

**SOCIO-ECONOMIC FACTORS UNDERLYING THE RETENTION OF THE
GIRL-CHILD IN PRIMARY SCHOOLS IN KAJIADO COUNTY**

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DECLARATION

I, Wauna Benta Achieng, do hereby declare that this project paper is my original work and has not been submitted for a degree in any other University.

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DEDICATION

This project paper is dedicated to my late loving parents (Martin J. Wauna and Agnes Awuor) and sister Roselyne Awino. You loved and supported me in an immeasurable way. RIP. To my daughter Faith Hellen and son Martin Wauna (Junior), and all my brothers and sisters.

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LIST OF ACRONYMS AND ABBREVIATIONS

CDF	-	Constituency Development Fund
CRA	-	Commission on Revenue Allocation
CRC	-	Convention on the Rights of the Child
EEA	-	Evaluation of Education Achievements
EFA	-	Education for All
ERS	-	Economic Recovery Strategy
FGM/C	-	Female Genital Mutilation/ Cutting
FPE	-	Free Primary Education
GAD	-	Gender and Development
GDP	-	Gross Domestic Product
IEBC	-	Independent Electoral and Boundaries Commission
KESSP	-	Kenya Education Sector Support Program
KNBS	-	Kenya National Bureau of Statistics
MoE	-	Ministry of Education
MoEST	-	Ministry of Education Science and Technology
NCCS	-	The National Council for Children's Services
TNA party	-	The National Alliance Party
WAD	-	Women and Development
WEF	-	Women Enterprise Fund
WICCE	-	Women's International Cross Cultural Exchange
WID	-	Women in Development
YEDF	-	Youth Enterprise and Development Fund

ABSTRACT

The Study explored the socio-economic factors underlying the retention of the girl-child in primary schools in Kajiado County. It targeted class eight girls of ages 18 years or below. The study had four objectives: to find out the institutional factors whether gender roles, norms and laws which influence the retention of the girl-child in primary schools in Kajiado County; to investigate whether socio-economic characteristics; education, income, wealth, religion of parents/ guardians, contribute to retention of the girl-child in primary schools in Kajiado County; to examine the extent to which household characteristics, family size and structure influence the retention of the girl-child in the County of Kajiado and to examine whether school characteristics contribute to the retention of the girl-child in Kajiado County. The literature reviewed focused on social institutions, household and demographic characteristics for example, the relationship between parental / guardian income, wealth, education and religion and their contribution to the retention of the girl-child. In addition school characteristics; infrastructure, like availability of classrooms, toilets and teachers was also reviewed in the literature.

The study employed the feminist theory and women's empowerment approach. A case study research design was used and the unit of analysis was households. Purposive sampling was employed and 100 households sampled because they had class eight girls at the time of study. Both open ended and structured questions were used in the questionnaire for purposes of data collection. In addition a key informant guide was used to interview key informants who were, teachers, community leaders, County education officers and religious leaders. The study site was Kajiado County. The data collected was then cleaned, coded, reviewed, summarized and processed. Both qualitative and quantitative data was collected. Statistical Package for Social Sciences (SPSS) was used to analyze data collected. Frequency tables, mean, standard deviation, pie charts, bar graphs and chi-square tests were also used in data analysis. The study findings revealed that most of the girls retained in class eight, 80 girls out of 100 interviewed were aged 14 -16 years. There was a significance importance of religion as a social capital. Chi-square tests done to establish the significance of parental/guardian education and retention of girls revealed that the mothers' education was specifically important. However parental

support and fathers' education and occupation did not reveal a correlation as variables in the study.

The study recommends a girl friendly curriculum and pedagogy and also establishment of more boarding schools for girls in the County of Kajiado in order to enhance their retention in schools due to the favourable and conducive learning environment in boarding schools. Mobile schools as those established in Samburu County need to be established to enhance retention of girls in schools at the same time taking into consideration their roles as demanded by the households. Adult education targeting mothers was also recommended due to the significant correlation between mothers' education and retention of the girl child revealed by the study. Community sensitization on the need to actively participate in school activities was also recommended. In addition members of the Community should be sensitized to form social networks and groups in order to improve their social capital and also use the groups to improve their economic status through access to various funds like Women Enterprise Fund (WEF), Youth Enterprise and Development Fund (YEDF) and the newly launched *Uwezo* Fund, in addition to other finances available from various financial institutions. In addition the Government procurement procedures put in place to empower women, youth and persons with disabilities can also be enhanced through formation of such groups. These will then improve the socio-economic status of households hence improving retention of the girl-child.

The study focused on Kajiado County and specifically Kajiado North Constituency. Its close vicinity to the capital city of Nairobi makes it a region inhabited by diverse ethnic groups and not necessarily the pastoralist community. The recommendation therefore, is for similar research on other pastoral communities in order to come up with a wider perspective of policy implication.

CHAPTER ONE: INTRODUCTION

1.1 Introduction

The study aimed at investigating the socio-economic factors which influence retention of the girl-child in primary schools in Kajiado County. These socio-economic factors include; gender roles of girls in the society, education, income, occupation and religion of parents or guardians, Parental or guardians' expectation of education of the girl-child, school infrastructure and facilities, family size and structure or demographic characteristics of the family which influence the retention of the girl-child in primary schools in Kajiado County. The study also sought to highlight the success stories of Masaai girls or girls in Kajiado County who have overcome various huddles in the community and managed to be retained in primary schools.

Female Genital Mutilation\ Cutting (FGM\C), which is socially and culturally practiced in parts of Kajiado, may interfere with retention of girls in schools. In the recent past as documented in the Daily Nation, April, 21st, 2014, during the April school holidays, there have been reports of young girls being subjected to FGM which has been outlawed. Hence, the question of awareness, legislation and practice with regards to the vice comes into perspective; this is because in one way or another it interferes with the education of the girls especially when they get married immediately after the rite. The vice is perceived as a form of violence and one that does not promote retention of the girl-child. Is it that parents or guardians are not educated? Are they not aware of the legislation and laws? Are economic factors behind all these such that the girls are subjected to FGM as a pre cursor to early marriage in exchange for livestock or other economic gains?

This study therefore, aimed at exploring the possibility of girls in Kajiado County overcoming the odds like FGM and early marriages which according to UNICEF (1998:53) deny the girls an opportunity to pursue education and hence hinder them from venturing in the public domain. The daily Nation of April, 21st, 2014 for example, reported a case of a girl who lost her life after undergoing FGM. The question one would ask is whether the practice is so valuable as to cost the life of a girl- child as reported in the Daily Nation of April, 21st, 2014, therefore, cutting short a young life.

1.2 Background to the Study

Focus on the retention of the girl-child in primary schools is important, World Bank (2005) stresses the fact that primary education is important in human capital development and that education ensures acquisition of knowledge and skills which are necessary for civic participation and economic success. Education also empowers and improves individuals' earning potential, promotes a healthy population, builds a competitive economy and is a major determinant of democracy (UNESCO, 2007a). World Bank, (2001) explains the fact that education is an indispensable enterprise in the development of any given nation. Education equips people with the capacities to make informed choices about their lives and a positive contribution to society (Sen, 1999). In addition education facilitates the realization of other rights, provides an exit out of poverty and increases social cohesion and integration (Sen, 1999). Retention of the girl-child in schools is a vital component of development and empowerment of girls and women.

Education has been included in major efforts aimed at bridging the global wealth inequalities. The Millennium Development Goal (MDG) 2 aims at achieving universal primary education and Millennium Development Goal (MDG) 3 aims at empowering women and promoting gender equality. This has led to progress made by various nations of the world to ensure the achievement of these goals by the year 2015. The question therefore is, are these goals achievable without emphasis of both gender; boys and girls being retained in primary schools especially in pastoralist areas like Kajiado County?

Worldwide, education attainment of a given society and population is acknowledged as a crucial factor needed for the development of the nation (Akanle, 2007). Akanle argues that there is a belief that the basis for any true development must commence with the development of human resources. It is in this perspective that a society requires to invest in education of all its citizens, both males and females yet research shows that girls in the pastoralist regions like Kajiado County tend to lag behind in terms of education. According to Kajiado County Development Profile, 2013, The County has 386 primary schools with 2,893 teachers and Teacher/Pupil ratio of 1:39. Kajiado County has a total enrolment in primary schools of 111,751 pupils, 57,287 and 54,456 boys and girls

respectively. Net enrolment rate is 67.8% while the dropout rate is 35.5% in addition the completion rate is 64.4%, and retention rate is 56.8% with those advantaged being boys. (See table 1.1)

Table 1.1: Education Statistics of Kajiado County

Features	Statistics
Total number of Primary schools	386
Total number of teachers	2,893
Teacher/ Pupil ratio	1:39
Total number of pupils enrolled in primary schools in Kajiado County	111,751
Total number of boys enrolled	57,287
Total number of girls enrolled	54,456
Net enrolment rate	67.8%
Dropout rate	35.5%
Completion rate	64.4%
Retention rate	56.8%

Source: Kajiado County Development Profile, 2013

Mugambi (2006) also argues that education is an important catalyst for national development as it enhances the development of appropriate knowledge, skills and attitudes; and imparts values which enhance integrity and expertise of production. This explains the need to ensure that even girls in Kajiado County are not left behind despite socio-economic factors in their lived environment; their parental or guardians' education level, occupation, income and religion, demographic characteristics, and school infrastructure among other factors should not hinder girls from being retained in primary schools.

According to Muteshi (2006), Kenya has implemented a policy of education for all and is seeking to meet its commitment to provide education for all. However, a quantitative increase of women and the girl-child in education does not necessarily translate into

gender equality or the end of discrimination. Since the setting of Education for All (EFA) targets in Jomtien (1990), global nations ushered in new commitments to expand access to education. Many countries in Africa sought to establish free basic education programs in efforts to resuscitate the deteriorating participation as contained in the United Nations Convention on the Rights of the child (CRC), this is according to Stubbs (2002). This ensured that the retention of the girl-child increased in various parts of the World, especially in the Sub-Saharan Africa, Kenya included.

Education achievement is considered a fundamental human right for all (UNESCO, 2010). Yet, according to Education For All Global Monitoring Report, (2010), an estimated 862 million adults are illiterate, two thirds of these illiterate adults are women, and that out of over 100 million school going age children who are out of school, 56% are girls, while another 130 million start school but drop out before completing four years (United Nations Educational Scientific and Cultural Organization (UNESCO, 2006).

According to Ministry of Education (MOE), (2008), Kenya reintroduced free primary education in 2003. This initiative according to MOE, (2008) resulted in over 1.5 million children returning to school in the first term of the year. The number of children enrolled in primary schools reached 8.5million in 2008. Education sector in Kenya has been marked with significant reforms as outlined in the Kenya Education Sector Support Program (KESSP) of 2005. The introduction of Free Primary Education (FPE), in 2003 was not a new phenomenon in Kenya. At independence the Kenyan government committed to access education opportunities to every Kenyan child. In 1974, the government then declared free primary education for classes one to four. This was later expanded to class seven in 1978, in both instances there was phenomenal increase in enrolment. However, the initiatives were none the less not sustainable and by the late 1990s and early 2000 net primary enrolment had declined to below 70%. In pastoralists regions like North Eastern Kenya and Rift Valley regions it went to below 20%. This decline was attributed to low school enrolment and high rates of dropout and non retention due to the cost of education, inadequate facilities, equipments and schools among other reasons. The introduction of free primary education in 2003 was therefore

meant to mitigate these factors and ensure that all Kenyan children are enrolled and remained in school.

Kenya population situation analysis released on October, 30th, 2013 by Maryanne Gicobi; *“Teenage pregnancies: Kenya’s alarming statistics”* paint a grim picture of young girls becoming mothers at very tender ages. The report showed Kenya to be one of the countries with a large number of adolescent pregnancies globally. After becoming mothers the education of these girls hang in the balance as more often than not they drop out of school and in some cases get married at a tender age. This interferes with their retention.

Table 1.2: Fact Sheet October 2012; Education in Kenya, Sub-Saharan Africa and the World

	Kenya		Sub-Saharan	World
Indicator	1999	2010	2010	2010
Goal 1 Pre- primary gross enrolment ratio (%)	43	52	17	48
Goal 2 Primary net enrolment ratio (%)	62	83	76	89
Out of school children (million)	1.98	1.01	30.6	60.7
Goal 3 Lower secondary gross enrolment ratio (%)	65	91	47	82
Out of school adolescents (million)	0.03	21.7	70.6	0
Goal 5 Primary gender parity index	0.97	0.98	0.93	0.97
Goal 6 Primary pupil- teacher ratio	32	47	43	24

Source: UIS Database, 2012

Progress towards the Six Education for All goals in Kenya, Sub-Saharan Africa and the World

Despite progress, socio-economic factors have denied millions of children the chance to go to school in various parts in Kenya; areas like Kajiado County still capture the news headlines because of what the girl-child undergoes and how these factors influence their

retention in schools. Generally one million children are still out of school in Kenya. While this was almost half the number in 1999, it is still the ninth highest of any country in the world according to UIS, database (2012). (See table 1.2).

UIS (2012), further argues that primary education is not of sufficient quality to ensure that all children can learn the basics. Among young men aged 15-29 years who had left school after six years of schooling, 6% were illiterate and 26% were semi-literate. The figures are even worse for young women, with 9% illiterate and 30% semi-literate after being in school for six years. The proportion of semi-literate or illiterate women after six years of schooling has worsened in recent years: in 2003, 24% were in this situation, compared with 39% in 2008. Progress in education is not reaching the marginalized, the poor, and girls most of all, have far less chances of making it to school.

It is approximated that almost all children from rich households had been to school, whether boy or girl (UIS, 2005). This then is tied to socio-economic factors as influential with regards to education and particularly retention of the girl-child in that, the families endowed with some economic resources strive to keep their children in schools. . It is estimated that 55% of poor girls living in the North-Eastern parts of Kenya and other pastoral regions like Kajiado had never been to school, with 43% of poor boys in the region in the same situation (UIS, 2005). This is, however, an improvement since 2003, when 71% of poor girls and 56% of poor boys in the North-East and pastoral communities had never been to school. The increased investment would be more equitably distributed if it were geared towards remote rural areas, slum settlements and pastoralist communities (UIS, 2005).

According to the Ministry of Education Science and Technology (MOEST, 2005), between 1990 and 2005, the cumulative dropout rate in primary education was as high as 40%. The retention rate over the decade was 40% (MOEST, 2005a) and the repetition rate was 14%. Since 2005, primary school completion rates have improved substantially reaching 81% in 2007(Irvin, 2009).This however means that 19% of the pupils do not complete the primary cycle. This national average also marks significant provincial

variations (Irvin, 2009). Abagi and Odipo (1997) argue that non-enrolment and low retention rate is conspicuous in Counties of the Coast, North Eastern and Rift Valley regions. Kajiado falls within the Rift Valley region, hence the focus on girls in the region.

In the arid and semi-arid Counties for example, Kajiado County, enrolment rarely exceeds 20% of the school-going age, this is according to UNESCO (2010) which further argues that children from marginalized groups are less likely to be retained in schools as compared to their non-marginalized counterparts. However, Constitution of Kenya 2010, under the Bill of Rights, in article 53(1) b, outlines the fact that every child has the right to free and compulsory education.

Kenya is striving to ensure that by 2030, it becomes a middle income country. Similarly, as a country, Kenya aims to be a globally competitive nation. Vision 2030, which is the county's new development blueprint, covers the period 2008 to 2030 and aims at transforming Kenya into "*a newly industrializing, middle income country providing a high quality life to all citizens by the year 2030*". The existing market economy has to an extent put pressure on schools to produce workers who possess qualities which will contribute to the cooperate success in the global market place. This is evident from the extent to which the world continues to be highly interconnected due to globalization. Yet statistics from Kajiado County show otherwise especially in regards to the girl-child's education and specifically retention.

The adoption of the vision by Kenya comes after the successful implementation of the Economic Recovery Strategy (ERS) for wealth and employment creation which has seen the Country's economy back on the path to rapid growth since 2002, when the Gross Domestic Product (GDP) grew from a low of 0.6% to 6.1% in 2006. This however, was interfered with especially after the post election violence of 2007.

Kenya intends to create a globally competitive and adaptive human resource base to meet the requirements of a rapidly industrializing economy. This the Country aims to do through life-long training and education (Vision 2030). As a priority Kenya aims to

establish a human resource database to facilitate better planning of human resource requirements in the country. There will be steps taken to raise labour productivity to international levels.

One of the flagship projects for education and training is to build at least one boarding primary school in each constituency in the pastoral districts to ensure that learning is not disrupted as people move from one place to the other in search of water and pasture, (Vision 2030). In addition the vision for education sector for 2030 is “*to have globally competitive quality education, training and research for sustainable development*”.

In order to achieve social transformation and also alleviate poverty, the education sector needs to redress the affected proportion of the society that would otherwise remain condemned to the marginal, retrogressive and dehumanizing conditions of life which Kenya’s Vision 2030 seeks to do. That proportion of the population which is more affected is women and girls who for a long time have been marginalized economically, socially, politically and culturally.

The great apostle of individual liberty, an English Philosopher, economist and exponent of utilitarianism John Stuart Mill (1806-1873), once said that “*state shall compel the education of every human being who is born as its citizen and that it ought not to leave the choice to accept or not to accept education in the hands of parents*”. Education is a major development-enhancing tool and is seen as essential to people’s chances in life (Self and Grabowski, 2004).

According to UNESCO (2008) those who have gone to school are healthier and less likely to live in poverty. Education empowers people and improves their ability to communicate, argue, and choose in formed ways (Sen, 1999). Primary education continues to be number one investment priority in developing countries (Psacharopoulos1994) The Social and private rates of return are highest for primary schooling and decline with rising levels of education. In order to realize sustainable development women and girls should have equal opportunity with men. Tilak (1987) argues that

returns to primary education are higher than to secondary education and that returns to education of women and girls tend to be higher than to men and boys. It is in this respect that the study focuses on retention of girls in primary schools in Kajiado County which over the years has been occupied by the marginalized community of the Maasai.

The Government of Kenya has invested in education, and this has enabled the government to meet its obligations and commitments in the international arena by adhering to various conventions and protocols, for example the UN convention on the Rights of the Child (CRC), 1989, the African Charter on the Rights and Welfare of the Child (1999) and the Millennium Declaration (2000). All these declarations ensure that it is the obligation of the signatories to ensure the right of every child to education. Girls have therefore, benefited from some of these conventions which have ensured that girls have benefited in equal measures with the boys. Some of these conventions have promoted the retention of the girl-child in schools due to national campaigns geared towards education of the girl-child.

Kenya's educational policy on girls' education has been spelt out in several documents, including development plans, Commission reports, working paper reports, and session papers (Yildiz, 2000). All these documents emphasize the primary goals of education. Moreover, the dispersed nomadic lifestyle of ethnic groups of Masaai in Kajiado among others, within the country was seen to be a major obstacle in the provision of equal opportunities of education to all Kenyans. Hence in 1973, a presidential decree abolished tuition fees for pupils in classes one to four throughout the republic. In 1978, another presidential decree abolished fees in primary schools in all classes and for all public schools in the republic. The decrees altogether resulted in significant enrolment in primary education; it took the country much closer to achieving universal primary education.

In January 2003, primary education was declared free for all implying that the government of Kenya would directly incur the cost of education. There was a massive increase in enrolment from 6.2 million to 7.4 million. However, it is estimated that

approximately 3.3 million children within ages 6 to 14 are still out of school (UNESCO, 2003). Eliminating fees is not enough; more needs to be done to keep poor children, children in marginalized and pastoral areas and orphans in school, especially the female pupils, hence the focus on socio-economic factors as influential in the retention of the girl-child especially in the pastoral area of Kajiado.

Education is perceived as the most powerful weapon which can be used to change the world (Mandela, 1994). The Late former South African President and Nobel Laureate said in his opening speech to a joint sitting of parliament in 1994, that African Countries need to address urgent needs of those citizens who are less able to assert themselves on the market, namely women and girls. That this can be done through education so that the society is liberated from the freedoms of want, ignorance, hunger, suppression and deprivation (Mbilinyi, 1996). This sentiment has been supported by other African scholars. For example, Professor Thandika Mkandawire, in his public lecture in 2010, at the London School of Economics (LSE), “*Should Africa run while others walk?*” said that what Africa requires is knowledge in order to realize development and be able to catch up. This knowledge should not be skewed to the advantage of one gender (the male gender) that for long have had an upper hand in terms of access to resources and other facilities like education and should focus on all regions including the marginalized pastoral areas of Africa, if sustainable development is to be realized. It is on this basis that the study focused on retention of girls in Kajiado County.

The County weekly Standard of 27th July 2013 highlights the story by Brigid Chemweno entitled “*Unsung Hero, Defying Odd*”. It gives the story of Janet Taiyaa, a nominated Member of the National Assembly under The National Alliance (TNA) Party. Taiyaa was reduced to crawling at the tender age of five due to a polio attack. This made her face double discrimination, first as a girl and second as disabled. The article highlights the fact that among the Masaai, disability is viewed as a curse and a family with a disabled child would hide him or her when visitors come but introduce the rest of the children. Taiyaa was taken to Kajiado child care centre, she stayed for two years and was enrolled at African Inland Church (AIC) Girls’ school in Kajiado for her primary education and later

she proceeded to Enoomatasiani Secondary School where she did her Kenya Certificate of Secondary Education (KCSE) in 1999. This article reckons that among the Masaai the role of boys was to look after cattle as the girls were married off at a tender age to restock the cattle, this points to socio-economic factors as affecting retention of girls in this area. Taiyaa however, defied the odds and battled her way to the world of possibility. Finding out whether there are girls who have been retained in schools like Taiyaa is the aim of this study.

According to Cartley-Carlson (1994), the girl-child education, poverty and economic empowerment are among the four specific areas covered in advancing women's position. Keeping girls in school is one way to break into the vicious circles of underdevelopment. Cartley-Carlson (1994) further argues that girls' retention in school serves the national development goals of creating educated, healthy and economically active and secured population. Enrolment of pupils both boys and girls has increased since the introduction of free primary education in 2003 in Kenya. However, the question is has this translated in retention of the girl-child especially in the pastoralist areas? On 14th November, 2013 The Daily Nation reported that leaders in Kajiado were calling for probe as to why 14 school girls became pregnant within one term. This shows their concern to retain girls in schools.

There have also been reports of primary school girls dropping out in various parts of the Country for example, in Homabay and Bungoma. According to Standard on Saturday dated March 8, 2014, an article by Daniel Psirmoi entitled "*Teenage pregnancy in Mt Elgon, Bungoma County*". The article highlights the fact that young girls as young as 10 years fall victims to child molesters who in most cases are known to them. The article further reports that among the 18 girls who became pregnant and had to be out school from Chepkurkur Primary School 10 girls have gone back to school while 8 of them eloped with their boyfriends some of who are their classmates. This confirms that girls have dropped out of primary schools due to teenage pregnancy. This trend is worrying for development practitioners and has been reported by various mainstream media for example, Kenya Television Network (KTN), Nation Television (NTV) and Citizen

Television which have brought extensive coverage of the problem of teenage pregnancy in Kenya so as to put measures geared towards increased retention of the girl-child. Many developing countries, Kenya inclusive are focusing on keeping children in schools (retention). This is because children who leave school before completion of the curriculum do not develop their potentials to the fullest and this contributes to wastage of scarce resources needed. It is important to better understand the factors which influence retention of girls in schools.

The Kenya population census of 2009, shows that women and girls comprise over half of Kenya's population- 52%. An article by James Wanzala entitled "*It is what bright future are made of*" highlights how on July 11th, 2013 the world marked population day, the theme sought to underscore the fact that teenage pregnancy is both a health and a development issue. There is need to focus on girls' retention to enable them to not only get enrolled but also be retained so as to transit to secondary schools. In Kenya there is a local saying that has been adopted by proponents of girls' education that emphasizes the fact that:

"When you educate a woman you educate the nation and when you educate a man you educate an individual" or educate a man; you educate a man. You educate a woman; you educate a generation. (Brigham Young).

1.3 Problem Statement

This study sought to find out whether socio economic factors contribute to retention of the girl-child in primary schools in Kajiado County. Further, the study sought to establish the influence household's characteristics and demographic characteristics of families and school infrastructure have on retention of the girl-child. Where the parents or guardians have acquired some substantial level of education, for example, does the positive impact trickles down to the children especially the retention of the girl-child? Or whether the educated parents especially mothers indeed are role models to their children. Parental or guardian income, wealth, occupation and religion therefore, form the basis of the study as socio-economic factors contributing or not to the retention of the girl-child in Kajiado County. Other factors in the study are family size and structure or demographic

characteristics of the family and also school infrastructure and facilities in the pastoralist area of Kajiado County.

According to Kenya National Bureau of Statistics (2008), research studies have focused on out factors relating to the economic deprivation of families and communities. Okungu (2004) argues that contribution of school facilities and resources and how it affects retention has also been significantly researched. This has also been cited by Achola and Pillai (2000); Commission of inquiry (1999), Kenya National Union of Teachers (KNUT) and Education International (2006), little research attention on the plight of the girl-child's retention especially in marginalized and pastoral areas of Kajiado County therefore, is of great interest. Empirical literature has shown that parents' or guardians' income, education level, occupation and religion influence retention of the girl-child in schools (UIS, 2005). In addition, that family size and structure or demographic characteristics has influence on the retention of the girl-child in schools. However, in some cases there is no relation between the socio-economic factors. The study therefore, sought to explore the socio-economic factors which influence retention of girls in primary schools in Kajiado County.

Kinyanjui (1999), however, argues that the current 8-4-4 system does not discriminate between boys and girls as they are all taught in the same classroom by same teachers. However, this system does not take into consideration other socio-economic factors like education, income, occupation of parents or guardians and household characteristics factors which have been identified as key with regards to the girl-child's retention in schools.

Evaluation of Education Achievements (EEA) to this effect shows that a gender gap in favour of boys in Western and Eastern Europe, Asian and North American countries exist (Comber and Keeves, 1973 and Keeves and Kotte 1999). Africa however, has not had an opportunity to conduct a survey of this magnitude. However studies by renowned scholars in Kenya namely Eshiwani (1984), and Kinyanjui (1999) show that there exist gender disparities in educational opportunities and achievements with females being

greatly disadvantaged. Kinyanjui (1999), *“The Search for a Gender Sensitive Development Policy”*, argues that articulating gender concerns in Kenyan development policies is one of the most complex undertakings as it involves re-conceptualization of a strongly embedded social order characterized by most of the communities in Kenya, for example, the Masaai of Kajiado. Kinyanjui (1999) further explains that in this social order, femininity and masculinity constitute the basic tenets and serve as the regulatory framework for power relations. This power imbalance unfortunately exists even in the education sector, hence the need to indigenize gender concerns. Eshiwani (1983) argues that females have been conspicuously underrepresented in Science and Mathematics. These studies therefore emphasize the need for girls to access education for an equitable development to be realized. This can only be achieved after identification of the factors contributing to the retention of girls in schools is identified which the study sought to do.

1.4 Significance of the Study

The success stories of the girls in Masaai land can be instrumental in ensuring that lessons learnt from Kajiado through this study may be useful in the improvement of education of the girl-child and can therefore be extended to other areas with similar socio-economic factors for example, North Eastern Kenya which is a region with similar characteristics as Kajiado County. The findings of this study may be useful in understanding whether socio-economic factors influence retention of girls especially in pastoralist areas like Kajiado and also create increased interest in research in other parts of the country with similar characteristics. There should be a possibility of succeeding despite the social-economic circumstances; every child's dream whether boy or girl should be valid hence the factors promoting positive achievements should be encouraged, while those that discourage retention should be prevented if the number of girls retained in schools should be increased especially in pastoral areas. Buchmann and Hannum (2005) have noted that improving understanding of the factors which determine educational participation in developing countries might provide insights into the roots of stratification beyond what has been provided from the west.

1.5 Research Questions

The overall research question for this study is: Why has the retention of the girl-child in Kajiado County been low despite various efforts put in place to improve education for all in Kenya? This will be guided by the following specific research questions;

1. What are the institutional factors whether gender roles, societal norms and laws which affect the retention of girls in primary schools in Kajiado County?
2. To what extents do socio-economic characteristics; education, income, occupation of parents or guardians contributes to the retention of the girl-child in primary schools in Kajiado County?
3. In what ways do household characteristics; family structure, size or demographic characteristics of families influence retention of the girl-child in Kajiado County?
4. What are the school characteristics in terms of infrastructure and facilities which influence the retention of girls in primary schools in Kajiado County?

1.6 Research Objectives

The main objective of the study is to find out socio-economic factors influencing the retention of the girl-child in primary schools in Kajiado County.

The specific research objectives are:

1. To find out the institutional factors whether gender roles, norms and laws which affect retention of the girl-child in Kajiado County.
2. To investigate whether socio-economic characteristics; education, income, Wealth, occupation and religion of parents or guardians contribute to retention of the girl-child in primary schools in Kajiado County.
3. To examine the extent to which household characteristics influence the retention of girls in Kajiado County.
4. To examine whether school characteristics contribute to the retention of the girl-child in Kajiado County.

1.7 Operational Definitions of Terms

Girl-child - refers to a child of female gender who is below 18years of age.

Retention -refers to the ability to remain in school following enrolment into a particular cycle, for example, in this study it is primary schools where by the pupils are expected to remain until they sit for their Kenya Certificate of Primary Education (KCPE) which is the culmination of the cycle.

Primary school -This refers to the first formal school cycle, spreading from class

One (1) to class eight (8) under the current 8-4-4 system of education in Kenya, and which terminates with the Kenya Certificate of Primary Education (KCPE). Other arrangements of education outside the formal are not included in this definition. The acceptance age of school entry is age 3years for pre- school and 6 years for primary school. Therefore the completion age for primary school is 13-14 years however there are exceptional cases.

Gender –refers to roles and responsibilities assigned by the society to boys, girls, women and men. It is a social construct and is context specific, learnt through socialization process. It is not biologically inherited.

Early marriage- means marriage or cohabitation with a child or any arrangement made for such marriage or cohabitation (The National Council for Children’s Services (NCCS), 2007).

CHAPTER TWO: LITERATURE REVIEW

2.1 Introduction

This Section reviews literature. It reviews literature on socio-economic factors which influence retention of girls in primary schools. The first section focuses on social factors or institutions and the literature is based on social norms, laws and practices in communities for example gender roles, early marriage, and parental expectation on the girls' education and how they influence retention of girls. Other factors reviewed include family structure and size, parental income, wealth, occupation and school characteristics.

2.2 Social Institutions / Factors

Social institutions are defined as formal and informal laws, social norms and practices that shape or restrict the decisions, choices and behaviour of groups, communities and individuals (Jutting et al., 2008; North, 1990; Sen, 2007). Social institutions set the parameters of what decisions; choices or behaviours deemed acceptable or unacceptable in a society and therefore play a key role in defining and influencing gender roles and relations.

While social institutions in themselves are not inherently good or bad, discriminatory social institutions are those that restrict or exclude women and girls and consequently limit their access to opportunities, resources and power which negatively impacts upon development outcomes (Jutting et al., 2008). Retention of the girl-child in schools, for example, is a positive trend towards development achievement. Through their influence the social institutions are likely to lead to unequal distribution of power between men and women in the private institutions, social institution may promote or discourage retention of children. It may also constrain the opportunities of men and women and their capabilities to live the life they value (Sen, 1999). Discriminatory social institutions reflect and reproduce underlying gendered power relations which is what makes them difficult, but not impossible, to transform (Sen, 2007). Non-discriminatory social institutions which promote retention of the girls in schools should be upheld to facilitate education of girls.

An example of social institutions exerting indirect influence on women's economic and social role is the social norm which ascribes greater social value to sons over daughters and thus results in underinvestment in education and health of girls (Sen, 1999). Social institutions operate and exert influence at micro, meso and macro levels. For example, social institutions regarding women's status in the family (Discriminatory Family Code) play out at a household level (micro) in behaviours and attitudes; at a community level in specific beliefs or sanctioned practices (meso); and at a country level in terms of broader social norms or laws which allow discrimination (macro).

Social factors may influence retention of the girl-child in primary schools especially in the Arid and Semi- Arid lands of Kenya for example, in Kajiado County. According to Becker, 1981, there may be a negative association between the number of siblings and child schooling. Becker argues that additional burden of children may put a restriction on family resources, hampering child school. In a purely nuclear family setting there is concern to specify a fertility variable such as children ever born per adult woman or mother, for example the number of children in the age group 0-14 per household.

Studies by Ambrus and Field (2008) and also Lloyd and Mensch (2008) have shown that discriminatory social institutions play an important role in determining opportunities and outcomes for women and girls and subsequently development outcomes. Early marriages for girls for example, with particular large age gaps between spouses, are linked with lower educational attainment for girls. Early marriages can also lead to high rates of adolescent fertility, higher rates of infant mortality, poor maternal health and increased vulnerability to HIV and AIDs (Bruce and Clark, 2004; UNFPA, 2004).

Discrimination against women is multi-faceted, inter-related and self-reinforcing. For example, in some societies where girls are ranked low in status and are culturally viewed as a source of wealth these societies have practices such as early marriage which in turn limits the educational attainment of girls. Lower educational attainment limits employment opportunities which in turn have an influence on women's decision-making power in the household (UNFPA, 2004).

A report by UIS/UNICEF(2007), reveals that factors which contribute to out of school children include and not limited to; child labour, disability, loss of parents, geographical location and gender. The report reveals that several girls in developing countries are required to stay at home and assist with household chores, and a majority of child domestic workers in a household are girls. It further shows that for every 100 boys who are not in primary school there are 117 girls who miss out on primary education largely due to gender discrimination. These studies therefore, confirm that socio-economic factors influence education and specifically retention of girls. The study will seek to find out the levels of education, income and occupation of parents or guardians and how they influence girls' retention in schools.

2.3 Parental Education and Retention of Girls

Parents' education level, informal or formal, whether tertiary, secondary or primary to an extent influences retention of their children in schools. Research shows that parents who have reached a certain educational level might want their children to achieve at least that level (Breen and Goldthorpe, 1997). For education enrolment and retention of girls, education of the mother is especially important (Emerson and Portela Souza, 2007).

Mothers who have succeeded in completing a certain level of education have experienced its value and know that it is within the reach of girls to complete that level. They are therefore expected to use the power and insights derived from their higher education to make sure that their daughters are educated too (Smits and Gunduz – Hosgor, 2006).

This however may not always be achieved in some cases because a mother may be educated but due to discrimination and stereotypes some employers have with respect to women's efficiency and ability to deliver, these women may not easily get employment in order to facilitate education of their daughters.

Studies also show that parental education may act as motivation especially for the girls (Keith *et al.*1987). The educated parents are therefore willing to encourage their children to pursue education, and provide them with suitable environment especially when

education has enabled the parents to get well paying jobs. According to UNESCO (2005), the environment which include poor sanitation and lack of sanitary towels for girls, repressive and authoritarian discipline , distance to school, too much emphasis on academic performance, whereby many children are subjected to repeating classes in order to pass examinations have been repeatedly blamed for pushing certain categories of children out of school (ANPPCAN,2005). Another factor is the inability of parents to afford the hidden costs. This study therefore, sought to explore the socio-economic factors, specifically parental or guardian's education level, income, occupation and religion and how they influence retention of girls in schools in Kajiado County.

2.4 Parents' Income and Wealth and Retention of Girls

Studies show that in both developed and developing countries, children from families with adequate resources; high education levels, high income levels, good employment opportunities or good occupations of parents or guardians, are more likely to stay in school (Jencks, 1972). According to Mingat (2007), Studies have shown that socio-economic factors, characteristics of households; the family structures, size or demographic characteristics and also parental incomes, wealth, education and occupation are determinants of educational enrolment, retention and achievements in both developing and developed countries, Evangelista de Calvalho Filho (2008), argues that parental income, wealth and education influences retention of pupils especially girls. Jensen (1988) in Akinifesi (1996) attests to the fact that parental occupation plays a vital role in the determination of family income, parental attitudes towards education of children and family feeding habits. For wealthier families, the direct costs associated with education such as fees, books, and uniforms are less likely to be an obstacle and that opportunity costs of children not being able to help at home, at family farm or by earning additional income through labour are also likely to be less important to them because of the family's ability to hire house help or workers (Basu, 1999).

High socio-economic status, translate in provision of books and other materials, attendance at the best schools available, encouragement in school education, development of interest in school activities, academic and job aspirations (Shivat and Blossfeld,

1993). Wealthier families are less affected by credit constraints. Ersado (2005) argues that the imperfect credit market have been found to be a major obstacle for education of the children from poor families and the effect is more on the girl child.

Parental income especially a mother's work status may exercise an independent influence over her children's educational chances, especially those of her daughters. According to the resource theory of conjugal power (Smits, Mulder and Hoolmeijer, 2003) the degree to which partners can influence important household decisions depends on the extent to which they bring valued resources into the marriage. This means that mothers who are gainfully employed and contribute to the household income have more influence on family decisions than women who are not employed (Lakwo, 2007).

More independent women may be able to create better possibilities for their children, and especially their daughters, to go to school (Mwiria, 1997). On the other hand, when the mother is forced to work because of poverty, the daughters may have to take over her household tasks and, therefore, have fewer chances to go to school. The effect of the mother's employment is therefore different under different circumstances. This study will tend to explore the link between parental or guardian income, occupation and wealth and how they influence retention of the girl-child in the County of Kajiado.

According to UNESCO (2010; 3), household wealth, and labour market position of parent play an important role. For example, this study shows that children from better educated parents with high incomes more often go to school and tend to drop out less. Parents with low income have however benefited from policies and monetary incentives offered to their children. Policies including monetary incentives, scholarships for girls have increased their participation in several countries especially when parental income is low for example, Chad and Nepal; this has been cited by UNESCO (2010). In Bangladesh there have been monetary incentives too aimed at improving retention of girls in schools this has been documented by Pitt *et al.* (2003). These studies tend to show the impact of monetary incentives as positive as it promotes the girls' retention in schools.

In Cambodia, Filmer and Schady (2006) outline the same positive impact of monetary incentives and how the initiatives influence the retention of girls in primary schools. Studies have also been done in Latin American Countries by Reimers *et al.* (2006), reports of these studies point to the fact that monetary incentives play a critical role in enhancing retention of girls too. The parents may not have managed to retain the girls because of their low incomes but policies and monetary incentives in place have ensured that the girls are retained in schools.

In order to supplement the parents' efforts, costs cutting in schools by various governments have been initiated. Programmes that cut costs of schooling may lead to a reduction in gender inequality, for example, Universal Primary Education (UPE) programme in Uganda (Deininger, 2003). Deininger (2003) argues that the Universal Primary Education in Uganda greatly increased enrolment rates in Uganda and contributed to gender equality and narrowed the gender gap in access and retention of both boys and girls. In India, provision of midday meals and free clothes was found to substantially improve enrolment and retention of girls especially in rural areas (Mehrotra, 2006; Dreze and Kingdon, 2001; PROBE, 1999). The literature, therefore, gives a link between socio-economic factors and retention of children in schools.

2.5 School Characteristics

Availability and quality of schools are important determinants of educational participation, especially for girls and the poor (Ersado, 2005; Buchmann and Hannum, 2001; Colcough, *et al.* 2000). When there are no schools or teachers, children are not able to obtain an education. Another important factor is the distribution of schools across a region (Mingat, 2007). This determines the distance children have to travel to school; schools are mostly attended by children living in the vicinity. Tansel (2002) found that in Turkey that longer distances to regional centres are associated with lower school attainment. The effects of distance are more likely to be severe for girls, partly due to parents' concern for safety, which could become more of a hurdle once girls reach puberty. Colclough *et al.* (2000), found out this for Ethiopia and Guinea, and Click and Sahn (2006) found the same for Madagascar, that children who lived further away from

school were less likely to be enrolled and retained in schools. UNESCO (2005) further argues that poor quality of Free Primary Education (FPE) leads to dropout and transfer to private schools.

Studies in Burkina Faso, Mali, Tanzania, China, and Bolivia found out that school quality determines, to a large extent, whether children benefit from going to school. The so-called push out effect has been found. Children have a higher probability of dropping out if school quality is low (Bergmann, 1996). In China, Brown and Park (2002 and Punch (2004), argue that school quality is a gradient running parallel to job opportunities, “peaking in the capital, declining through other urban areas and its minima in remote rural areas. Drop out or non retention, therefore, may be highest in the rural areas (Bergmann, 1996). Parents often realize that their children gain more from higher quality education and are, therefore more willing to send them to school when they perceive the quality of education to be better (Colclough *et al.* 2000; Buchman and Brakewood 2000).

Availability of resources that facilitate learning, such as electricity, blackboards and school books have an important influence. A study done in the Philipines by Bacolod and Tobias (2006), for example, found that electricity was more important for student achievement than class size or teacher-training programmes. Schools which do not have basic amenities for example blackboards, drinking water, sanitation facilities and separate toilets for girls may discourage girls enrolment and retention in schools (Ramachandran, 2003). For the girl child’s retention, presence of female-teachers is a quality indicator. Male teachers might not provide girls with enough support, in addition male – teacher presence may be sexually threatening to them (Leach, 2006; Dee, 2005; Colclough *et al.* 2000).

Several countries have experimented with policy measures aimed at increasing educational participation and reduce the gap between boys’ and girls’ enrolment in India, in recent years, mother-tongue instruction has gained much attention. Children who are taught in their own language are more likely to go to and stay in school (Smits *et al.* 2008; Lewis and Lockheed, 2006; Benson, 2000). In the recent past Kenya’s education

stakeholders proposed the use of vernacular in lower primary schools. In Bangladesh, the food for education programme, where food transfers are made to poor households as long as the children remain enrolled in primary was successful in increasing enrolment (Ahmed and Del Ninno, 2002).

Studies in Kenya found that students who did not own uniforms were more likely to go to school if they received one free (UNESCO, 2010; Evans, *et al.*2008). Evidence from impact evaluations suggests that policies aimed at some sort of monetary transfer have been highly effective in improving school enrolment among the poor (Lomeli, 2008; Reimers, Deshano da siva and Trevino, 2006; Ponce, 2006). There is also evidence that higher public expenditure on education directly leads to better educational outcomes (Baldacci *et al.*, 2008; Anyanwu and Erhijakpor 2007).

Alam *et al.* (2009) found from a study in Bangladesh that 43% of girls had experienced some form of sexual harassment on the way to school or college. A recent report from plan UK (Lucas, 2012) has found high levels of sexual violence and abuse in schools, often perpetrated by teachers. The research cites the example of Mali, where 15% of children interviewed named a teacher as responsible for the pregnancy of a classmate. Discrimination against women in the family and household limits their decision-making ability regarding the health, education and welfare of their children resulting in negative inter-generational effect of poor educational attainment (UNICEF, 2006).

2.6 Theoretical Framework

Human capital is a critical gateway to poverty reduction and development (Alam *et al.* 2009). Yet, discriminatory social institutions which are a social factor can negatively influence education attainment in several ways. Early marriages and sexual harassment can lead to girls leaving their studies early (Ambius and Field 2008; Loyd and Mensch, 2008; OECD, 2012). There is need to fight for the rights of girls especially in the sector of education. This then brings into perspective the feminist theory and feminism and how historically it has enabled women in various parts of the world and in diverse fields to

have a voice. In addition gender equality and women's empowerment approach is important for sustainable development to be achieved.

This study seeks to utilize both Feminist theories, which is an extension of feminism and Women's empowerment approach. The study focuses on the girl-child's education in Kajiado County hence the application of feminist theory and women's empowerment approach.

2.6.1 Feminist Theory

Feminism according to Brabeck and Brown (1997) refers to a collection of movements and ideologies aimed at defining, establishing, and defending equal political, economic, cultural and social rights for women. The feminist project attempts the transformation of existing unequal gender power relations that are mirrored and reinforced by social institutions. This is in line with definition of Spender (1982) that emphasizes that feminism "... claims that the world and men look very different from the perspective of women..." Feminism therefore, seeks to establish equal opportunities for women in education and subsequently employment. However, there are socio-economic factors which determine the extent to which women and girls are able to be retained or not retained in schools despite feminism trying to advocate for the rights of women and girls.

Potter and Judd (1999) argue that the period 1990-1995 was a time of great change in the feminist theory and practice and more particularly in development. The post Nairobi Forward Looking Strategy of 1985 marked increased awareness of women's issues through women's studies, activism and advocacy initiatives. Furthermore, it marked the beginning of fruits borne through national and international networks. Women's issues received acceptance in the international development discourse (Potter and Judd, 1999). The United Nations Fourth World Conference on Women in Beijing 1995 also enhanced collaboration between government bodies and NGOs across the globe. This was evident through national and international funding which was made available for regional pre-conference events and for the actual participation in the Beijing Conference. However, it was viewed by many as more theoretical especially in areas of human right violations,

and social and economic discrimination and injustice. Terms such as empowerment and gender then became part of popular Jargon. There was also transformation of feminist agenda for example, Women in Development (WID) became Women and Development (WAD) and eventually Gender and Development (GAD), which seeks to address the inequality between men and women and locating development in social transformation thus including feminist thought in the development ideas and practice. Women's International Cross-Cultural Exchange (Isis WICCE) as quoted by Marilyn and Ellen (1999) argues that in order to be able to change the oppressive realities, women need to become aware of the nature, causes and consequences of that oppression and break their isolation. Furthermore, relevant information about the status of women in the society in most communities is important. It is in this line that the study sought to explore the retention of girls at the basic level of education (primary schools), in the Pastoralist County of Kajiado and find out whether issues of gender equality and empowerment of women are realities.

Feminist theory emerged from feminist movements and it seeks to understand the nature of gender inequalities by examining women's social roles and lived experiences. Social institutions, laws, norms and practices define these social roles and lived experiences. According to Chodorow (1989), theories have been developed in a number of disciplines in order to respond to issues such as the construction of sex and gender. Historically, feminist campaigns have changed societies, particularly in the west by achieving women's suffrage, which refers to the right to vote and stand for electoral office (Russian empire for example was the first to enjoy the results of feminist campaigns with regards to political representation and elected women members of parliament in 1907. This was followed by Norway in 1913). Feminist movement is therefore, responsible for increased campaigns to ensure that there is equality between men and women in all sectors and spheres including education especially of the girls, in this reference of pastoralist areas perceived to have marginalized groups like Kajiado County.

Feminists have worked to protect women and girls from domestic violence, sexual harassment, and sexual assault, some of the factors responsible for women and girls not

being retained in schools (Price and Shildrick, 1999). The theory examines women and girls' social roles, experiences, interests in various fields such as education, anthropology, sociology, communication; philosophy among others fields (Brabeck and Brown, 1997).

Feminist theory is one of the major contemporary sociological theories which analyses the status of women and men in the society with the purpose of using that knowledge to better the lives of women and girls hence its relevance in this study that seeks to examine socio-economic factors underlying the retention of the girl-child in primary schools in Kajiado County.

Feminist theory is concerned with giving a voice to women and highlighting the various ways women have contributed to society. Women and girls may be equated to the Subalterns, who according to Spivak (1996) are the economically dispossessed. The title "*Can the Subalterns Speak?*" in this perspective may be equated to the fact that women and girls may not have a voice especially without being retained in schools in order to be empowered. Thus the approach argues that Women have to come to the table, whether through affirmative action or propagating for women empowerment and gender equality as stipulated in the Millennium Development Goal 3 through United Nations (2000).

The Story of Alice Malsenior Walker highlights the power of feminism. Born in 1944, Alice is one of the United States preminent writers. She is an award winning author of novels, stories, essays and poetry. In 1983, Walker became the first African-American Woman to win a Pulitzer Prize for fiction with her novel "*Colour Purple*" which also won the National Book Award, and possessing the secret in her public life. Walker has worked to address problems of injustice, inequality and poverty as an activist, teacher and public intellectual. Walkers' parents resisted land lords who expected the children of black share croppers to work the fields at a young age. A white plantation owner said to her that "... black people had no need for education..." Walker's mother defied that statement and enrolled her in the first grade when she was four years old (White, 2004). In 1952 Walker was accidentally wounded by a BB gun fired by one of her brothers

(Walker, 2006). She then became permanently blind on that eye but just like Taiyaa, the nominated Member of Parliament from Kajiado County; it did not deter her from achieving the best in the world of possibilities.

Similarly, Malala's Story is also inspirational and shows ability to succeed no matter what the socio-economic factors are. Malala also referred to as the Taliban girl, has proved to be a source of courage in the way of every obstacle that hampers the achievement of her aims and objectives. According to Aneeqa and Adeel (2013), Malala started campaigning for girls' education against Taliban who imposed restrictions on the acquirement of girls' education in the region of Swat valley in North West Pakistan; she was shot in the head but recovered. Malala's efforts have not been in vain, the year 2014, has seen Malala Yousaf Zai make history by becoming the youngest Nobel Prize winner in the world at 17years. She has been recognized because of her stand and fight for the rights of the girl-child especially with regards to the education of girls.

According to Galligan (1977), feminist theories first emerged as early as 1792 in publications such as "*The Changing Woman*", "*Ain't I a woman*". The theory provides a critique of social relations and starts with the fact that women are subjugated in the society and rejects value free research in favour of an advert political agenda. Feminist theory also focuses on analyzing gender inequality and the themes explored include: discrimination, objectification (especially Sexual Objectification) oppression, patriarchy and stereotyping. Looking at the socio-economic factors influencing the retention of girls the researcher opts to use feminist theory as one which is appropriate and relevant. There are four main types of feminist theory that attempt to explain the societal differences between men and women. These are: Gender Differences; Gender Inequality; Gender Oppression and Structural Oppression.

Gender difference perspective is an aspect of feminism theory that the study seeks to adopt. It examines how women's location in and experience of social situations differ from men's. For example, cultural feminist argue that the different values associated with womanhood and femininity are reasons as to why men and women experience the social

world differently. Social feminist on the other hand maintain that the different roles assigned to women and men within institutions better explain gender differences and the gender division of labour. Feminists focus on how women have been marginalized and defined as the “other” in patriarchal societies and are denied opportunity for self realization.

Another strand of feminism that the study seeks to apply is gender oppression. This theory argues that apart from the gender difference and inequality, women are actively oppressed and subordinated, and even abused by men. Power is therefore a key main variable in the two main theories of gender oppression. Psychoanalytical feminism and radical feminism explain the power relations between men and women by reformulating Freud’s theories of the sub-conscious and unconscious human emotions and child hood development. According to radical feminists being a woman is a positive thing in and of itself and that patriarchy can be defeated if women recognize their own value and strength, establish a sisterhood of trust with other women, confront oppression and form networks in both private and public spheres.

In addition to the feminist theory aspects named above, another strand that is relevant to the study is the structural oppression. The theory posits that women’s oppression and inequality are the result of capitalism and patriarchy. To this effect social feminists agree with Karl Marx and Freidrich Engels that the working class is exploited as a consequence of the capitalist mode of production. This is therefore extended to gender just like intersectionality theory that explains oppression and inequality across a variety of variables for example class, gender, age ethnicity and race among others. However not all women undergo oppression or are discriminated, because women as a category are not homogeneous but heterogeneous. This aspect is relevant to the study as the research sought to explore whether gender roles influence the retention of the girl-child in Kajiado County.

2.6.2 Women's Empowerment Approach

Literature reflects considerable diversity in the emphasis, agendas and terminology used to discuss women's empowerment. Authors have used women's empowerment synonymous with "gender equality", "female autonomy" and "women status". However, Kabeer (2001) and Oxaal and Baden (1997) argue that women's empowerment can be distinguished from other concepts by two defining features; first is the "process" which focuses on change geared towards greater equality, freedom of choice and action. Second feature is "agency". Rowlands (1995) argues that women themselves must be significant actors in the process of change. That unless the intervening process involves women as agents of change other than mere beneficiaries then it is not considered women's empowerment. It is relevant to the study as retention determines whether the women and girls will be empowered hence become agents of change in various levels and spheres.

Kabeer (2001) defines empowerment as the expansion in people's ability to make strategic life choices in a context where this ability was previously denied to them. This then fits within the broader definition of empowerment as the expansion of freedom of choice and action to shape one's life. The women's empowerment theory encompasses several elements. First is that women are not a homogeneous group neither are they just one group among various disempowered subjects of society for example, the poor, ethnic minorities among others but are a cross-cutting category of individuals that overlap with the other groups. Second, according Narayan (2002), household and interfamilial relations are a central locus of women disempowerment in a way that is not true for other disadvantaged groups. This in essence means that women empowerment must be cognizant of the household-level of broader policy action. Third factor is that women's empowerment requires systematic transformation of institutions specifically supporting patriarchal structures this is in contrast to general empowerment that requires general transformation in the society (Narayan, 2002).

According to Kabeer (1999), gender equality and women empowerment is an intrinsic rather than an instrumental goal, explicitly valued as an end in itself rather than an instrument for achieving other goals for example, education is important in translating

this goal into the target of eliminating gender disparities at all levels. Education of the girl-child has been identified as one of the best investments a society can make because of the many social and economic benefits that accrue. These documented benefits include later marriage, lower fertility, healthier, more educated children, and more rapid economic growth. (Summers, 1992).

When Summers was a senior economist at the World Bank, He wrote “...if more girls had gone to school a generation ago, millions of infant deaths could have been averted each year and tens of millions of families could have been healthier and happier...” Similarly Sara Longwe’s framework is a way of conceptualizing the process of empowerment through a sequence of measurable actions. The tool highlights the ascending levels of gender equality even though not in a linear form but as reinforcing in nature (Longwe, 1995). According to Longwe 1995, there are five levels of equality in the women’s empowerment framework. These include:

Welfare: meaning improvement in socio-economic status such as income, better nutrition among other factors. This is related to the study because the research seeks to find out how socio-economic factors influence retention of girls in primary schools.

Access: refers to increased access to resources. The study will look into the income levels of guardians or parents, their occupation and level of education and how they influence retention of girls in primary schools.

Conscientisation: this involves the recognition of structural forces that disadvantage and discriminate against women coupled with the collective aim to address these discriminations.

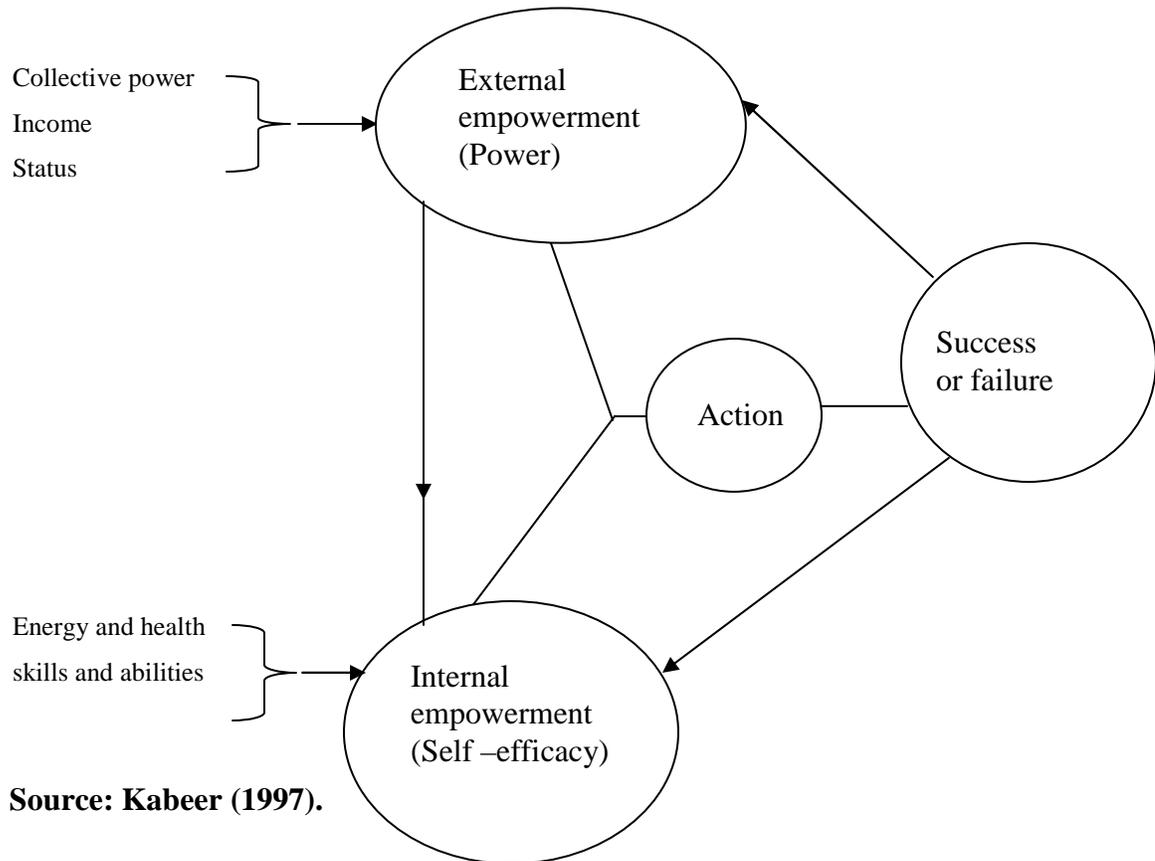
Mobilization: refers to actions to the conscientisation of women.

Control: refers to the level of access reached and control resources that have shifted as a result of collective claim making and action.

Retention of the girl-child in primary school is a step towards ensuring that girls and women are empowered; their ability to make strategic life choices in a context where this was denied is not only achieved but expanded. According to Kabeer, 1997 empowerment is twofold; external and internal which eventually leads to success in life. However, in the

absence of retention in schools empowerment would not be achieved. This is illustrated in the figure 2.1 below.

Figure 2.1: Two Types of Empowerment necessary for deliberate action



Source: Kabeer (1997).

2.7 Conceptual Framework

According to Nachmias, 1996, a variable is an empirical property that can take on two or more values. Bryman, 2008 argues that a variable is an attribute on which cases vary. Variables can include people and also things such as households, cities, organizations schools and nations among others. Variables can be independent or dependent.

2.7.1 Independent Variable

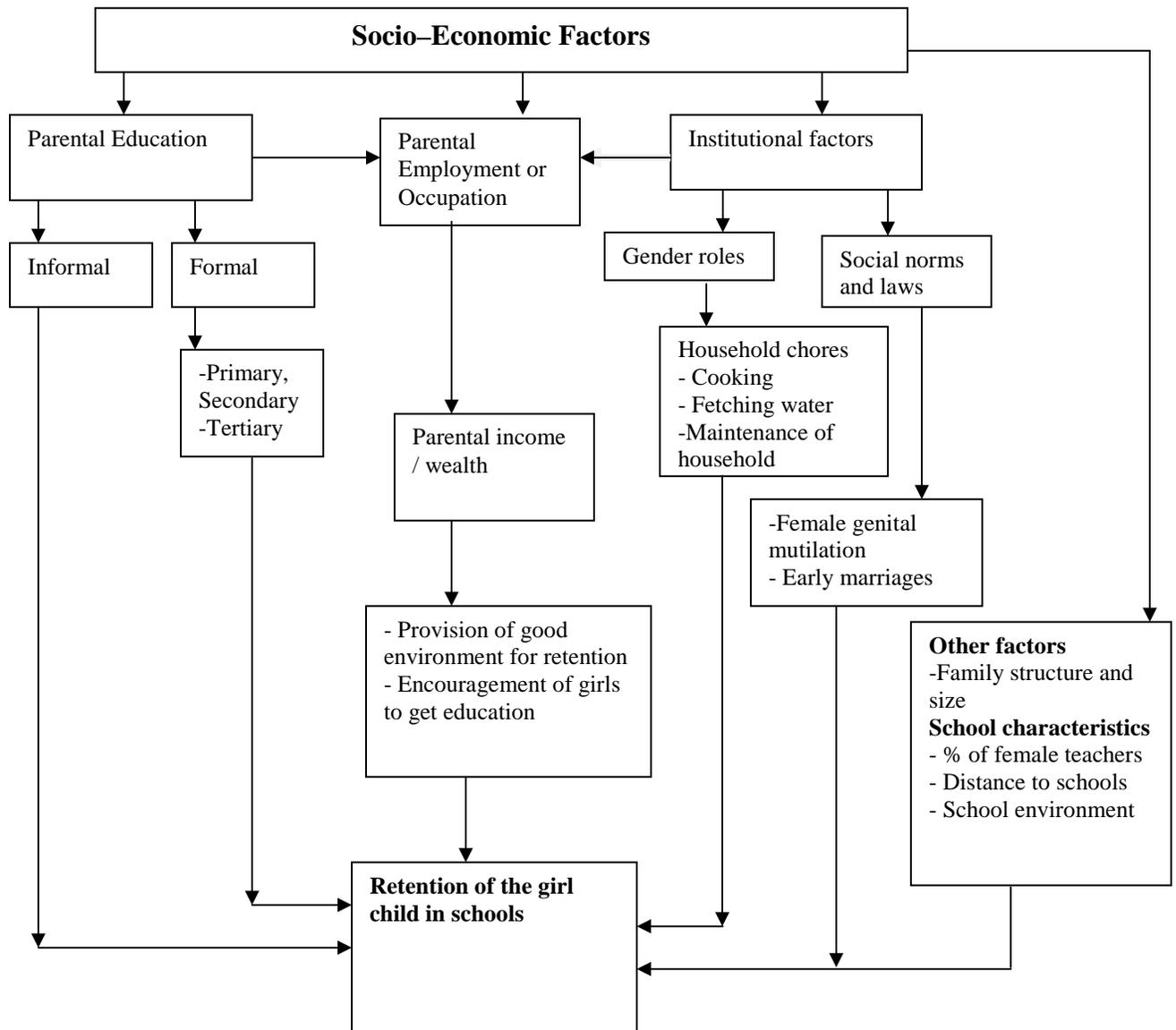
In this study the independent variable is the socio-economic factors which underlie the retention of the girl-child in primary schools in Kajiado County. These socio-economic factors include: parental level of education, occupation and income levels, home, social

norms and values which include gender division of labour, household chores, family size and structures and school characteristics.

2.7.2 Dependent Variable

The dependent variable on the other hand is the retention of the girl- child in primary schools in Kajiado County.

Figure 2.2 Conceptual Framework



Source: Author's Conceptualization

2.8 Summary of Literature Review

The literature review above mainly focused on the socio-economic factors and how they influence retention of the girl-child in schools. The discussion in this section began with the social institutions or factors; norms laws, boy preference and expectation of parents with regards to education of girls and their relevance to retention of the girl-child. Also reviewed were parental education, parental wealth and income, household characteristics and demographic characteristics and their influence on retention of the girl-child. Finally in the literature review is the school characteristics and how it influences retention of the girl-child. The empirical studies however were carried out in diverse settings. The researchers used different methodology and sample sizes from the ones used in this study. The study findings used in the literature review also used diverse approaches, theoretical and conceptual frameworks to guide their studies.

This study however aimed at exploring the socio-economic factors underlying the retention of the girl-child in primary schools in Kajiado County. The literature review indicated that discriminatory social institutions that restrict or exclude women and girls impacts negatively upon development by limiting their access to opportunities, resources and power and for the study it may limit their retention in schools. Parent's/ guardian's level of education was also found by studies quoted in the literature review to influence education enrolment and also retention of girls. Similarly parental wealth and income, family size and structures are also factors with great influence on the girl-child's retention. Another factor that was reviewed in the literature was school characteristics; infrastructure, distance from home and availability of teachers, whether males or females as vital to retention of the girl- child. In order to explore the literature review above the methodology in chapter three was employed.

CHAPTER THREE: METHODOLOGY

3.1 Introduction

This section stipulates the research methodology that was applied during the study. A research methodology is an important component of research as it links theory with practice. According to Kothari (1985) and Kothari (2004), a research design constitutes the questions what, where, when, how much by what means concerning a research study. A research methodology is a study of various steps and logic adopted by the researcher in studying the research problem. The steps act as a guide throughout the research process in ensuring that the researcher better understands the study and is a criterion for the evaluation of reliability, replication and validity. Under this study the following sub-sections was considered; research design, study site, unit of analysis, sample and sampling procedure, research instruments and data sources and data collection procedures and methods of data analysis.

3.2 Research Design

A research design according to Bryman (2012) provides a framework for the collection and analysis of data. Bryman (2012) argues that the choice of research design should reflect the decisions about the priority being given to a range of dimensions of the research process. Which include the importance attached to expressing causal connections between variables; generalizing to a larger group of individuals than those actually forming part of the investigation; understanding behavior and the meaning of that behavior in a social context and having a temporal appreciation of social phenomena and their interconnection. This study employed a case study research design. Bryman (2012) argues that case study design entails the detailed and intensive analysis of a single case. This was relevant to the study as the focus was on the socio economic factors underlying the retention of the girl-child in primary schools in Kajiado County.

3.2.1 Sample and Sampling Procedure

The target population for the study was class eight girls in Kajiado County who have been retained in primary schools. Other resource persons were parents or guardians, who were in a position to give more information concerning the socio-economic factors which

promote retention of the girl-child in schools. Teachers in primary schools, pastors, community leaders and County education officers were also interviewed as key informants and resource persons. These resource persons were interviewed so as to get an in-depth understanding of the socio-economic factors and how income, education, occupation and religion of parents or guardians have facilitated girls and enabled them to be retained in primary schools in the region.

The unit of analysis for this study was households. 100 households with girls currently in class eight in primary schools were identified and sampled purposively because they have girls who have been retained in class eight. According to Bryman (2012), purposive sampling is a form of non probability sample in which the researcher aims to sample cases or participants in a strategic way, so that those sampled are relevant to the research questions that are being posed. From the 100 households sampled therefore, the researcher was able to get the target population, who were girls in class eight. Berg (2009) also argues that purposive sampling is a technique that allows the investigator to use their knowledge about some groups or to select cases that represent the target population, hence its relevance to the study.

The study focused on Kajiado North Constituency, according to Independent Electoral and Boundaries Commission (IEBC, 2009) the Constituency has five (5) wards. The five wards of Kajiado North constituency covered by the study are: Olkeri, Ongata Rongai, Nkaimurunya, Oloolua and Ngong wards this was due to scarcity of resources and time limit that the researcher was faced with and therefore was not able to traverse the entire County of Kajiado. In each of the five (5) wards, twenty (20) households with 20 girls in class eight who have been retained in primary school was sampled and selected purposively as indicated above because the household had a girl in class eight and the girl was 18years old or below. The girls were interviewed by using questions prepared by the researcher in the form of questionnaires. Some of the parents or guardians were also interviewed by use of interview guides the researcher prepared, in order to get in-depth information of how socio-economic factors have so far influenced retention of the girl-child in Kajiado County.

Table 3.1: Five Wards Selected in Kajiado North Constituency

Name	Population	Total Households	Number of Households sampled	Description
Olkeri	43,820	5,676	20	Lemelepo, Upper Matasia, Upper Nkoroi, Oloosurutia, Kahuho and Olkeri Sub-locations
Ongata Rongai	44,675	13,229	20	Ongata Rongai and Ole Kasasi Sub-locations
Nkaimurunya	55,405	17,484	20	Kware, Mosoi, Range, Empakasi and Kandi Sub-locations
Oloolua	33,754	9,801	20	Bulbul, Kerarapon, Olepolos and Oloolua Sub-locations
Ngong	18,091	7,618	20	Kibiku and Ngong township Sub-location.

Table 3.2 below, shows a breakdown of the five (5) wards of Kajiado County in administrative units of sub-location and the households thereof as was sampled for the research study. Purposive sampling was used to identify 100 households with class eight girls. Class eight girls were then interviewed from each household. Some parents also formed part of key informants for the study.

Table 3.2: Names of Sub-locations and Household Numbers

Sub-location	Total number of households
Lemelepo	3,447
Upper Matasia	2,007
Lower Matasia	1,206
Upper Nkoroi	1,062
Oloosurutia	2,429
Kahuho	1,834
Olkeri	979
Ongata Rongai	12,095
Ole kasasi	1,134
Kware	7,050
Mosoi Range	6,719
Empakasi	2,382
Kandisi	1,333
Bulbul	4,321
Kerarapon	830
Olepolos	2,419
Oloolua	2,231
Ngong Township	5,779
Kibiku	1,839
Totals	61,096

Source: Kenya Census, 2009

3.2.2 Research Instruments

The study applied the use of both open ended and structured questionnaires. The study targeted a total of 100 respondents who were girls in class eight. The 100 girls were then issued with the questionnaires. The questions focused on the individual girls' information like their ages, year of enrolment and their retention in their present primary schools. Demographic characteristics of families of the girls who had been retained in primary schools also formed part of the questions, in particular family size and structure. Parental

or guardians' education levels, employment or occupation and incomes, wealth and type of housing or residential houses were also included in the questionnaire. Furthermore, the questionnaire focused on school characteristics, in particular whether there are adequate facilities like classrooms, toilets, library conducive for learning environment. Other aspects of school characteristics were distance from home to school and whether there is provision of lunch to the pupils.

3.2.3 Data Collection Methods and Data Sources

Data collection began with a pretest on 7th August, 2014. A sample of 10 households and 3 key informants were purposively selected for the pre-test. The pretest enabled the researcher to modify the questionnaire and re-examine the questions and do away with questions which would not facilitate collection of required data. On the other hand, the researcher identified relevant questions that were omitted initially. The questionnaire was therefore, modified to suit the study objectives. Piloting and pretesting of tools according to Bryman (2012) ensures that the survey questions operate well and the whole research instrument functions well too. Further it clears any confusion and helps to identify persistent problems emerging during the interview thus enabling the researcher to address such outcomes. The piloting and pre-testing of tools enabled the researcher to make the necessary changes so as to ensure successful survey.

The actual household survey commenced on 11th August 2014. Data was obtained from the respondents through face to face interviews guided by both the questionnaires and the key interview guides prepared for data collection. The interviews were carried out mainly in English and Swahili languages. The class eight girls who were the main respondents had basic knowledge of the two languages and were of great assistance in helping the parents or guardians understand the questions by interpreting in the local native languages in case the parents did not understand. The other key informants; community elders, head teachers, pastors and county education officers had a good command of both the languages. It was advantageous to the researcher as there was no research assistant engaged due to scarcity of finances.

Data collected was both quantitative and qualitative data. This ensured provision of a better understanding of the research problem and objective which is to find out socio-economic factors which influence retention of the girl-child in Kajiado County. Quantitative data was in the form of numerical data for example the age, number of household members and the birth position of the girls in the family. Qualitative data was mainly collected from key informants, for example County education Officers, teachers in primary schools, pastors, parents or guardians and community leaders. Babbie (1986) argues that the use of quantitative and qualitative data ensures that in depth information is obtained due to the fact that the two complement each other. This helped the researcher to explore how socio-economic factors have influenced the retention of girls in primary schools in Kajiado County.

Primary data which was one of the sources of data was gathered by use of open ended and structured questions prepared in the questionnaires for class eight girls retained in primary schools. The questions were based on the socio-economic factors and demographic characteristics of families from which the standard eight girls who had been retained in schools come from. In particular parental or guardians education levels, income, wealth, occupation and religion were emphasized during the study. In addition demographic characteristics for example family, size and structure was of interest in collection of data in order to link the retention of the girl-child and the socio-economic factors. The primary data collection instruments used during the survey therefore was questionnaires and interview guides to key informants.

Another source of data was secondary data which was obtained from numerous sources as outlined in the literature review. In addition, Government statistics especially Kenya National Bureau of Statistics (KNBS), was a source from which data relating to socio-economic factors and the population demographics of Kajiado County was obtained. The statistics from the Kenya National Bureau of Statistics enabled the researcher to know exactly the number of households in the County for sampling purposes. Others sources of secondary data included journals, publications, relevant books and newspapers among

Hills. The county is divided into three different topographic areas namely; Rift Valley, Kapiti, and Central Broken Ground.

Reasons for Choosing Kajiado County

The choice of Kajiado County was informed with the fact that the majority of inhabitants are members of the Maa community who are pastoralists and conservatives of their social norms and values some of which greatly affect retention of girls in schools. The economic activity of nomadic lifestyle together with cultural practice of female genital mutilation/cutting and early marriages has been associated with the region. These practices have negatively affected education of the girl-child. The research therefore, focused on the County in order to come up with the actual situation as informed with the research findings.

Another reason for the choice of Kajiado is that the County has been ranked the richest County in Kenya for two consecutive years by the Commission on Revenue Allocation (CRA), 2012 and 2013. However, education of girls has been low. It is a semi-arid area with pastoralist way of life as the main source of livelihood for the Masaai. Since colonial period the Masaai community has been marginalized and the retention of girls is still low despite introduction of free primary education. The site was also appropriate because there are substantial numbers of out of school children despite the implementation of FPE. This according to USAID Kenya, which further argues that literacy levels stand at 55.4% in Kajiado County. Yet those who are attending school in the age brackets 15-18years constitute 44.9% of the population.

Data Analysis

Data collected was cleaned; open-ended questions were reviewed, summarized, coded and processed. The data was then analyzed by use of statistical package for social sciences (SPSS). Thematic analysis technique was used to analyze qualitative data from key informants concerning how parental education, income, wealth, occupation and religion contribute to retention of girls in primary schools in Kajiado County.

In order to establish the significant relationships or differences between variables chi square tests, pearson's r, and spearman's rho were used in data analysis. Cross tabulation and chi-square tests were also employed in order to establish the confidence level displayed in the frequency tables and be able to generalize from a probability sample to the population.

The level of statistical significance is the risk the researcher is prepared to take by inferring that there is a relationship between two variables in the population from which the sample was taken when there is in fact no such relationship (Bryman, 2012). The significance level was set at 0.05, meaning if 100 samples are drawn as many as 5 of them might exhibit a relationship when there is not one in the population. This is also referred to as statistical inference.

In order to establish the measure of strength and direction of relationship between two intervals or ratio variables Pearson's r was used and in the same way spearman's rho (ρ) was used as a measure of strength and direction of relationship between two ordinal variables in the study. Furthermore, pie charts, bar graphs, frequency tables were used especially to show age and enrolment of the girls, marital status and religion of parents or guardians and also source of lighting used by girls at home, this was in addition to the use of standard deviation and mean which the study used for analysis.

Table 3.3 Summary of Analysis used for Each Research Objective

Objective	Analysis
To find out the institutional factors whether gender roles, norms and laws affect retention of the girl-child in primary schools in Kajiado County	Frequency tables and Descriptive statistics(Mean and standard deviation)
To investigate whether socio-economic characteristics; education, income, wealth, occupation, marital status and religion of parents/guardians contribute to retention of the girl-child in primary schools in Kajiado County	Descriptive statistics, Chi-square tests, Pearson’s r, Cross tabulation, Pie charts and bar graphs
To examine the extent to which household characteristics influence the retention of the girl-child in Kajiado County	Descriptive statistics (Mean and standard deviation), Cross tabulation, Chi square tests, bar graphs, frequency tables and pie charts.
To examine whether school characteristics contribute to the retention of the girl-child in Kajiado County	Descriptive statistics (Mean and standard deviation), Cross tabulation, Chi square tests, bar graphs, frequency tables and pie charts.

Using the methodology outlined above the researcher was able to analyze and discuss the study findings as presented in chapter four.

CHAPTER FOUR: ANALYSIS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of socio-economic factors which influence the retention of the girl-child in Kajiado County. The discussions begin with the findings on demographic and household characteristics of the girls who were the respondents. According to Hart (1994), household characteristics refer to specific attributes that make a family in terms of behaviour and various roles undertaken. Some of these characteristics distinguish one household from another thus making each household unique. The researcher therefore, focused on the following characteristics: age, religion, size and structure of the families, education, income and occupation of the parents or guardians of the girls interviewed, wealth or property owned by the parents or guardians, type of housing structures whether it is conducive for studies or not, provision of basic needs like adequate food, learning materials and the support given to them by either their parents or guardians to enhance their studies and promote retention in schools. Other issues in the household that the study focused on included: type of cooking fuel, source of lighting, social norms, gender roles and school characteristics. The findings have been illustrated by tables, pie-charts and graphs, standard deviation and statistical significance levels as shown below.

4.2 Age of the Respondents

The research sought to find out the ages of the girls in class eight who had been retained in primary schools in Kajiado County and who were the main respondents. The research targeted the girl-child in primary schools. From the definition of terms for this study, the target group the research focused on was female children of 18years of age or below. The findings of the study show that the mean age of the girls in class eight in Kajiado County was 15years with the minimum age of 13years and maximum age being 18. The standard deviation was 1.25. The findings are close to the age requirement by government of 14years in class eight if the age at class one is 7 years. However the study revealed that for the older girls who were still in class eight socio-economic factors hindered them from consistently and regularly attending classes which then contributed to their being late to reach class eight. Despite various huddles they faced, they managed

to reach class eight and were due to sit for their Kenya Certificate of Primary Education, 2014.

Table 4.1 shows the analysis of the findings from the research study by outlining the minimum, maximum, mean and standard deviation of the girls' ages.

Table 4.1: Minimum, Maximum, Mean and Standard Deviation of the Girls' Ages

	Number	Minimum	Maximum	Mean	Std. Deviation
Age of respondent	100	13.00	18.00	15.1000	1.25931
Total	100				

Source: Field Research 2014

Table 4.2 illustrates that 5 of the respondents were 13years of age, 34 of the girls were aged 14 years, 27 were in the category of 15 years, 19 were 16 years old, 10 were 17years old while 18year old girls constituted only 5 of all the 100 girls interviewed. Even though the ages are varied the total 100 girls interviewed have managed to be retained in class eight. Table 4.2 illustrates that most of the girls in class eight were 14 years old constituting 34 percent of the total 100 girls interviewed. Table 4.2 therefore, gives the ages of the girls and number per each category of the 100 girls interviewed in terms of their ages.

Table 4.2: Age Respondents

Age of girls in years	Number	Percentage (%)
13.00	5	5
14.00	34	34
15.00	27	27
16.00	19	19
17.00	10	10
18.00	5	5
Total	100	100%

Source: Field Research, 2014

4.3 Enrolment Year in Class One

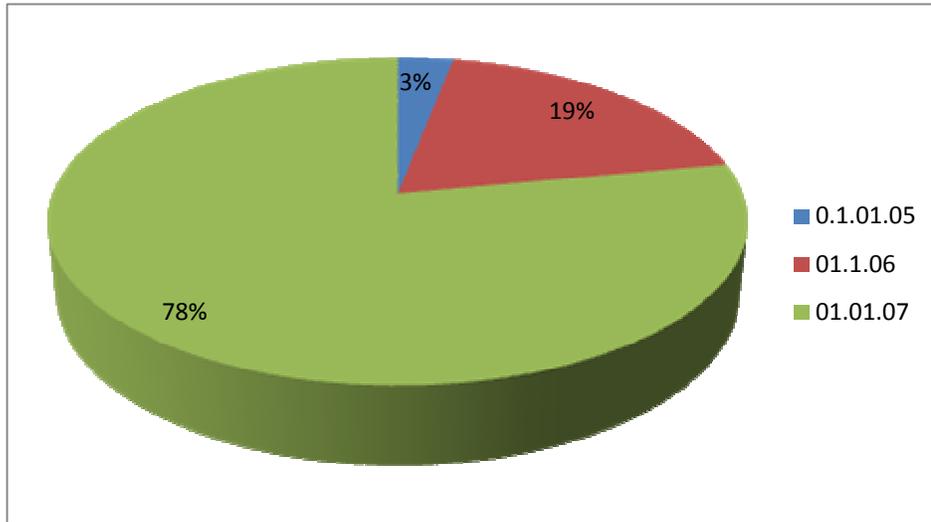
The study sought to find out the actual year of enrolment of the girls interviewed. This was aimed at ascertaining whether the girls proceeded with their school routine without interruption of any form. From the study findings 3 girls out of 100 interviewed joined class one in the year 2005 and due to diverse factors including socio-economic factors; they were not consistent with going to school. 12 girls informed the researcher that they had to repeat due to poor performance, a practice usually common in primary schools and aimed at giving the pupils opportunity to meet the required standards as explained by a key informant. 7 girls indicated that their parents / guardians assigned them chores which were perceived to be gender roles in the household for example, caring for younger siblings, fetching water, cleaning the houses, cleaning laundry and taking care of livestock. These chores affected their consistency in education and made them take a longer period to get to class eight. 19 of the girls were enrolled in the year 2006 while the remaining 78 were enrolled in the year 2007, and were able to be retained in schools. (See table 4.3).

Table 4.3: Enrolment in Class One

Year of enrolment in class one	Number	Percentage (%)
01.1.05	3	3
01.1.06	19	19
01.1.07	78	78
Total	100	100%

Source: Field Research, 2014

Figure 4.1: Enrolment in Class One



Source: Field Research, 2014

4.4 Retention of Girls in the Schools Enrolled in Class One

The study further sought to find out from the girls whether they had been retained in the schools in which they were initially enrolled in class one and also find reasons for transferring to their current schools for those who had transferred. From the study findings, 74 girls (74 percent) interviewed had been retained in the schools in which they were enrolled in class one, while 26 girls (26 percent) had moved or transferred from others schools. The respondents moved for various reasons, economic or social and for others it was a combination of the two factors; social and economic. Some of the reasons given by the girls who had changed schools included the change of residence by parents, change of employment stations; others were in private schools and due to the rising cost of education in the private schools and their parents could no longer afford to keep them in those schools. Therefore, they had to be transferred. One girl in Embulbul Location mentioned that their school was closed down and therefore she had to go to a public primary school in the vicinity called Kerarapon primary school. Similarly in Ngong Location, a girl had moved from her school of enrolment which was Pentecostal Church of Eastern Africa (PCEA) Manyatta Primary to her current school which was Ngong Township Primary School. For others the unfortunate loss of a parent or both meant they

had to be taken care of by relatives, grandparents or aunts and uncles or other guardians in different locations.

5 girls informed the researcher that they were admitted in rescue centres for fear of being married off by those they lived with. One key informant who was a teacher said that girls among the Masaai face challenges in terms of education and specifically retention. She said,

“A promise from one great male friend to another to give away a daughter in marriage is confirmed by having a goat’s skin tied on the wrist of the girl to symbolize the deal between the two friends”.

Friendship as a social factor of a parent or guardian can be influenced by education level, income, wealth or religion by virtue of being in the same social network. This shows the influence social factors in the form of social relations have on retention of girls. Having a goat’s skin around a girl’s wrist therefore confirms the deal and agreement made between two men especially of advanced age, according to the key informant to perpetuate friendship. On the other hand, retention of the girl is uncertain because once the man decides to marry the young girl she will drop out of school and take to her new role of being a wife to her father’s friend. Upon realization some girls then opt to seek help from the rescue centres or religious institutions as did the 5 girls who feared to be married off and decided to run to the rescue centres.

Table 4.4 below shows analysis of girls who were retained and those who moved from their initial school of class one enrolment.

Table 4.4: Retention in schools of class one enrolment

Response	Number	Percentage (%)
Yes	74	74
No	26	26
Total	100	100%

Source: Field Research, 2014

4.5 Parents Who Are Alive

Family structure plays a key role in retention of children in schools (Ledbetter and Leonce, 2010). Breakdown of family structure due to death or other reasons may interfere with the socio-economic fabric of the survivors. Feinstein *et al.* (2004) argues that resources, time, income and wellbeing of members left behind are bound to be affected. In most cases when a family is faced with scarce resources the most disadvantaged are girls as compared to boys. In most instances as mentioned by a key informant, the girls are made to assist with domestic chores while the boys continue with schooling.

Retention of girls in schools can be enhanced if parents are alive, pull together resources and support their children in pursuit of education. Orphans for example, are usually vulnerable members of the society. Alowande and Salami (2000) also argue that single parents are less likely to provide adequate support to their children in order to enhance education because of too much work and responsibility they are faced with, which then limits their time and attention given to the children especially the girl-child. The study therefore sought to identify among the girls interviewed whether they had both parents alive, Mother only or Father only or have none of their parents alive. From the total of 100 girls interviewed 9 girls (9%) were total orphans, 6 girls (6%) had only their Fathers alive and 23 girls (23%) had only their Mothers alive. However, 62 girls (62%) had both their parents alive. One of the girls interviewed, who had lost a Father alluded to the fact that without the support of a local Non-Governmental Organization (NGO) that supported their Mother, retention up to class eight would have been difficult because of economic challenges and resource inadequacy the family was subjected to after the loss of their Father.

Frequency table below (Table 4.5) shows an analysis of the responses from the girls concerning parents who are alive.

Table 4.5: Parents of the Girls who are alive

	Frequency	Percentage (%)
Father Only	6	6
Mother Only	23	23
Both parents	62	62
None of them	9	9
Total	100	100%

Source: Field Research, 2014

From the analysis shown in table 4.6 the researcher found that the youngest with 13 years of age among the girls had both their parents alive. Those aged between 14 and 15 years of age constituted majority of those with both parents, while most of the girls without both parents were aged 16 years of age as shown in Table 4.6 below. The table is a pointer to difficulties encountered by girls who had stayed a little longer in primary before getting to class eight.

Table 4.6 Age of Girls Retained and parents/Guardians living with them

Age of respondents	Parents alive and number of girls				Total	%
	Father Only	mother Only	Both parents	None of parents		
13	0	0	5	0	5	5
14	4	9	20	1	34	34
15	1	5	21	0	27	27
16	1	5	9	4	19	19
17	0	3	4	3	10	10
18	0	1	3	1	5	5
Total	6	23	62	9	100	100

Source: Field Research, 2014)

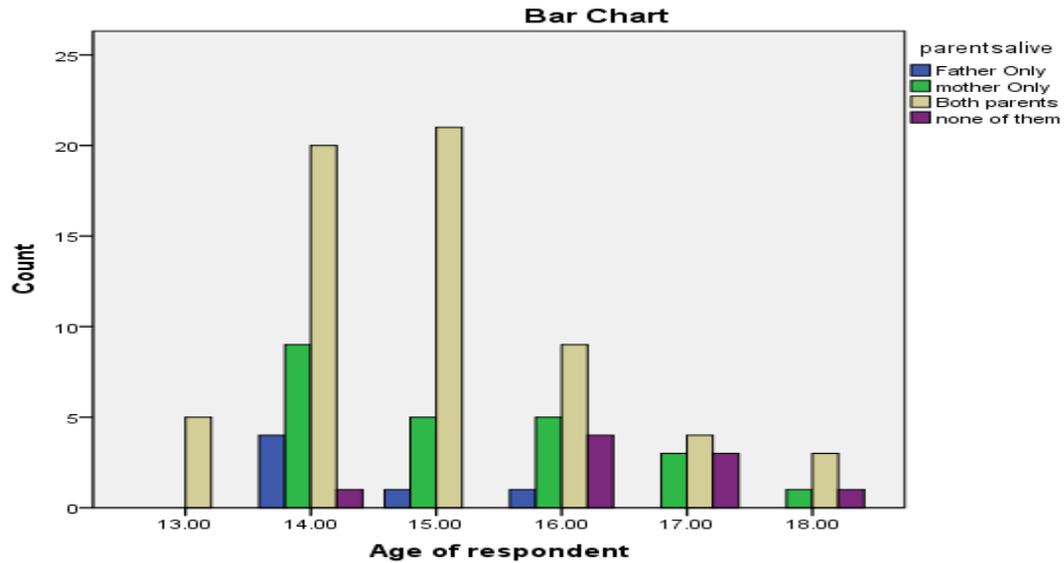
The study then used a chi-square to test the statistical significance, which according to Bryman (2012) allows the researcher to estimate the confidence of the results derived from a study based on a randomly selected sample and generalize to the population from which the sample was drawn. The level of statistical significance is the risk the researcher is prepared to take by inferring that there is a relationship between two variables in the population from which the sample was taken when there is in fact no such relationship (Bryman, 2012). The significance level was set at 0.05, meaning if 100 samples are drawn as many as 5 of them might exhibit a relationship when there is not one in the population. The findings showed the chi-square value to be $X^2 = 21.874$, with a degree of freedom of 15 and a significant level of 0.111. This means that there was no correlation between the ages of the girls and the parents who were alive. Table 4.7 below shows the analysis.

Table 4.7 Chi-Square Tests of Ages of the Girls retained and parents alive

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	21.874	15	.111
Likelihood Ratio	24.217	15	.061
N of Valid Cases	100		

(Chi Square Test, Value $X^2 = 21.874$, $df = 15$, significance level = 0.111)

Figure 4.2: Age of respondent and parents living Cross tabulation



Source: Field Research, 2014

4.6 Parents/ Guardians Living with the Girls

Related to the parents alive in the study was the person living with the girls most of the time. The study sought to find out who the girls live with most, whether they live with their Fathers only or Mothers only, both parents, relatives, older brothers or sisters, relatives or grandparents. From the study findings, 15 girls (15 percent) out of the 100 girls interviewed were living with their older brothers or sisters, aunts or uncles and grandparents, 5(5 percent) of the girls lived mostly at the rescue centres, 34 (34 percent) of the girls lived with either fathers or mothers only. While a greater number of the girls, 46 (46 percent), lived with both their Fathers and mothers. A key informant noted that assistance given by sponsors and the government policy and initiatives aimed at increasing access to education together with financial empowerment of women, men and youth and vulnerable households had positively contributed to the girls’ retention in the County. In addition girls with both parents and living with them may well be better placed. However, those in rescue centres were only 5 girls which then constitute 5percent of all the girls interviewed. The empowerment of the girls’ guardians is vital in retention as it enables the parents/guardians to visit their girls and participate in school functions due to improved socio-economic status thus increasing retention of girls.

Another vital aspect mentioned by a key informant is social capital and membership of the parents or guardians in various social networks like Rotational Savings and Credit Associations (ROSCAs) and “*Chama*”. The social capital had contributed a great deal in boosting the socio-economic status of households of the girls interviewed, thus increasing the chances of retention of girls in schools. Through the social networks, members are able to assist each other in various aspects of life, like starting small businesses and also providing for the basic needs of members of their households. According to a key informant provision of education to their children is emphasized hence contribute to retention of the girls in schools. Through the *Chama*, members are able to buy uniforms for their children, pay school levies which would otherwise compromise retention of the girls and which are not catered for by the Free Primary Education (FPE) and ensure retention of their daughters in schools.

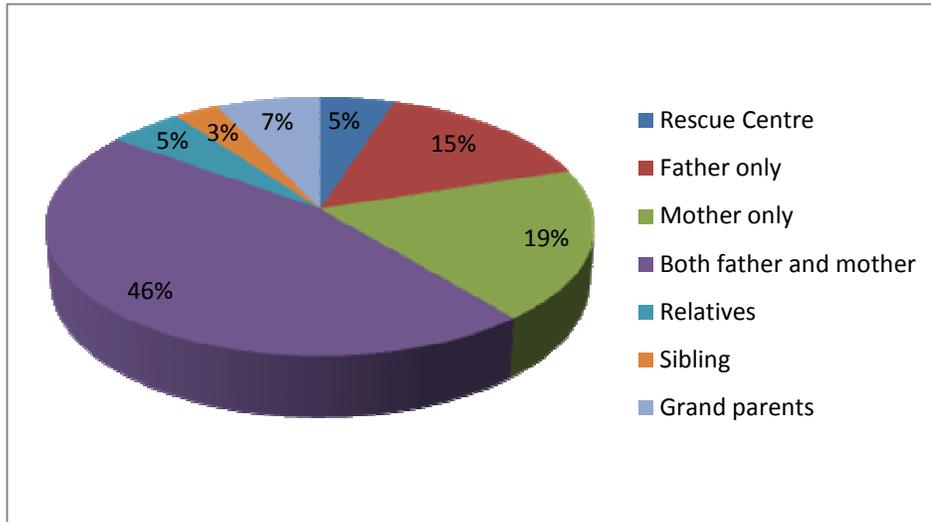
Table 4.8 gives an analysis of the number of girls and respective parents or guardians who ensure they are taken care of.

Table 4.8: Parents/Guardians of the girls

Guardians of the girls	Number	Percentage (%)
Rescue Centre	5	5
Father only	15	15
Mother only	19	19
Both Father and Mother	46	46
Relative	5	5
Sibling	3	3
Grand parents	7	7
Total	100	100%

Source: Field Research, 2014

Figure 4.3: Parents/Guardians of Girls



Source: Field Research, 2014

Chi- square test on table 4.9 gives an analysis of the correlation between the girls retained in their initial school of enrolment and parents or guardians of the girls. The value of X^2 is 20.897 and the degree of freedom is 6. The statistic significance is 0.002. This means that there is correlation between the girls retained in schools and the parents or guardians who live with them or places in which they live. 46 girls out of the total 100 girls interviewed for example have both their parents alive. This confirms the findings by Alowande and Salami (2000) that single parents often face challenges in terms of resources, time and support given to their children. Having both parents therefore ensures that the parents supplement each other's efforts and therefore promote retention.

Table 4.9: Chi-Square Tests

	Value	df	Asymp. Sig. (2-sided)
Pearson Chi-Square	20.897 ^a	6	.002
Likelihood Ratio	20.584	6	.002
N of Valid Cases	100		

a. 9 cells (64.3%) have expected count less than 5. The minimum expected count is .78.

Source: Field Research, 2014

Table 4.10 below shows that for girls who were retained in schools of their initial enrolment, the majority who were 40 girls had lived with both parents. While those who lived with relatives, siblings and grandparents totaled to 5 girls similarly those in rescue centers were also 5.

Table 4.10: Cross tabulation of girls retained and their guardians

Guardians	Retention Numbers				Totals
	Yes		No		
	Frequency	Percent	Frequency	Percent	
Rescue homes	5	6.8%	0	0%	5
Father	12	16.2%	3	11.5%	15
Mother	12	16.2%	7	27%	19
Both father and mother	40	54%	6	23%	46
Relative	1	1.4%	4	15.4%	5
Sibling	1	1.4%	2	7.7%	3
Grand parents	3	4.0%	4	15.4%	7
Totals	74	100%	26	100%	100

Source: Field Research, 2014

4.7 Religion

The findings from the research revealed the important role played by religion in ensuring the retention of the girl-child in Kajiado County. Subscribing to a religion is a form of social capital which according to Hanifan (1916) refers to good will, fellowship, mutual sympathy and social intercourse among a group of individuals and families who make up a social unit.

As a social capital, religion especially Christianity encourages members to join *House Groups, Bible Studies, Mothers' Union or Women's Guild, Youth Groups* among others. These groups form the basis through which members interact and form various social networks which are critical in ensuring socio-economic support, mentorship and skills development, critical for household and individual's mental stability and therefore encouraging retention of girls in primary schools. Kinyanjui (2008) and Kinyanjui and Khayesi (2005) also affirm that social relations are important not only socially but also economically.

From the findings in the field most of the girls interviewed were Catholics, and Protestants. Thus, 32 girls (32 percent) and 39 girls (39 percent) respectively, constituting a total of 71(71percent) of all the 100 girls interviewed. However, there were Muslims, 13 girls constituting 13 percent especially towards Kitengela, Ongata Rongai and Embulbul. Most of these girls who are Muslims are immigrants to the region especially from the North Eastern part of Kenya. One of the 13 Muslim girls mentioned that her Father is the religious leader of the Mosque in Embulbul centre but their original home is Marsabit. In the remote areas of Oloosurutia, Kerarapon, Ewaso Kedong and Kware some girls indicated that their religion is traditional. The number of girls who indicated that their religion is traditional was 6 thus constituting 6 percent. From the findings, another 6 girls (6 percent) did not know exactly what their religion is while 4 others (4 percent) did not categorically indicate whether they were Catholics or Protestants but instead gave the answer of *other*. Table 4:11 below, gives an analysis of frequency of the girls according to their religious affiliation.

Table 4.11: Religion

Responses	Frequency	Percentage (%)
Catholic	32	32
Protestant	39	39
Traditional African	6	6
Muslim	13	13
Other	4	4
Do not Know	6	6
Total	100	100%

Source: Field Research, 2014

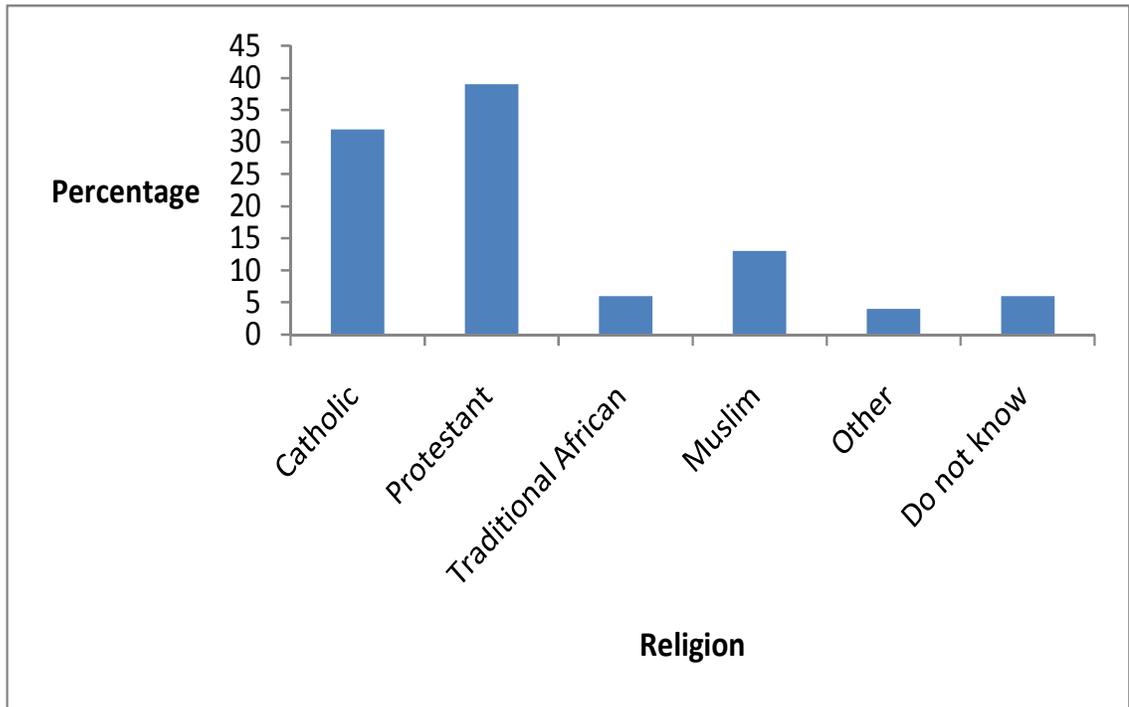
The research found out the presence of several churches in Kajiado County for example, in Ngong town close to Ngong Township Primary School there was a modern Catholic Church newly constructed and was to be officially opened by a prominent leader. The Church according to the Head teacher of Ngong Township Primary School, Mr. Langat is the official sponsor of their school. This is an indication of the crucial role played by the

church in education. Other Churches like African Inland Church (AIC) Kajiado, Pentecostal Church of East Africa (PCEA), Seventh Day Adventist Church (SDA) and Deliverance Church among other Churches in the County have played important roles in promoting education of the girl-child by sponsoring girls and also establishing centres for the purposes of providing safe or rescue centres for girls and therefore promoting the retention of the girl-child in the County. AIC Kajiado for example has a boarding primary school that has accommodated several girls thus ensuring their retention of the girl-child.

Adoption of various religions according to a key informant has encouraged members of the County to embrace education while on the other hand discouraged practices which tend to interfere with retention of girls, for example, forced and early marriage of girls. Adoption of religions by members of the community has greatly contributed to the girls' retention in Primary Schools. In addition most of the churches in the region have been involved in charitable activities which aim at improving the socio-economic status of the residents in Kajiado County. These are through initiatives and projects initiated and supported by the Church therefore, impacting positively on the girls' retention in Primary Schools.

Religion as a social capital of an individual/s is important to the research as the findings show that the girls, their parents and guardians subscribe to a religion and this may have contributed to the fact that they are able to be retained in schools to date. The teachings and moral values upheld by religious teachings like Christianity are crucial in promoting education of the girl-child. Furthermore establishment of schools by various churches have offered education opportunities close to the children in an otherwise pastoralist and marginalized community. The bar graph below shows the various religions that the girls and members of their households subscribe to.

Figure 4.4: Religion



Source: Field Research, 2014

4.8 Household Information

4.8.1 Household Size

The study sought to find out the total number of members in the families the girls came from. According to Eamon(2005) and Majoribanks(1996) small household size is associated with better education achievements and fewer siblings have access to resources leading to the possibility of girls being retained in schools. From the findings the minimum household size was 3 members while the largest family had a total of 14 members. The mean household size according to the findings was 7 members and the standard deviation was 2.16 (See table 4.12).

Table 4.12: Household Size

	N	Minimum	Maximum	Mean	Std. Deviation
Household number	100	3.00	14.00	7.4400	2.16641
Valid N (list wise)	100				

Source: Field Research, 2014

19 girls (19 percent) of the girls interviewed had a composition of 1-5 members, While 72 girls (72percent) of the girls interviewed had members of 6-10, while the remaining 9 girls (9 percent) had a family size of between 11-15 members. The findings therefore do not concur with the conclusions of Eamon (2005) partly because some households received external assistance. Some of the girls interviewed noted assistance from outside the household unit, either relatives or other philanthropists. For example, a girl mentioned a family from Karen, *Bill Winters' family* that provides her with school uniforms and food staff which has greatly assisted their household of 7members. Majority of the households sampled for the study had between 6-10 members while households with 11-15 had the least frequency of only 9 out of 100 households. The findings are also in line with Berker (1981), who argues that the burden of many children may put restrictions on family resources. Table 4.13 below gives an analysis of household composition of the girls interviewed.

Table 4.13: Frequency of Household Size

Household composition in numbers	Frequency	Percentage (%)	Total
1-5 members	19	19	19%
6-10 members	72	72	72%
11-15 members	9	9	9%
Total	100	100	100%

Source: Field Research, 2014

Table 4.14 below shows that the minimum household number was 3 and maximum household number is 14 persons. The mean as shown in table 4.14 was 7.44 while the standard deviation was 2.16.

Table 4.14: Household Size

	N	Minimum	Maximum	Mean	Std. Deviation
Household number	100	3.00	14.00	7.4400	2.16641
Valid N (list wise)	100				

Source: Field Research, 2014

Chi square test was then done to establish the level of statistical significance between household size and the number of sisters the girls had. The result indicated that there was a substantive importance between the household size and the number of sister the girls had ($X^2=140.555$, $df=60$, Significant level was 0.00). Given the statistic level set at 0.05 the positive correlation would be attributed to sharing of duties by the sisters in a given household hence fewer burdens in terms of domestic chores that would interfere with education of the girl. A factor which would give the girls time for school work hence promotes retention.

4.8.2 Gender of Household Heads

The study sought to find out the gender composition thus whether the household heads of the 100 girls interviewed are males or females. Household heads play crucial roles in terms of giving direction aimed at facilitating the wellbeing of all members of household and in particular education of the children. Grolnik and Slowiaczek (1994) argue that mothers are more likely to be involved in the schooling of their children than fathers. In the contrary the study found out that of all the 100 households visited 78 were males while 22 were females. (Table 4.12) . Despite the variation in gender of the household heads, the girls were all retained in school. This is pointer to the fact that despite gender differences in heads of households' emphasis on education of girls in the area is upheld.

Table 4.15: Gender of household head

	Frequency	Percentage (%)
Male	78	78
female	22	22
Total	100	100

Source: Field Research, 2014

4.8.3 Marital Status of Parents or Guardians

Marital status of the head of the household is important in retention of the girls in schools. Crucial decisions in a household are often made by the head of the household. Depending on the value the head of household accords education it will have either positive or negative impact especially on girls. The study found out that Ngong location consisted of single female parents in the informal settlements some of whom have delegated the duty of care of their daughters to grandparents. Majoribanks (1996) argues that pupils of single parents undergo diverse socio-economic and psychological effects which in return may affect their education and for the girls it may affect their retention in schools. Table 4.16 shows analysis of the marital status of parents/ guardians of the girls interviewed.

Table 4.16: Marital status of parents/guardians

Marital status	Frequency	Percentage (%)
Married	70	70
Single parent	13	13
Divorced	2	2
Separated	4	4
widowed	11	11
Total	100	100%

Source: Field Research, 2014

Table 4.17: Retention and Marital Status Cross Tabulation

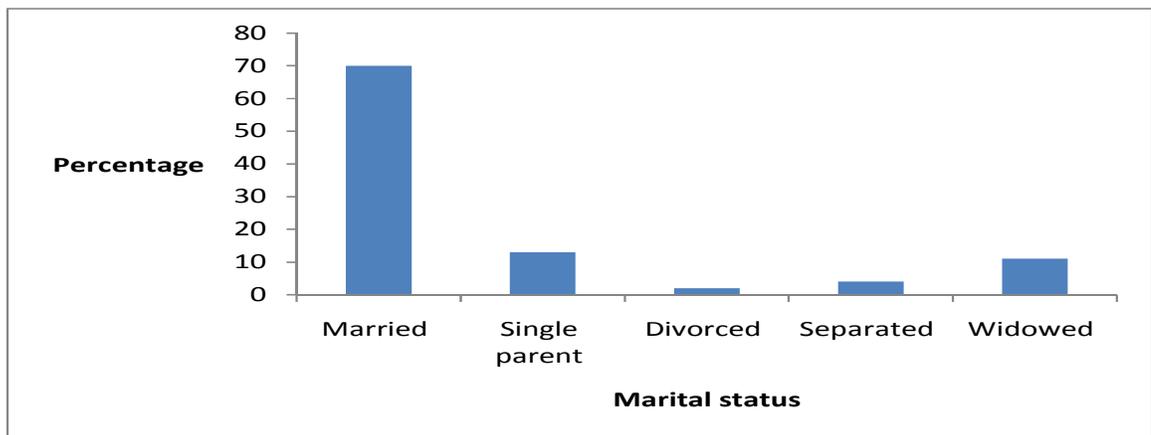
Marital status	Retention of girls				Totals
	Yes		No		
	Freq	%	Freq	%	
Married	52	70.2%	18	69%	70
Single parent	12	16%	1	3.9%	13
Divorced	1	1.4%	1	3.9%	2
Separated	4	5.4%	0	0%	4
widowed	5	6.8%	6	23%	11
Totals	74	100%	26	100%	100

Source: Field Research, 2014

The study findings in Kajiado County, however contradicted Majoribanks (1996), conclusions because despite some girls coming from single parents' background or orphaned, they had been retained in school and were due to sit for their Kenya Certificate of Primary Education. The findings illustrate the desire by parents whether single or married to have their girls retained in primary schools. On the other hand the study concurs with Majoribank(1996), argument that environmental factors and policies like public support for early child hood , primary, secondary and tertiary education help to shape access to human capital, especially redistributive policies aimed at raising financial barriers. The existence of Free Primary Education(FPE), which was a government initiative aimed at increasing access, retention and enrolment of education to school going children has had positive impact in retention of the girl-child. Another initiative is provision of sanitary pads to the girls. A head of school who was a key informant confirmed that girls in public primary school and in class six to eight are usually provided with sanitary pads to ensure they do not stay at home for lack of it. Constituency Development Fund (CDF), has also contributed to retention of girls. The funds have been used to expand space in the form of establishment of more classrooms and has also sponsored girls in the County. Women Enterprise Fund (WEF), especially for guardians who have joined groups and applied successfully for funds, Youth Enterprise Development Fund (YEDF) and the recently launched *Uwezo* Fund were mentioned by some of the key informants as having greatly assisted families by improving their economic status hence contributing to success in terms of retention of the

girl child in the area. One community leader also applauded the devolved system of governance for the positive attributes that have been realized so far in terms of ensuring retention and education of the girl-child. And the contribution made by several Non Governmental Organizations(NGO) like the Girl Child Network that has supplemented government's effort to improve sanitation and education of the girl-child in the area.

Figure 4.5: Marital Status



Source: Field Research, 2014

4.9 Parents'/ Guardians' Education

Several studies have found out that there is a positive link between a parent's level of education and education of their children. The study by Breen and Goldthorpe (1997) concluded that parents who have reached a certain level of education might want their children to achieve at least that level. Emerson and Portela Souza (2007) argue that for enrolment and retention of girls, education of the mother is especially important because the Mother has experienced its value and know that it is within the reach of the girls to complete that level. Keith *et al.* (1987) also shows that parental education may act as motivation especially for the girls. The study therefore sought to find out the education level of the parents or guardians of girls retained in schools. Further Sen (1999) argues that one's educational achievement is perceived as a dimension of well being and enhancing a person's capacity to flourish and improve economic prosperity which is an essential contributor to the girls' retention in schools.

The study findings revealed that majority of the Fathers of the girls; 34 out of 100 had completed secondary school, 24 had some Secondary education, 10 had no formal education, 9 had post secondary schooling other than university, 8 had some primary education while the Fathers with both post graduate and those who had finished university were 2 respectively. However, the girls who did not know the highest level of their Fathers' education were also 2. Table 4.18 illustrates the study findings.

Table 4.18: Highest Level of Education completed by the Fathers

Highest level of Fathers' Education	Frequency	Percentage (%)
No formal education	10	10
Some primary school	8	8
Some Secondary	24	24
Completed Secondary	34	34
Post Secondary schooling other than university	9	9
Completed university	2	2
Post Graduate	2	2
Don't know	2	2
No fathers	9	9
Total	100	100%

Source: Field Research, 2014

The mean years of the Fathers' formal education for the 100 girls interviewed was 10 years with a standard deviation of 5.2, while the mean years for the Mothers was 9 years and standard deviation was also 5.2 and the mean for the guardians was 4 years with a standard deviation of 6.9. Despite the variations in the mean and standard deviation of Fathers, Mothers and guardians formal education the girls were retained in schools implying no relation between parental level of education and retention of girls in primary schools. However, this can be linked to the Free Primary Education (FPE) offered at primary level in the Country. (See table 4.20).

Table 4.19: Descriptive Statistics of mean and standard deviation of years of parental/guardians' education

	Mean	Std. Deviation	Number (N)
Education of Fathers	10.8370	5.29415	92
Education of Mothers	9.49	5.213	96
Education of Guardians	4.33	6.920	24

Source: Field Research, 2014

In order to establish the significance level between retention of the girls and the highest level of their fathers' education, a chi square test was done and by setting the statistic significance level at 0.05, the results showed that $X^2 = 12.382$, $df = 8$ and significance level = 0.136. The results therefore showed no significance between the father's highest level of education and retention of girls.

Relevant to retention of the girls as indicate in the literature review was the mothers' highest level of education. The study therefore sought to find out the highest levels of education of the girls' mothers. The findings from the field revealed that 34 out of 100 of the girls' mothers had obtained secondary education. 29 had some secondary education which means they did not complete secondary education, 17 did not have formal education while 10 had primary education. However of the 100 girls interviewed, 3 of the mothers had post secondary education other than university. (See table 4.20).

In order to establish the statistic significance between the mothers' highest level of education and retention of the girls, a chi-square test was done and the value $X^2 = 14.797$, $df = 6$, significance level = 0.022. The results showed a great significance of the mother's education to retention of their daughters. Therefore, confirming the findings by Emerson and Portela Souza (2007) that the education of the mother is important for retention of girls in schools.

Table 4.20: Highest level of Education Completed by Mothers

Highest level of Education attained by the Mothers	Frequency	Percentage (%)
No formal Schooling	17	17
Some Primary	10	10
Primary	5	5
Some Secondary	29	29
Secondary	34	34
Post Secondary school other than university	3	3
Not Known	2	2
Total	100	100%

Source: Field Research, 2014

4.10 Parental Support

Redding (1996), argues that parental support includes everything from the parents' child rearing practices at home to the parents' participation in events held at school. Parental support includes both financial and non-financial material support and opportunities which a parent provides to the child who in this case is the girl-child in order to facilitate her education and enhance retention. The study measured parental support using various indicators. For example, parental support at home included: indulgence of parents on school activities, for example provision of learning materials, assisting with homework, hiring of a tutor for extra tuition especially during school holidays given that the government does not approve of holiday tuition at school. Other material support that the study focused on are provision of adequate food, sanitary towels, provision of fuel for purposes of studying at home especially during the night, provision of appropriate school uniforms and provision of a place to study. Other indicators used in the study included parental attendance during school open days and meetings aimed at discussing the progress of their daughters with the teachers and also whether there are rules at home aimed at regulating the study habits of the girls. Table 4.21 outlines the responses in terms of frequency of the girls concerning support received from parents or guardians in terms of involvement in school activities and provision of learning materials.

Table 4.21: Parental Support

Response from girls on parental support	Frequency	Percentage (%)
Very supportive	22	22
Supportive	67	67
Not supportive	5	5
No answer	3	3
	3	3
Total	100	100%

Source: Field Research, 2014

From the frequency table, 67 of the 100 girls confirmed the support of their parents or guardians, 22 indicated that the parents were very supportive only 5 girls believed their parents or guardians were not supportive while 3 girls did not give an answer.

Chi-square test to establish the significance level between mother's highest level of education and parental support was then done to show the relationship between the two variables. The result showed a great significance of value $X^2 = 52.021$, $df = 24$ and significance level was 0.01. This showed that the higher the mother's level of education the more likely that she will support her daughter in matters relating to education and specifically retention.

Table 4.22 below shows that 33 parents out of 100 of the girls interviewed ensured that they attended the school open days aimed at discussing the progress of the girls with teachers while 47 parents/ guardians attended sometimes. 15 of the 100 parents rarely attended and 5 parents or guardians never attended at all.

Table 4.22: School Open Days

Response	Frequency	Percentage (%)
Always	33	33
Sometimes	47	47
Rarely	15	15
Never	5	5
Total	100	100%

Source: Field Research, 2014

Parental attendance of school meetings findings indicated that 37 of parents or guardians always attended school meetings while 46 parents or guardians only attended sometimes. However, 12 and 5 parents attended rarely or never attended respectively. (See table 4.23).

Table 4.23: School Meetings

Response	Frequency	Percentage (%)
Always	37	37
Sometimes	46	46
Rarely	12	12
Never	5	5
Total	100	100%

Source: Field Research, 2014

4.10.1: Provision of Adequate Food

Despite information from a community leader in Embulbul location who indicated that 70% of the families struggle to make ends meet in most parts of the County and Kajiado County Development profile (2013), which indicated the proportion of the County population living below poverty line is approximately 47% as compared to the country's 46%, 100% of the girls interviewed said that their parents or guardians provide them with adequate food. However, the argument would then be how adequate is the food provided? Adequate provision of food is vital for retention of girls in schools. This is because as a

key informant in Ngong location mentioned girls can be lured by men who may violate them if they do not have the basics provided to them at home. In addition they may opt to drop out and start scavenging and collecting scrap metal or even commercial sex work as the key informant indicated to be happening in the area of Ngong. Provision of adequate food therefore enhances retention rate of girls.

In schools without feeding programs the girls confirmed that their parents or guardians ensured they carry some food for lunch or they are brought food from home at lunch time by a member of the family or house helps. Others occasionally mentioned that their parents/guardians provide them with snacks for break.

4.10.2 Provision of a Study Place at Home

From the findings in the field, of all the 100 girls interviewed only 26 girls had a special place for their studies and from the observation of the researcher most of those with special places also lived in proper structures as will be discussed below in the type of residential houses. 74 girls did not have a place specifically meant to be a study area. However, in both cases they have managed to be retained in primary schools. A favourable study environment at home enables the children to do home work without disruption and can be a factor in encouraging good performance and retention as well. (See table 4.24).

Table 4.24: Provision of a study place at home

Response	Frequency	Percentage (%)
Yes	26	26
No	74	74
Total	100	100%

Source: Field Research, 2014

4.10.3 Rules to Regulate Education at Home

Putting in place rules and regulations is essentials in education and specifically retention of the girl child in schools. 49 girls out of 100 girls interviewed had rules regarding study

at home and for others it was a general rule stipulated and meant to regulate their behaviour at home. Rules are important to regulate the behavior of children and ensure discipline is maintained. Education especially retention goes hand in hand with discipline of individual children. Some of the rules mentioned by the girls included: no going out of the home from 6 pm, no playing before completion of homework, no doing home and watching Television at the same time thus Television should be off when homework is being done, no embarking on other house chores before homework is complete and no leaving blank spaces, instead for those who had older siblings they were encouraged to consult if necessary. 51% of the girls interviewed however did not have rules at home but all the same they have been retained in primary schools. Table 4.25 gives analysis of presence of rules or lack of it in the various households sampled.

Table 4.25: Presence of rules at home

Responses from girls	Frequency	Percentage
Yes	49	49%
No	51	51%
Total	100	100%

Source: Field Research, 2014

4.11 Social Institutions and Gender Roles

Sen (2007) argues that social institutions which is defined as formal and informal laws, norms and practices shape or restrict the decisions, choices and behavior of groups, communities and individuals and influence gender roles and relations.

4.11.1 Gender Roles

The study sought to find out whether the girls were assigned duties at home after school. The findings indicated that of all the 100 girls interviewed 93 had duties assigned to them after school, while only 7 did not have duties to perform because some were in boarding schools and others had house helps to assist with the house chores. Some of the chores mentioned by the girls included: washing utensils and cloths, cooking, fetching water and firewood, cleaning the house, taking care of younger siblings and some girls whose

parents own livestock were also assigned the duty of taking care of livestock while others who owned businesses had to assist in the family business. These roles usually consume a lot of time and therefore leave the girls with limited time for studies. This might negatively affect their performance which in turn can affect retention. Table 4.26 shows the responses as given by the girls concerning whether they are assigned duties at home or not.

Table 4.26: Presence of duties at home

Response	Frequency	Percentage (%)
Yes	93	93
No	7	7
Total	100	100%

Source: Field Study, 2014

4.11.2 Social Construction of Gender Roles

The study sought to find out whether the girls were assigned same gender roles as their brother/s and the findings indicated that only 26 out of 100 girls performed same gender roles as their brothers. 73 did not perform the same roles at home with their brothers while 1 girl had no idea as she was the only child in the family. This confirms the social construction of gender and how it is often context specific and learnt through the process of socialization. Some of the duties mentioned by girls as duties assigned to their brothers involved a lot of physical input. For example being sent using bicycles to longer distances or taking care of the bigger livestock. However, their duties were lighter but time consuming, which then affects their ability to get enough time to do school work. This may affect their performances which in turn affect their retention in schools. However, for the girls interviewed, they were all in school despite variation of jobs assigned to them at home. Table 4.27 below gives analysis of the responses given by the girls on gender specific roles.

Table 4.27: Same Gender Specific Roles

Responses from Girls	Frequency	Percentage (%)
Yes	26	26
No	73	73
No sibling	1	1
Total	100	100%

Source: Field Research, 2014

4.11.3 Household Chores Performed by the Girls

From the research findings most of the girls performed domestic chores like cooking, fetching water, cleaning the house, washing laundry, sweeping the compound ,taking care of siblings and the livestock. The extent to which the chores are performed was measured using a 5 likert scale of everyday, 3 times a week, 2 times, weekend only or never. The chores that were mainly performed by the girls included: cooking, this was done by 38 girls (38percent) on a daily basis and 39 (39percent) cooking least 3 times a week. Cleaning the house was done by 39 of the girls on a daily basis and 22 of the girls did the same chore at least 3 times a day. Washing laundry was done by 27 of the 100 girls interviewed everyday while 38 of the girls perform the chore at least 3 times a week. Sweeping the yard was also done by a big proportion of the girls, 41 (41 percent) daily and 27 girls swept the yard at least 3 times a week. The least performed duty was taking care of livestock done by only 2girls on a daily basis. This is because not all the girls had livestock especially those who lived in the town centres and were not Maasai. 22 girls however, took care of their siblings at least on a daily basis and 27 were usually given the responsibility of caring for their siblings at least 3 times a week. (See table 4.28).

Table 4.28 Chores performed by the Girls

Household chores	Everyday	3 times a week	2 times a week	Weekend only	Never	Total
Cooking	38	39	16	5	2	100
Fetching water	16	33	19	13	19	100
Cleaning the house	39	22	23	14	2	100
Washing Laundry	27	38	18	16	1	100
Sweeping the yard	41	27	18	14	0	100
Taking care of Livestock	2	19	12	12	55	100
Caring for siblings	22	26	19	27	6	100%

Source: Field Research, 2014

4.11.2 School Attendance

The study findings revealed that a big proportion of the girls had been absent from school during the past term. The response indicated that 72 of the 100 girls interviewed had been absent and only 21 had not missed to go to school during the past term. Of the total 100 girls interviewed 21 had been absent for several days and 61 had missed school once or twice, while 18 had not missed to be in school. (See table 4.29). Absence from school makes pupil lose a lot of school work hence interfering with their performance and retention.

Table 4.29 School Attendance

Girls who have been absent from school this term	Frequency	Percentage (%)
Yes	79	79
No	21	21
Total	100	100%

Source: Field Research, 2014

Table 4.30 below shows the frequency of absence from school by the girls. This as has been mentioned may impact on retention in school.

Table 4.30 Absence from School

	Frequency	Percentage (%)
Several days this term	21	21
once or twice	61	61
Never	18	18
Total	100	100%

Source: Field Research, 2014

4.11.3 Reasons for Being Absent from School

Out of 100 girls interviewed 41 girls missed school because of sickness, while 31 had to remain at home because their assistance was required by the parents or guardians. 9 girls did not have either uniforms or some money required by the school. However, 18 girls had not missed school the previous term and only 1 girl opted not to go to school solely by choice. No valid reasons were given for the 1 girl who did not go to school by choice. (See table 4.31).

Table 4.31 Reasons for Absenteeism

	Frequency	Percentage (%)
Parents needed help	31	31
No uniform or school fees	9	9
Sickness	41	41
Did not want to go	1	1
Never missed	18	18
Total	100	100%

Source: Field Research, 2014

4.11.4 Rite of Passage

According to North (1990), social institutions which encompass norms and practices for example female genital cutting practiced by the Maasai set parameters of choices deemed either acceptable or unacceptable in the society. Even though the practice is illegal it had its cultural functionalism among communities that practiced it. With regards to retention of the girl-child it may have a negative effect on the girls' education. After the rite of passage in some instances the girls are perceived to be ready to take up their roles as wives hence subjected to early marriage which compromises their education and specifically retention. From the study findings only 22 of the girls had undergone a rite of passage while majority of the girls, 78 had not undergone any rite of passage. See table 4.32 below.

Table 4.32 Rite of passage

Responses from girls		Frequency	Percentage (%)
	Yes	22	22
	No	78	78
	Total	100	100%

Source: Field Research, 2014

Chi-square test was done to establish the relationship between retention and rite of passage. The results from the test showed no significant relation between retention and the rite of passage ($X^2 = 1.575$, degree of freedom = 1 and significant level = 0.210).

4.12 Parental Income/Wealth

Household income, wealth and labour position of a parent play an important role in the education of the children (UNESCO, 2010). According to Gonzalez de la Rocha (1994), the poor almost never talk about income but instead refer to assets they consider important. These assets are diverse and are in the form of physical, human, social and ecological. The assets also comprise a wide range of tangible and intangible resources, both material and social that individual households and communities use during moments of crisis (Narayan *et al.*, 2000 49). The study by Narayan *et al.* (2000), further argues that

the survival of the poor households has been emphasized by adaptation, solidarity and reciprocity as a major tool for surviving in condition of poverty. Study findings by Filmer and Pritchett (1999), in Sub-Saharan Africa also shows that household wealth is associated with improvement in education attainment. Children of parents with high income more often go to school and drop out less from school. However, there are instances whereby policies have been put in place to benefit pupils from households with low income, for example scholarships and bursaries. The study therefore sought to find out the employment status of parents and guardians of the girls. From the study findings 8 of the 100 girls interviewed indicated that their Fathers are primary school teachers, 6 of the girls said that their fathers were secondary school teachers, and majority (61) of the fathers comprised the category of *other* which according to the responses some were farmers, civil servants, security officers, business persons among others. In addition 12 fathers were not employed, 3 were male nurses and 2 were Doctors. (See Table 4.33)

Table 4.33: Father's occupation

Occupation	Frequency	Percentage (%)
Primary School teacher	8	8
Secondary School Teacher	6	6
Doctor	2	2
Nurse	3	3
Other (<i>Businessmen, civil servants, farmers, carpenters, Tailors</i>)	67	67
Not employed	12	12
Not known	2	2
Total	100	100%

Source: Field Research, 2014

According to the study findings, 55 girls mentioned that their mothers were employed in the category of *other* which involved civil servants, those employed to do household chores, hotel/restaurant owners and employees, tailors, business persons, peasant farmers

among others. 35 of the mothers were not in employment, 7 were primary school teachers while 3 were nurses as presented in the table 4.34 below.

Table 4.34: Mother's Occupation

	Frequency	Percentage (%)
Primary School teacher	7	7
Nurse	3	3
Other(<i>Tailors, Farmers, Business persons, Civil servants, house helps, Bar/restaurant attendants</i>)	55	55
Not employed	35	35
Total	100	100%

Source: Field Research, 2014

4.12.1 Monthly Household Income in Kenya Shillings

The field research findings revealed that parents and guardians who had a monthly household income of 5,000 and below Kenya Shillings were only 4 while households which earned a range of 5,001-10,000 were 35. Households which had a monthly income of 10,001-20,000 were 34. Households with income of between Kenya shillings 20,001-30,000 were 12 while Households with monthly income of above 30,001 were 15. See table 4.35.

Table 4.35: Monthly Household Income in Kenya Shillings

Monthly income	Frequency	Percentage
5000 and below	4	4%
5001-10000	35	35%
10001-20000	34	34%
20001-30000	12	12%
30001 and above	15	15%
Total	100	100%

Source: Field Research, 2014

4.12.2 Parental Land Ownership

The study sought to find out parental land ownership of the girls as land is considered a form of wealth with both social and economic value in most African set up. From the study findings 67 of the parents of the girls interviewed owned some land while only 33 did not own land. (See table 4.36) below.

Table 4.36 Parental Land Ownership

	Frequency	Percentage (%)
Yes	67	67
No	33	33
Total	100	100%

Source: Field Research, 2014

Approximate land size in acres

From the study findings most of the girls' parents had no land or less than 3 acres of land. The table 4.37 below shows that the parents who had approximately 2acres were 20.

Table 4.37: Approximate land size in acres

Approximate land size in acres		Frequency	Percentage (%)
	.00	21	21
	.03	1	1
	.05	1	1
	.25	5	5
	.50	2	2
	1.00	16	16
	1.50	1	1
	2.00	20	20
	3.00	15	15
	4.00	6	6
	6.00	2	2
	Total	90	90%
Missing	System	10	10
Total		100	100%

Source: Field Research, 2014

4.12.3 Other Property Owned by the Parents/Guardians

According to Elliot (2009) having diverse property within a household from low socio-economic status is essential as educational inspiration to the children as it gives hope that the property can be sold and especially for girls who would otherwise drop out to be retained in schools. The study sought to find out other property apart from land owned by the girls' parents or guardians. From the study findings 30 of the girls confirmed the presence of a bicycle in the household. 12 of the girls also informed the researcher that their parents or guardians own rental houses even though in most cases the value of the rent paid was low especially in the remote parts of the County. 10 of the girls confirmed that their parents own vehicles. This is both private and public service for the girls whose parents run transport businesses. 31 of the girls also had Television sets while 6 had other property for example refrigerators, radios, sewing machine and gas cookers.

Table 4.38: Other property

	Frequency	Percentage (%)
Vehicle	10	10
Motorcycle	11	11
Bicycle	30	30
Rental houses	12	12
Television	31	31
Other	6	6
Total	100	100%

Source: Field Research, 2014

4.12.4 Livestock Kept

Table 4.39: Main livestock kept

	Frequency	Percentage
Goats	14	14
Poultry	11	11
Sheep	5	5
Cattle	36	36
None	34	34
Total	100	100%

Source: Field Research, 2014

4.12.5 Residential Houses

From the field study it was evident that there is marked variations in housing in the County of Kajiado. A round Ngong, Kitengela and Ongata Rongai there are organized estates and some suburbs. However, moving towards the rural parts of Kerarapon, Ewaso Kedong and parts of Olepolos there are Manyattas. This also changes to semi permanent houses in Embulbul location where most houses have roofs and walls made of corrugated iron sheets, with either cemented or earth floors. The researcher therefore categorized the houses into Manyatta, Semi- permanent houses, corrugated iron sheet houses and permanent houses.

The study through observation of type of main residential house indicated that 50 of the girls lived in permanent houses, with roofs made of tiles or iron sheet and walls made of either stones or bricks. The floors of the permanent houses were mainly cemented and the doors either made of steel or wood while the windows were made of steel and glass. 29 girls lived in Semi permanent with roofs mainly made of iron sheets and the walls either made of mud or wood while the floors were cemented. The doors of the semi permanent houses were mainly made of wood and windows either made of glass or wooden. 11 of the households visited had the residential house made of corrugated iron sheet both the walls and roofs. The doors and windows were mainly wooden while the floors were either made of earth or cemented. 10 of households visited were Manyatta with the walls and roofs made of dung, mud and sticks. The floors were made of earth mainly for the Manyattas. The Manyatta are the traditional houses of the Maasai and were found among the households in the remote parts of Kajiado County for example, Kerarapon, Ewaso Kedong and olepolos. (Table 4.40).

Table 4.40: Type of house

	Frequency	Percentage (%)
Manyatta	10	10
Semi permanent	29	29
Permanent houses	50	50
Corrugated sheet Houses	11	11
Total	100	100%

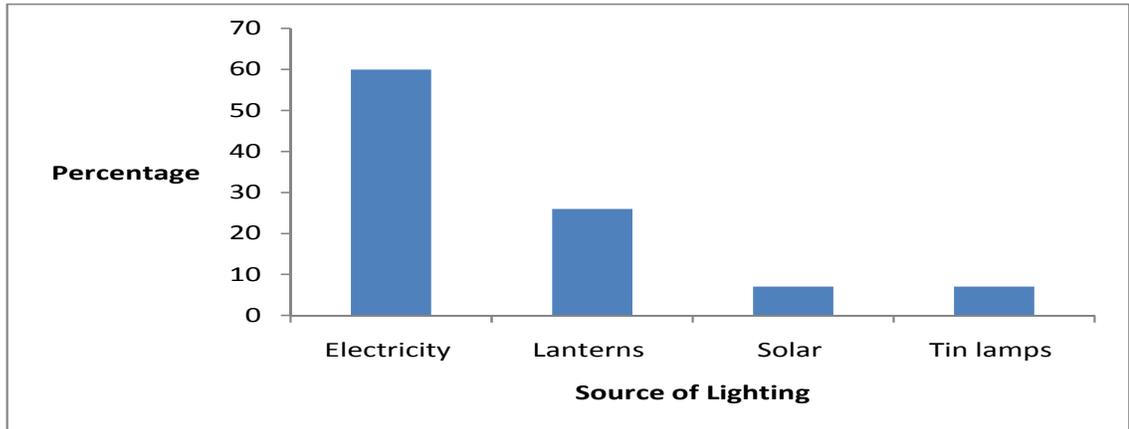
Source: Field Research, 2014

4.12.6 Source of Lighting

The study sought to find out the source of lighting of households where the girls come from. This for example facilitates the pupils to study and especially in terms of home work done by the pupils at home. From the study findings 60 of the girls use electricity for lighting, 26 use Lanterns and 7 girls use both solar and tin lamps for lighting. Even though only 60 of the 100 girls interviewed have electricity as the source of lighting, the

resilience and determination exhibited by the girls has enabled them to forge a head and be retained in primary schools. Figure 4.6 illustrates the study findings.

Figure 4.6: Source of Lighting



Source: Field Research, 2014

4.12.7 Source of Cooking Fuel for the Family

In most African societies one of the roles assigned to girls and women is that of cooking and in most cases depending on the economic potential of a household the girls will be tasked with the duty of fetching for firewood if it forms the source of fuel. The researcher therefore sought to find out the source of fuel used in the households from which the girls come from. The study findings showed that 47% of the girls use either firewood or charcoal for cooking, 30% of the 100 girls use gas while another 20 use other source which is paraffin and stoves, while 3% use electricity.

Table 4.41: Type of Cooking Fuel

	Frequency	Percentage
Gas	30	30%
Electricity	3	3%
Firewood or charcoal	47	47%
Other	20	20%
Total	100	100%

Source: Field Research, 2014

4.12.8 Suitability of Home Environment for Studies

The study sought to find out the suitability of the girls' home environment. The responses got from the girls indicated that 82 were comfortable with their home environment while only 18 believed their home environment was not conducive for studies. Some of the reasons given included inadequate space, noise from the vicinity and also within the household, too much responsibility due to the economic situation of the parents, which makes them, do a lot of house chores even when they have to settle down and read.(Table 4.42).

Table 4.42: Suitability of Home Environment for Studies

	Frequency	Percentage (%)
Yes	82	82
No	18	18
Total	100	100%

Source: Field Research, 2014

4.13 School Characteristics

Research study by Ersado (2005), shows that quality and availability of schools are important determinants of educational participation especially for girls and the poor. Bergmann (1996) argues that children have a higher probability of dropping out if the quality of school is low. The research therefore sought to find out the school characteristics of schools attended by the 100 girls interviewed. The number of teachers in school, distance from home to school, availability of classrooms and sanitation facilities and provision of food were among the indicators considered.

4.13.1 Number of Teachers in School

From the study findings 3 of the 100 girls interviewed had 10 or less teachers in their school. Girls whose schools had 11-20 teachers were 48 and they formed majority of the girls interviewed. Those girls whose schools had 21-30 teachers were 36 out of the 100 girls interviewed while the girls in schools with over 30 teachers like Ngong Township School which had 37 teachers were 13. (Table 4.43).

Table 4.43: Number of Teachers

Number of Teachers	Frequency	Percentage	Total
10 or less	3	3%	3
11-20	48	48%	48
21-30	36	36%	36
More than 30	13	13%	13
Total	100	100%	100

Source: Field research, 2014

4.13.2 Availability of School Facilities

The study sought to find out whether the girls had facilities like classrooms, toilets, water and library. Data from field research showed that majority of the girls; about 56 (56 percent) have both toilets and classrooms in their schools. 35 out of the 100 girls interviewed had other facilities in the form of staffrooms and availability of water within the school. Some girls indicated the availability of tapped water while for other girls there were water tanks which depended on rain water and occasionally dried up. For others with tapped water also indicated the fact that it was not a guarantee as some times the taps dries off. 6 of the 100 girls interviewed admitted to having only classrooms in schools while 3 of the girls had library in addition to other facilities.

Table 4.44: Availability of School Facilities

Facilities	Frequency	Percentage
Classrooms	6	6
Library	3	3
Staffroom and water	35	35
Classrooms and toilets	56	56
Total	100	100%

Source: Field Research, 2014

4.14.3 Comfort at School

In relation to the facilities at school, the researcher sought the opinion of the girls concerning whether they felt they were comfortable at school. Notwithstanding the response concerning facilities at school, 95 of the girls indicated that they were comfortable in their schools while only 5 girls mentioned that they were not comfortable.

Table 4.45: School Comfort

		Frequency	Percentage
Valid	Yes	95	95
	No	5	5
	Total	100	100%

Source: Field Research, 2014

4.14.4 Distance of School from Home

The study sought to find out the distance covered by the girls from home to school in order to relate to the findings of Click and Sahn (2006) that children who live far away from school are less likely to be enrolled and retained in schools. Girls in particular distance is of essence for their safety especially as they reach puberty to avoid cases of violence, teenage pregnancy and eventually non retention in schools. The study findings indicated that majority of the girls 53(53 percent), lived within a distance of 0-5 km from the school while 32 girls lived approximately 5-10 km from their school and only 6 girls lived as far as 10-15km from school. While 9 of the girls were however in boarding schools and therefore did not have to walk to and from school on a daily basis.

Table 4.46: Distance from Home to school

	Frequency	Percentage
0-5km	53	53%
5-10km	32	32%
10-15km	6	6%
Other	9	9%
Total	100	100%

Source: Field Research, 2014

4.14.5 Means of Transport to School

Due to the possibility of attending a school not close to the residential places, the research sought to find out the means of transport used by the girls to reach school. The study findings revealed that 67 of the 100 girls interviewed walk to school, while 18 (18 percent) are transported by van. 6 (6 percent) of the girls use motorcycle while as had been indicated above, 9 (9 percent) of the girls were in boarding schools.

Table 4.47: Means of Transport to school

Means used	Frequency	Percentage
Walking	67	67%
Motorcycle	6	6%
Van	18	18%
Other	9	9%
Total	100	100%

Source: Field Research, 2014

4.14.6 Provision of Meals at School

Another important basic requirement is food. In Kenya School feeding Programme initiated in the 1980s has greatly improved enrolment and retention. Ahmed and Del Ninno (2002), found out the positive impact of food for education in Bangladesh and how it promoted retention and enrolment especially of children from poor socio-economic backgrounds. From the study findings 58 (58 percent) of the girls were not provided with

meals at school and they usually had to carry from home, brought by a member of the family or do without. However, 42 (42 percent) of the girls usually get meals from school especially Lunch. (See table 4.48).

Table 4.48: School meals

Provided	Frequency	Percentage
Yes	42	42%
No	58	58%
Total	100	100%

Source: Field Research, 2014

4.14.7 Gender Preference of Teachers at School

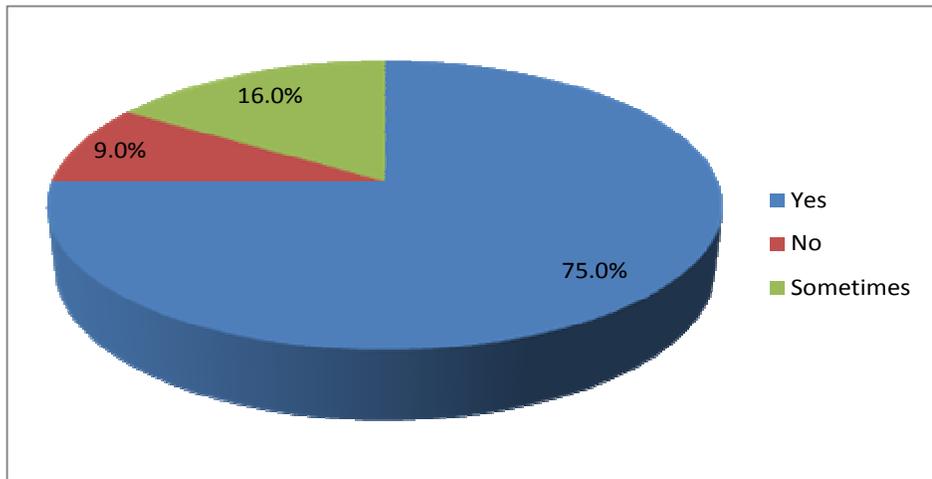
A study by Lucas, 2012 found out that high level of sexual violence and abuse in schools was often perpetrated by teachers. The study therefore sought to find out whether the girls preferred female or male teachers in addressing their issues at school. 75(75 percent) of the girls preferred female teachers to male teachers while 16 girls preferred female teachers only some times. On the other hand 9 (9 percent) of the girls preferred that their issues be addressed by male teachers. The study therefore, is in agreement with the findings by Lucas, 2012 and for many girls the gender differences and needs of them made them be free with female teachers than male teachers. One girl for example mentioned that in case of menstruation and the need for sanitary towels at school it is easier to approach a female teachers than male teachers hence the difference in preference. (See table 4.49).

Table 4.49: Preferential support from either female or male teachers

Response	Frequency	Percentage
Yes	75	75%
No	9	9%
Sometimes	16	16%
Total	100	100%

Source: Field Research, 2014

Figure 4.7: Preferential support from either female or male teachers



Source: Field Research, 2014

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This Study sought to determine factors which affect retention of the girl-child in the pastoralist area of Kajiado County. The specific objectives of the study being (a) to find out the institutional factors whether gender roles, norms and laws which influence the retention of the girl-child in primary schools in the county (b) to investigate the socio-economic characteristics whether education, income, wealth, religion of parents/guardians, contribute to retention of the girl-child in primary schools in Kajiado County (c) to examine the extent to which household characteristics influence the retention of the girl-child in the County of Kajiado and (d) to examine whether school characteristics contribute to the retention of the girl-child in Kajiado County. This chapter gives conclusions and recommendations based on the research findings.

5.2 Summary of Findings

The study found out that the pupils who were girls retained in primary schools and in class eight were aged between 13 and 18 years of age. However, majority of the girls were aged 14- 15 years constituting a total of 61 girls (61%) all together. The youngest of the girls were aged 13 years old while the oldest were aged 18years. On the other hand, most of the girls constituting 78 girls (78%) were enrolled in class one in the year 2007; however there are those who enrolled as early as 2005 and 2006 but due to socio-economic factors took longer to reach class eight. Socio-economic and poor performance were mentioned as the main reasons for repetition and hence longer time taken to get to class eight.

Concerning retention in the initial school of enrolment in class one only 26 (26%)of the 100 girls transferred because their parents had changed residential areas, some parents had also been moved or transferred in their respective employment stations to Kajiado County. Some girls indicated that they had been enrolled in private schools in class one but due to the rising cost of living and increased fees in the private schools the parents could no longer afford the fees and therefore they were transferred to public schools which provide free primary education.

Others girls mentioned the loss of a parent or both that meant they had to be taken care of by relatives who lived in different places a way from the vicinity of the schools that they were enrolled in class one. Five (5) of the girls who were respondents were admitted in rescue centres for fear of being married off and to escape violence especially perceived as cultural practice in the form of forced or early marriages and Female Genital Cutting (FGC). However, 74 (74%) of the 100 girls interviewed were retained in their schools of class one enrolment.

Cross tabulation of the girls' ages and parents who are alive indicated that girls of between 14 and 15years of age constituted majority of those with both their parents alive. A clear indication of the huddles faced by the older girls who were aged 16-18years of age. Whether social or economic factors girls are face with challenges in pursuit of education and specifically retention in primary schools.

Despite the variation of the parents or guardians living with the girls whether both parents, mothers only, father only, relatives or siblings, all the 100 girls had been retained and were in class eight. Assistance given by sponsors as mentioned by some of the girls, government policy aimed at increasing financial and economic status of women, men and youth and households had positively contributed to the girls' retention. For other girls the membership of their parents or guardians in ROSCAS and "*Chama*" had contributed a great deal in boosting the socio-economic status of some of the girls interviewed.

The findings from the research revealed the important role played by religion in ensuring the retention of the girl-child in Kajiado County. Subscribing to a religion is a form of social capital which according to Hanifan (1916) refers to good will, fellowship, mutual sympathy and social intercourse among a group of individuals and families who make up a social unit.

According to Kinyanjui (2008), social relations are important not only socially but also economically and in political transactions (Kinyanjui and Khayesi 2005). Religion especially Christianity encourages members to join "*House Groups*". These house groups

form the basis through which members interact and form various social networks which are critical in ensuring socio-economic support. The study found out that 39 (39%) of the girls were Protestants, 32 (32%) Catholics and 13 (13%) were Muslims. The role played by religious organizations in promoting education and specifically of the girl-child was quite evident in the research findings. The churches are sponsors of some schools and pupils, some churches have established rescue centres for the girls and other children's homes thus enabling the beneficiaries to be retained in schools.

The study findings in addition revealed that 72 (72%) of the girls interviewed had a household size of 6-10 members, even though the study findings by Eamon (2005) indicated that the smaller the household size the better the education achievement, retention of girls in Kajiado County from the findings indicated that there are other factors like support from government, NGOs, and some individuals in addition to other social capital owned by the household that are essential components to girls retention in primary schools.

Marital status and gender composition of the household head was essential in the study. Even though, 78 (78%) of the households visited by the researcher were headed by males and 22 (22%) households were headed by females the girls all the same managed to be retained in schools. The study found out that in the informal settlements of Ngong town there were several single parents living in small houses. Some of the parents especially the females engaged in businesses while others worked in bars. According to a key informant there is risk of ensuring the safety of the girls with such parents and some teachers mentioned that the grandparents of the girls have so far taken up the duty of caring for their grandchildren to ensure their safety and education. Household characteristics according to Berker (1964) determine whether children go to school or not.

The study also found out that there was variation in the highest level of education attained by fathers and mothers. The fathers seemed to have attained higher levels of education than Mothers. However, despite the low education attained by most mothers,

the girls were all the same retained in the primary schools. This showed a paradigm shift of cultural perspective that the education of the girl-child is not a proper investment to a family. Emphasis on the empowerment of the girl-child by some of the NGOs in the County seem to be yielding fruits, if the retention observed is anything to go by. Most of the organizations in the County have played a key role in the improvement of both social and economic factors in various households and thus leading to the retention of the girls as was found during the study research.

Cross tabulation of the household land asset and distance from school of the girls showed that most of the households with greater assets ensured that their daughters were retained in schools close to residential places.

5.3 Conclusions

Retention of the girl-child in primary schools ensures that their right to education is upheld and is in line with achieving both goal two and three of the Millennium Development Goals of universal education and gender equality and women empowerment respectively by the year 2015. However, Becker (1964) argues that household characteristics determine the decision at household level whether or not a child gets retained in schools. From this study, older girls of 18 and 17 years indicated that they were faced with socio-economic challenges either in terms of loss of parent/s or deprivation of basic household needs. However, younger girls of 13-15 years old who had their parents alive were retained without much interference except for domestic chores that burdened some of them but again this depended on the structure and size of the families.

From the study findings and analysis of parental / guardian income, occupation, wealth and religion it was evident that these socio-economic factors had contributed to the retention of the girls interviewed in schools. Furthermore, girls whose parents owned land as assets were retained in schools close to their residential places. This according to some parents ensured the safety of the girls to and from school. On the other hand, those whose

schools were further away were provided with means of transport which again depended on the wealth and income of the parents/guardians of the girls interviewed.

The study also revealed that household size and structure was critical in retention of the girls in schools. Gender roles within households were shared by girls who had older siblings(sisters), thus reducing the work load and ensuring that the girls have ample time to concentrate on their school work, which then contributed to their retention. In schools where there was adequate infrastructure and presence of female teachers who most of the girls preferred to confide in, it was a boost to their retention.

Socio-economic factors; parental/guardian education, income, wealth, family structure and size, and school characteristics all worked to ensure retention of the girls interviewed in schools. Improving socio-economic status of households therefore, impacts in a positive way with regards to retention of the girl-child in schools. There is therefore a need to ensure socio-economic factors at household levels are improved and also school infrastructure established to avoid deprivation and improve retention of the girl-child in schools.

5.4 Recommendations

First the study recommends empowerment and inclusion. The goal of empowerment through education of the girl-child in pastoralist area is appropriate given that in almost every county where they are found, they are minorities suffering problem of under representation social, economic and geographic marginalization and incorporation by hegemonic groups. There is need to investigate the attributes of a girl friendly curriculum and pedagogy and also work out strategies for its creation and implementation in order to promote retention.

Secondly the study recommends special steps to eradicate all forms of harassment whether in school environment or on the way to school. Sexual offences act, 2006 has been put in place in the country, however there are loop holes in enforcement of the laws as some perpetrators are usually not held accountable due to conspiracy with other family

members and law enforcement agents. Given that sexual violence against a girl-child may have negative influence on retention, enforcement should be up scaled.

Thirdly the study recommends the need to emphasize education as a way of increasing sedentary lifestyle. This is because education imposes a standard system designed for sedentary people and therefore making it necessary for nomads to stay near settlements, sedentary lifestyle in boarding schools, inculcating in the children the values and world-views of sedentary society at the same time integrating the nomad children especially the girls within their own households' economy. This will improve retention and reduce causes of marginalization of the nomads at social, economic and political levels.

Fourth the study recommends sensitization of community members to perceive education of the girl child as vital for development and for modernization in line with the pace of globalization. Pastoralist control important resources for example, land and livestock, community members should therefore be sensitized to perceive education as an instrument to change both attitudes and beliefs and also introduce modern knowledge and better methods and practices of livestock keeping.

Further the study recommends the national and county government to emphasize on education in order to alleviate poverty in the county. The study found that poverty level in Kajiado North is 47% which is higher than the national percentage which is 46%. Education is also a tool by which pastoralists are equipped against impoverishment and also opens access to alternative livelihood and alleviate poverty (Baxter and Hogg, 1990). This however was ruled out by Holland (1992) who found that education is not a precondition for employment. On the contrary, the increasing commoditization of cattle and labour is generating new jobs especially for the non-educated (cattle trading waged herders). At the same time the flow of in-migrants from non-pastoral counties, where formal education is more established, makes competition for employment that requires literacy particularly hard for youths from pastoral groups. In view of this, the County of Kajiado therefore should aim at increasing the boarding schools available for girls in

order to promote retention of the girl-child in the County in order to increase their competitiveness.

Even though education is supposed to equip pastoralist children to earn outside the community they were born into according to SCF (2000) and Sandford (1978), in regions like Kajiado County, the study revealed that being in close proximity to the capital city of Nairobi has since seen several people of diverse ethnic backgrounds settle in the region, so also members of pastoralist communities should access education and be retained in order to access opportunities available outside Kajiado County. Population growth and the process of resource shrinking witnessed in most areas make pastoralist activities unsustainable for an increasing number of households. Education is therefore meant to enable income differentiation by qualifying the youth and specifically girls for employment outside the pastoral economy. Establishing mobile schools as has been done in Samburu County is therefore important initiative. These mobile schools have flexible timetable (afternoon and evenings) to accommodate children's commitment to work, flexible entry age, support from the communities that take care of managing centres and advantage of sharing facilities with formal schools also exist (MoEST 1999).

The study also recommends adult education targeting mothers due to the significant correlation between mothers' education and retention of the girl child revealed in the analysis. The study further recommends community sensitization on the need to actively participate in school activities. In addition members of the Community should be sensitized to form social networks and groups in order to improve their social capital and also use the groups to improve their economic status through access to various funds like Women Enterprise Fund (WEF), Youth Enterprise and Development Fund (YEDF) and the newly launched *Uwezo* Fund, in addition to other finances available from various financial institutions. In addition the Government procurement procedures put in place to empower women, youth and persons with disabilities can also be enhanced through formation of such groups. These will then improve the socio-economic status of households hence improving retention of the girl-child.

The study focused on only Kajiado County and specifically Kajiado North Constituency. Its close vicinity to the capital city of Nairobi makes it a region inhabited by diverse ethnic groups and not necessarily the pastoralist community. The recommendation therefore, is for similar research on other pastoral communities in order to come up with a wider perspective of policy implication.

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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR THE STANDARD EIGHT GIRLS

QUESTIONNAIRE ON THE SOCIO-ECONOMIC FACTORS UNDERLYING THE RETENTION OF THE GIRL-CHILD IN PRIMARY SCHOOLS IN KAJIADO COUNTY

Hello, my name is Benta Wauna. I am a Masters student at the Institute for Development Studies (IDS), University of Nairobi. I am conducting a research on the socio-economic factors underlying the retention of the girl-child in primary schools in Kajiado County. The research is targeting girls who have been retained in primary schools in Kajiado County. You are among the large group of girls selected for this study. The information you will give me will be treated with utmost confidence and will only be used for the purpose of this study only.

Questionnaire Number..... Date.....
Name of Respondent School.....
Name of Administrative location

Section One: Information about the respondent and the demographic Information

1. How old are you?
2. When were you enrolled in class one?
3. Have you been in this school from class one?
Yes []
No []
4. If no, where were you in class one?
5. Why did you leave your first school?.....
6. Which of your parents are alive?
Father only 1
Mother only 2
Both parents 3
None of them 4

7. Who do you live with most of the time?
- | | |
|---------------------------------|---|
| Father only | 1 |
| Mother only | 2 |
| Father and mother | 3 |
| Other relative or person | 4 |
| Elder brother or sister only | 5 |
| Younger sister and brother only | 6 |
| Alone | 7 |
| Grandmother or grandfather only | 8 |
8. What is your religion?

Catholic	1
Protestant	2
Traditional African religion	3
Hindu	4
Muslim	5
None	6
Other specify	7
Don't know	8

Section Two: Household Information

9. What is the total number of your household members?

Males	1
Females	2
Total	

10. Who is the head of your family?

Father	1
Mother	2
Guardian	3
Sibling	4

11. How many sisters do you have?
12. How many brothers do you have?
13. Which position are you in terms of birth order?
14. What is the marital status of the head of your household?
- Married []
- Single parent []
- Divorced []
- Separate []
- Other (*specify*)

Section Three: Information on the Parent/s or guardian/s education

15. How many years of formal schooling does your father have?
16. What is the highest level of education your father has completed?

No formal schooling	1
Some primary schooling	2
Primary school completed	3
Some secondary schooling	4
Secondary schooling completed	5
Post-secondary schooling other than university	6
University completed	7
Post graduate	8

17. How many years of formal schooling does your mother have?
18. What is the highest level of your mother's education?

No formal schooling	1
Some primary schooling	2
Primary school completed	3
Some secondary schooling	4
Secondary schooling completed	5

Post-secondary schooling other than university	6
University completed	7
post graduate	8

19. How many years of formal schooling does your guardian have?

20. What is the highest level of your guardian's education?

No formal schooling	1
Some primary schooling	2
Primary school completed	3
Some secondary schooling	4
Secondary schooling completed	5
Post-secondary schooling other than university	6
University completed	7
post graduate	8

21. How many years of formal schooling do your older brother/s or sister/s has?
.....

22. How would you gauge your parents' or guardians' support and encouragement in terms of education? (*For example, assisting with homework, provision of learning materials or hiring of a tutor for extra tuition*).

Very supportive	1
Supportive	2
Not supportive	3
No answer	4

23. Do your parents provide adequate food?

24. How would you explain parental support to you in terms provision of uniforms?

25. Are you provided with a place to study at home?

26. How often do your parents or guardians take part in the following school activities?

	Always	Sometimes	Rarely	Never	No answer
a. School open days	1	2	3	4	5
b. School meetings	1	2	3	4	5

27. Are there rules regarding study time at home?

Yes []

No []

28. If yes, please state the rules your parent/s or guardian/s have put to help you in your studies.

(i)

(ii)

(iii)

(iv)

Section Four: Social Institutions/ Factors

29. Do you have duties assigned to you after school?

Yes []

No []

30. What duties are you often assigned at home?

.....

31. Please mention some of the duties assigned after school

.....

32. Do you perform same duties as your brother/s after school?

Yes []

No []

33. If no, please mentioned the duties assigned to your brothers.

.....

Put a tick in one of the boxes for each of the following chores to show how often you do that chore.

Household chore	Everyday	3 times a week	2 times a week	Weekend only	Never
Cooking					
Fetching water					
Looking after your brothers or sisters					
Cleaning the house					
Washing laundry					
Sweeping the yard					
Taking care of livestock / garden					
Other (mention)					

34. Have you been absent from school this term?

Yes []

No []

35. This year, how many times have you missed school because your parents or guardian needed help?

Several times every school term 1

Once or twice by now 2

Never 3

36. Please give reasons for being absent from school.
- | | |
|--|---|
| My parents / guardian needed my help at home | 1 |
| I had no school uniform or other fees required at school | 2 |
| I was sick | 3 |
| I did not want to go to school | 3 |
37. Have you undergone any form of rite of passage?
- Yes
- No
38. If yes please specify for example whether church based or cultural rite.....

Section Five: Parental Income / Wealth

39. Is your father employed, unemployed or both employed and self employed?

Employed	1
Unemployed	2
Self employed	3
Employed and self employed	4
No answer	5

40. What is your father's occupation?

Primary school teacher	1
Secondary school teacher	2
Doctor	3
Nurse	4
Other (specify)	5
Not employed	6

41. What is your mother's occupation?

Primary school teacher	1
Secondary school teacher	2
Doctor	3
Nurse	4
Other (specify)	5
Not employed	6

42. If self employed, what do your father / mother or guardian do?

Livestock keeping	1
Business	2
Other (specify)	3

43. What is the approximate total monthly income of the head of your household?

.....

44. What is the approximate income of other members of the family?

.....

45. Do your parents / guardians own any piece of land?

Yes []

No []

46. If yes, what is the approximate acre owned?.....

47. What other property do your parents own?

Vehicle	1
Motorcycle	2
Bicycle	3
Rental houses	4
Television	5
Other (specify)	6

48. What is the main source of income for your family?.....

49. What livestock do you keep? (Please tick).

Cattle []

Goats []

Sheep []

Poultry []

None []

Other, specify.....

50. Please explain the type of residential house you live in.

1. Manyatta []

2. Semi permanent house []

3. Permanent house []

4. Corrugated iron sheet houses []

51. Type of the main residential house (observe and record)

Roof	1. tiles	2. Iron sheet	3. Thatched	4. Other specify	
Walls	1. stones	2. Bricks	3. Mud	4. Wood / timber	5. Other specify
Floor	1. Cement	2. Earth	3. Other specify		
Door / s	1. Steel	2. Wood / timber	3. Other specify		
Windows	1. Glass	2. Wood	3. None	4. Other specify	

52. What is the main source of lighting for your household?

Electricity	1
Solar	2
Lantern lamp	3
Tin lamp	4
Other (specify)	5

53. What is the main source of cooking fuel for your family?

Gas	1
Electricity	2
Firewood or charcoal	3
Other (specify)	4

54. Is your home environment suitable and conducive for doing school homework and assignments?

Yes []

No []

55. If no, give reasons why you feel your house environment is not conducive for improving your education.

.....

Section Six: School Characteristics

56. How many teachers are there in your school?

Males	1
Females	2
Total	

57. Briefly explain your school environment and facilities available.

Classroom	1
Toilets	2
Library	3
Other (specify)	4

58. Do you enjoy being in your school?

Yes []

No []

59. If no, please explain why?

.....
.....

60. If yes, please explain why?

.....
.....

61. How are your grievances addressed in school?

.....
.....

62. If you have a problem would you approach a female or male teacher for help?

.....
.....

63. How far is your school from home?

0 – 5km	1
5 – 10 km	2
10 – 15 km	3
Other (specify)	4

64. How do you get to school?

Walking	1
Motorcycle	2
Van	3
Other (specify)	4

65. Does the school provide you with snack / break or lunch?

66. If No, how do you get your break and lunch?

.....

67. In your opinion, is the help you get from female teachers different from the help you get from male teachers?

.....
.....

68. If yes, explain.....

.....

THE END

THANK YOU FOR YOUR PARTICIPATION

APPENDIX 2

INTERVIEW GUIDE FOR KEY- INFORMANTS

Hello. My name is Benta Wauna. I am a postgraduate student at the University of Nairobi's Institute for Development Studies (IDS). I am conducting a research on the socio-economic factors underlying the retention of the girl-child in primary schools in Kajiado County. The findings of the study will be used to write an M.A project. I will be grateful if you spare some few minutes to answer the questions that will follow. I would like to confirm to you that all the information collected will be treated with utmost confidentiality. Thank you in advance for your cooperation.

Section One: Target Population

- County Education Officer
- County Children officers
- Head teachers in primary schools
- Principals of rescue centres
- Pastors
- Community elders
- Case history of success stories from females

Section Two: Background information (This applies to all key informants)

1. Date of interview
2. Name of the respondent, designation, sex, marital status, age(*optional*) and level of education
3. The year the respondent first started working in the area. (*County of Kajiado, Rescue Centre or School*).

Section Three: General issues on retention of the girl-child in the area

4. What do you consider as factors which promote retention of girls in this area?
5. In your opinion, how would you explain the influence of household size and retention of the girl-child?

6. Would you consider the household structure, for example male head of household or female head of household as influential in determining the retention of the girl-child?
7. In your opinion, how would you explain the social institutions (norms, values and believes) in this area as factors influencing retention of the girl-child.
8. Please tell me your opinion on parental education and how it influences retention of the girl-child in this area
9. How would you explain wealth or income of parent or guardian as an important factor in determining the retention of the girl-child?
10. In your opinion, do you think a parent would opt to marry off his or her daughter for the purpose of acquiring wealth or due to the social norms?
11. In your opinion does the practice have an impact on the retention of the girl-child in the area?
12. Please tell me the general attitude of parents towards education of the girl-child
13. How would you explain , in your view the presence of female teachers vis a vis male teachers as a factor likely to influence retention of the girl-child in schools
14. Have there been cases reported to your office of violence vetted on girls on their way to school?
15. In your opinion what should the County and National government do to ensure retention of girls in primary schools?
16. Are there initiatives taken by your office to ensure retention of girls in primary schools in the County?

THE END

THANK YOU FOR YOUR PARTICIPATION