

**FACTORS THAT INFLUENCE THE RETENTION OF FEMALE  
STUDENTS IN SECONDARY SCHOOLS IN MUHORONI DIVISION  
MUHORONI DISTRICT, KISUMU COUNTY**

**BY**

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**A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT  
OF THE REQUIREMENTS FOR THE DEGREE OF MASTER OF  
EDUCATION IN EDUCATIONAL FOUNDATIONS OF THE  
UNIVERSITY OF NAIROBI.**

## DECLARATION

This research project is my original work and has not been presented for a Masters Degree in any other University.

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## **DEDICATION,**

I, dedicate this work to my late father Benjamin Owano, my mother Peres Owano, my brothers Allan Owano for his financial support, Tom Owano, and my sisters Lilian and Agnes. To my children Mary Anne and Ben whose continued support guided me throughout the course. And lastly to my husband Peter Oguda who really assisted me throughout the study duration.

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## **ABSTRACT**

The purpose of this study was to determine the factors that influence the retention of female students in secondary schools in Muhoroni division, Muhoroni District of Kisumu County. The study identified the gaps which paved way for the recommendations of intervention measures that would improve the retention of female students in secondary schools in Muhoroni District. This would enhance the attainment of their primary purpose of retaining female students in secondary schools. The schools studied included Koru Girls' Secondary school, Chemelil Academy and Muhoroni Mixed Secondary School.

Five research questions were formulated to guide the study. Research question one was to identify how early marriage affected the retention of female students in secondary schools in Muhoroni Division, research question two was to examine how initiation rites affect retention of female students in secondary schools in Muhoroni Division, research question three was to examine how the attitudes of parents affect female education in secondary schools in Muhoroni Division, research question four sought to investigate how roles in the society and domestic labour influence the retention of girls in secondary school education in Muhoroni Division, research question five was to examine how poverty influence the retention of girl – child education in secondary schools in Muhoroni Division.

Literature review dealt with the retention of girls in secondary education. The areas covered by literature review included:- Benefits of educating women, status of enrolment in Kenyan education system, early marriages and retention of girls in secondary schools, initiation ceremonies and the retention of girls in secondary schools, attitude of parents towards secondary school education for girls, domestic labour and the retention of girls in secondary schools, roles in society and how they affect the retention of girls in secondary schools and lastly poverty and its impact on the retention of girls in secondary schools. The sample consisted of three out of nine head teachers constituting a quarter of the total administrators and twenty nine out of two hundred and twenty six students constituting  $1/8^{\text{th}}$  of the total number of students. The method of allocation was to ensure that the population size was reflected in the sample size.

The findings revealed that there were several factors that influenced the retention rate of female students in secondary schools in Muhoroni Division ranging from early marriage which affected the retention of girl child in Secondary Schools, initiation rites which interfered with the normal school and class attendance, the attitudes of parents which at times were negative on the girl child and most of the parents preferred educating boys to girls, the roles in the society and domestic labour were overwhelming for the girl child leaving the girls to be seriously exhausted and cannot concentrate in the class work and lastly poverty which seriously affected the education of girls as a result of the death of parents leaving the girl child to lack school fees and depend on the guardians and well wishers. The result of these are observed on the low retention rate of female students in secondary schools in Muhoroni division.

The results also indicate that the school administrators used various methods in handling female students' retention in schools and these included guidance and counseling, recommendations for bursary fund fees forms, punishments involving parents in matters of student disciplines and mobilization of the community members and well wishers to pay for the disadvantaged girls in secondary schools. However the administrators also agreed that more funding and support from the government and well wishers were needed for the retention of the female students in secondary schools.

It was found out that the factors which influenced the retention of female students in secondary schools in Muhoroni Division included early marriages, the initiation rites especially the female genital mutilation, the attitudes of parents, the roles in the society and domestic labour and lastly the poverty in relation to paying school fees for female students in secondary schools.

In the light of the research findings the researcher recommends that peer educators/counselors should be posted to the mixed and girls secondary schools to survey the girl-child problems and encourage them to seek help to curb the drop out of students in secondary schools.

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## **LIST OF ABBREVIATIONS**

F.G.M	-	Female Genital Mutilation
UNICEF	-	United Nations Children Education Fund.
UNESCO	-	
NGO's	-	Non – Governmental Organization
FAWE	-	Forum for African Women Education
P.A.C	-	Pan African Conference
N.U	-	National Universities

## **CHAPTER ONE: INTRODUCTION**

### **1.0 BACKGROUND OF THE STUDY**

In Kenya, the government spends a big percentage of resources on education, despite this effort, however, the retention of girls in secondary education is low. Literacy remains a major impediment in the development and well being of women (UNESCO 2007). Kenya is one of the countries in Africa where school enrolment for girls at Primary School level is 50% of the total enrolment, but this decreases to below 30% as they ascend academic ladder to secondary level. Tawanda and Gordon (2004) in their study established that gender disparity continues to persist in certain areas and that there are persistent constraints that continue to hinder girls from completing education at all levels. This therefore calls for concerted efforts to help in promoting retention in order to achieve gender equality to access of secondary education for girls in Kenya.

The failure to retain female students in Secondary Schools constitutes a serious drain and loss on the Country's budget in education, particularly when the secondary education opportunities are expected to increase. However enrolment at the secondary school level has progressively increased from 851,836 in 2002 to 2,180,268 in 2012 an increase of 48.7% (Muhoroni District education data). In spite of the above expansion, in secondary school education, the gravity of education wastage as a result of low retention levels has remained as one of the most wanting aspect in the education system of Kenya. For example in a study carried out by Kenya National Population Census, Central Bureau of Statistics of 2002 revealed that retention of school pupils in the age group between 15 and 18 years was 41%. This age group represents secondary school students. Yambo (2012) argues that only a minimal percentage of 40% of the students who enroll for secondary school education completes the cycle.

## **1.1 GENDER DIFFERENCES IN SECONDARY EDUCATION IN MUHORONI DISTRICT.**

While the Secondary School education opportunities continue to expand, a large number of female students who enroll in form one do not complete the Secondary School cycle of four years. Muhoroni division has witnessed this scenario, despite the government's efforts through the Ministry of Education having disbursed bursaries and Constituency Development Funds allocations every year. In the year 2010 the number of girls dropped to 1477 from 1561 representing 38.58%. In 2009 the enrolment in form one was 1561 and the number that completed form four in the year 2012 was 1282, this again representing percentage drop of 41%. In the year 2008 the enrollment was 1503 and the number that completed form four in 2010 was 1265, this represented 38.57% and 35.57% respectively. Drop out of girls from Secondary Education in Muhoroni Division, Muhoroni District is rampant. (Muhoroni District Education Office 2012). The proposed study therefore intends to investigate why girls are not being retained in Secondary Schools to be able to complete the four year secondary School cycle.

## **1.2 STATEMENT OF THE RESEARCH PROBLEM.**

The School being the cradle of a child's development provides the Child with emotional and educational support. However the increase in the rate of low retention of girls in Secondary Schools is steadily overwhelming in Muhoroni Division. This study is therefore prompted by the trend of enrolment, retention and drop out patterns in Muhoroni Division. This study is therefore set to investigate the low retention of female students in secondary Schools in Muhoroni Division, Muhoroni District of Kisumu County in Western Kenya.

## **1.3 OBJECTIVES OF THE STUDY.**

### **1.3.1 Main Objective**

The main objective of the study was to investigate the factors that influence the retention of female students in Secondary Schools in Muhoroni Division, Muhoroni District, Kisumu County of Western Kenya.

### **1.3.2 Specific Objectives**

In order to achieve the main objective of the study the following specific objectives were addressed.

1. Establish how early marriage affect retention of female students in Secondary Schools in Muhoroni Division.
2. Determine how initiation rites affect retention of female students in Secondary Schools in Muhoroni Division.
3. Investigate the effect of attitudes of Parents towards Secondary School education for females in Muhoroni Division.
4. Examine how roles in Society and domestic labour influence retention of girls in Secondary School Education in Muhoroni Division.
5. Investigate how Poverty causes dropout of girl – child education from Secondary Schools in Muhoroni Division.

## **1.4 RESEARCH QUESTIONS**

### **1.4.1 Main Research question.**

The main research question of the study was to investigate the factors that influence the retention of female students in secondary Schools in Muhoroni Division.

### **1.4.2 Specific Research Questions.**

The research study sought to answer the following questions:-

1. How does early marriage affect the retention of female students in secondary Schools in Muhoroni division?
2. How does initiation rites affect retention of female students in Secondary Schools in Muhoroni division ?



3. How do the attitudes of parents affect female education in Secondary Schools in Muhoroni division.
4. How do roles in the Society and domestic labour influence the retention of girls in Secondary School Education in Muhoroni Division ?
5. How does the poverty influence the retention of girl-child education in Secondary Schools in Muhoroni Division ?

#### **1.5 PURPOSE OF THE STUDY;**

The purpose of the study was to determine the factors that influence the retention of female students in Secondary Schools in Muhoroni Division, Muhoroni District of Kisumu County. The study identified the gaps in order to pave way for the recommendations of intervention measures that would improve the retention of female students in Secondary Schools in Muhoroni District. This would enhance the attainment of the governments' primary purpose of retaining female students in Secondary Schools.

#### **1.6 SIGNIFICANCE OF THE STUDY.**

The findings from this study are important in the following ways. First they created awareness of female secondary school students drop out in the Division. This enabled the community to allocate more resources for education with a view to retaining female students in secondary schools. The awareness of the drop out made stakeholders in education apply recommended policies that cabed drop out of girl child education in secondary schools.

Secondly other Divisions in the region with similar problems used the findings of the study to cab drop out of female students. Donor agencies used the finding of the study to ensure retention and completion of secondary school cycle by female students. The findings were also used to facilitate the creation of education policies that were used to reduce drop out of female secondary School students in Kenya.

## **1.7 LIMITATIONS OF THE STUDY**

The research study used an ex – post facto research design that has no direct control of the independent variables. This is due to the fact that the manifestations of the independent variables have already occurred. The other limitation is that the study will interview only head teachers and students in one division out of the many divisions in Muhoroni District. The study therefore is limited in generalization to other districts in the Province and even in the whole County.

## **1.8 DELIMITATIONS OF THE STUDY**

The research study covered one division in Muhoroni District and the Schools studied were under the Ministry of Education. The Secondary Schools were the major focus of this study which involved both public and private secondary schools in Muhoroni District. However, other factors may be left out due to variations in the social and economic set up in other divisions and district in the Country. It is worth noting that, there is no National school among the selected schools in the study.

## **1.9 OPERATIONAL DEFINATION OF TERMS**

Early marriages : This is a situation whereby the female students who are below 18 years of age are married before they mature up leading to their drop out from education before sitting for their examination in this study therefore early marriages lead to low retention of girls in Secondary Schools in Muhoroni division.

Retention in School : This refers to the female students who stay in schools and are provided with the necessary requirements so as to remain in school without dropping out upto the time of sitting for their examinations in Secondary Schools in Muhoroni division.

Initiation rites : These are customs and traditions which are done to the learners like circumcision, tattooing, etc. Which results in the young female learners feel that

they are adults and can take up the adult responsibilities hence they drop out from Secondary Schools in Muhoroni division.

- Attitude of parents : This refers to the negativity or positivity of the parents towards the female students. It is used to mean that some parents have got negative attitudes towards educating girls and they see the girls as bride wealth providers hence this attitude contributes to low retention of girl – child in Secondary Schools in Muhoroni division.
- Low retention : This refers to the low number of female students who remain in school upto the time of sitting for their examinations in Secondary Schools in Muhoroni division.
- Roles in Society : A role is defined as the part and responsibilities which the female students play in the society after completing their education. The school plays the role of retention of female students so as to complete their educational cycle in Secondary Schools in Muhoroni division.
- Domestic labour : This refers to the work the girl child is exposed to which involving the work at home and this consumes her time instead of concentrating in her studies at in Secondary Schools in Muhoroni division.
- School drop out : Refers to a person who leaves school before sitting Kenya Certificate of Secondary Education in Muhoroni division.

Poverty levels : This refers to the condition of low income by parents to help in supporting the needy female students in education in terms of clothing, writing materials, books, feeding programmes and paying of school fees which can support the retention of the learners in Secondary Schools in Muhoroni.

#### 1.10 ORGANIZATION OF THE STUDY

The research project is organized in five chapters. Chapter one deals with the background, statement of the problem, research questions, purpose of the study and significance of the study. It further includes objectives, limitations, delimitations, basic assumptions, definition of operational terms used in the study and organization of the study. Chapter two contains literature review of the publications and relevance of the study. Chapter three consists of detailed descriptions of research methodology, target population, sample and sampling procedure, research instruments, reliability, validity, data collection and analysis techniques.

Chapter four consists of data analysis, results and discussions of the findings. Chapter five consist of summary of the research findings, conclusions, recommendations and suggestions for further research.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.0 INTRODUCTION**

This chapter deals with the review of literature on retention of girls in secondary education. Areas covered by the literature review that are relevant to the study include the following:

1. Benefits of Educating Women.
2. Status of enrolment in Kenyan Education System.
3. Early marriages and retention of girls in secondary schools.
4. Initiation ceremonies and the retention of girls in secondary schools.
5. Attitudes of parents towards secondary school education for girls.
6. Domestic labour and the retention of girls in secondary schools.
7. Roles in society and how they affect the retention of girls in secondary schools.
8. Poverty and its impact on the retention of girls in secondary schools.

#### **2.1 BENEFITS OF EDUCATING WOMAN.**

Research has shown that providing women with education improves nutritional values, proper hygiene and management of households (World Bank:- 2001). Female education therefore leads to improved health and education, reduced infant mortality, higher earnings, reduced fertility rate and improved quality of life for Nations (King and Hill:- 1993). Education changes women attitude towards their own role in both the household and in the workplace. It gives them a wider range of options for economic activities. (Zhan and Sherraden:- 2003).

Despite the benefits resulting from female education, most developing countries are still at the level of analyzing their situations and trying to develop programmes which address the problems of improving female education (Wang:- 2003). The Government of Kenya and other partners in education development are committed to access to education to Kenyans. Stakeholders are looking for viable cost effective and sustainable strategies, which would enhance the development of education in the country (Weerdt:- 2006).

There is documented evidence that female education is one of the most important forces of development (UNESCO:- 2007). While it is important to educate both females and males, Forum for Africa Women Educationist (FAWE:- 2010) enumerates a number of reasons in favour of educating the girl child. These are :

- Educating girls is a basic human right
- Educating girls promotes gender equity
- Educating girls is a better investment than boy's education because it has the highest return investment in the developing Countries, it has multiplier effects, and empowers women to bring about other necessary changes like smaller family size, increased income, and non – market productivity.

Although it is agreed that educating females brings more benefits to society than educating males, more males and especially in less industrialized economics of Africa, continue to go to school and work their way up there (Yambo, Kindiki, and Tuitoek:- 2012). Thus, women who constitute half of humankind, unfortunately form 2/3 of the world's illiterates (USAID:- 2004). In Africa, 64% of illiterates are women (UNESCO:- 2007). In Kenya, over 60 percent of women are illiterate (UNICEF:- 2001). Most Societies worldwide prefer to educate boys to girls and this is particularly so for poor families.

Education is considered by the United Nations as the basic human rights and is the instruments used for achieving social equality and higher economic growth (UNICEF:- 1992). Governments use education as a tool for fighting ignorance, poverty and disease. It is a vital factor for socio-economic developments (Todaro:- 1982). In this case it is therefore used, as a means for training and producing human resources needed to manage the economic, social and political sector of the country.

There has been increased investment on education. Higher enrolment has increased the Gross National Product as well as the total education budget by the sponsors funding education in both Primary & Secondary Schools. The GNP in developing countries rose from 2.3% in 1960 to 4.5% in 1984 (Psacahropoulus and Woodhall:- 1985).

Although literature review has some variations on the role of education, most scholars agree that educational institutions impart knowledge, skills, traditional beliefs and attitudes which are essential for the preservation and continuity of life in the society. It is a means of enhancing social development (Lipman-Blumen:- 1984). It has also been realized that economic implication in education leads to higher output, higher wages, changes in distribution of earned income between the rich and the poor, and leads to economic mobility (Schultz:-1989), Colcolough and (Lewin:- 1993); and (Thurow:-1997). However, the level of education, which leads to maximizing the above stated effect was not indicated.

A number of economic and sociological theories reveal that education increases female's participation in the labour force. Education changes their attitudes towards their own role in the household and in the work place (Mincer:-1962). It gives them openings for a wider range of options in economic activities. The skills they obtain through education give them ability and potential to participate in various development activities and related vocational programmes.

A study in India revealed that infants of illiterate women in rural areas had a mortality rate more than double that of infants whose mothers had at least basic primary education (Caldwell:- 1977). Literate mothers make better use of scarce resources for their children's welfare than do illiterate mothers with higher income (Floro and Wolf :- 1990). It has also been established that female education delays marriages, lowers fertility rates and results in smaller family size (Herz:- 1991).

Females with more education increase the desire to have more children enrolling in schools for education. (Behrman:-1990) and (Lavy:-1992) revealed that parental schooling promotes children's schooling. Education also increases farm productivity by giving females access to agricultural and co-operative training, contact with agricultural extension workers, implementation of new farming ideas and use of existing facilities (Floro and Wolf:- 1990). Non Governmental Organizations (NGOs) UNESCO and Forum for African Women Education (FAWE) have been in the forefront agitating for promotion of female education and empowerment (UNESCO:- 1995). Conferences like the ones held in Jomtien, in Thailand 1990 and the Pan-

African Conferences on education of girls held in Ouagadougou in Burkina Faso in April 1993 adopted measures aimed at reducing gender disparities in education. (Abagi:-1995) asserted that school participation of girls in parts of the world and particularly in African region still lags behind. The inequality between boys and girls, women and men in the field of education and consequent employment, in politics and in socio-economic life is very significant and hence creates debate by educationists, researchers and gender lobby groups.

A study carried out by (UNESCO:-1989) in the Asian-Pacific region found out that illiteracy remains a major impediment to the development and well being of women in the region where nearly 63.2% of the world's illiterate women live. Gender discrimination in education started in the colonial days when the colonial governments introduced policies, which discriminated against women (Mbilinyi and Mbughuni:- 19991). With the attainment of independence in many African countries, gender discrimination still persisted at all levels of education despite the government social policies. In 1972 during form one selection for secondary education in Kenya, twenty five thousand pupils qualified for admission. But only one-third of the vacancies went to girls while two-thirds went to boys (Kinyanjui:-1978). National figures of 2009, 2010 show that although girls account for about 50% of primary education with slight variations in individual districts, they only account for 34% in secondary schools and only 20% in National Universities (Yambo:- 2012).

A study by (Weerdt:- 2006) revealed that ignorance and poverty hamper the education of females. The majority of girls engage in household chores particularly in African countries. A practice which must change, following the provision of equal opportunities for all in the field of education. They should be engaged in productive and wage earning activities as a powerful ally in eradication of poverty worldwide.

For some decades now the global labour market had been recruiting not on the basis of citizenship but on qualifications, competence and suitability to the particular job. In this market, Kenyan women are victims of the gender discrimination experienced by their sisters elsewhere. Men are preferred even in cases where women may be equally



or more qualified. This type of discrimination discourages females from acquiring higher education levels.

The United Nations Report of 2004 claimed that girls have very little education to enter, remain and complete education following a complicated interactive process of structural, cultural and personal factors that make the schools wastage rate for girls higher than for boys. This therefore calls for a research into the effects of high dropout rate of girls for secondary education in Kenyan education system so that appropriate measures can be taken to deal with this challenges of girl child learning Kenya is one of the Countries in Africa where School enrolment for girls at Primary Schools is higher and this decreases as they ascend to Secondary Schools. This pattern of the reduction of the girl-child needs to be investigated as they proceed to the higher learning Institution so that the appropriate solution can be put in place to address the challenges of the retention of girl child in Secondary Schools .

## **2.2 STATUS OF ENROLMENT IN KENYAN EDUCATION SYSTEM**

An analysis of enrolment figures of students in the Kenyan educational system from Pre – primary to University reveals wide disparities especially at Secondary and Post Secondary Institutions.

Pre – Primary education caters for children aged 3-6 years. Generally, Local Communities and parents are responsible for establishing and running Pre – Schools. They provide land and physical facilities, pay the salaries of teachers, cater for feeding programmes, provide books and toys.

In 2010, the enrolment in Pre- primary stood at 2,175,223. Girls accounted for 49.1% of the total enrolment. The enrolment of girls at Pre – primary level is very encouraging; it has almost equaled that of boys. However, it should be noted that only 35% of the children in pre – primary age group have an opportunity to attend Pre - primary Education.

In 1963, when Kenya attained her independence, there were a total of 892,000 pupils in Primary Schools, 34% of whom were girls (Republic of Kenya, 1989 – 1993

Development plan). Enrolment of girls in Primary Schools has continued to rise though it has not equaled that of boys. For instance, in 2000, there were 6,371.2 million children in Primary Schools. Girls accounted for (49.3%) of the total enrolment (Ainsworth, M. and Filmer D.:- 2003). The increase in enrolment of girls at this level of education is encouraging but it is observed that only 35% of girls who enroll actually complete Primary School compared with 55% for boys (Republic of Kenya, Development plan 2007 - 2009). This is explained by higher drop – out rate for girls after standard 4 resulting from socio-economic factors like family disputes, Poverty, Domestic labour, attitude of parents and initiation rites. (Mincer :-1962).

With respect to secondary school education, there has been remarkable rise in student enrolment. In 1963, the enrolment stood at about 30,000 students. The proportion of girls in secondary schools was 32% and has risen steadily to 47.2% by 2009 (Republic of Kenya, economic survey, 2011).

Gender gap in education in secondary schools at national level in Kenya is not very bad. However, there are large inequalities in enrolment of girls at regional level which records lower enrolment of girls compared to boys. The provinces with the largest gender disparities include North Eastern with the percentage of girls attending secondary education standing at 25.2%, Nairobi 49.1%, Western 46.2%, Nyanza 46.4% and coast 45.7% (Ministry of Education Statistics Section 2011). But in Central province, girls have outstripped boys in enrolment at secondary school level.

The low retention of girls in secondary schools has its continued effects on female education at university and other post-secondary educational institutions. Out of 162,875 students at public universities in 2007/2008 academic year, females constituted 36.7%. Again, in other post secondary learning institutions, enrolment was lower in Primary Teacher Training Colleges. They accounted for 47.4% out of a total enrolment of 45,730 in 2007/2008. Female representation in polytechnics was low; it constituted 30.2% of total students' enrolment. Male students continued to dominate in Technical Training Institutes and Institutes of Technology where male students in 2008/2009 Academic years constituted 55% and 45% respectively.

Information presented so far clearly shows that there is gender disparity in education. The questions are; why are there fewer girls compared to that of boys in Secondary Schools in Kenya ?

**TABLE 1:**  
**PERCENTAGE DROP OUT OF FEMALE STUDENTS IN SECONDARY SCHOOLS IN MUHORONI DIVISION BETWEEN 2009 & 2012**

<b>Students</b>	<b>Year</b>	<b>F1</b>	<b>F2</b>	<b>F3</b>	<b>form 4</b>	<b>Total Drop out FI - FIV</b>	<b>% age Drop out</b>
Female Students	2009	394	350	275	242	152	38.58
Female Students	2010	478	393	324	282	196	41.00
Female students	2011	503	426	365	309	194	38.57
Female Student's population	2012	413	342	291	265	148	35.84

**Source: District Education Office Muhoroni District**

From the table above, in the year 2009 form 1 enrolment of the girls was 394, form II 350, form III 275 and those who completed form IV were 242. This means that the number dropped was 152 which was the difference between form I and form IV. This was a percentage drop, of 38.58 in the year 2010, Form I enrolment was 478 and those female students who completed form IV were 282 giving a % drop of 41.00. In the year 2011, the female enrolment in form was 503 and those completed form IV were 194 constituting 38.5% and lastly in the year 2012, 413 students were enrolled in form I while 265 completed form IV giving a total of 148 hence 35.84%.

**TABLE 2: FEMALE STUDENTS ENROLMENT IN FORM 1 IN THE DIVISIONS IN MUHORONI DISTRICT FROM THE YEAR 2009 TO 2012**

<b>Division</b>	<b>Number of Schools</b>	<b>Year 2009</b>	<b>Year 2010</b>	<b>Year 2011</b>	<b>Year 2012</b>
Muhoroni	14	504	503	502	504
Chemilil	4	509	500	499	520
Koru	10	503	505	405	509
Songo	10	420	424	400	428
Miwani	5	472	474	460	479
Minara	11	450	453	427	459
Ahero	1	11	23	16	12
Onjiko	2	76	117	117	109
<b>TOTAL</b>	<b>57</b>	<b>2945</b>	<b>2999</b>	<b>2826</b>	<b>3,020</b>

**Source: District Education Office - Muhoroni District 2012**

From the table above it is important to note that Muhoroni District has experienced a staggering data in that in 2009, the enrolment of females was 2945, in 2010 the enrolment was 2999, in 2011 the female enrolment reduced to 2826 while In the year 2012, the figure rose to 3020. It means therefore that the retention of female students in Secondary Schools was not stable.

### **2.3 EARLY MARRIAGES AND THE RETENTION OF GIRLS IN SECONDARY SCHOOL EDUCATION IN KENYA.**

Early marriages are common in most African societies. Re-entry into education after early marriage has not been possible (UNESCO – UNICEF:- 2007) Research work by Onyango (2003) indicated that socio-cultural norms and practices such as value attached to bride wealth influenced parents to marry off their daughters before maturity. Maritim (2002) supported the findings by Onyango by stating that families in the lower socio-economic structures marry off their daughters in order to provide economic support in terms of bride wealth to the family. Mbilinyi and Mbughuri (1991) added that in some African communities, girls are valued as objects of

exchange in bride wealth. Girls are seen as sources of income by their parents in the custom of charging fines for adultery and pregnancies of unmarried girls. In this arrangement girls are denied opportunity for education. They are withdrawn from schooling during periods for initiation and betrothal ceremonies (United Nations:- 2004). Odaga (2002) concurred with Mbilinyi and Mbughuni by adding that African tradition and culture requires that girls be married off to qualify as good African women. This made members of the household to usually struggle to socialize their daughters to master skills of being good wives. The result of this is early drop out of school.

Abagi (2001) stated that marriage oriented socialization has made some girls withdraw from school for marriage. Although early marriage is disregarded, there is general fear of missing husbands after attaining higher education because of the men's suspicion of the learned girls. African men are used to orders and dictatorial instructions to women, which may not be accepted by learned women who are reasonable and rational. In this case schooling is therefore, seen as increasing the value of girls but lowering their chances for marriages (Mbilinyi and Mbughuni:- 1991).

Despite the fact that early marriage hinders attainment of higher education for girls, a study carried out on jobs and skills programmes for Africans revealed some positive attitudes towards female education. In the study men are seen working in mines of South Africa while mothers manage their chores without the help of their daughters. Here the drop out rate of girls is lower than that of boys and mothers value education as good even if they are not employed. Reading, writing, counting and science are valued for being good for children and hence provide justification for school attendance (Oxenham:- 1984).

However, the positive attitude towards attaining education in females is not widespread in many African countries. World Bank research of 2007 revealed that rates of schooling of girls in Zaire were lower than that of boys as girls drop out of school to get married. In Sierra Leone, early marriage is against the law but it is still high with serious implications for girls' educational development.

A research study of one of the communities in India revealed that they prepare early for all their duties in marriage in good time. The school is seen to offer nothing in this direction and so they opt to stay at home to learn from their mothers, aunts, and grandmother who give them thorough knowledge to prepare them for practical apprenticeship and socialization. Risk of being disorientated by the school is avoided because what the school offers is not enough to dispense of the necessities of domestic education (Oxenham:- 2000).

Chege (2000) established that the colonial government and Christian Missionaries in Kenya campaigned against early marriages and circumcision particularly for the Masaai girls. But the Maasais however, attach importance to their culture for preserving their established values and attitudes. Attempts to destroy them were seen as threat to the community's life style the Maasais' still practice early marriages and very conservative in this belief.

The problem of early marriage has continued to have negative impact on enrolment of girls for secondary education in many parts of Kenya. There are many examples to illustrate the issues early marriages of girls in Kenya. These include, first, Leaders in Isiolo District for example blamed two secondary school enrolment because of early marriage (Daily Nation 28<sup>th</sup> June 2008). Forced early marriage also contributes to low enrolment for education (Daily Nation of 15<sup>th</sup> March 2009). Second the Kajiado Women Lobby Group was seen fighting to protect Maasai girls from early marriages to promote girl child education (Daily Nation 26th March 2010). In their support, the United States envoy Auralia Brazeal appealed to Maasais to stop marrying off their girls and instead allow them to continue with education.

Learning that your daughter is pregnant can be agonizing. Some parents first think about the time and resources they have spent educating their girls. Others are consumed with bitterness, rage and desire for revenge against the person responsible for the pregnancy. Yet others adopt a holier than thou attitude, turning against the girl and condemning her for her carelessness, and sometimes even throwing her out of the home (Daily Nation of July 31<sup>st</sup>, 2008). This discourages parents from giving their

daughters higher education. In this respect the parents should try as much as possible to be closer to their daughters for easy retention of the girl child in School.

#### 2.4 **INITIATION RITES / CEREMONIES AND THE RETENTION OF GIRLS IN SECONDARY SCHOOLS.**

Initiation rites or ceremonies for girls have a bearing on whether the girls remain in Secondary Schools or not.

(Blaug:- 1970) asserts that education is an investment, which is just as profitable as any other form of investment. As the case is in any other investment, a choice has to be made preceded by a series of fundamental private decisions. Gender, therefore becomes a crucial factor in decision making regarding who goes to school and for how long (Psacharopoulos and Woodhall:- 1985). Before such decisions are made, families consider their priorities and in most cases, the socio-cultural and socio-economic constraints combine to put girls' continuing with education at disadvantage. One such constraint is female genital mutilation. (Bendera et al:- (1998) stated in his study that initiations are a disruptive force that pulls girls off their studies. This is so because after initiation girls and boys are regarded as adults and to behave as such. He further added that after initiation the performances of girls start going down, others drop out of school; others get pregnant and drop out of school or are expelled all together.

A study by (UNICEF:-1994) revealed that female circumcision or similar practices are observed in at least 25 countries in African, Asia and Arab regions. The number of girls affected by these practices is estimated at about one hundred million, with another two million added each year (UNICEF:- 1994). In most cases the initiation are done at puberty, which bring with it additional traumas due to unhealthy connotations and sexual overtones associated with it (Weerdt:- 2006). In many cultures, it begins as a process of emotional and physical isolation as well as other rituals that are demeaning to the girls (World Bank:- 2001). (Murad:-1998) added that genital mutilation, as it is now referred to, is symbolic of violence against girls in many countries. This practice hampers advancement in education for girls since they are bogged down with management of these initiations rather than being engaged in

educational work (Family Health International:- 2009). United National report of 2004 Beijing China stated that many tribes keep girls at home for mutilation during poverty while boys go to school. (Chege :-1983) concurred with the report and added that cases where the girls themselves are left to choose whether to be in school or go for initiations the choice is for initiation. (Wamahiu:-1995) in her research titled "let them be heard" - the voice of the innocent", says, girls themselves perceive schooling as a waste of time after initiation because they wait for marriage as the next greater goal in life. This was confirmed by (Murad:-1998) in his findings, which states "it is perceived in many countries that school is not necessary after initiation".

Female African women educationalist (FAWE:- 2007) carried out a study on education of girls and women in Africa and reported that after initiation rites, girls may be forced into marriages, and in cases where they pursue education, school becomes in conducive environment to them (FAWE:-2007). It is for this reason that communities with traditional inclinations regard initiation as more important than schooling. (for example in a press report of Daily Nation of February 10<sup>th</sup> 2009) it was revealed that some parents in Nyambene District declined to pay school fees for their daughters who refused to take part in initiation ceremonies. It is therefore very important to avoid female genital mutilation in girls in order to avoid inconveniences of schooling for the girl child in Kenyan education system. The parents on the other hand should be positive by taking their daughter to School and pay for them the school fees without any condition.

## **2.5 ATTITUDES OF PARENTS TOWARDS SECONDARY SCHOOL EDUCATION FOR GIRLS.**

The attitude of parents towards the education of their children is an important determinant of the retention of girls in Secondary Schools. Illustrations of the parental attitudes on their children's education are discussed below.

A study carried out by (Juma:-1994) in Kwale and Taita Taveta Districts revealed that enrolment of girls in schools is lower than that of boys. Generally, most households have negative attitude towards education of girls. This impedes the education of girls, (Ballara:-1992). Mothers favour education of male children because they



provide for them old age insurance. Male education is therefore seen as insurance for old age (Psacharopoulos and Woodhall:-1985). (Eshiwani:-1993) supported this view and states that parents invest in schooling for boys who are believed to retain and provide continuity of their roles and responsibilities. (Sohoni :-1995) asserted that the son is a potential and permanent source of income. In families where there is no protective cover of social security and pensioner provision the son is the only protection parents have against poverty, old age and other disabling circumstances. That is why they are preferred for education. (Okoja et. Al :- 2000), a Nigerian researcher found out that many poor and large families preferred to educate boys for family continuity, headship of household and property inheritance, since girls marry off and go away from home. This is a general trend in most communities in our republic. Men carry out most commercial activities. This is why males are preferred for education (UNESCO-UNICEF:- 2001).

Girls are seen as a source of productive labour force of another household when they marry off, while men, on the other hand are given maximum training in order to attain the higher status as heads of Female African women. It is therefore very important to educate both boys and girls and practice affirmative action in order to protect the girl child and give equal opportunities for both children as required by the child rights.

## **2.6 DOMESTIC LABOUR AND THE RETENTION OF GIRLS IN SECONDARY SCHOOLS.**

In African traditional set up domestic labour is an activity for females in the family. (Sohoni 2005, UNICEF 2002, Crystyna 2004, Malenche 2006 and Hertz 2006) concur that domestic gender roles for girls are numerous and they do not give them opportunities to go to school. Cultural arrangement that puts man as the head of the household complicates the matter more by giving him power to decide who goes to school and who to remain at home. Consequently the device of the decision would be for the girl to remain at home while boys go to school. (Mullopo :-1988) stated that sexual division of labour meant that mothers had to rely on their daughter's labour. It is therefore very important for this domestic labour to be shared between the boys and girls in the family set up so that the girl child is not over burdened. The girls should also be given opportunities to study as boys and the study time to be balanced

between them. The child rights also require that the students be given equal opportunities and the issues of traditions of negativity towards the girls and favouring boys should be avoided as much as possible.

## **2.7 ROLES IN SOCIETY AND HOW THEY AFFECT THE RETENTION OF GIRLS IN SECONDARY SCHOOLS.**

The roles that individual members of Society perform are crucial determinants of one staying in School or not. (Mulopo, 2000) asserted that sex roles, expectations of the African society initiated sex imbalance in school and careers, since a girl's role was defined such that she would only be a mother, housewife or home keeper. The roles at best, would only require a minimum level of education or none at all. He confirms this assertion by stating that sexual division of labour meant that mothers had to rely on their daughters' labour for household duties.

(Michnik,1976) concurs with (Mulopo 2000) and concludes that opportunity cost of sending a daughter to school is very high. This therefore results in lower enrolment for girls for secondary school education. Since gender roles for girls are many and continuous, girls have to work longer hours as their mothers, as opposed to boys who have fewer gender related roles, which keep them busy through entertainment or loitering. This fact limits the opportunity of girls to access and complete their education as compared with boys (Onyango, 2003). Globally, things have changed and both boys and girls should be treated equally. Boys should cook in the kitchen as the girls should slash the bushy compounds. Both boys and girls should be trained to take care of the households in the Society. The mothers should not see girls as kitchen oriented and the boys to be playing football in the field. That is why world sports have introduced the men football and the female one too. Roles in the Society should be shared equally for both sexes.

## **2.8 POVERTY AND ITS IMPACT ON THE RETENTION OF GIRLS IN SECONDARY SCHOOLS.**

When resources are scarce in a family, the option would be for the education for the boys to be granted and not for girls. In polygamous homes with many children, it follows that the education for girls suffers, Abagi (1996). Daily Nation of 14<sup>th</sup> March

2012 revealed that though parents are expected to meet more than 80% of their children's education many cannot afford due to poverty. In his investigation of factors responsible for maintenance of gender disparity in higher education in 2006, Kasinte revealed that a family's financial capacity dictates who should be taken to school, and the preference is always the boy. He concurs with Abagi and asserts that when the resources are inadequate to educate both boys and girls, it is the girls who are discontinued from school to leave room for the boys to continue with their education. This is because it is viewed that the social benefits derived from female education are not likely to have much impact on family decision (Onyango 2003). In view of this Poverty disarranges the living standards and schooling of girls. It is worth noting therefore that both boys and girls are the same and both of them need education. Even if there is low income in a family, the resources should be shared equally so that both sexes get equal education. The retention of girls in Secondary School should not be interfered with in the name of promoting the boys education. The girl child education is very important because retention of girls in Secondary Schools improves their quality of education and this ensures that their drop out from Schools are checked so as to maintain their education cycle.

## **2.9 SUMMARY OF THE LITERATURE REVIEW.**

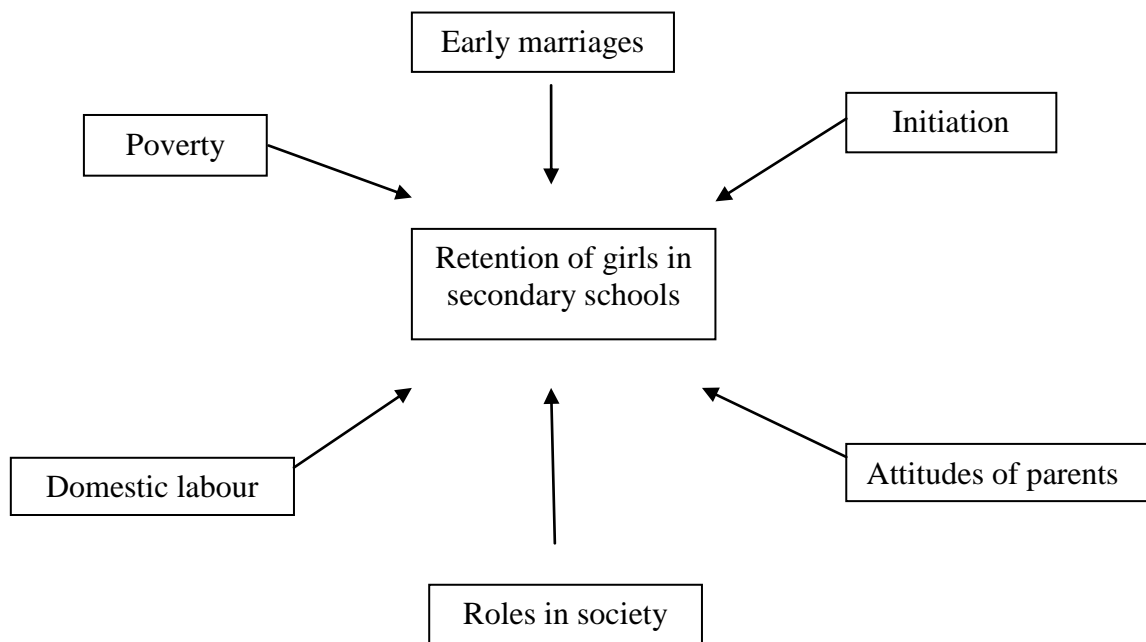
Literature review given in this chapter has revealed that there are several factors that influence retention of girls at secondary level of education. Many communities in Africa prefer giving better and higher education to boys than girls particularly communities in the lower socio-economic class of people. Research studies that have been done show marked generalization and some weaknesses of the retention of girls. The research study will reveal the actual factors on the ground of retention of girls in secondary schools.

## **2.10 CONCEPTUAL FRAMEWORK OF THE STUDY.**

Figure 1: Conceptual framework on the relationship between variables and retention of female secondary school students. The conceptual framework shown indicates the major factors concerning the retention of the girl child in Secondary Schools. These factors include :- Poverty, early marriages, initiation rites, attitudes of parents, roles of girl child in the Society, domestic labour. These factors also affect the academic

achievement and retention of girls in Secondary Schools. Other factors other than the ones shown below include the loss of parents through death, and divorce, inability of many parents to raise school fees, lack of money for uniforms, books, pens and costs associated with School, pregnancy and drug abuse. There are also school factors, such as insults from teachers, excessive corporal punishment by teachers, bullying by other students especially boys, lack of proper School equipments and thefts, religious factors, lack of initiatives that are not detrimental to girl child's access and retention in Secondary School education still need to be addressed.

## 2.11 CONCEPTUAL FRAMEWORK OF THE STUDY



**FIGURE 1: CONCEPTUAL FRAMEWORK**

It is important to note that from the conceptual framework above. There are two types of variables namely dependent variable and independent variables. "Retention of female student" is the dependent variable while the factors which include Poverty, early marriages, initiation, attitudes of Parents, roles in the Society and domestic labour are known as "independent variables". Independent variables are the ones which are manipulated to illicit dependent variable.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.0 INTRODUCTION**

This chapter gives the outline of the methodology that was used in the study. The components of the methodology included the proposed research design, target population, target sample and sampling procedures, data collection procedure and data analysis procedures.

#### **3.1 LOCATION OF THE STUDY.**

Muhoroni Division was chosen as the focus for the study because it had the largest student's enrolment in form one in Muhoroni District. In addition, it has the largest number of schools in the District compared to other Divisions. The other reason why the Division was chosen as the focus for the study was that it laid within the only sugar belt region in the District where the economic status of people were considered favourable to the promotion of education. It was observed that Ahero Division had only one School, followed by Onjiko with only two Schools and this made it difficult for any of them to be chosen for the research study where a number of Schools were sampled for a research study that were generalized in other Divisions in the Republic.

The division was chosen as the subject for the research study because it had the highest number of girls attending schools in girls, mixed and private Secondary Schools combined, compared with the other divisions in the district. In addition, it had the highest number of form one admission for girls in the district.

#### **3.2 DATA COLLECTION.**

Data for the study was collected through the use of questionnaires. The questionnaires are in two categories; one for the head teacher; and the other one for the students.

##### **3.2.1 Questionnaire for the Head Teacher.**

The questionnaire for the head teacher had five (5) sections; section A,B,C,D and E. Section A aims at obtaining information about the head teacher's background information and the school. Section B is designed to get responses from subjective

questions about early marriage and fees payments. Section C dealt with enrolment of girls and parent's attitudes towards their daughter's education. Section D dealt with the types of punishment and the retention of girls in Secondary Schools. Section E dealt with poverty of parents and how it was related to retention of girls in Secondary Schools in Muhoroni division in Muhoroni District.

### **3.2.2 Questionnaire for Students.**

The questionnaire for students consisted of five sections. Section A aimed at eliciting general information about the respondents and the school. Section B consists of questions which relate to the objectives of the study. Section C dealt with the parent's attitudes towards their daughters' education. Section D dealt with the types of punishments done in the Secondary and its effects on retention of girl child in the School. Section E dealt with poverty of parents and its relationship with the retention of girls in Secondary Schools.

### **3.3 RESEARCH DESIGN**

The design of the study was descriptive survey. Mugenda and Mugenda (1999) and Gatimu (2001) notes that descriptive survey attempts to measure the "statusquo" without questioning why it exists. According to Mugenda and Mugenda (1999), the aim of survey is to obtain information that describes existing phenomena by asking individuals about their perceptions, attitudes, behaviour or values. The design hence was selected as to describe events as they were and to ensure that information was be obtained from a representative sample were used as basis of forming conclusion about the population and making recommendations. The research design was therefore used to get the information from the head teachers and the other one from the students so as to establish the required data for effective achievement of the intended objectives.

### **3.4 TARGET POPULATION**

A population is defined as a complete set of individual cases or object with some common observable characteristics (Mugenda and Mugenda 1999). The target population included all head teachers and students in girls and mixed secondary schools in Muhoroni Division. There were nine secondary schools but only principals of 3 schools and 29 students were used as participants in the study. Form four

students were chosen for the study because they had been in the school since they joined form one. The table below shows the categories of schools and participants in the study area.

**TABLE 3.9: SCHOOL CATEGORIES IN MUHORONI DIVISION**

<b>Type of School</b>	<b>No. of Schools</b>	<b>No. of Schools to be selected</b>	<b>Name of School</b>
Girls Boarding Schools	3	1 Form 4 Class of 11 Students	Koru girls
Private Schools	3	1 form 4 Class of 9 Students	Chemili Academy
Mixed Day	5	1 Form 4 Class of 9 students	Muhoroni Mixed
Boys Secondary Schools	3	0	
<b>Total</b>	<b>17</b>	<b>3</b>	

### 3.5 **SAMPLE AND SAMPLING PROCEDURES.**

A sample is a small subset of the total population. Sampling is a process of identifying the individuals (Students) who participated in the study.

A sample was used to make a generalization of the characteristics being investigated within the entire population. "When you study the characteristics of people, situation or items within a population, you take a sample (Kane 1995)".

In Muhoroni Division there were 57 secondary schools. Only girls and mixed secondary schools were chosen for the research study. The three boys schools were left out because the study was on retention of girls in secondary school education. Stratified random sampling which involved the selection of the representative of three different Schools of Academy and 9 Students from Muhoroni Mixed day were selected with I Headteacher from each school and 11, Students from Koru girls, 9 Students from Chemelil. The term stratified was derived from the word "strata" in geology meaning layers. The sampling frames were divided in to three groups

according to their characteristics. To arrive at the above figure of the Students in Koru girls, Chemilil Academy and Muhoroni Mixed”, Orodho (2005) indicated that the rationale for stratified sampling was to ensure that certain sub groups were presented in the sample in proportion to their members in the population itself. The method of allocation of sample size was that one eighth of the students were selected in that 1/8 of 85 students from Koru girls was 11, 1/8 of 66 students in Chemelil Academy was 9 and 1/8 of 75 students in Muhoroni Mixed Day was 9 constituting to a total of 29 participants. Orodho (2005) further indicates that ¼ of the total number of staff members to be used in the study and that’s why a quarter of the nine schools in Muhoroni division gives a total of 2.25 which is 3 principals and one each from each school. Alternatively 1/8 of 226 total of No. of students was 29 students.

It is for this reason that stratified random sampling was used because it ensured that certain sub-groups in the population was represented in the sample, in proportion to the numbers in the population itself. (Orodho, 2005). The researcher used simple random sampling method to select the participating schools in the Division. Simple random sampling was whereby the individuals in the total population were equal and independent chances of being selected as a member of a sample (Orodho 2005). According to my research study, the above information is clearly represented in the table below.

**TABLE 4.0 SAMPLING PROCEDURE.**

School	Target Population		Sample Size	
	Head teachers	Students	Head teachers	Students
Koru girls	1	85	1	11
Chemilili Academy	1	66	1	9
Muhoroni Mixed Day	1	75	1	9
<b>Total</b>	<b>3</b>	<b>226</b>	<b>3</b>	<b>29</b>

The sample size had 32 subjects got from 3 Headteachers and 29 students as shown in the above table. The final sample was randomly selected from three form four classes of Koru girls secondary School, Chemilil Academy and Muhoroni Mixed secondary School.



### **3.6 DATA COLLECTION PROCEDURES.**

The permit for the project was obtained from the National Council of Science and Technology by writing a permission letter. Data collection procedures were structured interviews and observations. On the agreed dates, the researcher personally visited each school to administer the research instruments. As the Headteacher filled his questionnaire, the researcher interviewed from Chemelil Academy and 9 Students from Muhoroni Mixed and recording their responses.

### **3.7 DATA ANALYSIS**

Upon receiving the questionnaires from the respondents, they were tabulated, coded and processed. Descriptive statistics method was used to analyze and summarize data collected. Computations requiring the use of frequencies, percentages and mean were widely used in the analysis.

Descriptive statistics helped the researcher to carry out the editing to ensure that all the questionnaires have been fully and correctly filled. According to Cozby (1989) editing improves the quality of data. The tabulation was done hence frequencies and percentages were used to present the data.

## **CHAPTER FOUR**

### **4.0 DATA ANALYSIS, RESULTS AND DISCUSSIONS**

#### **4.1 INTRODUCTION.**

This chapter presents the analysis and interpretation of the data collected. The data which was collected from three secondary School namely Koru girls, Chemilil Academy and Muhoroni Mixed Day Secondary Schools. This chapter is therefore important in that it helped the researcher to come up with concrete results concerning the factors that influence the retention of female students in Secondary Schools in Muhoroni Division, Muhoroni District. The data is summarized in form of frequencies and percentages. The organization was based on the research objectives that guided this study. These are:-

1. Establish how early marriage affect retention of female students in secondary schools in Muhoroni Division.
2. Determine how initiation rites affect retention of female students in secondary Schools in Muhoroni Division.
3. Investigate the affect of attitude of Parents towards secondary schools education for female in Muhoroni Division.
4. Examine how roles in the Society and domestic labour influence retention of girls in secondary school Education in Muhoroni Division?
5. Investigate how poverty causes dropout of girl – child education from Secondary Schools in Muhoroni Division.

#### **4.2 METHODS OF DATA ANALYSIS.**

The frequencies in section A of the background informations were summed up according to the demographic representation and then converted to percentages. The initiation rites, in section B, the parents attitudes in section C, the roles in the Society and domestic labour in section D and the influence of poverty on the girl child retention in section E and their recommendations were presented in the order of the most prevalent to the least prevalent.

#### 4.3 INSTRUMENT RETURN RATE.

Only one questionnaire was administered to the three head teachers out of a population of three and this gave 100% return rate. An interview schedule was administered to a sample of 29 out of a population of 226. All of them in the sample were interviewed giving a 100% return rate.

#### 4.4 DEMOGRAPHIC INFORMATION OF THE RESPONDENTS.

The head teachers were requested to give information concerning their gender, age, profession qualifications and the period they have been in their respective schools. The head teachers' gender is tabulated in table 4.1.

##### 4.4.1 Distribution of Head Teacher by gender.

The results of the distribution of head teacher by gender shows that 66.7 percent of head teachers interviewed were male while 33.3 percent represents the females.

**Table 4.1: Distribution of Head Teachers' by gender.**

<b>Gender</b>	<b>Percentage</b>	<b>Frequency</b>
Male	2	66.7
Female	1	33.3
<b>Total</b>	<b>3</b>	<b>100</b>

##### 4.4.2 Distribution of head teachers' by age.

The results of the age of the headteachers show that majority of the head teachers (66.7%) are above 45 years while only 33.3% are below 45 years of age.

**Table 4.2: Distribution of Headteacher's by age.**

<b>Age in Years</b>	<b>Frequency</b>	<b>Percentage</b>
Below 45 years	1	33.3
Above 45 years	2	66.7
<b>Total</b>	<b>3</b>	<b>100</b>

#### 4.4.3 The Head teacher' professional qualification.

The result of the professional qualification of the head teachers reveals that a high percentage of the head teachers were post graduates with 66.7%, 33.3% of the respondent was a graduate while no head teacher was holding a diploma certificate.

**Table 4.3: Distribution of Headteachers' by professional qualification.**

<b>Qualification</b>	<b>Frequency</b>	<b>Percentage</b>
Post Graduate	1	33.3
Graduate	2	66.7
Diploma	0	0
<b>Total</b>	<b>3</b>	<b>100</b>

#### 4.5 THE EFFECT OF EARLY MARRIAGE ON FEMALE STUDENT'S RETENTION IN SECONDARY SCHOOLS.

One of the objectives of the study was to establish how early marriage affect retention of female students in Secondary Schools in Muhoroni Division. To achieve this objective the headteachers of the Schools were asked whether early marriage affected retention of female students in secondary schools. The results show that 100% of all head teachers interviewed mentioned that early marriage affected the retention of female students in Secondary Schools. Further results from Headteachers responses show that early marriage led to high drop out of girls from Secondary Schools. This result is tabulated in the in the table below.

The head teachers indicated that there is a problem of early marriage for girls in the study district of Muhoroni. These results from the headteachers imply that the retention of girls in Secondary School education in Muhoroni is being hampered greatly by the issues of early marriage of the girls. This is because many of the girls are dropping out of school to get married before they have completed secondary school education.

#### **4.5.1 The Role of Parents on Early Marriage on the Girl Child.**

The study also sought to find out the role of parents in early marriage of their girls. The respondents indicated that majority of the parents actually encouraged early marriage of their girls. The results given thus show that there is rampant early marriage of girls in Muhoroni District. This problem is compounded by the fact that parents of the girls encourage it with a hope of benefiting from the payment of bride wealth. This therefore could be taken as one the reasons of the low retention of girls in secondary schools. The results imply that to increase the retention of girls in secondary schools. The results imply that to increase the retention of girls in secondary schools in Muhoroni, two things can be done. First discourage the early marriage of girls and secondly, sensitize the community about the importance of girl child education and the dangers of early marriage.

This information is represented in the table below.

**Table 4.5: The Role of Parents on Early Marriage on the Girl Child**

<b>Role of Parents</b>	<b>Frequency</b>	<b>Percentage</b>
Encourage marriage	2	66.7
Discourage marriage	1	33.3
<b>Total</b>	<b>3</b>	<b>100.0</b>

#### **4.5.2 The Effect of Initiation Rites on the Retention of Female Students in Secondary Schools in Muhoroni Division.**

The second objective of the study was to determine how initiation rites affect retention of female students in secondary schools in Muhoroni division. In this regard the respondents were asked to indicate whether there were initiation rites performed on female students in the area. The results got imply that though the initiation rites are being conducted on female students, the results show that 66.7% of the respondents indicate that initiations were done while 33.3% indicate that it was not done. The results were tabulated in the table below. The teachers felt that the initiation rites were not good for the girls. These initiation rites could affect the retention of girls in secondary schools in Muhoroni.

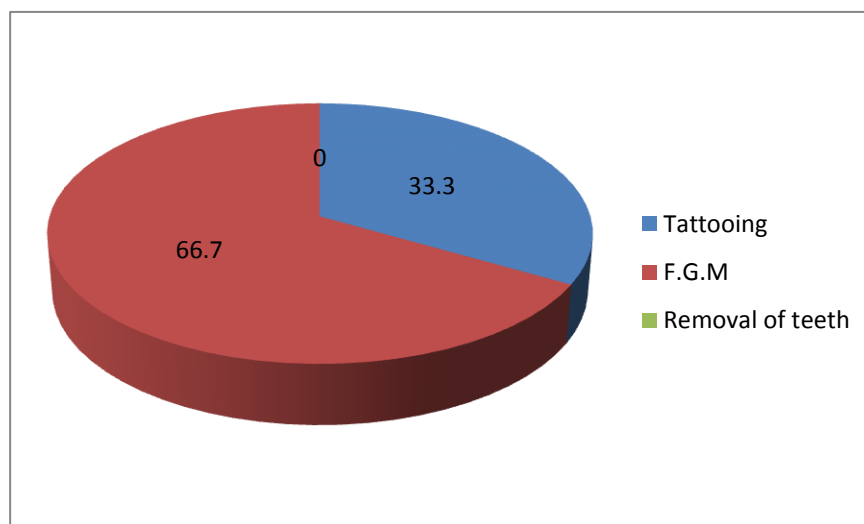
**Table 4.6: The Effect of Initiation Rites on the Retention of Female Students in Secondary Schools in Muhoroni Division.**

Effect of initiation rites	Frequency	Percentage
Good	0	0
Bad	3	100
<b>Total</b>	<b>3</b>	<b>100</b>

#### 4.6.1 The Type of Initiation Done to the Female Students

The study sought to investigate the type of initiation on female students. The results that were got indicated that 66.7% of the respondents interviewed admitted that female genital mutilation (F.G.M) was the main initiation rite followed by tattooing at 33.3% while no respondent indicated the removal of the teeth as an initiation method on the girls child. The respondents indicated that F.G.M has got a negative impact on the female retention in Secondary Schools in Muhoroni. The results are presented in the table below.

4.6 This information is further presented in the pie chart as shown below.



#### 4.6.2 : The Freedom of the Female Students to learn in Class after Initiation.

With regard to initiation, the researcher sought to find out whether the girls were free to learn after initiation. The results are presented in table – below. From the table 100% of the respondents indicated that the female students were not free to learn in

class after initiation ceremonies while none of the respondents indicated that the initiated students were free to learn with the rest after initiation ceremonies. This result shows a negative impact created by lack of freedom of the students after initiation which in turn hinders the retention of female students in Muhoroni.

**Table 4.9; The Freedom of Female Students to Learn in Class after Initiation.**

<b>Freedom of female students</b>	<b>Frequency</b>	<b>Percentage</b>
Very free	0	0
Not free	3	100
<b>Total</b>	<b>3</b>	<b>100</b>

#### **4.6.3 Academic Performance of the Female Students after Initiation Ceremonies.**

The researcher sought to establish the effect of initiation of the girls on academic performance. The results are shown in table – given below. The results in the table below indicates that most of the respondents 66.3% said that the performance of the female students after initiation was poor, 33.7% indicated that it was good while no respondent indicated excellence in their performance after initiation ceremonies. This shows that there was negative deviation of the academic performances of the students in examination.

**Table 4.10**

**Academic Performance of the Female Students after initiation Ceremonies.**

<b>Performance of the initiates</b>	<b>Frequency</b>	<b>Percentage</b>
Excellent	0	0
Good	1	33.3
Poor	2	66.7
<b>Total</b>	<b>3</b>	<b>100</b>

The results presented in the above sections show that initiation affects the retention of girls in secondary schools. This is because the girls are not free to go back to school and learn after initiation and also their academic performance declines after initiation. Thus, to promote retention of girls in secondary school, the issue of initiation has to be eliminated in the community.

#### 4.6.4 The Reasons For the Decrease of the Number in Form Four compared to Form One.

The study sought to investigate the reason for the decrease of the students' number in form four compared to form one admissions and the following were the results of the findings.

The information has it that 67.7% of the respondents said that lack of fees was the main reason for the female drop outs while 33.3% of the respondent stated the marriage as the main cause of drop out. Lack of School fees contributed to a higher number of female students dropping out of School which was one of the contributing factors of low retention rate in Muhoroni. According to this report Parents should pay school fees promptly so that the retention of the students in schools is achieved in all classes from Form one to Form four.

**Table 4.12:**

**The reason for the decrease of the number in Form four compared to form One**

<b>Reasons for the decreased</b>	<b>Frequency</b>	<b>Percentage</b>
Transfer to other schools	0	0
Repetition	0	0
Dropped out	0	0
Married	1	33.3
Lack of fees	2	67.7
<b>Total</b>	<b>3</b>	<b>100.0</b>

#### 4.6.5 School drop out by class level

The respondents were asked to indicate which class had the highest number of dropouts. The results indicate that majority of the respondents agreed that the rate of drop out of form four female students was high at 66.7% while form three followed with 33.3%. It was noted that although many students joined form one, form four recorded a higher drop out rate because some of them were married, lack of fees and poor performances in form two and from three. Classes from this result the girls



should be discouraged from marrying when. They are underage and encouraged to complete their form four class by both parents and teachers.

**Table 4.13: School Drop out by Class Level**

<b>Class</b>	<b>Frequency</b>	<b>Percentage</b>
Form 1	0	0
Form 2	0	0
Form 3	1	33.3
Form 4	2	66.7
<b>Total</b>	<b>3</b>	<b>100</b>

#### **4.6.6 How to Handle School Drop outs.**

The respondents were asked to indicate the result they made to curb school drop outs in Mohoroni.

The information from table below indicates that 66.7% of the respondents agreed on the re – admission of the female students, 33.3% stated the importance of fees reduction while none of the respondents indicated the importance of transferring the students to other schools as a remedy. The respondents therefore admitted that although there were a drop out of female students, they were trying as much as possible to re – admit the female students who had left schooling as indicated in the table below.

**Table 4.14 : Fees Payments according to the Head Teachers**

<b>How to handle drop outs</b>	<b>Frequency</b>	<b>Percentage</b>
Re – admission	2	66.7
Fees reduction	1	33.3
Transfer to other schools	0	0
<b>Total</b>	<b>3</b>	<b>100.0</b>

The results from this table indicate that for the female students to be retained in secondary schools, re-admission of the dropped – out students was necessary and this should be encouraged in the community. The government should also work on fees reduction policy in order to help in the retention of these students in secondary schools.

#### 4.6.7 The Type of School attended by Female Students.

The respondents were asked to indicate the types of schools they attended and the majority of respondents (37.9) indicated that they were from girls boarding, 31.03% from Mixed boarding having the same percentage as those from mixed boarding and day. From this result the female retention could be affected by the fact that some of the students were in Mixed Schools and this could affect the concentration of the students in the academic performance. The findings were tabulated in the table below.

**Table 1.15: Action taken on those Students who don't pay Fees promptly**

Type of school	Frequency	Percentage
Girls boarding	11	37.93
Mixed Boarding	9	31.03
Mixed Boarding & Day	9	31.03
<b>Total</b>	<b>29</b>	<b>100.0</b>

#### 4.6.8: Distribution of Female Students by Age.

The research sought to investigate the ages of the female students and findings recorded that majority of the respondents 41.4% were in the age bracket of between 18 – 20, age 21 – 22 were 31.0% while those in the age bracket of 16 – 18 was recorded to be 27.6%.

**Table 4.16: Distribution of Female Students by Age.**

Age	Frequency	Percentage
16 - 18	8	27.6
18 - 20	12	41.4
21 - 22	9	31.0
<b>Total</b>	<b>29</b>	<b>100.0</b>

#### 4.6.9 Female Students enrolment in form Four.

The study sought to investigate the number of the female students in form four and the findings revealed that most of the respondents (44.8%) indicated that the form IV enrolment in their schools were above 50, 34.5% stated that the enrolment was 50 while 20.7% of the respondents indicated that the number of the form IV students was below 40. This information was presented in the table below.

**Table 4.17: Female students enrolment in form four.**

<b>Number in form IV</b>	<b>Frequency</b>	<b>Percentage</b>
Below 40	6	20.7
Below 50	10	34.5
Above 50	13	44.8
<b>Total</b>	<b>29</b>	<b>100.0</b>

#### 4.6.10 The number of Female Students who were admitted in form one and are still in form four.

The information got from table 4.25 indicates that majority of the respondents (68.9%) stated that those students who were admitted in form I were below 40 in form four. 17.3% of the respondents indicated that averagely 50 students were in form IV while a minority of 13.8% of the respondents indicated that they were above 50. The results were tabulated in the table below.

**Table 4.18 Causes of retention among Secondary Female Students**

<b>he number admitted in form I and are still in form Iv</b>	<b>Frequency</b>	<b>Percentage</b>
Below 40	25	68.9
Averagely 50	5	17.3
Above 50	4	13.8
<b>Total</b>	<b>29</b>	<b>100.0</b>

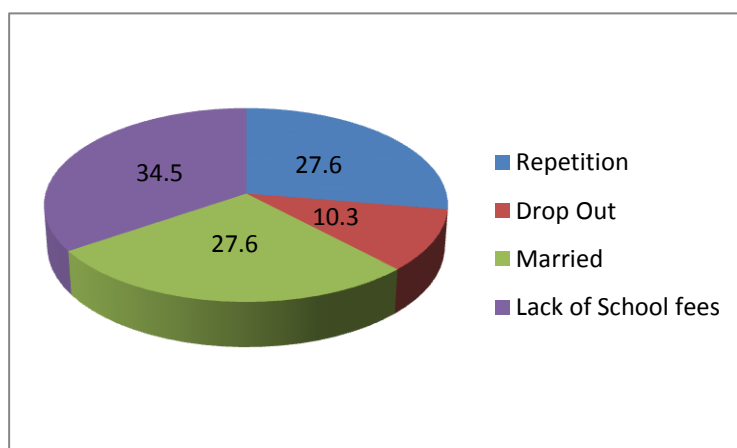
The results from this table indicates that all the students who are admitted in form one don't complete the cycle by finishing form four.

**4.6.11 The causes of the decrease of the number of students in form IV compared to form I.**

The students were asked to indicate the causes of the decrease of the number of female students in Muhoroni and the results indicated (34.5%) lacked the school fees as the main cause of the decrease of the number of the students compared to form one admissions. 27.6% of the respondents indicated that both repetition of students in other classes and marriage caused the decrease while only 10.3% of the respondents stated the drop out of students. The findings were tabulated in the table below followed by a pie chart as shown .

**Table 4.19: The Causes of the Decrease of the number of Students in Form IV compared to Form 1.**

<b>Reason</b>	<b>Frequency</b>	<b>Percentage</b>
Repetition	8	27.6
Drop out	3	10.3
Married	8	27.6
Lack of school fees	10	34.5
<b>Total</b>	<b>29</b>	<b>100</b>

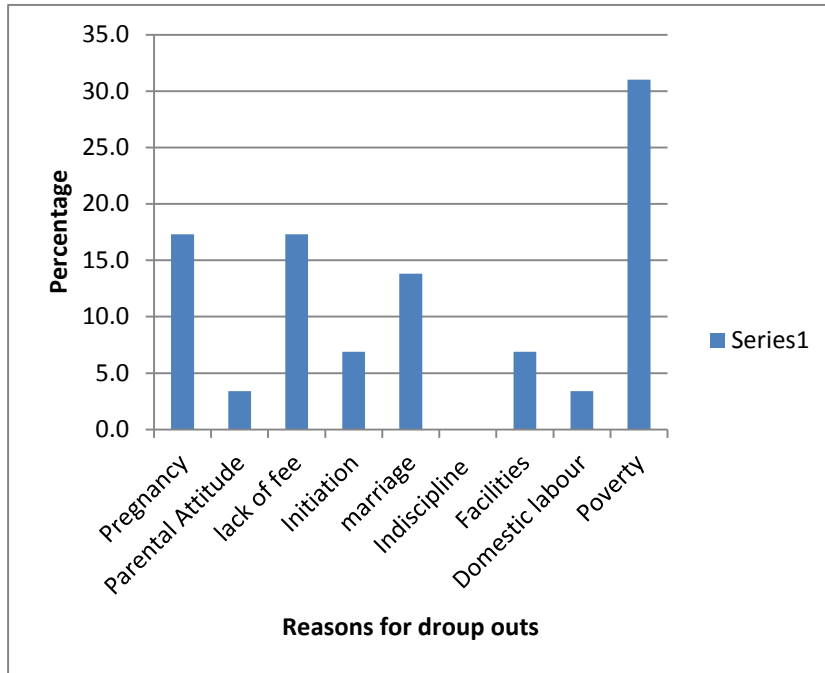


#### 4.6.12 The Reasons which necessitated the Drop out of Female Students.

Students were asked to indicate what necessitated the drop out of female students and majority of the respondents (31.0%) indicated the reason for drop out was as a result of poverty of parents. 17.3% of them indicated pregnancy as a major reason while marriage followed at 13.8%. Inadequate school facilities scored 6.9% while both domestic labour and parental attitudes scored 3.4%. None of the respondents indicated indiscipline leading to expulsion as one of the reasons for the decrease in number. Further results from students responses show that there were several factors which lead to drop out of students from Secondary Schools in Muhoroni. The results were tabulated in the following table and the bar graph.

**Table 4.20: The Reasons which necessitated the drop out of Female Students**

<b>Reasons for drop out</b>	<b>Frequency</b>	<b>Percentage</b>
Pregnancy	5	17.3
Parental attitudes	1	3.4
Lack of fees	5	17.3
Initiation	2	6.9
Marriage	4	13.8
Indiscipline leading to expulsion	0	0
Inadequate school facilities	2	6.9
Domestic labour	1	3.4
Poverty	9	31.0
<b>Total</b>	<b>29</b>	<b>100</b>



**4.6.13 The female Students who would Like to come back to School After Drop out.**

The respondents were then asked to indicate if they wished to come back to School after drop outs and the gave the following (68.9%) indicated that those students who dropped out would want to come back to school, 20.7% indicated that students who dropped out of school felt bitter and dejected while 6.9% didn't want to go back to school. Only 3.4% of the respondents indicated that the students don't care about school. The findings revealed that although these students dropped out of school, their intentions was to come back to school and continue with their study as indicated in the table below.

**Table 4.21: The Female Students who would like to come back to school after Drop out.**

<b>Intention</b>	<b>Frequency</b>	<b>Percentage</b>
Want to go back to school	20	68.9
Don't want to go back to school	2	6.9
Feel bitter and dejected	6	20.7
Does not care about school	1	3.4
<b>Total</b>	<b>29</b>	<b>100</b>

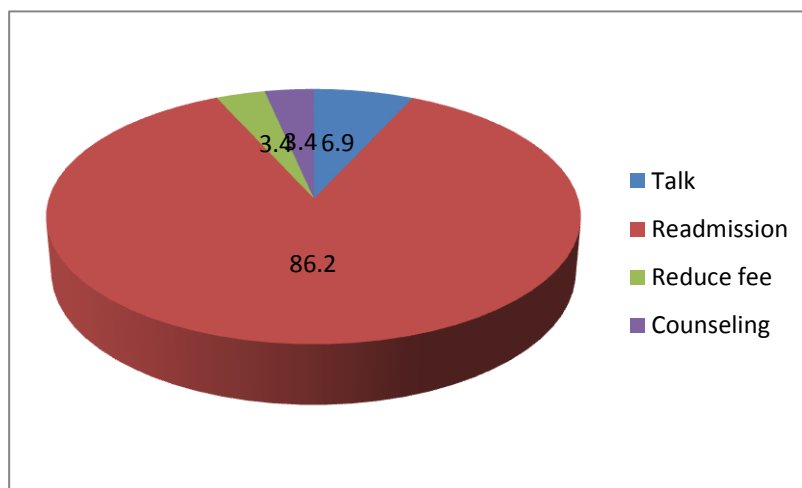
4.6.4

**What Should be done to Retain Girls in Secondary Schools.**

The study sought to investigate what should be done to retain girls in secondary schools and the respondents gave their answers concerning the action to be taken as follows (86.2%) indicated re-admission after drop out while 6.9% indicated that the parents should be talked to and 3.4% stated that both fees reduction and counseling were necessary. None of the respondents indicated the value of transfer of students to other schools as one of the remedies for retention. According to the results, re – admission was leading with the respondents admitting that it was the best solution to solve the drop out of female students. This result is tabulated in the table below and hence the pie – chart.

**Table 4.22: What should be done to Retain Girls in Secondary Schools.**

<b>Action taken</b>	<b>Frequency</b>	<b>Percentage</b>
Talk to parents	2	6.9
Re-admission	25	86.2
Reduce fees	1	3.4
Transfer to other schools	0	0
Counseling	1	3.4
<b>Total</b>	<b>29</b>	<b>100</b>



#### 4.6.15 The Performance of Female Students per Class in a Term.

The study sought to find out the performance of female students per class in a term and the findings revealed that form I performed well with 37.9% respondents followed by form IV at 34.5% hence form II and form III tied at 13.8% in academic performance. These results reveal that drop out of students could have been contributed to the poor performance of students in form IV while in form One the students performed so well and this was the opposite with the form IV performance. These results were presented in the table below.

**Table 4.23**

<b>Performance in academics</b>	<b>Frequency</b>	<b>Percentage</b>
Form I	11	37.9
Form II	4	13.8
Form III	4	13.8
Form Iv	10	34.5
<b>Total</b>	<b>29</b>	<b>100</b>



#### **4.6.16 How Frequently the Parents come to School to Discuss the Students' Academic Performances with their Teachers.**

The study was intended to investigate the frequency of the parents coming to school to discuss students performances. Majority of the respondents stated that the parents visit the school yearly constituting 51.7% while 31.0% indicated that they were coming to school termly. 10.3% of the respondents indicated that they were coming to school monthly while 6.9% admitted that the parents were coming to school fortnightly to discuss the academic performance of their daughters with their teachers. These findings revealed that some parents did not care about the performances of their daughters and this brought about the laxity of the girls in academic performances which ended up in school drop outs. These results were tabulated in the table below.

**Table 4.24: How Frequently the Parents come to School to Discuss the Students Academic Performances with their Teachers.**

<b>Time frame to discuss performance</b>	<b>Frequency</b>	<b>Percentage</b>
Fortnightly	2	6.9
Monthly	3	10.3
Termly	9	31.0
Yearly	15	51.7
<b>Total</b>	<b>29</b>	<b>100</b>

#### **4.6.17 The Frequency of Parent's Representatives to Discuss the Female Student's Retention in School.**

The study sought to investigate the attendance of parents representative to school to discuss the students, performance. 62.0% of the respondents said that they visit the school termly to discuss about the students retention while 20.7% of the respondents indicated that they visited the schools monthly and only 17.3% indicated that they visited the school fortnightly. These findings revealed that because the parent was representative were not frequent in visiting the schools, there was laxity in the students to see the commitments of the preventatives and this resulted in lack of problem discussion with administration. This result was tabulated in the table below.

**Table 4.25: The Frequency of Parents Representatives to discuss the Female Students Retention in School.**

<b>Parents representative regularity</b>	<b>Frequency</b>	<b>Percentage</b>
Visit the school fortnightly	5	17.3
Visit the school monthly	6	20.7
Visit the school termly	18	62.0
<b>Total</b>	<b>29</b>	<b>100</b>

**4.6.18 Parents Provision of Adequate Necessary learning Materials to their Daughters.**

The students were asked to indicate whether the materials provided to the students were adequate. 79.3% of the respondents indicated that the materials were provided by the parents but they were not adequate while 20.7% of the respondents indicated their adequacy. No respondent indicated no provision of the materials at all. The results record shows that the drop out rate was as a result of the lack of learning materials. These results were presented in the table below.

**Table 4.26**

<b>Provision of materials</b>	<b>Frequency</b>	<b>Percentage</b>
Adequate	6	20.7
Not adequate	23	79.3
No provision at all	0	0
<b>Total</b>	<b>29</b>	<b>100</b>

**4.6.19 Form Four Parents giving Economic Support to their Daughters whenever Funds are Needed.**

The study sought to investigate the financial support to form IV students, majority of the respondents (68.9%) indicated that the financial support was given to the students by the parents but was not enough while only 31.1 percent of the respondents indicated that the funds were enough. It could be that due to lack of enough economic support, it was not easy to retain the female Students in Secondary Schools. The results from the findings were tabulated in the table below.

**Table 4.27**

<b>Financial support to form IV students</b>	<b>Frequency</b>	<b>Percentage</b>
Not enough	20	68.9
Enough	9	31.1
<b>Total</b>	<b>29</b>	<b>100</b>

#### **4.6.40 How Education days Positively Support the Retention of girl-child in Secondary Schools.**

The students were asked to indicate how education days support retention of girl child, majority of the respondents (44.8%) indicated that only performers in academics were rewarded and 34.5% indicated that re-admittees were given nothing. 13.8% of the respondents indicated that re-admittees were given gifts while only 6.9% of the respondents indicated that everybody was rewarded during education days. These findings reveal that because the rewards were given to the academic performances and this necessitated the drop out of the female students. Some of the weak Students were not motivated and this led to the low retention rate. These results were tabulated in the table below.

**Table 4.28: How Education days Positively Support the Retention of Girl –child in Secondary Schools.**

<b>How education day support retention</b>	<b>Frequency</b>	<b>Percentage</b>
Re-admittees given gifts	4	13.8
Re-admittees given nothing	10	34.5
Only performers rewarded	13	44.8
Everybody rewarded	2	6.9
<b>Total</b>	<b>29</b>	<b>100</b>

#### 4.6.41 Performance of the Female Students since they entered Form IV.

Students were asked to indicate performance of students since they entered form four majority of the respondents (51.7%) indicated the female student's performance was average while 27.6% of the respondents indicated that they were below average and 20.7% of them indicated that the female performance was good. These results were tabulated in the table below.

**Table 4.29 Performance of the Female Students since they entered form Four.**

<b>Performance</b>	<b>Frequency</b>	<b>Percentage</b>
Good	6	20.7
Average	15	51.7
Below average	8	27.6
<b>Total</b>	<b>29</b>	<b>100</b>

#### 4.6.42 The female students who leave school because of hard labour and punishments.

The study sought to investigate the female students who leave school because of hard labour and punishments. Majority of the respondents (55.2%) indicated that a few of the female students were dropping out because of hard labour and punishment while 34.5% indicated that many of them were dropping out. 10.3% of the respondents indicated that none of them left school because of hard labour and punishments. These results were tabulated in the table below.

**Table 4.30: The female students who leave School because of hard labour and punishments.**

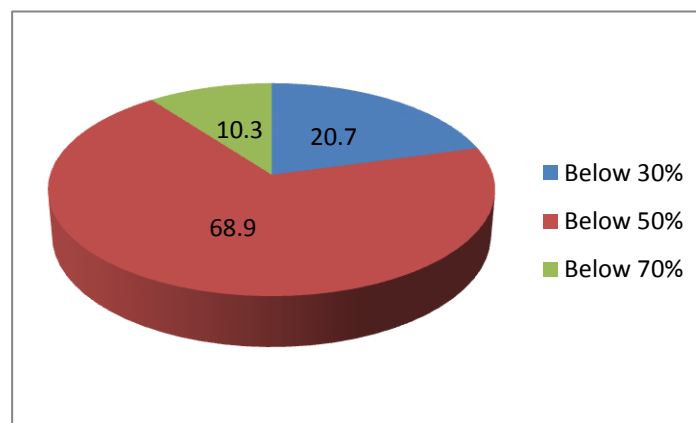
<b>Female students leaving school because of hard labour and punishments</b>	<b>Frequency</b>	<b>Percentage</b>
Many of them	10	34.5
Few of them	16	55.2
None of them	3	10.3
<b>Total</b>	<b>29</b>	<b>100</b>

#### 4.6.43 Enrollment of Girls in Form Four.

The students were asked to indicate the number of female students in form IV, (68.9%) indicated that their class had the students below 50 while 20.7% stated that their class had below 30 students and only 10.3% indicated that their class had below 70 students. The results were tabulated in the table below and in the pie chart as follows

**Table 4.31**

No. of students	Frequency	Percentage
Below 30	6	20.7
Below 50	20	68.9
Below 70	3	10.3
<b>Total</b>	<b>29</b>	<b>100</b>



#### 4.6.44 Type of Families the Students come From.

The students were asked to indicate the people who paid fees for the female students, majority of the respondents (51.7%) indicated that their school fees were paid by their guardians while 31.0% indicated their parents paid their school fees while 17.3% of the respondents indicated that the well wishers were paying for them. The findings had it that most of the students were orphans and their school fees were paid by their guardians and this could be the reason why there was a high drop out rate. Those results were presented in the table below.

**Table 4.32: Type of families the students come from.**

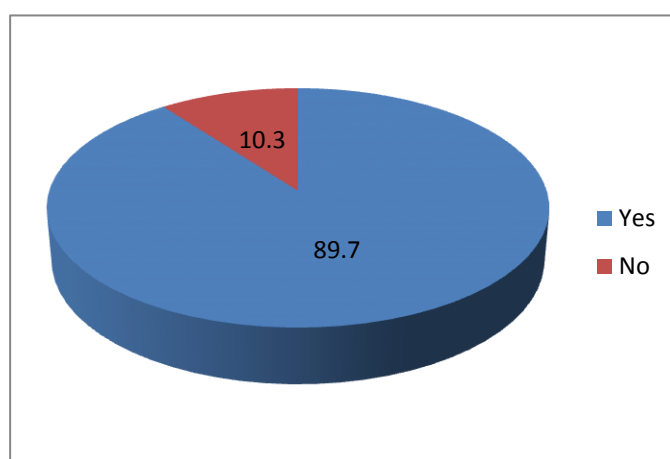
People who pay fees	Frequency	Percentage
Parents	9	31.0
Guardians	15	51.7
Well wishers	5	17.3
<b>Total</b>	<b>29</b>	<b>100</b>

**4.6.45 Students Dropping out of School as a Result of Lack of School Fees.**

The study sought to explain the drop out of female students as a result of school fees. 89.7% of the respondents indicated that there were some students who dropped out as a result of the school fees while only 10.3% admitted that there were no student who dropped out of school due to school fees. These findings reveal that most of the students dropped out of School due to lack of school fees and this explains why there is a high drop out rate of female students. Poverty of the parents contributed highly to the lack of retention of female students in Secondary Schools in Muhoroni. These results were tabulated in the table below and in pie chart as shown.

**Table 4.33: Students Dropping out of School as a Result of lack of School Fees.**

Drop outs as a result of fees	Frequency	Percentage
Yes	26	89.7
No	3	10.3
<b>Total</b>	<b>29</b>	<b>100</b>



## CHAPTER FIVE

### **5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS**

#### **5.1 INTRODUCTION**

This chapter summarizes the findings of the study concerning the factors that influence the retention of female students in secondary schools in Muhoroni Division. It also presents the conclusions and recommendations of the study and hence gives suggestions for further research.

#### **5.2 SUMMARY**

The purpose of this study was to determine the factors that influence the retention of female students in secondary schools in Muhoroni division, Muhoroni District of Kisumu County. The study identified the gaps which paved way for the recommendations of intervention measures that would improve the retention of female students in secondary schools in Muhoroni District. This would enhance the attainment of their primary purpose of retaining female students in secondary schools. The schools studied included Koru Girls' Secondary school, Chemelil Academy and Muhoroni Mixed Secondary School.

Five research objectives were formulated to guide the study. Research objective one was to identify how early marriage affected the retention of female students in secondary schools in Muhoroni Division, research objective two was to examine how initiation rites affect retention of female students in secondary schools in Muhoroni Division, research objective three was to examine how the attitudes of parents affect female education in secondary schools in Muhoroni Division, research objective four sought to investigate how roles in the society and domestic labour influence the retention of girls in secondary school education in Muhoroni Division, research objective five was to examine how poverty influence the retention of girl – child education in secondary schools in Muhoroni Division.

Literature review dealt with the retention of girls in secondary education. The areas covered by literature review included:- Benefits of educating women, status of enrolment in Kenyan education system, early marriages and retention of girls in secondary schools, initiation ceremonies and the retention of girls in secondary schools, attitude of parents towards secondary school education for girls, domestic labour and the retention of girls in secondary schools, roles in society and how they affect the retention of girls in secondary schools and lastly poverty and its impact on the retention of girls in secondary schools. The sample consisted of three out of nine head teachers constituting a quarter of the total administrators and twenty nine out of two hundred and twenty six students constituting  $1/8^{\text{th}}$  of the total number of students. The method of allocation was to ensure that the population size was reflected in the sample size.

The findings revealed that:-

There were several factors that influenced the retention rate of female students in secondary schools in Muhoroni Division ranging from early marriage which affected the retention of girl child, initiation rites which interfered with the normal school and class attendance, the attitudes of parents which at times were negative on the girl child and most of the parents preferred educating boys to girls, the roles in the society and domestic labour were overwhelming for the girl child leaving the girls to be seriously exhausted and cannot concentrate in the class work and lastly poverty which seriously affected the education of girls as a result of the death of parents leaving the girl child to lack school fees and depend on the guardians and well wishers. The result of these are observed on the low retention rate of female students in secondary schools.

According to these findings, the school Headteacher used various methods in handling female students' retention in schools and these included guidance and counseling, recommendations for bursary fund fees forms, punishments involving parents in matters of student disciplines and mobilization of the community members and well wishers to pay for the disadvantaged girls in secondary schools. However the administrators also agreed that more funding and support from the government and well wishers were needed for the retention of the female students in secondary schools.



### **5.3 CONCLUSION**

The purpose of this study was to determine the factors that influenced the retention of female students in secondary schools in Muhoroni Division, Muhoroni District of Kisumu County. It was also found that the factors which influenced the retention of female students in secondary schools included early marriages of the female students, the initiation rites especially the Female Genital mutilation, the attitudes of parents towards female students in comparison to boy child in traditional view, the roles in the society and domestic labour and lastly the poverty in relation to paying school fees for the female students in secondary schools. The study also investigated the governments efforts put in place to curb the challenges of female retention in secondary schools through the provision of bursary funds.

### **5.4 RECOMMENDATIONS**

In the light of the research findings, the researcher wishes to make the following recommendations:-

1. It was recommended that peer educators/counselors be posted to the mixed and girls' secondary schools to survey the girl child problems and encourage them to seek help to curb the drop out of students through early marriages.
2. It was recommended that serious campaigns should be done by UNICEF, United Nations and the Kenyan government against the Female Genital Mutilation (F.G.M) as an initiation rite which wastes the girl child's time during initiation periods and thus making them either to drop out as adults or reporting to school late which makes their performance poor and hence they give up.
3. It is recommended that parents and guardians play their role of moulding the female students instead of leaving the burden to the already overworked teachers. Parents should visit schools to find out how their daughters progress and spare time during the school holidays to be with their children. The parents attitudes towards girl child should also change so that the boys should be treated like girls and their education should be the same as affirmative action.

4. The girls in secondary schools should not be overburdened by roles and domestic labour so that they get a good time of studies and perform well in class. The girls should not be employed as house maids and social workers at home to avoid drop out of schools.
5. It is recommended that the Non-Governmental Organizations, youth groups and government agencies like Kenya Women Finance Trust, Equity banks and other donors come up strongly and set aside some funds to pay for the disadvantaged, orphaned and vulnerable girls who may be having serious challenges of school fees so that complete cycle of female education can be realized.
6. The government in liaison with the school administration and parents should provide the necessary teaching and learning resources and sanitary towels to provide comfortable atmosphere for learning in order to avoid drop out rate.
7. It is recommended that gender equity and gender equality be given prominency in education sector in order to promote the girl child education and fair distribution of the responsibilities so that the female students are not disadvantaged.
8. The government should use the findings in Muhoroni Division to help them solve the problems and handle keenly the challenges facing the female scholars in other divisions in the Republic of Kenya.
9. The level of punishments should be moderated so that corporal punishments and hard labour be avoided in order to minimize the female drop outs and encourage the girl child retention in schools.

## **5.5 SUGGESTIONS FOR FURTHER RESEARCH**

Taking the limitations and delimitations of the study, the researcher makes the following suggestions for further research:-

1. A national study which should look at the female students' retention as a psycho-social phenomenon in educational management. Such a study would suggest valid national strategies for understanding and helping the girl child in educational retention as they study. It would also provide data on the problems faced by the female students in secondary schools.

2. The role of parents and board of governors in management of female students retention in secondary schools.
3. The role of guidance and counseling in management of female students' retention in secondary schools.
4. A national study on Female Genital Mutilation as an initiation rite hindering the retention of the girl child in secondary schools.

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## APPENDICES

### APPENDIX 1 : PERMISSION TO CONDUCT RESEARCH.

The Ministry of Education.

Dear Sir/ Madam,

**Re: Factors that influence the retention of female Students in Secondary Schools in Muhoroni Division, Muhoroni District, Kisumu County of Western Kenya.**

I am a student at University of Nairobi pursuing a Master's Degree in Educational Foundation. I am currently preparing to carry out a research based on the factors that influence the retention of female students in Secondary Schools in Muhoroni District.

I hereby request for permission and support to be able to carry out this study by administering questionnaire to teachers and students as from 5<sup>th</sup> May 2013. The findings will enable the Government and Private Sectors to put in place necessary measures in order to curb the retention of female students in Secondary Schools in Kenya.

The researcher hereby gives assurance that all data collected will be treated confidentially and will be used for research purpose only.

Thank you.

Yours faithfully,

**Owano Prisca Akinyi**  
**Reg. No. E56/62802/11**

## **APPENDIX II: PERMISSION TO CONDUCT RESEARCH**

The Principal / Head Teacher,

Dear Sir/Madam,

**Re: Factors that influence the retention of female students in Secondary Schools in Muhoroni Division, Muhoroni District, Kisumu County of Western Kenya.**

I am a student at the University of Nairobi pursuing a Master's Degree in Education in Educational Foundations. I am currently preparing to carryout a research based on the factors that influence the retention of female students in Secondary Schools in Muhoroni Division, Muhoroni District, in Kisumu County.

I hereby request for permission and support to be able to carry out this study by administering questionnaires to teachers and students. The findings will enable the government and Private sectors to put in place necessary measures in order to curb the retention of female students in Secondary Schools in Kenya.

The research hereby gives assurance that all data collected will be treated confidentially and will be used for research purpose only.

Thank you.

Yours faithfully;

**Owano Prisca Akinyi**  
**Reg. No. E56/62802/11**

## APPENDIX III : QUESTIONNAIRE FOR HEAD TEACHER.

### Instructions

1. You are not required to write your name on the questionnaire.
2. Indicate your choice by putting a tick (✓) or filling in the empty spaces. You can put as many ticks as you think appropriate.
3. Please, answer all questions in the questionnaire
4. The information you give will be treated with a lot of confidentiality

### INTRODUCTION

My name is Owano Priscah Akinyi from the University of Nairobi. I am currently doing my research in MEd in Educational Foundation. The purpose of the questionnaire is to investigate factors that influence retention of female secondary school students in Muhoroni Division. Please, be as honest as possible as you respond to the questions in the questionnaire.

### SECTION A

#### BACKGROUND INFORMATION

1. Give the name of your school

.....  
.....

2. What is your gender? (Tick the right choice)

Male	Female

3. Indicate your age .....
4. How long have you been teaching since your employment ? .....
5. Indicate your professional qualification – Certificate, Diploma, Graduate, Post graduate, Med, Other – specify  
.....
6. What is the nature of School according to gender? Boys, Girls, Mixed ?  
.....

7. Has early marriage affected your students in School? Explain

.....  
.....

8. What is the effect of this early marriage in the School?

.....  
.....

9. What is the role of parents on this early marriage ?

.....  
.....

**SECTION B**

1. In your own opinion, are there initiation rites done to your students?

Yes

No

If yes, when are they done ?

.....

2. What are the attitudes of teachers towards these initiation rites ?

Negative

Positive

3. What type of initiation rites are done to the girls in your School, Tattooing, FGM.

.....  
.....

4. After the initiation rites ceremonies, are the students free to learn in class.

Yes

No

If yes, what is their reaction towards this phenomena.

.....  
.....

5. After the initiation rites, what is generally the academic performance of the initiates?

Excellent

Very good

Good

Fair

Poor

Comment on this briefly.

.....  
.....

6. Does the initiation rites affect the retention of girl – child in your School.

 Yes No

If yes, comment on this .....

7. How many girls have dropped out of School since the beginning of this year.

.....

8. Do your students pay fees promptly as instructed by the fees structure ?

 Yes No

9. Are the present students in form four the same number of students who were admitted in form one four years ago?

Yes	No

(a) If the number increased, what caused the increase?

.....

(i) Increase in enrolment	
(ii) Increase in the stream	
(iii) Transfer to the school from other	
(iv) Fees reduction	
(vi) Increase in academic performance	
(v) Others - specify	

(b) If the number decreased why?

(i) Transfer to other school	
(ii) Repetition	
(iii) Dropped out	
(iv) Married	
(v) Dropped out due to lack of fees	
(vi) Expulsion	
(vii) Others - specify	

10. From your own experience as a teacher, what are the causes of retention among female Secondary School Students?

.....

.....

.....

12. In your school, which class has the highest number of drop out? Give reasons

<b>Form</b>	<b>Number of drop outs</b>	<b>Reason for drop out</b>
Form 1		
Form 2		
Form 3		
Form 4		

13. When female students drop out of the school, what do you do in order to get them back to school ?

.....

.....

14. In your own opinion, what steps would you take to reduce drop out of girls from secondary schools?

.....

.....

15. From your own opinion, how can we help school drop outs to become productive members of the society? .....

.....

**SECTION C**

1. What is the total population of girls in your School?

.....

2. Following the general mean score, which class performs better in academics in the year 2013 since term 1 ?

Form I

Form II

Form III

Form IV

3. How frequently do you invite the parents to discuss about their daughters' performances (a) Fortnightly (b) Monthly (c) Termly (d) Yearly

4. Do the parents respond towards the School when they are invited.

Yes

No

5. Do the parents representative in Classes perform their duties of guiding the students positively ?

Yes

No

If yes how frequently do they visit the School?

.....

.....

6. Are the Parents providing the necessary learning materials to their daughters as required by the administration?

No

Ye

If no, what is the reason .....

.....

7. Do the Parents of Form (4) Four students support their daughters economically whenever funds are needed?

Yes

No

If no, what is the problem ? .....

.....

8. Do you conduct education days in the School to motivate both Parents and teachers ?

Yes

No

If yes, how effective is it .....

.....

9. Does the education day add value to the retention of girls – child in your school ?  
Comment on this .....

.....

10. What is the general attitude of parents towards your School.

.....

.....

**SECTION D**

1. Are your students performing manual work at School?  Yes  No  
If yes, what type of manual work do they perform ?

.....

.....

2. Whenever your students make mistakes are they punished?  Yes  No  
If yes, what type of punishment are they given?  
(a) Corporal (b) Light (c) Hard labour (d) caning

3. What is the role of the teachers concerning the punishment of the students  
(a) They participate (b) They watch

4. What is the role of guidance and counseling committee in the School ?  
(a) They punish students (b) They recommend help

5. Are there some girls who drop out of School after heavy punishment?  
 Yes  No

If yes, where do they go to? .....

.....

6. In your School, are there some students who drop out because of domestic labour at home?  Yes  No



If yes, what effort have you made to return them back to school ?

.....  
.....

7. Do you have orphaned students in your School ?  Yes  No

If yes, what is the rate of drop out of these orphans compared to those having their parents ? .....

8. When the students are in School, do they participate in preparing the School garden ?

Yes  No

If yes what is the size of the garden ? .....

9. Which crops are grown in the garden ?  Cash Crop  Food Crop  
Comment on this .....

.....

### **SECTION E**

1. How many students do you have in the School ?

Below 300  Below 500  About 1000

2. What is the estimate of students who come from poor families?

(a) 50% (b) Over 70%

3. If there are students from poor families, how do they get their fees?

(a) Relatives (b) Well wishers

4. Are there bursary funds given by the government ?  Yes  No

If yes, is it enough for the poor students ? .....

5. How frequently do you send the students home for School fees ?

Monthly  Termly

Please comment on this .....

.....

6. For those who come from poor families, do they come back in time with enough fees?  
If no do they stay for good or come back later ? Comment on this

.....  
.....

7. Incase the students come back, do they match the academic standards of those who  
have been in the School. ?

 Yes No

If no comment on this .....

.....

8. For the students who cannot afford to pay the cash, do you allow them to bring other  
materials instead of fees ?

 Yes No

If yes, which materials are these ? Please comment on this

.....

.....

9. With the current inflation rate do you think there is a drop out of girl –child from  
School?

 Yes No

Please comment on this .....

.....

## **APPENDIX IV : QUESTIONNAIRE FOR STUDENTS**

### **INSTRUCTIONS**

1. You are not required to write your name on this questionnaire
2. The information you give will be treated as confidential between you and the researcher only. Nobody will have access to it.
3. You are asked to answer all questions
4. Indicate your choice with a tick (✓). You can put as many ticks as you think appropriate

### **INTRODUCTION**

My name is Owano Priscah Akinyi from the University of Nairobi. I am currently doing my MEd research in educational foundations. This questionnaire is designed to examine factors influencing the retention rate among female students in secondary schools in Muhoroni Division. Respond to the questions in the questionnaire by putting a tick (✓) or by filling in the empty spaces, you should note that all answers you give are correct according to your opinion/judgment.

This questionnaire is divided into five sections. Each section contains the information concerning each objective of the study.

### **LOCATION OF THE STUDY**

#### **SECTION A**

1. Name of the school.....
2. Indicate the type of your school by putting a tick (✓) against your right choice(s).

<b>Girls Boarding</b>	<b>Girls Day</b>	<b>Mixed Boarding</b>	<b>Mixed Day</b>	<b>Mixed Boarding and Day</b>	<b>Girls Boarding and Day</b>

3. What is your gender?

<b>Male</b>	<b>Female</b>

4. What is your age ? .....

**SECTION B**

1. (a). How many students are in your form IV class this year 2013

.....

(b) How many of those who were admitted in form one with you four years ago are with you now in form IV?.....

(c) If the number decreased, what caused the decrease? Put a tick (✓) against your right choice(s)

Transfer to other schools	
Repetition	
Drop out	
Married	
I do not know	
Lack of school fees	
Expulsion	
Others- specify	

2. If the number increased, what caused the increase?

Increase in enrolment	
Transfer from other schools	
Fees reduction	
Increase in streams	
Others - specify	

3. For those who dropped out of school; what was the reason?

<b>Reason for dropping out</b>	<b>Number of students</b>
(i) Pregnancy	
(ii) Traditional attitudes towards formal education	
(iii) Lack of school fees	
(iv) Family problems	
(v) Marriage	
(vi) Indiscipline leading to expulsion	
(vii) Curriculum not relevant	
(viii) Lack of uniform	
(ix) School facilities inadequate	
(x) Illness	
(xi) School very far from home	

4. If you have any friend or relative who dropped out of school, would she want to come back to school to complete her secondary school education? (Indicate her feelings with a tick (√) against your choice(s)).

(i) Want to go back to school	
(ii) Do not want to go back to school	
(iii) Feel bitter and dejected	
(iv) Does not care about school	

5. In your opinion, what do you think should be done to retain girls in Secondary Schools ?

i .....

ii .....

iii .....

6. Give your general comments .....

.....

.....

.....

**SECTION C**

1. How many students are in your class ? .....

2. Following the general mean score, which class performs better in academics since the beginning of term 1 ?

Form I

Form II

Form III

Form IV

3. How frequently do your parents come to school to discuss about their your performances with the class teacher ?

(a) Fortnightly      (b) Monthly      (c) Termly      (d) Yearly

4. Do your parents respond positively and come to school they are called?

.....

5. Do the parents representative in your class visit the school frequently

Yes

No

6. Are the you provided with personal amenities to use in your school. If yes, are they enough for you throughout the term? Comment on this

Ye

No

.....

.....

7. Are education days conducted in your School ?

Yes

No

.....

8. How is your performance in class since you entered form IV?

Good

Poor

Are your parents happy about this ?.....  
9. Can poor performance make you drop out of School  Yes  No

10. How many girls have dropped out of School since you entered form IV ?  
.....  
You're your comments.....

**SECTION D**

1. Do you perform manual work at School?  Yes  No  
If yes, what type of manual work do you perform ?  
.....  
.....

2. Are you really punished when you do a mistake ?  Yes  No  
If yes, what type of punishment are you given?  
(a) Corporal (b) Light (c) Hard labour (d) Caning

3. How do the teachers administer the punishments of the School  
(a) By taking action (b) By watching

4. What is the role of guidance and counseling committee in your School ?  
(a) They punish students (b) They help the needy students

5. Are there some girls who drop out of School after heavy punishment?  
 Yes  No  
If yes, where do they go to? .....

6. In your class, are there some girls who have dropped out of School as a result of domestic labour?  
 Yes  No

7. Are there some students who leave school because of hard labour and punishment in the school ?  
 Yes  No  
If yes, where do they go to ?.....

8. What is the attitude of the teachers towards this drop out?

.....  
.....

**SECTION E**

1. How many students are there in your class?

2. What type of family do you come from?

(a) Poor

(b) Middle

(c) Wealthy

3. Who pays for your school fees?

(a) Parents

(b) Guardian

(c) Well wishers

4. Have you ever been given bursary funds?

If yes, how frequently ? .....

5. Have you ever been sent home for School fees ?

If yes, how much fee balance do you owe the school?

.....

6. If you are sent home for fees, do you come back immediately?

If no why ? .....

.....

7. If you come back late, do you cope with the class work in good time ? .....

Comment on this .....

.....

8. If you don't have cash to pay as school fees, are you allowed to bring other materials like maize or beans to substitute your school fees ?

If yes, what quantity ? .....

9. Are there some students in your class who drop out of school due to lack of school fees? .....

Comment on this .....

.....