

**SOCIO-CULTURAL DETERMINANTS OF THE GIRL - CHILD
RETENTION IN PUBLIC SECONDARY SCHOOLS IN CENTRAL
DIVISION TRANS-NZOIA COUNTY, KENYA**

CONSTANCE SABINA MUKHISA

**A research Project submitted in partial fulfilment of the requirements of
the award of the Degree of Master of Arts in Project Planning and
Management of the University of Nairobi**

2014

DECLARATION

This research project is my original work and has not been submitted to any other University.

Constance Sabina Mukhisa

Date

L50/70316/2011

This research project has been submitted for examination with my approval as the University Supervisor.

Mr. Patrick Cheben Simiyu

Date

Lecturer,

University of Nairobi

DEDICATION

I would like to dedicate this work to my late father, Mr. Boniface .W. Mukhisa who was not only a wonderful daddy but also a great inspiration on this journey. I would also like to appreciate my family for the love and support they have always shown me.

ACKNOWLEDGEMENT

I wish to express my gratitude to God for enabling me good health and understanding to this far. I wish to express my gratitude to my supervisor Mr. Patrick Cheben Simiyu for the guidance he offered me from the beginning to the end of this project. I also would like to acknowledge all the lecturers who assisted me to reach this far. I'm grateful to The University of Nairobi specifically to the school of Continuing and Distance Education for their endless support in providing this program within reach. I wish to express my gratitude to my fellow colleagues from Kapenguria Extra Mural center for their moral support and prayers; whenever I required them in all my undertaking. My gratitude also goes to my friend Joy who has always stood with me in prayers. I thank anybody I have not mentioned but contributed in one way or the other. Last but not least I register appreciation to the respondents especially to School heads of all the schools I visited for allowing their staff and students to participate in this research and for the time they accorded me for the interviews and lastly Mr. Kevin Lusaka who typed my draft copy. Thank you.

TABLE OF CONTENTS

DECLARATION	II
DEDICATION	III
ACKNOWLEDGEMENT	IV
TABLE OF CONTENTS.....	V
LIST OF TABLES	X
LIST OF FIGURES	XI
ABBREVIATIONS AND ACRONYMS.....	XII
ABSTRACT	XIII
CHAPTER ONE	1
INTRODUCTION	1
1.0 Background of the study	1
1.1 Statement of the problem	4
1.2 The purpose of the study	6
1.3 Objectives of the study.....	7
1.4 Research questions.....	7
1.5 Significance of the study	8
1.6 Limitations.....	8
1.7 Delimitations of the study	9
1.8 Basic Assumptions.....	9
1.9 Definition of significant terms.....	9
1.10 Organization of the study	10

CHAPTER TWO	12
LITERATURE REVIEW.....	12
2.1 Introduction	12
2.2.1 Concept of FGM and girl child retention	12
2.2.2 Concept of early marriages and girl child retention.....	15
2.2.3 Concept of peer pressure and girl child retention	18
2.2.4 Concept of parental attitude and girl child retention.....	19
2.2.5 Concept of domestic chores and girl child retention.....	21
2.4 Theoretical Frame Work	23
2.5 Conceptual Framework	26
2.6 Knowledge Gap	27
2.7 Summary of literature Review.....	27
CHAPTER THREE.....	29
RESEARCH METHODOLOGY	29
3.0 Introduction	29
3.1 Research Design	29
3.2 Target Population.....	29
3.3 Sampling procedure	30
3.5 Data collection instruments	30
3.5.1 Questionnaire	31
3.5.1.1 Teacher’s Questionnaire	31
3.5.1.2 Pupil’s Questionnaire	31
3.5.2 Interview Guide.	32

3.6 Validity of Instruments	32
3.7 Reliability of Instruments.....	32
3.8 Data Collection	33
3.8.1. Data Analysis Techniques	34
3.10 Ethical Considerations.....	34
3.11 Summary	34
CHAPTER FOUR	37
DATA PRESENTATION, ANALYSIS AND INTERPRETATION.....	37
4.1 Introduction	37
4.1.1 Questionnaire Return Rate	37
4.2 Demographic Characteristics of the Participants.....	38
4.2.1 Head teachers by Gender.....	38
4.2.2 Head teachers’ Teaching Experience	40
4.2.3 Class Teachers Teaching Experience.....	41
4.2.4 Head teachers’ Leadership Experience	41
4.2.5 Class Teachers’ Work Experience	42
4.2.6 Type of School.....	43
4.2.7 Category of School.....	44
4.3 Factors Leading to Drop Out of Secondary School.....	45
4.3.1 FGM and Girl child retention	45
4.3.2 Early marriage and girl child retention	46
4.3.3 Peer pressure and girl child retention.....	47
4.3.4 Parental attitude and girl child retention.	47

4.3.5 Domestic chores and girl child retention.....	48
4.3.6 Class with highest drop-out rate	49
4.3.7 Year with highest drop-out rate	50
4.4 Ways of enhancing retention of female students in school.	51
CHAPTER FIVE	53
SUMMARY CONCLUSIONS, RECOMMENDATIONS AND	
SUGGESTIONS FOR FURTHER RESEARCH.	53
5.1 Introduction	53
5.2 Summary of the major findings	53
5.2.1 FGM influence on girl child retention	53
5.3.2 Influence of Early marriage on girl child retention in school.	53
5.3.3 Peer pressure and girl child retention in school.	54
5.3.4 Parental attitude on girl child retention in school	54
5.3.5 Domestic chores and girl child retention in school.....	55
5.4 Conclusion.....	55
5.5 Recommendations.....	55
5.6 Suggestions for Further Studies.....	57
5.6 Contribution to the body of knowledge	57
REFERENCES	60
APPENDICES.....	67
APPENDIX A: INTRODUCTORY LETTER	67
APPENDIX B: INTERVIEW SCHEDULE FOR THE HEAD TEACHER	68
APPENDIX C: QUESTIONNAIRE FOR FORM FOUR CLASS TEACHERS	70

APPENDIX 3: STUDENTS' QUESTIONNAIRE.....	73
APPENDIX E: TABLE FOR DETERMINING SAMPLE SIZE FROM A GIVEN POPULATION	77

LIST OF TABLES

Table 1: Retention As Per Gender	6
Table 2: Table For Determining The Sample Size	30
Table 3: Headteachers' By Gender	38
Table 4 : Class Teachers Gender Distribution	39
Table 5: Head Teachers Teaching Experience	40
Table 6: Class Teachers' Teaching Experience	41
Table 7: Head Teacher's Leadership Experiences	42
Table 8: Class Teachers' Work Experience	43
Table 9: Presents Information On The Type Of Schools.....	44
Table 10 : Category Of Schools	44
Table 11: Represent This Information.	45
Table 12 : Early Marriage And Girl Child Retention	46
Table 13: Peer Pressure And Girl Child Retention.....	47
Table 14: Parental Attitude And Girl Child Retention	48
Table 15 : Domestic Chores And Girl Child Retention.....	49
Table 16 : Class With The Highest Number Of Drop Out By Female Students	50
Table 17 : Comparison Of Female Students' Drop Out From School For Five Years	50
Table 18: Measures To Curb Drop Out Of Female Students In School	51

LIST OF FIGURES

FIGURE 1: CONCEPTUAL FRAMEWORK.-----	26
--------------------------------------	----

ABBREVIATIONS AND ACRONYMS

EFA: Education for All

FAWE: Forum for African Women Educationalists

FGM: Female Genital Mutilation

FPE: Free Primary Education

FSE: Free Secondary Education

MoE: Ministry of Education

NCCS: National Council for Children's Services

SPSS: Statistical Package for Social Sciences

UNICEF: United Nations Children's Fund

ABSTRACT

Education is the foundation that we build upon for the rest of our lives. Education in the world is to ensure that both girls and boys from poor families enroll and complete a full course of secondary school. Educating girls is one of the strongest ways not only to improve gender equality but in promoting economic growth and health development of families, communities and nations through human development. However, statistics from United Nations Declaration of Human Rights (UNDHR) show around 67 million children worldwide many of them girls do not get education opportunities and achievements due to war, famine, natural disasters and corruption. The purpose of this study was to investigate the social-cultural determinants of the girl child retention in public secondary schools in Central Division, Trans-Nzoia West District in Trans-Nzoia County. The objectives of the study included: To determine to what extent FGM influence girl child retention in public secondary schools, to determine to what extent early marriages influence girl child retention in public secondary schools, to establish whether peer pressure influence girl child retention in public secondary schools, to establish whether parental attitude can influence girl child retention in public secondary schools, to determine whether domestic chores influence girl child retention in public schools. The study populations comprised of secondary school head teachers, class teachers and form four girls. Data was collected using questionnaires and interview guide. Prior to the actual data collection, a pilot study was conducted to ascertain the reliability and validity of the instruments. The study gathered both qualitative and quantitative data. Data was analyzed using descriptive statistics including frequencies and percentages. The summary was written, the major findings were; that indeed FGM is rampant in this community, early marriages are preventing the girls from completing their secondary education, peer pressure is also a major hindrance to retention and parental attitude towards the girl-child education. The recommendations are that, sensitization programme to be implemented to change the attitude of those practicing FGM so as to stop it. School girls who have undergone FGM should undergo intensive guiding and counseling to enable them concentrate on their studies so as to perform well academically, Parental attitude towards girl child education will change and not to be seen as if it's a waste of money to educate girl child.

CHAPTER ONE

INTRODUCTION

1.0 Background of the study

The United Nations Children Education Fund (UNICEF) has conducted many studies on the issue of girls' education; the results of the studies were sometimes quite alarming. They indicated that on average only 43 percent of girls of the school going age in developed and developing countries attend secondary school. However, quite a number of developed countries in Europe, central Asia and Middle East have seen very little improvement in girls' enrolment in Net Enrolment Rate (NERs) between 2001 and 2006. East Asia, Caribbean had not reached the 100% target. Education indicators in the world clearly show that girls are disadvantaged in terms of education opportunities because they are influenced by cultural activities, religion, socio-economic activities and poverty.

Studies on enrolment and retention in primary and lower secondary in Ghana show that although the schools recorded an overall enrolment increase; children from poor households continue to be under-represented in enrolment (Akyeampong, 2009; Rolleston, 2009). Akyeampong (2009) and Rolleston (2009) made it explicit that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enrol and complete basic education. A study of retention patterns in Malawi also indicated that access to education in the country continues to reflect household

wealth (Chimombo, 2009). Thus, despite direct fees being abolished, these studies clarify that the abolition of fees has not been enough to ensure access to education for the poor.

The right to education has been re-affirmed internationally (UNICEF, 2001). Article 28 of the United Nations Convention on the rights of the child states that every child has a right to education no matter what his or her circumstances and the Government of Kenya has stated its commitment to making this a reality (Republic of Kenya, 2005). Indeed the Government of Kenya seeks to ensure equity in terms of equal access to education (Republic of Kenya, 2005). This commitment to achieving equity is of utmost importance since equity in education is a fundamental principle of the Education for All (EFA) agenda. According to UNESCO (2008), equity in education should ensure provision of appropriate, relevant and viable learning opportunities to all children without distinction of location.

In 2005, it was estimated that there were 4,169 secondary schools in Kenya, of which 83 percent were public and 17 percent were private. Data from the Ministry of Education show that the number of secondary enrolments in 2010 was approximately 928,000, of whom 8.9 percent were in private secondary schools. This suggests that the majority of secondary school students in Kenya attend government schools. Though there are several reasons for low retention rates, insufficient school supply and high costs of fees are two important causes (Ministry of Education, 2011, 2012). In general, the comparison of grade enrolments from the first grade of primary school to the first grade of secondary

school shows a clear shift of enrolment patterns, where wealth becomes an increasing factor in access as children move through the grades. As primary and secondary retention figures show, the chances of a child getting into secondary school are determined by household wealth. This therefore raises concerns about whether retention in secondary school can be helped via bursaries and free secondary education for the poor. The Ministry of Education's documents (2011, 2012) point out other reasons such as high level of poverty, extra levies for private tuition, unfriendly school environment, negative effects of HIV/AIDS pandemic and rising repetition rates.

Student drop out is a great concern for any government or society. Despite many policies and strategies developed to enhance a smooth transition rate in school there are still some students who withdraw from school prematurely. The Universal Declaration of Human Rights, Article 26, for instance states categorically that everyone has the right to education (UNESCO, 2005). To achieve this, the Kenya government laid down policies and allocated money in the National budget for provision of education to her people (MOEST, 2005).

One persistent constraint in attaining the goals of Education For All (EFA) is the rate of drop out from education systems (Wamahiu, 1997). Many developing countries practice gender streamlining in secondary school directing girls away from studying certain subjects (Mutumbai, 2005). According to MOE (2007) completion rates in 2004 in secondary schools registered 91.5% for boys and 87.5% for girls. The girls registered 12.5% drop out. In spite of the

government policies to enhance enrolments in secondary sub sector, girl's participation, retention, transition and completion at secondary school education level are lower than boys. In 2008, the national Gross Enrollment Rate (GER) was 31.7% for boys and 27.3% for girls (MOE, 2009).

1.1 Statement of the problem

Trans Nzoia West District is situated in Trans-Nzoia County. It has 64 public secondary schools. The district is divided into three divisions (Central, Saboti and Kiminini).

Central Division having 21 public secondary schools that are either mixed or girls' schools (Ministry of Education, 2013).

Currently of 793 million illiterate people in the world, two thirds are women and girls. Although there has been a worldwide increase in the enrolment of girls in secondary schools due to global efforts to ensure education for all, there remains a substantial problem of retaining these girls in school until completion of the four years required. This is particularly true in central division, Trans Nzoia County.

Traditional set up emphasized education of boy child and very little about girl child education since they considered the fact that they (girls) would be married off (Okemwa 2010). The perception has slightly changed although the notion of educating a boy at the expense of girls is still there. There has been low progress towards achieving the objectives of Education for All. Girls are still denied the opportunities of going to school. (UNICEF 2006).

In Trans-Nzoia county, retention of girls in public secondary schools has become an issue since according to the statistics provided by the District Education officer (DEO) in 2013, , retention of girls was reported to be 14,600 in 2009; there is a significant decline to 12,500, in 2010 to 11,500, in 2011 a further declined to 9000.

Although a number of studies have been carried out on determinants of girls' retention in secondary schools in other parts of the country, no specific study has been carried out on the same in Trans-Nzoia County particularly Trans-Nzoia West District.

There has been low progress towards achieving the objectives of Education For All (EFA). Central Division Trans Nzoia West District is not an exception (UNICEF, 2006).

In Central Division, Trans-Nzoia West District, there still remain sobering statistics on retention of the girl child as demonstrated by the table below.

Table 1: Retention as per gender

Retention as per gender in Public Secondary schools Trans Nzoia West District from the year 2010 to 2013.

FORM	2010		2011		2012		2013	
	M	F	M	F	M	F	M	F
1	2431	2371	2713	2470	2545	2212	3036	2824
2	2316	1942	2515	2282	2660	2140	2991	2501
3	2109	1718	2299	3031	2355	2242	2788	2441
4	1645	1314	1829	1432	1930	1824	10980	9496
TOTAL	8501	7345	9356	9215	9490	8418	19795	17262

Source: Ministry of Education, 2013.

From the table above, it is clear that although boys and girls have equal rights to access education, there still remain low numbers in girls' enrolment and retention in public secondary school in Trans Nzoia West district. This study sought to find out the factors that contribute to these low numbers in retention in Central Division, Trans Nzoia West district.

1.2 The purpose of the study

The purpose of this study was to investigate the socio-cultural determinants of retention of the girl child in public secondary schools in Central Division, Trans-Nzoia County.

1.3 Objectives of the study

The following objectives were used to guide the study;

- i. To determine to what extent FGM influence girl child retention in public secondary schools.
- ii. To determine to what extent early marriages influence girl child retention in public secondary schools.
- iii. To establish whether peer pressure influence girl child retention in public secondary schools.
- iv. To establish whether parental attitude can influence girl child retention in public secondary schools.
- v. To determine whether domestic chores influence girl child retention in public schools.

1.4 Research questions

The study sought to answer the following research questions;

- i. To what extent do FGM influence girl child retention in public secondary schools?
- ii. How do early marriages influence girl child retention in public secondary schools?
- iii. To what extent do peer pressure influence girl child retention in public secondary schools?
- iv. To what extent does parental attitude can influence girl child retention in public secondary schools?

- v. To what extent do domestic chores influence girl child retention in public secondary schools?

1.5 Significance of the study

The research findings on the socio-cultural determinants of retention of the girl-child in public secondary school in Trans Nzoia West District were to provide useful information that could favorably influence decision making among the youth in Trans Nzoia West district. The findings will also be useful to the stakeholders and education planners in designing customized and more effective strategies or interventions to the problem.

The information collected will also add to the scanty information that was available on factors that influence the girl child in public secondary school, this will help identify specific mobilization campaigns and strategies by the Area Educational Officials to address the situation. The parents and teachers will use the research findings in counseling female students towards completing their education and underlining the benefits of graduating at all levels of education.

Finally, the study will form a basis for further research.

1.6 Limitations

Lack of adequate records kept in the school on the students' enrolment and retention which caused delays in filling the questionnaires

The return rate of the questionnaires would not be 100% thus reducing the generalizability of the study results. The researcher established a rapport with respondents and ensured the questionnaire return rate was high.

1.7 Delimitations of the study

The study was confined to secondary schools' students, teachers and head teachers in Central Division, Trans Nzoia West district. This was because public schools had similar setup guided by policies from the Ministry of Education hence no information was sought from teachers, students and head teachers in private schools.

1.8 Basic Assumptions

All the respondents were cooperative and provided reliable responses. That the respondents were able to identify the factors influencing retention of the girl child.

Identifying factors that influenced the girl-child retention will improve retention rates in secondary school.

1.9 Definition of significant terms

Socio-cultural factors: is the combination of both social and cultural factors.

Issues that arise as a result of people's way of life and which have an influence on their values, attitudes and behavior patterns. For example Female Genital Mutilation, parental attitude, peer pressure, early marriages, and domestic chores among others.

Peer pressure: Influence of age-mates on a girl leading to poor academic performance in Kenya Certificate of Secondary Education.

Girl-child : Female child from birth to young womanhood.

Determinants: These are one or several factors that cause or influence something either positively or negatively.

Retention : This is the ability to improve graduate rates and decrease loss of students that either drop out or transfer to another school.

Public schools: These are schools that are guided by similar principles set by the Ministry of Education.

1.10 Organization of the study

This study was organized in three chapters. Chapter one dealt with the background of the study, statement of the problem, purpose of the study and objectives of the research. It also dealt with research questions, significance of the study, assumptions of the study, limitations, delimitations and definition of the significant terms.

Chapter two consisted of reviewed literature to the effect of factors influencing the girl child retention, influence of economic factors, influence of family background factors, influence of social factors, influence of cultural factors, influence of school and environmental factors in public secondary schools, theoretical and conceptual framework of the study.

Chapter three included research methodology which included the research design, target population, sample size, sampling technique, research instruments, reliability and validity and procedures for data collection and analysis techniques.

Chapter four comprised of data reporting, analysis and interpretation. Chapter five consisted of the summary of the study, conclusions of the study, recommendations and suggestions for further research.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter provided the reviewed literature of the studies that have been done on socio-cultural determinants of the girl child retention in school and formal educational programs. The chapter dealt with influence of Female Genital Mutilation (FGM), early marriages, peer pressure, parental attitude, and domestic chores influencing girl child retention, theoretical framework and conceptual framework which was based on the study, knowledge gaps and a summary of this chapter.

2.2.1 Concept of FGM and girl child retention

FGM is often referred to as female circumcision. Population council (2007:73) estimates that in the year 2003, thirty two percent of Kenyan women had been genitally cut compared to forty percent in 1998. Save the children Kenya (207:21) also adds value in this subject by pointing out that FGM is the most harmful cultural practice that contributes to easy marriage. FGM as a gender issue in Kenya impacts negatively upon girl child. Girls in areas where FGM is practiced suffer common problems associated with it, such as early marriage, dropping out of school and other numerous physical and psychological types of sufferings. Gachiri (2001:147) reveals that FGM is practiced in more than that fifty percent of Kenyans district with tribes such as Samburu, Kenya Somalis, and Gabra circumcising 101 percent of the women.

In Kenya, circumcision of girls under the age of 17 was outlawed in 2001 as measures contained in the Children's Bill passed by parliament. However, the practice is still going on in the rural areas despite imprisonment of those found to have broken the law. The law leaves room to girls above this age of 17 to make a choice on whether to undergo the practise or not. (www.bbcnews.co.uk, [referred 20.12.2008]). Despite taboos regarding the discussion of FGM, the issue emerges because the group members are aware that the practice is harmful. Discussions in the societies and debate contribute to a new understanding that girls and women would be better off if everyone abandoned the practice.

The impact of all types of FGM on girls and women is wide-ranging. The practice compromises the enjoyment of human rights including the right to life, the right to physical integrity, the right to the highest attainable standard of health (including maturity, reproductive and sexual health), as well as the right to freedom from physical or mental violence, injury or abuse. (WHO, 2008.) The practice is also a violation of the rights of the child to development, protection and participation. FGM has often been raised as a matter of concern by the Committee on the Rights of the Child, which, in the light of the Committee on the Rights of the Child, has called upon States Parties to take all effective and appropriate measures with a view to abolishing such practices. (Hernlund & Shell 2006, 57-71.)

FGM irreversibly compromises a girl or woman's physical integrity. The damage caused by this procedure can pose a serious risk to health and well-being. In extreme cases, FGM can also violate a girl's or women right to

life. Fatalities are often due to severe and uncontrolled bleeding or infection after the procedure. Moreover, FGM may be a contributory or causal factor in maternal death. The mortality rate of girls and women undergoing FGM is not known since few records are kept and deaths due to FGM are rarely reported as such. (Crowes & Melching 2005, 56-78.)

Medical records are of limited use in determining morbidity due to FGM because complications resulting from the practice, including subsequent difficulties in childbirth, are often not recognized or reported as such and may be attributed to other causes. In some cases, these assigned causes may be medical in nature, but in others, they may reflect traditional beliefs or may as well be attributed to supernatural causes. As a result, many girls who experience complications are treated with traditional medicines or cures instead of being referred to health centres (Althaus 1997, 131.)

Female circumcision, or female genital mutilation, can no longer be seen as a traditional custom. It has come to be recognized as a problem in the modern African societies, countries, and the whole world at large. The unnecessary health problem and costs it afflicts on women, time spent in it, hospitalization costs, and the possible loss of life qualifies it as a customary health hazard. Thanks to the current campaigns made to stop it all together in Kenya. Though stopping female genital mutilation may take subtle to harsh measures, the practise has no more places in the present world and therefore every necessary effort should be made to stop it ultimately. (Adams, Kelly & Paula 2002, 490-494.)

FGM remains a major gender issue affecting girl child in Kenya. More measures need to be taken to address the issue (Mwiti, 2006). It is further noted that, retrogressive cultural practices such as early marriages, cattle rustling and FGM tend to impact negatively on retention of girl-students (Chiuri and Kiumi 2011) Girls are expected to marry and establish families almost immediately after circumcision. Upon circumcision the boys are given a herd of cattle so as to start accumulating wealth for the family they are about to establish. This practice has led to a low value being attached to education since in these communities economic empowerment supersedes academic achievement (Ombongi, 2008).

2.2.2 Concept of early marriages and girl child retention

Early marriage means marriage or cohabitation with a child or any arrangement made for such marriage or cohabitation (National Council for children's services, NCCS, 2007). This practice affects girl child in numerous ways UNICEF and GOK (1998) points out that child bride are common in Kenya. The child bride is denied the love and care of her family. The girl child in this situation is exposed to trauma causing sexual experiences and also after the break up with the child brides ends up destitute in the streets or as barmaids and possibly sex workers GOK & UNICEF (2005) Mwiti (2006) laments that statistics indicate that girls in rural areas are more likely to be married by the time they turn 18 years, than their peers who live in urban areas. She correctly maintains that this practice is fully supported by some communities because of their tradition and cultural orientation.

In Kenya, the youth population with young people between ages 15 – 19 is large, accounting for 25% of the population of the country. As in other parts of Africa and the rest of the world, these young people are faced with tremendous challenges in the transition to adulthood. The challenges are serious such that many young people especially young girls are leaving school early due to pregnancy. 23% of young women aged between 15 – 19 years are pregnant with their first child and 50% of young people have begun child bearing by age 20 years (CSA Kenya, 2007).

Mwiti (2006) reveals that this cultural practice of early marriage is common in Kilifi, Busia, Kisumu and most part of North Eastern Kenya. Traditional belief of a woman as a wife and mother prevails in society. Hence the attitude that it is more beneficial to formally educate a boy than a girl and that a girl only need to be educated and trained in house chores to prepare them for marriage still persists. Girls are sometimes pulled out of school because of early marriages. Some men do not like very educated wives who will challenge their authority. This is according to research findings by Torto (1996); Extracurricular and out of school factors affecting girls' participation and performance in 1996. Early marriages also affect retention in education in arid areas. Ombongi (2008) in his study carried out in Isiolo, one of the arid districts; found that early marriages influenced participation in education. Girls in standard 8 or between 12 and 14 years were withdrawn from school to be married off to wealthy men in the community in exchange for dowry. The study goes on to say that girls who remained in school were under constant

pressure from their peers and community members including their own parents to drop out of school.

According to Beijing declaration (1996) discrimination in girls access to education persists in many areas due to customary attitudes that boys should be educated first and that since girls get married and take care of the children at homes, priority to education comes second. Therefore, they take both domestic responsibility and education resulting to low retention. The NCCS (2007) reveals some of the following as reasons for early marriage;-to preserve and ensure virginity before marriage, to control promiscuity, for economic reasons such as acquiring dowry or bride price and development of social status – especially for the father and the old man marrying young girls.

Therefore, they take both domestic responsibility and education resulting to low retention. Sengupta and Guha (2002) note that in many regions, girls are married off at a young age. Their education is viewed as a poor investment, because it yields no long-term benefits to their natal families. Sometimes education is withheld simply because it is felt that education instills 'non-conformist' behavior in girls, and makes marriage prospects difficult, for 'suitable' grooms cannot be found so easily. Girls are less cared for and more undernourished than boys and as a result, even if enrolled they perform poorly in school and tend to drop out early. This difference in educational opportunities and attainments is an important aspect of gender inequality itself, and is also a powerful instrument for perpetuating it.

2.2.3 Concept of peer pressure and girl child retention

In analyzing the 1998 National Assessment of Educational Progress (NAEP) data on reading, this report concludes that: The peer effect is a particularly strong influence in academic achievement (Johnson, 2000). Research findings show that peer relationships are a significant contributor to understanding adolescent development (Brown, Clasen and Eicher, 1986; Carol A. Wong and Taylor, 1996). Studies on early risk behaviours in school setting show that aggressive behaviour in boys and learning difficulties in girls are the primary causes of poor peer relationships (Elizabeth, Susan and Suman, 2003).

A recent study (Dishion, Kavanagh, Schneiger, Nelson and Kaufman, 2002) found that placing high-risk youth in a peer group intervention resulted in negative outcomes. It is hoped that this research will explore the role that adults and positive peers can play in order to suggest ways of helping to avoid such outcomes in future peer group influence. Once students are enrolled in school they interact and form peer groups. Wrigley (1995) observed that there is a simple relation between education and gender equality. Schools act as a site of pervasive gender socialization. This sometimes spurs students to think beyond the ideological limits laid on them. Wanyoike (2003) concurs with Wrigley and points out that the students peer groups if not guided can lead to devastating results like engage in drugs and substance abuse, early sex and then get to dangerous diseases like HIV and AIDS and early pregnancies. This can lead to drop out of school.

Peer-group influences have been little studied, so far as the views of other girls are concerned. But some reports have been made of hostile or denigrating attitudes expressed by boys who are fellow-pupils. Here too, violence and sexual harassment may be a problem for girls (Sutherland, 1999). This could be reduced if girls were given sex education. In their study on sexual behavior in different countries, Hangreaves and Boler (2006) say that girls who had completed secondary education had a lower risk of HIV infection and practiced safer sex than girls who had only finished primary education.

2.2.4 Concept of parental attitude and girl child retention

According to Croll (2006), ethnographic studies suggest that parents have very different expectations for girls and boys, in that sons are uniformly expected to live with or near parents, provide long-term support and succeed in education, careers or other income-generating activities. Wanjiku (1994) observes that where resources are limited, education of boys comes first. Kelly (1998) noted in his study that when parents are confronted with constraints of limited opportunities or resources for schooling, they generally favour the education of male children.

According to a study carried out by Mbatia (2005), the enrolment of boys in ASAL areas was higher than that of girls throughout the years covered by the study. Education of sons is considered an investment in security for old age (Psacharopoulos & Woodhall, 1997). This emphasizes the importance of educating boys. According to Obura (1991) textbooks used in Kenyan primary schools shows that books continue to portray stereotyped images of men and

women. The study had a component that examined girls' attitudes and aspirations in a selected group of secondary schools. The study found girls' attitudes toward education, and particularly science subjects, to be negative. Girls also had low aspirations for higher education particularly in science based careers. Kakonge (2000) had a component that examined teachers' thinking or level of reflection on gender gaps in education and particularly in science subjects. The analysis showed that a majority of teachers had perceptions of girls and science that were gender stereotyped and traditional. A smaller cluster of teachers, however, had quite girl-friendly perceptions. Thus studies emanating from the Kenyan context show that text books, curricula and teachers may be important factors contributing to gender gaps in education at the moment.

Husan (1999) has studied that most adults and schoolgirls pointed that women think more about becoming good wives and mothers and should get concerned with home management and not professional career. The same study established that most of the adults, local officials, elderly people and religious leaders indicated that parents prefer not to send their daughters to schools as compared to sons.

According to Wanjiru (2007) girls are socialized to know that their brothers' education is much more important than theirs and they are ready to drop-out of school for the sake of their brothers. Wanyoike (2003) concurs with Wanjiru and observed that the way the family foundations are laid down, it is difficult to erase the attitudes and behavior patterns that are formed about girls and boys. He further observes that the boys and girls are received

differently at birth thus attaching diverse value to them. Boys are valued to be superior to girls and hence even in education they are given a priority in some societies. A research study carried out by Wanjiru (2007) in Mombasa on factors contributing to school drop out in public secondary schools revealed that 52.4% respondents valued boys' education better than that of girls. Families which cannot easily afford to send both sons and daughters to school reckon that financial returns on the expenditure for girls' education are a good deal smaller than those of boys.

2.2.5 Concept of domestic chores and girl child retention

In India, girls have continuously been involved in doing household chores and other types of Child labour. In a research done by Kruijtbosch, the Ministry of Labour indicates that there are 17 million child labourers, of which 2 million are engaged in hazardous occupations. In Kenya, girl-child education is elusive. Mwangi (2004) wrote that a combination of Poverty, disease and backward cultural practices continue to deny the girl-child her right to education. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still find themselves out of school owing to a number of reasons. These reasons are: demands for their labour in the homes such as assisting in looking after their young Siblings; child marriage, doing household chores, death of mother, and looking after the sick member of the family. Some of the girls are given to marriage against their wish and when they refuse, they are threatened with death.

There is greater need for girls' rather than boys' labour at home. Many parents keep their daughters at home whenever there are some chores (cooking, selling, farming, taking care of other siblings or sick members of the family, laundry, etc.) to do. Household work is often mentioned as occupying most of the girl child's time. A young daughter's domestic labour may substitute for that of her employed mother, while parents who have an urgent need of income for subsistence or for debt repayment, may exchange or sell their daughters directly or inadvertently into occupations that can be hazardous and exploitative (Croll, 2006). Further, Karani (2006) argues that low retention by females in primary school-especially in the rural areas- is attributed to a greater demand imposed on female children to assist with household chores, such as fetching water, collecting firewood, helping with the cooking, and caring for the young. This work interferes with schooling and depresses female performance; it also may lead to wastage due to some children being withdrawn from school altogether.

In many societies remittances from daughters have increased because of the growing opportunities for factory work, domestic service and commercial sex work which can provide instant returns to meet immediate familial needs. Indeed, adolescent girls may find themselves supporting parents, siblings and extended family members especially, but not only, in times of hardship. This exerts a strong negative influence on their schooling opportunities. According to a study by Guha & Sengupta (2002), the necessity for a girl to work, in order to supplement family income, reduced by a third her chance of ever attending school, and raised five times the probability of dropout.

In Kenya, Japanese researchers in Kisii Central District, in Mosocho Division (SMASSE, 2000), revealed that boys were engaged in such domestic tasks as feeding and milking cows whereas the girls performed such tasks as cooking, collecting of firewood and water. Some students involved in the survey said that engagement in such domestic tasks made them to sleep late and wake up early. Students also lamented that their participation in domestic tasks never left them with enough time for doing school assignments and also conducting private study (Nyatuka & Nasongo, 2010). Mbilinyi (2003) observes that most students, especially girls, are engaged in such activities as caring for their siblings when their parents are away, taking care of the sick, and attending to traditional rituals, funerals, and other celebrations. Karani (2006) argues that poor performance by secondary school-especially in the rural areas- is attributed to a greater demand imposed on female children to assist with household chores, such as fetching water, collecting firewood, helping with the cooking, and caring for the young.

2.4 Theoretical Frame Work

Theoretical frame work used in this study was based on theories such as liberal feminism and radical feminism. Liberal feminism based their theory on the basis of natural justice, human right and democracy. They emphasize equal opportunities in access in education and employment. Moreover, they support affirmative action as a strategy for girls in schools, family and employment (Fatuma & Sifuna, 2006). Radical feminism focuses on dismantling the

foundation upon which patriarchal structures are anchored. They challenge the oppressive structures by men to women on gender. Because of this perception, the theory argues that women are oppressed by men because they have power over them sexually and materially. Changing the situation of women means contesting and eventually breaking this power (Fatuma & Sifuna, 2006; Wrigley, 1995).

However, in this context according to liberal feminism, boys and girls should be given equal opportunities in education both at home and in school/classroom. Girls should not be discriminated and forced into early marriages, household chores and allowed to choose the subjects of their study depending on their capability (Wrigley, 1995). This will enhance enrolment, retention and completion rates. The radical feminism factors are similar to liberal feminism in that from the reviewed literature there are cited incidences of oppressive actions. These actions include sexual harassment, unwanted pregnancies, deprivation of material and financial support. There are incidences of fathers who prefer to educate boys than girls as girls are seen as being educated for somebody else's benefit. Boys are viewed as pillars of the patriarchal society (FAWE, 2004).

It was therefore important to adopt the liberal feminism and the radical feminism theories because both theories advocated for fair treatment of both girls and boys. Girls should not drop out of school due to pregnancy leaving the male counterparts unpunished. Moreover, the girls' education should not be sacrificed

in favour of boys. They should be given equal opportunities in access and participation in education.

2.5 Conceptual Framework

The conceptual framework is presented in figure 1 shows the relationship between variables in the study and their relationships. The conceptual framework helps to point out the relationships proposed. It also tests the significance of the proposed relationships.

INDEPENDENT VARIABLES

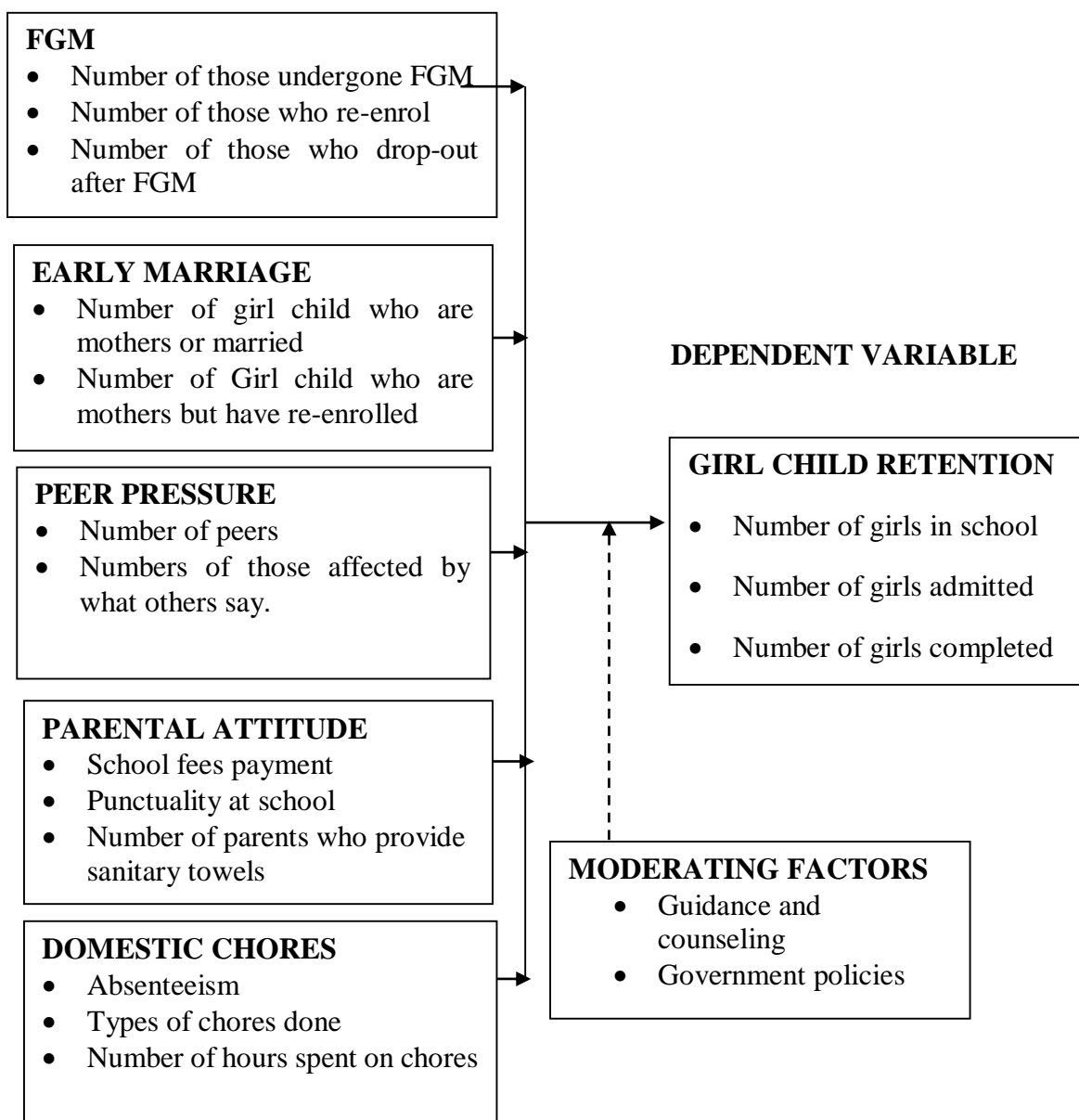


Figure 1: Conceptual framework.

2.6 Knowledge Gap

Majority of the research conducted has focused on European American middle-class populations. Much less is understood about the relationships among peer influences, negative peer orientation, socio cultural practices and academic development in other specific ethnic groups in African setting (Steinberg, Dornbusch, & Brown, 1992). The few studies that have been examined the role of peers in participation in education have primarily focused on the negative influences of peers (Ogbu, 1987; Fordham & Ogbu, 1986), but not the extent to which FGM, parental attitude, early marriages and domestic chores influence retention.

There is therefore need for research to be done on how the positive features of peer groups may facilitate positive achievement. Efforts to boost female education has been made by governments, international organizations and NGOs, however there is still a gender disparity in education. This study will therefore be critical in providing information that is likely to influence policy formulation on the impact of socio-cultural factors on girl child retention.

2.7 Summary of literature Review.

From the literature review above it is clear that studies have been done regarding the retention of girl child in secondary schools. The independent variables discussed have been to affect girls'. Being in a patriarchal society where the boy child is sighted as more important than the girl child, different studies have shown that the girl child is looked upon as the lesser

gender by being destined to get married early and to look after the family instead of pursuing education. She is also overburdened by the heavy family responsibility of looking after her younger siblings when the mother is not available or too busy doing other chores as traditionally family roles are gender assigned. When the family members are sick she looks after them resulting in much absenteeism from school and henceforth low retention.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter consisted of the research methodology including data collection designs and the procedures under the following subheadings; Research design, target population, sample and sampling procedures, research instruments, validity of instruments, reliability of instruments, data collection, procedures and data analysis.

3.1 Research Design

The aim of this research was to investigate the socio-cultural determinants of retention of the girl child in public secondary schools. The researcher used descriptive survey because it is concerned with describing the characteristics of a particular group. Descriptive survey design is a method that enables one to gather data from a relatively large number of subjects at a particular time (Mugenda and Mugenda 1999). This method was convenient to the researcher because it enabled her to collect data from members of a large population, interpret and establish a relationship between the variables and their significance.

3.2 Target Population

According to Borg and Gall (2007) a target population is defined as all members of the real population or a set of people, events or objects to which a research wishes to generalize the results of the study. The study targeted public

schools in Trans Nzoia West District. Total number of girls in form four is 2788, 60 class teachers and 21 principals bringing the target population to 2869. The study focused on girls and mixed public secondary schools in Trans Nzoia west district which were 21 schools.

3.3 Sampling procedure

Sampling is the process of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kombo, 2002).

Table 2: *Table for determining the sample size of a given population*

	Total population	Sample	percentage
Students (Form 4 girls)	2788	338	82.6%
Class teachers	60	52	12.7%
Principals	21	19	4.6%
Total	2869	409	100%

The researcher used a systematic random sampling technique to sample 19 public schools. The sample above was determined using Robert V. Krejcie & Daryle W. Morgan table.

3.5 Data collection instruments

The data for this research was collected from both primary and secondary sources. The secondary source included records, past research and documents. The primary sources were the subjects of the study who gave actual data that was collected from the field. The instruments which were administered for

collecting data from the field included questionnaires for form four girls and class teachers and an interview guide for the head teachers.

Questionnaires and an interview guide were used because the population is literate hence able to read and comprehend the questions. The questionnaires were administered and left with the respondents to fill in before being collected a day later. Such information is best collected using questionnaires as recommended by Mugenda and Mugenda (1999).

Document study was used by use of school registers, KCSE results and log books to cross check information on student status.

3.5.1 Questionnaire

It is a collection of items to which the respondent is expected to react to in writing. It is suitable for collecting a lot of information from a larger population over a short period of time. In this study a questionnaire was used to obtain data from class teachers and form four girls while some items were adapted from the previous research.

3.5.1.1 Teacher's Questionnaire

Teacher's questionnaire gathered data on demographic information of the class teachers such as gender, academic qualifications, professional qualifications, teaching experience and retention of girls in the school.

3.5.1.2 Pupil's Questionnaire

The questionnaire was made of questions with multiple choices where the girls were expected to mark a tick (✓) on the most appropriate answer. There

were a few close ended and open ended questions. The questions required ticking the correct answer or choosing from the alternative given. The girls' questionnaire attempted to gather data on general demographic information on grades, age and home background, parental involvement in the education of the children, family size and educational level of other siblings.

3.5.2 Interview Guide.

The interview guide was made up of open ended questions which required the principals to explain on retention, also contained a few close ended questions on demographic information.

3.6 Validity of Instruments

Instrument validity refers to accuracy, meaningfulness and technical soundness of the research instrument (Kothari, 2007). It's a degree to which a test measures what it intends to measure. To this effect the questionnaire and interview guide were said to be valid when they actually measure the intended parameters (Borg & Gall 2007). To enhance the instrument validity the research instruments were appraised by the supervisor to evaluate the applicability and appropriateness of the content, clarity and adequacy of the construction of the instruments from a research perspective.

A field test was conducted with a pilot of 2 schools randomly selected.

3.7 Reliability of Instruments.

Reliability refers to the extent to which instruments yield measurements that are consistent each time if it is administered to the same people. The researcher employed a test- retest method in order to test reliability of the

research instruments because it is an appropriate way of ascertaining the stability of an instrument Best and Kahn (2002). Research instruments were pre-tested on a sample of at least ten respondents from each school.

In this study two schools were requested to respond to questionnaires. A second time being after two weeks and the correlation between the two set of scores computed. A person product moment formula was administered and correlation coefficient obtained.

3.8 Data Collection

To generate data for this research study, the researcher got a letter of introduction from the University of Nairobi which was taken to the D.E.O of Trans- Nzoia West District for permission. The researcher then visited the sampled schools on different days to establish rapport and made appointments with the school managers.

The Researcher then collected information from respondents on the date agreed upon. Instructions were carefully explained to the respondents prior to the issue of the questionnaires and they were also assured that the information given would be treated confidentially and be used only for the purpose of the study. The respondents were given adequate time to respond to the questionnaire items. The completed questionnaire were checked to find out whether they were appropriately and fully responded to. The researcher used the available responses to analyze data (Deobold 1979). The analyzed data was represented in an organized form using tables, percentages and frequencies.

3.8.1. Data Analysis Techniques

The data obtained was organized and then analyzed using SPSS version 11.5 and descriptively (Mugenda and Mugenda 1998) this refers to a systematic qualitative description of the objectives of units of study (categorized variables) and determined the intensity with which certain themes were used. It involved a detailed description of the objectives that comprised the sample.

In interpreting the results, the frequency with which the idea appeared and was interpreted as a measure of importance, attention or emphasis using tables, percentages, bar graphs and pie charts. Words were used to describe and explain the meaning of the above data and make conclusions.

3.10 Ethical Considerations.

The research observed confidentiality especially from the information given on questionnaires. The respondent's information will not be used for any other purposes other than educational purpose to insulate one against violation of privacy. The respondents' names were not written on the questionnaires. The respondents consent was sought before administering or conducting interviews. The researcher did personal identification before respondents and her mission was clearly stated.

3.11 Summary

This chapter consisted of the research methodology including data collection designs and the procedures under the following subheadings; Research design, target population, sample and sampling procedures, research

instruments, validity of instruments, reliability of instruments, data collection, procedures and data analysis.

3. 12 Operational Definitions of Variables

Objectives	Variables	Indicators	Measure ment	Scale	Data collecti on method	Too l of anal ysis	Type of analy sis
Establish how FGM influence retention of the girl child in secondary school	Dependent variable: retention	Disparity in Retention rates	disparity in retention of previous years	ordinal	Questionnaires and Interview	SPSS	Quantitative
Determine whether early marriages affect retention of the girl child	Independent variables: Early marriages	Number of girls married or married before but at school	Number of girls in school	Ordinal and percent age	Questionnaires	SPSS	Quantitative
Determine whether peer pressure influence girl child retention in school	Peer pressure	Relationship between girl child and her peers	Number of peers the girl child has at school	nominal	Questionnaires	SPSS	Quantitative
To establish whether parental attitude influence girl	Parental attitude	Payment of school fees by the parent for the girl child	Number of girls in school , number of girls	nominal	Questionnaires	SPSS	Quantitative

child			absent				
retention in			because				
school			of school				
			fees				
To determine	Domestic	- Absenteeism	Number	ordinal	Questio	SPS	
whether	chores	by the	of girls		nnaires	S	Quant
domestic		girl child.	who are				itativ
chores		-Incomplete	absent				e
influence girl		assignments	and who				
child		by girls	do not				
retention in			complete				
school			assignme				
			nts				

Table 3.1: Operation Definition of variables

CHAPTER FOUR

DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter covers the findings, presentations and discussions of the results for the study on factors leading to low retention among female students in secondary schools. The main sub headings include demographic characteristics of the respondents, school category and type, factors leading to low retention from school and measures that can be taken to curb low retention.

4.1.1 Questionnaire Return Rate

Out of the 390 questionnaires dispersed to teachers and to girl students, 381 were returned while complete and only 5.6% were not returned translating to 94.4% response. All the interview for the principals of the school were conducted at rate of 100%. Therefore the data collected was very reliable and acceptable as Mugenda & Mugenda (2003) a response rate of 60% is good and a response rate of 70% or more is even better for social research. The response rates and demographic characteristics of the study were first presented. This was then followed by presentation of findings based on the objectives of the study.

Table 4.1: Questionnaire Return Rate

Categories	Sample size	Responses	Return rate
Teachers	52	50	13.12%

Girl students	338	273	80.88%
Total	390	381	94.4%

4.2 Demographic Characteristics of the Participants

Responses to the class teachers', students' questionnaires and head teachers' interview schedule were analyzed on the basis of their background information. This section focuses on gender, experience type and category of school.

4.2.1 Head teachers by Gender

The data for the study was collected from 19 public secondary school head teachers. An item was included in the interview schedule which sought information on the gender of the head teacher. Out of the 19 head teachers, 11[60%] were female and 8 [40%] were male. The study revealed that majority of the head teachers were female. The Table 3 presents the distribution of head teachers by gender.

Table 3: Headteachers' by Gender

Head teachers by Gender	F	%
Female	11	60
Male	8	40
Total	19	100

4.2.2 Class teachers Gender Distribution

A total of 5 class teachers responded to the questionnaires. An item was included in the questionnaire that sought information on the gender of class teachers out of 50 class teachers, 30 [60%] were males and 20 [40%] were females. The study revealed that majority of the class teachers was male. Table 4 presents the distribution of class teachers by Gender.

Table 4 : Class teachers Gender Distribution

Gender	F	%
Female	20	40
Male	30	60
Total	50	100

The study revealed that majority of class teachers were males. The class teachers could not handle challenges facing the female students in their classes which lead to drop out from school where the male class teachers find difficulties they should consult the female head teachers or the deputy head teachers.

According to MOE (2007) on gender policy education a policy statement was made in order to enhance gender equity and quality in governance and management of education. This was to be achieved by ensuring that there was gender equality in appointment of senior officers in education sector. Therefore, the AEO being a lady could understand and handle challenges facing female students in the division. The Area Education Officer could also mobilize relevant campaigns and seminars related to female students which led to dropout from school.

4.2.2 Head teachers' Teaching Experience

An item was included on the head teacher's interview schedule which sought information on head teachers' teaching experience. Table 5 present information on head teachers' teaching experience. The study revealed that 8 [40 %] of the head teachers had a teaching experience of between 11 – 15 and 11 [60 %] had over 16 years. The study revealed that majority of the head teachers had a teaching experience of above 16 years.

Table 5: Head teachers Teaching Experience

Years	F	%
1 – 5	0	0
6 – 10	0	0
11 – 15	8	40
Above 16	11	60

The study revealed that the head teachers had a teaching experience above 10 years. This meant that they had more experience in teaching which made them understand the female students better. The head teachers could also make customized programmes and strategies to help curb female students drop out from school. MOE (2007) recommended that schools should create enabling environment and management structures and implement affirmative strategies to benefit girl child education.

4.2.3 Class Teachers Teaching Experience

An item was included on the class teachers' questionnaire which sought information on the teaching experience. The study revealed that 20 [40%] of the class teachers had a teaching experience of between 11 – 15 years and 6 – 10 years 20 [40%] while 10 [20%] were between 1 – 5 years. The study revealed that majority of the class teachers had a teaching experience of between 6 to 15 years. Table 6 presents information on class teachers' experience.

Table 6: Class Teachers' Teaching Experience

Years	F	%
1 – 5	10	20
6 – 10	20	40
11 – 15	20	40

Majority of the class teachers had a teaching experience of above 6 years.

This experience made them understand the challenges facing female students better. Beside their experience made the class teachers better placed to give proper guidance to enhance retention of female students in school (MOEST 2011).

4.2.4 Head teachers' Leadership Experience

An item was included on the head teachers' interview schedule which sought information on head teachers' leadership experience. The study revealed that 8 [40%] of the head teachers had a leadership experience of between 6 – 10

years and 11 [60%] between 1 – 5 years. The study revealed that majority of the head teachers had few years of leadership experience.

Table 7: Head teacher’s Leadership Experiences

Years	F	%
1 – 5	11	60
6 – 10	8	40

The study revealed that 8 [40%] of the head teachers had leadership experience of below 5 years. A study conducted in Embu by Murithi (2006) revealed similar findings where the head teacher had few years’ experience. Murithi (2006) observed that there was no difference in head teachers’ overall level of job satisfaction with experience. Therefore a head teachers’ leadership experience did not affect their job performance. They could not manage any challenge that faced female students in school.

4.2.5 Class Teachers’ Work Experience

An item was included in the class teachers’ questionnaire which sought information on work experience. Table 8 presents information on class teachers’ work experience.

Years	Frequency	Percentage
1-5	10	19.23%
6-10	10	19.23%
11-15	20	42.31%

Above 16 years	10	19.23%
Total	50	100%

Table 8: Class Teachers' Work Experience

The study revealed that 10 [19.23%] had a work experience of between 1 to 5 years 10 [19.23%] between 6 to 10 years, 20 [42.31%] between 10 to 15 years and 10 [19.23%] had work experience of above 16 years. The study indicated that majority of the respondents had work experience of between 10 to 15 years. Murithi (2006) observed that job satisfaction increase with experience. Therefore majority of teachers had more work experience which made them create and sacrifice more of their time in handling factors leading to drop out among female students. These teachers could also give more counseling to the female students.

4.2.6 Type of School

An item was included in the students' questionnaire which sought information on the type of school which included county or district schools. The study revealed that 19 [94.74%] were District schools and 1 [5.26%] were County. The study revealed that majority of schools were District secondary schools.

District secondary schools draw majority of the students from within the district (MOE, 2007; MOE, 2009). Therefore majority of the female students in public secondaries in Central Division came from similar social

cultural set up. The factors leading to drop out from school were therefore common among students.

Table 9: Presents information on the type of schools.

Type Of Schools	Frequency	Percentage
County Schools	1	5.26%
District Schools	18	94.74%

4.2.7 Category of School

An item was included in the questionnaire for both teachers and students which sought information on the category of school. The studies revealed that majority of the schools were mixed day secondary schools as presented on Table 10.

Category of schools	Frequency	Percentage
Girls boarding	4	19.05
Mixed Day	13	71.43
Mixed day and Boarding	2	9.52
Total	19	100%

Table 10 : Category of Schools

The study revealed that 13 [71.43%] of schools were mixed day school category and 4 [19.05%] were Girls' boarding schools and 2 [9.52%] were

mixed day and boarding schools. The study revealed that most of the girls came from mixed day schools. The girls who formed the respondents came from similar socio-cultural set up and therefore the factors leading to drop out from school were common to all.

4.3 Factors Leading to Drop Out of Secondary School

Female secondary school students drop out of school because of many reasons which led to educational wastage. The factors which led to female students drop out of school were cited in the reviewed literature. These were;

4.3.1 FGM and Girl child retention

The study sought to establish the extent to which FGM influences girl child retention in public schools. Findings from table 11 below indicate that 320 [96.15%] of respondents strongly agreed that FGM influence girl child retention, 11 [3.85%] of the respondents were undecided, and these findings reveal that FGM has influence on girl child retention to a very great extent hence the number of those who undergo Female Genital Mutilation and do not enroll back to school is higher leading to low retention of the girl child.

Table 11: Represent this information.

FGM as a factor that contributes to drop out	Frequency	Percentage
Agreed	320	96.15
Undecided	11	3.85

Table 11: FGM and girl child retention

4.3.2 Early marriage and girl child retention

The study sought to establish the extent to which early child marriage influences girl child retention in public secondary schools. 245 [73.4%] of respondents strongly agreed that child marriage influenced girl child retention 13 [3.8%] agreed that child marriage influenced girl child retention, 12 [3.5%] of the respondents were undecided, while a total of 47 [14.3%] of the respondents disagreed and 14 [5%] strongly disagreed that child marriage had influence on girl child retention. These findings reveal that child marriage has influence on girl child retention to a very great extent that those students who drop out to get married contribute to low retention rates because they do not attain completion rate of the four years required in secondary education.

Table 12 : Early marriage and girl child retention

Perception	Frequency	Percentage
Strongly agree	245	73.4
Agree	13	3.8
Un-decided	12	3.5
Disagree	47	14.3
Strongly disagree	14	5
Total	331	100

4.3.3 Peer pressure and girl child retention

The findings of the study in table 14 below indicated that 273 [81.6%] strongly agreed that peer pressure influenced girl child retention 38 [11.7%] agreed that peer pressure influenced girl child retention, 0 [0%] of the respondents were undecided, while a total of 17 [5.5%] of the respondents disagreed and 3 [1.2%] strongly disagreed . These findings reveal that respondents strongly agree that peer pressure has influence on girl child retention in secondary school, hence those students influenced by peer pressure do not complete school leading to low retention the of girl child.

Table 13: Peer pressure and girl child retention.

Perception	Frequency	Percentage
Strongly agree	273	81.6
Agree	38	11.7
Un-decided	0	0
Disagree	17	5.5
Strongly disagree	3	1.2
Total	331	100

4.3.4 Parental attitude and girl child retention.

The study sought to establish the extent to which parental attitude influences girl child retention. From the findings in table 15 below, 290 [86.8%] strongly agreed that parental attitude influenced girl child retention 10 [3.5%] agreed that parental attitude influenced girl child retention,0 [0%] of

the respondents were undecided, while a total of 15 [4.7%] of the respondents disagreed and 16 [5%] strongly disagreed that parental attitude had influence on girl child retention. These findings reveal that parental attitude has influence on girl child retention to a very great extent which results in high numbers of drop out.

Table 14: Parental attitude and girl child retention

Perception	Frequency	Percentage
Strongly agree	290	86.8
Agree	10	3.5
Un-decided	0	0
Disagree	15	4.7
Strongly disagree	16	5
Total	331	100

4.3.5 Domestic chores and girl child retention

The study sought to establish the extent to which domestic chores influences girl child retention in school. Findings from table 16 below indicate that 77 [23.4%] of respondents strongly agreed that domestic chores influenced girl child retention 97 [29%] agreed that domestic chores influenced girl child retention, 85 [25.4%] of the respondents were undecided, while a total of 73 [22.2%] of the respondents disagreed and 0 [0%] strongly disagreed that domestic chores had influence on girl child retention. These findings reveal that domestic chores have a strong influence on girl child retention hence

students who engage in domestic chores at the expense of school work end up dropping out due to fatigue and chronicle lateness to school.

Table 15 : Domestic chores and girl child retention.

Perception	Frequency	Percentage
Strongly agree	77	23.4
Agree	97	29
Un-decided	85	25.4
Disagree	73	22.2
Strongly disagree	0	0
Total	331	100

4.3.6 Class with highest drop-out rate

An item was included in the teachers' questionnaire which sought for drop out of female students according to the classes in central division. Table 17 represents this information.

Drop-out according to Classes	Frequency	Percentage
Form 1	5	10%
Form 2	31	60%
Form 3	9	20%
Form 4	5	10%
Total	50	100%

Table 16 : Class with the Highest Number of Drop out by Female Students

The study revealed that form 2 class registered the highest number of female students dropping out of school which was 31 [60%], form 3 was 9 [20%], and form 1 and 4 registered 5 [10%] which was the least. Wanyoike (2003) pointed out that peer group pressure led to devastating results among the youth. Form 2 class is the peak of adolescence which was characterized by peer pressure hence constituted the class with the highest drop-out rates.

4.3.7 Year with highest drop-out rate

An item was included in the class teachers' questionnaire which sought for drop out of female students according to years in Central division. Table 18 presents this information.

Drop-out of female students in years	Frequency	Percentage
2013	11	22%
2012	13	23%
2011	15	24%
2010	10	17%

Table 17 : Comparison of Female Students' Drop out from School for five years

The study revealed that the year 2011 registered the highest number of female students dropping out from school which was 15 [24%]. The other years were; 2012 registered 13 [23%], 2013 was 11 [22%], 2010 was 10 [17%]. The study

revealed that more female students dropped out of schools in 2011 and even if the dropout rate seemed to be dropping in 2012 which was 11 [22%] it was still high compared to 2010.

4.4 Ways of enhancing retention of female students in school.

The study sought to establish possible ways of enhancing retention of female students in secondary school. All the respondents suggested various ways of enhancing retention of female students in school. Table 19 presents information on the various ways of enhancing retention of female students in secondary schools.

Ways of enhancing retention of female students in school	Frequency	Percentage
Guidance & counseling	261	65%
Bursary for needy Girls	79	20%
Encourage girls to re-enroll back after delivery	20	5%
Stop FGM	20	5%
Community sensitization of importance of girl child education	20	5%
Total	400	100%

Table 18: Measures to Curb Drop out of Female Students in School

The study revealed that 261 [65%] of the respondents suggested enhancing guidance and counseling in schools, 79 [20%] suggested provision of

bursary to needy girls. Other suggested ways included: community sensitization on the importance of girl child education 20 [5%], stop FGM 20 [5%] , encourage girls to enroll back to school after delivery 20 [5%] and parents need to guide and give proper monitoring of their girls. Bingeon (2005) recommended the need to change behaviour patterns which involved significant cultural changes in order to curb girls' retention. Fatuma and Sifuna (2006) recommended the curriculum to address the need of girls who act the role of mothers and the gendered thinking in education material of practice. Moreover recommendations on girls to enrol back to school and provision of bursary to needy girls are also contained in Gender Policies (MOE, 2008). The challenge is proper implementation of gender policies in education system and proper allocation and award of bursaries to the needy girls. Guidance and counseling 261 [65%] Bursary for needy girls 5 [20%] Encourage girls to re - enroll back after delivery.

CHAPTER FIVE

SUMMARY CONCLUSIONS, RECOMMENDATIONS AND SUGGESTIONS FOR FURTHER RESEARCH.

5.1 Introduction

This chapter covers summary of the document and conclusions drawn from the study

5.2 Summary of the major findings

5.2.1 FGM influence on girl child retention

The findings of this study imply that despite the fact that FGM is illegal in Kenya, it is still practiced among the Kalenjin community and has negative effect on retention of the girls in school. 320 [96.15%] of the respondents strongly agreed that FGM is practiced and hinders the girl child from completion of secondary education. School girls who underwent FGM recorded low numbers in retention after undergoing FGM as compared to those who had not undergone it. This is because after initiation the girls were considered as adults and had no business being in school.

5.3.2 Influence of Early marriage on girl child retention in school.

Early marriages means or cohabitation with a child or any arrangement made for such marriage or cohabitation (National Council for children's services, NCCS, 2007). This practice affect girl child in numerous ways, this study found out that child brides are common in Trans Nzoia west District. 245 [73.3%] of the respondents strongly agreed that the child bride is denied the love

and care of her family. The girl child in this situation is exposed to trauma causing sexual experiences and also after the break up with the child brides ends up as destitute: Cultural and religious belief that girls are supposed to stay at home to be married off at an early age as some parents feel that when girls go to schools, their moral fabrics may decay, this results in low retention.

5.3.3 Peer pressure and girl child retention in school.

This research findings show that peer relationships is a significant contributor to drop out of female students from school, 273 [81.6%]of the respondents strongly agreed. Studies on early risk behaviours in school setting show that aggressive behaviour in boys and learning difficulties in girls are the primary causes of poor peer relationships. Lack of motivation and role models since there are few educated ladies as pointed out by (Otieno, 2006) who sighted Lack of teachers and teacher absenteeism as source of de-motivation to the learners.

5.3.4 Parental attitude on girl child retention in school

In this community, girls are socialized to know that their brothers' education is much more important than theirs and they are ready to drop-out of school for the sake of their brothers;293 [86.8%] of the respondents strongly agreed. The research further observed that the boys and girls are received differently at birth thus attaching diverse value to them. Boys are valued to be superior to girls and hence even in education they are given a priority in this societies. The study reported that some girls have misconception and get poor advice from parents that they will get husbands who will take care of them

even without going through secondary education. High Poverty levels in most homes and lack of freedom for girl-child for self expression as well as lack of medium of information dissemination like television sets to acquire knowledge was cited by the respondents. The study finally revealed that free secondary education not covering all the areas and lack of information by some parents on the existence of subsidized secondary education.

5.3.5 Domestic chores and girl child retention in school

In this community, girls have continuously been involved in doing household chores and other types of Child labour as opposed to being in school 77 [23.4%] of the respondents strongly agreed, girl-child education is elusive despite the introduction of subsidized secondary education. This household chores take away valuable school time and this girls eventually drop out of school.

5.4 Conclusion

It was therefore concluded that girl child retention in central Division is influenced by all the factors mentioned. All these factors must be put in consideration when implementing initiative of addressing girl child retention. Educationists and the community at large should strive to reduce the impact of these factors if they desire the Division to improve the girl child retention.

5.5 Recommendations

In the view of the above findings, the following recommendations were made to help school girls in the Central Division District.

- A sensitization programme to be implemented to change the attitude of those practicing FGM so as to stop it.
- School girls who have undergone FGM should undergo intensive guiding and counseling to enable them concentrate on their studies so as to perform well academically.
- Parental attitude towards girl child education should change and not to be seen as if it's a waste of money to educate girl child. Parents should provide adequate study time to the students as opposed to domestic chores.
- Also teachers and parents should strive to encourage the girls by telling them the value of education so as not to be affected by negative peer pressure. Educating the community on the importance of education by giving them free education to minimize the discouragement by parents and look for mechanism of discouraging early marriages by employing strict measures against any man who marries a girl below the age of 18 year.
- Motivating top performers by awarding scholarships, employments after O level of education. it was established that sex education and national awareness and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels.

- Develop technical capacity of teachers and schools to create a girl-friendly environment that enables the participation of girls and improve their learning out come.
- Providing an integrated program which caters both religious and secular needs of the parent of the child in order to change the attitude of the parents, give incentives to best performing girls in order to encourage and attract more girls to enrol in schools.

5.6 Suggestions for Further Studies

- (i) There is need to carry out studies on low retention of female students in primary schools so as to find out whether similar challenges exists.
- (ii) A study should be carried out to find challenges facing parent - girls who enrol back to school.
- (iii) A study should be carried out to find out how female students in secondary school respond to guidance and counseling.

5.6 Contribution to the body of knowledge

Objectives	Contributions
1. To establish how FGM influence girl child retention in public secondary schools.	<ul style="list-style-type: none"> • The study found out School girls who have undergone FGM should undergo intensive guiding and counseling to enable them concentrate on their studies so as to perform well academically and that a sensitization programme to be implemented to change the attitude of those practicing FGM so as to stop it.

<p>2. To establish the extent to which Early marriage influence girl child retention in public secondary schools.</p> <p>3. To examine how local peer pressure influences girl child retention in public secondary schools.</p> <p>4. To determine to what extend parental attitude influences</p>	<ul style="list-style-type: none"> • The study noted that Motivating top performers by awarding scholarships, employments after O level of education could curb early marriages. it was established that sex education and national awareness and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels and to minimize the discouragement by parents and look for mechanism of discouraging early marriages by employing strict measures against any man who marries a girl below the age of 18 year. • The study established that teachers and parents should strive to encourage the girls by telling them the value of education so as not to be affected by negative peer pressure. Educating the community on the importance of education by giving them free education. • The study established that Providing an integrated program which caters
--	---

<p>girl child retention in public secondary schools.</p> <p>5. To establish how domestic chores attitude influences girl child retention in public secondary schools.</p>	<p>for both religious and secular needs of the parent of the child in order to change the attitude of the parents, give incentives to best performing girls in order to encourage and attract more girls to enrol in schools.</p> <ul style="list-style-type: none"> • The study established that Develop technical capacity of teachers and schools to create a girl-friendly environment that enables the participation of girls and improve their learning out come.
---	--

REFERENCES

- Abagi, O. (1992). Addressing the Gender Gap in Education in an Emerging Democratic Society of Kenya; A paper prepared for the workshop on democratic and democratization in Kenya. Nairobi: Department of foundation Kenyatta University.
- Abidha, N.N. (1998, August 27). Why Sciences are not Popular. East African Standard, pg 18.
- Battle, J., & Lewis, M. (2002). The increasing significance of class: The relative effects of race and socioeconomic status on academic achievement. *Journal of Poverty*,6(2),21.
- Adu, B. (2007, Vol 14). Escaping Poverty Through Education. Focus on Eastern Province. Teachers image magazine.
- Althaus, A. 1997. Female Circumcision. Rite of Passage or Violation of Rights. *International Family Planning Perspectives*. African journal of women health, Vol 23 No 3 September 1997, 130-133.
- Borg, W.R.S. & Gall, M.D. (2007). Education Research. An Introduction. 4th Edition. New York: Longman Publishers.
- Borg and Gall (2000). Developing a Diverse Student Population: USA: Erin Jayner Publishers.
- Brigeon, P. (2005, October). Schools Need to be a Safe Place For Girls. *EducationIn sight* magazine. Pg 14 col 2.
- Chiuri, L.W and Kiumi, J.K. Planning and Economics of Education. Ergerton University: Pangolin, 2005
- Cowell, R. N and Holsinger D. B (2000). Positioning Secondary School Education in developing countries . Paris: UNESCO. IIEP.

- DEO, (2013). Trans Nzoia West District Schools Statistical Report. Unpublished report. Kenya: DEO's Office.
- Elizabeth B. R., Susan L. D, and Suman A. R. (2003) Preventing Drug Use among Children and Adolescents: A Research-Based Guide for Parents, Educators, and Community Leaders, Second Edition. New York: United States of America; National Institute on Drug Abuse.
- Engelhart, M.D (1972). Methods of Educational Research. Chicago: Rand McNally.
- Eshiwani, G.S. (1985). The Education of Women in Kenya Bureau of Education Research. Nairobi: Kenyatta University College
- Fant, E. K. (2008), Education and Girl-Child Empowerment: The Case of Bunkpurugu/ Yunyoo District in Northern Ghana
- Frempong, E. (2011), Factors contributing to poor performance of students in the Basic education certificate examination in selected public junior high schools in effutu municipality. Master's thesis from University of Education,
- Fatuma, N.C. & Sifuna, D.N. (2006). Girls and Women's Education in Kenya. Gender perspectives and trends. Nairobi: UNESCO.
- FAWE, (2004). Review of National Education Policies and Plans for Potential for Scaling up Good Practices in Girl's Education. Nairobi: FAWE.
- Gay, L.R. (1992). Educational Research: Competences for Analysis and Application. New York: Macmillan Publishing Co.

- Kothari, C.R. (2007). *Research Methodology: Methods and Techniques*. New Delhi: Willey Eastern Ltd
- Kerlinger, F. (2007). *Foundation of Behavioral Research: Education and Psychological Inquiry*. New York.
- Kombo, K. D. and Tromp, A. L. (2006). *Proposal and Thesis Writing: An Introduction*, Pauline Publications' Africa, Nairobi.
- Konthari , C. R. (2004). *Research Methodology, Methods and Techniques* New Delhi: New Age International Limited.
- Lewis, M. A and Lockheed M. E (2006). *Social Exclusion and Girls Education*. D.C : Center for Global Development.`
- Lloyd, C.B., Mensc ,B.S. & Clarke W.Y. (2000) .Effect of primary school quality on school dropout among Kenyan girls and boys. *Comparative education review*, 44, 113-147.
- Martin, K. & Acuna, C. (2002). *SPSS for Institutional Researchers*. Bucknell Lewisburg, Pennsylvania: University Press.
- Mbani, M.O. (2008). *Factors Contributing to Drop out Among Female Students From Secondary Schools in Awendo Division*. Unpublished M.Ed Thesis. Nairobi: University of Nairobi.
- Mazera, N. (2009, November 3). *Alarm over High School Drop out Rates*. January 14 2010Kenya: allafrica.com/20091103158.html.
- Mugenda, O.M. & Mugenda, A.G. (1999). *Research Methods: Quantitative and Qualitative Approaches*. Nairobi: ACTS Press.

- Murugi, E. (2008, June 8). One Million Children Not Attending School. A Speech Delivered at Children's Voice Conference at St. Andrews Church. Unpublished Report. Nairobi: Daily Nation pg 5 col 3.
- Mutumbai, B. (2005, October). A Case Study on Teenage Pregnancy. School times.Educational Insight Magazine pg 42.
- MOE, (2007). Gender Policy in Education. Nairobi: Government Printer.
- MOE, (2008). Guidelines on Implementation of Free Secondary Education. Unpublished Report. Nairobi: Ministry Of Education.
- MOEST, (2001). Management of the Primary and Secondary Education Curriculum. Nairobi: Unpublished Education Circular.
- MOEST, (2004). Curriculum Based Established For Secondary Schools. Unpublished Education Circular. Nairobi: Ministry Of Education.
- MOEST, (2005). A Policy Framework for Education Training and Research. Sessional paper No. 1 of 2005. Nairobi: Government Printer.
- MOEST, (2005). Education Sector Report 2005. Nairobi: Government Printer.
- MOEST, (2005). Public Expenditure Review and Medium Term Expenditure Framework 2005 / 06 – 2007 /08: Delivering the economy recovery strategy priorities. Nairobi: Government Printer.
- Johnson A.(2000). The peer effect on Academic Achievement Among Public Elementary School Students, Heritage Foundation. New York, NY: Plenum Press.
- Menge, A.V. B. (2010). Effects of socialization with regard to gender roles on student Academic achievement in secondary schools in Kisii Central district Kenya.

- Mugenda, O.M. and A.G. Mugenda, (2003). Research methods: Quantitative and Qualitative Approaches. Acts Press, Nairobi. Acts Press.
- Mturi, A. J. & Henniker, (2005). Culture health and sexuality .7 (2).29-143.
- Mwendwa, J., Munene J. & For Ice berg Africa (2008).Commonwealth Fund Kenya (CERFK).
- Mwiti G.K: 2006. Child Abuse Detection, Prevention and Counseling,Nairobi: Evangel Publishing House.
- NCCS (2007). Training resource manual for Area Advisory Councils, Nairobi: NCCS
- Ndiritu, A. W. (1999). A study of factors which influences performance in KCSE in selected public schools in Nairobi and Central provinces in Kenya. University of Nairobi: unpublished Masters of education thesis
- Nyatuka B. O. & Nasongo, J.W.,(2010) Effects of socialization with regard to gender roles on Students' academic achievement in Secondary Schools in Kisii
- National Education News brief, (2006, Sept 11). Girls Drop out of School due to Pregnancy. Daily Nation, pg 20, col 2.
- Ngweno, H.B. (1994). The Cost of Wastage in African Education System. Keynote address presented in the forum for African Women Education (FAWE).
- Njau, R. & Wamahu, S.P. (1994). School Drop out and Adolescent Pregnancy.
- Obura, A. (1991). Charging Images Portrayal of Girls and Women in Kenya textbooks. Nairobi: Act press.

- Okumu, B. (1995). *The Situation of the Female Child. A case study of Nairobi.*
Nairobi: ANPPCAN.
- Orodho, J.A. (2004). *Element of Education and Social Science Research Methods.* Nairobi: Masola Publishers.
- Peter, C. B. (1996). *A guide to Academic Writing.* Eldoret, Kenya: Zaft chancery.
- Psacharopoulous, G. & Woodhall, M. (1997). *Education for Development; an Analysis of Investment Choices.* Washington: World Bank.
- Republic of Kenya, (1989). *Totally Integrated Quality Education and Training.*
- Republic of Kenya, (2002). *Kenya 1999 Population and Housing Census.*
- Analytical Report on Education (Voll vii).* Nairobi: Government printer.
- Republic of Kenya, (2003, October 14). *In Search of Remedy to Secondary School Dropout Pandemic in Kenya.* January 14 2010.
[wikieductor.org/images/c/c6/role – 0](http://wikieductor.org/images/c/c6/role-0)
- Republic of Kenya, (2007). *Ministry of Education Strategic Plan 2006 – 2011.*
Nairobi: Government printer.
- UNESCO, (1998). *Wasted Opportunities: When Schools Fail. Education for all status.* New York: Oxford University Press.
- UNESCO, (2002). *Women Basic Education, Community Health and Sustainance Development. Monograph of papers presented at a strategic planning Workshop.* Nairobi: University of Nairobi.
- UNESCO, (2003). *Gender Education for all. The leap to equality.* Paris: UNESCO.

- UNESCO, (2005). Give Everyone a Chance to Learn, Education for all. Nairobi: UNESCO.
- Wamahiu, S.P. (1997). The Empowerment of Women Through Functional Literacy and the Education of the Girl Child. A report of the African conference on the Empowerment of women through functional literacy and education of the girl child. Kampala: UNICEF ESARP.
- Wamahiu, S.P. Opondo,J. & Nyagah, G.N. (1992). Educational Situation of the Kenya Girl Child. Nairobi: UNICEF & ERNIKE.
- Wanjiru, N. (2007). Factors Contributing to School Drop out in Mombasa District Kenya. Unpublished M. Ed Thesis. Nairobi: University of Nairobi.
- Wanyoike, W. (2003). Understanding Youth and Family From a Christian Perspective. Nyeri, Kenya: Wilson Wanyoike publisher.
- Wrigley, J. (1995). Education and Gender Equality. London: The palmer press.
- World Bank, (1996). Technical Paper No. 303. Washington DC, U.S: World Bank.

APPENDICES

APPENDIX A: INTRODUCTORY LETTER

**University of Nairobi,
College of Education & External Studies,
Department Of Extra Mural Studies,
Private Bag,
Nairobi**

Dear Sir/Madam,

I am a student of The University of Nairobi undertaking a research project on the socio-cultural determinants of retention of the girl child in public students in public secondary schools in Central Division, Trans-Nzoia West District, Trans – Nzoia County. You have been selected to participate in this study.

I therefore seek your permission to be allowed to visit your school and collect the necessary information. The information collected will be treated with outmost confidentiality and it will be used for educational research only.

Your participation in the study will be highly appreciated.

Thank you in advance.

Constance Sabina Mukhisa

APPENDIX B: INTERVIEW SCHEDULE FOR THE HEAD TEACHER

Introduction

The purpose of this interview schedule is to collect data on the socio-cultural determinants of enrolment and retention of the girl child in public students in public secondary schools in Central Division, Trans-Nzoia West District, and Trans – Nzoia County. Your school has been sampled to take part in the survey.

Instructions

- a) This is not a test but an attempt to understand problems connected with students' low retention in secondary schools
- b) Any information you give will be treated with confidentiality
- c) Kindly answer all the questions

SECTION A: Background Information

1. What is your Gender? (Male/ Female)
2. For how long have you performed your duties as the Head teacher of this school? (years)

SECTION B: Issues related to enrolment and retention of female students

1. What is the percentage of students that enrol in your school and register for KCSE within 4 years?
2. What do you think is the reason for the status indicated above?
3. What are some of the reasons why female students in your school absent from school?
4. Other than school fees what other money are students required to pay per year?

5. Is the guidance and counselling department in your school active?
6. In your own opinion what can be done to enhance completion rates of female students?

Thank You

APPENDIX C: QUESTIONNAIRE FOR FORM FOUR CLASS

TEACHERS

The purpose of this questionnaire is to collect data on the socio-cultural determinants of retention of the girl child in public secondary schools in Central Division, Trans-Nzoia West District, Trans – Nzoia County. Your school has been sampled to take part in the survey.

Introductions

- a. Please do not write your name on the questionnaire
- b. The information you will give will be treated with confidentiality
- c. Indicate your choice by a tick (✓)
- d. Kindly answer all the questions

SECTIONS A: Background Information

1. Please indicate your gender? Male Female
2. Four how long have you taught since you left college/University? (in years)
a) 1-5 b) 6- 10 c) 11- 15 d) 16 and
above
3. For how long have you taught in this school? (in years)
a) 1 – 5 b) 6 – 10 c) 11- 15 d) 16 and
above
4. For how long have you performed the duties of a class teacher?.....
years.

SECTION B: Issue related to students drop outs from secondary school

5. How many female students were admitted in your class in form one?
6. How many of the original number of female students admitted in form one are currently in form four?
7. How many female students are currently in form four class?
8. If the number of students is less, what caused the difference? (Tick (√) appropriate reason)

a) Transfer to other schools

b) Repetition

c) Drop out

d)Others

specify_____

9. How do you compare the drop out of female students from your class for the last three years?

Year	Number
2010	
2012	
2013	

10. What are some of the factors that made female students drop out of school?

(You can tick more than one factor)

a) Underwent FGM

b) Family attitude and beliefs

c) Early marriage

d) Peer pressure

e) Any other specify

11. In your own option what measures can be taken to enhance retention of female students in school

a) _____

b) _____

Thank you very much.

APPENDIX 3: STUDENTS' QUESTIONNAIRE

The purpose of this questionnaire is to collect data on the socio-cultural determinants of retention of the girl child in public secondary schools in Central Division, Trans-Nzoia West District, Trans – Nzoia County. Your school has been sampled to take part in the survey. Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper. Please tick (√) on the appropriate choice(s) which you think is the answer(S) or more correct response(s) to the questionnaire.

Section A: Personal data

1. The type of your school

County District

2. Category of your school

Girls Mixed day Mixed day and boarding

Indicate your feeling about each of the statement by ticking (√) on any of the options SA-Strongly Agree, A-Agree, U-undecided, D-Disagree

Section B: Cultural practices and girl child retention

	Statement	SA	A	U	D	SD
1.	Female genital mutilation affect performance of girls					
2.	Early marriages affect girls performance					
3.	Negative attitude towards girls education affect girls performance					
4.	“we undergo a lot of pain during FGM thereby missing class for a long time”					

Section C: Information on domestic chores and girl child retention

	Statement	SA	A	U	D	SD
1.	Domestic chores make girl students have no time for study					
2.	Domestic chores affect concentration of girls					
3.	Domestic chores make students tired					
4.	“we are given too much work at home. This denies us study time besides leaving us fatigued”					

Section D: Information on parental attitude and girl child retention.

	Statement	SA	A	U	D	SD
1.	parental attitude make girls tired					
2.	parental attitude affect punctuality of girls					
3.	parental attitude affect concentration of girls					
4.	“our parents delay/ do not pay school fees hence we are often at home for fees instead of being in class”					
5.	‘our parents deliberately refuse to provide us with sanitary towels keeping us off class”					

Section E: Peer pressure influence girl child retention

	Statement	SA	A	U	D	SD
1.	Peer pressure cause absenteeism among girls					
2.	Peer pressure affect discipline among girls					
3.	Peer pressure affect general academic performance of girls					

Section F: status of the girls

1. How many children are you in the family?

(a) How many of your brothers and sisters have gone to schools?

Brothers

Sisters

(b) If none give reasons

(b) Out of your brothers and sisters how many completed form four?

(c) Out of these how many have been affected by cultural practices such as FGM?

If they are affected by other cultural practices specify?

4. In your opinion what needs to be done to improve girls retention by:-

The girls.....

The parents.....

The school.....

The community.....

The government

Thank You

End

**APPENDIX E: TABLE FOR DETERMINING SAMPLE SIZE FROM A
GIVEN POPULATION**

N	S	N	S	N	S
10	10	220	140	1200	291
15	14	230	144	1300	297
20	19	240	148	1400	302
25	24	250	152	1500	306
30	28	260	155	1600	310
35	32	270	159	1700	313
40	36	280	162	1800	317
45	40	290	165	1900	320
50	44	300	169	2000	322
55	48	320	175	2200	327
60	52	340	181	2400	331
65	56	360	186	2600	335
70	59	380	191	2800	338
75	63	400	196	3000	341
80	66	420	201	3500	346
85	70	440	205	4000	351
90	73	460	210	4500	354
95	76	480	214	5000	357
100	80	500	217	6000	361
110	86	550	226	7000	364
120	92	600	234	8000	367
130	97	650	242	9000	368
140	103	700	248	10000	370
150	108	750	254	15000	375
160	113	800	260	20000	377
170	118	850	265	30000	379
180	123	900	269	40000	380
190	127	950	274	50000	381
200	132	1000	278	75000	382
210	136	1100	285	100000	384

Note. — N is population size. S is sample size.

(Source of table: Robert V. Krejcie & Daryle W. Morgan)