobi	134,782	88,783
North Eastern	41,688	19,129
Nyanza	616,967	622,786
Rift Valley	875,002	838,162
Western	509,883	508,739
Grand Total	**3,487,225**	**3,331,633**

Source: MOEST (2005)

The total enrolment in 2003 following the introduction of FPE stood at 6,819,324 with around 3,702,800 being boys compared with 3,505,300 being girls giving a sex ratio of 51.5 to 48.5. The numbers on enrolment show that there is near parity in enrolment by gender at the national level. Although statistics show that gender differences in enrolment has narrowed, girls' primary school participation varies considerably at provincial and district level. Girls are well represented in primary schools in Central and Nairobi provinces and urban centres such as Mombasa, Kisumu and Nakuru (CBS, 2005). Girls' access to education in ASAL districts such as Turkana, Wajir, Samburu, Tana River, and Mandera is very low. For example, in West Pokot district girls account for only 37% of the total number of pupils in primary school (Chege & Sifuna, 2006).

The massive gains in enrolment witnessed in Kenya since independence have however been reduced by low completion rates. The low rates have been attributed to wastage in form of grade repetition, low transition rates, and school drop outs (MOEST, 2003). Low primary school completion rates have been recorded since the 1980s (Chege & Sifuna, 2006). For example, in 1998 primary school completion rate stood at 39.6% for girls and 47.4% for boys while in 1997 it was 43.5% for girls and 48.1% for boys (Abagi, 1997). School completion rates shot up from below 50% to 52.5% for boys and 52.6% for girls in 2001 (MOEST, 2003). Although the national figures look impressive, regional and gender disparities are wide with low potential districts showing wide disparities.

Participation of children in education has been affected by a number of factors that can be classified as economic, social-cultural and school environment. The economic status of a region plays a major role in influencing children participation in education (Cheboi, 2006). It has been observed that a province like Central that is economically well endowed has high enrolment and school completion rates. Poverty has been cited as a major factor that discourage parents from investing in education especially in ASAL regions where food availability is scarce and erratic (MOEST, 2003). Due to poverty, many families are not in a position to meet the ever increasing cost of education, even after the re-introduction of free primary education (FPE) in 2003. This is because parents are still required to buy school uniforms, stationery, pay examination, school development fees and cater for the general welfare of their children at school UNESCO, (2005).

Social-cultural practices such as use of child labour which is common in Nyanza, Eastern, Coast, Rift Valley and parts of Central provinces interfere with schooling (DSE, 1999). In Nyanza, child labour is found in homes, farms, sugar plantations and fishing industry. It has also been noted that parents with low level of education have negative attitudes towards education for they do not see its immediate benefits. (MOEST, 2003). After initiation, many girls find it hard to return to school life because their next expectation is marriage (Wamahiu, 1994). The school environment also plays a role in girls' participation in primary education. Incidences such as sexual harassment, violence and school pregnancies lead to school drop outs (Kipngeno, 2001). Intrinsic factors that also affect access and retention of girls in school are quality of the curriculum, and management of educational programmes (Abagi, 1997)

Access, retention, and primary school completion rates are fairly low in regions inhabited by pastoral communities. The problem of children from nomadic and pastoral communities under participation in education has a historical dimension. According to Ngome (1999), from the inception of missionary and colonial formal education, schooling in ASAL areas was treated secondary to that in high potential districts. He further adds that as in colonial era, neglect, coupled with poverty, insecurity and the nomadic nature of communities has affected the provision of education to pastoral children with extreme marginalization of girls due to social cultural constraints. Mogotio Sub County falls under the ASAL region. Most of the inhabitants of the Sub County district are agro-pastoralist. Like other ASAL regions children participation in education at primary level is characterised with school completion rates that are low compared to other regions.

Table 2: Primary school enrolment in Mogotio district from 2000 to 2007

Gender	Year						
	2000	**2001**	**2002**	**2003**	**2004**	**2005**	**2006**
Boys	3141	3386	3457	3613	3608	3584	3486
Girls	2872	3014	3128	3481	3321	3330	3308
Total	6012	6400	6583	7094	6929	6914	6794

Source AEO Mogotio (2007)

The figures in table 2 indicate a steady increment in enrolment in the years 2000 to 2002. The year 2003 when FPE was re-introduced registered the highest enrolment after which there was a slight drop in enrolment. The figures in table one also show gender gaps in enrolment, which narrowed after the introduction of FPE. According to the Assistant Education Office AEO (2007), pupils' participation in school in the district fell far below the projected target of 10,000 pupils by the year 2006. The AEO further reported that school completion rates are fairly low, with the completion rate of girls being below that of boys. It was therefore important to establish the reasons responsible for the low participation of girls in education in the district.

STATEMENT OF THE PROBLEM
In spite of the government's efforts to increase the education opportunities to all, completion rates of primary school education in ASAL is generally still low. The situation in areas like Mogotio is complicated further by gender disparities characterised by girls' completion rates that are lower than that of boys. The low rates for girls' have been of concern not only to parents and teachers but also to the government. The causes of this situation in Mogotio are not clear and have not been explained. A study to establish the factors that contribute to low completion rates of girls in primary schools was therefore necessary.

PURPOSE AND OBJECTIVES OF THE STUDY
The purpose of the study was to determine the factors that contribute to low completion rates of girls in primary schools in Mogotio Sub County. The specific objective of the study was to determine the factors that contribute to completion rates of girls in primary schools in Mogotio Sub County.

METHODOLOGY
The study adopted the descriptive survey research design. The design was appropriate for the study because it facilitates collection of information from a sample of a population in order to describe their characteristics as they relate to the 'fact". According to Kathuri and Pal (1993), it is an efficient method of collecting descriptive data regarding characteristics of a sample of a population, current practices, conditions or needs and preliminary information for generating research questions. Non-response of subjects has been found to be a major weakness of the survey design (Fraenkel and Wallen, 2002). However appropriate steps such as calling back on absent subjects and random replacement where necessary were taken during the study as a remedy to this weakness.

STUDY POPULATION
Mogotio Sub County has a total of 25 public primary schools. The primary schools have a population of 7589 pupils, out of this number 4090 are boys and 3499 are girls. There are 25

head teachers and 243 teachers in the Sub County. The target populations of the study were all head teachers and teachers in the district. The accessible populations however comprised all the 25 head teachers and all the 213 class teachers in the Sub County.

The distribution of pupils, head teachers and class teachers in the district by gender is given in table 3.

Table 3: Distribution of pupils, head teachers and teachers in Mogotio Sub County by gender

Pupils		Head teachers		Teachers	
Male	4090	Male	23	Male	74
Female	3499	Female	2	Female	139
Total	**7589**		**25**		**213**

DEO Koibatek (2008)

SAMPLE SIZE AND SAMPLING PROCEDURES

Mogotio Sub County has 25 primary schools; samples were drawn from only 6 schools during the study. This is 20% of the total number of schools in the district. Stratified sampling techniques were used to identify the 6 sample schools. This sampling technique was appropriate because the researcher has a purpose, to focus on schools with high gender disparity and high girls dropout rates.

INSTRUMENTATION

The researcher used two questionnaires and two interview guides to solicit data from the subjects. The questionnaires were chosen because of the ease of administration, scoring of items and analysis (Ary, Jacobs and Razerieh, 1979). The first questionnaire (appendix I) was for the head teachers' and the second one (appendix II) was for the class teachers'. The items in the questionnaires were developed on the basis of the objectives of the study. The first section of the two questionnaires sought information on the respondents' bio-data. Section A was for eliciting data on pupils' enrolment and section B sought information on girl pupils' school completion rates. Section C had items on factors that contributed to low completion rates of girl in primary schools. The two questionnaires had both closed and open ended items. Some of the close-ended items used a 5 point rating scale with 1 representing the least score and 5 the highest score. The interview guides for the pupils (appendix III) and the head of families (appendix IV) were used to elicit information that supplemented those provided by the head teachers and class teachers.

VALIDITY

Validity is the degree to which a test measures what it purports to be measuring (Orodhho, 2004). The construct and content validity of the four data collection tools were checked by peers and experts from the Department of Educational Foundations. The content validity assessment was concerned with whether or not the measuring instrument was representative of the content of the variable being measured. Construct validity evaluation on the other hand focused on finding out the extent to which the measure (test) is related to other variables with which it is expected to. Suggestions made by the experts to improve the data collection tools were incorporated in the document before proceeding to the field to collect data.

RELIABILITY
Reliability of an instrument is the degree of consistency with which it measures a variable (Mugenda & Mugenda, 1999). Both the head teachers' and class teachers' questionnaires were pilot tested in order to check their reliability. A pilot test was carried out using a sample of 6 head teachers and 10 class teachers drawn from schools that did not participate in the study in order to avoid contamination. The Cronbach Alpha method was employed during the determination of reliability. The method is ideal for the study because it requires a single administration of a test and is the most appropriate type of reliability for measures that contain a range of possible answers for each item of an instrument (Tuckman, 1994). The head teachers' and class teachers' questionnaires were accepted as they yielded reliability coefficients of 0.7571 and 0.7193 respectively. This is above the recommended critical value of 0.7 (Fraenkel & Wallen, 2000).

DATA COLLECTION PROCEDURES
The researcher sought a permit to conduct the study from the Ministry of Education as required by the law before proceeding to the field to collect data. Once permission was granted, the target schools were formally contacted and the purpose of the study explained to them. Thereafter, the researcher visited the schools, met with the respondents and set the dates for administering the questionnaires and conducting the interviews. On the material days, the questionnaires were delivered to the head teachers, and class teachers at the agreed venues. The respondents were given ample time to fill the questionnaires which they did without any support. The delivery and collection method was adapted to ensure high response and return rate. The filled questionnaires were then collected awaiting analysis. Once she was through with the questionnaires, the researcher proceeded to interview the students and the parents.

DATA ANALYSIS
The data collected was organized and cleaned of errors made during data collection. The data was then coded, keyed in the computer and analyzed using the Statistical Package for Social Scientist. Qualitative statistical techniques were used during the analysis to describe and summarize data. The results of the analysis were in the form of frequencies, percentages, means, standard deviation, graphs and charts.

RESULTS AND DISCUSSION
Characteristics of the Respondents
Six schools were involved in this study and all of them had classes one to eight. Four groups of respondents namely; head teachers, class teachers, girl pupils and heads of households participated in the study. All the 6 head teachers who participated in the study were male and had been school heads in the district for time periods as shown in table 4.

Table 4: The number of years as school head in Mogotio Sub County

Number of Years as Head Teacher	Frequency	Percentage
4 years and below	3	50.00
5 – 8 years	1	16.76
9 – 12 years	1	16.76
13 years and above	1	16.76
Total	**6**	**100.00**

The results revealed that most of the respondents (50%) have been school heads for a period of 4 years and below. According to Lokuruka (2004) Teachers in ASAL areas like Turkana, Mogotio and Wajir work under harsh conditions and many of them do not want to work there longer than the mandatory 3 years. The second group of respondents that participated in the research comprised class teachers of the eight classes in a primary school. Out of the 47 class teachers who participated in the study, 17 (36.20%) were male and 30 (63.80%) were female. This shows a gender imbalance in favour of women in the distribution of the class teachers. The number of years that these teachers have been in charge of classes in the district is given in figure 1.
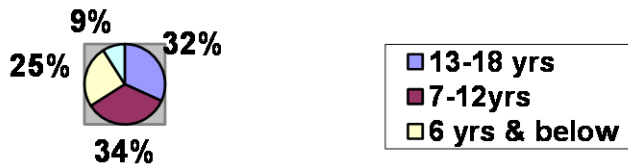

Figure 1: Number of years the teachers have been in charge of classes in Mogotio Sub County

The results in figure 2 reveal that most of the subjects (65.9%) have been class teachers in the Sub County for periods ranging from 7 – 18 years. This means they are in a better position to give informed views on issues pertaining to enrolment and school dropout rates in the district. A sample group of 45 girl pupils also participated in the study, the ages of the subjects in this group are given in table 6.

Table 5: Ages of Girl pupils who participated in the Study

Age of the girl pupil	Frequency	Percentage
10 years and below	6	13.3
11 – 13 years	20	44.4
14 – 16 years	17	37.8
17 – 19 years	1	2.2
20 years and above	1	2.2
Total	**45**	**100**

The results indicate that majority of the respondents 82.2% were in the 11 – 16 years age bracket. This is the age when young girls are initiated in womanhood among communities in Mogotio. Once initiated, these girls are considered by the society to be ready for marriage and this affects school completion rates (Kipngeno, 2001). Out of these 45 pupils, 10 were from class four, 8 were from class five, 8 were from class six, 9 were from class seven and 10 were from class eight. All of these pupils had both parents except one who had only a father.

The house hold heads is the last sample group that participated in the study. All of the 12 house hold heads who were involved in the study majority (7 out of the 12) of them were male and all were married. Most (54.5%) of those interviewed had secondary school education while the remaining number 45.5% had primary school education. The occupations of the household heads were also established a summary of which is given in table 7.

Table 6: The occupations of house hold heads

Occupation	Frequency	Percentage
Farmer	6	66.7
Teacher	1	11.1
Casual labourer	1	11.1
Mason	1	11.1
Total	**12**	**100**

The results reveal that the majority (66.7%) of those who participated in the study were farmers. This is an indicator that farming is the main economic activity in Mogotio Sub County. Mogotio is within the ASAL and is not well endowed with adequate rainfall consequently those who depend on agriculture always experience crop failure and loss of livestock due lack of pasture and water (DAO Koibatek, 2004). As a result, poverty is rampant and this affects both school completion rates.

Girls Primary School Completion Rates.
Completion rate was defined in the study as the ratio of the number of students who joined standard one in a given year to the number of those (from the group) who successfully sit for the Kenya Primary Certificate Examination KCPE after 8 years of schooling. The required information was gathered through a cohort analysis of the group that joined standard 1 in 2000. Data on the progress of the cohort during the 8 years of primary schooling is given in table 7.

Table 7: The completion rate of the 2000 cohort during the 8 years of primary schooling

Gender	Year							
	2000	2001	2002	2003	2004	2005	2006	2007
Boys	119	116	108	109	101	100	94	92
Girls	115	107	106	95	90	85	75	64
Total	**234**	**223**	**214**	**202**	**191**	**189**	**169**	**156**

A total of 234 pupils were enrolled in standard 1 in the 6 sample schools, out of this number 119 were boys and 115 were girls. After the 8 year primary school cycle, only 92 boys and 64 girls in the cohort successfully completed their primary school education. This gives an overall school completion rate of 66.7%. However when the school completion rates for boys and girls were generated separately, wider differences were observed. The school completion rate for boys was 77.3% and that of girls was 55.6%. Data in the above table was used to generate a line graph for purposes of giving a graphical illustration of progress of the cohort during those 8 years.
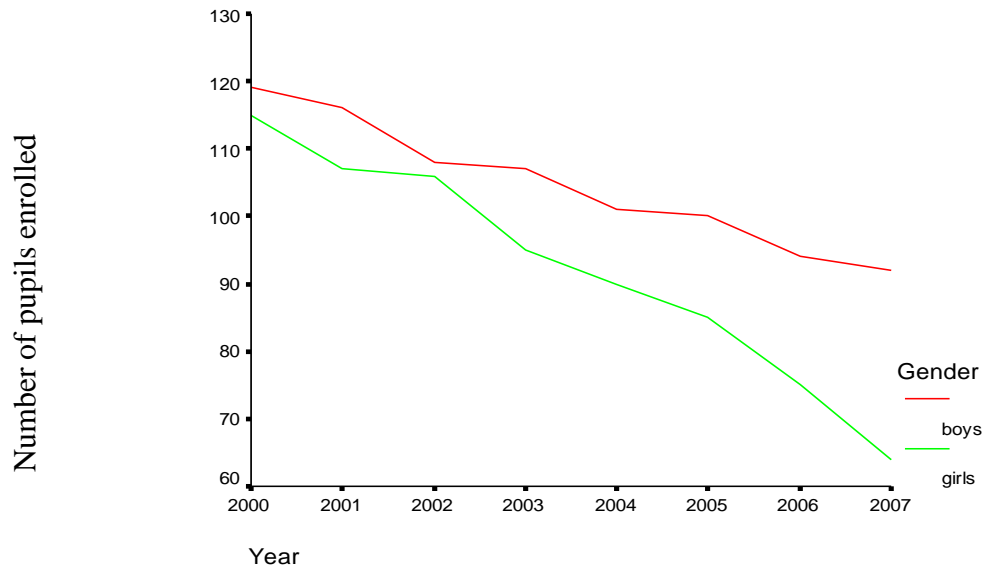
Figure2: The completion rate of the 2000 cohort during the 8 years of primary schooling

Figure 4 shows that there was a gap (of only 4) between the number of boys who joined standard one in 2000 and that of girls. The gap however widened as the cohort progressed towards standard 8. This can be attributed to a higher school dropout rate for girls than boys. After 8 years of schooling, the gap (28 in number) between the boys and the girls was widest, which means that far fewer girls completed school compared to the boys.

Additional information on pupils' school completion rates for 5 years (2002 – 2007) was also sought from the head teachers and class teachers. The views of the head teachers on school completion rates is given in table 11.

Table 8: The views of head teachers on school completion rates

Completion rate	Frequency	Percent
Declining	1	16.7
Constant	1	16.7
Rising	2	33.3
Completion rate of boys higher	2	33.3
Total	**6**	**100.0**

The results from table 11 indicate that most of the head teachers were of the view that although the overall school completion rates are rising that of boys was still higher than that of girls. From the results of the cohort study and the views of the head teachers, it can be said that the school completion rate of girls was lower than that of boys. School completion rates depends on school dropout rate, thus if in a given school the school dropout rate is high then the school completion rate will be low. School dropout is therefore a good indicator of school completion rate. It is on the premise of this that class teachers' were requested to provide information on the average number of pupils that drop out of their classes per year. Class teachers due to the nature of their duties and responsibilities are in a position to immediately know when a pupil drops out of

school. The average numbers of pupils that drop out of class per year provided by the class teachers is given in table 12.

Table 9: The number of pupils that drop out of class per year

Number of pupils that dropped out of school	Boys		Girls	
	Frequency	Percent	Frequency	Percent
3 and below	31	62.0	17	33.3
4 - 7	11	22.0	21	41.2
8 – 11	7	14.0	10	19.6
12 and above	1	2.0	3	5.9
Total	**50**	**100.0**	**51**	**100.0**

The results in table 12 show that the class teachers recorded high dropout rate for boys only in the 3 pupils and below range. However the teachers recorded higher drop outs for girls in the higher drop out ranges. It can therefore be said that according to the class teachers the girls recorded a higher school dropout than boys.

Factors that Contributed to Completion Rates of Girls
Items number 13 to 27 in section C of the head teachers' and class teachers' questionnaires were used to elicit the relevant data. The items were grouped under the three sub-sections namely economical, social-cultural and school environment factors. The items were also based on the 5 point Likert scale of SA-Strongly Agree, A-Agree, U-Undecided, D-Disagree and SD-Strongly Disagree. SD was awarded the least point 1 and SA was awarded the highest points 5. The means and standard deviation for each item was computed, thereafter the mean of the means for each sub section (factor) was computed and used as a measure of the contribution of the factor to school completion rates. A factor with a mean of 2.5 and above was considered to contribution to school completion rates while one with a mean below 2.5 was not considered as a contributor.

Economical factors that contributed to girls' primary school completion rates
Data on the economic factors that contribute to girls' school completion rate were gathered using items 14, 15 and 16 in section C of the head teachers and class teachers' questionnaires. The means and standard deviations of the responses of the head teachers and the class teachers to the items and the overall means are given in table 16.

Table 10: The mean scores and standard deviation for economic factors that contribute to enrolment

Economic factors contributing to school completion rates	Head teacher			Class teacher		
	Frequency	Mean	Standard. Deviation	Frequency	Mean	Standard. Deviation
Poverty	6	4.2976	1.4796	48	3.3958	1.49808
High cost of education	6	2.8333	0.98319	48	2.5833	1.28549
Households' income level	6	3.5667	0.74223	50	3.9554	0.93280
Overall mean		**3.5659**	**.73215**		**3.3115**	**0.68992**

The results of the head teachers show that poverty had the highest mean at 4.2973 and was followed by the household heads' income which had a mean of 3.5667. High cost of education recorded the lowest mean which was at 2.8333. The class teachers' results on the other hand revel that household income had the highest mean which stood at 3.9554, it was followed by poverty which had a mean of 3.3958. High cost of education had the least mean. The overall means of economic factor for both the head teachers and the class teachers were at 3.5649 and 3.3115 respectively. Since the overall means were high, it can therefore be said that the factor contribute to school completion rates.

The economic status of a homestead, community or a region has been found to influence access to education, retention and school completion rate. Most of the respondents in a survey conducted by Wamahiu (1992) in Nairobi and Kwale cited poverty as the most important factor that contributes to pupils failure to complete primary school education. Ngome (1999) also pointed out that there was a relationship between access to education and the economy. He noted that access to education, retention and school completion rates were low in ASAL regions that have high low economic status. Level of poverty in ASAL regions and among pastoral communities is generally high due to recurrent drought, cattle rustling and a hostile environment

Social–cultural factors that contributed to girls' primary school completion rates
Items numbers 16 to 24 in the head teachers' and class teachers' questionnaires were used to elicit data on the social economic factors that contribute to primary girls' school completion rates. The researchers computed and tabulated the means and standard deviation of responses to the items. The computed means and standard deviations and the overall mean are given in table 11.

Table11: The mean scores and standard deviation for social cultural factors that contribute to school completion rates

Social-cultural factors contributing to school completion rate	Head teacher			Class teacher		
	Frequency	Mean	Standard. Deviation	Frequency	Mean	Standard. Deviation
Low priority given to girl's pupil's education	6	3.1667	1.72240	42	3.4048	1.2890
Parent's/guardian's level of education	6	3.8333.	1.47196	41	3.8293	1.1156
Domestic responsibilities given to the girl pupil	6	3.6667	1.03280	43	3.6047	1.3477
Initiation/female genital mutilation	5	3.2000	1.30384	43	2.4186	1.2953
Early marriage	6	4.1667	0.75277	45	3.1333	1.4554
Pregnancies	6	3.5000	1.22474	44	3.6364	1.2025
Health of the girl pupil	6	3.4000	1.34164	42	2.9286	1.42324
Attitude towards a girls education	6	3.3333	1.50555	41	3.5610	1.18425
Overall mean	8	**3.5333**	**0.31459**	**8**	**3.3145**	**0.463856**

The results of the head teachers show that all the 8 items had means ranging from 3.1667 to 4.1667. Low priority given to girls' education had the lowest mean while early marriage had the highest mean. The means of items in the class teachers' questionnaire ranged from 2.4118 to 3.8293. The item with the highest mean was the parent/guardian's level of education and while initiation/female genital mutilation had the least mean. The results of the response to items by the class teachers were however slightly different from those of the head teachers since initiation/female genital mutilation had a mean of 2.4118 which is below the critical value (2.5). The overall means for both head teachers and the class teachers were 3.5333 and 3.3145 respectively, social-cultural factor can therefore be considered to contribute to school completion rates.

The general views of the household heads on factors that contribute to girls' primary school completion rates were also sought. This is because of the role of the household head as the sponsors of the girl pupils' education. A summary of the responses of the household heads are given in table 18.

Table 12: A summary of the responses of the household heads on factors that contribute to girls' primary school completion rates.

Factors	Frequency	Percent
Pregnancy and poverty	5	45.5
Pregnancy and domestic responsibilities	1	9.1
Pregnancy, domestic responsibilities, marriage and truancy	1	9.1
Pregnancy and marriage	2	18.2
Domestic responsibilities, attitudes and peer pressure	2	18.2
Total	**11**	**100.0**

The results show that majority of the household heads 45.5% were of the opinion that a combination of pregnancy and poverty were contribute to girls' primary school completion rates. The two items were followed by pregnancy and marriage, domestic responsibilities, attitudes and peer pressure. Minority of the household heads 9.1% were of the view that a combination of pregnancy, domestic responsibilities, attitudes towards education and peer pressure as contributors towards primary school completion rates.

School environment factors that contribute to girls primary school completion rates
Data on conditions within the school environment that contribute to school completion rate was captured using items numbers 25 to 28 in section C of the head teachers' and class teachers' questionnaires. Supplementary information on school completion rate was also collected using the girl pupils' interview guide. The tabulated means and standard deviations of the responses of the head teachers and the class teachers are given below.

Table 13: The mean scores and standard deviation for the head teachers and class teachers school environment factors that contribute to completion rates

School environment factors contributing to school completion rates	Head teacher			Class teacher		
	Frequency	Mean	Standard. Deviation	Frequency	Mean	Standard. Deviation
Sexual harassment	6	3.5000	1.22474	42	2.9286	1.23748
Lack of motivation to schooling /role models	6	3.3333	1.21106	4.1	3.8293	1.13803
Quality of curriculum and pedagogy	6	2.5231	0.75942	45	2.3975	0.58467
Distance of school and insecurity	6	2.6014	0.95864	44	2.7361	0.97652
Overall mean	**4**	**2.9894**	**0.49899**	**4**	**2.9729**	**0.6117**

The head teachers' results show that sexual harassment had the highest mean at 3.500 and was followed by lack of motivation to schooling and role models. Quality of curriculum and pedagogy had the least mean at 2.5231 and was followed by distance and insecurity which had a mean of 2.6014. The results reveal that the head teachers rated sexual harassment as the item that contributors highest to girls' school completion rates. It was followed by lack of motivation to attend school, lack of role models and distance of schools and insecurity. The head teachers rated quality of curriculum and pedagogy to be the least contributor to girls' school completion rates.
The results of the class teachers on the other hand show that lack of motivation to attend school and role models were rated highest with a mean of 3.8293. It was followed by sexual harassment which had a mean of 2.9286 and distance of school and insecurity with a mean of 2.7361. Quality of curriculum and pedagogy had a mean of 2.3975 which is below the critical value of 2.5. The results of the class teachers reveal that lack of motivation to attend school and role models contribute most to school completion rates. It is followed by sexual harassment and distance of school and insecurity. Both the overall means of the head teachers and class was high and above the critical value, school environment was therefore considered to school completion rates.
Further information on school completion rates was gathered using the girl interview guide. Forty five pupils were involved in the study and all of them enjoyed going to school. Their views of what within the school environment can contribute to pupils' completing school were sought. A summary of the response of the pupils is given in table 20.

Table 14: Pupil's view on what contribute to their completion rate

What contribute pupils school completion school rate	Frequency	Percent
Education is a passport to a good career	20	45.45
Some of the subjects are difficult	7	15.91
There is no motivation to learn	6	13.64
Harassment and punishment	9	20.49
I enjoy being with my peers	2	4.51
Total	44	100.00

The results show that majority 45.45% of the pupils were of the view that the benefits associated with education is a factor that affects school completion rate. The next large 20.49% of pupils viewed harassment and punishment as factors that affect school completion rate. The remaining 15.91% were of the view the difficult subjects as a factor that influences completion of school. The last group 4.51 % were of the view that being in school with their peers is a factor that contribute to school completion rate. School environment was identified in the study as one of the factors that influence school completion rates. Conditions that promote school completion rates are lacking in a number of schools in Mogotio. As with other ASAL regions distance of school, insecurity and unfriendly conditions are issues with schools.

SUMMARY OF THE FINDINGS
Based on the data analyzed and the results presented the major finding of the study was that Primary school completion rates of boys is higher than that of girls. The factors that contribute to school completion rates of girls in primary school had overall mean scores above the 2.5 critical values. They include; economy of the Sub County, Social- cultural practices and the school environment.

CONCLUSIONS
The conclusions made were:
   i)   The number of boys who successfully complete primary school is higher than girls.
   ii)   Economic, social-cultural and school environment factors contribute to girls' primary school completion rates.

RECOMMENDATIONS
The following were recommended as ways of improving the completion rates of girls in the district.
- The household heads and the community at large should be sensitized on the importance of educating the girl child. They should also be persuaded to abandon negative attitudes against girls' education and retrogressive cultural practices like early marriage and use of child labour.
- Head teachers should invite successful female role models to encourage the girls enroll and complete school.

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