

EFFECTS OF GIRLS' MENSTRUATION ON SCHOOL
ATTENDANCE AMONG PRIMARY SCHOOL GIRLS IN KANGETA
DIVISION OF MERU COUNTY, KENYA

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**A Research project submitted in partial fulfillment of the
Requirement for the Award of a Master of Educational of the
University Of Nairobi**

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DECLARATION

Declaration by Student

I declare that this Research project is my original work and has not been presented to any other academic institution for award of a degree or any other award.

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E56/66152/2010

Signature..... Date

Declaration by Supervisor

This project has been submitted with my approval as University supervisor.

Professor Lucy W. Kibera, PHD.

School of Education University of Nairobi

Signature..... Date.....

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DEDICATION

I dedicate this research project to my beloved parents, Cyprian Mwenemeru and Jane Mwathinki. A special feeling of gratitude Fr. Adofol Decol, my siblings and children Wills, Polycalp, Xavier, Murithi, Gloria, Defence, Michelle and Randy whose encouragement enabled me to successfully complete this project.

ABSTRACT

There has been considerable attention placed on increasing schooling in developing countries and especially of the girl child. This may be attributed to the fact that studies suggest female schooling has positive effects on health, wealth, empowerment, and the health and schooling outcomes of girls' own children later. The purpose of the study was to investigate the effect of girls' menstruation on school attendance among primary school girls in Kangeta Division in Meru County. Specifically the study investigated the effect of culture on period's management, school menstrual etiquette, parental attitude towards period's management, and teacher attitude towards period's management on school attendance among primary school girls in Kangeta Division. The research adopted descriptive research design, because it renders itself better in the study of the phenomena and description of the state of affairs. The target population was all the primary school going girls in Kangeta Division. The accessible population was 1,652 standard Eight (8) pupils in Kangeta Division and 382 female teachers. A sample of 125 standard eight pupils and 39 teachers was utilized. Primary data was collected from the school going standard eight girls in primary schools and Female teacher. Questionnaires used had both structured and unstructured questions. The collected data by way of questionnaire was organized to answer set objectives in the study. The data generated from the study was analyzed on the basis of questions and specific objectives by use of both quantitative and qualitative techniques. The findings have established that majority of the respondents agreed that the cultural taboos on menstrual management affect girl's school attendance while most of the respondents disagreed that fetching water affect girls school attendance. The study found that majority of the teachers supported the view that school management as it relates to menstrual hygiene management affected school attendance among girls. Most of the teachers agreed that lack of adequate toilet facilities hindered school attendance during menstruation. The study found that majority of the respondents agreed that Parental Attitudes towards menstrual Management affected school attendance. In conclusion, parental attitude and religious altitudes on menstruation periods influenced school attendance, thus most of the respondents agreed that parent attitudes towards girls during menstruation affected girls school attendance. The study again found that most of the respondents stated that male teacher's attitude towards menstruation affected girl's school attendance, while most of the respondents strongly agreed that female teacher's attitude towards menstruation affect girl's school attendance. The study has recommended that the cultural taboos should be re-examined with a view of taking urgent measures to rectify them so that girls are facilitated more and encouraged to attend school. The study has also recommended that school management aspects that relate to basic issues such as provision of adequate toilets and water should be catered for. The study again has recommended that since parental attitudes towards period's management affected school attendance, they should be given seminars on the subject so that they can understand that menstruation is normal and it should not be used to keep girls from school.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

Over the past several decades, there has been considerable attention placed on increasing schooling of girls in developing countries. This may be attributed to the fact that studies suggest female schooling on health, wealth, empowerment, and the health and schooling outcomes of girls' own children later (Behrman and Rosenzweig 2002).

However, education of girls is affected by a number of factors and especially those related to puberty. The transition through pubertal body changes, both the visible aspects of maturation such as hip widening and breast development, and the internal and oftentimes confusing emotional changes that occur, introduce new challenges for girls' daily activities in societies where traditional guidance and practices may be diminishing, and globalizing influences seeping into everyday life (Burrows & Johnson, 2005; Chrisler & Zittel, 1998; Sommer, 2009a). In particular, the onset of menstruation, and the need for bodily self-management around menstrual blood flow in the private (household) and public (market, school) spheres, requires a natural but new set of behaviors from girls.

Laws (1990) describes how girls are taught “menstrual etiquette”, or self-management approaches to successfully hiding menstrual blood flow from public, and particularly male, as may about their daily activities. The existence of a societal menstrual etiquette, and its implications for schoolgirls, can be found in countries and cultures throughout the world where adolescent girls and women manage monthly menstrual

flow, oftentimes in strict secrecy, while doing agricultural work, fetching water or firewood, conducting business in shops, or working in government offices. Menstrual etiquettes may vary greatly depending on the particular social, cultural and economic context, as does the induction of girls into the pragmatics of following such etiquettes (Sommer, 2009b).

Since girls and women did not traditionally have to stay in confined settings with boys and men during their monthly menses, such as school environments today, it is also less well known how appropriate traditional menstrual management guidance is for enabling girls to manage their menses comfortably for prolonged hours in co-education settings. Indeed, preliminary evidence from a menstrual-management project in Ethiopia suggests fear of bullying by boys is a primary factor in menstruating girls' decisions to miss school (ICOWHI, 2010).

The onset of menstruation, as an event in itself, puts the girls at educational risk. As a proxy indicator for adulthood and a traditional announcement of a girl's sexual availability, menarche brings on an array of negative practices, including sexual harassment even from teachers, withdrawal of economic support from the home, and sudden pressure to marry, to take a boyfriend for economic reasons, or to leave the community to find work (Linda et.al, 2009).

Two of the barriers the global education community has identified for girls' successful pursuit of an education are of particular relevancy to menstrual-hygiene management. These barriers include: one, the need for appropriate water and sanitation in schools, with a particular emphasis on having separate latrines for girls

and boys; and two, the role of gender bias in school curricula and teacher behavior that inhibits girls' educational success in the classroom and school atmosphere (UNESCO, 2007; World Bank, 2005; UNICEF, 2006). These barriers may act synergistically in augmenting the hurdles for menstruating girls' school attendance and participation, and are structural factors within the school context that are in need of more overarching social, political, and economic approaches to solve.

Despite the fact that studies have mentioned menstrual hygiene as a very important aspect (Kirumira 2004), studies have made a connection between menstruation and education participation. Even with the near gender parity in schools, adolescent girls' participation in schools is generally very poor especially in sub-Saharan Africa (UNICEF 2006). The less the children and mostly males know about menstruation and it is naturally the more they will stigmatize girls experiencing menstruation and this encourages secrecy (Kirk 2006).

1.2 Statement of the Problem

There has been silence and lack of information on menstruation among primary school pupils as issues of menstruation has been perceived as shameful subject to tackle not only for adolescent girls but also for some parents and relatives and hence it has been ignored both at home and in schools. Although in many societies it is older women in the family, such as aunties, grandmothers and sisters who convey guidance to newly menstruating girls, in other contexts no guidance is provided, and girls are expected instead to seek out information from siblings and friends, and more recently, school teachers (Roth-Allen, 2000; Sommer, 2009b). The study therefore sought to

establish challenges faced by primary school girls who have reached the age of menstruation with respect to school attendance during menstruation period.

1.3 Purpose of the study

The purpose of the study was to investigate the effect of girls menstruation on school attendance among primary school girls Primary School Girls in Kangeta Division in Meru County.

1.4 Specific Objectives

The specific objectives have been derived from the purpose of the study and these sought to:

- i. establish the effect of culture on period's management on school attendance among primary school girls in Kangeta division
- ii. determine the effect of school menstrual etiquette on school attendance among primary school girls in Kangeta division
- iii. determine the effect of parental attitude towards period's management on school attendance among primary school girls in Kangeta Division
- iv. establish the effect of teacher attitude towards period's management on school attendance among primary school girls in Kangeta Division

1.5 Research Questions

- i. Does culture affect school attendance of girls during their menstruation period
- ii. Does School etiquette affect school attendance of school girls during their menstruation?

- iii. Do parental attitudes towards menstrual management affect girls' school attendance?
- iv. Do teachers' attitudes towards management of menstruation affect school attendance among primary school girls?

1.6 Significance of the study

The importance of educating the girl child presents the need to make in-depth studies relating to hindrances to girl child education. Although there is Right to Education (RTE) not all girls enjoy that. Some studies allude to Kenya as an achiever towards access to primary education by indicating that primary level enrolment increased between 2003 and 2010, but not all enrolled children graduate from primary. Failure to recognize the intricacies impeding girls schooling is reported in a UN report as a major gaffe committed by most developing countries which instead putting more emphasis on enrolment than attendance and completion in addition to ignoring the processes through which access, attainment and achievement can be reached (Craissati et al. 2007). The study was of benefit to the government and the stakeholders in education sector on the way forward for future of girl's school attendance in their localities.

1.7 Limitation of the study

The study was limited to the extent truthfully responded to the questions posed as they related to very sensitive issues of hygiene, beliefs and norms which the respondents could not be at ease discussing. The researcher, however, minimized suspicion by use of an official letter from the university and personally assured the respondent of strict confidentiality.

1.8 Delimitations of the Study

The study did not interview the parents who may have been better placed because of logistical challenges. Therefore, any interpretations or generalizations must take into account these delimitations of the study. This study was delimited to the female, male teachers and class eight girls in primary schools in Kangeta division in Meru County. The study also was delimited by the objectives of teacher attitude towards menses management, school menstrual etiquette, parental attitude and culture influencing school attendance among primary school girls in Kangeta Division.

1.9 Assumptions of the Study

In order to carry out the study as anticipated it was assumed that:

- i. The female and male teachers were free to respond to all the questions on the questionnaires.
- ii. The class eight pupils appreciated the importance of the study and cooperated accordingly.

1.10 Definition of Significant Terms Used

Attitude - The unobservable Behavior towards the girls during their Menarche. This is how people who are directly or indirectly involved in the girls education at different levels behave openly or through their body language towards the girls pupils during their menstruation period

Culture - The societal practices as a result of beliefs practiced over a long period of time. These are the dos' and don'ts that society has on the girl child while she is on her menstruation period.

Menstruation - A monthly cycle through which a girl body goes through menstruation and it's accompanying physical, psychological and hygiene requirements.

School attendance - Regular and uninterrupted schooling of primary school girls by Menarche, this is the ability for the girls to attend schooling as the boys do.

School Menses Etiquette - The informal written code of conduct practiced in the respective schools by girls in the schools when they are on their periods. Especially dressing, hygiene and disposal of used sanitary towels.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter outlines the theoretical literature and empirical literature from other related studies. The chapter also presents the conceptual framework for the study which outlines the variables; of teacher attitude towards menses management, school menstrual etiquette, parental attitude and culture and their relationship with school attendance among primary school pupils.

2.2 Girls Education and Menstruation

Early adolescence is defined as 10-14 years old and brings with it significant physiological changes, and social and cultural pressures for girls growing up around the globe (Van de Walle & Renne, 2001). The transition through pubertal body changes, both the visible aspects of maturation such as hip widening and breast development, and the internal and oftentimes confusing emotional changes that occur, introduce new challenges for girls' daily activities in societies where traditional guidance and practices may be diminishing, and globalizing influences seeping into everyday life (Sommer, 2009). In particular, the onset of menstruation, and the need for bodily self management around menstrual blood flow in the private (household) and public (market, school) spheres, requires a natural but new set of behaviors from girls (Knox 2010).

The population health benefits to be achieved from educating girls through the primary and secondary level are undisputed (LeVine, LeVine, Rowe et al, 2004), alongside of the basic right that girls have to a quality education in a safe and non-

discriminatory environment. The global education donors, along with education researchers and practitioners, and national governments have put extensive efforts into exploring the various barriers hindering girls' school attendance, and much evidence and documentation currently exists (Lloyd, 2009; Temin & Levine, 2009; Herz & Sperling, 2004). The latter research provides essential guidance for education policy and programming prioritization per the available resources, and also allows for the identification of gaps in the existing empirical evidence.

Despite the different menarche experiences, studies have shown the significance of age and preparation in defining the future of the cycle, problematic, shameful or an embarrassment (Lee 2009). It was clear from the findings that rural girls experience menarche earlier than those from the rural schools. A girl who started her period at 8 from the urban poor setting reported a sense of fear when she saw stains in her underwear and she says she will never forget that day because she didn't know what to do.

Some studies have related this divide to the general health, nutritional intake and physical exercise (Chung et al 2001). Girls from rural areas usually eat fresh foods and also walk longer distances to get to school which makes their bodies very active and hence postponing the age of menarche. Nine girls from the urban setting experienced menarche below the age of 10 while in the rural urban setting, one girl had experienced menarche before the age of ten, and the lowest age of menarche was 8 compared to ten in the rural schools. Similar to some studies, the current findings show that most of the girls from both settings experienced their first periods at the age of 11. The lowest age of menarche in urban poor setting is 8 and in the rural setting its

9 years. The average age of menarche for girls in rural settings is 11 while that for girls in the urban poor setting is 9.5. This implies that girls in urban poor settings reach puberty faster than those in the rural settings. If girls menstruate earlier there is a lot of fear and ridicule from peers of both sexes because menstruation is equated to sexual maturation (BharadwaJ and Patkar, 2004).

Nalubega, (2011), found girls to be missing up to 4 school days; a study conducted by Oxford, research indicated that post-pubescent girls were missing up to five days every month due to inadequate menstrual care (World Bank 2005). During the second phase of the trial, sanitary pads were provided to the girls along with education about menstruation and hygiene. Six months along, the study found that the girls were missing significantly less school than before the test and on average, the rate of absenteeism was cut by more than half (Knox 2010).

Similarly as (Kirk 2006) reports, a meeting by UNICEF revealed that if separate and decent toilet is not available to girls, girls' education participation may be hindered). Parents are more likely support their daughters schooling if they are sure of their safety and protection hence leading to fewer dropout rates as girls reach the adolescent stage (Kirk 2006). Lack of girl user friendly toilets, lack of water, and lack of proper sanitary facilities, stigma and discrimination remain salient variables that need to be addressed in order for children to fully enjoy their RTE (Herz & Sperling, 2004).

2.2.1. Teacher Attitude towards Menstruation

Nalubega (2011) found that the stigma and discrimination that surrounds menstruation is made worse by the sex and attitudes of the teachers. Although some studies have hinted on negative attitudes from female teachers as well (Porter 2007), a more widely known assumption is that female teachers may understand faster if the girl needs to use the toilet which may not be the case with male teachers (Kirk 2006).

Nalubega (2011) found that it was the female teachers who were given the responsibility of enlightening girls about menstruation. Its true female teachers are very few in most developing countries but where they are, they help encourage girls (Bellew et al. 1992) and build their confidence. The sex of the teacher becomes even more useful at menarche, usually there is fear and anxiety for some girls and others may become hysterical and this may be best understood and handled by female teachers. If such situations are not handled well as is the case with most rural schools which have a small percentage of female teachers, girls may decide to miss school during this period (Porter 2007).

2.2.2. School Factors and Menstrual Etiquette

The “girl unfriendly” school environment as it relates to menstrual-hygiene management has been described as one in which there are a number of dissatisfactory components for successful (or comfortable) menses management (Sommer & Kirk, 2008). In a study on Sanitation facilities and its implications on the girl child's participation in public primary education in Thika municipality by Ogeta, Wesonga and Mumbi (2011) it was established that public primary schools were facing many challenges related to provision of sanitation facilities for the girl child. The schools

did not have adequate toilets, with all the schools not fulfilling the ministry of Education recommended toilets ratio of 1:25 for girls. In addition to this, toilets in most of the schools were poorly maintained, with flush toilets having broken cisterns. There inadequacies of toilet papers, sanitary pads and soap and the coping mechanisms used in some of the schools are hazardous, whereby some schools indicated that children answer the call of nature in bushes, which could expose them to diseases such as diarrhoea, cholera and worm infections. There were cases of girls dropping out of school or missing classes due to poor sanitation facilities in schools. These findings are important to this study as there is need to confirm if these findings are replicated in Kangeta division and to further establish the effect of the sanitation challenges on the girl's education (Ogeta, Wesonga and Mumbi, 2011).

Although insufficient country specific data still exists, a range of non-governmental organizations (NGOs), local African women's organizations, United Nations entities such as UNICEF, and a growing number of academic researchers, have analyzed and explicated what makes a school environment girl unfriendly (El-Gilany, Badawi & El-Fedawy, 2005). The problematic components include: One, school environments where there is a complete lack of latrines or where available latrines are inadequate in terms of their number, their quality, their design, their nearness to boys' latrines, the safety of their location, and the privacy they provide, including locks on the inside of latrine doors. Two, school environments where there is an absent or insufficient availability of (clean) water, and more specifically, where water sources are located at a distance from sanitation facilities (latrines, toilets), and when water is not located inside the latrines/toilets themselves, for private washing of hands and menstrual stains.

Three, school environments that lack adequate disposal mechanisms for used sanitary materials, including a lack of dustbins inside the latrine/toilet, and/or an absence of a means for disposing used sanitary materials outside the latrine, such as an incinerator or a pit for burning (although each and every locale must determine what disposal mechanisms are culturally appropriate). For those girls who re-use sanitary cloths, a school environment that lacks a private space for washing out of cloths, drying them covertly in the sunshine, and ironing. Four, a school environment that is either predominantly male teaching staff and administration, and hence less attuned to the needs of menstruating girls or who are simply culturally inappropriate for providing such support; or an environment that has both male and female teachers, but who are not sensitized to the needs of menstruating girls (Oster 2010). As with the other components, local taboos around discussing menstruation are critical to understand in order to adequately respond to this girl unfriendly component (Kirk & Sommer, 2005).

2.2.3 Parental Attitude towards Menstruation

Despite the fact that many societies are doing away with negative attitudes of menstruation, such tendencies still exist especially in areas where they are perpetuated by religion and culture (Costos 2002). Due to social constructions that surround girl's menstruation, the period is regarded as a signifier to womanhood and some parents indeed had informed this to their daughters and sometimes it brought scary feeling to the girl's because they didn't know what to expect as it implies that, today they are children, if they get periods the next day, then they are women (Lee, 2009). As Felicia Odamme rightly stated in Knox, 2010 that when girls are on their menses, the male relatives will not even like to eat their food. In addition to boycotting food prepared

by girls in their menses, some girls felt that society looked at them differently if they got their menses early. A particular girl who got her menses at 8 shared that girls from the neighborhood told her that menarcheis an indicator that someone has started seeing boys. The same finding was mentioned by Houppert in Lee, 2006 where she quoted some girls who menstruated early as being labeled promiscuous. Much as such a label is not very common, it exists and it usually lowers the self esteem of girls which tampers with their active involvement in different engagements at school.

2.2.4. Culture and Menstruation

Different cultures attach diverse beliefs to menstruation. Some reach an extent of specially labelling it as “the curse,” “on the rag,” “weeping womb,” “bloody scourge,” “the red plague,” “under the weather,” and “being unwell.” which all have affiliated local names i.e. the “Red” (Costos, 2002) objectives of teacher attitude towards menses management, school menstrual etiquette, parental attitude and culture influencing school attendance among primary school girls in Kangeta Division. Just like in the findings by Marco and Betti, girls reported being prevented from cooking and serving food citing dirtiness and impurity (Water Aid Report 2009).

The embarrassment surrounding menstruation is a somewhat universal phenomenon, found in most cultures of the world and with many associated code words, euphemisms and phrases used as linguistic substitutes (Bharadwaj and Patkar 2004). Despite the presence of minimal empirical evidence of boy’s feelings and thoughts about menstruation (Chang 2011), sometimes boys get to know when girls keep sweaters around their waists which action they can’t stop because they always are in fear of unnecessary accidents. Most girls always avoid instances that would let the

males know that they are going through menstruation not even their fathers (Marni, 2010).

2.3 Summaries of Literature Review

The literature reviewed that girls from rural areas usually eat fresh foods and also walk longer distances to get to school which makes their bodies very active and hence postponing the age of menarche (Chung et al 2001) however Nalubega ,(2011), found girls to be missing upto four school days; of the study due to menarche and post-pubescent girls were missing upto 5 days of study due to inadequate menstrual care and this was because it was the female teachers who were given the responsibility of enlightening girls about menstruation , while it is also true that female teachers are very few in most developing countries (Ogeta,Wesonga and Mumbi, 2011).

The literature established that public primary schools were facing many challenges related to provision of sanitation facilities for the girl child. From previous literature, it was established that schools did not have adequate toilets , with majority of the schools that have did not fulfill ministry of education recommended toilet ratio of 1:25 for girls which makes a school environment girl unfriendly (El-Gilany , Badawi & EL-Fedawy,2005).

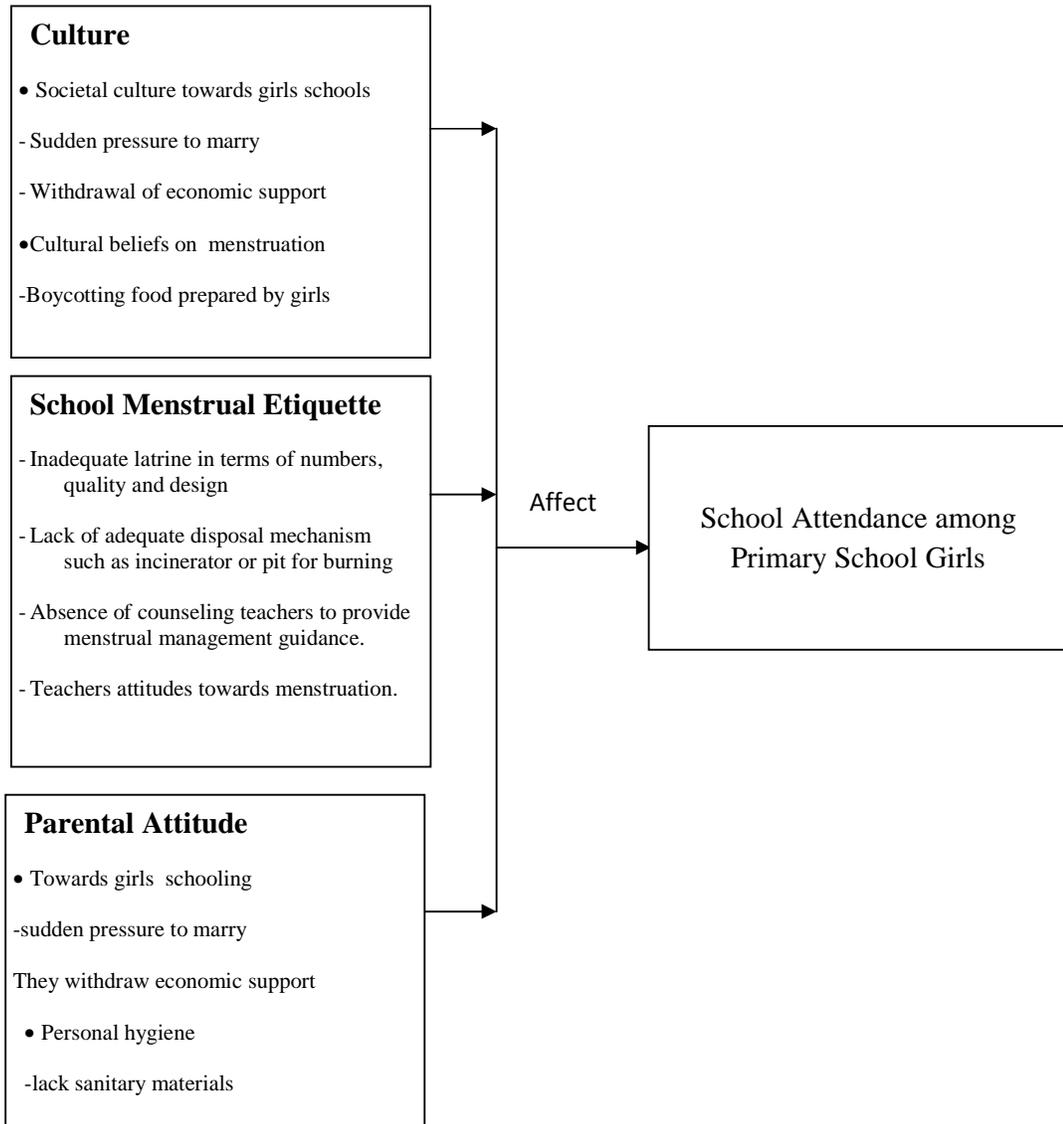
As with the other components, local taboos around discussing menstruation are critical to understand inorder to adequately respond to this girl unfriendly component (Kirk & Sommer, 2005). Despite the fact that many societies are doing away with negative attitudes of menstruation, such tendencies still exists especially in areas where they are perpetuated by religion and culture in relation to food which makes,

some girls feel that society looked at them differently if they got their menses early and that those who did receive their menarches early, it was an indicator that someone has started seeing boys (Water Aid Report 2009). However no literature has critically reported on the implication of menarches on primary schools pupils attendance.

2.4 Conceptual Framework

The study assumed that there was a relationship between Teachers attitude towards period's management, School menstrual etiquette, Parental Attitude and Culture and their relationship with school attendance among primary school pupil

Figure 2.1: The Influence of Culture, School, Parents and Teachers on school attendance by girls during their menstruation period.



CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

The methodology section gives details regarding the procedures to be used in conducting the research study. Pertinent issues discussed in this section includes the research design, target population, sample design, sampling techniques, description of instruments used to collect data and techniques used to analyze data.

3.2 Research Design

The research adopted descriptive research design, because it determined and reported the way the phenomena was and answered questions concerning the subjects of the study. It also ensured that the data collected was relevant to the questions raised (Mugenda and Mugenda, 2003).

3.3 Study Population

According to Orodha (2010) the target population is all items or people under consideration in any field of inquiry. Population refers to the larger group from which the sample is taken. The target population was all the primary school going girls in Kangeta Division. The accessible population was 1,652 standard Eight (8) pupils in Kangeta Division and 382 female teachers.

Table 3.1: Sample Populations

Category	Population
Standard eight girls	1,252
Female Teachers	198
Male Teachers	202
Total	1,652

Source: AEO Kangeta Division (2013)

3.4 Sample Size and Sampling Procedure

According to Orodha (2009) sampling is the process of selecting a sub – set of case on order to draw conclusion about the entire set. Kathuri and pals (1993) asserts that sampling is the process of selecting a few cases to provide information that can be used to make judgment about a large number of cases. Mugenda and Mugenda (2003) suggest that for descriptive research, 30 cases or more are required; for descriptive studies, Gay (1989) suggests that ten percent of the accessible population is enough. In this case the researcher used 10% out of which a sample of 125 standard eight and 39 teachers were taken as it was the 0% recommended by Mugenda and Mugenda (2003) and is representative in conformity to the central limit theorem (Nassiuma, 2000).

Table 3.2 Sampling Frame

Targeted population	Population	Sample
Standard eight girls	1,252	125
Female Teachers	198	19
Male Teachers	202	20
Total	1,652	165

Source: Author, (2013)

3.5. Data Collection Instruments

Data was collected by administering questionnaires to teachers and class eight girls in Kangeta division of Meru County. According to Orodho (2010) Questionnaire are commonly used instruments to collect important information about the population. Primary will be used in this study. Primary data was collected from the school going standard eight girls in primary schools and Female teacher. Questionnaires were used both structured and unstructured questions. Structured questions were preferred because they were accompanied by a list of all possible alternatives from which the respondents selected answers that best described the situation. Unstructured questions were also used because they gave the respondent complete freedom of expression (Mugenda and Mugenda, 2003)

3.6 Data Collection Procedure

The researcher used the two sets of questionnaires to collect the data The questionnaires were developed to address a specific objective, research questions of the study. The questionnaires were self administered whereby the respondents were asked to complete themselves. The letter of transmittal accompanied each questionnaire gave the respondents adequate brief about the research and assured them of confidentiality of the information provided. The questionnaires were handed to the respondents and the researcher personally made follow up to ensure high response rate within two weeks.

3.6.1 Reliability and Validity

3.6.1 Reliability

Reliability of an instrument is the consistency in producing a reliable result, Orodho (2009). A pilot study was carried out with ten (10) pupils and two teachers who were not be part of the selected sample population. The findings from the pilot study will assisted the researcher to fine tune all the instruments well in advance

3.6.2 Validity

Measuring Orodho (2009). Content validity refers to the degree o which the sample of the test represents the contents that the test is designed to measure. The researcher sought the advice from an expert and the supervisor on content validity of the tool, while internal consistency was tested statistically. Validity is common defined as the degree to which a test measures what it purposes to be.

3.7 Data Analysis and Presentation

Obure (2002) defines data analysis as the whole process, which starts immediately after data collection and end at the interpretation of the processing results. The whole process will include data sorting, editing, processing and interpretation. The collected data by way of questionnaire was organized to answer set objectives in the study. Data organization started with coding of the question items, then coded data was tabulated in excel and computer program statistical package for social sciences (SPSS) and the computer software aided the analysis The data generated from the study was analyzed on the basis of questions and specific objectives by use of both quantitative and qualitative techniques. Frequency of various demographic variables

was derived for analysis of the demographic aspects of respondents. Descriptive Statistics was presented in the form of tables, charts and graphs.

3.8 Ethical Consideration of the Study

The informants were identified and objectively selected as the subjects to provide information for this study. Informants were kindly requested to provide the information needed for successful completion of this study. Any information given was kept strictly confidential and also anonymous and utilized only for the purposes for which it was intended. Finally the respondents being school going girls in primary schools and under the age of majority permission was sought from their parents/guardian due.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter provides a detailed analysis of the research findings and the results of data analysis. The data is presented mainly by use of frequency tables, pie charts and bar graphs.

4.2 Demographic data for teacher respondents

This section has presented bio-data on teachers by Years Teachers Worked in School they were teaching, gender, rank in the school and marital status of the respondents.

The results are presented in table 4.1(a), 4.1(b), 4.1(c), 4.1(d).

Table 4.1 (a) Years teachers worked

Years teachers worked	Below 5 yrs		6-10 yrs		Total	
	Frequency	%	Frequency	%	Frequency	%
	12	33	24	67	36	100

Table 4.1 (b) Gender of teachers

Gender	Male		Female		Total	
	Frequency	%	Frequency	%	Frequency	%
	18	50	18	50	36	100

Table 4.1 (c) Rank of teachers

Rank	Snr Teacher		Class Teacher		Total	
	Frequency	%	Frequency	%	Frequency	%
	12	33	24	67	36	100

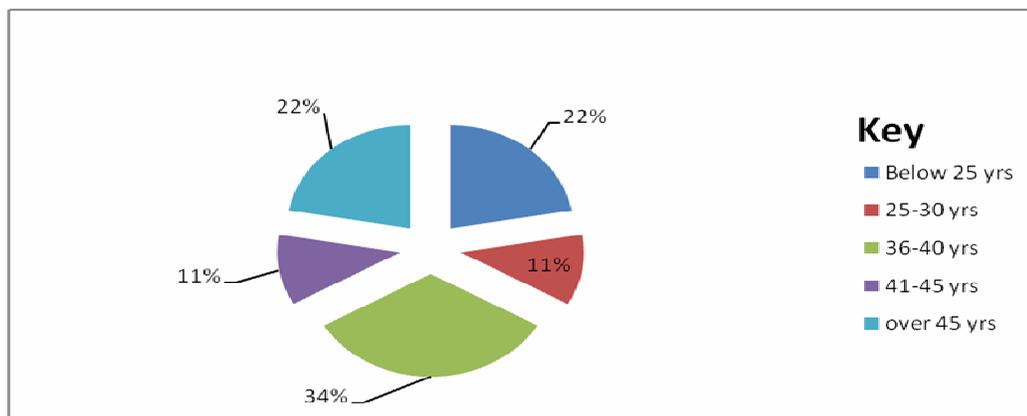
Table 4.1 (d) Marital status of teachers

Marital status	Married		Single		Total	
	Frequency	%	Frequency	%	Frequency	%
	32	89	4	11	36	100

The information in Table 4.1(a) on number of years teachers worked in respective schools indicated that the majority 67% had worked between 6-10 years, while 33% had worked for below 5 years in their respective schools. The analysis in Table 4.1(b) also shows the gender of respondents has been 50% male and 50% female. From the Table 4.1(c) it can be observed that majority 67% were classroom teachers while 33% were senior teachers of all the respondents. Most 89% of the respondents were married and only 11% were single as evident in Table 4.1(d).

The age bracket of the teachers is presented in Figure 4.1

Figure: 4.1. Teachers Age Bracket

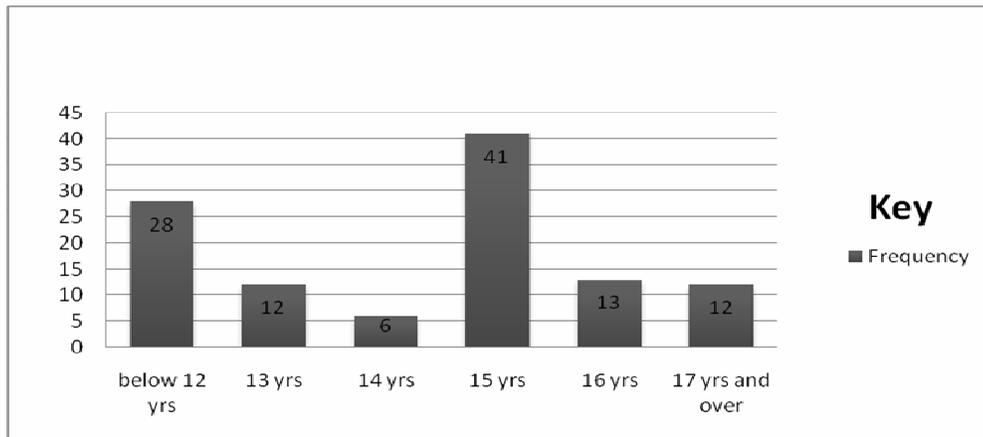


The results in Figure 4.1 indicate that the majorities (33%) of the teachers were between the ages of 36-40 years, while those who were between the age bracket of 25-30 years and 41-45 years have 11% respectively.

4.2.1 Demographic informations of students

The learners characteristics in terms of age family size, parents/guardians are summarized in Figure 4.2, Table 4.2 (a) and Table 4.2 (b)

Figure 4.2: Pupils Age Bracket



The information in Figure 4.2 indicates that most 37% of the class eight girls are of age 15 years, while 5% of the class eight girls are at age 14 years.

Information on the family size of the pupils is summarized in Table 4.2

Table 4.2(a) Number of sister to the pupil Respondents

How many sisters do you have	None		One		Three		Total	
	Frequency	%	Frequency	%	Frequency	%	Frequency	%
	59	53	12	10	41	37	112	100

The information in Table: 4.2(a) shows majority 53% of the respondents agreed that they have no sister while 10% of the class eight has one sister.

The information on who takes care of pupils at home is presented in Table 4.2(b)

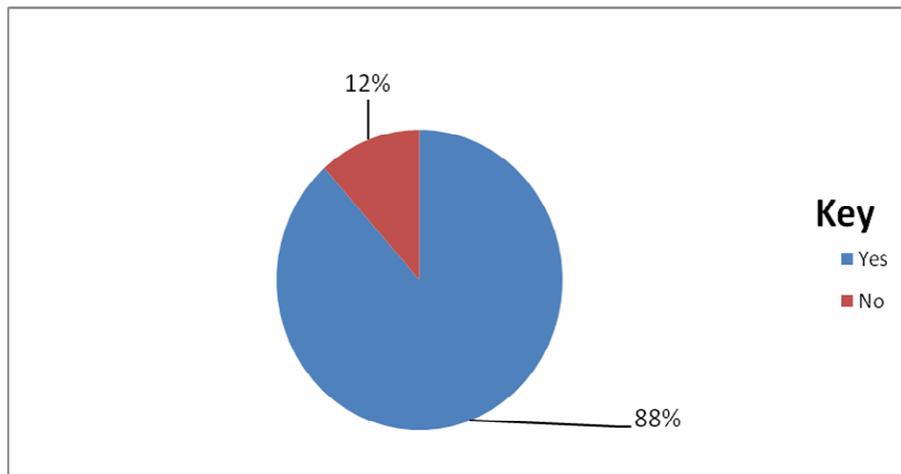
Table 4.2(b) who takes care of you at home

Who takes care of you at home	Mother		Grandmother		Aunt		Total	
	F	%	F	%	F	%		%
	87	78	13	12	12	10	112	100

Majority 78% of the class eight girls are taken care of by their mothers, while 10% of the class eight girls are taken care of by their aunt.

The number of class eight girls who had started menstruating is represented in Figure 4.3

Figure: 4.3 Class Eight Girls Having Started Menstruating



The results in the Figure 4.3 indicate majority 88% of the class eight girls had started menstruating, while 12% of the class eight girls had not started menstruating. Early adolescence is defined as 10-14 years old and brings with it significant physiological

changes and social and cultural pressure for girls growing up around the globe (Van de walle and Ranne, 2001). Girls from rural areas usually eat fresh foods and also walk longer distances to get to school which makes their bodies very active and hence postponing the age of menarche (Chung et. al 2001).

4.3 (a) Culture, Management of menstruation and School Attendance among Primary School Girls

4.3 (a) Culture and period management of menstruation period among primary school girls. The results are presented in table 4.3 (a)

Table: 4.3 (a) According to teacher’s opinion on Culture and Period Management on School Attendance

Cultural taboo	Strongly Agreed		Agreed		Disagree		Strongly Disagreed		Total	
	Fq	%	Fq	%	Fq	%	Fq	%	Fq	%
	12	34	4	11	16	44	4	11	36	100

The information in Table 4.3(a) indicates most 34% of the respondents agreed that the cultural taboos on menstrual management affect girl’s school attendance while 11% of the respondents strongly disagreed that cultural taboos on menstrual management affect girl’s school attendance.

The information on other factors besides menstruation that affect girl’s school attendance is summarized in Table 4.3(b).

Table 4.3(b) Factors that hinder girls other than menstruation from attending school.

Factors	Very great		Great		Fairly great		Not at all		Total	
	F	%	F	%	F	%	F	%	F	%
Fetching water	12	33	8	22	4	11	12	33	36	100
Cooking	6	16	15	42	0	0	15	42	36	100
Taking care of young ones	6	16	20	56	5	14	5	14	36	100
Having boy friends	4	11	8	22	4	11	20	56	36	100
Doing agricultural work	6	16	15	42	15	42	0	0	36	100

The data in Table 4.3(b) has indicated that most 33% of the teachers disagreed that fetching water affect girl's school attendance during menstruation, while 33% of the teachers agreed.

The result in Table 4.3(b) has shown that cooking affect girls school attendance greatly, while 42% of the teachers supported the opinion that cooking does not affect girl's school attendance during menstruation at all. Most 56% of the respondents stated that taking care of the young ones affected girls' school attendance during menstruation while 14% of the respondents disagreed that taking care of young ones affected girls' school attendance. The majority 56% of the respondents supported the opinion that having boyfriends did not affect girls school attendance while 11% of the respondents agreed that having boyfriends affect girls school attendance greatly. Most 42% of the respondents agreed that doing agricultural work affect girls' school attendance while 42% of the respondent supported that doing agricultural work affect girls school attendance fairly great.

The information of types of materials that are used most by girls during menstruation are contained in Table 4.4(a)

Table: 4.4(a) Material Items/Supplies Used Most of the Times to Manage Menstruation

Factors	Nothing		Only under wear		Re-usable cloths		Disposable pads		Total	
	F	%	F	%	F	%	F	%	F	%
Materials items/suppliers	14	13	39	35	6	5	53	47	112	100

The data contained in Table 4.4(b) are related to where pupils obtains material for menstrual Management.

Table 4.4 (b) where do you mostly obtain the materials for menstrual management

Where do you mostly obtain the materials	At home		Purchased in market by self		Purchased market by mother		Total	
	F	%	F	%	F	%	F	%
Materials items/suppliers	71	63	27	24	14	13	112	100

The information on the pupils opinion on the materials they would like to use most during menstruation is presented in Table 4.4(c)

Table 4.4(c) what materials would you most like to use during menstruation

What materials would you most like to use	Only underwear		Re-usable cloths		Disposable pad		Total	
	F	%	F	%	F	%	F	%
	26	23	26	23	60	54	112	100

The data contained in Table 4.4(d) are related to barriers in obtaining materials for menstrual management.

Table 4.4(d) Are there any barriers in obtaining materials in management of menstrual period

Are there any barriers in obtaining materials in management of menstrual period	Yes		No		Total	
	F	%	F	%	F	%
	99	88	13	12	112	100

The result in Table 4.4(a) indicate that 47% of the class eight girls use disposable pad (Purchased in market) while 5% of the class eight girls use reusable cloth. Majority 63% of the class eight girls obtain sanitary materials made at home while 13% of the girls obtain sanitary materials purchased in the market by their mothers. Most 54% of the class eight girls use disposable pad from market, while 23% of the class eight girls use re usable cloth. Majority 88% of the class eight girls have barrier in obtaining the item they would like to use during menstruation period, only 12% of the class eight girls stated that they did not have barriers.

The data contained in Table 4.5(a) are related to common barriers in obtaining materials for menstrual management.

Table 4.5(a) Common barriers in obtaining materials.

Common barriers in obtaining materials	Easily obtained		Not available		Expensive		Total	
	F	%	F	%	F	%	F	%
	13	12	28	25	71	63	112	100

The analyses in Table 4.5 (a) indicate that majority 63% of the class eight girls agreed that they are expensive to buy, While 25% of the class eight girls supported the opinion that they are hard to find or they are not available.

The information on how girls learnt about menstruation period is contained in Table 4.5(b)

Table 4.5 (b) Have you learned about your period from anyone

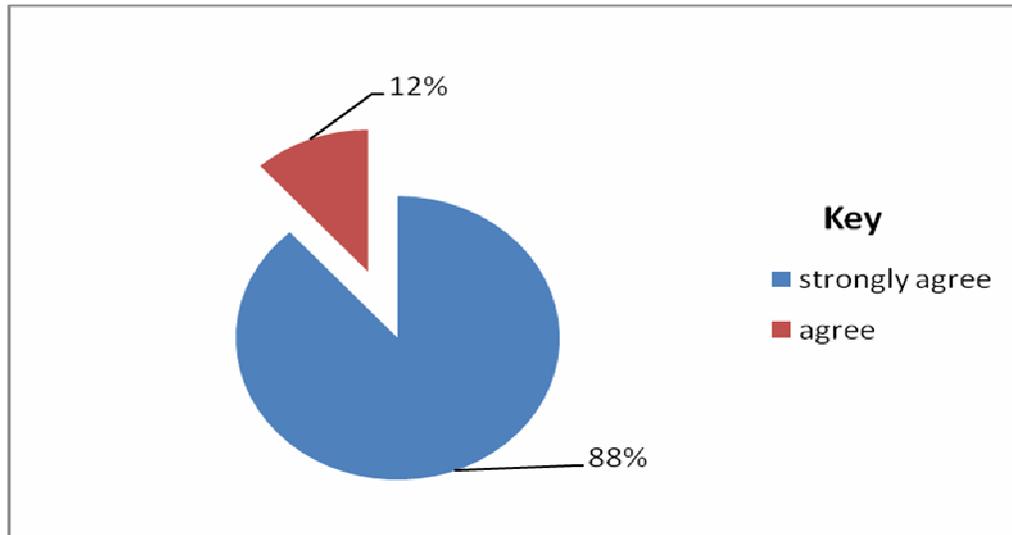
Have you learned about your period from anyone	Yes		No		Total	
	F	%	F	%	F	%
	99	88	13	12	112	100

The analysis in Table 4.5 (b) indicates that most 88% of the class eight girls agreed that they learnt about menstruation from other people. While 12% of the class eight girls did not learn about menstruation from anyone. In other contexts no guidance is provided, and girls are expected instead to seek out information from siblings and friends, and more recently, school teachers (Roth – Allen, 2000; summer, 2009 b).

Majority 60% of the respondents learnt about menstruation from their mothers, while 40% of the class eight girls learnt about menstruations from their sisters.

The results on whether menstruation is perceived to be a cultural problem is presented in figure 4.4

Figure: 4.4. Agreement Periods Is a Cultural Problem



From results in Figure 4.4, it can be observed that majority 88% of the respondents strongly agreed that period is a problem in their culture. There is silence and lack of information on menstruation among primary school pupils as issues of menstruation is perceived as shameful subject to tackle not only for adolescent girls but also some parents and at home and in school.

4.4 Value attached to education of girls

The information discussed in Table 4.6(a) has displayed the value attached by society for girls education. The Table has also presented analysis on respondents' views on whether menstruation is a barrier to girls' education.

Table 4.6 (a): Value attached to Education of Girls by Society and Cultural Restrictions on Education

Factors	SA		A		Total	
	F	%	F	%	F	%
Society value girls education	81	72	31	28	112	100
Culture restricts the things girls do at school	99	88	13	12	112	100
how culture prevent you from going to school when on menstruation	99	88	13	12	112	100

The analysis in Table 4.6 (a) has shown that majority 72% of the respondents strongly agreed that the society value girls' education. It has been established that female schooling has positive influence on health, wealth, and empowerment. (Behrman and Rosenzweig 2002). However, majority 88% of the respondents strongly agreed that culture restrict the things they do at school when they have menstruation periods, while 12% of the respondents agree that culture restrict the things they do at school when in menstruation. Even with the near gender parity in schools, adolescent girls' participation in schools is generally very poor (UNICEF 2006). Some girls who menstruated early were labeled promiscuous (Hourppert in Lee, 2006) and even through this label is not very common, it exists and it usually lowers the self esteem on girls which tampers with their active involvement in different engagements at school.

The information on how culture affects girls school attendance during menstruation is presented in Table 4.6(b).

Table 4.6 (b) Culture and girls' school attendance during menstruation

Factors	Very frequently		Frequently		Total	
	F	%	F	%	F	%
Culture and girls education	65	58	47	42	112	100

The analysis in Table 4.6 (b), it indicates that the majority 58% of the class eight girls agreed that culture affected girl's school attendance very frequently during menstruation while 42% of the respondents supported that culture affect girl's school attendance frequently during menstruation.

The data displayed in Table 4.7(a) include pupils opinion on culture and period management on school attendance, fetching water, cooking, taking care of young ones, having boy friends and doing agricultural work. The results are presented in Table 4.7 (a).

Table 4.7 (a) Pupils Opinion on Culture and Period Management on School Attendance

Factors	Very great		Great		Fairly great		Total	
	F	%	F	%	F	%	F	%
Fetching water	65	58	47	42			112	100
Cooking	73	65	30	27	9	8	112	100
Talking care of young ones	71	63	11	10	30	27	112	100
Having boy friends	65	58	17	15	30	27	112	100
Doing agricultural work	71	63	11	10	30	27	112	100

From the results presented in table: 4.7 (a), it can be observed that most 63% of the respondents supported the opinion that doing agricultural work affects girl’s school attendance. Majority 58% of the respondents strongly agreed that fetching water affect girl’s school attendance, while 42% of the respondents agreed that fetching water affect girl’s school attendance fairly great. Majority 65% of the respondents agreed that cooking has an effect on girls’ school attendance very great, while 8% of the respondents supported that cooking affect girls school attendance fairly great. Most 58% of the respondents supported that having boyfriends affected girls school attendance very great. The information on cultural taboo is contained in Table 4.7(b)

Table 4.7 (b) the information discussed is about cultural taboo

Factors	S A		Disagree		Total	
Cultural taboo	F	%	F	%	F	%
	69	62	43	38	112	100

From Table 4.7 (b) the results presented shows majority 62% of the respondents strongly agreed that cultural taboo on menstruation affected girl’s school attendance, while 38% of the respondents disagreed. Houppert in Lee, (2006) where she quoted some girls who menstruated early as being labeled promiscuous.

4.5 School and Menstrual Etiquette on School Attendance among Primary School Girls

The information discussed in Table 4.8 includes teacher’s opinion on school menstrual etiquette on school attendance, lack of adequate toilet facilities and lack of water. The results are presented in Table 4.8.

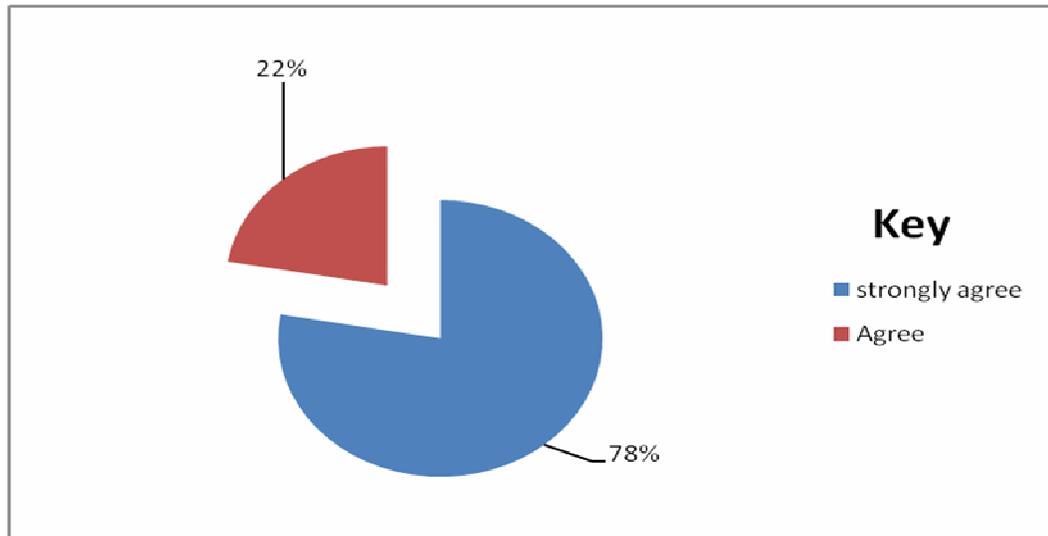
Table: 4.8: Teachers’ Opinion on Menstrual Etiquette and School Attendance

Factors	S A		A		D A		Total	
	F	%	F	%	F	%	F	%
School management	20	56	12	33	4	11	36	100
Lack of adequate toilet facilities	16	44	20	56	0	0	36	100
Lack of water	16	44	20	56	0	0	36	100

The findings in Table: 4.8 has indicated that the majority 56% of the teachers supported the view that school management as it relates to menstrual – hygiene management affects school attendance among girls while 11% of the respondents disagreed The “girl unfriendly” school environment as it relates to menstrual – hygiene management has been described as one in which there are successful (comfortable) menses management (Kirk, 2008). 56% of the teachers agreed that lack of adequate toilet hindered school attendance during menstruation while 44% of the respondents strongly agreed. Latrines the safety of their location and the privacy they provide including locks on the inside of latrine doors. (EL. Gilany, Badawi & El-Fedawy, 2005).

The results about whether sickness during menstruation affect girl’s school attendance is presented in Figure 4.5

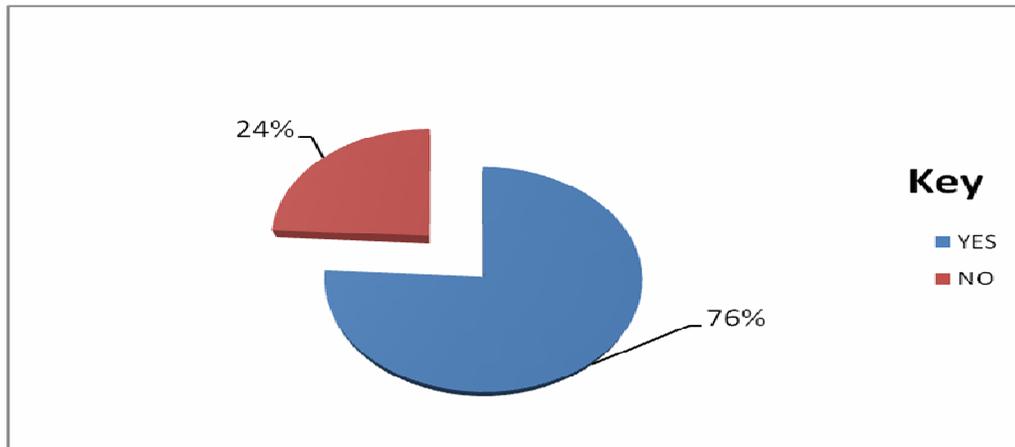
Figure: 4.5 Sickness during Menstruation



From the results in Figure: 4.5 on the sickness during menstruation it shows that majority 78% of the respondent supported that sickness during menstruation affected girls school attendance. This is because of absence of nurses or trained teachers who may be able to provide sanitary materials to a girl when she has a menstrual accident and is unprepared, a private room where girls may lie down and rest if they experience excessive menstrual cramps; and if deemed culturally appropriate, staff or nurses who can provide pain analgesics to girls who are experiencing menstrual – related discomfort (Kristoff, 2009).

The results about whether girls stay away from school because of menstruation is presented in Figure 4.6.

Figure: 4.6. Girls Staying Away From School Because Of Menstruation Periods



From the results in Figure: 4.6 it can be observed that majority 76% of the class eight girls stayed away from school because of menstruation periods, while 24% of the respondent supported that they have never stayed away from school because of menstruation. Nalubega, (2011) found girls to be missing up to 4 school days and post – pubescent girls were missing up to five days every month due to inadequate menstruation care (World Bank, 2005).

The information discussed in Table 4.9 has included teachers’ opinion on why girls did not attend school during menstruation. The results are presented in Table 4.9

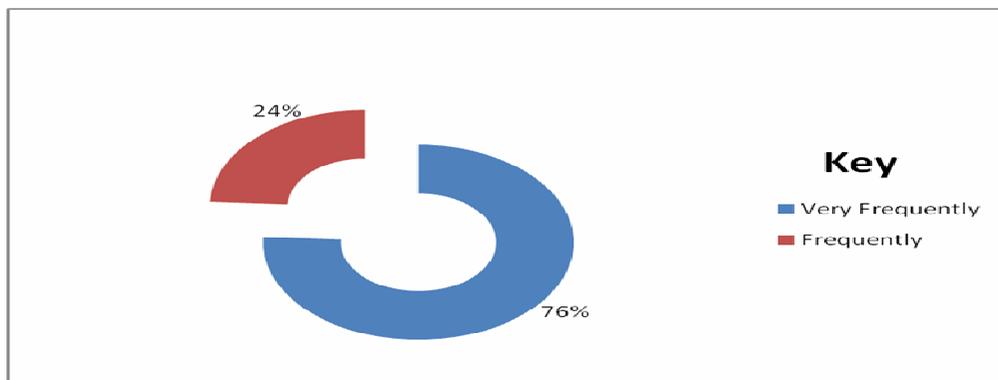
Table 4.9: Reasons by teachers explaining why girls miss school during menstruation

Factors	Very frequently		Frequently		Total	
	F	%	F	%	F	%
Lack of sanitary pads	99	88	13	12	112	100
Lack of water	85	76	27	24	112	100
Lack of adequate toilets	59	53	53	47	112	100
Unfriendly school environment	99	88	13	12	112	100

The results presented in Table: 4.9 it can be observed that the majority 88% of the class eight girls lack sanitary pads very frequently, while 12% lack sanitary pads frequently. Girls are feeling interruptions in their successful pursuit of an education due to many challenges, and for may girls, insufficient sanitary materials (such as good quality cloths or sanitary pads) (Scott, Dopson, Montgomery et al, 2009). Most 76% of the teachers agreed that lack of water in school affect girl’s school attendance very frequently during menstruation. Schools did not have adequate toilets, with majority of the schools that had not fulfill the ministry of education recommended toilets ration of 1:25 for girls which makes a school environment girl unfriendly (EI-Gilang, Badawi and EL – Fedawy, 2005). The majority 88% of the respondents agreed that unfriendly school environment very frequently affect girls school attendance during menstruation, while 12% of the respondents supported the opinion that unfriendly school environment affect girls school attendance during menstruation.

The results about teacher’s opinion on whether sickness during menstruation affected girls’ school attendance is represented in Figure 4.7.

Figure: 4.7: Sickness during Menstruation and School Attendance



The results presented in figure: 4.7 have shown that majority 76% of the teachers agreed that sickness during menstruation affected girl's school attendance, while 24% of the respondents supported that sickness during menstruation rarely affected girls' school attendance.

The information discussed in Table 4.10 is related to sanitation facilities for girls on menstrual period in schools.

Table: 4.10. (a) Sanitation Facilities for Girls on Menstrual Period In Schools

Factors	S A		Disagree		Total	
	F	%	F	%	F	%
Sanitation facilities for girls is a problem in your school	65	58	47	42	112	100

The data on counseling arrangement of girls on menstrual management in the respective schools are contained in Table 4.10(b)

Table: 4.10. (b) Counseling arrangement in girls on menstrual management in your school

Do you have counseling arrangement in girls on menstrual management in your school	Yes		No		Total	
	F	%	F	%	F	%
	99	88	13	12	112	100

The information on Girls Responses on effectiveness of counseling on menstrual management in their respective schools is presented in Table 4.10 (c)

Table: 4.10 (c) Effectiveness of menstrual counseling in my school.

If yes in above how much do you agree it is effective on menstrual management in your school	SA		Disagree		Total	
	F	%	F	%	F	%
	99	88	13	12	112	100

The results presented in Table: 4.10(a) shows that most 58% of the class eight girls strongly agreed that there is lack of sanitation facilities for girls on menstrual period in their respective schools, while 42% of the respondent disagreed. A school environment that lack adequate disposal mechanisms for used sanitary materials; including a lack of dustbins inside the latrines/toilet or an absence of a means for disposing used sanitary materials outside the latrines, such as an incinerator or a pit for burning (although each and every locale must determine what disposal mechanisms are culturally appropriate). (EL-Gilany, Badawi and EL-fedawy, 2005). Majority 88% of the class eight girls agreed that they have counseling arrangement for girls on menstrual management in their respective school, while 12% of the respondents disagreed.

The findings presented in Table 4.11 (a) has revolved around whether schools provided sanitation towels to girls.

Table 4.11(a) School and provision of Towels

Does the school provide sanitary towels to girls	Yes		No		Total	
	F	%	F	%	F	%
	27	24	85	76	112	100

The results presented Table: 4.11 (a) shows that majority 76% of the class eight girls supported the opinion that the school does not provide sanitary towels to girls, while 24% of the respondent agreed.

The data contained in Table 4:11 (b) are related to school management in respect to adequacy of toilet facilities and water.

Table 4.11(b) School management, Toilet facilities and water

Factors	S A		A		SD		Total	
	F	%	F	%	F	%	F	%
School management	69	62	30	27	13	11	112	100
Lack of adequate toilet facilities	65	58	30	27	17	15	112	100
Lack of water	71	63	30	27	11	10	112	100

The results presented in Table 4.11 (b) shows that majority 62% of the class eight girls strongly agreed that school management affected girl's school attendance during menstruation. Majority 58% of the class eight girls strongly agreed that lack of adequate toilet facilities affected their school attendance, while 63% of the respondents strongly agreed that lack of water affected girls school attendance.

The findings presented in Table 4.12 are on male and female student's attitude towards menstruation.

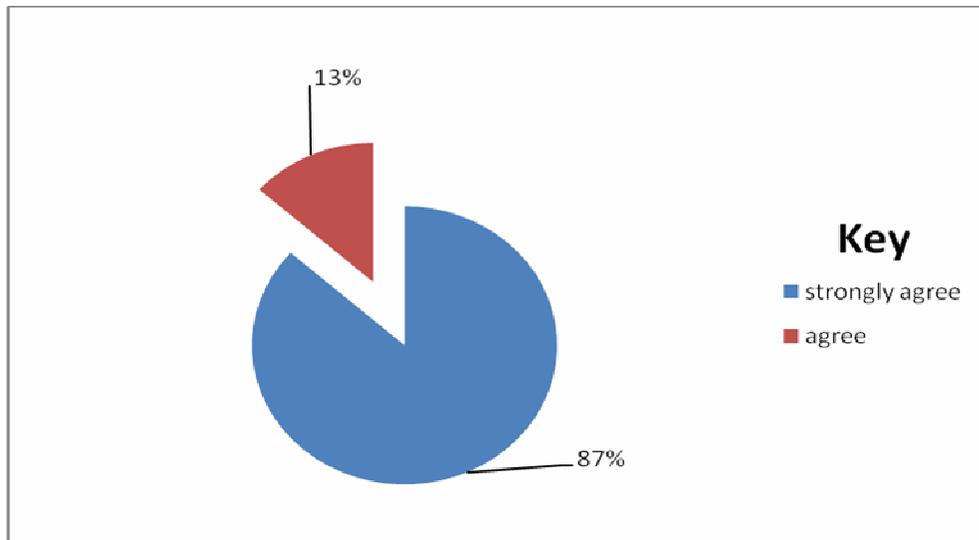
Table 4.12 Students Attitudes towards Menses

Factors	SA		A		DS		TOTAL	
	F	%	F	%	F	%	F	%
Male students	65	58	17	15	30	27	112	100
Female students attitude	71	63	11	10	30	27	112	100
My personal attitude	73	65	9	8	30	27	112	100

The results presented in Table: 4.12 show that majority 58% of the students strongly agreed that male student's attitude toward menstruation affect girl's school attendance. Most girls always avoid instances that would let the males know that they are going through menstruation not even their fathers (Marni, 2010). Most 63% of the students agreed that female student's attitudes towards menstruation affect girl's school attendance when on menstruation periods. Most 65% of the students strongly agreed that their personal attitude towards menstruation affected their school attendance.

The results about peer influence on girls' school attendance while on menstruation is summarized in Figure 4.8

Figure: 4.8: Peer Influence



From Figure: 4.8, it can be observed that the majority 87% of the respondents strongly agreed that peer influence affected girls' school attendance during menstruation.

4.6 Parental Attitudes towards Period's Management on School Attendance among Primary School Girls

The information summarized in Table 4.13 sought to establish if parents were supportive of girls during menstruation period and whether they encouraged them to attend school during menstruation period.

Table 4.13: Parents' Attitudes towards Management of menstrual period and School Attendance

Factors	S A		A		DS		TOTAL	
	F	%	F	%	F	%	F	%
Parents attitudes to menstruation and school attendance.	88	78	0	0	8	22	112	100
are parents supportive to girls during menstruation periods	99	88	13	12	0	0	112	100
Parental attitude towards girls on menstruation periods and school attendance	85	76	27	24	0	0	112	100
Parental attitude towards personal hygiene of girls on menstruation	59	53	53	47	0	0	112	100
Parental attitude towards religious inclination of girls on menstruation and school attendance	99	88	13	12	0	0	112	100

The analysis in Table 4.13 has indicated that most 78% of the respondents agreed that parent attitudes towards girls during menstruation affect girls' school attendance while 22% of the respondents disagreed. Majority 88% of the respondent strongly agreed that parental attitudes toward religious inclination of girls on menstruation

affected school attendance. Despite the fact that many societies are doing away with negative attitudes non menstruation, such tendencies still exist especially in areas where they are perpetuated by religion and culture (Costos 2002). 88% of the respondents strongly agreed that their parents/guardians support them to go to school when on menstruation period. Most 53% of the respondents strongly agreed, that parental attitude towards personal hygiene of girls on menstruation periods influence school attendance.

4.7 Teachers' Attitude towards Management of periods and School Attendance

The information summarized in Table 4.14 on female and male teachers attitudes towards menstruation and school attendance. The results are presented in table 4.14

Table 4.14 Teacher Attitude towards Period's Management on School Attendance

Factors	SA		A		DS		SDS		TOTAL	
	F	%	F	%	F	%	F	%	F	%
Female teachers	12	33	8	22	12	33	4	11	36	100
Male teachers	20	56	8	22	8	22	0	0	36	100
Male students	20	56	16	44	0	0	0	0	36	100
Female students	20	56	12	33	4	11	0	0	36	100

The results presented in Table 4.14 has indicated that most 56% of the teachers supported that male teacher's attitude towards menstruation affect girl's school attendance, while 22% of the respondents disagreed. A school environment that is either predominantly male teaching staff and administration, and hence less attuned to the needs of menstruating girls or who are simply culturally inappropriate for

providing such support; or an environment that has both male and female teachers, but who are not sensitized to the needs of menstruating girls (Oster 2010). Most 33% of the teachers strongly agreed that female teachers attitude towards girls on menstruation affected school attendance, while 11% strongly disagreed. Majority 56% of the respondents strongly agreed that male students attitude toward menstrual management affected girls school attendance, while 44% of the respondents supported that the male students attitude toward menstrual management affects girls school attendance. This is because most of the girls always avoid instances that would let the male know that they are going through menstruation not even their fathers (Marni, 2010). Majority 56% of the teachers strongly agreed that female students attitudes towards menstruation affected girls' school attendance.

The information elicited from the respondents on whether female and male teachers discouraged girls during their menstruation and whether boys laughed at girls if they happened to stain their dresses during menstruation is summarized in Table 4.15

Table 4.15 Teachers discouragement on Girl's School Attendance during Menstruation

Factors	VF		Rarely		TOTAL	
	F	%	F	%	F	%
Female teachers	990	88	13	12	112	100
Male teachers	85	76	27	24	112	100
Fear of being laughed at by boys for staining dress	99	88	13	12	112	100

The analysis presented in Table: 4.15 shows that majority 88% of the class eight girls agreed that they fear to be laughed at by boys for staining their dresses, while 12%

rarely feared. This is in consistent with a finding by Kirk where a soiled uniform provoked ridicule from both boys and girls thereby placing the girl at higher stigma and discrimination experiences (Kirk 2006). Most 88% of the respondent agreed that discouragement by female teachers affected school attendance, while 12% rarely were affected. Majority 76% of the class eight girls agreed that discouragement by male teachers affected school attendance, while 24% were rarely discouraged by the male teachers.

The finding contained in Table 4:16 include teachers responsibilities on girls menstrual management in school, male teachers perceived support for girls, on support menstruation periods.

Table 4.16 Teachers Discouragement on Girl’s School Attendance during Menstruation

Factors	SA		SD		TOTAL	
	F	%	F	%	F	%
Teachers responsibilities	59	53	53	47	112	100
Male teachers perceived support	99	88	13	12	112	100
Female teacher perceived support	85	76	27	24	112	100

The data presented in Table 4.16 indicate that most 53% of the respondents agree while 47% of the respondents strongly disagreed that there are teachers with responsibilities on girls menstrual management in their respective schools. Majority 88% of the respondents strongly agreed while 12% of the respondents disagreed that male teachers are supportive of them going to school when on menstruation period. Majority 76% of the respondents strongly agreed, 24% of the respondents disagreed

that female teachers are supportive of them going to school when on menstruation periods. It is the female who are given the responsibility of enlightening girls about menstruation, while it is also true those female teachers are very few in most developing countries (Ogela, Wesonga and Mumbi, 2011).

The information summarized in Table 4.17 (a) is on how teachers handle girls during menstruation periods.

Table 4.17 (a) Handling of Girls on Their Menstruation Periods by teachers

Factors	Yes		No		Total	
	F	%	F	%	F	%
Do you find your teacher handling of girls on their menstruation periods with special care	13	12	99	88	112	100

The information discussed includes how teachers handling of girls on their menstruation period influence their going to school and how teachers attitude towards personal hygiene of girls on their menstruation periods influence their going to school. The results are contained in Table 4.17 (b)

Table 4.17 (b) Influence of Teachers Handling Girls and School Attendance

Factors	SA		Disagree		Total	
	F	%	F	%	F	%
How much do you agree that your teacher handling of girls on their menstruation periods influence their going to school	85	76	27	24	112	100
How much do you agree that personal hygiene of girls on their menstruation periods influence their going to school	59	53	53	47	112	100

The data presented in Table 4.17 (a) indicates that most 12% of the class eight girls strongly agreed that they find teachers handling of the girls during menstruation period with special care, while 88% strongly disagreed. A school environment that is either predominantly male teaching staff and administration, and hence less attuned to the needs of menstruating girls or an environment that has both male and female teachers, but who are not sensitized to the needs of menstruating girls (Oster 2010). 76% of the respondents strongly agreed while 24% of the respondents disagreed that teachers handle of girls on their menstruation periods influence their school attendance. Majority 53% of the respondents strongly agreed, while 47% of the respondents disagreed that teachers attitude toward personal hygiene of girls on menstruation periods affect their school attendance.

The information summarized on Table 4.18 is on parents, female and male teachers attitudes towards girls on their menstruation period.

Table 4.18 Teachers’ and parents’ Opinions on school attendance of Girls on Menstruation Periods

Factors	SA		A		DS		Total	
	F	%	F	%	F	%	F	%
Parents attitudes on menstruation and school attendance	65	58	16	14	30	26	112	100
Female teachers attitudes on menstruation and school attendance	69	62	13	12	30	26	112	100
Male teachers attitudes on menstruation and school attendance	69	62	13	12	30	26	112	100

The data presented in Table 4.18 has indicated that the majority 58% of the class eight pupils strongly agreed that parents' attitudes towards menstruation affected girls school attendance. At the onset of menstruation, girls begin producing themselves as women in compliance with and sometimes in resistance to contemporary messages about gender. According to Balley and Wetz in (Lee 2009) Girls were made aware of the cultural labels attached to menarche and these often made them feel like they are going through a private dirty process. Majority 62% of the respondent strongly agreed that female teacher's attitude affected girl's school attendance. Most 62% of the class eight girls strongly agreed that male teacher's attitude towards menstruation affected girl's school attendance.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Summary

This chapter has presented a general overview of the research findings, conclusions, and recommendations. The chapter is further suggested areas for further research.

The study was to investigate the effect of girls' menstruation on school attendance among primary school girls in Kangeta division Meru County. The research adapted descriptive research design because it renders itself better in the study of phenomena and description of state of affairs. The summary is based on the objectives that guided this study.

5.1.1 Culture and Period Management on School Attendance among Primary School Girls

The study found majority (62%) of the class eight girls agreed that the cultural taboos on menstrual management affect girl's school attendance while most (34%) of the class eight girls agreed that fetching water affected girls school attendance during menstruation fairly great, the study found majority (65%) of class eight girls agreeing that cooking affected girls school attendance very greatly, and most (63%) of the class eight girls supported that taking care of the young ones affect girls school attendance during menstruation. Majority (58%) of the class eight girls supported the opinion that having boyfriends affected girls school attendance. Most (63%) of the class eight girls agreed that doing agricultural work affected girl's school attendance. Most 54% of the class eight girls use disposable pad. Majority (63%) of the class eight girls obtain sanitary materials made at home while. Most (53%) of the class eight girls use disposable pad from market, Majority (88%) of the class eight girls have barrier in

obtaining the item they would like to use during menstruation period. From the study it can be observed that majority (63%) of the class eight girls agreed that they are expensive to buy.

5.1.2 School Menstrual Etiquette and School Attendance among Primary School Girls

The study found that majority (56%) of the teachers supported the view that school management as it relates to menstrual – hygiene management affects school attendance among girls while. Most (44%) of the teachers agreed that lack of adequate toilet hindered school attendance during menstruation. Majority (56%) of the teachers supported that lack of water hindered girls from attending school during menstruation. The study found that the majority (88%) of the class eight girls lack sanitary pads very frequently. Most (76%) of the class eight girls agreed that lack of water in school affect girl's school attendance very frequently during menstruation. From the study majority (53%) of the class eight girls agreed that lack of adequate toilets in school affect girl's school attendance very frequently during menstruation. The majority (88%) of the respondent agreed that unfriendly school environment very frequently affect girls' school attendance during menstruation. The study found that most (58%) of the respondent strongly agreed that there is lack of sanitation facilities for girls on menstrual period in their respective schools. Majority (88%) of the class eight girls agreed that they have counseling arrangement for girls on menstrual management in their respective school. Most (88%) of the class eight girls agree that the menstrual counseling provided in schools is effective on menstrual management.

5.1.3 Parental Attitudes towards Period Management and School Attendance among Primary School Girls

The study found that majority (78%) of the class eight girls agreed that Parental Attitudes towards Period's Management affected school attendance. And that Most (88%) of the class eight girls supported the opinion that parental attitude towards religious inclination of girls menstruation periods influence school attendance. Most (88%) of the class eight girls agreed that their parents/guardians supported them to go to school when on menstruation period, the study found that majority (76%) of the class eight girls agreed that parental attitude towards girls on menstruation periods hinder their school attendance, Most (53%) of the class eight girls strongly agreed that parental attitude towards personal hygiene or girls on menstruation periods influence school attendance,

5.1.4 Teachers' Attitudes towards Management of menstrual period and School Attendance among Primary School Girls

The study found that most (62%) of the class eight girls supported that male teacher's attitude towards menstruation affect girl's school attendance, while most (26%) of the class eight girls disagreed. Majority (56%) of the class eight girls strongly agreed that male students attitudes towards menstrual management affects girls school attendance, while majority 56% of the respondents strongly agreed that female student's attitude toward menstruation affected girls' school attendance, and that Majority (88%) of the class eight girls agreed that discouragement from female teachers affected girls school attendance during menstruation. The study found that the majority (76%) of the class eight girls supported the opinion that discouragement from male teachers affects girl's school attendance very frequently during

menstruation, Most (88%) of the class eight girls supported that they fear to be laughed at by boys for staining their dresses during menstruation period, The study found that most (53%) of the class eight girls agreed that there are teachers with responsibilities on girls menstrual management in their school.

5.2 Conclusions

The study has concluded that the cultural taboos on menstrual management affect girl's school attendance greatly especially in taking care of the young ones. Culture was found to restrict the things they do at school when they have menstruation periods. The study has also established that school management as it relates to menstrual – hygiene management affects school attendance among girls due to lack of adequate toilets, water and majority of the class eight girls stayed away from school because of menstruation periods. The study concludes that Parental Attitudes towards Period's Management affected school attendance especially parental attitude towards religious inclination on girls menstruation periods and the parents/guardians support girls to go to school when on menstruation period. The study further concludes that teacher's attitude towards menstruation affect girl's school attendance just as the student's attitudes towards menstrual management. The study finally observes that girl's discouragement from female teachers affect girls school attendance most during menstruation

5.3 Recommendations

The study has recommended that the cultural taboos on menstrual management that affect girl's school attendance should be re-examined with a view of taking urgent measures to rectify them so that girls are facilitated more to attend schooling. The

study thus recommended that school management aspects as relates to menstrual – hygiene management negatively affecting school attendance among girls should be a thing of the past especially on very basic issues of o lack of adequate toilets and water. This must be addressed urgently to prevent girls staying away from school because of menstruation periods. The study has recommended that the girls who lack sanitary pads be provided for by the government as per policy.

The study has recommended that teacher's and pupil's attitude towards menstruation affects girl's school attendance and there is need to sensitize them on the effect of their conduct to girl's school attendance.

5.4 Suggestion for Further Study

Since study was restricted to investigate on the effect of girls menstruation on school attendance among primary school girls in Kangeta division of Meru County, mainly through the girls there is need to investigate the perceptions of other people such as parents, the community and male teachers on menstruation. Further investigation can be carried to establish the extent to which the religious beliefs affect school attendance of girls on menstruation.

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APPENDIX 1: INTRODUCTION LETTER

1ST MAY, 2013.

Dear Respondents,

I am Agatha Mwenemeru a students of Nairobi University undertaking master in Foundation of Education degree, As a requirement in partial fulfillment,

I am undertaking a research on the “influence of menstruation on school attendance among primary school girls in Kangeta division of Meru County-Kenya”

Kindly assist me to fill the required questionnaires as honest as possible. Any information provided will be used purely for academic purposes and will be kept confidential.

Yours faithfully

Agatha Mwenemeru.

.....

Other (specify): _____

7. Where do you mostly obtain these materials/items/supplies for managing menstrual periods ? (\checkmark) one only

Made at home/ found at home []

Purchased at the market by self []

Purchased at the market by mother []

Purchased at the market by father []

Get at school []

Other (specify) _____

8. What material/item would you most like to use for managing menstrual periods? (\checkmark) One only

Prefers to use nothing []

Only underwear []

Reusable cloth []

Disposable pad (purchased in market) []

Tampon/ other inserted item []

Other (specify): _____

9. Are there any barriers to obtain the item you would most like to use?

Yes [] No []

10. If yes in question 9, that there are y barriers to obtaining these materials, what is the most common barrier? Indicate with a tick (\checkmark) one only

There are no barriers/they are easy to obtain []

They are hard to find/not available []

They are expensive []

Not used traditionally []

Embarrassed to buy them []

Parent will not buy for her []

11. Have you learned about your period from anyone? Yes [] No []

12. If yes to question 11, who? Tick the person that you learnt most information from about menstruation.

Mother []

Father []

Sister []

Aunt or other family member []

At school/from a teacher []

From friends []

Other (specify) _____

Section B: Influence of Culture on school attendance by girls during menstruation.

13. How much do you agree that your periods is a problem in your culture

Strongly agree. [] Agree [] disagree. [] strongly disagree []

14. In your opinion how much do you agree your Society value girl's education?

Strongly agree. [] Agree [] disagree. [] strongly disagree []

15. How much do you agree that your culture restricts the things you can do at school as a girl when you have menstruation periods?

Strongly agree. [] Agree [] disagree. [] strongly disagree []

16. How much do you agree that your culture prevent you from going to school when you have menstruation periods menstruation

Strongly agree. [] Agree [] disagree. [] strongly disagree []

17. Have you ever stayed away from school because of menstruation periods?

Yes [] No []

18. How frequently did the following reasons hinder you from attending school among your menstruation?

Reason	Very frequently	Frequently	Rarely	Never
Lack of sanitation pads				
Lack of water				
Lack of adequate toilets				
Our culture discourage girls from mixing with males during menstruation				
Unfriendly school environment				
Discouragement by female teachers				
Fear of being laughed by boys because of staining my dress				
Sickness during menstruation				

20. How much do you agree that Sanitation facilities for girls on menstrual period in your school

Strongly agree. [] Agree [] disagree [] strongly disagree []

21. Do you have Counseling arrangement for girls on menstrual management in your school? Yes [] No []

22. If yes above how much do you agree that it is effective on menstrual management in your school

Strongly agree. [] Agree [] disagree [] strongly disagree []

23. Does the school provide sanitary towels to girls? Yes [] No []

Section D: Influence of Parental Attitude

24. How much do you agree that your parents/guardians are supportive you going to school when on menstruation periods?

Strongly agree. [] Agree [] disagree [] strongly disagree []

25. How much do you agree that parental attitude towards girls on menstruation periods hinder their school attendance?

Strongly agree. [] Agree [] disagree [] strongly disagree []

26. How much do you agree that parental attitude towards personal hygiene of girls on menstruation periods influence your school attendance

Strongly agree. [] Agree [] disagree [] strongly disagree []

27. How much do you agree that parental attitude towards religious inclination of girls on menstruation periods influence your school attendance

Strongly agree. [] Agree [] disagree [] strongly disagree []

Section E: Influence of Teacher Attitude on menstruation

28. How much do you agree that your male teachers are supportive you going to school when on menstruation periods?

Strongly agree. [] Agree [] disagree [] strongly disagree []

29. How much do you agree that your female teachers are supportive you going to school when on menstruation periods?

Strongly agree. [] Agree [] disagree [] strongly disagree []

30. Do you find your teachers handling of girls on their menstruation periods with special care? Yes [] No []

31. How much do you agree that your Teachers handling of girls on their menstruation periods influence their going to school?

Strongly agree. [] Agree [] disagree [] strongly disagree []

32. How much do you agree that your teacher's attitudes toward personal hygiene of girls on their menstruation periods influence their going to school?

Strongly agree. [] Agree [] disagree [] strongly disagree []

33. Besides menstruation, to what extent do the following home related activities and other problems listed here below affect participation of girls in school.

Activities/problems	Very great	great	Fairly great	Not all
Fetching water				
Cooking				
Taking care of young ones				
Having boyfriends				
Doing agriculture work				

34. In your opinion to what extent do you agree that the following influence girl's school attendance when on menstruation periods in your school? (Tick as you find most appropriate)

Item	Strongly agree	Agree	Disagrees	Strongly disagree
Cultural taboo				
School management				
Lack adequate toilet facilities				
Lack of water				
Parents attitudes about menstruation				
Female teachers attitudes towards menstruation				
Male teachers attitudes towards menstruation				
Male students attitudes				

Section F: School attendance

1. List issues or things that might hinder girls from attending school during their menstruation.

2. Suggest ways that help all girls to attend school during their menstruation?

APPENDIX III: INTRODUCTION LETTER

1ST MAY, 2013.

Dear Respondents,

I am Agatha Mwenemeru a students of Nairobi University undertaking master in Foundation of Education degree, As a requirement in partial fulfillment,

I am undertaking a research on the “influence of menstruation on school attendance among primary school girls in Kangeta division of Meru County-Kenya”

Kindly assist me to fill the required questionnaires as honest as possible. Any information provided will be used purely for academic purposes and will be kept confidential.

Yours faithfully

Agatha Mwenemeru.

.....

APPENDIX IV: TEACHERS QUESTIONNAIRE

SECTION A: PERSONAL DATA

Kindly answer all questions as completely as possible. Do not write your name anywhere in this questionnaire.

1). Years worked in this school

Below 5 6 to 10 11 to 15 above 16

2) Your gender. Male Female

3). Rank: Senior Teacher class teacher

4). Age Bracket in Years

Below 25 25 - 30 31 - 35 36 - 40 41 – 45

5). marital status: Single Married Widow Divorced

6). in your opinion to what extent do you agree that the following influence girl's school attendance when on menstruation periods in your school? (Tick as you find most appropriate)

Item	Strongly agree	Agree	Disagree	Strongly Disagree
Cultural taboo to be outside home during menstruation				
School management is not sensitive to the needs of girls during menstruation periods				
Lack adequate toilet facilities				
Lack of water				
Parents attitudes about				

menstruation				
Female teachers attitudes				
Male teachers attitudes towards menstruation				
Male students attitudes towards menstruation				
Female students attitudes towards menstruation				
Peer influence				
Sickness during menstruation				

7. Besides menstruation girls may fail to participate in school fully due to domestic chores and other problems listed here below.

Indicate with a tick (√) your response in appropriate column.

Activities	Very great	Great	Fairly great	Not all
Fetching water				
Cooking				
Taking care of young ones				
Having boyfriends				
Doing agricultural work				

8. In your opinion what challenges do girls experience during menstruation period?

9. Suggest ways that can help all girls to attend school during their menstruation period?

THANKS FOR THE CO-OPERATION

APPENDIX V: RESEARCH PERMIT

PAGE 2 PAGE 3

Research Permit No. NCST/RCD/14/013/679

Date of issue 16th May, 2013

Fee received KSH. 1,000

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Agatha Kendi Mwenemeru
of (Address) University of Nairobi
P.O Box 30197-00100, Nairobi
has been permitted to conduct research in

Location
Igembe South District
Eastern Province

on the topic: Effect of girls' menstruation on
school attendance among primary school
girls in Kangeta Division of Meru
County, Kenya

Applicant's Signature **For: Secretary**
National Council for
Science & Technology

for a period ending: 30th June, 2013.



CONDITIONS

- 1. You must report to the District Commissioner and the District Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed with-out prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2)/four(4) bound copies of your final report for Kenyans and non-Kenyans respectively.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**

REPUBLIC OF KENYA
RESEARCH CLEARANCE
PERMIT

GPK6055f3mt10/2011 **(CONDITIONS—see back page)**

APPENDIX VI: RESEARCH AUTHORIZATION

REPUBLIC OF KENYA



NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213471, 2241349, 254-020-2673550
Mobile: 0713 788 787 , 0735 404 245
Fax: 254-020-2213215
When replying please quote
secretary@ncst.go.ke

P.O. Box 30623-00100
NAIROBI-KENYA
Website: www.ncst.go.ke

Our Ref: **NCST/RCD/14/013/679** Date: **16th May, 2013**

Agatha Kendi Mwenemeru
University of Nairobi
P.O Box 30197-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated **30th April, 2013** for authority to carry out research on *“Effect of girls’ menstruation on school attendance among primary school girls in Kangeta Division of Meru County, Kenya.”* I am pleased to inform you that you have been authorized to undertake research in **Igembe South District** for a period ending **30th June, 2013**.

You are advised to report to **the District Commissioner and District Education Officer, Igembe South District** before embarking on the research project.

On completion of the research, you are expected to submit **two hard copies and one soft copy in pdf** of the research report/thesis to our office.


SAID HUSSEIN
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Igembe South District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development”.