

**PARENTS' CHARACTERISTICS AND THEIR EFFECTS ON RETENTION OF GIRLS
IN EARLY CHILDHOOD DEVELOPMENT CENTRES IN TARBAJ DIVISION, WAJIR
EAST DISTRICT, KENYA**

BY

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**A THESIS SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS
FOR THE DEGREE OF MASTER OF EDUCATION IN EARLY CHILDHOOD IN THE
DEPARTMENT OF EDUCATIONAL COMMUNICATION AND TECHNOLOGY
UNIVERSITY OF NAIROBI**

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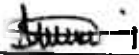
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DECLARATION

This thesis is my original work and has not been presented for examination in any other university.



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This thesis has been submitted for examination with the approval of university supervisors.



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DEDICATION

This work is dedicated to my late father Mr. Abdi Kontoma, my loving mother Adey Abdirahman, my beloved husband Mr. Osman G. Yusuf, my sons Ayub, Anwar, Aweis, and my daughters Amran and Arfa, May this thesis serve as an inspiration to them.

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ABBREVIATIONS AND ACRONYMS

ASAL	-	Arid and Semi-Arid Lands
DICECE	-	District Centres for Early Childhood Education
ECD	-	Early Childhood Development
FAWE	-	Forum for African Women Educationalist
FGM	-	Female Genital Mutilation
EFA	-	Education For All
FPE	-	Free Primary Education
GER	-	Gross Enrolment Rate
KIE	-	Kenya Institute of Education
KNEC	-	Kenya National Examination Council
MOE	-	Ministry of Education
NAEYC	-	National Association for the Education of Young Children
NGOs	-	Non Government Organization
UNESCO	-	United Nations Educational Scientific and Cultural Organization
UNICEF	-	United Nations Children Emergency Fund
UPE	-	Universal Primary Education

ABSTRACT

The purpose of this study was to investigate the parents' characteristics and their effects on retention of girls in Early childhood Development centres in Tarbaj Division, Wajir East District. The study adopted *expost facto* design. All the Early childhood development teachers, the assistant chiefs and the zonal quality assurance standards officer were included in the study. Simple random sampling was used to select parents who retained their daughters in school and convenience sampling was used to select parents and their daughters who were not retained in school. The study used questionnaires, focused group discussions, interview schedules, and documentary analysis forms for data collection. Data was analyzed and presented in form of tables, frequencies and percentages. Findings revealed that parents who were educated valued and encouraged their daughters to continue with Preschool and lower primary education. The main economic activity of parents whose daughters had dropped out of school was nomadic pastoralist. Poverty was a major hindrance to girls' retention in schools. Parents who had many children in the family opted to withdraw their daughters from schools in favour of boys and that 55% (n=10) of the parents who did not retain their daughters in schools were in single parent families. In addition parents who retained their daughters in schools were in joined married families. The study concluded that illiterate parents' and those in single family structure denied girls their right to education. Parents who could not afford withdrew girls from schools. Parents' who hold negative attitudes towards girls' education discriminated against the girls. The researcher recommended that the government should give parents education on the importance of retention of girls in school and provide adequate mobile schools in Tarbaj division to enhance retention of girls. The government should also give financial support to the needy girls and programmes of adult education by government to be rolled out in Wajir District to aid in enhancing attitudinal change among illiterate and ignorant parents in favour of girl child education. The researcher suggested that a similar study be done in a wider area say, a province for the generalization of the findings. A similar study could also be carried out in another district with similar characteristics with Wajir to compare findings.

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CHAPTER ONE

INTRODUCTION

1.1 Background to the Study

According to the United Nations Universal Declaration of Human Rights; adopted and proclaimed by General Assembly resolution 217 A (III) of 10 December 1948, everyone has the right to education. The Declaration proclaims that education shall be free, at least in the elementary and fundamental stages. In addition elementary education shall be compulsory. The United Nations (1989) Convention on the Rights of the Child, declares that States Parties should recognize the right of the child to education, and with a view to achieving this right progressively and on the basis of equal opportunity, they shall, in particular make primary education compulsory and available free to all and take measures to encourage regular attendance at schools and the reduction of drop-out rates.

The provision of education is one of the most fundamental undertakings of any government in the world (United Nations, 1989). Education has been recognized as a central element in social and economic development. Education is a form of investment in human capital which yields economic benefits by increasing the productive capacity of its people (Woodhall, 1970).

Education develops skills, raises aspirations, facilitates good planning, and is associated with high private and social returns particularly for women (Abagi, 1994). In spite of efforts made globally to achieve the goal of Education for All, promoting female education remains one of the major challenges facing many nations and especially the developing ones like Kenya.

Since the attainment of independence, the government and people of Kenya have remained committed to the promotion of education for all citizens based on the firm belief that education is the vehicle for socio-economic transformation (Kabiru and Njenga, 2001). Kenya being a signatory to the UN declaration has gone far to make Primary Education Free and compulsory. It is noted that at independence, the Ominde Commission stressed the need for education to promote social equity. In 1976, the Gachathi Committee emphasized the need or promotion of girls' education as crucial in enhancing the pace of socio-economic development (Republic of Kenya, 1964, 1976). Kenya is one of the sub-Saharan countries in which promoting female education has been given some consideration (Asembo, 2003).

The government and other partners in education development are committed to access education to Kenyans. Stakeholders are looking for viable cost effective and sustainable strategies, which would enhance the development of education in the country (Abagi, 1997). Education provides foundation for alleviating poverty and improving socio-economic development.

The benefit of education is well established as it raises the quality of life, improves health and increases productivity to market and non market work (FAWE, 1995). It has been noted that education is a prime mover of social, political, and economic growth of a country in general and of families in particular (Mutua and Namaswa, 1992). Despite the benefits resulting from female education, most developing countries are still at the level of analyzing their situations and trying to develop programmes which address the problems of improving female education (World Bank, 1993).

Education empowers women to bring about necessary changes such as smaller, healthier families (Wamahui, 1996). Educating girls and women is an important step in overcoming poverty. Inequality and poverty are not inevitable. Providing women with education improves nutritional values, hygiene and management of households (World Bank, 1998).

Female education therefore leads to improved health and education, reduced infant mortality, higher earnings, reduced fertility rate and improved quality of life for families, communities and nations. The focus on poverty reduction enables the right to education to be a powerful tool in making a change in lives of girls and women. Poverty has been universally affirmed as a key obstacle to the enjoyment of human rights and it has a visible gender profile. The main reason for this is the fact that poverty results from violations of human rights including the right to education which disproportionately affects girls and women (King and Hill, 1993). Various grounds of discrimination combine, trapping girls in a vicious downward cycle of denied rights. Denial of the rights to education leads to exclusion from the labour market and marginalization into the informal sector or unpaid work. This perpetuates and increases women poverty (Tomasveki, 2003).

The persistent school drop out coupled with poorer performance of girls in education compared to boys, however, remains a challenge. FAWE (2000) has declared high drop-out of girls in sub-Saharan African as a major challenge facing the country. In Kenya, it is estimated that 8000 girls drop out of school annually at the rate of 21 girls per day. (Wangugi and Ndubi, Daily Nation, March 9th 2001).

Early Childhood Education has been given priority in Kenya basing on its importance. It has been noted that children who enroll in ECDE are more likely to transit to primary schools than those who do not. Children who start their schooling by attending ECDE tend to be more confident during their early days in primary schools than those who do not (Kabiru and Njenga, 2001). ECDE also provides a strong foundation for the children's cognitive, psychosocial, emotional, moral, spiritual and physical needs and enhances their readiness for formal learning in primary schools. These children are therefore able to transit with much more ease to primary schools (Kabiru and Njenga, 2001).

The greatest expansion in Early Childhood programme came shortly after Kenya's independence in 1963, in response to the late President Jomo Kenyatta's call for Harambee ("pulling together"), which promoted community participation for accelerated education development (Kabiru, 1993). The motto of Harambee has been evident ever since in the development of many self-help projects, including community-funded, community-built preschools and other services (Kabiru and Njenga, 2001).

Such community-supported preschools still far outnumber those built by the government or donors. Approximately 80 percent of Kenyan preschools are run by local communities. Preschool teachers are not hired through the Kenyan government, as are primary school teachers, although their training is facilitated by the District Centers for Early Childhood Education (DICECE) which are government-supported centers (Kabiru and Njenga, 2001).

Early Childhood Development (ECD) services have increased considerably in Kenya as a result

of changing family structures and lifestyles. The number of extended families continues to decrease, and more parents are working outside the home. Many households are headed by single parents, primarily mothers or grandmothers; one third of rural households are headed by women (Adams and Mburugu, 2004). These rural households, as well as those on agricultural plantations and in some urban areas, have the greatest need for alternative child care. Mothers are away from homes most of the day, often having no choice but to leave their children without adequate care (Njenga and Kabiru, 2001). Most parents in Kenya are interested in ECD services not only for the custodial aspects of child care, but also as preparation for their children in advance of primary education and for socialization (Adams and Mburugu, 2004).

Overall, Kenya stands out in the region as a success story in regard to early childhood education. If the pace is maintained and enhanced, then the new century will see half of the country's children aged between 0-5 getting access to pre-school education (Adams and Mburugu, 2004). These achievements notwithstanding, the sub-sector still faces challenges that require to be addressed. According to Nyamai (2009), Ministry of Education (Elimu News, Issue No 4 January – April 2009), the ECDE Investment Programme Manager, and this sub-sector is still faced with a number of challenges. These include:

- a) High poverty levels especially in rural areas and urban slum mean that few families can afford to take their children to ECDE centres. This in effect leads to disparities in terms of proper introduction to learning and a good start in life.
- b) At the same time, most children from vulnerable families bypass ECDE and progress directly to primary schools where they enjoy the benefits of Free Primary Education (FPE).

- c) Parents' attitudes towards ECDE are a major challenge that hinders the provision of quality services at ECDE level. They do not view it as education that they should pay for but instead as a programme where children go to grow up and wait for the time to join primary school. They, therefore, will pay fees for their children in other institutions while ECDE that depends on the fees parents pay, suffers.
- d) Many ECDE Centre Management Committees (CMC) lack basic management and financial skills necessary for effective and efficient service delivery.
- e) The climatic, social- cultural and economic diversities of our country present a challenge in Arid and Semi Arid-Areas (ASAL) and slum children are unable to access ECDE because of the long distances they have to cover to the centres. The nomadic lifestyles of the communities do not make it any better.

Parents play a very important role in the education of their children. Parental involvement have effects that include higher grades and test scores, increased homework completion, improved school attendance, more positive attitudes, fewer discipline problems, increased high school completion rates, decreased drop out rates (Henderson and Berla, 1994).

Affluent parents tend to be involved in school more often and in positive ways, whereas economically distressed parents have limited contact with schools, and usually in situations dealing with students' achievement or behavior. Schools that work on building relationships with all parents, however, can equalize the involvement of all socioeconomic groups (Epstein and Sanders, 2000).

When parents participate in their children's schooling, students may experience more academic and social success. Parents who are informed and involved in their children's school can positively impact their children's attitude and performance. Further more parents' awareness and interest in their children's learning and school activities, models for their children the importance of school, which may lead to positive behaviors (Epstein, 2001).

Single parents, employed parents, fathers and mothers who live far from the school, on average, are less involved in the school unless the school organizes opportunities that consider these parents' needs and circumstances. These patterns were generally observable among schools and could be overcome if schools developed programmes that included families that otherwise would not become involved on their own (Epstein, 2001).

1.2 Statement of the Problem

Notable achievements have been made in the early childhood education sector in Kenya. These achievements have been largely attributed to the close partnership that exists between the government, parents, donors and communities (Kabiru and Njenga, 2001). However, there are disparities in retention especially in terms of regions, with the marginal areas in the northern frontiers of the country registering low retention rates compared to other areas. Despite the achievements that have been made in the early education sector in Kenya, Tarbaj Division in Wajir East District has been recording low retention of girls from early childhood education to lower primary and to upper primary school levels (Statistics, DEO, Wajir District 2006).

The enrolments in the Early Childhood Education (ECE) centres and in primary schools have been rising especially with the introduction of Free Primary Education (FPE) in 2003. The

ECDE enrolment rose from 1.53 million pupils in 2003 to 1.72 million in 2008, an increase of 9.9 percent. Table 1.1 shows the pre-primary schools enrolment by province, 2003 -2008.

Table 1.1 Pre-Primary Schools Enrolment by Province, 2003- 2008

PROVINCE	2003	2004	2005	2006	2007	2008
Coast	108,943	145,317	152,656	155,090	156,830	159,534
Central	138,854	142,271	141,558	144,024	145,639	148,150
Eastern	230,646	230,625	228,360	231,975	234,577	238,621
Nairobi	261,621	276,094	282,959	288,886	292,126	297,162
Rift Valley	410,400	419,553	443,068	450,667	455,721	463,577
Western	181,317	167,204	148,364	150,904	152,597	155,228
Nyanza	195,073	226,359	227,209	230,998	233,588	237,614
North Eastern	11,214	19,297	19,470	19,792	20,014	20,359
Total	1,538,069	1,626,720	1,643,646	1,672,336	1,691,093	1,720,245

Source: EMIS, Ministry of Education (2009)

The implementation of Free Primary Education programme resulted to a significant increase in enrolment (20 percent) in primary education, from 6.0 million in 2002 to 7.2 million pupils in 2003. Since 2003, the enrolment has further increased to 8.6 million as at 2008, an increase of 23.3 percent. Table 1.2 shows the primary schools' enrolment by province, 2002- 2008.

Table 1.2 Primary Schools Enrolment by Province, 2003- 2008

PROVINCE	2003		2004		2005		2006		2007		2008	
	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls	Boys	Girls
Coast	264,473	222,156	300,058	255,955	312,432	273,111	316,710	283,331	336,721	306,635	340,130	318,731
Central	457,287	447,482	461,382	449,424	461,122	442,516	447,090	435,339	450,203	438,033	462,774	448,566
Eastern	663,717	646,090	698,091	673,593	704,135	675,774	698,718	679,492	743,013	737,616	778,156	760,629
Nairobi	109,141	108,026	115,097	114,155	118,985	118,872	117,085	117,734	159,722	159,278	151,883	154,421
Rift Valley	917,243	862,546	951,241	882,750	1,007,356	943,878	1,025,745	972,532	1,123,402	1,061,650	1,120,340	1,071,001
Western	532,248	522,446	562,911	540,531	574,739	569,233	560,419	562,138	641,787	631,724	665,287	668,353
Nyanza	685,647	654,247	685,331	636,569	682,982	641,257	677,004	657,592	738,926	702,809	765,145	743,119
North Eastern	44,642	22,131	47,726	22,232	50,647	25,469	53,806	27,376	64,842	33,787	74,994	40,294
Total	3,674,398	3,485,124	3,821,837	3,575,209	3,912,399	3,690,112	3,896,578	3,735,535	4,258,616	4,071,532	4,358,709	4,205,113
Grand Total	7,159,522		7,397,046		7,602,511		7,632,113		8,330,148		8,563,821	

Source: EMIS, Ministry of Education 2009

According to Table 1.2, all the eight provinces in Kenya had been recording increasing enrolments from 2003. However, it was not clear on the number of these children who enrolled in preschool and retained to standard eight. The study addressed the retention of pupils from pre-school to standard three with special emphasis on the causes of the declining retention rates. More specific, the study investigated the parents' characteristics and retention of girls in ECD centres in Tarbaj Division in Wajir East District.

A case study carried out by DEO, Wajir (2006) in Tarbaj Primary showed the enrolment trend of the 2005 standard eight class. According to the study, Tarbaj Primary School had 10 boys and 11 girls, a total of 21 pupils, in standard one in 1998. In 2005, there was only one girl in standard eight of the same class showing only 10% completion rate for girls.

At Waberi primary school, one of the schools in Wajir town, the 1998 standard one cohort of 100 boys and 55 girls had 78 boys and 42 girls at class eight in 2005 showing a 22.5% drop out rate of girls. The completion rate for boys and girls were 78% and 76% respectively. Comparatively, the retention of pupils in schools in urban centres was higher than those in rural areas. Since the introduction of Free Primary Education in 2003, there has been a positive impact on enrolment in schools. However in Tarbaj Division, the retention rate especially that of girls had been declining. Table 1.3 shows the retention of the 2007 cohort from pre primary to standard two.

**Table 1.3 Retention of the 2007 Cohort from Pre Primary to Standard Two in
Tarbaj Division**

	ECD CENTRE	Pre -school -2007			Std one -2008			Std two 2009		
		Boys	Girls	Total	Boys	Girls	Total	Boys	Girls	Total
1	Qarsa primary	18	12	30	17	11	28	17	10	27
2	Katote primary	30	10	40	30	9	39	28	5	33
3	Konton primary	58	10	68	48	10	58	46	4	50
4	Haragal primary	69	25	94	65	5	70	64	5	69
5	Burmiyow primary	50	20	70	45	16	61	45	14	59
6	Tarbaj primary	72	44	116	68	40	108	68	7	75
7	Dambas primary	39	36	75	30	20	50	30	19	49
8	Sarman primary	18	17	35	16	14	30	16	14	30
9	Riba primary	17	25	42	15	15	30	15	15	30
10	Kutulo primary	54	45	99	45	42	87	42	17	69
11	Korof - Harar primary	20	15	35	20	14	34	20	12	32
12	Mansa primary	30	25	55	28	13	41	28	10	38
13	Dunto primary	26	15	41	24	5	29	24	2	26
14	Wajir - Bor primary	30	28	58	25	25	50	25	15	40
15	Dasheg primary	43	34	77	38	20	58	36	18	54
16	Arbaqeramso primary	35	22	57	32	20	52	31	15	46
17	Qajaja 1 primary	44	19	63	42	15	67	40	12	52
18	Wargadud primary	21	12	33	21	10	31	18	8	26
19	Ogorale primary	27	18	45	26	14	40	22	10	32
20	Maadathe primary	26	18	44	22	10	30	20	7	27
21	Elben primary	12	18	30	12	9	21	12	4	16
22	Qejaja 11 primary	30	20	50	30	18	38	30	16	46
		769	488	1257	699	355	1052	677	229	930
Percentage Decline										
						27.3		11.96	53.07	

Source: DEO's Office, Wajir East -2010

According to the table, 92 boys (11.96 %) were not retained to standard two in 2009, while 259 (53%) of the girls in the same cohort were not retained to standard two meaning that only 46.92% were retained up to Standard two. This portrayed a serious situation which needed to be

investigated and the real causes of the situation revealed. Child Act (2001) makes it mandatory for every parent/guardian to take their children to school. Parents have a prior right to choose the kind of education that shall be given to their children (United Nations, 1948). This study addressed parents' characteristics since parents are a key force in what the children will be in future and especially children's participation in education.

1.3 Purpose of the Study

The purpose of the study was to investigate various parents' characteristics and establish how they affected the retention of girls in ECD centres in Tarbaj Division.

1.4 Objectives of the Study

The study was guided by the following objectives:

- i. To examine how parents' educational background affected the retention of girls in ECD centres in Tarbaj Division.
- ii. To establish the effects of the parents' attitude towards girls' education on retention of girls in ECD centres in Tarbaj Division.
- iii. To establish the effects of parents' economic status on retention of girls in ECD centres in Tarbaj Division.
- iv. To establish the effects of parents' family structure on retention of girls in ECD centres in Tarbaj Division

1.5 Research Questions

The study was guided by the following research questions:

- i. How do parents' educational backgrounds affect the retention of girls ECD centres in Tarbaj Division?
- ii. What are the effects of parents' attitudes towards the girls' education on the retention of girls in ECD centres in Tarbaj Division?
- iii. What are the effects of parents' economic status on the retention of girls in ECD centres in Tarbaj Division?
- iv. How do parents' family structure affecting the retention of girls in ECD centres in Tarbaj Division?

1.6 Significance of the Study

The findings of this study may be used as a basis to enlighten curriculum developers and trainers about the significance of parental involvement in children's education. These findings may become a basis for developing community mobilization curriculum packages for capacity building and trainings on the importance of parental involvement in children's education.

The findings of the study will be used as a basis for advocacy on the importance of educating the girl child by Ministry of Education and Non Governmental Organizations. The findings could be used by MOE and NGOs as guidelines to put measures and strategies in place to address retention of girls in schools.

1.7 Basic Assumption of the Study

The researcher assumed that there was some extent of parents involvement in children's education in ECD centres in Tarbaj Division.

1.8 Limitation of the Study

The study addressed the parents' characteristics affecting retention of ECD centres. However, there could be other factors affecting the retention of girls in ECD centres. Such characteristics could include the nature of the child such as low achievements in class or cultural practices which may hinder the parent from retaining the child in school.

1.9 Delimitations of the Study

The study was carried out in Tarbaj Division. The study investigated the parents' characteristics affecting the retention of the girls in pre-school up to standard three and not other levels. Different factors could be affecting the retention of girls at other levels of education.

1.10 Definition of Key Terms

ECD Centre - Refers to a centre or part of an education institution offering instructions to pre schoolers to standard three that is catering for learners aged 3 – 8 years.

Parents Characteristics- Refers to parents' educational background, parents' attitudes towards the girl child, parent's economic background and parent's family structure.

Retention -Refers to the ensuring that the child remains in school until completion of lower primary.

1.11 Organization of the Study

The study is organized into five chapters. Chapter one gives the introduction to the study detailing the background of the study, statement of the problem, purpose of the study, objectives of the study and the research questions which the study hopes to answer.

Chapter one also contains the significance of the study, assumptions, limitations and scope of the study. Chapter two contains the review of related literature. It shows what has been done in the area of study.

Chapter three describes the research methodology which includes the description of the research design, target population, sample size and sampling procedure, research instruments validity, reliability of the research instruments and the data collection procedure. This part also describes the data analysis plan detailing how the data collected was analyzed. Chapter four contains the research findings and the discussion of the findings. Chapter five details the summary of the findings, conclusions and recommendations of the study.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

The purpose of the study was to investigate the parents' characteristics and their effects on the retention of girls in ECD centres in Tarbaj Division. This part provides a review of the related literature, theoretical and conceptual framework of the study.

2.1 Effects of Mothers' Level of Education and Income on Retention of Girls in ECD Centres

The parents' level of education, occupation and income levels play a significant role in retention of girls in education (Anderson, 1967). Educational experience and outlook of parents is transmitted to their offspring (Juma, 1994). While investigating the influences of mothers' level of education and income on their children in primary school participation in Luanda Division, Vihiga District, Omutsani (2008) found out those mothers with higher level of education and income were able to support good schooling of their children. Those with low level of education were not capable of supporting good schooling since they were not good role models to their children in education.

Aswani (1991) reveals that there is a significant relationship between parental level of education and the pupils' educational aspiration. Higher parental level of education favours high education aspiration. Appleton (1995) suggests that parental education enhances their contribution towards their children's progress in school equally for both sons and daughters. The same study further reveals that parents who are professionals, especially mothers who are teachers have gender

commitment to their children's education with no discrimination of any kind against their sons and daughters.

UNICEF (1998) notes that among children whose parents (mothers) have higher education, there is a higher level of school attendance (non-coverage and dropout rates are 4.4% and 5.4%, respectively), however, this situation is more evident in basic and secondary schools. For instance, in basic school (classes 5–8) non-attendance (drop out and non-coverage) among children whose mothers have higher education is 1.8%, while for children whose mothers have only secondary level of education is three point five percent. UNICEF (2005) supports that girls are more likely to drop out of school than boys and those pupils whose mother's have not attained any level of education will most likely dropout of school.

A number of reasons are put forward for the link between parental education and retention of children in school. Gender and education level of the parent can influence which child is more likely to access and remain in school for longer. Often it is the mother's educational level in particular which is seen to have an effect on girls' access to schooling (Ainsworth, Beegle and Koda 2005).

Holmes (2003), suggests that the children of more educated parents are more likely to be enrolled and more likely to progress further through school. This impact differs by gender, the education of the father increases the expected level of school retention of boys, and that of the mothers enhances the educational attainment of girls.

According to Al Samarrai and Peasgood (1998) the father's education has a greater influence on boys' primary schooling and the mother's on girls. While a married mother's primary education can increase the probability of girls enrolling in primary school by 9.7% and secondary by 17.6%, it has no significant effect on the enrolment of boys. They further argue that educated mothers giving preference to girls 'schooling, implies that mothers have a relatively stronger preference for their daughters education and that their education affords them either increased household decision-making power or increased economic status.

Glick and Shahn (2000) suggest that improvements in fathers' education raises the schooling of both sons and daughters favouring the latter, but mothers' education has significant impact only on daughters' schooling. A study by Brown and Park (2002) indicates that for each additional year of a father's education, the probability of his child dropping out of school falls by 12-14%.

Mamadou (2003) notes that an educated head of household, whatever the level of education he/she has attained, formal or informal, encourages the enrolment of children between 7 and 14 years in school. The higher the educational level, the more children they sent to school. But despite this, the most educated heads of household still send more boys (95.6%) to school than girls (72.8%). Leclercq (2001) suggests that educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education.

Tyler (1977) argues that there is a direct relationship between parents' level of education and girls' enrolment and retention in schools. This is because educated parents with high incomes are

able to provide their children with a conducive home environment provide all the necessities of the schools and pay for extra tuition, hence, encouraging access and retention of girls because they understand the value of education and its benefit to the child. Educated parents enroll their children to school and encourage them to complete their education. In addition, parents' level of education and nature of their occupation have an impact on girls' education, career and professional developments. Parents who have attained high formal education appreciate education for their daughters and often encourage them to acquire educational qualifications either equivalent to or above their own.

Further more, Ainsworth, Beegle and Koda (2005) notes that higher parental/household head level of education is associated with increased access to education, higher attendance rates and lower dropout rates. This is supported by Ersado (2005) who talks of the widely accepted notion that parental education is the most consistent determinant of child education and employment decisions. Juneja (2001), Pryor and Ampiah (2003), note that non-educated parents cannot provide the support or often do not appreciate the benefits of schooling.

A study by Juma (1994) revealed that in Taita Taveta District which was inhabited by a high proportion of parents who were educated and salaried and operated businesses had a higher population of girls in school than to Kwale District which was inhabited by a large number of illiterate parents.

Similarly a study by Onyango (2000) shows that Nginyang Division of Baringo district had more illiterate parents and subsequently low female participation in education. Therefore, it was

important to investigate whether or not the parents' level of education had a role to play in the low retention of girls ECD centres in Tarbaj Division.

2.2 Effects of Parents' Attitudes Towards Girls and the Retention of Girls in ECD Centres

Callahan and Clerk (1983) argue that attitudes are not an observable entity rather is an underlying construct whose nature can only be understood through inference. Attitude and attitudinal change tend to cluster about members in a group may limit the opportunity for an individual to arrive at conclusions that are counter to the prevailing attitude of the group.

Nzuve (1999) also notes that societal norms, belief and societal perception of girls/women in the society influences attitudes towards girls' education. There are negative traditional attitudes and values which are antipathetic to modern education. Traditional attitudes towards women and their place in society militate against education for girls (Juma, 1994).

Ambia (2003) notes that parents hold negative attitudes towards girls' education and subject girls to domestic work overload, a situation that reduces their interest in pursuing education. Girls are generally regarded as inferior to the boys. It is a common expectation that girls should be married off as early as 12-13 years of age. The parents therefore do not put a lot of emphasis on their education and consider it a waste of time and money. It is said that educating a woman is like watering a neighbour's garden. Oxfam (2005) suggests that there is an adherence of norms, attitudes and values among the Somali community that clearly demarcates roles of men and women and a strong gendered division of labour that is behind preference of boys over girls education. Certain traditional barriers also hinder girls' education. These include taboos that

forbid girls to participate in secular education due to the belief that girls will become prostitutes if taken to school. Girls are also not allowed to express themselves freely as boys are, and they are under strict supervision while at home.

According to FAWE (2001) many parents hold the view that girls have low ability compared to boys and educating them is a waste of money. This negative attitude to women in general and to girl's education in particular has contributed to low enrolment of girls in primary schools while investing on boy's education is seen to be a feasible investment in the care of parents in old age.

Maleche (1972) argues that even the cultural level of conversation for girls, which is based on beer, food, dress, children and gossips about other people, does not encourage girls to develop high aspirations for education. Cultural beliefs denies female education because their role in society can be done without much struggle and training. Culture makes women dependent on men because culture makes them appear inferior in society. The tradition of female seclusion is prevalent with in the Muslim Community. Limiting women freedom of movement and autonomy (Word Bank Report, 2001).

Sohoni (1995) notes that cultural expectations and priority given to girl's roles as mother and caretakers has a strong negative bearing on girl's educational opportunities. Female destiny is perceived to relate primarily to marriage and child bearing. These cultural values and cultural stereotypes see women either as archetypal seductress or a vulnerable that needs a lot of protection thus enhances restriction on girls from formal education systems.

FAWE (2004) notes that traditional practices like early marriages interferes with the education of girls. Traditional attitudes towards marriage view, investment in girls education as “watering another mans garden” because the benefit will go to another family.

This is further supported by Maleche (1972) who argues that there is an inherent perception that educating a girl is a tantamount to transferring wealth to a distant family where their daughter will be eventually married, such households automatically decides to educate boys at the expense of girls.

According to UNESCO (1995) girls are seen as a source of productive labour to another household when they marry off, while men, on the other hand are given maximum training in order to attain higher status as heads of families. This was an excuse why girls are denied higher education. Negative attitudes of parents towards education of girls result from the fact that traditional parents fear disrupting their social set up.

UNESCO (2003) notes that the deciding factors that make education unattractive to nomadic populations are the design and delivery of the education package that are largely insensitive to their culture and the negative attitudes and behaviors towards them as a group of the sedentary population.

These factors influence decision to enroll girls in schools decision to withdraw them from school. Socio-cultural expectation of girls and the priority given to their future roles as mothers and wives have strong negative bearing on their formal educational opportunities.

FAWE (2004) notes that the nomadic pastoralist communities generally view as being irrelevant what children learn in schools. It thus potentially threatens their basic survival. It is because of the embedded fear that children have largely been kept out of schools and instead used for the nomadic economic production. FAWE (1995) further notes that girls are often trivialized and depicted as objects that are there for the pleasure of men and to bear children. This means that a woman is considered as a person who cannot be self-reliant and has to be kept under surveillance of men to avoid any disgrace to the family name.

Among the Somali community, school girls were considered as disobedient, less submissive and more promiscuous and stubborn. A survey carried out by UNICEF (1998) in six districts namely; Nairobi, Baringo, Mombasa, Garissa, Kwale and Kisumu established a common belief among the Somali that a girl should not be exposed to Western education as she will become a prostitute. The parents' decision as to whether to enroll girls and for how long they should stay in school could be predetermined by such prejudices.

According to UNICEF (1998) nomadism is a way of life in Somali community where families move far away from 'settlement area' in search of water and pasture for their livestock. Girls are more affected by this way of life because among Somali community boys are left to stay with anybody but girls cannot be entrusted with anybody therefore girls have to go with their parents. Since migration takes place in the first and the third terms and there are no boarding schools for girls, parents end up not taking girls to school or withdrawing them altogether.

Odaga and Heneveld (1995), notes that customs, attitudes and beliefs influence girls' decision to enroll in school and withdrawal from school. It also influences own decision to drop out and their grade level attainment. They further note that some communities hold a negative view towards educated girls. For example in Chad, some parents believe that schools push girls to prostitution, make them unfaithful to their husbands and make them difficult to their parents.

In a study by Abagi (1995) parents interviewed in Siaya District feared that their daughters could get pregnant or fail to get husbands due to "unbecoming" behavior as an outcome of their education. Ballara (1991) supports that many households hold negative attitudes towards education of girls and this impedes on the education of girls. Gitau (1985) notes that girls' education is curtailed because early marriages are most preferable for their numerous advantages in the sight of some parents. This includes avoidance of early pregnancies while in school and acquisition of bride wealth among others.

White (1984) notes that social-cultural beliefs, attitudes and practices dominant in our society have gender differentiated effects on boys and girls education. In most cases, more prejudice is placed on girls while boys are favoured in all aspects of life. Traditionally girls are viewed to be inferior and therefore, discriminated right from birth.

According to Abagi (1995), girls discrimination emanate from parental and patriarchal societal attitudes which stresses values of sons against daughters. This is further supported by Wamahiu (1996) who notes that girls education is given little or no attention while that of boys being very important since they are expected to be breadwinners, heirs, professional persons and leaders of

society. Girls are socialized to be self sacrificing persons destined for biological reproduction and service to others especially their family. By contrast, boys are much valued, wanted and favoured. Therefore, girls become helpers to their mother at an early age and gradually internalize their roles and disadvantages.

Appleton (1995) found out that low valuation of girls schooling by parents was out of the belief that women are less capable and their place is in the kitchen. Thus, girls become conditioned to see their future as housewives who would not need much formal education for employment. Patriarchal structures of power not only place gender role but also discriminate against women in all aspects of social life (Kasante, 1996). According to Ballara (1991) the future roles of a girl as defined by a typical African society would be such that a girl would be a mother, house wife and house-keeper. This research study therefore, investigated whether or not the parents' attitudes towards girl child had a role to play in the low retention of girls in ECD centres in Tarbaj Division.

2.3 Effects of Economic Background on the Retention of Girls in ECD Centres

Tan (1985) argues that girls are expected to contribute to child-care and other household chores at a much earlier age than boys. Researchers have noted that girls are taken away from school to help in the home, nurse babies, clean the house, fetch firewood and water, cook food and milk cows (Juma 1994).

Psacharopoulos and Woodhall (1985) suggest that parents, and in particular mothers favour boys education because they depend on adult sons for old age insurance. Investment in son's

education is seen as a security in old age. Eshiwani (1993) supports that parents also rely on their daughters labour before marriage. Therefore taking a girl to school would be a waste of time. He further suggests that female enrolment patterns in patriarchal societies is affected by patrilineal descent system which give preference for investment in schooling for boys who are believed to retain responsibility for their parents when they grow older compared to girls who are incorporated into their husbands families.

According to Juma (1994), girls' education places greater financial burden on the family resources as compared to boys. School uniforms among other items influence parental decisions and lead to their withdrawal in times of crisis. This is particularly so, considering that they are less likely to go to school in torn or patched uniforms for both propriety and modesty reasons (Odaga, 1995). UNICEF (1995) agrees to this idea and notes that:

Poverty plays its part. If this clothes are torn or inadequate girls from poor families, constrained by the demands of modesty and propriety will stay at home. If they have inadequate sanitary protection, then the beginning of menstruation can mean the end of girl's education (pg. 46).

Odaga and Heneveld (1995) further suggest that girls are expected to perform all kinds of household chores. In some cases they are withdrawn from school in order to engage in various forms of income generating activities such as being hired as house helps, farm labourers and hawking to supplement the incomes of families. The earnings support the parents and they have the full prerogative over the children. In some cases the girls support the brothers' education through such earnings (Wamahu, 1996).

Holmes (2003) also found out that females receive less education than males, and they tend to dropout or are withdrawn earlier for both economic and social-cultural reasons. He argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household.

Similarly, Kasente (2004) explains that early marriages influence children's dropping out of school especially as regards the girl child. It is perceived by parents that marrying off the girl child is an escape route from poverty. Uganda Participatory Poverty Assessment (UPPAP 2000) indicates that marrying off girls would benefit her family in terms of attaining bride price.

Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because they are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school.

Sohoni (1995) asserts that the son is the potential and permanent source of income. In families where there is no protective cover of social security and pensioner provision, the son is the only protection parents have against poverty, old age, and their disabling circumstances.

Maritim (1990) notes that boys were expected to inherit their parental property hence maintain the family's status quo. Girls on the other hand, were brainwashed to believe that their access

and future depended on the success of their husbands and therefore it was used as an excuse for girls not to be taken to school. Livestock keeping which is the major economic activity in Wajir could be a reason for the low retention rates of girls in primary education in Wajir district. It is clearly stated in the Northern Frontier Province Annual Reports (1931-1933) that livestock means everything to the pastoralists and that all else is subsidiary to it.

According to Kelly (1989) when parents are confronted with constraints of limited opportunities or resources for ECD schooling, they generally favour the education of the male children. The poor parents in Tarbaj Division would, therefore, give priority to their sons when spending their scarce resources. Majority of the population in Tarbaj Division are unskilled. Eighty per cent of the labour force comprise of people who are illiterate. Forty nine per cent of this labour force is women, majority of whom are illiterate and largely home makers (Republic of Kenya, National Development Plan, 1997-2001).

UNICEF (1998) carried out a study in the proximity and access to primary school in predetermining factor to enrolment and retention and found that in Arid and Semi Arid areas (ASAL), distance between schools and homes is far and the educational delivery systems are often incompatible with lifestyle of the nomadic people. Distance between the school and home affects girls more than boys because parents are afraid of letting a girl walk alone and she may be kept out of school unless there is someone, preferably an older brother to accompany her to school.

According to Kibera (1995) children from high economic status families have higher educational aspiration compared to those from lower economic status. She reveals that, education of the parents influences educational aspirations of their children. This argument is in agreement with the literature which indicated that children from higher economic status families are more likely to remain in school longer than those from poor homes (UNICEF 1998).

Davidson and Kanyura (1992) argue that poor parents prefer to use their limited resources to educate their sons rather than daughters because they believe that boys education would yield economic returns when they complete and get jobs hence benefit the family. On the other hand rich parents encourage their children to higher levels of education.

FAWE (2001) notes that education participation is hindered by high level of scarcity of resources in north eastern province. Free Primary Education has not removed the indirect fees and families have to meet costs in form of uniform, transport, activity fees and examination fees. Due to the prevailing scarcity, many families keep children out of school and make them work at home. Families with inadequate resources prefer to educate boys instead of girls.

Oxfam (2005) asserts that poverty and destitution are critical factors affecting girls' education in Wajir and Mandera. Where families do not have adequate financial resources to educate both boys and girls, parents preferred to educate the boys, thus discriminating against the girls. This is supported by Abagi (1996) who notes that when resources are scarce in a family, the option

would be for the boys' education to be granted but not for the girls. In polygamous homes with many children, it follows that education for girls suffers.

According to UNICEF (1990) poverty plays a leading role in education deprivation. Parents cannot afford the costs of sending children to schools or unable to dispense with the labour provided by the children within the households. However, poverty has more negative impact on girl's education than boys because of the widely practiced culture of boy preference.

Oxfam (2005) shows that a high level of unemployment has become a hindrance to primary enrolment in north eastern province as parents get increasingly disappointed after investing in their children's education. Gender inequality in the region makes enrolment and retention of girls more disadvantaged as chances of getting employment are much lower.

Odaga and Heneveld (1995) argue that parents are reluctant to retain their daughters in school due to high opportunity cost as compared to boys. Child labour is indispensable to the survival of some household and schooling because it represents a high opportunity cost to those sending children to childcare; girls are more likely to be involved than boys with the rapid rate of growth in urbanization.

The demand for domestic labour in urban areas has also increased resources, poor rural household have responded by sending their daughters into the market in exchange for regular cash income. This withdraws young girls away from school as suggested by Odaga and Heneveld (1995).

Ambia (2003) supports that girls from poor families feel obliged and are forced by their parents to get involved in income generating activities so as to contribute to the family income. The over dependence on livestock and the nomadic lifestyle overburdens the girls, whose labour is of paramount importance for such task as herding the livestock taking the animals to watering points among other things. This study therefore investigated whether or not the economic status of parents had a role to play in retention of girls in ECD centres in Tarbaj Division.

2.4 Effects of Family Structure on Retention of Girls in ECD Centres

Hyunjoon (2008) in a study “Effects of single parenthood on educational aspiration and student disengagement in Korea found out that students from divorced single-father families and from divorced single-mother families are more likely to be disengaged compared to students from two-parent families.

Although the coefficient of 0.570 associated with single fatherhood due to the death of a mother seems to be substantial in the size, it is not statistically significant reflecting the small sample size. Students living with a widowed mother do not show significant difference in disengagement as compared to those living with two parents.

The study further found out that in addition to gender, the number of siblings, and parental education, the higher likelihood of disengagement for students with a divorced father or a divorced mother as compared to those with two parents remains significant. Controlling for those variables does not change non-significant differences between students with two-parents and those with a widowed parent.

UNICEF (1998) further notes that the dropout rate does not really depend on whether there are one or both parents in the family. However absenteeism is extremely widespread among children raised by one parent. Mamadou, Mouhamadou and Theodore (2003) note that the size of household significantly influences girls' enrolment in school. As long as it is not too big, a fairly high proportion of its children are sent to school.

King and Hill (1993) suggest that in respect to family size, it has been established that children from small families have higher educational levels compared to those from large families. Parents with small families give more time and attention to each child. In addition parents are able to give children the necessary material support to enable them to complete school with better grades. On the other hand, children from large families receive less individual attention and other resources from the parents. Given both a preference for boys' education and higher costs for girls, the daughters in large families are less likely to be sent to school than sons (King and Hill 1993). Todaro (1977) links family size to child labour and school enrolment.

World Bank (1993) notes that large families found in rural parts of the developing countries faced with scarce resources opt to withdraw children from schools and while doing so there are likelihood girls being pulled out of school to give way to their brothers to continue with education. According to Abagi (1977) large families with many children are bound to spend more on education. With meager incomes, parents are strained often to the point of withdrawing children from school and girls being most affected.

FAWE (2001) suggests that an increase in family disintegration through either separation or divorce particularly affects the girls, whose fate in most cases is early marriage. It therefore follows that, family size is a significant factor for the education of the children and more so for the girls.

2.5 Theoretical Frame Work

This study was based on the feminist theory and specifically social feminism. Socialist feminism is a branch of feminism that focuses upon both the public and private spheres of a woman's life and argues that liberation can only be achieved by working to end both the economic and cultural sources of women's oppression. Such socialist feminists include Gilman (1899).

According to Mill (1869) who was among the first feminist thinkers as noted by Rendal (1985), women have been brought up from their early years to believe in submission, yielding, living for others and being attractive to men. Mill (1869) believed that men are not intellectually above women and much of his research centered on the idea that women, in fact, are superior in knowledge than men.

Meena (1992) notes that the emergency of feminism theory was as a result of industrial revolution which created structural change in the method of production and social relationships. Feminism theory highlighted women exploitation and oppression by putting sexuality, reproduction and patriarchal ideologies as the centre of their political arena (Grimshaw, 1986).

Social feminism think women are oppressed not only by men, but also by other forms of subordination such as class advocate of Marxist and race of inequality. Mitchell (1966), an

advocate of Marxist feminism, demand that women should be given economical rights and specifically the right to work, which must take the form of equal educational system (Charvet 1992). Although Marxist feminists ideology is very recent, their reform approach is more relevant to European women because they advocate more on economic equality between men and women without addressing the social structure which is affecting the African woman. It is on the basis of this information that this study utilized the liberal social feminism ideologies.

According to Adamson, Briskin and Mcphail (1988), socialist feminism recognized that the exploitation and oppression of women was rooted in the structure of patriarchal capitalism. They believe that sexism was deeply ingrained in the social relation of patriarchal capitalists and a fundamental transformation was necessary to bring about the social change.

Socialist feminists perspective according to Nzomo (1995) expound that African women are the most exploited, the poorest, and most susceptible to sickness and fatigue. All these are due to the inequities in the social system and also due to African women subordination to a patriarchal order. This patriarchal supremacy is expressed in a diverse range of cultural and traditions, norms and practices. In the context of this study, constraints female faced in education advancement is largely a function of patriarchal system which has institutionalized gender discrimination and promote gender inequities.

Mbilinyi (1991) further notes that gender discrimination in education in schools and gender typing education has been considered a factor which constraints women's participation in education particularly in institution of higher learning. Meena (1992) noted that culturally determined ways of defining men and women and their roles in a society shapes gender specific

opportunities and constraints. These, according to Meena (1992) influence the manner in which the society orders its relation of production and distribution of resources including education that result in gender differences. Women are allocated less resources compared to men. As a result especially in education they are disadvantaged.

In support to this view, Jogger (1983) observes that ones experience in life depended on his/ her sex and gender assignment from birth to death. Socialist feminist therefore is of the view that as long as society prescribes gender roles and social penalties for those who deviate from them, no meaningful choice exists for the gender.

Socialist feminists challenge such gender roles, social penalties and seek to dismantle them and create a just society. They are trying to question the social, economic and cultural ideologies that are used to oppress women. Looking at socialist feminists' theory we find that the African woman has been oppressed because of the cultural and traditional practices. Thus, the problems of female advancement, retention in education are a result of retrogressive socio-cultural values and attitudes.

2.6 Conceptual Framework

The conceptual framework Figure 1 contends that there are a number of parent's characteristics that may affect the retention of girls in ECD centres. Among these characteristics are; the parents' educational background, parents' attitudes towards the girls' education, parents' economic status and parents' family structure.

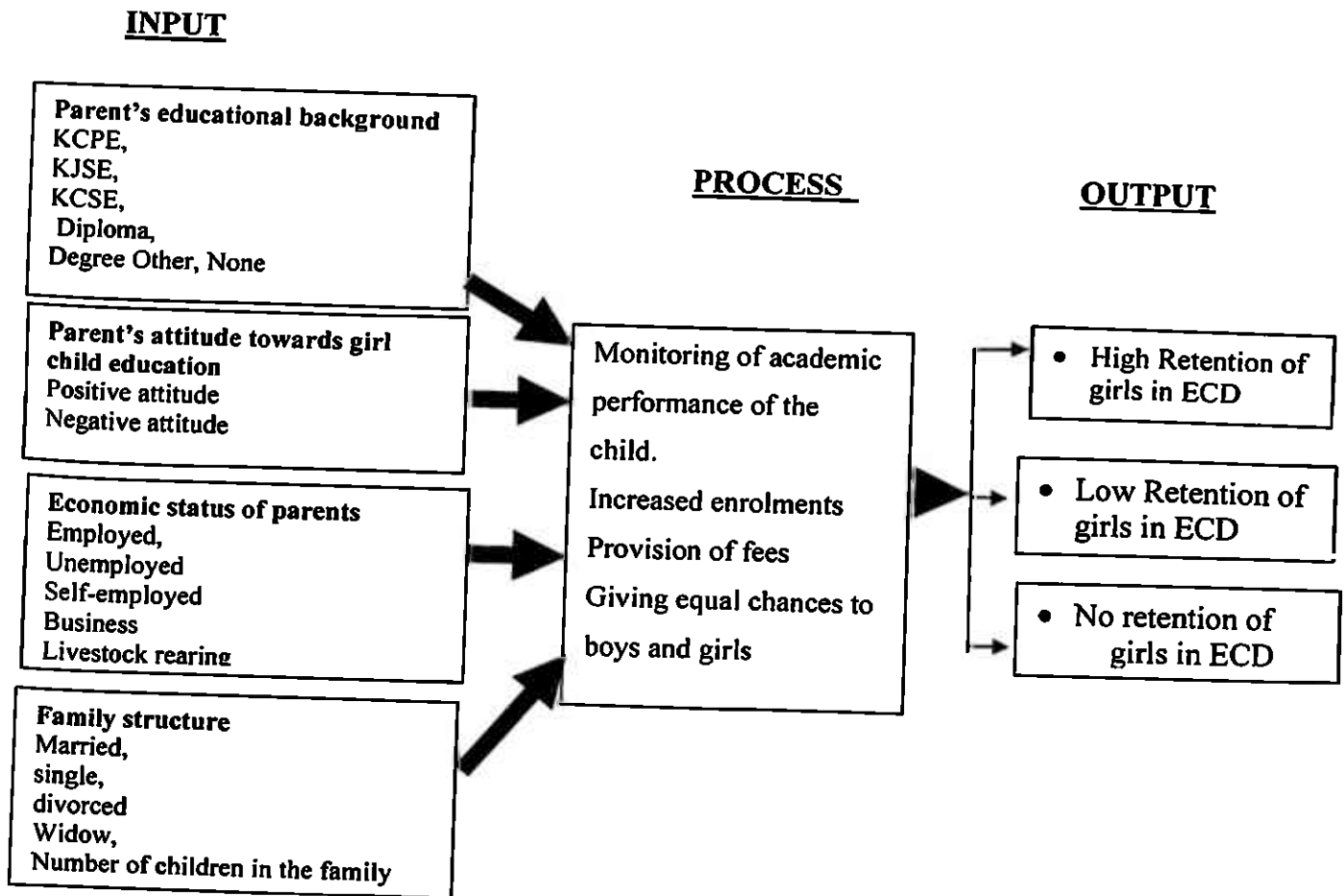


Figure 1 Conceptual Framework

According to Figure 1 the parent's educational backgrounds, parent's attitudes towards the girls' education, parent's economic status and parent's family structure are the four independent variables. Each of these factors influences or enhances the retention of girls in ECD centres. For instance, parent's educational background will determine the level of parent's involvement in the education of the girl child such as monitoring of academic performance of the child which motivates the child to remain and continue with her education. Economic status of the parent, that is, whether the parents have or do not have funds determines whether they will afford the requirements for maintaining the girl child in ECD centres such as provision of fees.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This section deals with the description of the research design, target population, sample and sampling procedures, research instruments, validity, reliability, data collection procedure and data analysis.

3.2 Research Design

The researcher adopted an *ex post facto* design. Borg and Gall (1989), note that *ex post facto research* design deals with occurrences that have already taken place. The *ex post facto* design was therefore appropriate for the study since the study addressed what has already happened and did not make any attempt to manipulate the variables of the study. These variables were parents' education level, parents' attitudes towards girls' education, parents' economic status and parents' family structure.

3.3 Target Population

The locale for this study was Tarbaj Division. The study covered twenty two preschool teachers and twenty two assistant chiefs, two Zonal Quality Assurance and Standards Officers (ZQASOs). The 22 ECD centres in Tarbaj Division had a total of 1745 children enrolment as shown in Table

3.1

Table 3.1: Summary of Tarbaj Division ECD Enrolment 2010

Boys	%	Girls	%	Total
991	57	754	43	1745

Source: Wajir East Education Office (2010)

Table 3.1 shows that 57% (n=991) of the total pupils' enrolments in the ECD centres in Tarbaj Division were boys, while 43 % (n=754) were girls. The number of girls was therefore lower than that of boys.

Table 3.2 shows that 40% (n=188) of the girls enrolled in 2007 were retained in schools to class three 2010.

Table 3.2: Summary of Girls' Retention in ECD Centres from 2007 to 2010 in Tarbaj Divisio

Year	Class	Number	%
2007	ECD	485	100
2010	3	188	40

3.4 Sample Size and Sampling Procedure

Table 3.3 provides a summary of the respondents in this study.

Table 3.3 Distribution of Respondents

Categories of respondents	Number
ECD teachers	20
ZQASO	2
Parents whose daughters were retained in school	19
Parents whose daughters had dropped out of school	18
Assistant chiefs	22
Girls who had dropped out of ECD school	35
Total	116

Tarbij Division was purposively selected for the study by its virtue of having low retention rate of girls in ECD centres. All the two ZQASOs, twenty two ECD teachers, and twenty two assistant chiefs in the division were included in the study sample. The ZQASO, ECD teachers and the Assistant Chiefs were well versed with the enrolment trends and retention levels in the ECD centres thus they were in a better position to explain the parents' characteristics that affect the retention of girls in ECD centres.

From each ECD centre, ten percent of the girls who were retained in schools were randomly selected and nineteen of their parents formed part of the study sample. This ensured that each and every member of the population had an equal and independent chance of being selected. The researcher used convenience sampling to identify the parents and their girls aged 3-8 year who were not retained in ECD centres as they became available.

3.5 Research Instruments

The research instruments included; questionnaire, interview schedule, documentary analysis form and focused group discussions.

3.5.1 Questionnaires for ZQASOs and ECD Teachers

The researcher developed the questionnaires for the ECD teachers and the ZQASO. Through questionnaires, the participants freely expressed themselves (Mugenda and Mugenda 1999). The questionnaire consisted of two sections: A and B. Section A sought for respondents' background information while section B consisted of questions that addressed the reasons why parents did not retain their daughters in ECD centres. The questions were closed ended (Appendix 1 and 11).

3.5.2 Interview Schedule

Interviews were conducted among Assistant Chiefs, parents whose daughters aged between 3 – 8 were in ECD centres and their daughters who were not retained in school. Each schedule consisted of two sections: A and B.

Section A sought for respondents' background information while section B consisted of questions that addressed the reasons why parents withdraw their daughters from ECD centres. The schedules consisted of both open ended and closed ended questions. The interview schedule gave in-depth details on the reasons why parents did not retain their daughters in schools, since the researcher had the opportunity to clarify questions that were not understood and probed further in cases of incomplete answers (Orodho 2005).

3.5.3 Documentary Analysis Form

The documentary analysis form (Appendix V11) was meant to gather the relevant information from the attendance registers. The documentary analysis forms were used in each school to derive information from the registers and identify the number of girls enrolled in preschool in 2007 and retained in each term of the school calendar in each ECD centre in Tarbaj Division from the years 2007 to 2010 in class three.

3.5.4 Focused Group Discussions

Focused Group Discussions (FGDs) were conducted among the parents whose children were retained in ECD centres. For the purposes of conducting the focus group discussions, the researcher developed schedules that guided the group discussions. The schedules consisted of sections A and B. Section A sought for respondents' background information while section B

consisted of questions that addressed the reasons why parents retained their daughters in ECD centres. The schedules consisted of open ended questions for discussions (Appendix IV). In the focused group discussions, respondents were encouraged to talk among themselves so that discussion could unfold among the participants rather than researcher and respondents (World Bank 2000).

3.6 Validity and Reliability of the Research Instruments

Orodho (2005) argues that validity is concerned with establishing whether the questionnaires' content is measuring what is supposed to measure. According to Mugenda and Mugenda (1999) reliability of measurement concerns the degree to which a particular measuring procedure gives similar results over a number of repeated trials.

3.6.1 Validity of the Research Instruments

To enhance the validity of the research instruments, the researcher had the research instruments appraised by the supervisor. This was in line with Borg and Gall (1989), who suggest that the research supervisor can be consulted for validation of the content of the research instruments.

The content of the instruments were found to be measuring the educational level of the parents, parents' attitudes towards girls education, parents' economic status and parents' family structure. Triangulation was used to enhance the validity of the instruments (Fraenkel and Wallen 2003). The researcher used a variety of instruments like questionnaires, interviews and focused group discussions to collect data to enhance validity of the instrument.

3.6.2 Reliability of the Research Instruments

To establish the reliability of the research instruments, pre-test was conducted in two different schools with similar characteristics with the sample of the study. The purpose was to assess the clarity of instrument items. Piloting helps in facilitating speedy administration of the questionnaire, ease of eliciting responses and the completeness and variety of information obtained (Sommer and Sommer 1971).

Comparisons of the responses from the pre-test data collected from the two schools were compared and it showed that the results were consistent with each other hence the instruments were reliable. The objective of the pilot study was to refine the instruments so as to obtain accurate information which reflects an integrated picture of the situation under investigation.

3.7 Data Collection Procedure

The researcher obtained a permit from MOE to undertake the data collection in the field. The researcher then reported to the DEO to deliver a copy of introduction from the MOE and to get an introduction letter to the head teachers of the schools. During the initial visits the researcher explained the purpose of the study to head teachers and made appointments with the ECD teachers.

The researcher delivered the questionnaires to the ECD teachers. The respondents were asked to fill in the questionnaires in a period of two weeks after which the researcher personally collected them for analysis. However, there was need to brief the respondents on the purpose of the questionnaires and assure them of the confidentiality and complete freedom in answering the

questions. The researcher also explained the importance of the study. The questionnaires were collected after 2 (two) weeks.

The researcher interviewed the assistant chiefs in each location where there was an ECD centre. Interview was used to supplement the questionnaire because it normally gives an in-depth data collection by ensuring that the research comes face to face with respondent (Bell 1993). Through such interaction the respondents expressed their views and ideas in a friendly manner while the researcher probed for adequate elaboration of issues.

The researcher visited the assistant chiefs and agreed on specific days to conduct the interviews. On the scheduled days and time the researcher conducted the interviews with the assistant chiefs in their offices in each location visited. The researcher explained to the respondents the purpose of the study and assured confidentiality of the information they gave. The researcher took the respondents through the interview as she took notes on the proceedings that took about forty five minutes. After the interview, the researcher explained the content in the closed ended questionnaire and how the assistant chiefs should fill the questionnaires.

The researcher interviewed the parents who did not retain their daughters in schools, and their daughters who were not retained in schools as they became available. Interviews with parents whose daughters were not retained in school and their daughters who were not retained in school were held at the water points and in their homes with the help of the assistant chiefs from 10.00 a.m. Interviews with the parents took about forty minutes while interviews with girls not retained

in schools took about half an hour. During the interview, the Somali language was used as the respondents were not conversant with English language.

Focused Group Discussions (FGDs) with parents whose daughters were retained in school were held in the staffrooms after classes. The FGDs took about one and a half hours. The researcher used self developed schedules to guide the group discussions (Appendix IV). The researcher explained to the parents the purpose of the study and requested them to be free in their discussions. Somali language was used since the respondents were not familiar with Kiswahili and/or English languages.

Following their discussions, the researcher was able to collect in-depth information on the various parents' characteristics that affected retention of girls in ECD centres in Tarbaj division. Tape recording was done during the focused group discussions. This ensured that all the details were captured without any omissions and allowed the researcher to pursue the discussions without interruptions. The researcher used the documentary analysis form to fill in the data on the number of girls enrolled in preschool in each school in 2007 and retained in each term of the year till 2010 in class three in Tarbaj division.

3.8 Data Analysis

In this study, analysis involved both quantitative and qualitative methods. The quantitative data mainly came from the closed ended questions in the questionnaires for the ECD teachers, zonal quality assurance officers and the demographic information of the parents. The researcher used frequencies and percentages to present data from the demographic information of the parents for research question one, three and four. Research question one sought to find out the effects of

parents' educational level on the retention of girls. Research question three also sought to find out the effects of parents' economic status on retention of girls in ECD centres and research question four that sought to find out the effects of parents' marital status and the number of children in the family and their effects on retention of girls in ECD centres. Tables were used to present this data.

Data from the questionnaire was arranged and tabulated according to the research objectives and questions of the study. The responses that were tabulated were presented by using frequencies and percentages. This method was chosen because it easily communicates the findings to the majority of readers in a simplified form. It also gives a quick visual impression of the quantifiable variables.

The information obtained from the interviews and FGD constituted the qualitative data. These data were coded, transcribed and presented in narrative form that was discussed within each theme involving extensive quotations to capture perceptions of various respondents, where necessary personal opinions were quoted. The themes identified were:

- Importance of girl's education.
- Nomadic pastoralism.
- Poverty
- Early marriage
- Patrilineal
- Boy preference
- Cultural beliefs

- Place of girls in the society
- Intellectual ability
- Education an investment

From these themes the researcher discussed the data obtained from interviews and focused group discussions and conclusions were then drawn for the provision of a comprehensive report. Qualitative content analysis was done for research questions that sought to find out the effects of parents' attitudes towards girl's education and effects of parents' economic status on retention of girls in ECD centres.

The researcher used content analysis to describe information obtained from Focused Group Discussions and interviews with the parents, assistant chiefs and girls not retained in schools. A documentary analysis of the twenty two primary schools in the division was done. She analyzed the data from the documentary analysis forms by looking at the number of girls enrolled in preschool in 2007 in each school in the division and the number of the same girls who were retained in each term of the school calendar until 2010. The researcher calculated the total number of the girls enrolled in the schools in 2007 and those retained till 2010 in the division. The difference between the number of girls enrolled in 2007 and those retained in 2010 was calculated. This difference was then presented in percentages.

CHAPTER FOUR

FINDINGS AND DISCUSSIONS

4.1 Introduction

This chapter presents the findings of the study. The findings are presented according to the research questions as follows:

- i. What are the effects of parents' education background on retention of girls in ECD centres?
- ii. What are the effects of parents' attitude towards girl's education on the retention of girls in ECD centres?
- iii. What are the effects of parents' economic status on the retention of the girls ECD centres?
- iv. What are the effects of family structure on the retention of the girls in ECD centres?

4.2. What are the Effects of Parents' Education Background on the Retention of Girls in ECD Centres?

Table 4.1 shows that 42% (n=8) of the parents who retained their daughters in school had acquired primary education and retained 31% (n=8) of the girls enrolled in preschools in 2007 to class three in 2010. Parents who had acquired secondary education were 37% (n=7) and had retained 46% (n=12) of the girls enrolled in preschools in 2007 to class three in 2010. Parents who had acquired diploma education were 21% (n=4) and retained 23% (n=6) of the girls enrolled in preschools in 2007 to class three in 2010.

Among the parents who did not retain their girls in preschools 5.6% (n=1) had acquired primary education and 94.4% (n=17) had not acquired any formal education.

Table 4.1: Educational Background of Parents and Retention of Girls in ECD Centres

Parents who Retained their Daughters					Parents who did not Retain their Daughters				
Academic Level		Number of Girls Retained			Academic level		Number of Girls Retained		
f	%	f	%	f	%	f	%		
KCPE	8	42	8	31	KCPE	1	5.6	-	-
KCSE	7	37	12	46	KCSE	-	-	-	-
Diploma	4	21	6	23	Diploma	-	-	-	-
Degree	-	-	-	-	Degree	-	-	-	-
None	-	-	-	-	None	17	94.4	-	-
Total	19	100	26	100	Total	18	100	-	-

Comparing the education levels of the parents who retained their daughters in schools and those who did not retain their daughters in schools, a difference was noticed. The education level of parents who retained their daughters in school was higher than that of the parents who did not retain their daughters in school. Parents who had acquired formal education retained their daughters in schools unlike those who had not acquired formal education. Parents who had not attained any formal education may be ignorant of what children are taught in schools and do not see monetary returns especially for girls.

This implies that illiterate parents did not value and see the importance of girls' education. A number of reasons have been put forward for the link between parents' education level and retention of girls in school. Non-educated parents cannot provide the support or often do not appreciate the benefits of schooling (Juneja, 2001, Pryor and Ampiah 2003).

Children of educated parents are more likely to be enrolled, retained and likely to progress further through school (Holmes 2003). Also, as suggested by Leclercq (2001) educated parents are more aware of the possible returns to their children's education and they are more likely to have access to information and social networks necessary for their children to engage into relatively human capital intensive activities yielding high returns to education. This is in agreement with Mamadou , Mouhamadou and Theodore (2003) who noted that an educated head of household, whatever level of education he/she has attained, encourages the enrolment of children in school.

Ersado (2005) talks of the widely accepted notion that parents' education level is the most consistent determinant of child education and employment decisions. This is supported by Ainsworth, Beegle and Koda (2005) who asserts that higher parent/household head level of education is associated with increased access to education, higher attendance rates and lower drop-out rates.

Table 4.2 shows that 33.3% (n=4) of the mothers who retained their daughters in school had acquired primary education and retained 26.7% (n=4) of the girls enrolled in preschools in 2007 to class three in 2010. Mothers who had acquired secondary education were 66.7 % (n=8) and

had retained 71%(n=10) of the girls enrolled in preschools in 2007 to class three in 2010. Among the mothers who did not retain their daughters in schools, none 100 %(n=6) had acquired any formal education.

Table 4.2: Educational Background of Mothers and Retention of Girls in ECD Centres

Mothers who retained their daughters in ECD centres					Mothers who did not retain their daughters in ECD centres				
Academic level		Number of girls retained			Academic level		Number of girls retained		
	f	%	f	%		f	%	f	%
KCPE	4	33.3	4	28.6	KCPE	-	-	-	-
KCSE	8	66.7	10	71.4	KCSE	-	-	-	-
Diploma	-	-	-	-	Diploma	-	-	-	-
Degree	-	-	-	-	Degree	-	-	-	-
None	-	-	-	-	None	6	100	-	-
Total	12	100	14	100	Total	6	100	-	-

This shows that the highest educational level attained by the mothers was secondary education and that mothers who had not attained any education level did not retain their daughters in ECD centres. This suggests that educated mothers value girls' education and therefore retain their daughters in schools. The foregoing evidence shows that illiteracy influences retention of girls in ECD centres. With no female education, few parents are able to inspire and retain girls in schools.

This is in agreement with Ainsworth, Beegle and Koda (2005) who suggest that often it is the mother's educational level in particular which is seen to have an effect on access and retention of girls in schools. This is also supported by Al Samarrai and Peasgood (1998) who argue that mothers' education has significant impact on daughters' schooling and that educated mothers give preference to girls' schooling.

Table 4.3 shows that 14 % (n=1) of the fathers who retained their daughters in schools had acquired primary education and retained 16.7% (n=2) of the girls enrolled in preschools in 2007 to class three in 2010; 29 % (n=2) had acquired secondary education and had retained 33.3% (n=6) of the girls enrolled in preschools in 2007 to class three in 2010. Fathers who had acquired diploma education were 57% (n=4) and retained 50 % (n=6) of the girls enrolled in preschools in 2007 to class three in 2010. Among the fathers who did not retain their daughters in schools, 5.6% (n=1) had acquired primary education and 94.4 (n=11) were illiterate.

Table 4.3 Educational Background of Fathers and Retention of Girls in ECD Centres

Fathers who Retained their Daughters in ECD Centres					Fathers who did not Retain their Daughters in ECD Centres				
Academic Level		Number of Girls Retained			Academic Level		Number of Girls Retained		
f	%	f	%	f	%	f	%	f	%
KCPE	1	14	2	16.7	KCPE	1	5.6	-	-
KCSE	2	29	4	33.3	KCSE	-	-	-	-
Diploma	4	57	6	50	Diploma	-	-	-	-
Degree	-	-	-	-	Degree	-	-	-	-
None	-	-	-	-	None	11	94.4	-	-
Total	7	100	12	100	Total	12	100	-	-

The above table 4.3 shows that fathers who had acquired higher educational background valued education of girls and retained the highest number of girls in ECD centres. Fathers who had not acquired any formal education did not retain their daughters in schools. This could be attributed to ignorance and lack of knowledge on importance of girls' education. This implies that father's educational background influences retention of girls in ECD centres

This is supported by Glick and Shan (2000) findings from research in an urban poor environment in West Africa that improvement in fathers' education raises the schooling of both sons and daughters favouring the latter, but mothers' education has significant impact only on daughters' schooling.

Table 4.4 shows that 42.1 % (n=8) of the parents who retained their daughters in schools had acquired primary education were in business and had retained 23% (n=6) of the girls enrolled in preschools in 2007 to class three in 2010; 36.1% (n=7) who had acquired secondary education were employed and retained 31% (n=8) of the girls enrolled in 2007 to class three in 2010, and 21.1 (n=4) who had acquired diploma education were also employed and retained 23% (n =6) of the girls enrolled in 2007 to class three in 2010.

Table 4.4 Educational Level and Occupation of Parents who Retained their Daughters in Schools and Retention of Girls in ECD Centres

Parents Who Retained their Daughters in Schools							
	Academic level		Occupation			Number of girls retained	
	f	%		f	%	f	%
KCPE	8	42.1	Business	8	42.1	8	31
KCSE	7	36.8	Employed	7	36.8	12	46
Diploma	4	21.1	Employed	4	21.1	6	23
Degree	-	-	-	-	-	-	-
None	-	-	-	-	-	-	-
Total	19	100	Total	19	100	26	100

This implies that parents who were educated and had salaried employment or operated businesses had a stable kind of lifestyle and source of income. This may have enabled them to support and to retain their daughters in ECD centres. This finding was in agreement with a comparative study by Juma (1994) which revealed that Taita Taveta District which was inhabited by a high proportion of parents who were educated and had salaried employment or operated businesses had a high population of girls in schools as compared to Kwale District which was

inhabited by a large number of illiterate parents. A similar study by Onyango (2000) shows that Nginyang Division of Baringo District had more illiterate parents and subsequently low female participation in education.

Table 4.5 shows that 88.9% (n=16) of parents who did not retain their daughters in preschools did livestock rearing as their major occupation and 11.1% (n=2) had businesses as their occupation.

Table 4.5 Educational Level and Occupation of Parents who did not Retain their Daughters in Schools and Retention of Girls in ECD Centres

Parents who did not retain their daughters in preschool and lower primary							
Academic Level		Occupation				Number of Girls Retained	
	f	%		f	%	f	%
KCPE	1	5.6	Business	2	11.1	-	-
KCSE	-	-	-	-	-	-	-
Diploma	-	-	-	-	-	-	-
Degree	-	-	-	-	-	-	-
None	17	94.4	Livestock rearing	16	88.9	-	-
Total	18	100	Total	18	100	-	-

This implies that parents who were illiterate, unemployed or in livestock keeping as their main occupation were not able to retain their daughters in ECD centres. This could be attributed to

their occupation which demands that they migrate in search of pasture and water during the drought seasons hence withdrawing the girls from schools.

This is in agreement with UNICEF (1998) that notes nomadism is a way of life in Somali community where families move far away from settlement area where schools are located in search of water and pasture for their livestock. Girls are more affected by this way of life because among the Somali community, boys are left to stay with anybody but girls cannot be entrusted with anybody therefore girls have to go with their parents.

4.3 What are the Effects of Parents' Attitude towards Girl Child Education and the Retention of the Girl Child in ECD Centres?

Table 4.6 shows that from the interview schedules, 61% (n=11) of the parents who did not retain their daughters in schools noted that girls who go to school advance in age while attending school and therefore delay in marriage. Majority of the parents 56.6% (n=10) did not retain their daughters so that girls can help them in household chores. Another 72% (n=13) of parents whose daughters were not retained in school did not see the benefit and importance of education for their daughters. Among the parents who did not retain their girls in schools, 66% (n=12) said that girls cannot learn as boys in schools while 45% (n=8) believed that girls have no equal rights to education as boys.

Table 4.6 Reasons Why Parents did not Retain their Girls in ECD Centres

Reasons why Parents did not Retain Daughters in ECD Centres	f	%
Girls' education delays marriage.	11	61
Girls need to help parents in household chores.	10	56
Girls cannot learn as boys.	12	66
Girls' education is not important.	13	72
Have no equal rights to education as boys.	8	45

This implies that parents who did not see the importance and value of girls' education did not retain their girls in schools. During the interviews, parents who did not retain their daughters in schools argued that life was easier for uneducated girls than boys since the girls were eventually married off thus their success in life was dependent on their husbands. This finding is in agreement with Gitau (1985) who notes that girls' education is curtailed because early marriages are most preferable for their numerous reasons as stated by of some parents. This includes avoidance of early pregnancies while in school and acquisition of bride wealth among others.

Twelve (66%) of the parents who did not retain their daughters in schools and were interviewed were stereotypic that girls could not learn as well as the boys counterparts. During the interview, parents who did not retain their daughters in schools reasoned that the intellectual ability of the girl child was much inferior compared to that of boys such that the girls could not match the boys in academics. As a result boys were given preference to study while girls remained at home to

help in household chores. With regard to girls' intellectual ability, parents who did not retain their daughters in school had this say:

Men and women are not equal, that is the way God created us. Girls' intelligence cannot be the same as boys.

"kas gebedoth wa laba kadhulet" the intelligence of a girl if measured is equivalent to two steps, she cannot reason any further than that.

Girls cannot perform better than boys in school. They can never be the same and therefore there is no need to waste resources on girls.

This is supported by FAWE (2001) report on girls' education in Wajir and Mandera Districts of Kenya that many parents hold the view that girls have low ability compared to boys and educating them is a waste of money. This negative attitude to women in general and to girl's education in particular has contributed to low enrolment and retention of girls in primary schools while investing on boy's education is seen to be a feasible investment in the care of parents in old age.

Similar ideas are further supported by White (1984) that social-cultural beliefs, attitudes and practices dominant in among the Somali have gender differentiated effects on boys and girls education.

In most cases, more prejudice is placed on girls while boys are favored in all aspects of life. Traditionally girls are viewed to be inferior and therefore, discriminated right from birth. Findings by Appleton (1995) further supports that low women valuation of girls schooling by parents was out of the belief that girls are less capable and their place is in the kitchen. Thus,

girls become conditioned to see their future as housewives who would not need much formal education for employment.

Also revealed during the interview with parents who had not retained their daughters in school was that parents hold a negative view towards educated girls and that cultural beliefs and attitudes stand in the way of rapid extension of education for girls. In support of this, parents interviewed had this to say:

Educating a girl is rather unnecessary. We fear that girls' pursuance of education will make them bigheaded and their chances of marriage would be ruined.

This is supported by Ballara (1991) who suggests that many households hold negative cultural attitudes and beliefs towards education of girls that impedes on their education.

During the interviews with the parents whose daughters were not retained in school, it emerged that parents justified the denial of girls' right to education to prevent them from bringing shame to the family through early pregnancy.

One parent had this to say:

Women who are at the same level of education as the men are a disgrace to the community because more often than not they will not get married. An early marriage is the best way to prevent this and at the same time preserve traditions.

In acknowledging attitudes and values attached to female education as a main hindrance to girls' education, parents who did not retain their daughters in school and who were interviewed had this to say:

Livestock is valued more than anything else. Somebody with many herds of cattle, sheep and goats is not ready to take his children to school.

Parents withdraw their daughters out of school so they can take care of their livestock which we regard as a better investment than their education.

Girls' education is not important in the Somali community. Pastoralists who move with the animals can't leave behind their girls because educating girls is not important

Girls' education delays marriage. The main role of a woman in a society is to bear as many children as possible. Girls who go to school to completion will waste all their years in school and will reach menopause soon after marriage.

Attitudes and practices, traditional, cultural or religious beliefs, gender stereotypes and lack of knowledge on benefits of education are some of the reasons why girls are not retained in schools.

Girls' Education is not valued or is seen as irrelevant to or in conflict with accepted roles in our society.

The poorest parents (who they believe to be uneducated) have little or no understanding of the benefits of education and many children do not attend school (or attend irregularly because their parents do not value education.

Gender dimension like early marriage, low status of women, and intractable patriarchal societies often result in lower priority on education of girls.

uring the focused group discussions with the parents who retained their daughters in school, it emerged that girls' education was important and that girls will gain knowledge and be self-liant. Parents agreed that girls have equal rights as boys. This implies that parents who valued rls' education retained their daughters in school.

It also emerged during the interviews with parents who did not retain their daughters in school that parents' belief is widespread that a woman's place is in the home and the formal education is unlikely to aid in the fulfillment of this basic role. With regard to this, a parent interviewed had this to say;

Girls need to be trained to be good wives in the future. Therefore it is the role of the parents to give this priority. Educating a girl will delay her marriage.

According to Mill (1869) who was among the first feminist thinkers as noted by Rendal (1985), women have been brought up from their early years to believe in submission, yielding, living for others and being attractive to men. Meena (1992) noted that culturally determined ways of defining men and women and their roles in a society shapes gender specific opportunities and constraints. These, according to Meena (1992) influence the manner in which the society orders its relation of production and distribution of resources including education that result in gender difference.

During the interview with parents who did not retain their daughters in school, it also emerged that cultural beliefs and attitudes dictate that the future of girls is much dependent on their future husbands. In agreement to these cultural beliefs and attitudes, parents who did not retain their daughters in school and were interviewed had this to say:

Some parents have negative attitudes towards girls' education and girls suffer from domestic work overload, a situation that reduces their interest in pursuing education.

Girls are generally regarded as inferior to the boys. It is a common expectation that girls should be married off as early as 12-13 years of age. The parents therefore do not put a lot

of emphasis on their education and consider it "a waste of time and money.

During the interview with parents who did not retain their daughters in schools it emerged that parents unanimously agreed that a large portions of the Somali community prefer to educate boys over girls. In agreement to this a parent who was interviewed had this to say:

Boys will remain with parents even at old age their education is beneficial to the parents and will support us economically unlike the girls who will leave us once married to other families.

If educated boys are not getting jobs why waste resources on girls? Let them go to school to learn and read a few words in English and that is enough.

Girls will eventually be married and leave her parental home to join her husband, but the boy will stay in his parents' home to continue with the family line.

From the interview with parents who did not retain their daughters in school indicated negative social attitudes and cultural practices as a hindrance to girls' retention in schools. These took the form of parental preference for the education of boys over girls and socialization within strict gender roles.

This is in accordance to socialist feminism, Adamson, Briskin and Mcphail (1988), who recognized that the exploitation and oppression of women was rooted in the structure of patriarchal capitalism and that sexism was deeply ingrained in the social relation of patriarchal capitalists.

This study is in agreement with the study by Holmes (2003) in Uganda, which found out that overall females receive less education than males, and they tend to dropout, or are withdrawn earlier for social-cultural reasons. Holmes (2003) further argues that the opportunity cost of sending female children to school in rural areas, where girls are married quite early, is high because benefits of their schooling will not accrue to their parental household.

Mahadevan (1992) further notes that when a girl is born, she is seen as one who belongs to another family, whereas a boy is seen as one who will continue the family tree. However, parents who were interviewed shifted the blame of not taking their girls to school to the absence of boarding schools in the region.

Due to their nomadic lifestyle they are forced to withdraw their daughters from school during drought as they search for pasture since girls cannot be entrusted with anybody and therefore have to go with their parents. This implies that the parents who did not retain their daughters in schools do not take education seriously especially for their daughters.

4.4 What are the Effects of Parents' Economic Status on the Retention of Girls ECD

Centres?

Table 4.7 shows that among the parents who retained their girls in preschools; 42 % (n=8) were engaged in business and retained 31 % (n=8) girls enrolled in 2007 to class three in 2010, 58% (n=11) were employed and retained 69 % (n=18) girls enrolled in preschool in 2007 to 2010 in class three. Majority of the parents who did not retain their daughters in schools 88.9% (n=16)

were engaged in livestock rearing which does not fetch much due to prolonged droughts and 11.1 % (n=2) were small scale businessmen or businesswomen.

Table 4.7 Economic Activities of the Parents and Retention of Girls in ECD Centres

Parents Who Retained their Daughters in Schools					Parents Who did Not Retain their Daughters in School				
Economic Activity		Number of Girls Retained			Economic Activity		Number of Girls Retained		
f	%	f	%	f	%	f	%	f	%
Business	8	42	8	31	Business	1	5.6	-	-
Employed	11	58	18	69	Employed	-	-	-	-
Unemployed	-	-	-	-	Unemployed	-	-	-	-
Livestock keeping	--	-	-	-	Livestock rearing	17	94.4	-	-
Others	-	-	-	-	-	-	-	-	-
Total	19	100	26	100	Total	18	100	-	-

This implies that parents who engaged in business and are employed were able to support their daughters' education and retained them in ECD centres. Parents who engaged in livestock rearing as a source of income withdrew their daughters from schools as they moved in search of water and pastures for their animals. This is supported by Ambia (2003) in her research findings on factors affecting access and retention of girls' education in schools in Wajir District, that most girls are constantly withdrawn from school depending on the movement of their parents.

The nomadic lifestyle disrupts girls' retention in schools since the parents are unable to leave them behind during migratory periods.

The researcher asked the ECD teachers, Zonal Quality Assurance Officers, Assistant Chiefs and girls who were not retained in ECD centres the reasons why parents did not retain their girls in ECD centres. Table 4.8 shows that 60% (n=12) of the ECD teachers, all the ZQASO, 59% (n=13) of the assistant chiefs and 72% (n=26) of the school aged girls who were not retained in schools, agreed that parents withdraw their girls from school to work and earn an income.

Table 4.8 Reasons why Parents Withdraw their Girls from ECD Centres

Reasons why Parents With Respondents	f	%	
Draw their Girls From School			
To work and earn an income	ECD teachers	12	60
	ZQASO	2	100
	Assistant chiefs	13	59
	Girls who were not retained in ECD centres	26	72
Parents are nomads and migrate with their girls	ECD teachers	13	65
	ZQASO	2	100
	Assistant chiefs	15	68
	Girls who were not retained in ECD Centres	23	65
Parents are too poor	ECD teachers	14	66
	ZQASO	2	100
	Assistant chiefs	15	68
	Girls who were not retained in ECD centres	22	62

Among the ECD teachers who filled the questionnaires, 62% (n=13) agreed that parents do not retain their daughters in schools due to their economic activity, that is, nomadic pastoralism. From the interviews, 68% (n=15) of the Assistant Chiefs and 65% (n=23) of the school aged girls who were not retained in schools supported that nomadic pastoralism hindered the retention of girls in schools. From the questionnaires both the ZQASO and 66% (n=14) of the ECD

teachers agreed that poverty was a major hindrance to girls retention in schools. From the interviews 68% (n=15) of the Assistant Chiefs and 62% (n=22) of the school aged girls who were not retained agreed that poverty was a major reason why parents did not retain their girls in ECD centres.

This implies that parents who cannot afford to meet their requirements did not retain their daughters in school. This is in agreement with Davidson and Kanyura (1992) who note that poor parents prefer to use their limited resources to educate their sons rather than daughters because they believe that boys education would yield economic returns when they complete and get jobs hence benefit the family.

During the interviews with the Assistant Chiefs it was supported that girl child labour was utilized at home to subsidize the family income. At the age of 8 years, girls are sent to urban centres to their relatives to work as baby sitters and in turn their parents are paid. In agreement to this an Assistant Chief had this to say:

Girls help their parents earn an income. The parents are paid up to Ksh. 2,000 a month and this is good money for some parents who do not have any income.

Child labour is indispensable to the survival of some households and schooling because it represents a high opportunity cost to those sending children to childcare; girls are more likely to be involved than boys with the rapid rate of growth in urbanization. The demand for domestic labour in urban areas has also increased resources and poor rural household have responded by sending their daughters into domestic labour market in exchange for regular cash income.

This study is in agreement with Odaga and Henevelad (1995) who suggest that girls are expected to perform all kinds of house hold chores. In some cases, they are withdrawn from school in order to engage in various forms of income generating activities such as being hired as house helps, farm labourers and hawking to supplement the incomes of families.

During the focused group discussions with parents who had retained their daughters in schools parents had this to say in acknowledging that poverty hinders support for girls' education;

It is expensive to educate a girl as compared to a boy. A girl needs a hijab, skirt, blouse, trousers and she needs to apply oil on her body while a boy may not need all these, only a shirt and a trouser is enough.

Direct costs of schooling like school fees at preschools, clothing and shoes, school books/supplies are threat to the girl child education. Families cannot meet direct costs, so children don't enroll in school or they dropout.

If a choice has to be made between sending a boy or girl to school, the boy will usually be given preference.

This is supported by Juma (1994) that girls education places greater financial burden on the family resources as compared to boys. Odaga, (1995) also revealed that higher burdens outlay for girls. Uniforms among other items influence parental decisions and lead to their withdrawal of girls from schools in times of crisis. This is particularly so, considering that they are less likely to go to school in torn or patched uniforms for both proprietary and modesty reasons.

During the interview with parents who did not retain their daughters in schools it emerged that lack of funds has been a barrier to girl's retention in schools. Poverty at the household level discourages parents from enrolling their children in school or withdrawing them once the

demand for school needs and requirements become impossible to meet. Wealth is an important factor, so financial restrictions still play a major role. In support to this a parent had this to say:

Families cannot afford the loss of income or labour contribution of their children, so their children do not enroll or attend. Traditional division of labour often disadvantages girls more likely to have to work in the home, care for siblings.

There is competition among children within families over restricted resources. Having several brothers decreases the chances for girls to stay in school.

During the focused group discussions parents who had retained their daughters in school revealed that household poverty is one of the major factors that prevent girls from being retained in schools. A parent supported this and said;

Some parents have been convinced of the need to send their girl child to school but they cannot afford to retain them because of lack of funds.

The findings of this study agree with Abagi (1996) who notes that when resources are scarce in a family, the option would be for the boys' education to be granted but not for the girls. This means that parents in Tarbaj Division are reluctant to retain their daughters in school due to high opportunity cost as compared to boys as stated by Odaga and Heneveld (1995).

Odaga and Heneveld (1995), further note that parents worry about wasting money on the education of girls because they are most likely to get pregnant or married before completing their schooling and that once married, girls become part of another family and the parental investment in them is lost this therefore perpetuates parents discouraging the girl child from continuing with school.

4.5 What are the Effects of Family Structure on Retention of Girls in ECD Centres?

This study sought to establish whether marital status, single parenthood and the number of children in a family affect the retention of girls in ECD centres in Tarbaj Division. A comparison was made between the parents whose daughters were retained in school and parents who did not retain their daughters in schools.

Table 4.9 shows that parents who retained their daughters in preschools were all married 100% (n=19) and retained 100 % (n=26) of the girls who were enrolled in preschool in 2007 to class three in 2010. Among the parents who did not retain their daughters in preschools 45.0% (n=8) were married and 55 % (n=10) were single and in a disjointed families.

Table 4.9 Marital Status of Parents and Retention of Girls in ECD Centres

Parents who Retained their Daughters in ECD Centres					Parents who did not Retain their Daughters in ECD Centres				
Marital Status	Number of Girls Retained				Marital Status	Number of Girls Retained			
	f	%	f	%		f	%	f	%
Married	19	100	26	100	Married	8	45	-	-
Single	-	-	-	-	Single	10	55	-	-
Total	19	100	26	100	Total	18	100	-	-

This implies that majority of the parents who were single did not support their girls education. Financial challenges could be affecting the retention of girls in schools. Parents could have

withdrawn their daughters to support them earn an income. This is supported by FAWE (2001) who suggests that an increase in family disintegration through either separation or divorce particularly affects the girls' education, whose fate in most cases is early marriage.

Structurally, a family is either broken or intact. A broken family in this context is one that is not structurally intact for various reasons; death of a parent, divorce, separation, dissolution and illegitimacy in which case, the family was never completed (Conkline, 1996). This analysis becomes necessary because life in a single parent family can be stressful for both the child and the parent.

Such families are faced with the challenges of diminished financial resources, Children's Defence Fund (1994), assumptions of new roles and responsibilities, establishment of new patterns in intra-familial interaction and reorganization of routines and schedules (Agulanna, 1999). These financial challenges affect the retention of girls in schools as parents make their daughters dropout out to help them earn an income.

Findings of the study of Hyunjoon (2008) on "Effects of Single Parenthood on Educational Aspiration and Student Disengagement in Korea" were that students from divorced single-father families and from divorced single-mother families are more likely to be disengaged compared to students from two-parent families.

Table 4.10 shows that 79% (n=15) of parents who did not retain their daughters in ECD centres had small families with less than five children as compared to 22.2% (n=3) of the parents who did not retain their daughters in ECD Centres.

Table 4.10: Number of Children of the Parents Family and Retention of Girls in ECD Centres

Parents who Retained their Daughters in ECD Centres					Parents who did not Retain their Daughters in ECD Centres			
Number of children in a family		Number of girls retained		Number of children in a family		Number of girls retained		
f	%	f	%	f	%	f	%	
2-3	7	37	8	31	2	11.1	-	-
4-5	8	42	12	46	2	11.1	-	-
6-7	2	10.5	3	11.5	3	16.7	-	-
8-9	2	10.5	3	11.5	6	33.7	-	-
10-11	-	-	-	-	3	16.7	-	-
Above 12	-	-	-	-	2	11.1	-	-
Total	19	100	26	100	18	100	-	-

This suggests that parents with less than five children retained their daughters in schools unlike those who had more than five children in a family. Parents with small families may be able to financially support their girls' education.

This is supported by Ezewu (1983), who notes that parents with small families and children can manage them properly and would encourage them to aspire for higher education therefore retain them in schools. Study by a Nigerian researcher Okoja (1996) found out that many poor and large families preferred to educate boys than girls for family continuity, headship of household and property inheritance, since many girls marry off and go away from home.

The parents with small families give more time and attention to each child. In addition parents are able to give children the necessary material support to enable them to complete school with better grades as suggested by King and Hill, (1993). On the other hand, children from large families receive less individual attention and other resources from the parents. Given both a preference for boys' education and higher costs for girls, the daughters in large families are less likely to be sent to school than sons (King and Hill, 1993).

During the interview with the assistant chiefs, it emerged that most of the girls were not retained in ECD centres due to the number of children in the family. All the twenty two assistant chiefs agreed that parents who had large number of children prefer to remove the girls from school to allow the boys to continue with education.

In agreement to the number of children in a family one parent proudly appreciated by saying:

Having many children is a sign of wealth. Many children means increased labour force and security especially for boys, that are why we prefer educating boys.

During the interview a male parent who did not retain his daughters in school had this to say:

Our investment is the number of children and wealth in terms of animals one has. If you have many animals and no one to take care of them it is a waste.

This implies that the parents who did not retain daughters in schools appreciated the large number of children. Families that had more than five children might have had less resource for girls' education. More children might mean less resource left for girl's education.

This study supports the findings of World Bank (1993) which notes that large families found in rural parts of the developing countries faced with scarce resources opt to withdraw children from schools and while doing so there is likelihood of girls being pulled out of school to give way to their brothers to continue with education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter details the summary of the findings of this study, conclusions and recommendations.

5.2. Summary

The findings of this study suggest that 42 % (n=8) of the parents who retained their daughters in school had acquired primary education and retained 31% (n=8) of the girls enrolled in preschools in 2007 to class three in 2010. 37% (n=7) of the parents had acquired secondary education and had retained 46% (n=12) girls enrolled in preschools in 2007 to class three in 2010. Parents with diploma education were 21% (n=4) and had retained 23% (n=6) girls enrolled in preschools in 2007 to class three in 2010. Among the parents who did not retain their daughters in preschools 5.6% (n=1) had acquired primary education and 94.4% (n=17) had not acquired any formal education.

Among the mothers who retained their daughters in preschools, 33.3% (n=4) had acquired primary education and retained 26.7 % (n=4) girls enrolled in preschools in 2007 to class three in 2010. Majority 66.7 % (n=8) had acquired secondary education and retained 67.7% (n=10) girls enrolled in preschools 2007 to class three in 2010. Among parents who did not retain their daughters in schools none (n=6) had acquired any formal education.

Among the fathers who retained their daughters in schools, 14% (n=1) had acquired primary education and retained 16.7% (n=2) girls enrolled in preschools to class three in 2010. Parents

with secondary education were 29% (n=2) and had acquired secondary education and had retained 33.3% (n=6) girls enrolled in preschools 2007 to class three in 2010, 57% (n=4) had acquired diploma education and retained 50% (n=6) girls enrolled in preschools in 2007 to class three in 2010. Among the fathers who did not retain their daughters in schools 5.6% (n=1) had acquired primary education and 94.4 (n=11) were illiterate.

Findings on the parents educational level and occupation show that 42.1% (n=8) of the parents who retained their daughters in schools had acquired primary education, were in business and had retained 23% (n=6) girls enrolled in preschools in 2007 to class three in 2010. Parents who were had acquired secondary education 36.1% (n=7) were employed and retained 31% (n=8) girls enrolled in 2007 to class three in 2010, and 21.1 (n=4) who had acquired diploma education were also employed and retained 23% (n =6) girls enrolled in 2007 to class three in 2010.

This study found out that parents who have not attained any education level did not retain their daughters in schools. Educated parents, whatever the level of education he/she has attained encourages the retention of girls in school. When the parents have little or no education, the chances that their girls go to school and if so to be retained are strongly reduced. Most parents have little or no formal education. The implication of low level or lack of formal education is that most parents do not attach much value to girls' education. They are ignorant of what children are taught in schools and do not see monetary returns especially for girls.

This study suggests that the gender and education level of the parent influences the retention of girls in ECD centres . The mother's educational level in particular is seen to have positive effect

on retention of girls in ECD centres. Parents' level of education and nature of their occupation have an impact on girls' retention in schools. Parents who have attained some formal education appreciate education for their daughters and retain them in ECD centres. Parents' illiteracy has also contributed negatively towards girls' education since the illiterate parents place no value on girls' education. When the parents have little or no education, the chances that their children go to school and if so to be retained are highly reduced.

Parents' attitude towards the girl child education has an impact on the retention of girls in ECD centres in Tarbaj division. Among the parents who did not retain their daughters in schools 61% (n=11) stated that girls who go to school advance in age while attending school and therefore delay in marriage. Majority of the parents, 56.6% (n=10) did not retain their daughters ECD centres so that they could help them in household chores.

Another 72% (n=13) of parents whose daughters were not retained in school did not see the benefit and importance of education especially for their daughters. Among the parents who did not retain their girls in schools 66% (n=12) said that girls cannot learn as boys in schools while 45% (n=8) believed that girls have no equal rights to education as boys. They argued that life was easier for uneducated girls than boys since the girls were eventually married off thus their success in life were dependent on their husbands.

It was a common believe among the parents who did not retain their daughters in schools that girls who go to school advance in age while attending school and therefore delay in marriage increasing chances of unwanted pregnancies. Others believe that women who are at the same

level of education as the men are a disgrace to the community because more often than not, they will not get married. The findings of this study reveal that parents attitude towards girls education had some influence on the retention of girls in ECD centres in Tarbaj Division.

The economic status of the parents had direct impact on the retention of girls in ECD centres. Among the parents who retained their girls in preschools; 42% (n=8) were engaged in business and retained 31% (n=8) girls enrolled in 2007 to class three in 2010, 58% (n=11) were employed and retained 69% (n=18) girls enrolled in preschool in 2007 to 2010 in class three. Majority of the parents 88.9% (n=16) who did not retain their daughters in ECD centres did livestock rearing as their major occupation and 11.1% (n=2) had business as their occupation.

This reveals that the economic activity that dictates their economic status impacts negatively on the retention of the girl child since it involves movement from one place to another. Unlike the boys who are left to stay behind during the migrations, girls have to accompany the parents since they cannot be entrusted with anybody.

All the ZQASO, 60% (n=12) of the ECD teachers, 59% (n=13) of the assistant chiefs and 72% (n=26) of the school aged girls who were not retained in schools, agreed that parents withdraw their girls from school to work and earn an income. Household poverty is one of the major factors that prevent girls from being retained in schools. Some parents have been convinced of the need to send their girl child to school but they cannot afford to retain them because of lack of funds to meet the school requirements.

This study revealed that parents who retained their daughters in ECD centres were all married 100% (n=19) and retained 100% (n=26) girls who were enrolled in preschool in 2007 to class three in 2010. Among the parents who did not retain their daughters in preschools 45% (n=8) were married and 55% (n=10) were single and in a disjointed families. Parents who did not retain their daughters in preschools 79% (n=15) school had small families with less than five children as compared to 22.2% (n=3) of the parents who did not retain their daughters in preschools.

Equally found out in the study was the fact that presence of large families was a hindrance to girls' education. Where a family had an average of five children to take to school and lack adequate resources to enroll all of them in school, preference was given to the boys.

5.3 Conclusions

This study examined the effects of certain parents' characteristics and the effects on the retention of girls in ECD centres in Tarbaj Division, Wajir East District in Kenya. These parents' characteristics included parents' educational background, parents' attitude towards the girl child education, parents' economic status and parents' family structure. Parents have influence on their children's education for several reasons, but most important because they are their children's first teachers.

Based on the findings of this study it is concluded that parents' who were illiterate denied girls their right to education. Illiterate parents did not see the value and importance of girls' education and therefore they did not enroll or retain their girls in schools.

Parents' who did not retain their daughters in school hold negative attitudes towards girls' education and denied them the right to education. Girls were seen as inferior and thus cannot learn as boys that the girls place is in the home and that girls' education delays marriage. Educated parents value girls' education and therefore retain their daughters in schools to completion.

Nomadism, poverty, household chores, early marriage and refusal of parents to take their girls to school are some of the reasons why girls are not retained in schools. Nomadic way of life disrupted the normal running of schools in Tarbaj division since families move with their children as they shift. Poverty and patriarchal descent systems forced parents to be biased against girls in the disbursement of the limited resources. Illiteracy and low income earning have made parents unable to meet the exorbitant costs of education of girls is not a priority to parents since they believe they will eventually be married off. The nomadic pastoralists' girls do not access schools during the drought seasons. This hinders the achievement of the education for all goals.

Despite free primary education in the country, poverty continues to be a major hindrance to girls' education in schools. Poverty encouraged child labour which is against child rights.

Parental rights and responsibility have been neglected in families that are single to an extent that children are subjected to child labour and denied their rights to education. This affects the girls much more than the boys.

5.4 Recommendations

In the light of the research findings the researcher recommends that the government and the education partners provide the parents with education on importance of retention of girls in

schools. Parents are ignorant about their children's rights and responsibilities laid upon them by statutes of Kenya concerning children. Parents should be educated on the rights of the child irrespective of sex and their responsibilities as parents. There is need to enforce laws that prohibit early marriages.

It is also important that the government provides adequate mobile schools in Tarbaj division to take care of girls during the drought seasons and in times of movement as parents search for pasture for their animals to enhance retention of girls. This will enable parents to enroll all the children and retain them in schools to completion of education rather than the boys only.

There is need to increase the household income generating projects like restocking for the poor families who have lost their livestock and promote the marketing of the available animals so that they fetch better prices which increases income. Parents will be able to afford educational cost and this will increase the chances for girls to being enrolled and retained in schools.

It is also important that the government considers making pre school free and compulsory since poverty is a major hindrance to girls' education. The government to also put poverty reduction strategies in place like Micro-enterprise programmes so that parents can be financially empowered. The government and the local NGOs to consider providing financial support to the needy families such as incentive programmes, subsidies, food, school supplies and uniforms to enhance retention of girls in schools.

Adult education policy and programmes to be rolled out by the government in Wajir District. The importance of adult education is envisaged to aid in enhancing attitudinal change among illiterate and ignorant parents in favour of girl child education.

5.5 Suggestions for Further Research

For further study the researcher suggests that a similar study be carried out in a wider area say, a province for the generalization of the findings. A similar study could also be carried out in another district with similar characteristics with Wajir to compare findings. There is need to carry out research to find out other factors that could be affecting retention of girls in preschool and lower primary in Wajir District.

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APPENDIX 1

QUESTIONNAIRE FOR QUALITY ASSURANCE AND STANDARDS OFFICER

Dear Respondent

The purpose of this study is to identify the parent's characteristics that may be affecting retention of girls in ECD centres. Please feel free as you give the information. Your identity will remain confidential.

Section 1: Background Information

1. Please indicate your age bracket. Tick (✓)

Below 25	
26 -30	
31-35	
36-40	
41-45	
Over 46 year	

2. Please indicate your highest academic qualifications .Tick (✓)

KAPE/KCPE	
KJSE	
O level/FORM 4	
A level	
Diploma	
Degree	
Masters	

Any other (please specify).....

Section 2: Items addressing research questions

1. The following are some of the reasons as to why girls drop or fail to attend ECD centres.

Please indicate with a tick (✓) those that apply to your zone.

1	Parents are nomads and thus keep on moving	
2	Housework	
3	Tending livestock	
4	Children-orphans, poverty	
5	Parents attitudes that girls cant learn	
6	No shoes, school uniform, school supplies	
7	Parents prefer educating boys than girls	
8	Girls would stop going to school to help parents earn income.	
9	Parents are too poor to send all children to school	
10	Girls are burdened with housework and find it difficult to combine it with regular schooling.	
11	Culture and traditions/ Early marriage	
12	Parents do not see the benefits and importance of education especially for their daughters	
13	Girls are seen not to be good investment by parents.	
14	Girls need to help in housework, sibling care and earn income	
15	Parents cant afford to meet the school requirement	
16	Late enrolment and early drop-out	
17	Parents don't see the value of education for girls	

Any other (please specify).....

2. Who do you think should be primarily responsible and involved in promoting girl retention in ECD centres?

1	Parents	
2	Government and the Ministry of Education	

Any other.....

3. Do you think boys and girls should have equal rights to education?

Yes	
No	

Give reasons for your answer above

.....

Any other reason (Please specify).....

.....

4. The following are some of the ways that could be used to improve attendance and retention of girls in ECD centres. Please indicate with a tick (✓) those that would apply in your zone.

1	Establish mobile schools to reach inaccessible areas and support should be given to teachers involved in mobile schools.	
2	Recruit local teachers in communities and provide incentives for teachers to work in rural and remote areas.	
3	Provide gender awareness trainings to provincial and local education officials and staff.	
4	Provide boarding facilities in school	
5	Encourage local authorities and community leaders to be actively involved in education.	
6	Conduct multi-media and community campaigns targeting parents about the role of women in society and the importance of educating girls.	

Any other comments.....

Thank You for Your Cooperation

APPENDIX II

QUESTIONNAIRE FOR ECD TEACHERS

Dear Respondent,

The purpose of this study is to identify parents' characteristics that may be affecting retention of girls in ECD centres. Please feel free as you give the information. The researcher will take responsibility of the issues raised in the study. Your identity will remain confidential.

Please respond to the following items as the case may require.

Section 1: Background Information

1. Please indicate your age bracket .Tick (✓) appropriately.

Below 25	
26 -30	
31-35	
36-40	
41-45	
Over 46 year	

2. Please indicate your highest academic qualifications. Tick (✓) appropriately.

KAPE/KCPE	
KJSE	
O level/FORM 4	
A level	
Diploma	
Degree	
Masters	

Any other (Please specify).....

Section 2: Items Addressing the Research Objectives

1. The following are some of the reasons why parents do not retain girls in ECD centres. Please indicate with a tick (✓) those that apply to your zone.

1	Parents are nomads and thus keep on moving	
2	Tending livestock.	
3	Children are orphans	
4	No shoes, school uniform, school supplies	
5	Families with many children	
6	Sometimes, parents would ask their daughters to discontinue school to work and earn an income	
7	Parents are too poor to send all children to school	
8	Culture and traditions/ Early marriage	
9	Parents do not see the benefits and importance of education especially for their daughters.	

Any other (please specify).....

5. Who do you think should be primarily responsible and involved in promoting girls' equal access to education?

6. Do you think boys and girls should have equal rights to education

1	Parents	
2	Government and the Ministry of Education	
3	Teachers	
4	NGOs	
5	Local Cluster School Committees	

7. Do you think boys and girls should have equal rights to education?

Tick (✓) appropriately.

Yes	
No	

Give reasons

8. Why do you think some girls in ECD centres are out of school or drop- out of school?

1	Girls need to help in housework, sibling care and earn income.	
2	Culture and tradition / early marriage.	
3	Parents are too poor.	
4	Parents' attitude that girls can not learn as boys.	
5	Parents don't see the value of education for girls.	
6	Parents have very many children thus they can not afford to take all of them to ECD centres.	

Any other reason

(Please specify).....

The following are some of the ways that could be used to improve attendance and retention of girls in ECD centres. Please indicate with a tick (✓) those that would apply in your zone.

1	Establish mobile schools to reach inaccessible areas and support should be given to teachers involved in mobile schools.	
2	Recruit local teachers in communities	
3	Provide incentives for teachers to work in rural and remote areas.	
4	Integrate gender concepts in curriculum. Teach girls about the value of their roles and contributions as girls/women and to know about their rights.	
5	Provide gender awareness trainings to provincial and local education officials and staff.	
6	Provide boarding facilities in schools	
7	Encourage local authorities and community leaders to be actively involved in education.	
8	Conduct multi-media and community campaigns targeting parents about the role of women in society and the importance of educating girls.	

Any other comments.....

Thank You for Your Response

APPENDIX 1II

INTERVIEW SCHEDULE FOR ASSISTANT CHIEFS

Dear Respondent

The purpose of this study is to identify parents' characteristics that may be affecting retention of girls in ECD centres. Please feel free as you give the information. The researcher will take responsibility of the issues raised in the study. Your identity will remain confidential.

Please respond to the following items as the case may require.

Section 1: Background Information

1. Please indicate your age bracket. Tick (✓) appropriately.

Below 25	
26 -30	
31-35	
36-40	
41-45	
Over 46 year	

2. Please indicate your highest academic qualifications. Tick (✓) appropriately.

KAPE/KCPE	
KJSE	
O level/FORM 4	
A level	
Diploma	
Degree	
Masters	

Any other (please specify).....

Section 2: Items Addressing Research Objectives

1. The following are some of the reasons why girls drop or fail to attend ECD centres. Please indicate with a tick (✓) those that apply to your sub location.

1	Parents are nomads and thus keep on moving	
2	Tending livestock	
3	Children are orphans	
4	Parents do not allow children to attend school	
5	No shoes, school uniform, school supplies	
6	Parents have very many children thus they can not afford to take all of them to ECD centre.	
7	Girls would stop going to school to help parents earn income. Sometimes, parents would ask their daughters to discontinue school to work and earn an income	
8	Parents are too poor to send all children to school	
9	Culture and traditions/ Early marriage	
10	Parents do not see the benefits and importance of education especially for their daughters	

Any other (please specify).....

2. Who do you think should be primarily responsible and involved in promoting girls retention in schools?

.....

Give reasons for your answer.

.....

3. Do you think boys and girls should have equal rights to education?

Yes	
No	

Give reasons for your answer above

.....
.....

4. What do you think are the parents' attitude towards girls' education?

5. Do you think girl's education is important?

Give reason (Please specify).....

6. What do you think are some of the ways that could be used to improve attendance and retention of girls in ECD centres?

Any other comment.....

APPENDIX IV

**SCHEDULE FOR FOCUSED GROUP DISCUSSIONS WITH PARENTS WHO
RETAINED THEIR DAUGHTERS IN ECD CENTRES**

Please feel free to respond to the items below.

Section 1: Background Information

1. Please indicate your age bracket. Tick (✓) appropriately.

Below 25	
26 -30	
31-35	
36-40	
41-45	
Over 46 year	

2. Please indicate your highest academic qualifications Tick (✓) appropriately.

KAPE/KCPE	
KJSE	
O level/FORM 4	
A level	
Diploma	
Degree	
Masters	

Any other (please specify).....

3. Please indicate your sex. Tick (✓) appropriately.

Male	
Female	

4. Please indicate your marital status Tick (✓) appropriately.

Married	
Single	

Any other (specify).....

.....

5. Please indicate your economic activity

Employed	
Business	
Livestock rearing	
Unemployed	

Any other (specify).....

.....

6. How many children do you have? Tick appropriately.

2-3	
4-5	
6-7	
8-9	
10-11	
12-13	

Section 2: Items Addressing Research Objectives

1. What are the reasons why you have taken your daughter to ECD centres.

.....
.....

2. What do you think are the reasons why parents do not retain their girls' is important?

Yes

No

Give reasons

.....
.....

3. How many of your girls have you retained in school fro the year 2007 to 2010.....

4. If given the opportunity, will you let your daughters pursue higher education?

Give reasons for your answer

.....
.....

5. How can your daughter be helped so that they can continue schooling?

a.....

b.....

c.....

6. Do you think that boys and girls have equal rights to education?

Yes	
No	

Give reasons for your answer.

.....
.....

7. Who do you think should be primarily responsible and involved in promoting girls retention in schools?

Give reasons for your answer.

.....
.....

7. What do you think are some of the ways that could be used to improve attendance and retention of girls in ECD centres

.....
.....

8. Do you think boys and girls should have equal rights to education?

Yes

No

Give reasons for your answers.....

APPENDIX V

**INTERVIEW SCHEDULE FOR PARENTS WHO DID NOT RETAIN THEIR
DAUGHTERS IN ECD CENTRES**

Please feel free to respond to the items below.

Section 1 Background Information

1. Please indicate your age bracket. Tick (✓) appropriately

Below 25	
26 -30	
31-35	
36-40	
41-45	
Over 46 year	

2. Please indicate your highest academic qualifications Tick (✓) appropriately

KAPE/KCPE	
KJSE	
O level/FORM 4	
A level	
Diploma	
Degree	
Masters	

Any other (please specify).....

3. Please indicate your marital status Tick (✓) appropriately

Married	
Single	

3. Please indicate your sex. Tick (✓) appropriately.

Male	
Female	

Any other (specify).....

4. Please indicate your economic activity

Employed	
Business	
Livestock rearing	
Unemployed	

Any other (specify).....

5. How many children do you have? Tick appropriately.

2-3	
4-5	
6-7	
8-9	
10-11	
12-13	

Section 2: Items Addressing Research Objectives.

1. What are the main reasons why you stopped the schooling of your daughter(s) or never sent them to school?

.....
.....

2. Who do you think should be primarily responsible and involved in promoting girls' equal access to education?

.....
.....

3. How many of your girls have you retained in school from the year 2007 to 2010.....

3. Do you think boys and girls should have equal rights to education?

Yes

No

Give reasons for your answer

.....
.....

4. If given the opportunity, would you like your daughter to go back to school or would you like her to go to school? Tick (✓) appropriately

Yes

No

Give reasons for your answer

.....

5. What do you think should be done so that girls can continue to go to school?

.....

6. Should boys and girls have equal access to education? Is education important for girls as well?

Tick (✓) appropriately

Yes

No

Give reasons for your

.....
.....

Thank You for Your Response

APPENDIX VI

INTERVIEW SCHEDULE FOR GIRLS NOT RETAINED IN ECD CENTRES

Please feel free to answer questions asked.

1. What is your age in years?
2. Have you ever been to school? YesNo
3. If yes up to what level?.....
4. Why did you stop schooling or why didn't you attend school?

1	No textbooks, school supplies	
2	My parents are nomads and pastoralists	
3	The school is a long way from home.	
4	My parents can not afford.	
5	I take care of my young brothers and sisters	
6	I take care of the livestock at home	
7	We are many at home and my parents can not afford to take all us all to school.	
8	My brothers are school instead.	

Any other (please specify)

.....

.....

6. Do you think boys and girls should have equal rights to education?

Yes

No

Give reasons.....

7. If given the opportunity, would you like to go back to school? Or would you like to go to school?

Yes

No

Give reasons

.....
.....

8. What do you think should be done so that girls can continue to go to school?

.....
.....

9. Should boys and girls have equal access to education? Is education important for girls as well?

Yes

No

Give reasons.....

APPENDIX VII

DOCUMENTARY ANALYSIS FORM

Name of school.....

District.....

Division.....

<i>Year</i>	<i>Class</i>	<i>No of girls Enrolled term I</i>	<i>No of the same girls Retained in term II</i>	<i>No of the same girls retained in term III</i>
<i>2007</i>				
<i>2008</i>				
<i>2009</i>				
<i>2010</i>				