



**FACTORS AFFECTING THE PARTICIPATION AND RETENTION OF THE GIRL
CHILD IN SELECTED DAY SECONDARY SCHOOLS IN SOLWEZI DISTRICT**

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partial fulfillment of the requirements for the award of the Degree of Master of Education in
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DECLARATION

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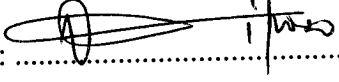
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DEDICATION

This dissertation is dedicated to my wife Asah Chiyangi Thole whose support dates back to the first day we married, my daughters Patience, Kondwelani, Gracious and my two sons Blessing, Favour who were robbed of my attention and resources during the undertaking of this project. My mother Febby Chula whose memories of her encouragement never fades from my mind, my father Mr. Patrick Thole who has never stopped encouraging me in my studies.

My elder brother Evans and the family whose encouragement and support can never be forgotten lastly my brothers Gerlan, Charles, Patrick, peter and Micheal who I call family.

It is hoped that this undertaking will be a source of inspiration to my children to strive higher as the say goes “the sky is the limit”

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ABSTRACT

This study focused on factors affecting the participation and retention of girls in secondary education in selected day secondary schools in Solwezi. The study attempted to establish factors affecting girls in day secondary schools in light of the newly upgraded day secondary schools which had attracted a number of pupils from the surrounding areas among which are girls who were living in rented huts in villages due to none availability of boarding facilities. This had resulted in number of the girls been disadvantaged in terms participation as many got pregnant before they could reach grade 12. Those that still withstand the challenges of school were also at risk in that they end up compromising their bodies in order to sustain they livelihood as time and again they had to go back home to look for food. Apart from the above, some decent girls also lose track especially when they had challenges in paying school fees as well finding extra funds to take care of their personal effects.

As a result, a number of girls found themselves falling pregnant in the bid to solicit for funds from well-wishers which also came with strings attached. Besides, other girls who were coming from their parent's homes also faced difficulties in terms of movements besides they had to be in schools for longer hours with food this led to many not concentrating on academic work. Those who lived on their own as well were characterized by absenteeism from school due to none presence of adult figure to push them. Those who lived with girls coming from a background which never up held moral standards also ended up losing track of the essence on being in school.

In addition, some girls also failed to participate and remain in education because they came from poverty stricken families that were unable to provide school fees and personal effects to support them with education.

However, if these girls could be assisted with facilities within the school confines, where there could be a teacher assigned to work as a matron, things could change. The aspect of girls being abused in villages would reduce thereby helping to fight poverty as well as narrowing the gender gap. There was need for government to look at these issues with the seriousness they deserved; it could put secondary schools in all the areas thereby reducing the distances that prevailed in most areas thus increasing on the accessibility of secondary education by all girls. Education is a human right as such there was need for other stakeholders to come in and complement government efforts. As such,

the study recommended that all key stakeholders should come up with practical interventions of protecting the girl child in rural day secondary schools.

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1.10 ACRONYMS

MOE – Ministry of Education

PAGE – Programme for the Advancement OF Girl Child Education

Home – where pupils are staying or Living

Secondary School – a place where pupils go for education after completing primary education and runs from grades 8 to 12

UNGEI – United Nations Girls Education Initiative

UGEI - African Girls' Education Initiative

UNICEF – United Nations International Children Emergency Fund

FAWEZA – Forum for African women Educationists in Zambia

VSU – Victim Support Unit

MDGs – Millennium Development Goals

SG – Sustainable Goals

Barrier – things that impede the smooth of education to girls

Education: the provision of knowledge, skills, values and attitudes

Coeducation: this is an institutions that accommodates both boys and girls

CHAPTER ONE

1.0 Introduction

This chapter discusses the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, Significance the study, Conceptual framework, limitation of the study and definition of significant terms.

1.1 Background:

World Bank (2012) Statistics reviewed that there were many girls and women across the global that lived below the poverty data line. Furthermore, Education world over was recognized as a tool for the emancipation of human kind girls inclusive. Education did not only improve the livelihood of people but serves as an empowerment more especially for girls and women. The World Bank (2013) observes that there were 600 million girls living in developing world today, of which 2/3 of the world uneducated children were girls. It added on to say that 2/3 of the world's illiterate adults were women. The United Nations Declaration of Human Rights of (1948) recognized and adopted the rights of every individual, girls inclusive. The Education for all goals (EFA, 1990) in Jomtein equally spelt out the need for all governments to provide primary education to all its citizens (MOE, 1992) Focus on learning recognized the importance providing quality education to all citizens. The national education policy (Educating our future, 1996) clearly stipulated that government shall strive to provide quality education for all children of school going age.

MOE (2007) in it education sector implementation frame work (2008 – 2010) spelt out in the fifth national development plan government's plan to provide an equitable access of education and skills training opportunities for sustainable livelihood and development. It further pointed out government's commitment to foster national development through the provision of quality education and skills development. This in itself translated in ensuring that girls like any other members of the *Zambian* community were accorded equal opportunities that would make it possible for them have easy access to education at all levels of education provision including secondary education.

Girls in most rural day secondary schools in most parts of the developing world face numerous challenges in the process of accessing, participation and retention of secondary education; though the situation was worse in the third countries and sub-Sahara Africa was not exceptional. These challenges ranged from long distances to school; insecurity both at homes and on their way to school and in school coupled by harassment by members of society. Besides, some girls leave school due to unwanted pregnancies and in certain cases as result of being forced into marriages (Mutombo and Mwenda, 2010; UNGEI, 2014)

Rahani (2006) observes that in sub-Sahara Africa 17% of girls are enrolled in secondary education; however, most of them fall off the education system due to number vices which include among others poverty, domestic work at home such as looking after siblings, selling agriculture. Girls also shunned school due to involvement in income generating activities like selling merchandise and at times missing school as result of attending to family work.

In addition, some families still viewed girl's education as not an investment in the sense that they leave to join the families to their husband's side. In developing countries, women marry into and their new family while men are expected to take care for their own parents and immediate families. This makes many families look down on girl's education and perceived as a sheer worst of family resources (World Bank, 2015)

A study undertaken by the United Nations Girls Education Initiative (UNGEI) in collaboration with Global Partnership for Education (2014) postulates that empowering girls with secondary education answered Millennium development goal number three (#3) of promoting gender equality and empowerment of women at the same time answers the millennium development goal (#1) of eradicating extreme poverty and hunger and Sustainable Development goal number 5 of "Gender Equality" and number 10 of "reduced inequalities". In addition, acquisition of secondary education by girls is also very critical in the light of the fight against HIV/AIDS, malaria other diseases, besides helping to improve maternal health as well as help reduce child mortality. The secondary education by girls

In another study done by the Cornell University Law School in partnership with Women in Law in Southern Africa (2012) sexual abuses, teenage pregnancies, early marriages and insecurity in homes and in schools were identified has also the above challenges that girls in day schools, at the same

time (MOE, 2007) made a commitment to ensure equitable provision of education from Early Childhood to Secondary thus this study wished to investigate factors that affected the participation and retention of secondary education in the selected rural day schools in Solwezi District.

1.2 Statement of the Problem

Studies undertaken in Zambia by different scholars on girl child education such as (Mumba, 2000; Luangwagwa, 1999; MOE, 2000; Simukwasa, 2011; Mbolela; 2011) had highlighted impediments to girl child education particularly in primary and basic schools in Zambia. Studies by (Women in Law in Southern Africa in Zambia, 2012), have also reviewed some of the barriers to girls child education in general. However, it appeared little research had been conducted in Zambia focusing on barriers to girl's education in rural day secondary schools. Studies done by Ministry of Education on child education in the Zambia in partnership with FAWWEZA for instance, the advancement of girl child education (PAGE) pointed out a number of barriers to girl child education in basic schools (MOE, FAWWEZA, 1997). Nongovernmental organizations such as the Forum for African Women Educationists in Zambia (FAWEZA) and Time to Learn (TTL) has been administering some bursary to some girls countrywide in some schools as way of helping girls to remain in school (MOE, 1996). Kelly (1999) in also observed that long distance to schools coupled by lack of female teacher presence in schools besides lack of support for school going girl's accounted for the many girls stopping school.

Despite some interventions by government and other stakeholders like Time to learn (TTL) and FAWWEZA undertaken in some schools, incidences of girl's failure to participate and remain in secondary education have continued. Vision (2030) postulates that government would strive to reduce the poverty and ultimately eliminate gender imbalances through the provision of equitable education and also promote sustainable development through promotion of reproductive health services and reduces family sizes. However, if emphasis is not placed on resolving issues pertaining to factors affecting girl child participation and retention in secondary school particularly in rural areas, all efforts aimed at ending poverty and gender imbalances may end up being a mere rhetoric by government. Hence, the study attempted to establish factors that affected the participation and retention of girls in selected rural day secondary schools in Solwezi District.

1.3 The Purpose of Study

The purpose of the study was to investigate factors that affected the participation and retention of secondary education by girls in selected rural day secondary schools in Solwezi District.

1.4 Study Objectives

The main objective of the study was to investigate factors affecting the participation and retention of secondary education by girls in selected rural day secondary schools in Solwezi District.

1.5. Specific Objectives

- 1. To investigate factors that affected girl child participating and retention in secondary education in rural day secondary schools.
- 2. To assess the experiences of girls in selected day secondary schools in Solwezi district
- 3. To establish interventions of put in place to mitigation challenges faced by girls in rural day secondary schools

1.6 Research Questions

The following question guided the research study

- 1. Investigate challenges faced by girls in participation and retention of secondary education in rural day secondary schools?
- 2. Experiences of girls in selected rural day secondary schools in Solwezi District?
- 3. Are there any interventions put in place to assist Girls in rural areas day secondary schools

1.7 Significance of the Study

The information to be generated from the study might provide information to policy makers, educational planners and cooperating partners to establish the actual factors affecting girl child participating and in day schools and established secondary schools of Solwei District. The study will also contribute to the existing knowledge on girl child education.

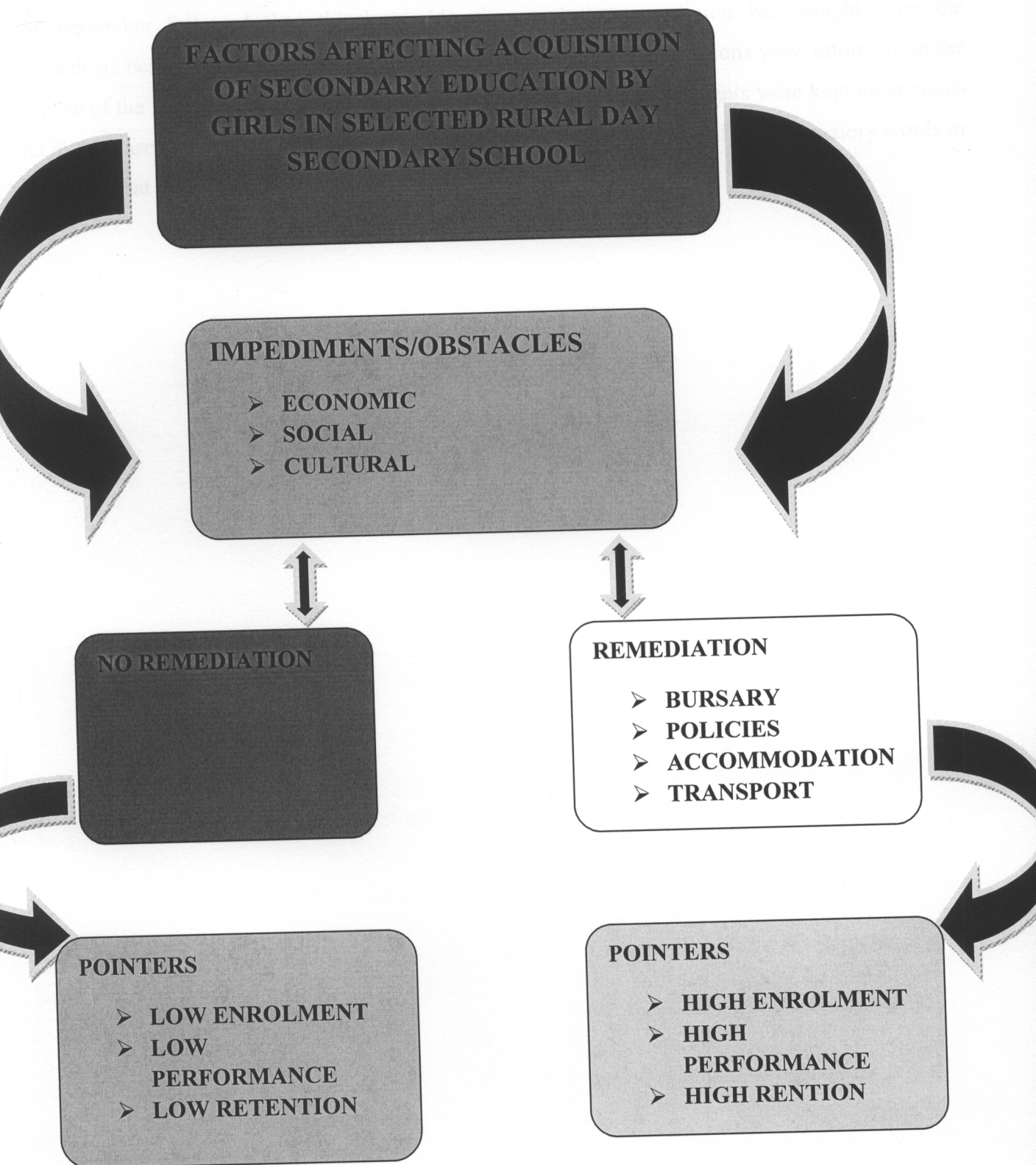
1.8 Delimitation

The study was restricted to in three (3) selected day secondary schools in Solwezi District of North Western Province.

1.8 Limitation of the Study

The undertaking of the study was hampered by the selection of the sample size to Kabisapi, Lamba, and Solwezi day secondary schools. Time and resources also posed challenges on the study in that the schools selected were widely apart.

1.9 Conceptual Framework



1.11 Ethical Considerations

The researcher followed the ethical consideration, and that permission was sought from the respondents before commencement of the study. Head teachers of institutions were informed on the purpose of the study and why it was being carried out. Names of respondents were kept anonymous and in any case names were not required. The researcher avoided the use of any derogatory words or statements that may annoy the respondents

CHAPTER TWO

1.0 Literature Review

The chapter reviewed relevant literature on factors affecting participation and retention of girls in secondary education in selected rural day secondary schools in Solwezi. The literature was reviewed and presented according to the following subheadings: Challenges faced by girls in participation and retention in day secondary schools, or the impact of the barriers on girls and ways of mitigating challenges faced by girls in day secondary schools.

2.1 Challenges faced by girls in participation and retention of secondary education

The World Bank (2012) observes that girls attending secondary education are faced by challenges such as long distance to schools coupled by early marriages and child bearing, security concerns coupled by gender based violence. Secondary schools are rare commodities in most parts of our country and in cases where there is a day school the distance is long for girls to walk to school on a daily basis. In instances, where girls decide to be weekly boarders inadequate boarding facilities in rural setting coupled by lack of parent care and welfare support renders the girls vulnerable to insecurity and harassment by boys and men within the school community.

Besides, girls pursuing secondary education are also faced by negative experiences in school, absence of menstrual hygiene management and labour market participation challenges to mention a few. There is a tendency by some male teachers to befriend some girls in secondary and use them for their sexual gratification. And, in instances that girls refuse to cooperate their lives in school become unbearable forcing girls to leave school. Some toilets in some schools are not girl friendly as such some girls uncomfortable to continue with school due to poor toilet and absence of menstrual management facilities (UNGEI, 2014)

Furthermore, a study by women in Law in Southern Africa and Zambia Avon Global center for women and justice (2012) alludes that girls in secondary schools are unable to complete or continue with their secondary school education due to vices such as sexual abuse, rape and sometimes assaulted by teachers and male classmates and this in turn affects girls emotionally and psychologically resulting in poor performance or stoppage of school.

In addition, the Cornell Law School International Human Rights Clinic (2012) contends that girls are also forced to leave school due to sexual harassment and attacks while travelling to and from school. Besides, serious physical and emotional injuries inflicted on the young girls discourage them from continuing with education and reinforces discriminatory patterns in the family and society. They further observe that perpetrators of girl's sexual abuses include teachers, students and men they encounter on their way to and from school.

It also worthwhile mentioning that recognition of the challenges faced by girls by world leaders such as the United Nations Secretary (2011) in world Bank (2013) in his address at the international day for the girl child, nations were called upon world leaders to create an environment where violence against women and girls is never tolerated and that girls are empowered to reach their full potentials.

MOE (1996) observes that institutional, socio-cultural and personal factors combine to impede girls in realizing their potential. It further identifies distance, school fees and negative image of women portrayed in school books coupled burdens put on the girls at household level as some of the challenges facing girls while accessing education at all levels. Pregnancies contracted by girls while attending school and in some cases being forced into marriages by parents due to failure to raise school fees has, are also another barrier to girls' acquisition of secondary education.

Rihani (2006) postulates that gender discriminatory teaching and learning methods coupled by parents and communities that do not value education for girls are other obstacles to the attainment secondary education by girls. Besides, the cost associated to girl's education is also blamed as a barrier to education of girls. In addition to the tuition fees that parents have to part away with, parents are also robbed of cheap labour provided by a girl child in a home in terms of caring for siblings, tilling the field and also selling merchandise at market especially for poor families who engage in income generating ventures.

In other countries such as Pakistan, girls are involved in agricultural related activities such as taking meals to working elders in fields and minding young siblings in case the mother is busy in the field. Families view girl's education not as an investment but a loss or at best, an investment in someone else's family. For example, in Africa and other developing countries women marry into and then care for the new family while men are expected to care and support their own parents and immediate family (Rihani, 2006)

World Bank (2012) says that girl's accessibility to secondary education is affected by fees charged by school which makes them go home and stay forever once the family fails to pay the fees. In addition, girls are further unable to access secondary education to high poverty levels experienced by most families which restricts the availability of household income thereby forcing them to stay away from school (Misoy, 2011)

Novicki (2012) also observes that students in rural areas are disadvantaged in terms of the locality which restricts the availability library books which in turn hampers the accessibility of quality education. Besides, locality may also encourages or discourage students to work hard or less depending on whether the school is located in urban or rural area. Generally, schools that are located in urban setup tend to motivate learners while rural schools tend to discourages learners from working hard due to inadequate staff and materials.

Furthermore, safety concerns coupled by long distances to school may equally discourage parents from sending their children particularly girls to school. In addition, lack of infrastructure such toilets and dormitories may also discourage parents and pupils from attending school consistently. Many parents are unwilling to send girls to boarding schools or let them walk long distances to school due to safety concerns. Some parents may be forced to pay transport for a girl to a day secondary school due to security concerns. Worse still, certain communities are comfortable to have girls' cycle bicycles thus making movement to school difficult (MOE, 2007)

The situation is usually very difficult in rural areas when the distance from home to school is long and require passing through a stretch of bush. Generally, schooling is not so common to girls as such they are more likely to walk alone or in small groups of boys that increases their vulnerability in that they have to pass through remote fields and forests away from people (MOE, 2010)

Vision (2030) spelt out government's commitment towards increasing literacy rates by 80% and work towards elimination of illiteracy by the year 2030. Government further committed itself to reduce and ultimately eliminate gender imbalances associated to with the provision of education, training and development; and strive to promote reproductive services in order to manage family sizes especially in rural areas. However, this may not be realized in the absence of girl child education particularly secondary education.

2. 2 Experiences of girls in selected rural day of secondary in Solwezi

The African Union (AU) and the Southern African Development Conference (SADC) in (2004) recognized and acknowledged the need for women representation of 50 percent and the 30 percent respectively at the continental and regional levels reflects the importance attached to women representation at these decision making bodies. It must also be observed that girls and women cannot make it to this level of decision making organs if they do have sufficient secondary and tertiary level education attainment. It is worth mentioning that lack of secondary education attainment particularly by girls and women can leads to low status and limited opportunities (GRZ, 2013)

Summer (2015) “in the global poverty reduction and beyond” observes that education enables individuals to be kept in their jobs. This entails that if girls are accorded an opportunity to education they would not only be able to find jobs but retain them due the fact that no company would be willing to dispose off an employee with high qualifications. Besides, girls would be more able to make their own money thereby saving them from adverse of effect of contracting HIV/AIDS vices which most girls turn to upon failure to attain or acquire education (World Bank, 2012)

Mackenzie in summer (2015) postulates that having an advanced education is the bases to being successful and at the same time earn oneself respect. He adds that education also enable one to work in the field they enjoy and in addition helps one to build a positive attitude inside themselves besides making them strong, persistent, decisive and being able to face challenges. Education

Unesco (1996) observes that education for girls and women is the wisest and most profitable investments in social and economic terms and adds that the benefits are to the girl or the woman herself as an individual as a member of society while the positive effects are felt by family (husband, children, parents), the community, society and the whole country.

Education for a girl or woman is seen as an eye opener particularly in central Africa and adds that education leads to a greater self-esteem and self-confidence, and opens up new horizons for girls, enabling them to discover their own potentials and develop themselves fully and increase their resistance to gender discrimination. In addition, education helps girls and women to have a positive impact on their families: better childcare (vaccination, schooling, etc), better nutrition, and schooling to mention a few. A recent study by (UNESCO, 1996) postulates a decrease in child malnutrition

from 1970 to 1995 due to 44% of improvement in women's education. Women education also increases a woman's status and account for 50% reduction in child malnutrition (UNESCO, 1996)

FAO (1999) alludes, an educated woman is better equipped to increase family income and resolve family problems satisfactorily and her family wellbeing is boosted. Furthermore, education increases awareness of women's recognition of the role they can play in community and society to find solutions to problems that impede development and social stability. Besides, survival rates, schooling and community productivity increases as a result of a woman's education with corresponding decrease in mother and infant mortality rates. The community and society thus prospers as a result of women's education.

With the awareness of her role as citizen, an educated woman played a more dynamic role in addressing the economic challenges faced by herself, family and that of the country, in agriculture production, food self-sufficiency, the fight against environmental degradation, the use and conservation of water and energy. Education alone is obviously not enough to solve world problems, but it remains as an essential factor in any development activity (UNESCO, 1996)

2.3 Interventions to put in place to assist girls in rural day secondary schools.

Girls can make progress in secondary education once a number of remediation or support is put in place such as reducing distance to school, provision of bursaries, sensitizing parents on the value of girl's education, provision of adequate latrines and menstrual hygiene management facilities, provision of safe and friendly environment, as well as ensuring the presence of female teachers in rural schools besides put in place relevant curriculum that would enable girls secure jobs after completion (Burde, D & Linden, 2013)

MOE (2007) observes that in situations where the girl child falls pregnant before completing secondary education they should be allowed to go on maternity leave and return to school after delivery. This mechanism has worked well especially for girls whose parents are supportive and understanding before and after the birth of the baby. It further points out that girls who receive support from both teachers and parents in form of guidance and counseling end up fitting very well in the education systems and perform very well in their studies (MOE & FAWAZA, 2004).

Mumba (2002) observes that girls were made to feel inferior to boys in the sense that books that

were in schools tended to depict girls in a negative way for instance; in most girls were shown listening, being fooled and frightened and needing help while boys as being leaders unafraid and rescuing or saving people. In other words girls were oriented to believe that they were weaker to boys and this was perpetuated even by roles that were assigned to them in schools and at home. This created the sense of dependence and at the same time vulnerability in schools and in society.

MOE (2007) also postulate that another factor impeding gender equality in education which has passed unnoticed is the adverse insecurity by learners in learning institutions and most cases lead to sexual abuse of children particularly the girls. Most of such cases go unreported while the media houses have been reporting sexual abuses cases occurring outside schools. It adds that 75 percent illiterate persons in the country are women compared to 65 percent for men. This relates to the higher dropout and lower completion rates for girls in comparison to boys. It further observes that factors identified to be sponsoring high dropout rates for girls include among others pregnancies, early marriages, poverty besides HIV/AIDS. This translates into the low levels of education among women and has a negative bearing on women's participation in decision making and economic development.

Rahimi (2015) Education for women and girls has both social and economic returns and is identified as having both individual and societal benefits. Besides, It also had been identified as the means for national developments in all frontiers.

With the universality of Millennium developmental goals (#2 and 3) of fighting poverty and gender equality and empowerment which had since replaced by the sustainable goals number 1 of ending poverty and number 4 of quality education and of gender equality. Millennium Development goal #3 of eliminating gender disparity in primary and secondary education also could only be resolved through the completion of secondary education by girls. There was an urgent need for considering the development of secondary education and the completion of secondary education which in turn was also answering the aspect of infant mortality (MOE, 2007)

CHAPTER THREE

3.0 METHODOLOGY

The methodology of the study was discussed under the following subheadings: Research design, study area; study population, sample size; and sampling methods; Data collection techniques; Data collection instructions and sampling Data analysis.

3.1 Research Design

The study used the descriptive survey design. This design was appropriate for gathering information pertaining to people's behaviour, feelings and opinion about educational matters (Kombo and Tromp, 2006). The survey method was widely used to obtain important data useful in evaluating the present practices and at the same time providing the basis for decision making (Engel hart, 1972) it also provided in depth information as a result of the face to face contact with the variable or subjects.

3.2 Study Area or Site

The research was conducted in Solwezi district of North Western Province of Zambia at the following secondary day secondary schools respectively Kabisapi, Lamba, and Solwezi day secondary schools. Solwezi district is among the eight (9) districts and in North western of Zambia. Solwezi has three constituencies namely; West, Central and East constituencies respectively. However, these had since become districts following a presidential declaration on 29th August, 2015 but for the purpose of this study it was treated as one district. It shared boarder with Congo DRC in the north, the Copper belt province in the East, Kasempa on the southern and Mwinilunga district on the western border.

3.3 Study Population

The study population was 1000 comprising administrators who were the key informants, teachers, parents and pupils from the selected day secondary schools in Solwezi District

3.4 Study Sample

The researchers limited the sample size number of participants considering the limitation in time and also as well reduce on over repeating data to be generated. The researcher did not follow this strictly in this study considering the limitation of time. The study had a sample size of 54 subjects, which comprised of 3 head teachers who were purposively chosen because not all head teachers were at day schools and 6 parents were also be chosen purposively because they were not easy to bring at one place due to having various commitments, 15 teachers and 30 pupils chosen using the simple random method, this was so because there many teachers and pupils in day schools,

3.5 Sampling Techniques

Gay (1992) suggests that at least 10% of the population is a good representation where the population is large and 20% where the population is small. He observes that a researcher selects the sample due various limitations that may not allow researching the whole population drawn however; respondents like the head teachers and parents were purposively chosen, while the simple random methods, the lottery to be specific was used when choosing teachers and pupils, in this case, names of individuals (the sample frame) were written on pieces of paper and the papers containing names that were picked from the sample. The reason why the simple random sampling was because it was free from personal prejudices of the researcher beside, and it provided the respondents or subjects would have equal opportunity of being selected. For the key informants (Head teachers) and the parents the purposive sampling will be used. In this sampling method the researcher will interview parents who be easily reached, provided they meet the characteristics of the population of interest. The purposive sampling helped in choosing the key informants, in that there was only one head teacher in a secondary school, and these respondents (Head teachers) were the position or are capable of providing reliable and relevant information.

3. 6 Data Collection Instruments

In the study, collection of data involved the administering of scheduled interview guides to the head teachers because they were so busy and may not have had time to go through a questionnaire (key informants) and parents because most of them may not be literate; and for teachers and pupils questionnaires were used because of the number involved as well as their ability to read and

understand on their own. On the other, head teachers were pre occupied with administrative responsibilities as such they may not had time to fill the questionnaire. As for parents, an interview guide was used considering the low levels of education in the area that the research was conducted, besides a structured questionnaire had been problematic, hence, administering a structured interview helped to mitigate the challenge. Interviews provide in-depth data which is not possible to get by using a questionnaire, (Mugenda & Mugenda, 1999). It is also possible to get more information using probing questions (Orodho, 2005). However, for teachers and pupils the questionnaires were be administered. The number of people involved was large enough, hence, the researcher had to leave participants with instruments in order not push to them answer the instruments hastily. As such the researcher left questionnaires with participants and collected them later. Besides, the researcher also assumed that the level of education for teachers and pupils was good enough to enable them answer questions on the questionnaires.

3.7 Data Collection Procedure

To collect the data the researcher used the interview guide to collect information from key informants (head teachers) and parents. These were interviewed separately using interview guides. The researcher used interview guide to ask questions and record the responses from the head teachers and the parents. The researcher also administered questionnaires to teachers and pupils, and received them later after they had been completed.

3.8.1 Data Analysis Instruments and Procedures

The instruments used in the analysis of data were tables, generated from questionnaires. Coding was also employed as the interviews were being conducted. Quantitative data consisted of the close-ended questions and the grouped data. In order to have quantitative data analyzed coding was done using SPSS (statistical package for social scientist) a software used to generate descriptive statistics such as percentages and frequency tables where need arises. Data was presented in an organized and clearer way, this was so because data can be simplified so that the general trend is observable (Orodho, 2005). Qualitative data on the other hand was analyzed thematically. Qualitative method was employed because data was categorized according to themes and objectives in relation to the opinion, views and perception of the respondents. The method was also faster when applied to analyzing transcripts of oral interviews and interview schedules as well as questionnaires which

were the major instruments in data collections for the study. Recorded interviews were transcribed with consent of the interviewees; interviews done in mother tongue were translated in English and interpretation done according to emerging patterns from the respondents.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter deals with the presentation and analysis of data gathered from the study of factors affecting girl child participation and retention in secondary schools in selected rural day secondary schools in Solwezi district of North western Province of Zambia. The research was based on the following objectives; to investigate challenges affecting by girl child in participating and retention in secondary education in rural day secondary schools; to assess the experience of girls in rural day secondary schools and establish interventions to put in place to assist girls in rural day secondary schools. The study assessed the perception of the girl-child and the view of the community regarding educating girls and identified the key challenges that prevent girls from participation and continuing secondary education despite equality and equity policy at every entry point of education provision in Zambia. The analysis was based on data gathered from the respondents, interviews and discussions of major investigations under pertinent research questions. Questionnaires and interview schedules were used to gather the data. A total of fifty four (54) copies of the questionnaire consisting of close ended and open-ended items were distributed to the selected respondents; (3) given to head teachers; (30) given to sampled pupils; (15) teachers, and (6) parents interview schedules to get in-depth data which is not possible to get by using a questionnaire in Solwezi district. The first part of this sub-section presents descriptions about the respondents and background. Next, the main data have been treated under each of the questions raised in chapter one, and finally major investigations have been discussed under pertinent research questions.

4.1 Background Information

The study sampled (3) rural day secondary schools from Solwezi district in Zambia.

The sample distributions of the respondents were as shown in the table 4.1

Table 4.1 of sampled schools

Schools	Sampled girls	sampled parents	Sampled Teachers	Sampled Head teachers
Lamba Day	10	2	5	1
Kabisapi	10	2	5	1
Solwezi Day	10	2	5	1
Total	30	6	15	3 (54)

The study was carried at three (3) different day secondary schools within Solwezi district; this was because the researcher thought that problems affecting girls in day secondary school were common as such three day schools would give a picture of factors affecting girls. The respondents comprised head teachers, parents, girls and teachers. The number of pupils was more than other participants because the researcher wanted to learn from them because they are the ones affected. Parents and teachers were also included in the study because these are people who spend much time with learners as such they were better placed to understand most issues affecting girls as they interacted with them on a daily basis.

4. 1. 1General Information Demographic information of Students

A total of thirty (30) girls participated in this study from the three (3) sampled schools. The ages for the girls’ participant ranged from 16 to 21 years with averaged age being 18 years.

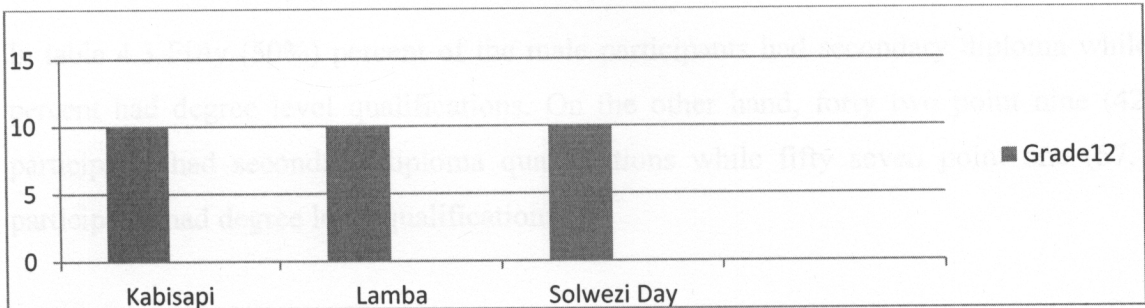
Tab 4.1.2 shows the ages of the girls that participated in the study

Ages of girls	Frequencies of ages of Girls
16	8
17	5
18	5
19	4
20	6
21	2

Eighty (8) girls sampled were 16 years, five (5) were seventeen (17) years, four (4) were 19 years, six (6) were 20 years while two (2) twenty- one years old respectively. This represents a 100% of girl child representation. The researcher targeted only the girls who were in grade twelve (12) due to the fact they the ones that had stayed long at school and are therefore better placed to inform the researcher of the factors affecting their participation and retention in secondary education.

Fig 1.

The figure below shows the grades of the sampled girls.



Thirty (30) girls from grade twelve (12) were sampled from the three (3) day secondary which represents 100% of girl child representation. The researcher opted to use only the grade 12 in that he felt these had stayed longer in school and had enough information on factors affecting girl’s participation and retention in secondary education in day schools.

4.1.2 Demographic Information of the Teachers

53.3% male teacher represented and (46.7%) female teachers participants the study. The number of female teacher participants was lower than that of the male particularly for Lamba day which was in a remote rural area and which showed that girls at that school did not have enough role models for girls to look up to.

4.1.3 The Level of Education

An item was included in the questionnaires which sought for information on the level of education of the teachers. In response to this question, the findings were as indicated in table 4.4

Table 4.3 Level of Education of the Teacher

Level of Education	Male	Female
Certificate	0	0
Diploma	4 (50%)	3(42.9%)
Bachelor’s Degree	4 (50%)	4(57.1%)
Masters	0	0
Total 15	8 (100)	7 (100)

In table 4.3 Fifty (50%) percent of the male participants had secondary diploma while fifty (50%) percent had degree level qualifications. On the other hand, forty two point nine (42.9%) female participants had secondary diploma qualifications while fifty seven point one (57. 1%) female participants had degree level qualifications.

4.1.4 Years of Service

The teachers were asked to indicate the numbers of years of service in secondary schools. In response to this question, the results were as shown in Table 4.5

Table 4.4 Years of Service by Teachers

Years of Service	Frequency	Percentage
0 – 5 Years	9	60%
6 – 10 Years	4	26.7%
11 – 15 Years	2	13.3%
16 – Above Years	0	0
Total	15	100

From table 4.5, sixty (60%) percent of the teachers had served at their respective schools between 0-5 years while twenty six point seven (26.7%) teachers had served at their schools between 6-10 years while thirty point seven (13.7%) teachers served at the stations between 10-15 years. From the findings, it clear that the majority of the teachers (60%) had served at their respective stations for less than five years.

4.1.5 Demographic Information of Parents

For parents fifty (50%) were male while the other fifty (50%) percent were female, as for the their marital status sixty seven percent (67%) were married while sixteen point seven percent 16.7% were widowed and the other sixteen point seven percent(16.7%) had separated.

4.1.6 Level of Education

In this study, there was a slot on the interview guide where parents were asked to indicate their highest level of education and below were their responses. As for parent’s level of education, sixty six point six percent (66.6%) had not gone up to twelve (G12) while seventeen percent (16.7%) had degree level qualification and at the same time seventeen (16.7%) had a diploma level qualifications.

Table 4.5 Level of Education for Parents

Level of Education	Male	Female
Certificate		
Diploma	16.7%	
Bachelor		33.3%
Masters		
Others	66.7%	66.7%
Total	3(100%)	3(100%)

66.7% of the male and female parent respondents had not obtained any higher qualification which simply entail that they had limited influence on the girl child education. The study also indicates that there one female graduate parent respondent and this could be a teacher serving in the same locality. The study also show that there was one diploma male parent participant who could have probably served in the mines in the past and has settled in the locality, this also is important in helping the community change attitude with regard to girl child education.

4.1. 7 Distribution of Parent’s Age

Table 4.6 Age Distribution of Parents

Age Distribution	Male	Female
Under 20 years		
20-24 years		
24-34 years		2 (66.7%)
35-44 years	2 (66.7%)	
45-54 years	1 (33.3%)	1 (33.3%)
50-Above		

Total	3(100)	3 (100)
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4.1. 8 Demographic Back Ground Information for Head teacher

4.1.9 Enrolment of pupils for sampled schools

Table 4.7 showed enrolment of pupils

School	Boys	Girls
Kabisapi	57.8%	42.2%
Lamba	44.1%	55.9%
<u>Solwezi day</u>	<u>57.8%</u>	<u>42.2%</u>

The study reviewed that the enrolment of boys was 57.8% while that of girls was at 42.2%, while the enrolment at Lamba was boys 44.1% and that of girls 55.9%, Solwezi day's enrolment was boys 57.8% and 42.2%. Apart from Lamba which had whose enrolment for girl is was higher than that of boys. From the study, it can be deduced that the enrolments for girls gradually stabilizes as girls go to higher grades, this can be attributed to enough knowledge acquired on how to prevent pregnancy.

4.1.10 Head teacher's Length of Stay at Station

A slot was included which required head teachers to state the numbers of years at the stations and the table below illustrates this.

Table 1.10 Length of Stay at the Station

Name of School	Length of Stay at the Station
Kabisapi	9 years
Lamba	8 years
<u>Solwezi Day</u>	<u>12 years</u>

The number of years spend by a particular head teacher at the station is of particular importance in the sense that it enables a head teacher to interpret the socio-cultural practices prevailing in a particular locality. The head teacher at Solwezi day had lived longer at the station than other two head teacher at Kabisapi and Lamba respectively. Though in real sense the time the other two head

teacher is long enough to enable them interpret the conditions affecting the participation and retention of Girl is School.

4.1. 11 Head teacher’s view on the trend of Girl Child completion of Secondary Education over the last three (3) years.

Table 1.11 Trend of Completion

<u>School</u>	<u>Trend of Girl Child Completion</u>
Kabisapi	Good
Lamba	Average
Solwezi Day	Excellent

Furthermore, a question was included on the study that sought to find out from head teachers the trend of Girl Child completion rate in the last three years. The head teacher respondent from kabisapi said that the trend of girl child completion was good, while the head teacher respondent from Lamba said that completion rate for the girls was average while head teacher respondent from Solwezi day said it was excellent. Kabisapi and Lamba seemed not to have all the girls that come into school completing school due to several reasons besides the remote locality of the area, while Solwezi day though not in the out skirt of Solwezi town had a number of pupils coming from families within the township that valued school.

4.1.12 Factors Affecting the participation and retention of Girl Child in Secondary Education (Participation and retention Levels)

Table 4.10 Head teachers view of whether the below factors affect the girl child education

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
PARENT LEVEL OF EDUCATION	66.6%	33.3%			
EARLY MARRIAGE	66.6%	33.3%			
POVERTY	33.3%	33.3%	33.3%		
LACK OF PARENTAL SUPPORT	33.3%	33.3%			
MALE PREFERENCE				100%	
NEGATIVE ATTITUDE BY GIRLS	33.3%	33.3%	33.3%		
GIRLS INSECURITY	33.3%	66.6%			
CULTURAL PRACTICES		100%			
LACK OF SCHOOL FEES	66.6%	33.3%			
LACK OF UNIFORMS		66.6%	33.3%		

66.6% of the head teacher respondents said parent's level education affected girl child education while 33.3% of head teacher respondents said that parent's level education never mattered in enhancement of girl's participation and retention of girl child education. Furthermore, 66.6% of the head teacher respondents said parent's level of education did through encouragement, finances, transport and as through provision of meals.

All the Head teacher respondents (100%) acknowledged that distance affected the participation and retention of girl child education and pointed out absenteeism from school, late coming coupled by truancy as some of the consequences of the long distance.

4.1.13 Teachers views of the factors affecting girl child participation and retention of secondary education

	STRONGLY AGREE	AGREE	UNDECIDED	DISAGREE	STRONGLY DISAGREE
SOCIAL CULTURE FACTORS	53.3%	33.3%	6.7%	6.7%	
SOCIAL ECONOMIC	46.7%	33.3%		20%	
DISTANCE TO SCHOOL	33.3%	53.3%	13.3%		
EARLY MARRIAGE	60%	33.3%	6.7%		
TEENAGE PREGNANCY	53.3%	46%			
LOW LEVEL OF PARENT'S	26.7%	40%	26.7%	6.7%	
SEXUAL ABUSE IN SCHOOL/PUBLIC	26.6%	40%		31.3%	
LACK OF ACCOMMODATION		40%		60%	
INADEQUATE LEARNING RESOURCE	33.3%	26.7		40%	

86% of the teacher's participants said distance affected Girl child education in that it made girls tired class thereby losing concentration. Furthermore, 14% of the teacher participants said that it provided opportunities for distraction from school especially for girls that were not serious with school. The

researcher conquers with the former in the sense it encouraged absenteeism on the part of the pupils besides, lowered pupil concentration in class. This was also observed by (Kelly, 1994; and MOE, 1996)

Apart from that, 70% of the teacher participants said accommodation also affected girl child education in that especially that in rural areas there were no decent housing units for renting, and that it provide opportunities for pupils to misbehave and lose focus, while 30% said accommodation had nothing to do with education. However, the researcher was of the view that it did in that the simple huts provided in villages never provided adequate security for the girl child to be guaranteed of 100 percent security (MOE, 1996)

Additionally, 56% of the teacher participants observed that sexual abuse by teachers, pupils and the members of the general public affected the girl child's education, sexual harassment of girls reduced concentration in class and sometimes led to leakages during exams. This had be observed by (MOE, 1996; FAWEZA, 2004)

4.1.14 Girl child's views on challenges affecting the participation and retention of Girl child in secondary education

TABLE 4.11 Girl Child views on factors affecting girl's participation secondary education

Factor affecting girls	Frequency	Percentage
Parent payment of fees	17	56.7%
Personal effects/Materials	18	60%
Accommodation	15	50%
Distance to school	6	20%
Household chores	10	33.3%

In addition to above, the researcher sought views of the girls whether parents paid fees in good time, however, the study reviewed that 56.7% the girl participants indicated that parent paid on time while 43.3% of the of girl child participants said parents never paid school fees.(MOE, 1996). The researcher also sought to find out whether parents provided adequate personal effects and learning material 60%

of the Girls said parents provide adequate personal efforts and learning materials while 40% of the Girls said that they did not provide adequate. The researcher shared the same views with the latter.

In addition to the above, a question was included that sought find out whether the girls pupils stayed with a relative or parent, and 50% of the Girls participants said they stayed on their own with friends, while 50% of the girl participants said that they either stayed with parents or relatives. The researcher observed that if the girls were staying on their own there was a great likelihood for them to engage in some activities likely put their education at stake.

Beyond this, a question was included that sought to find out views from pupils on whether distance affected participants and retention in education and 20% of the Girl child participants said distance affected their participation and retention in Secondary education, while 80% said distance did not affect their Education. Adding on the above, 33.3% girls of participants said household chores affected studies in the sense that it made them tired and besides made the fail to concentrate in class while 66.6% said it did not affect the education.

4.1.15 Parent's views on factors affecting girl child participation and retention in secondary education

Parents were also asked whether they knew of any girls that had dropped out of school and 100% said they knew of many girls that had dropped out of school. 66.6% said that they knew of about 0-6 girls that dropped out of school. While 33.3% of the parent respondents said that they knew of about 6-10 girls that had dropped out School.

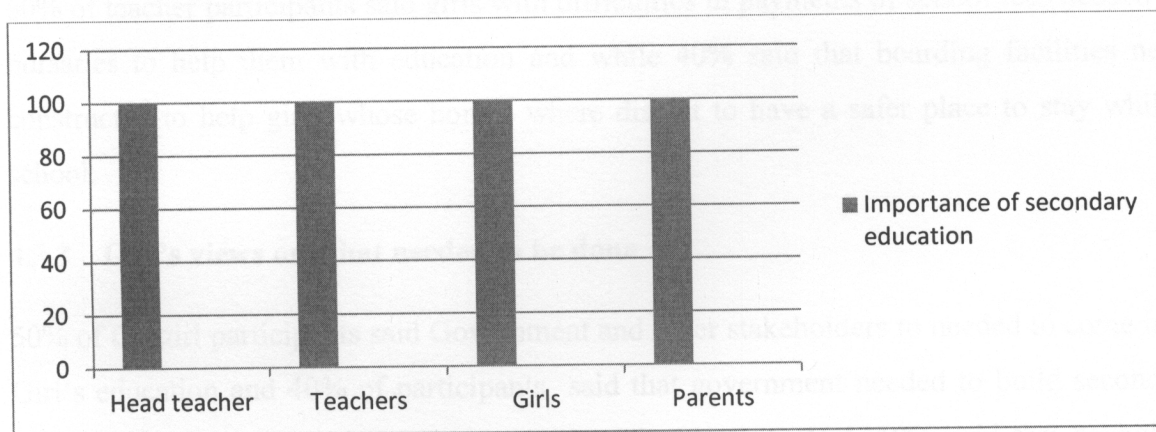
Table 4.12 Factors affecting girl child education

Factors affecting girls	Frequency	Percentage
Lack of school fees	3	50%
Indiscipline	6	100%
Marriage	4	66.6%
Pregnancy	6	100%
Failure in Exams	2	33.3%
Others	2	33.3%

50% of the parents were able to pay fees with problems, however, the other 50% had difficulties with paying schools, further indiscipline by pupils accounted 100% implying that indiscipline by girls added to their to girl's failure to participate and retain secondary education, Marriage other hand accounted 66.6% to girl's failure to participate and retain secondary education, The study also found that failure in exams by girls in secondary education accounted for 33.3%, others reason that may include among others lack of support by parents recorded 33.3%

4.2 Experiences of girls in selected rural day secondary schools in Solwezi

Table 4.12 showing views on experiences of secondary education



The question was included that sought to find out whether secondary education was important and 100% of head teacher's participants said it and pointed that it increased one's chances to find placement in higher institutions, as well as increases one's confidence besides improving nutrition level and family health. In addition the 100% of teacher participants said secondary enhanced a girl's chances of finding a better job and increased life opportunities. On the other hand, 100% of the girl child participants said secondary education increased life through finding a better college or university, better job, chances of finding a better husband and 100% the parent respondents said girl education increased chances for girls to prosper in life besides put them in better position to take care of aging parents.

4.3. 0 Participant's Views of Interventions to put in place to assist girls in rural day schools trend

4.3.1 Head teacher's views on what needs to be done

50% of the head teacher respondents said building boarding houses would help girls from abuses and helped girls to concentrate on education. Besides, another 50 % said that there was need for government and other stakeholders to come up with bursary for girl's education.

4.3.2 Teacher's views on what needed to be done

60% of teacher participants said girls with difficulties in payments of school fees needed to be given bursaries to help them with education and while 40% said that boarding facilities needed to be constructed to help girls whose homes were distant to have a safer place to stay while attending school.

4.3.3 Girl's views on what needed to be done

50% of the girl participants said Government and other stakeholders needed to come in to sponsor Girl's education and 40% of participants said that government needed to build secondary schools nearer to increase on Girl child accessibility of education. And, 10% said that schools needed to enhance the career guidance and counseling in schools to help Girls on career choices and also encourage them on the importance of education as well as prepared in school to enable girls attend to school

4.3.4 Parent's views on what needed to be done

50% suggested that newly constructed day school needed to have some boarding facilities

At the same time, 20% of the respondents said that school needed to enhance communities needed help in construction of houses in school where girls without accommodation could stay while in school.

30% of the participants suggested that government need to put in place some bursary scheme to help with girls with difficulties in paying school fees

CHAPTER FIVE

5.0 Discussion of Findings

This chapter discusses the findings of the study. The discussion was done according to emerging themes. The themes that emerged during the study were as follows; Factors affecting the participation of girls in rural day secondary schools, the impact of Girl Child Education on the individual and Society and how to mitigate challenges faced by girls in rural schools.

5.1 Challenges faced by girls in participation and retention of secondary education in day secondary schools

The study reviewed that most girls in rural day secondary schools were affected in a numbers of different way from participation in and being retained secondary education. The study reviewed that most girls were you consider the average for the pupils participants it can be noted that there average age of 18 years which implies that by this age most girls are sexually active and as such more prone to pregnancies and other related sexually transmitted diseases. Besides, considering the localities were the three schools are located it entails that these are this the age range that were mostly and likely targeted in the rural setting to provide marriage partner for you men who wish or may be considering a marriage partner. On the other hand, it is during these ages that most girls develop their full potential in terms of looks and body stature as such likely to attract even new entrants in the teaching profession. The truckers on the other hand consider these ages to more appropriate when considering partner on their way to the busy Solwezi mines. As such most girls become susceptible to getting pregnant or even being infected through the sexual encounters. This was despite the (National gender policy, 2013) asserts that the launch of the campaign to end child marriages as well as to accord both genders equal opportunities to education for gender. Furthermore, in order to collective confront the child marriage campaign government constituted consortium of 11 ministries that comprised Ministry of General education, Ministry of Health, Ministry of Home Affairs, Ministry of local government and Ministry of Youth, sports and Child development, Ministry of Higher Education owing to the fact that child marriage was a gender based Violence.

In addition, the study reviewed that parent's level of education affected the participation of girl's in secondary education, besides early marriages also accounted for most girl's failure to continue with school. Lack of parental support by parents was also found to make most pupils leave school. The study also reviewed that male child preference did not affected girl child participation and retention in education especially in any way light of the education policy that requires institution of learning giving equal opportunities both genders (MOE, 1996). Though, there were a few parents who felt that girls were a disappointing because they contracted pregnancies whilst in school. On the other hand, some teachers and head teachers said that the gender of somebody had nothing to do with what the participation and retention of an individual in school. However, the researcher was of the opinion that male child preference had no part in determining the one's participation and stay in education. The study also show that cultural practices predominant in the area to some extent determined the participation and retention of girls in secondary in that areas where marriage was perceived an important rite of passage girls ended up being withdrawn from school in order to join the arranged husband (FAWEZA, 1996)

Lack of school fees and Uniforms in school also led to girl leaving the education, as most parents in rural areas were poverty stricken with a subsistence kind of livelihood which made the majority face difficulties in financing girl child education. And in certain instances, parents withdraw girls from school in order to marry them off and allow the boys to be educated as it was believed that girls would get married some day and leave the family while boys would remain to keep or lead the family. However, the researcher felt that this was a barbaric way of impoverishing the girl child and ultimately the women. The study also reviewed distance to school also had a bearing on girl's participation in secondary education in that secondary schools were a rare commodity that was not available in all areas as such girls had to walk longer distances in order to access the commodity. As a consequence, the girls ended up getting too tired thereby losing concentration by the time they were in school. The study also showed that long distance to school compromised girl's security in that the girls had to brave stretches of bushes in order to access school; and that sometimes ended up being traumatized by negative sentiments from boys on their way to and from school. The researcher shared the same sentiments with the findings as he was of the view that mostly boys made funs on girls and sometimes teased them. The study also postulates that long distance to school accounted for high incidences of absenteeism and pregnancies among girls in the area. (MOE, 1996; Kelly, 1994)

Persistent failure by girls in school also accounted for girl's stoppage of school in that it attracted teasing from peers and sometimes members of society. Other girls left school because of indiscipline, instead of concentrating on education they end up indulging in unprofitable ventures.

The study also reviewed that many (15) pupils left school every year due to pregnancies, it also reviewed there were many other pupils who left school without the knowledge of the school management but that their presence in villages testify of the fact. Participation and retention of girls in secondary education was also hampered by lack of adequate personal effects that made it difficult for girls to remain school. Personal effects were of particular importance to the girls in that it enabled girls manage their menstrual cycle with that difficulties and the study reviewed that personal effects also played critical role in ensuring that the girls had food on the table besides helping in the procurement of soap and lotions while in school. The researcher also supports this preposition.

Furthermore, the study reviewed that most girls were staying on their own as homes to their parents were farther away from the school. And that they stayed with their peers who sometimes were not serious with education. The study also reviewed that sometimes girls experienced difficulties in securing funds to buy food more especially when the rations had run out. The researcher conquers this ascension and felt that sometime needed to be done if girls are to be helped with education. It was also observed from the study that inadequate boarding facilities in these setting led to girls renting unprotected huts which made them more vulnerable to rape and other sexual abuses. The study further reviewed that the problem of accommodation was also so critical that in certain instances led to girls transferring to other school or in serious instances stoppage of school. The researcher was also of the same observation and suggested the need for government intervention. A study by Mumba (2002) and the Women in Law in Southern Africa also attest that fact.

5.2 Experiences of girls in selected rural day secondary schools in Solwezi District

The study reviewed that head teacher attached great importance to girl child in that it liberated the girl child from poverty through increased opportunity of accessing a pay jobs, and that enabled the girls be able to take care of themselves besides, take care of their families. In addition the study reviewed that education did not only enable the girl child to better lives but that it translated in the improvement of family health and improvement nutrition levels at domestic and ultimately the national. This is in line with the (Vision 2030) which articulated the need for Zambia to graduate

into a middle income country. In addition the study reviewed that also answered the Sustainable development goal number (one) of fighting poverty, number five (5) of gender equality, of a decent work and economic growth and number ten (10) reduced inequalities. (UN, 2015)

The study also reviewed secondary education for girls also enabled them to be confident of life as well as increased changes of them finding suitable husbands in future life. The researcher shared the same views with findings

5.3.0 Interventions to put in place to assist girls in rural day secondary schools

The study reviewed construction of boarding houses would help girls from abuses and helped girls to concentrates on education. The study further reviewed that there was need for government to consider bursary accessibility by viable but vulnerable girls.

In addition, there was need for government to consider construction some schools particularly in areas with no secondary and so that several girls are enabled to access to secondary education in areas closer to the homes. The study also suggested that there was need for schools to come with strategies that could enable girls from distant school have meals in school particularly at lunch. The researcher was of the suggestion that some entrepreneurial skills be inculcated in the learner so that could be find mechanism to manage their own lives

Apart from the above, the study also indicated that schools needed to enhance career guidance and counseling so that girls with diverse challenges can be guided on how best to take care of their lives whilst in school. The researcher also felts that there was need for secondary schools to enhance the guidance and counseling in schools to enable girls access guidance and counseling services in school.

CHAPTER SIX

6.0 Conclusion and Recommendation

6.1 Conclusion

Girls in day secondary school were undergoing a number challenges that ranged from sexual abuses within and outside school. Apart from the above, girls in day schools were living unacceptable conditions such as huts without any parents to care for their welfare resulting in a number of them resorting to prostitution has a way of having a livelihood.

In addition, girls in day secondary schools were covering long distances to access secondary education and in the process others ended up being abused on the way and sometimes rendered them tired to an extent that their concentration class was compromised. Besides, girls did not have proper support to enable them meet a number of demand need for a girl in secondary and as a consequent others opted to absenteeism thereby compromising the school performance in school.

Beyond this, a number of girls got pregnant whilst attending school, and despite the re – entry policy put in place by government a limited number are taking advantage of it. Some girls are unable to continue with school because their parents are unable to meet their educational costs got

However, it suffices to mention that a number of girls could make head waters provided if a number of stakeholders could support through provision tuition fees and personal effects, as well as providing safe boarding facilities and enhancing counseling and guidance services in school.

6.2 RECOMMENDATIONS

- Government should ensure that girls are provided with bursaries to help them continue with school
- Government should build more secondary school to reduce on distances covered by girls to reach school
- Schools should ensure that the put up boarding facilities to enable girls from distant places stay in secured places
- All the key stakeholders should come up with practical interventions of protecting the girl child in rural day secondary schools.

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5.0 APPENDICES

This section comprises the following for the study: time line; Head teacher's interview guide; Teacher's Questionnaire, Pupil's Questionnaire and Parent's interview guide.

5.1 APPENDIX I

LETTER OF APPOINTMENT

Kabisapi Secondary School,
P.O Box 110163,
Solwezi.

The Head teacher,
.....Secondary School,
Solwezi.

Dear Sir/Madam,

RE: RESEARCH PROJECT

I am postgraduate student of the University of Zambia/Zimbabwe Open University undergoing studies in Masters of Education in Educational Management. I am currently undertaking a research project “**Factors affecting the participation and retention of girls in rural day secondary schoolss in solwezi district**” as one of the requirement for completion of the Master of education programme.

Your cooperation is highly appreciated,

Yours faithfully,

Thole Francis.

APPENDIX II

HEAD TEACHER'S INTERVIEW GUIDE

Answer all questions by filling in blank spaces or ticking [] where necessary. All your responses are meant for research purposes only. Do not indicate your name.

PART I:

DEMOGRAPHIC BACK GROUND INFORMATION

1. How many male and female teachers do you have in your staff?

Male [] Female [] Total []

2. What is the total enrolment of girls in your school?

Grade 8 Boys [] Girls []

Grade 9 Boys [] Girls []

Grade10 Boys [] Girls []

Grade 11 Boys [] Girls []

Grade 12 Boys [] Girls []

3. For how long have you been at this school? -----

4. How would you rate the trend of girl child completion secondary education over the last 3 years?

Poor [] Average [] Good [] Excellent []

PART II:

Factors affecting girl child participation and retention in secondary education in day secondary schools

5. Is lack of personal effects by girls affecting the participation and retention of secondary education?

Yes [] No []

If yes, specify and state how.....

6. Indicate the extent of which the following factors are affecting girl child acquisition of secondary education. Give your opinion by ticking the most appropriate column in the table below.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Parent's level of education					
Early Marriage					
Poverty at home					
Lack of parental support					
Male preference in the family					
Negative attitude by girls					
Girl's insecurity					
Cultural practices					
School fees					
Lack uniforms					
Pregnancy					
Lack accommodation					
Sexual abuse					

8. a) Does distance to school affect girl child participation of secondary education? Yes []

No []

b) If yes, explain how.....

9. a) Do you think secondary education is important? Yes [] No []

b) If yes, explain how.....

.....

10. What do you think should be done to mitigate challenges faced by girls?

.....

APPENDIX III

TEACHER'S QUESTIONNAIRE

Answer all questions by filling in blank spaces or ticking [] where necessary. All your responses are meant for research purposes only. Do not indicate your name.

PART I:

DEMOGRAPHIC BACKGROUND INFORMATION

1. What is your gender? Male [] Female []
2. What is your highest level education? Form II [] Form III [] Form V [] Grade 12 []
3. What professional training have you attained? Certificate [] Diploma [] Degree [] Masters Degree
4. For how long have you been teaching in this school?
0 – 5 [] 6 – 10 [] 11 – 15 [] 16 – Above []

PART II:

FACTORS AFFECTING GIRL CHILD PARTICIPATION AND RETENTION IN SECONDARY EDUCATION

5. Please indicate the rate at which you agree the following factors affect acquisition of secondary education by girl child in your class.

	Strongly agree	Agree	Undecided	Disagree	Strongly disagree
Cultural practices					
Family status					
Distance from school					

Early Marriages					
Teenage pregnancies					
Low parent's level of education					
Sexual abuse by teachers, students/ Public (Men)					
Lack of accommodation					
Inadequate learning resources					

6. a) Does distance to school affect the participation of secondary education? Yes [] No []

b) If yes, how does it affect girl child participation and retention of secondary education?

.....

7. a) Is accommodation interfering with your child's education? Yes [] No []

If your answer is yes, explain.....

8. a) Does sexual advances by teachers, students and members of society interfering with girl's education? Yes [] No []

b) If yes, explain how.....

9. Do you think secondary education is important? Yes [] No []

If yes, explain how.....

.....

9. What do think should be done to help girls in day secondary school with education?

.....

.....

APPENDIX IV

GIRL'S QUESTIONNAIRE

Answer all the questions by filling in blank spaces or ticking () where necessary. All your responses are meant for research purposes only. Do not write your name.

PART I: DEMOGRAPHIC BACKGROUND INFORMATION

1 a) what is your father's level of education?

Never been to school before []

Below grade 4 []

Grade 7 []

Grade 9 []

Grade 12 []

Degree []

b) What does your father do for a living?

2. a) What is your mother's level of education?

Never being to school []

Below grade 4 []

Grade 7 []

Grade 9 []

Grade 12 []

Degree []

PART II:

Factors affecting the participation and retention of girls in secondary education.

3. Do your parents/ Guardian pay your school fee in time? Yes [☐] No [☐]
4. Do your parents provide you with adequate personnel effects and learning materials Yes [☐] No [☐]
5. a) Do you stay with either parents or relatives? Yes [☐] No [☐]
- b) If No, which people do you stay with specify, how does this affect you with education?
-
6. a) Does distance to school affects you with participation and girls of Education? Yes [☐] No [☐] If yes, explain how distance affect your education
- b) If your answer is yes, explain how.....
7. a) Does household chores take up much of your study time? Yes [☐] No [☐]
- b) If yes, explain how.....
-
9. Do you think secondary education is important is important? Yes [☐] No [☐]
- If yes, explain how.....
-
10. What do you think should be done to help girls in day secondary school with education?
-
-

APPENDIX V

PARENT'S INTERVIEW SCHEDULE

Answer all questions by filling in blank spaces or ticking [] where necessary. All your responses are meant for research purposes only. Do not indicate your name on this paper.

PART A: PERSONAL DATA

1. What is your marital status?

Married [] widowed/Widower []

Single [] Separated []

2. What is your sex?

Male []

Female []

3. What is your highest level of education?

Certificate []

Diploma []

Bachelor []

Master []

Others (specify).....

4. What is your age?

Under 20 years []

20 – 24 years []

25 – 34 years []

35 – 44 years []

45 – 54 years []

50 – Above []

PART B: STATUS OF THE GIRL CHILD

2. (a) Do you know of any child who stopped school?

Yes [] No []

(b) How many girls have dropped/ stopped?

Grade	8	9	10	11	12
No. of Girl/s					

c) Which of the following reason led to her dropout/stoppage?

Lack of fees []

Indiscipline []

Marriage []

Pregnancy []

Failure in Exam []

Lack of accommodation []

Other []

Specify.....

State the reason for staying away from school.....

d) i) Do think education for girls is important? Yes [] No []

ii) If yes, explain how.....

.....

e) What do you think should be done to help girls in day secondary schools?

.....

.....

APPENDIX VI. TIME LINE

ACTIVITY		APRIL	MAY	JUNE	JULY
Identification of topic		✓			
Writing of a proposal & Data collection			✓		
Submission of a proposal			✓		
Presentation of report To Supervisor				✓	
Submission of report					✓

APPENDIX VII BUDGET

DATE	ACTIVITY	ITEMS REQ.	SUB – TOTAL	GRAND TOTAL
3-15 Feb, 16	Proposal writing	Stationary & Typing	800	
20 th March, 16	Transport	Fuel	1000	
1-15 April, 16	Appointments	funds	300	
15-30 May,16	Data Collection	Refreshments	2000	
1-15 May,16	Contacts Supervisor	Transport & Emails, Phones	3000	
1-30 June,16	Report Writing	Secretarial	2500	
	Contingent @		960	
	Grand total			K 10, 560