

The Influence of Repetition on Girl Child Completion Rate in Secondary Schools in Pokot South Sub County

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Abstract: The purpose of the study was to determine the influence of repetition on girl child educational wastage in public secondary schools in Pokot South Sub County, West Pokot County Kenya. The study findings were intended to improve the completion rates of girls in secondary schools not only in the study area, but also in the country at large. The study adopted classic ecological model of child development advocated by Bronfenbrenner (1979). The relevant literature was reviewed based on the study objectives. The study adopted a descriptive survey design to operationalize the study analysis. Data was collected through the use of questionnaires and interview schedules. The data collected data was sorted, classified, coded, and tabulated and then analyzed using descriptive statistics with the aid of the Statistical Package for Social Sciences (SPSS) program version 20. Quantitative data was analyzed descriptively using measures of central tendency; that is frequencies and percentages. The study concludes that there was a significant relationship between Repetition and girls' completion rates in public secondary schools in Pokot South Sub County. The study recommended that schools should not force students to repeat but rather offer a competency based curriculum to cater for those students who are not necessarily academic based.

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Introduction

Educational wastage has been a global challenge that many countries of the world have been trying to curb. In the US, for instance, the high school dropout rate is alarming. In 2007-2008, the California Department of Education estimated that 98,420 public high school students dropped out of school (David and Jeffrey, 2010). These data suggest that about 19 percent of California high school students in any ninth-grade class will drop out over a four-year period. Further, the dropout rate is particularly acute among the state's largest minority student populations. An estimated 33 percent of African Americans and 24 percent of Hispanics will drop out over a four-year period (David and Jeffrey, 2010). This source further explains that the economic and social consequences of the dropout crisis are profound, particularly in those

minority communities whose children drop out of high school at disproportionately higher rates. Research demonstrates that dropouts suffer more joblessness, earn less income, and tend more to criminality, public dependency, and poor health than high school graduates. The 2008 employment rate of the California's population of 16- to 24-year-old high school dropouts was percentage points below that of peers with a high school diploma, 33 percentage points below that of peers with one to three years of post-secondary schooling, and 41 percentage points below that of peers with a four-year college degree. On average, these dropouts earned only \$8,358 per year, whereas high school graduates with a four-year college degree earned approximately \$24,800, or three times the earnings of dropouts (David and Jeffrey, 2010).

Drop outs in California experience difficulty in the labour market. They are more likely to be unemployed or out of the labour force and twice as likely to be living in poverty. Based on data from the Census Bureau's Current Population Survey, the same source estimate that the average California high school dropout earns \$14,226 less per year than we would expect had they graduated high school. Over a lifetime, high school dropouts will earn \$412,000 less than a high school graduate (California Education department, 2007). The lower earnings of high school dropouts cost the state more than \$54 billion per year in lost taxable personal income. California high school dropouts on average contribute \$252 less per year in state taxes than they would have had they graduated from high school. This lost state tax revenue adds up to \$958 million annually. Dropouts report worse health than graduates and require more public health resources. Close to 20 percent of California high school dropouts report fair or poor health and close to half receive Medicaid. It is estimated that the average Medicaid costs to the state per high school dropout are \$283 per year, which results in over \$1 billion in added expenses for the state's 3.8 million high school dropouts (David and Jeffrey, 2010).

In developing countries, wastage is also very common. This creates a serious situation because the funds available for educational development are limited and their effective use is considerably reduced by wastage. Most African countries are faced by the educational wastage problem and have come up with various initiatives to curb the problem. Nigeria, has adopted the education sector as one of the pillars of poverty reduction. It is argued that wastage is an unprofitable and uneconomical utilization of time and resources (Adamu, 2000; Samuel, 2004; Oyetakin, 2011). Adamu (2000) argues that repetition of classes may have negative effect on students and parents; therefore, the development of each child must be directed towards the ability of the child, bearing in mind the needs of society. Akindele (2015) stated that the analysis of efficiency in education is necessary in ensuring optimal uses of meagre resources allocated to education in order to eliminate wastage.

There has been increased demand for education (both private and social) in Kenya since 1963. This is as a result of various factors, including the impact of free primary education and hence the growth in numbers of those completing class 8, the policy of increasing the transition rate to 100% by 2015 and the implementation of Free Day Secondary School Education (Task Force, 2012) This has led to increased enrolment in both primary and secondary schools. For instance, the total enrolment in primary increased to 10.2m in 2013 and that of secondary school to 2.10m in 2013. This has led to increased number of schools (Economic Survey, 2013). Unfortunately, even with this increase of the number of schools, wastage remains a big challenge of secondary school level education. The ministry of Education Science and Technology (MOEST) is always concerned with efficiency and feels that internal efficiency of education requires policy attention (MOEST, 2010).

Repetition on girl child completion rate

Repetition: Ngau (1999) notes that multiple repetition results to frustrating the student who feel embarrassed to remain in the same form and course the student to leave school. Wako (1980) states that excessive absenteeism due to poor health, suspense and inability to pay school fees being frequently sent home to bring required contributions or other items and long distance to school. A pupil may then be harassed by the teacher for being absent and to escape the teachers wrath may dropout of school before completing.

Due to this exam oriented systems of education repetition of classes is highly encouraged by both teachers well in exams and therefore gain admission to qualify schools. Krystalls (1993) says that when pupils failed to obtain good marks to enable them secure secondary school places they are encouraged to repeat emphasis being on boys. This leads to boys obtaining higher mats and thus their chances of progressing in education is higher The education for all report (2001) observes that the primary level education in Kenya is characterized by high wastage in terms of repetition and drop outs The NPEP (1999) observes that grade repetition and failure to complete primary and secondary education are serious problems that affect low income groups and girls.

Table 1. Repetition rates in the region

Repetition Rate per region	Total enrolment		Repetition rates	
Coast	17,722	15,092	1.5%	1.1%
Central	67,294	76,745	1.3%	0.7%
Eastern	62,393	59,946	1.3%	0.9%
Nairobi	11,882	8,525	1.9%	8.9%
Rift valley	71730	56,839	1.4%	1.3%
Western	48,622	45,768	1.9	2.0%
Nyanza	64,791	49,443	2.5%	2.0%
North Eastern	3,699	1,324	1.4%	0.5%
National total enrolment	348,133	313,691	1.7%	1.5%

Poor Performance: Kimaru (1981) in Ngau (1999) observed that student do not complete due to poor performance. The learners who do not perform as per the schools expectation are made to repeat and some prefer to leave school before completing. Wamuhia (1996) maintain that the negative attribute of the parent and teacher towards the capability of women and girls may be self fulfilling. Daughter whose parents have these attitudes under-perform as girls whose teachers share these opinions. She observes that girls only act what they have been taught to do. They are passive accepting and constantly pushed into responsibilities outside the classroom teaching the girls to be poor student. Wasike (2001) states that poor performance need close supervision, remedial work to improve on their school grades.

The teachers using guidance and counseling skills ought to establish if there are any psycho-social problems that are contributing to school completion rate and deal with them appropriately. Performance in Kenya certificate of secondary examination (KCSE) has improved steadily. For example 1,265 (0.48%) of candidates obtained grade A in the year 2006 compared to 611 (0.24%) in 2005: boys often tend to perform generally better girls in the key subjects such as English, Maths, Biology, Physics and Chemistry The perception of girls doing better in languages than boys debunked by the performance in KCSE English between 2000 and 2005 when boys performance in the subject was superior to that of girl s GPE (July 2007).

Secondary completion rate: these declined from 86.7% for boys and 86% for girls (nearly at par) in 1990 to 75.5% and 79.8% for girls and boys respectively in 2000. (a 10.5% point decline for girls and only 6.9% point decline for boys. Gender disparities in transition from secondary to public universities have been wide. In the year 1999 and 2000 academic year only 35.4 percent of those admitted into the public universities were female. This rose to 38 percent in the year 2002 and 2003. To address girls' low participation the government has provided grants to some girls' schools and currently implementing an affirmative component in awarding of bursaries to female students, MoEST (2003). Abidha (1998) raised a great concern on unsatisfactory performance and achievement of girls across the education system. The survey carried out in Kenya Certificate of Primary Education results in Kenya revealed that girls perform poorly in almost all subjects compared to boys. This becomes even worse as they move up in the education ladder. This is also supported by Fatuma and Sifuna (2006). The fact that the curriculum fails to address the needs of the girls who act the role of mothers and are mostly absent from school is a great concern. This makes them also suffer from chronic fatigue, lack of concentration in school and forced repetition in classes. Their academic performance is hence impaired and self-image lowered and eventually these girls drop out of school (UNESCO, 2002).

Methods

The study adopted a descriptive survey research design as a method of collecting data by interviewing or administration of questionnaire to a sample of individuals, (Kombo and Tromp, 2007). The study adopted a descriptive survey research design as a method of collecting data by interviewing or administration of questionnaire to a sample of individuals, (Kombo and Tromp, 2007). Purposively, all principals of the 45 schools were respondents since the population is small. Given that there were 271 teachers, 30 percent were sampled for the study translating to 81 teachers. To get the sample of the dropouts, snowballing sampling was used. Primary Data was collected using the questionnaires while the secondary was collected from the literature review sources. Prior to the commencement of data collection, the researcher obtained all the necessary documents, including an introduction letter from the University and a permit from the National Commission for Science Technology and Innovation. Quantitative and qualitative approaches were applied to process and analyze data collected from the field. To analyze quantitative data, the data was first screened and arranged in a systematic manner.

Findings

Descriptive results for repetition and girl child completion rate

The respondents were asked to state the influence of repetition on girls' completion rates in West Pokot Sub County. They were asked to use the likert scale of 5-strongly agree, 4-agree, 3-not sure, 2-disagree and 1-strongly disagree and below were their responses.

Table 2. Influence of repetition on completion rates

Repetition and completion rates	5	4	3	2	1
	%	%	%	%	%
Girls drop out when they score poor grades for sometimes	39.47	36.8	3.95	14.5	5.3
Girls dropout when told to repeat grades	38.16	35.5	5.3	15.8	5.3
Failure to complete syllabus leads to poor grades	15.79	9.2	7.9	34.2	30.3
When younger siblings get share a class older ones drop	40.79	30.3	5.3	9.2	9.2

From the table above 39.47 percent strongly agreed with girls dropping out of school due to scoring poor grades with 36.84 percent agreeing. 14.47 percent and 5.26 percent disagreed and those who strongly disagreed respectively .3.95 percent of the respondents gave a neutral response. On girls dropping out when told to repeat grades, 38.16 percent strongly agreed with 35.52 percent agreeing 15.79 percent of the respondents disagreed and those who gave a neutral response and strongly disagreed were each represented by 5.26 percent.

On failing to complete syllabus leading to poor grades hence dropping out, 34.21 percent disagreed with 30.26 percent strongly disagreeing. 15.79 percent and 9.21 percent strongly agreed and agreed respectively .7.89 percent gave a neutral response.

On girls dropping when their younger siblings get them in same class or ahead of them in class, 40.79 percent strongly agreed with 30.26 percent agreeing .Those who disagreed and strongly disagreed were each represented by 9.21 percent. 5.26 percent of the respondents gave a neutral response. This showed that indeed repetition of girl child learners has an effect on their failure to complete their secondary school education.

This study is in agreement to a study done by Ngau (1999) and noted that multiple repetition results to frustrating the student who feel embarrassed to remain in the same form and course the student to leave school. The study too was in agreement to Wako (1980) who stated that excessive absenteeism due to poor health, suspense and inability to pay school fees being frequently sent home to bring required contributions or other items and long distance to school. A pupil may then be harassed by the teacher for being absent ands to escape the teachers wrath may dropout of school before completing. Equally, the study was in tendem to a study by The Education for All report (2001) observes that the primary level education in Kenya is characterized by high wastage in terms of repetition and drop outs. The NPEP (1999) observes that grade repetition and failure to complete primary and secondary education are serious problems that affect low income groups and girls. On the same breadth, the study correleated to studies by Kimaru (1981) in Ngau (1999) observed that student do not complete due to poor performance. The learners who do not perform as per the schools expectation are made to repeat and some prefer to leave school before completing.

Inferential Statistics

Analysis of Variance Repetition and completion rate

The study used the test of analysis of variance to establish any significant relationship between the Repetition influence and girls' completion rate. The results were as below:

Table 3. ANOVA

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.233	4	.558	.596	.037 ^b
	Residual	65.534	110	.936		
	Total	67.767	114			

a. Dependent Variable: Completion Rate

Repetition influence and completion rate ($\beta = 0.037$) was found to be positively related to completion of girls to school. Statistically, this null hypothesis was rejected because $p < 0.05$. Hence, the study rejected the null hypothesis and accepted the alternative hypothesis which showed that there was a significant relationship between repetition and the girls' completion rates in secondary schools in the study area.

Table 4. Model Summary Analysis of Variance Repetition

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics				
					R Square Change	F Change	df1	df2	Sig. F Change
1	.182 ^a	.033	.022	.968	.033	.596	4	70	.037

From table 5, the R value was determined as 0.182^a whereas it's R Square was 0.33. The R² value indicates how much of the dependent variable, "Completion rate of girls", was explained by the predictors of Repetition. In this case, 33 percent was the R Squared, implying that the variance in completion rates was explained by 33% of the independent variable being repetition, leaving the others to other variables not under study.

Table 6. Coefficients of Regression for Repetition

Model	Unstandardized Coefficients		Standardized Coefficients	t	Sig.	95.0% Confidence Interval for B	
	B	Std. Error	Beta			Lower Bound	Upper Bound
(Constant)	3.587	.454		7.906	.000	2.682	4.492
Girls drop out when they score poor grades for sometimes	.013	.536	.016	.024	.036	1.081	1.056
Girls dropout when told to repeat grades	.502	.563	.631	-.891	.018	1.624	.621
Incompletion of syllabus leads to poor grades hence dropping out	.050	.130	.074	.382	.033	.308	.209
Younger siblings getting older ones in same class leads incompletion	.471	.338	.677	1.394	.017	-.203	1.145

a. Dependent Variable: Completion Rate

The study establish significant relationship between the following elements of stakeholder repetition and completion of girls; Girls drop out when they score poor grades for sometimes $r = -.013$, $p = .024 < .05$. Girls dropout when told to repeat grades $r = 0.052$, $p = .018 > .05$. Failure to complete syllabus leads to poor grades hence dropping out $r = 0.050$, $p = .033 > .05$ and Girl drop when their younger siblings get them in same class or ahead of them in class $r = 0.471$, $p = .017 > .05$.

Conclusion

The study concluded that there was a significant relationship between repetition and girls' completion rates in secondary schools in West Pokot Sub County.

Recommendation

The study recommends that the schools should not force students to repeat classes unless it is a deserving case since this leads to either the younger sibling of the affected students to meet them in the same class or they drop all together. The study too recommends that there should be a paradigm shift from the examination oriented curriculum to a more competency based curriculum to allow those students who are not necessarily academic oriented to stay and grow in school as they perfect their competencies hence avoiding student wastage.

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