

# CHAPTER ONE

## INTRODUCTION

### 1.1 Background to the Study

Education is defined as comprising of organized communication designed to bring about learning. Education helps one to learn and apply information, previously unavailable for development (UNESCO, 2006). Further, education empowers individuals with specific skills required by a firm, project or field of demand. That is why it is believed that the principal mechanism for developing human skills and knowledge is education (World Bank, 2008).

Apparently, a community which wants to develop must provide education to its youth. The education given to learners does not only benefit the individuals who receive it but also the society in general, because it is the key to the development of any nation (UNESCO, 2005). Education provided to both males and females in the society provides the key not only to development but also to poverty alleviation and peace. A society with bias against education of females cannot be developed without the participation of women. In both developed and developing countries, the education of women is closely linked to human security, political involvement and a society built upon mutual respect, social justice, equality and desire for peace. Therefore the education of girls is essential for the development of all and for escaping from the vicious cycle of illiteracy and poverty (UNESCO, 2006). Education aims at supporting girls to become confident, self-reliant, personally and emotionally secure, positive, socially competent, committed, and independent but cooperative, imaginative, reality oriented individuals with visions and goals to become productive members of society

(World Bank, 2007). But the accessibility of education by girls has been met by a myriad of challenges among them financial and cultural constraints (Republic of Kenya 2010b).

In its desire to improve access to secondary education for both boys and girls the government of Kenya in 2008 started offering free education in all day public secondary schools. In all day public secondary schools, the government was to provide teachers and pay for tuition fees. However still, not everything was provided for free in the day schools. Parents and beneficiaries would still pay for uniforms, lunch and development fees as levied by the Board of Management (Republic of Kenya, 2008).

In boarding schools the situation did not become any better as parents and beneficiaries were still to provide finances for the boarding facilities like construction of dining halls, providing furniture and pay boarding and uniform fees and other equipment needed (Republic of Kenya, 2008). It was the government's policy that a number of boarding schools were to be provided throughout the country. The boarding schools were to provide conducive environment for learners from disadvantaged backgrounds besides providing ground for the young people from various parts of the country to mix for national cohesion (Republic of Kenya, 2009).

In Kenya, poverty has affected the enrolment of girls in boarding schools especially among pastoralist communities and in Arid and Semi-Arid Lands (ASAL) where resources are limited. According to Kenya's education report of 2014, although the enrolment of girls in secondary schools has generally improved to be almost at par with boys equitable access

remain a key challenge (Ministry of Education, 2014). The same report reveals that transition rates have challenges which are more pronounced among vulnerable groups like orphaned children and girls in the ASAL and among pastoralist communities. Bregman (2009) concurs that the Education of Girls in arid and semi arid areas has challenges because most families live below the poverty line. That they not only struggle to find food to eat but also for expenses like sending their children to schools. Sometimes when diseases attack their livestock and drought strikes their area they watch helplessly as their herds die because they can not afford to treat them nor afford to supply pasture and water (World Bank, 2013). While recognizing that education is the pillar to sustainable development, the government of Kenya drafted a policy of establishing low cost boarding schools in the pastoralist communities in the arid and semi arid lands with a view of enhancing completion of basic education by the girl child (Republic of Kenya, 2004).

Waldman (2013) researching on the education of Paiute pastoralist community in Arizona USA found out that the USA government has set aside funds for the education of the pastoralist children to promote affirmative action. But Waldman's study was conducted in the USA which is a developed country with high GDP and GNP hence the USA government can afford to pay for the girls in boarding secondary schools. The study by Waldman did not establish the effect of financial factors such as boarding fee, development fee, educational trip fee, mock fee and uniform fee on the enrolment of girls in public boarding secondary schools in Transmara Sub county in Kenya a developing country with over 46% of the people living below poverty line, a gap that this study sought to fill.

A study by Korir (2010) on the Assessment of the Factors Influencing Enrolment of boys in secondary schools among the Keiyo pastoralist in Kenya found out that lack of poverty is a key factor that discourages parents from enrolling their sons in secondary schools. However Korir's study did not establish the effect of financial factors such as boarding fee, development fee, educational trip fee, mock and uniform fee on the enrolment of students in secondary schools a gap that this study sought to fill.

Bhinde (2012) researching on the education of vulnerable groups in Bombay, India established that girls from the poor pastoralist households is often hampered by traditional beliefs and practices such as Islamic religious beliefs. But the study by Bhinde was done in a middle income country while this study was done in a developing country with lower income per capita. Also, Bhinde's (2012) study only focused on the effect of traditional religious cultures on the education of girls in Bombay. This study did not establish the effect ethnic cultures such as early marriages, adolescent pregnancies, female genital mutilation, domestic labour and preference to educate boys on the enrolment of girls in boarding secondary schools. That was why this study sought to find out the effect of ethnic cultural practices on the enrolment of girls in boarding secondary schools among the pastoralist community in Transmara Sub county.

In Ghana a study by Keith (2003), on the factors affecting the girl child established that traditional cultures like early marriages and preference to educate boys reduce the number of girls proceeding to secondary schools. Her study did not focus on the effect of traditional cultures on enrollment of girls in boarding secondary schools in a pastoralist community.

Keith's study did not study the effect of traditional cultures like early marriages and preference to educate boys on enrollment of girls in boarding secondary schools. This study sought to establish the effect of traditional cultures such as early marriages, adolescent pregnancies, domestic labour and preference to educate boys on the enrollment of girls in boarding secondary schools in Transmara Sub county among the Maasai in Kenya.

In the Maasai pastoralist community in Transmara, girls are discriminated against when it comes to education with boys given preference while girls albeit bright are left at home (World Bank, 2009). In the Maasai community where parents are anchored in their own cultural standards they may not influence their daughters to go for an education programme whose values they do not fully embrace (Mackenzie, 2007). Mackenzie observes that because of the cultural practices, most Maasai find it difficult to send their girls to boarding schools not only due to the financial factors but also due to traditional cultural practices and beliefs. Mackenzie noted that even if the secondary education was to be entirely free for all girls in all boarding schools, many parents and girl child must first see the benefits to be received upon completion before one could enroll.

Bregman (2009) concurs that the cultural beliefs and practices of the pastoralist Maasai people do not give value to the education of the girl child. That the girl child of the Maasai is meant to undergo traditional rites like FGM then be married off early to "fetch riches". Based on such beliefs many girls in Transmara easily get pregnant before marriage as they are considered inferior to the boy child and hence their work is to bear and rear children (UNICEF, 2012). In families with meagre resources some parents could offer their daughters

for marriage earlier (Mackenzie, 2007). In order to reduce the gap in the education of boys and girls, the Kenya government developed gender policies which sought to remove ethnic cultural discrimination of the girl child on educational matters (Republic of Kenya 2003b). These policies included the female genital mutilation (FGM) ban policy of 2001, adolescent marriages ban policy 2001 (Ministry of Education, 2007b). These policies advocated for the girls' education among parents and communities, sensitizing them against negative ethnic cultural practices and facilitating the re-entry of girls who drop out of school due to pregnancy and early marriage (Ministry of Education, 2007b).

A study by Maleng' (2010) on the Effect of female circumcision among the Maasai on academic performance in Kajiado found out that most girls who want to conform to the norms of the tribe get married soon after undergoing the FGM thereby reducing number of girls graduating from primary schools. The study by Maleng' was done at primary school level while this study was done in girls' boarding secondary school level. The study by Maleng' (2010) did not examine the effect of ethnic cultures like FGM, early marriages, domestic chores, adolescent pregnancies and preference to educate boys on the enrollment of girls in public boarding secondary schools. That is why this study sought to establish the effect of ethnic cultures like FGM, early marriages, domestic chores, adolescent pregnancies and preference to educate boys on the enrollment of girls in boarding secondary schools, a knowledge gap this study sought to fill.

Other than traditional ethnic practices, school cultures such as class repetition, inappropriate school facilities, poor sanitation facilities, lack of textbooks, poor diets may affect the

enrolment of girls in boarding secondary schools. Campbell (2013) researching on contribution of school infrastructure to completion of secondary school in central Cambodia established that unpopular school cultures like limited sanitation resources, lack of enough classrooms, poor academic grades and unattractive school diets made students dislike boarding schools. The study was done in the urban schools and not in a rural pastoralist community. The study did also not examine the effect of these school cultures on enrolment of girls in boarding schools. That brings to the fore one unanswered question, could school cultures be a demotivating factor in the enrolment of girls in boarding schools? That is why this study sought to find out the effect of school cultures such as class repetition, unfriendly school mates, poor KCSE results, lack of proper accommodation and lack of attractive diet on the enrolment of girls in boarding secondary schools in the pastoralist Transmara Sub county.

A study by Wamahiu (2014) on the performance of students in Coastal Kenya established that poor KCSE results, congested classrooms, class repetition, lack of sanitary facilities discouraged the enrolment of boys and girls in boarding schools. Wamahiu's study focused on the performance of both boys and girls but not on the enrolment of girls in secondary schools in a pastoralist community. Wamahiu did not establish the effect of these school cultural factors on the enrolment of girls in boarding schools in a pastoralist community. That is why this study sought to examine the effect of poor KCSE results, class repetition, lack of attractive diet, unfriendly school mates and lack of reading materials on the enrollment of girls in boarding secondary schools the pastoralist Transmara Sub county.

Whereas the provision of education in boarding secondary schools may be depended on the parent and girl, the government plays a pivotal role to ensure a child is given quality education (World Bank, 2008). A study by Roy (2013), on the effect of state policies on quality of education of girls in California in USA established that failure of California state government to implement its policies to monitor quality of education of immigrants' children leads to dropouts leading to decline in enrolment. The studies by Roy revealed that failure by the California government to monitor the set policies impacted negatively on the education of the youths. The study by Roy was done in USA which is a developed country but this study was done in Kenya, a developing country. Roy's study focused on education of children of immigrants' workers while this study focused on the enrolment of girls in boarding schools in a pastoralist community. Roy's study did not establish the effect of non-implementation of government's policies on girls' school re-entry after delivery, non-implementation of policy that girls without fees should not be sent home, non-implementation of the policy that CDF bursaries to help keep needy girls in school on the enrollment of girls in boarding secondary schools in the pastoralist Transmara sub county. That is this study sought to find out the effect of non-implementation of these educational government policies on the enrolment of girls in boarding secondary schools in Transmara Sub county.

A research by Wolfman (2013), established that the Kenya government is "rich" with government policies addressing the ills bedeviling the education of girls in Kenya. Also, the research found out that such policies are either partially or not implemented at all. As a result, enrolment of girls in boarding schools could be affected by the government's failure to implement educational policies. The study by Wolfman did not establish the effect of



education policies on enrolment of girls in boarding public secondary schools in Transmara Sub county. This is the knowledge gap that this study sought to fill with respect to government policies of readmission of pregnant girls after delivery, ban on FGM and ban on adolescent marriages.

The Kenya's constitution listed basic education as a fundamental right of children according (Republic of Kenya, 2011a) and the Education Act 2012 gave this constitutional right the muscle by defining basic education to include secondary education (Republic of Kenya, 2012). As a result, the Kenya government has developed policies to meet these needs in line with the MOE's objectives of promoting girl child participation in education (Republic of Kenya, 2012). The Kenya government through her education policies has among other needs established boarding schools to provide safe haven for girls from disadvantaged backgrounds to complete their secondary schooling (UNICEF 2009). On the education of the girl child, the government has established policies to enhance their enrolment in boarding secondary schools. These policies are: provision of CDF bursaries, readmission of pregnant girls after delivery, adolescent marriages ban and exclusion of girls without fees ban (Ministry of Education, 2007b).

However, these policies have not yielded much fruit in promoting enrolment of girls in boarding schools (FAWE, 2013). According to FAWE the Kenyan government in some cases does not implement these policies at all or applies them in piecemeal.

Table 1.1 show the enrolment trends of girls in secondary schools in Kenya for the 2009, 2010 and 2011 form one cohorts.

**Table 1.1****Secondary schools' Girls Enrolments in Kenya: Trends in Dropouts.**

<b>Form</b>	<b>Year /Enrolment</b>		
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>One</b>	232226	244636	251435
<b>Four</b>	150947	161460	160416
<b>% Decline in Enrolment</b>	<b>35</b>	<b>34</b>	<b>36.2</b>

**Source; Ministry of Education (2015)**

As shown in Table 1.1 in 2009 a total of 232226 girls were enrolled in form one in Kenya. By the time that cohort was finishing form four in 2012 a total of 81279 girls had dropped out representing 35 % decline in enrollment. In 2010 a total of 244636 girls were enrolled in form one in Kenya but at the end of secondary cycle a total of 83176 girls had dropped out representing 34% decline in enrollment. Although enrollment of girls in form one in 2011 increased to 251435 there was also an increase in the number of dropouts. The 2011 form one cohort produced 91019 drop outs which represented a decline in enrollment of 36.2%.

As revealed in Table 1.1, although the numbers of girls enrolling in form one countrywide has been on the increase, equally there has been a declining enrollment in by the time the cohort finishes form four. For the three form one cohorts of 2009, 2010 and 2011 on average nationally, the percentage decline in enrolment was at 35.06 percent. Considering that education is a basic right to school age going children, this percentage is worrying as quite a number of youths will not be getting their education rights.

Table 1.2 show the enrolment decline trends among Maasai girls in Transmara Sub county between 2009 and 2011.

**Table 1.2**

**Enrolment Trends among Maasai Girls in Transmara Sub county from 2009 – 2011**

<b>Form</b>	<b>ENROLLMENTS / YEAR</b>		
	<b>2009</b>	<b>2010</b>	<b>2011</b>
<b>Form One</b>	280	350	385
<b>Form Four</b>	154	217	255
<b>Percentage Decline:</b>	<b>45</b>	<b>38</b>	<b>37</b>

**Source: Transmara Sub county Education Office, 2015.**

In Transmara Sub county, in 2009 a total of 280 Maasai girls were enrolled in boarding schools in form one. The 2009 cohort enrolment had a 45 percent decline in enrolment. In 2010 a total 350 Maasai girls were enrolled in form one in boarding schools in the same Sub county. The 2010 form one cohort had a 38 percent decline in enrollment. In 2011, a total of 385 Maasai girls were enrolled in form one in girls’ boarding secondary schools in Transmara Sub county. That form one cohort of 2011 experienced a 37 percent decline in enrollment.

From Table 1.2 it can be revealed that in Transmara Sub county there is declining enrollments of girls’ in public boarding secondary schools. From the three years in table 1.2 the average percentage decline in the enrolment of girls in boarding secondary schools in Transmara Sub county was 40.5 percent.

Transmara Sub county was chosen for the study because it is one of the highest sub counties with the highest secondary schools girl dropout rates among the pastoralist communities in Rift Valley (Republic of Kenya, 2010). It is also one Sub county in which the decline of enrolment of girls in secondary schools is at 40.5 percent which is higher compared to that of the country's average which is at 35.02 percent. Transmara Sub county is the second poorest Sub county in Rift valley after Turkana Sub county. It has 70.7 percent of its population living below the poverty line and its literacy level at 22.8 percent (Republic of Kenya, 2010). That was why this study sought to establish the effect of financial and cultural factors and government policies on the enrollment of girls in boarding secondary schools in Transmara Sub county.

## **1.2 Statement of the Problem**

Financial and cultural factors and government educational policies affect enrolment of girls in boarding secondary schools as revealed by Bhinde, Roy, Keith and World Bank. The financial factors are the payment of boarding fees and other levies. The exorbitant cost of the 8.4.4 system due to the cost sharing policy in boarding schools affect access to boarding secondary schools. The declining enrolment of Maasai girls in girls' boarding public secondary schools in Transmara Sub county at 40.5 percent is lower than that of the national average at 35.06 percent. However, there is no empirical data to show the effect of financial and cultural factors and government policies on the enrolment of girls in boarding secondary schools among the Maasai girls in Transmara Sub county.

Kenya has declared the goal of industrialization by the year 2030 and education is one of the key pillars of that vision. Also in the Kenya's new constitution of 2010 education is one of the basic rights to be provided to all school age going children. That was this study sought to establish the effect of financial and cultural factors and government educational policies on the enrolment of Maasai girls in boarding secondary schools in the pastoralist community in Transmara Sub county.

### **1.3 Purpose of the Study**

The purpose of the study was to establish the effect of selected factors on the enrolment of Maasai girls in boarding secondary schools in the pastoralist Transmara Sub county.

### **1.4 Objectives of the study**

The objectives of the study were to:

- i) Determine the effect of financial factors on the enrolment of Maasai girls in boarding secondary schools in Transmara Sub county.
- ii) Establish the effect of culture on the enrolment of Maasai girls in boarding secondary schools in Transmara Sub county.
- iii) Establish the effect of government policies on the enrolment of Maasai girls in boarding secondary schools in Transmara Sub county.

## **1.5 Research Questions**

The following research questions guided the study:

- i) What is the effect of financial factors on the enrolment of Maasai girls in boarding secondary schools in Transmara Sub county?
- ii) What is the effect of culture on the enrolment of Maasai girls in boarding secondary schools in Transmara Sub county?
- iii) What is the effect of government policies on the enrolment of Maasai girls in boarding secondary schools in Transmara Sub county?

## **1.6 Assumptions of the Study**

The study was carried out with the following assumptions:

- i) Girl-students who dropped out of schools under study thereby affecting enrolment did not join other schools in the Sub county.
- ii) The people in Transmara enroll their daughters in boarding secondary schools in the Sub county
- iii) Girls did not defer studies during the study and did not continue schooling after the study.

## **1.7 Scope of the Study**

The study was carried out within the following scope:

- i) The study covered all public secondary schools in the entire Sub county in which girls were boarders. The focus of the study was the effect of ethnic cultural factors of the

- people, financial factors in terms of fees and levies, and effect of non-implementation government educational policies on enrolment of girls in boarding secondary schools.
- ii) The study covered all Maasai girls enrolled in boarding secondary schools in Transmara Sub county.
  - iii) The study covered only those girls in boarding schools whose fees and other levies are paid by the parents.

### **1.8 Limitations of the study**

The study was carried out within the following limitations:

- i) It was difficult to determine the factorial structure underlying human behavior; it was therefore not possible to list all factors, which influence a particular action, and hence not all factors affecting enrolment of girls in boarding schools among the pastoralist Transmara Sub county could not be isolated for analysis.
- ii) The study did not include non-Maasai girls enrolled in boarding secondary schools in Transmara Sub county.
- iii) It was not possible to interview students who had dropped out of school or their parents because it very difficult to trace their places of stay.

### **1.9 Significance of Study**

The significance of the study stemmed from the ground that dropping out of girls in secondary schools is a problem that has been persistent in the Kenyan education system. Also there has been a growing concern about the plight of women not only in Kenya but elsewhere in the world that women are underrepresented both in education and employment. The

situation has been made worse among the girls in Transmara Sub county who other than fees and other levies are disadvantaged due to the cultural stigma which discriminate against their education. Although education of girls is a vital tool of development, girls among the Maasai are highly disadvantaged when it comes to educational matters.

The study is therefore significant in the following respects:

- i) The study attempts to gain understanding of the financial constraints in the secondary education of girls in a community which still embraces the African traditional cultural beliefs. In this regard the study seeks to contribute to the available literature or body of knowledge the extent financial factors affect girls' education in boarding secondary schools among the pastoralist people.
- ii) The study attempted to contribute to a deeper understanding of the school cultures that affect girl student academic pursuits. In Transmara Sub county, the findings will go along way in helping parents and guardians in understanding what ailments attack the search for academic excellence of their girls and hence help them adopt more positive actions which may counter the distractions from their academic goals.
- iii) The study will help educators, financiers, donors, policy makers, the government and politicians in studying the effect of financial and cultural factors and non-implementation of government policies on enrolment of girls in boarding secondary schools in Transmara Sub county.

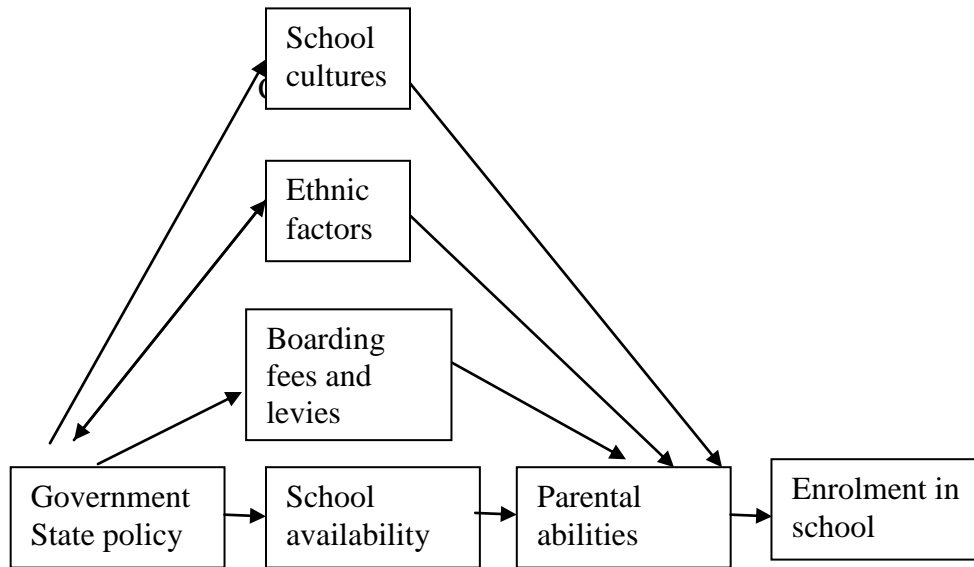


### **1.10 Theoretical Framework of the Study**

The study is based on the production function model within the theory of supply and demand (Psacharopoulos & Woodhall, 1985). Psacharopoulos developed and used the production function theory to make two assertions. The first assertion is that price is determined by the forces of supply and demand; that supply and demand are also influenced by several other factors such as consumer tastes and values. The second assertion is that supply is influenced by the prices of the commodities, methods of production and the prices of the inputs (Reynold, 1979). Demand, he asserted is affected by various factors such as the price of the commodity, income of the consumer, price of the alternative commodities, tastes and preferences of consumers (Reynold, 1979).

When using the production function theory in this study, a school is taken to be an industry and the education system to be an industry. The products at the end of secondary school educational cycle were the supply. The demand in this case, was students' desire to enroll and remain in school to come out as products. Taking demand to mean enrolment of girls among the Maasai in secondary school and supply as secondary graduates, a relationship between demand and supply can be established. An enrolment model can be expressed as a relationship between demand (enrolment) and factors affecting supply. Financial and cultural and government policies affect the demand for education. By modifying the production function theory to fit into an educational system, it can be used to collect data on how enrolment (demand) is affected by financial and cultural factors and government policies.

Factors affecting enrolment of girl-students in boarding secondary schools include lack of finances to maintain boarding life, early marriages, adolescent, pregnancies and weak government policies as illustrated by the enrolment model in Figure .1



**Figure 1: Model of Factors Influencing Girls’ Enrolment in Boarding Secondary Schools**

First, taking supply to mean graduation of those girls enrolled in form one at secondary school level and demand as comprising of factors influencing supply, an enrolment model can be expressed as a relationship between enrolment and factors affecting enrolment via dropouts.

This can be expressed as:

$$Q = f(X, Y, Z, \dots, V)$$

Where: Q = Dependent variable i.e. Quantity (number) of enrolment and X, Y and Z are independent variables which influence enrolment. V are the undefined variables which may influence enrolment in boarding secondary schools.

X are financial factors, Y are cultural factors while Z are non-implementation of government educational policies which affect enrolment by causing dropouts.

The financial factors influencing secondary school-dropouts hence affecting enrolment in boarding schools are: boarding fee, educational trip fee, development fee, motivation fee, and mock fee. These variables influence enrolment of girls in boarding secondary schools. Those who can not afford to pay withdraw from boarding schools leading to declining enrolments.

Suppose the enrolment of girls in secondary boarding school is a function of these financial factors. A regression equation for financial factors can be written in the form:

$$Q = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 \dots\dots\dots (i)$$

Where Y is enrolment

a is the constant, Y-intercept

$b_1$  to  $b_n$  are the partial regression coefficient estimates

$X_1$  to  $X_n$  are financial factors which affect enrolment of girls in boarding secondary schools; educational trip ( $X_1$ ), Development fee ( $X_2$ ), motivation fee ( $X_3$ ),

Boarding fee ( $X_4$ ) and Mock fee ( $X_6$ ).

Similarly, Y above represents the cultural factors which influence enrolment of girls in boarding secondary schools. The cultural factors are divided into folds namely; ethnic cultural practices and school cultural practices. Ethnic cultural practices which influence

enrolment in girls' boarding secondary schools are; Female circumcision ( $Y_1$ ), Early marriages ( $Y_2$ ), Adolescent pregnancies ( $Y_3$ ), Preference to educate boys ( $Y_4$ ), domestic labour ( $Y_5$ ) and Looking after younger siblings ( $Y_6$ ).

Suppose enrolment of girls in boarding secondary schools is a function of these ethnic cultural factors.

A regression equation for ethnic cultural factors can be written in the form:

$$Q = a + b_1Y_1 + b_2Y_2 + b_3Y_3 + b_4Y_4 + b_5Y_5 + b_6Y_6 + b_7Y_7 \dots\dots\dots(ii)$$

Where Q, a and  $b_1$  to  $b_7$  are as defined under financial factors' equation above.

$Y_1$  to  $Y_7$  ethnic cultures influencing enrolment in boarding secondary schools and they are identified above.

The other cultural practices that affect enrolment of girls in boarding schools are school cultural. These school cultures are; lack of proper accommodation(  $r_1$ ), lack of attractive school diet ( $r_2$ ), unfriendly school mates ( $r_3$ ), lack of reading materials ( $r_4$ ), class repetition (  $r_5$ ) and poor KCSE results (  $r_6$ ).

Suppose the enrolment of girls in boarding secondary schools is a function of these school cultures. Then, a regression equation for school cultural practices can be written in the form:

$$Q = a + b_1r_1 + b_2r_2 + b_3r_3 + b_4r_4 + b_5r_5 + b_6r_6 \dots\dots\dots (iii).$$

Where Q, a and  $b_1$  to  $b_6$  are as defined in the equations above.  $r_1$  to  $r_6$  are school cultures identified above.

Government policies are the other factors which could affect enrolment of girls in boarding secondary schools. Z represents the government policies which affect enrolment of girls in boarding secondary schools. These are; re-admission of girls after delivery ( $Z_1$ ), government

ban on FGM ( $Z_2$ ), government ban on adolescent marriages ( $Z_3$ ), CDF bursaries to keep girls in school ( $Z_4$ ) and girls without fees not to be discontinued ( $Z_5$ ).

Suppose the enrolment of girls in boarding secondary schools is a function of these government policies. Then, a regression equation for government policies can be written in the form;

$$Q = a + b_1Z_1 + b_2Z_2 + b_3Z_3 + b_4Z_4 + b_5Z_5 \dots \dots \dots (iv).$$

Where Q, a and  $b_1$  to  $b_5$  are as defined in the equations above.  $Z_1$  to  $Z_5$  are government policies which affect enrolment of girls in boarding secondary schools.

A stepwise regression linear model was used to analyze data presented by this theory in the study. This linear model was used because it enabled the effect of each factor on enrolment of girls in boarding schools in Transmara Sub county to be clearly brought out.

### 1.11 Operational Definition of Terms

In this study the following terms are operationalised to mean as follows:

**Boarding fee:** Money paid to boarding schools by learners to cater for their food and other boarding supplies.

**Class teacher:** Is the teacher, who is administratively in charge of a given class.

**Cost sharing:** An arrangement that both the government and beneficiaries share the cost of educating the learners in boarding secondary schools.

**Dropouts:** Those students who leave school in a given class before completing the secondary school cycle, thereby causing a decline in enrolment.

**Education policy:** Is the declaration of a government's political, plans and legal intentions on certain aspects of the education sector.

**Ethnic culture:** Are tribal traditional customs

**Financial factors:** Fees and other levies paid in boarding secondary schools.

**Enrolment:** Is the registering of students in a given class in secondary school in a given period of time.

**Levies:** Money paid by parents other than the school fees to finance certain projects or for emergencies to maintain learners in school

**Maasai:** Nilotic tribe which occupies the southern Kenya and northern Tanzania. Is known for its indigenous traditions among them dressing and pastoralism.

**Selected factors:** Financial and cultural factors and government educational policies

**School cultures:** Customs practiced or observed in schools.

## **CHAPTER TWO**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Introduction**

The chapter deals with four sub-sections with an integrated review of literature related to the objectives of the study. The first subsection deals with a review of literature related to girls' enrolment in boarding schools. The second is a review of literature on the effect of fees and other levies on the enrolment of girls in boarding schools. The third sub-section explores related literature on the effect of culture on the enrolment of girls in boarding schools. The fourth sub-section deals with the effect of government policies on the enrolment of girls in boarding schools. Particular attention is directed towards the gaps that the present study sought to fill in.

#### **2.2 Enrolment of Girls in Boarding Secondary Schools**

Although, it is no longer a matter of debate whether girls and women should be educated, some reference to the gains to be made is required. Educated mothers are more likely to adopt desirable health and nutritional practices than the uneducated ones (UNESCO, 2007). The same UNESCO report shows that girls who have gone up to secondary school level probably marry late, get fewer children and are more willing to use contraceptives. That educated mothers are also more likely to send their own daughters to school to ensure that they benefit socially and economically from the education they receive. The studies further show that each additional year of schooling of girls, results in a 5 to 10 percent reduction in infant mortality of their children. More gains resulting from education of girls show that there is a relationship between a woman's education and financial gains. It

has been revealed by research that each additional year that a girl remains at school can result in a 10 to 20 percent increase in post school earnings (UNICEF, 2005).

By educating girls who become educated women and mothers, their usefulness is increased in many aspects including raising income productivity, improving health, providing better nutrition, enhancing life longevity of the family, reducing family size and indeed ushering in a more just and democratic society (World Bank 2008). However in spite of the lucrative benefits by the society from the education of girls, females are most disadvantaged in the provision of education. That was why the Kenya government decided in order to improve the participation of girls in secondary education, there should be established girls boarding secondary schools so as to increase enrolment of girls especially from the marginalized areas and other vulnerable groups (Republic of Kenya, 2009).

The enrolment of girls in boarding secondary schools has been of concern to the governments, education stakeholders and society in general. The governments in different countries have always put a lot of emphasis on the enrolment of girls in boarding schools especially among vulnerable groups like the pastoralists so as to enhance completion of the secondary school cycle (World Bank, 2009). One of the major aims of enrolling girls in boarding schools is to increase the number of girls who complete secondary school and improve grades obtained by girls at secondary school level. The central purpose of this approach is to have an education system which removes social injustices and disparities between sexes, social and financial groups in an effort to fully embrace the Jomtien Declaration which declared “Education for All” (UNESCO, 2008).



In developed countries, like in France and Finland, their academic curriculum stipulates that school systems promote quality between sexes. Schools in such countries therefore seek to give boys and girls an identical education (World Bank, 2005). The governments provide funds as grants, bursaries, scholarships or loans to girls from needy families to ensure that girls from disadvantaged background do not drop out of school (World Bank. 2009). In spite of the governments' efforts to maintain girls in schools to ensure a near-perfect completion of the cycle, some girls drop out of boarding schools. In the developed Scandinavian countries, girls leave boarding school either with a feeling of optimism or pessimism for the future. Some girls leave boarding schools with feelings of despair, futility, lack of goals and future vision (Berker, 2008). However, the study by Berker was done in developed countries with higher income per capita while this study was done in Kenya which is a developing country with lower income per capita. This study sought to establish the effects of financial, cultural and non-implementation of government educational policies on the enrolment of girls in boarding secondary schools.

According to UNICEF (2009), the major issue in the education for girls is not only to guarantee gender parity at all levels but how to ensure that those already within the system are retained until they complete the high school cycle. The report suggested that for the girls to remain in the school system without dropping out, both parents and girls themselves must perceive the education received as interesting, safe, useful and appropriate to their socio-financial needs.

A study in Thailand by Benviniste et al (2008) showed that educational costs hampered enrolment of girls in boarding schools. Whereas the government of Thailand provides 12 years of free education enrolment of girls in boarding schools is discouraged by other costs such library fees, examination fees, meals and transport services. However, the study revealed that the Thailand government has implemented several key policy interventions in an attempt to boost enrolment of girls in boarding schools to help children of the vulnerable groups to complete their education. The study by Benviste et al was done in urban schools of Thailand whose parents and learners have different socio-financial exposure and expectations. However, this study was done in a rural setting in Kenya in which parents and learners still embrace the retrogressive traditional cultures.

The study by Benviste at al was on constraints on enrolment of girls in urban boarding secondary schools this study sought to establish the effect of financial, cultural and non-implementation of government educational policies on the enrolment of girls in boarding secondary among the rural pastoral community in Transmara.

In some communities in Africa, girls have started to have more access to boarding schools. However, according to the study by UNESCO (2010), in certain rural areas, girls walk five or more kilometers to the nearest secondary school. Consequently most parents have thought it safer to withdraw their girls from such distant day schools. But still, in some African countries such as Burkina Faso and Botswana about 18% of girls drop out of boarding schools due to pregnancies (World Bank, 2010). A study by UNESCO revealed that the traditional support structure provided by elders of the community to guide young people is

weakening and in some cases has disappeared, leading to increased adolescent pregnancies which continue to cause high drop out rates (UNESCO 2010).

A study by Keith (2003) on factors affecting the education of the girl child in Ghana showed that learning away from home is necessary if girls from poor households have to gain access to secondary schools. The study revealed that in traditional African society, the boy child is always given priority by the parents compared to the girl child. That Kenya is among those countries affected by this approach especially among the pastoral communities. However, Keith's study only determined factors hindering the education of girls in secondary schools. Keith's study did not focus on how financial and cultural factors and non-implementation of government educational policies on enrolment of girls in boarding secondary schools. That is this study sought to examine the effect of financial and cultural factors and government policies on the enrolment of girls in boarding secondary schools among the pastoralist in a rural setting.

In Kenya, government introduced Free Day Secondary Education (FDSE) as it sought to introduce and expand boarding secondary schools for girls to prevent dropping out (Republic of Kenya, 2009). The Ministry of Education 2008 report noted that boarding schools provide ground for students from different backgrounds to integrate and improve national cohesion. The Ministry of Education further noted that girls in boarding schools tend to do better in Kenya Certificate of Secondary Education (K.C.S.E) because they concentrate more in their studies compared to those in day schools who have to do other domestic chores at home before settling on their studies.

### **2.3 Effect of Fees and levies on Enrolment of Girls in Boarding Secondary Schools**

A number of developed countries sought to limit or reduce their governments' expenditure on education in the late 20<sup>th</sup> century. In the United Kingdom (U.K) and United States of America (U.S.A) for example, governments have successfully reduced expenditure by sharing the education expenses with private individuals. In these countries where the right to accessing education for both girls and boys is emphasized, the governments give loans and grants to girls from poor families to prevent unnecessary dropouts, which reduce enrolments (International Development Research Centre, 2007).

In the developed countries due to the high income per head, taxes are easily levied to support education of girls from poor backgrounds. As a result, dropping out of school for most girls might not be a big problem because of the high income per individual among the parents who affordably pay for the education of their girls besides government loans and grants to meet the fees required by girl-students from poor families (Vaizey, 2004).

In other European countries Sweden for example, Swedish policy on education stipulates equal opportunities for both men and women. The Swedish curriculum stipulates that the school system promotes equality between both sexes and thus schools seek to give boys and girls an identical education (Mindel, 2004). Students from poor families are given government loans to prevent them from dropping out of school in order to maintain enrolment. However, in the developed Scandavian countries such as Sweden, enrolment of girls is also affected though not so much due to cost sharing. Although most students in developed countries can afford to pay for their education in boarding secondary schools,

some students could drop out due to drug abuse, lack of vision and involvement in business enterprises (Kahumba, 2010).

In Russia, the new law of 1985 secured the right of citizens to receive education irrespective of gender, social class or religion (Mindel 2004). All citizens were given a right to choose their profession, occupation and job according to their vocation, abilities, professional training and education in consideration of social needs. Funds were allocated for students from needy families. Thus neither costs-sharing nor cultural background played any significant role in affecting the enrolment of girls in school in Russia (Mindel, 2004).

China though said to be a developed country, thirty million children of 6-14 years were not in school in early 2000s (World Bank, 2010). The reason alluded to that observation was financial resources constraints on part of the government. For example in 2002, the government of the Republic of China allocated 1.99 percent of her Gross National product (GNP) to education which was much lower than the average required worldwide of 5.5 percent. As a result families were to bear a substantial share of the cost, making children to dropout and fail to enroll in school because fees charged was too high. Poor families with many children could opt to send boys to school resulting to girls dropping out due to limited resources (Roelants & Thibout, 2005). Finland was among the first countries in Europe among others with a literate population as early as the 1990s. With regard to enrolment of girls in boarding schools in developed countries, every class of people, group of social setting and tribe know the importance of education hence all people strive to acquire secondary school education as a gate way to successful living.

In the developed countries, there is strictly no bias based on gender or much inequality perpetuated on provision of secondary school education (Markiund, 2006). But it is not possible to have 100 percent enrolment in secondary schools by all school-age girls. However, the report from Finland (UNESCO, 2008) is silent about how the sampling or survey was done and cannot therefore be used justify 100 percent enrolment in that country.

The expenditure in education in the World confirms that participation in education by girls from poor families is affected by variable costs (World Bank, 2008). It shows that the high cost of secondary education reduces the probabilities that the poor parents will enroll their girls in boarding schools. In Vietnam, for example education levels reached by individuals rise sharply with the level of income of a family. In general, the private cost of sending a family member to a secondary school is equivalent to four tenths of a year's average family members' consumption (World Bank, 2009).

Bhindhe (2012), researching on the education of the vulnerable girls in Bombay India, established that orphaned and former street girls rarely enroll in boarding schools to lack of guardians to finance their education. The study was done in India a more developed country while this study was done in Kenya a less developed country. Bhindhe's study focused on the education of vulnerable urban girls in Bombay city. Bhinde's study did not establish the effect of financial factors such as boarding fees, development fee, educational trip and mock examination fee on the enrolment of girls in boarding secondary schools among the pastoralist while this study sought to establish the effect of these financial factors on the enrolment of girls boarding secondary schools in a pastoralist community.

A study by Gropello (2009) revealed that enrolment of girls in boarding schools in Latin America and East Asia is hampered by lack of private costs. According to the study, the individual's direct costs played a key role in the enrolment of girls in boarding costs representing 22% in Bolivia and 30% in China respectively. In the more rural peasant families, constraints due to foregone income groups discourage enrolment in boarding schools. The report showed that 2% of girls in Chile and Argentina, 30% of girls in Bolivia, Guatemala, Vietnam and Indonesia and 54% of the girls in Cambodia drop of school to engage in income generating activities. But the study by Gropello was done in Asia and Latin America in middle income countries while this study was done in Kenya which a developing country. Gropello's study covered the entire Latin America while this study dealt on factors affecting enrolment of girls in boarding secondary schools in a pastoralist community. But Gropello's study did not show the extent to which financial factors such as boarding fee, trip fee, motivation fee, mock examinations fee and development fee affect enrolment of girls in boarding secondary schools in a pastoralist community a gap which this study sought to fill.

In Africa, a study by Karen (2012) on educating girls in sub Saharan Africa revealed that some countries had formed Education Equity Committees to provide dialogue to inform the development of strategies to improve equity. Malawi, Benin and Ghana for example re-emphasized boarding schools as a means of ensuring girls are not distracted from their studies by the stressful lifestyles in villages. Further, the governments of Malawi and Guinea eliminated the punitive pregnancy policies so that the girls could return to school after delivery. According to the study, the government of Ghana formulated an equity improvement policy in which girls from underserved regions were exempted from book fee

and fees for other supplies to encourage enrolment of girls in schools. But Karen's study did not establish the effect of financial factors such as boarding fee, motivation fee, development fee, educational trip and mock examination fee on the enrolment of girls in boarding secondary schools in a pastoral community, the gap this study sought to fill.

Botswana, Lesotho and Namibia are among countries in Africa in which the enrolment ratios for girls are higher than those of boys. But just like other African countries, dropout rates for girls at secondary schools level are higher for girls than those for boys both in rural and urban areas. Of the girls of 1999 form one cohort, the proportion of girls reaching the final grades to complete secondary cycle was only 51 percent in the sub-Saharan Africa. The greatest factor affecting enrolment of girls is the cost-sharing policy (UNESCO, 2008).

In Uganda, other than the family background especially in rural areas, which affect education of girls, the noticeable factors which affect education of girl-child is gender discrimination and lack of fees and levies. Girls have less access to formal education of secondary school level than boys because of scarcity of financial resources. In such cases parents prefer that their daughters get married early while young because they fear that that they would be "polluted" before marriage (Wallace, 2006). However, Wallace's report does not show the proportion by which fees and levies as financial factors affect enrollment of girls in boarding secondary schools. His study did not show whether it is in rural communities or urban settings where discrimination of girls against boys is practiced. Wallace's study did not establish the effect of financial factors such as boarding fee, motivation fee, educational trip fee, mock fee and development fee on the enrolment off girls in boarding secondary schools



in a pastoralist community. That is why this study sought to establish the effect of these financial factors on enrolment of girls in boarding schools in a pastoralist community.

In Kenya, cost-sharing in boarding secondary schools and institutions of learning was one of the methods used by World Bank and her working partner the International Monetary Fund (IMF) to effect the Structural Adjustment Programmes (SAPS) (Ayako, 1988). SAPS were administrative tactics designed by the World Bank and IMF for the developing countries to help the restructure their sociopolitical and financial trends so as to adjust to the fast changing socio-financial demands in the world (Akampurira, 2002).

In Kenya according to UNICEF, more boys than girls were enrolled in boarding secondary schools. A major issue in the education of girls is not only to guarantee gender parity at all levels but also to ensure that those already within the system are retained till the completion of their study in form four (UNICEF, 2009). According to the same UNICEF report, due to reduced funding to schools and consequent decline in the quality of education there has been declining power of schools to attract and retain girl-students. This has been a fundamentally qualitative problem. Rono while investigating factors influencing drop out rates in schools, found out that cost sharing in Kenya has affected the secondary education of boys and girls in boarding schools especially in families where resources are limited since schools have become unable to offer a service worth enrolling for (Rono, 2012). But Rono's study was investigating factors influencing dropouts of both boys and girls in secondary schools. Rono never established the effect of financial factors on enrolment of girls in boarding secondary

schools. However, this study sought to establish the effect of fees and levies as financial factors in enrolment of girls in boarding secondary schools in a pastoralist community.

In an effort to increase enrolment of girls in secondary schools in 2008 the Kenya government introduced free day secondary school. In that arrangement, the government was to cater for tuition fees, emoluments and activity fees while parents would pay development fees, other costs like uniform fees, boarding fees, subsistence allowance and miscellaneous fees (Republic of Kenya, 2009). According to the Republic of Kenya (2008), the government still maintained and sought to establish more boarding schools throughout the country. The boarding schools were to provide conducive environment for learners from disadvantaged backgrounds besides providing ground for young people from different parts of the country to mix.

However, in the boarding schools, learners are to pay the boarding fees besides paying other levies like uniform fees and PTA levies (Republic of Kenya, 2008). By leaving the parents to pay several forms of variable costs the Kenyan government maintained the cost sharing policy in boarding schools. Paying of fees and other levies was supported as one of the methods of securing additional funds for education so as to ease the burden of financing on the part of government (Rono, 2008). But in trying to maintain cost sharing in terms of boarding fees and other levies like development fees the government kept silent on what would happen to those Kenyans who would not afford to pay for it given that forty- nine percent of the Kenyans live below the poverty line (World Bank, 2009).

According to the Kenya's Director of Higher Education (Kahumba, 2010), public boarding secondary schools are grappling with outstanding fees arrears amounting to millions. The debt burden does not only affect the delivery of services in schools but also interfere with the regular attendance of female students from background with strong traditional cultures like those of the Maasai people in Transmara Sub county.

Mackenzie (2007) while investigating the education status among the Kenyan women in Post-Nyanyo era found out that early pregnancies, poverty, early marriages and educational level of parents affected the education of women in Kenya. He never singled out the role of fees and other levies as financial factors the on enrolment of girls in secondary schools among the Maasai people.

Jagero (2010) researching on the cost effectiveness analysis between day and boarding secondary schooling in Kisumu district found that payment of variable costs as part of cost sharing programme by the government was a major hindrance to education of many boys and girls in that district. He however did not establish the influence of fees and levies on the enrolment of girls in boarding schools. In his study, Jagero used descriptive survey design only. However this study used both *expost facto* and descriptive survey designs and sought to establish the effect of fees and levies as financial factors on enrolment of girls in boarding secondary schools in the pastoralist community in Transmara subcounty.

According to the Ministry of Education report of 2014, schools in Transmara Sub county had huge arrears of unpaid fees that had made it very difficult to run the schools efficiently.

Majority of parents in Transmara depend on the sale of livestock to pay fees for their children. In 2009 for example, drought killed a lot of the livestock in the Sub county. That became one of the causes of huge fees arrears in girls' boarding secondary schools in the Sub county (Ministry of Education, 2014). Furthermore, there is no literature available on the effect of fees and levies on the enrollment of girls in boarding schools in the Transmara Sub county. That was why this study sought to establish the effect of boarding fees and levies on the enrollment of girls in Transmara Sub county.

#### **2.4 Effect of Culture on Enrolment of Girls in Secondary Schools**

Both ethnic and school cultures have strong linkages in determining the educational achievements of learners (UNESCO, 2012). School is the most important institution outside the family that plays a significant role in many respects including the decision to drop out of school and engage in certain forms of behaviour (Mensch, 2009).

According to a National Longitudinal study conducted by the United States of America, Department of Education Statistics (2012), National centre for Education Statistics established the reasons for girls drop outs as follows: Unfriendly teachers and colleagues (35%), poor examination grades (39.9%), poor meals (51%), could not work and go to school's (14 %) and irrelevancy in getting a job (15.3%).

A survey done by Azzam (2013) in the Northern states of India on school related factors which make girls to drop out of boarding schools included: boredom in school, poor examination results, lack of hope of getting job, strictness of school teachers, unenjoyable school programs, poor meals in schools and boring school curriculum. Girls in boarding

schools who attain poor grades in their classes tend to leave school rather than continue to face frustrations including being asked to repeat a class in order to improve the grades (Fine, 2011). There is disinterest, apathy and tendency to leave school when a girl frequently gets poor examination results and also when the curricula is not relevant or is not well taught or is not challenging or not coherent (Reid, 2010).

In China, female enrolment in secondary schools rose from 11 percent to 96 percent in the last twenty years of the 20<sup>th</sup> century. That was achieved by offering incentives such as free tuition and textbooks for girls living in disadvantaged or deprived areas and by establishing boarding schools for them. The provision of free textbooks was aimed at attracting girls to schools with cultures of not providing textbooks to students. Lowering entry ages and grades enabled many girls to access education in boarding schools (UNESCO, 2008).

Positive supportive relationships between teachers and students and among students, a climate of shared purpose and concern have been identified as key among the elements that can hold girls in boarding schools (Postlethwaite & Tostern, 2012). Dexter (2010) strengthened this assertion when he noted that poor student-teacher relationship among other factors often lead to girls to drop out of school. On his study about contribution of interpersonal relationships to school dropouts, Dexter established that student to student and student to teacher relationships exerts a major influence on student's academic, social, behaviour and emotional problems. He noted that students who have negative relationships with their colleagues and teachers are likely to miss out on important opportunities of

participating in out of class and leaving activities in class leading to their dropping out of school.

Girl-students who demonstrate qualities of kindness, sympathy and understanding radiate warmth among each other. Girls who learn in a lovely environment tend to like schooling more and their ambitions of excelling in school are clearly cut out. Dislike by other students initiate a process of dropping out by alienating girls who feel isolated and “unwanted” (Gary, 2011).

English (2013) researching on female participation in secondary schools established that school violence which takes the forms of name calling, pushing, kicking, hitting and teasing and destroying of property impact negatively on the learning environment and promote a climate of concern and fear among girls. That creates anxiety in learners which brings about dislike for school leading to dropout in some cases. The study by English was done in England a developed country while this study was done in Kenya, a developing country. English’s study was done in schools in an urban setting in the UK to establish factors affecting completion of female education. English never established the effect of school cultures such as class repetition, lack of proper accommodation, lack of reading materials, poor KCSE results and unfriendly schoolmates affect enrolment of girls in boarding secondary schools. This study was done in a pastoralist community in a rural setting in Kenya to establish the effect of these school cultures on enrolment of girls in boarding secondary schools in Transmara Sub county.

A study by Roy (2013), on the effect of school infrastructure on quality of education of girls found out that school cultures with poor infrastructure tend to weaken the academic grades for the girls with some even withdrawing from such schools. Roy's study was done in New York in a developed country while this study in a rural setting in Kenya, a developing country. Roy's study did not however examine the effect of school cultures on enrolment of girls in boarding secondary school. However, this study sought to establish the effect of school cultures like poor KCSE results, unfriendly school mate, lack of reading materials, class repetition and lack of attractive diet on enrolment of girls in boarding secondary schools in a pastoralist rural setting of Transmara Sub county.

Adamson (2009) researching on the effect of school culture of bullying, noted that social bullying had increasingly become a predominant issue of school life which affects student's social, emotional, psychological and educational developments. Adamson's study was done in the UK, a developed country while this study was done in rural region in a developing country Kenya. Adamson's study examined effect of bullying in schools while this study sought to establish the effect of school cultures on enrolment of girls in boarding secondary schools in a pastoralist community.

Alcorn (2011) concurs that excessive stress on examinations or competition for school marks creates a climate conducive to dislike for schooling particularly among the weak. A research by Alcorn for the Africa Development Bank on education in Africa in the new millennium established that excessive stress for top quality grades in schools make both boys and girls to be disinterested in schooling. However this study sought to establish the effect of poor KCSE

grades, class repetition, lack of reading materials, lack of proper accommodation and unfriendly school mates as school cultures on the enrolment of girls in boarding secondary schools in a pastoralist community in Kenya.

In Kenya, a study by Macharia (2011), on factors that limit girls' and women's access to education established that poor school cultures like class repetition, bullying, poor school grades, poor sanitation in schools prevent girls from pursuing post primary education in Kenya. Macharia's study did not link school cultures to enrolment of girls in boarding secondary schools. However this study sought to establish the extent to which school cultures like poor examination grades, lack of accommodation, lack of sanitary towels, bullying and poor diets affect enrolment of girls in boarding secondary schools in a pastoralist community.

Efforts in improving educational opportunities for girls have been successful in varying degrees. The Arab states and countries of the Sahel have prepared plans of action for improving the education of females. Some countries have been given special attention to matters such as adolescent pregnancies and the recruitment of female teachers in schools despite the national and international efforts made to remove obstacles to development in parts of Asia and Africa (UNESCO, 2008).

In Indonesia, where education is considered an integral part of nation building, gender disparity in enrolment does not appear until at secondary level where enrolment of girls drops to 45 percent due religious beliefs which bar girls from seeking equality with boys. In Bangladesh, accessing the educational opportunities for girls was more limited than almost



anywhere in the world (UNESCO, 2008). Financial constraints and cultural resistance to education were major obstacles to secondary schooling for girls. In a majority of Asian countries, if parents had little means to send their children to school, preferences were given to their sons (King & Hill, 2009). Girls were regarded as financial assets with a duty to contribute to the family income at the earliest possible opportunity through early marriages. As a result, according to the same UNESCO's report, girls and women who form half of the population were left out of the development process and only one girl out of seven below ages 11 and 16 ever attended secondary school.

In most Asian countries, led by India and Afghanistan, there are disturbing indicators of increasing devaluation of women in these regions. In various regions, girls' secondary education is not acknowledged. Traditions and customs inhibit them from gaining equality with men. Recent experience in India and neighboring Asian countries indicate a revival of such attitudes, which inhibit promotion of girl's education in certain political groups, which use religion and culture as instrument to perpetuate these vices (UNESCO, 2005).

A research by Guzman (2013), on the education growth of the pastoralist in North America found out that the northern states of America have set tough policies to protect the education growth of children like those of the Paiute nomadic community from ethnic cultural interferences. Guzman's study was done in a developed country of North America, while this study was done in Kenya, a developing country. Guzman's study did not examine the effect of nomadic ethnic cultures on the enrolment of girls in schools. However, this study sought to establish the effect of traditional ethnic cultures of pastoralists such early marriages,

adolescent pregnancies, preference to educate boys and domestic labour on the enrolment of girls in boarding secondary schools.

The trends of progressive enrolment of girls were reversed in the 1980s particularly in regions that experience entrenched social-cultural bias against females, problems of war, financial adjustments and weakened democracies like in Africa, the Caribbean and Eastern Europe. The ratio of girls to boys was greater by 10 percent on average. In the more developed countries like eastern and southern Asia and Oceania, enrolment of girls in secondary schools was nearly equal to that of boys (UN, 2009). According to the same UNESCO report, parents fear for the safety for their girls who walk to and from school each day; there is also increased number of pregnancies among schoolgirls. It is reported that 18 percent of schoolgirls aged 15-19 years at secondary school give birth each year compared to 8 percent in Latin America and 3 percent in Asia of the same group.

Poverty is associated with increased rates of teenage pregnancies. Economically poor countries such as Niger and Bangladesh have far more teenage mothers out of school compared to economically rich countries such as Switzerland and Japan (Wikipedia, 2008). Opportunity costs of girls may make education to be shelved (UNESCO, 2008). For many communities in Africa, girls have limited access to schools partly because of traditional and religious cultures. In African countries, various cultures influence enrolment of girls in boarding secondary schools. In Nigeria for example enrolment of girls in secondary schools is hampered by among others Muslim cultural practices which insist on seclusion of girls

from mixing with other faiths apart from being against the Western type of education (Christiana et al, 2006).

According to UNICEF (2009) some cultural practices in developing countries inhibit the enrolment of girls in boarding secondary schools. These cultural practices include religious beliefs, early marriages, female genital mutilation (FGM) and adolescent pregnancies. According to the same UNICEF report, the education of girls tends to be cut short where such practices are prevalent. In Malawi, Benin and Guinea, for example, girls from pastoralist communities only receive limited formal education because some cultural practices demand that the girls be left at home for purposes of traditional chores (Karen, 2012). In Mozambique, 47.6 percent of girls enrolled in secondary schools drop out due to early pregnancies. In Botswana, 74.1 percent of the girls drop out of secondary schools due to early pregnancies (UNICEF, 2009).

Among the pastoralist communities in many sub-Saharan countries girls can not be enrolled in boarding secondary schools as that denies many families the badly needed domestic labour required for family chores. In Cameroon for example, the “Pahouins” pastoral groups have not benefited from formal education like their Coastal ethnic counterparts who are more modernized (World Bank, 2009). That has discouraged not only the learners but also those who are supposed to support and maintain them in boarding schools. As a result, the pastoralists in these regions, view education as a way of only making them leave their otherwise cherished traditional way of life which hence discourages them from enrolling their girls in boarding secondary schools (World Bank, 2009).

A study by Barnnet (2014), on the completion of education of girls in western Malawi found out that the ethnic cultural practices affect the education of girls in primary schools. The study did not examine the effect of ethnic cultures such as FGM, early marriages, teenage pregnancies, care for siblings and preference for boys on enrolment of girls in boarding secondary schools. However, this study sought to establish to effect of these ethnic cultures on enrolment of girls in boarding secondary schools a pastoralist community.

The aim of education according to UNESCO (2009) is to support a female student to become confident, self-reliant, personally and emotionally secure, positive, socially competent, committed, independent but cooperative, imaginative, reality and result oriented individual with visions and goals to become a productive member of the society. But in Kenya among the Maasai pastoralist in which the role and active participation of females in the “out-of house” activities are quite slashed, the values and aims are greatly demeaned. That results in not only discouragement of female learners by parents but also blurs the vision of the girls themselves thereby making them to discard their ambitions of enrolling in boarding secondary schools for better quality education into dark and deep valleys of oblivion (UNICEF 2009 ).

In Kenya, among many pastoralist communities like the Maasai, girls are discriminated against when it comes to education with boys being given preference while girls albeit bright are left at home while others are withdrawn from secondary schools resulting to declining enrolment. The girls from the Maasai communities are married off early and their bride price

used to pay for the education of their brothers. Such forced early marriages were and are still practiced in Transmara Sub county (Mackenzie, 2007).

However, the study by Mackenzie did not establish the contribution of traditional ethnic cultures such as early marriages, adolescent pregnancies, domestic chores, preference to educate boys and FGM on enrolment of girls in boarding schools. That was why this study sought to establish the effect of these traditional ethnic cultures on enrolment of girls in boarding secondary schools in a pastoralist community.

Among the Maasai people, the role of women is embedded in the kinship ideology that females had a part to play in ensuring the functionality and sustainability of the household pastoral economy (Lemoosa, 2007). In their childhood, girls are engaged in domestic chores, or care for their siblings and can not be allowed to attend school as they wish (Fumagalli, 2007). According to the kinship ideology, females are seen as financial assets, which generate wealth such as livestock through marriages. For that reason, when it comes to the gender priorities, boys may be preferred to girls for education in boarding schools (Lemoosa, 2007).

In her study on effect of traditional cultures on the education of girls in primary schools in Kuria District, Onyango (2006) found out that after initiation and female genital mutilation girls drop out of school, get pregnant or get married. It emerged that Kuria district has the highest drop out of girls due to pregnancy in Nyanza pegging the figure at 83%. The study of

Onyango was done in the Kuria Sub county while this study was done in a Maasai pastoralist community in Transmara whose cultural beliefs and practices may be remarkably different from those practiced by the Kuria people. The study by Onyango focused on the contribution of traditional cultures on dropouts in primary schools while this study sought to establish the effect of early marriages, teenage pregnancies, preference for boys, FGM and domestic chores as traditional ethnic cultures on enrolment of girls in boarding secondary schools in a pastoral community.

Ngaruiya (2009) while investigating the role of headteachers in the promotion of child participation in education in Transmara Sub county, established that different fees charged and cultural practices as major factors that affect child participation at primary school level in the district. He however, did not establish the degree to which traditional cultural factors; early marriages, adolescent pregnancies, domestic chores, FGM and care for siblings affected the enrolment of girls in boarding secondary schools in Transmara Sub county a gap which this study sought to fill.

While researching for the Overseas Development Institute of London, on the design of pastoral development, Gorman (2009) established that education among the pastoralist children especially the Maasai people are affected by pastoralist mobility, search for pasture and water, herding practices and labour demands. The study by Gorman however, did not explore the effect of cultural practices as early marriages, adolescent pregnancies, FGM, preference for boys domestic labour and care for siblings on enrolment of girls in boarding secondary schools among the pastoralists.

According to the Ministry of Education Report school retention, 40.5 percent of Maasai girls enrolled in form one in Transmara Sub county drop out of school by the time the same cohort reaches form four (Republic of Kenya, 2010). According to the Ministry of Education (Republic of Kenya, 2014) Report, the education of the girl child in Transmara is endangered by cultural practices such as early marriages, teenage pregnancies, female circumcision, child labour and discrimination against females. That was this study therefore aimed at establishing the effect of ethnic cultures such as early marriages, teenage pregnancies, female circumcision, and preference to educate boys to girls on the enrolment of girls in boarding secondary schools in Transmara sub-county.

## **2.5 Effects of Government policy on the Enrolment of Girls in Boarding Secondary schools**

The increasingly high cost of education limits girls' educational opportunities at secondary level (King & Hill, 2009). While looking at household based factors and school participation of girls, Wamahiu (2014) noted that once girls drop out of schools due to teenage pregnancy, they rarely re-enter. Rather they are easily converted into cheap child labour to supplement income in poor households 62% of which are made up of girls (Omondi, 2008). Community opposition to re-entry into schools stem from those who believe that allowing such girls to re-enter would trigger a multiplier effect (Anyangu, 2008). With the education of the girl-child endangered due to financial constrains on poor households and cultural practices different governments world over resorted to developing strategies referred to as policies to counter the effect of these factors on the enrolment of the girls in secondary schools.

According to the International Development Research Centre (2008), the governments of United Kingdom and United States of America have successfully reduced the expenditure on education by individuals by sharing the education expenses with the learners through learner friendly policies. The USA government's policy is to give loans and grants to girls from poor families to prevent dropouts, in order to maintain enrolments. In Sweden, girls from poor families are given government loans to prevent dropouts which could lead to declining enrolments. But it is not only fees that can affect enrolment of girls in secondary schools in developed countries. Enrolments can be affected by among others truancy, drug abuse and fatigue. So one wonders, are the fees policies in these developed countries strong enough to completely prevent dropouts? The policies were set in USA, UK and Sweden which are developed countries yet this study was done in Kenya a developing country. The studies did not establish the effect of non-implementation of government educational policies on the enrolment of girls in boarding secondary schools. That was why this study sought to find out the effect of non-implementation of government policies on enrolment of girls in boarding secondary schools in the Maasai community in Transmara Sub county.

The government of China from the 1990's set to offer incentives such as free tuition and textbooks to girls from disadvantaged areas so as to maintain them in school (UNESCO, 2008). In China, boarding schools for girls are useful because they uplift especially those parents who are migrant workers and can not keep on moving with their children to all places they go looking for jobs (Rhoelants and Thibout, 2005). China has 40 million children whose parents are working away from home. To those children the China government developed a policy to establish additional cheap government boarding for girls so that most parents who



work away from home can have their girls' safe in boarding schools. Most Chinese parents believe that boarding schools can help students to be fully educated at the same time to be guided in forming and shaping their personal characteristics so that they become responsible and beneficial to the society (Government of China, 2005). But not all girls may like boarding life as per the wish of parents. It also does not mean all students going through boarding school get to be well mannered. Also the policy of the Chinese government on cheap boarding schools, how cheap are they that even the poorest citizen can afford? Rhoelants and Thibout study did establish the failures of these policies nor whether students' enrolment was still affected when the policies were effected. That was this study sought to establish the effect of non-implementation on educational policies to the enrolment of girls in boarding schools in Transmara, Kenya.

A study by Roy (2013) on the effect of policy of standard school infrastructure on quality education of girls in New York, established that it is the government's policy that infrastructural development in a school must meet the set minimum qualifications before a school can be allowed to operate. However, he further found out that the policy is flouted by institutions resulting to sub standard or very limited structures which affects quality of education of girls. Roy's study was done in a developed country while this study was done in a developing country. A developed country like America should have the necessary resources and means to supervise the implementation of its policies. Roy's study did not establish the effect of non implementation of government's policy on enrolment of girls in boarding secondary schools. If policies can be flouted in such a powerful country, what about Kenya? That was why this study sought to find the effect of non-implementation of educational

policies such as policy of readmission after delivery and policy of banned FGM and Policy of not discontinuing girls who not pay fees to enrolment of girls in boarding secondary schools in Transmara Sub county.

The government of India has a National Policy of Education and the Programme of Action (POA) which states that: “Education will provide the basic change in the status of women. India has sought to establish a mechanism for the removal of women’s illiteracy and obstacles inhibiting their access to education and their retention through provision of support services including expansion of boarding schools for girls. POA stresses that girls and women in general should be given equal participation in the process of bringing about social change (UNESCO, 2012). Boarding schools for girls especially those from disadvantaged backgrounds are a bridge of ensuring most girls complete their secondary school cycle.

In Africa, many governments have developed policies to ensure that girls remain enrolled in boarding schools to prevent dropouts. In Malawi and Benin the governments introduced reform policies in which fees for girls from disadvantaged backgrounds was drastically reduced to help maintain girls in schools (Karen, 2007). Malawi and Guinea governments also have developed policies which include pregnant girls continuing with their education after delivery. This has seen enrolment in boarding schools these continues going up by 27% and 66% respectively (World Bank, 2009). The government of Benin developed a policy of school fees waives for girls from rural disadvantaged groups. The policy saw enrolment of girls in boarding schools in Benin increase by 34% in rural areas (World Bank, 2009). A research done by Christiana (2006) in Nigeria revealed that the Nigerian government had come with a policy of establishing boarding schools especially in the vulnerable Muslim

areas where parents want to seclude daughters after puberty. The government sought to enhance the academic performance of girls through increased enrolment in boarding schools among the vulnerable groups. In the large Beji community, there was only one secondary school and girls who wanted to join and get quality life could only go to boarding schools in distant towns. The research further showed that inspite of the government's policy to enhance education of girls through boarding schools, there were massive dropouts from such boarding schools because of the exorbitant costs required to maintain them in schools. So one could ask, were the policies being implemented if enrolments were still affected via dropouts?

A study by Wolfman (2013) on the Kenya government's role in the education of the girl child found that the Kenya government has a policy that it is the right of the girl child to get quality and affordable education without discrimination. He further found out that inspite of such policies existing, the education sector is bedeviled with many problems key among them the unaffordable exorbitant fees charged in boarding secondary schools. Wolfman's study however did not find out the effect of non-implementation of such educational policies on enrolment of the girl child in boarding secondary schools. That was why this study sought to establish the effect of non-implementation of government educational policies such as readmission after delivery, giving needy girls bursaries through CDF on the enrolment of girls in boarding secondary schools in Transmara Sub county.

In Kenya, it is the government's policy that girls and boys from disadvantaged backgrounds get government subsidy through Constituency Development Fund (CDF) to help them reduce their fees burdens (Republic of Kenya, 2009). However, since the government does not cater

for boarding fees and other expenses in boarding schools, girls who can not pay the high amount of fees required in boarding schools may opt to withdraw leading to declining enrolments (Republic of Kenya, 2010).

In Kenya, the government through Sessional Paper Number 1 of 2005 on Policy Framework for Education, Training and Research provided a policy that to ensure girls from Arid and semi-Arid Regions (ASAR) and from nomadic communities like the Maasai, Samburu, Turkana and Marakwet are enrolled in government boarding schools to ensure their completion of secondary school education. That Sessional Paper noted that the decline in enrolment of girls in boarding schools was due to costs of uniforms, development levies, boarding fees, early pregnancies and early marriages in ASAR. That was why the Sessional paper Number 1 of 2005 outlined a policy of partnership in which parents, communities, private sector and other stakeholders were to provide education for girls in boarding schools.

But what about communities and parents who could not afford raise funds for the education of their children? Did the government come up with an alternative policy for those who are not able to pay for the education of their girls in boarding secondary schools?

Although the Kenya government has put in place many mechanisms to help retain many girls from disadvantaged backgrounds in schools they are yet to bear much fruit. The provision of fees through the CDF programme for example is either not enough or does not benefit the targeted needy students (Otieno, 2008). In the Transmara Development Plan, it was revealed that the development plan of the Sub county can not be readily achieved due to the

government's laxity to implement fully its policies (Malenya, 2010). For example, it was revealed that quite a number of girls receiving CDF fees funding in Transmara still owed the schools huge fees arrears that could not be paid (Ministry of Education, 2013).

Whereas there is an Act of Parliament that outlaws FGM, there is widespread practice of the vice in Transmara Sub county that the Sub county government administration is almost losing the fight its elimination (Korir, 2010). According to Korir (2010) traditional cultural practices like FGM could be impacting negatively on the enrollment of girls in schools in Transmara Sub county even when there are government policies meant to eliminate such vices.

The study done by Lemoosa (2009) established that girls who could not afford to pay school fees in boarding schools could easily drop out before they complete the secondary school cycle. Lemoosa also established that the government's bursaries are insignificant to prevent secondary dropouts (Lemoosa, 2009). Lemoosa never established the effect of non-implementation of government educational policy on assisting the needy girls on the enrolment on girls in boarding schools. So, one wonders, is the government's policy of giving bursaries through CDF enough to sustain students in boarding secondary schools? If there are policies to protect the education of the girl-child, why is it that cases of school dropouts are very pronounced in parts of Kenya like in Transmara Sub county? That is why this study sought to determine the effect of non-implementation of government educational policies on the enrollment of girls in boarding secondary schools in the pastoralist community in Transmara Sub county.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

#### **3.1 Introduction**

This chapter deals with a description of the research methodology used in the Study. It gives descriptions of the following salient components: research design, area of study, study population, sample and sampling techniques, instruments of data collection, validity and reliability of instruments, data collection procedures and methods of data analysis.

#### **3.2 Research Design**

The research designs adopted in this study were *ex-post facto* and descriptive survey. In the *ex-post facto* design, the researcher made inferences concerning relationships among variables without direct control because events had already occurred or because they are not manipulatable. *Ex-post facto* design is defined as one in which the researcher starts with the observation of independent variable and will be suitable for use because the enrolment shall have already been affected through dropouts. In using the *ex-post facto* design the researcher studies the independent variables in retrospect for their possible relationship to and effects on the dependent variable (Kerlinger, 1985). The researcher thus examines retrospectively the effects of naturally occurring event on a subsequent outcome with a view to establish a causal link between them.

The researcher made inferences about enrolment records, admission registers, fees registers, guidance and counseling records, minutes and agenda related to the study without manipulating them because events had already occurred hence a major advantage of using this method.

Descriptive research design is a self report study which requires the collection of quantifiable information from the sample (Mugenda & Mugenda 2003). Its major advantage is that it is the best method available to social scientists who are interested in collecting original data for purposes of describing population which is too large to observe such as was this study. The descriptive design was also used because it revealed more details which may not have been brought out by the *ex-post facto* design. The descriptive survey design was used to determine and report the way things were on the ground.

### **3.3 Area of Study**

The study was carried out in Transmara Sub county. The Sub county is located on the south west of Rift valley. The topographical zones found in the district lie between 1 500m and 1800m above sea level. Transmara is located at latitudes between 1<sup>0</sup> 10' South and 1<sup>0</sup> 40' South and longitudes 34<sup>0</sup> 09' East and 34<sup>0</sup> 40' East. The soil types found in Transmara Sub county are categorized as friable clay, sand, loam and rich clay loam. Some of these soils support the cultivation of cash and food crops.

The climate of the Sub county is equatorial type, which enable it to receive high and reliable rainfall throughout the year averaging 200 mm annually. The main financial activity in the Sub county is cattle rearing. Farming mainly practiced by immigrants in the Sub county practice includes growing of maize, sugarcane, dairy farming and bee keeping.

The main financial activity of the Maasai people in the Sub county include rearing of cattle, sheep and goats. Although majority of the people in Transmara are pastoralists, few people are farmers who cultivate mainly maize and bananas. Polygamy is a common feature and

marriages are often predetermined among the Maasai people who occupy Transmara Sub county. It is common for old men to marry young school-age going children. The marriages between old men and young school-going children are arranged by the suitors and parents of the girls to be married (Fumagalli, 2007). Transmara Sub county according to the 2009 population census has 175 709 persons of whom 86,286 are males and 89,423 females. Other than the Maasai Transmara is also occupied by Kisii, Kipsigis and a few Kikuyu tribes.

Transmara Sub county covers an area of 2, 846.40 square kilometers. It has a population density of 60 persons per square kilometre. Transmara is the second poorest Sub county in Rift valley province after Turkana Sub county. Transmara has 70.7 percent of its population living below the poverty line and its literacy level at 22.8 percent (Republic of Kenya, 2010).

In 2012 Transmara enrolled 405 Maasai girls in form one in all its seven mixed and girls' boarding public secondary schools. The 2012 form one cohort was in form four in 2015 at the time of the study. There were expected to be 405 Maasai girls in form four by the time of the study in May 2015 but the enrolment had declined to 312.

### **3.4 Study Population**

The target study population consisted of 312 Maasai girl-students in form four in 2015, 7 head teachers from all the boarding secondary schools in the Sub county and 1 Sub county Education Officer. The form four class of 2015 was chosen because it was the class which had stayed in school longest and could best understand and respond to issues of traditional ethnic and school cultural factors that affect enrolment of girls in boarding secondary schools. All the seven head teachers of all the seven boarding schools were used because they are the ones who had the enrolment records and knew the possible causes of school



enrolment decline. Also, they are the ones charged with the responsibility of implementing of school cultures and government policies under study, besides being the official public relations officers of their respective schools hence understand the cultures of the school communities better. The Sub county Education Officer was chosen because the researcher believed he would give accurate responses.

### **3.5 The Sample and Sampling Technique**

The sample size depends on what one wants to know, the purpose of the inquiry, what is at stake, what will be useful, what will have credibility and what can be done with the available time and resources (Patton, 2002). Saturated sampling technique was used to select all the 7 head teachers from all the 7 boarding secondary schools. Simple random sampling technique was used to select 172 girls (De Vaus, 2002; Lee, 1993; Neuman, 1991). There were 312 form four students in the entire Transmara Sub county and according to Mugenda & Mugenda (2003), Fisher's formula is used when the study population is less than 10,000.

The sample size is obtained by the formula:

$$nf = \frac{n}{1 + \frac{n}{N}}$$

Where,  $nf$  = sample size,  $n$  = sample size of 384 when the study population is less than 10000,  $N$  = study population. Using the formula, 172 girls were obtained from 312. One Sub county Education Officer was selected by saturated sampling technique.

### **3.6 Instruments of Data Collection**

The data collection instruments were questionnaires, interview schedules and document analysis.

#### **3.6.1 Questionnaire**

The major instrument that the researcher used to collect data to accomplish the objectives were the questionnaires. Three types of questionnaires were used in the study:

##### **3.6.1.1 Head Teachers' Questionnaire (HTQ)**

Since descriptive research survey was employed it was worthwhile to use a questionnaire in the study. THQ ( Appendix A ) consisted of both open ended and closed ended questions.

The questionnaire sought to know general background information about the school. It also sought to know the reasons that made students drop out. HTQ was used to collect information on financial factor of fees and levies such as amount of boarding fees, development fees, educational trip fee, motivation fee and mock examination fee. The HTQ also sought information on traditional ethnic factors and non implementation of government policies which affect enrolment. A *likert* scale type was adopted to help analyse data. The THQ was self administered, delivered to and collected by researcher from all head teachers. The researcher could sometimes check how the head teacher was responding to the questions. That enabled him to ensure that the responded answered the questions thereby improving the reliability of the data. Information collected using THQ was the one used for analyzing the research.

### **3.6.1.2 Form Four Students' Questionnaire (FFSQ)**

FFSQ (Appendix B) was used to collect information from form four students. FFSQ consisted of open ended questions. It contained questions on dropping out due to cultural factors. The questionnaire also sought opinions on the problems that the girls face while in school and the school cultures which influence girls to dropout of school.

### **3.6.1.3 Transmara Education Officer's Questionnaire (TEOQ)**

The TEOQ (Appendix C) consisted of open ended questions. It contained questions on opinion of the Education Officer on the effect of fees and levies as financial factor and cultural factors and government policies on the enrolment of girls in boarding secondary schools in the pastoralist community in Transmara Sub county.

### **3.6.2 In-depth Interviews**

By subjecting the head teachers, students and Education Officer to in-depth interview the researcher used information given by one group to verify information given by the other categories of respondents. Besides, the in-depth interviews were also used to clarify information given by the head teachers, form four students and Sub county Education Officer on factors which affect enrolment of girls in boarding secondary schools among the people in the Sub county. The in-depth interview instruments consisted of a few guiding questions. Probing during the interviews enabled the researcher to gauge the accuracy and genuineness of the responses (Frankel and Wall, 2000). The interviews allowed the respondents to elaborate on issues on the questionnaires. There were interview guides for head teachers, for the form four students and for the Education Officer. The justification of in-depth interview

is that the interview focuses on the interviewee's perception of self-life experience as expressed in his or her own words and is the means by which the researcher can access to and subsequently understand the private interpretations of social reality that individuals hold (Marshall & Rossmen, 1989).

### **3.6.3 Document Analysis Guide**

The researcher examined the enrolment records, admission registers, staff minute's agenda related to effect of financial and cultural factors and government policies on enrolment of girls in boarding secondary schools in Transmara Sub county. This was carefully studied with reference to the criteria in the analysis guide developed by Frankel and Wallen (2009). The information obtained from these documents was discussed with the head teachers with the aim of collecting data.

### **3.7 Validity of the Research Instruments**

Validity is the degree to which results obtained from the analysis of the data actually represents the phenomenon under study. If such data is a true reflection of the variables, then the inferences based on the data will be accurate and meaningful (Mugenda, 1999). To ensure face validity of the research instruments, three members of the Faculty of Education at the University in the Department of Educational Management and Foundations who are experts in this area scrutinised the research instruments. Their suggestions were used in revising the questionnaires before preparing the final copy. Face validity is a non-statistical assessment of whether or not a test appears to be valid. This concept is really not an index of validity at all, rather it simply addresses the acceptability of a measure (Gall, 1996).

### **3.8 Reliability of the Research Instruments**

Reliability is a measure of degree to which research instruments yields consistent results or data after repeated trials or the degree to which test scores are free from measurement error (Mugenda and Mugenda, 2003; Borg and Gall, 1996). Across disciplines, competent researches not only fail to report the reliability of their measures but also fall short of grasping the inextricable link between reliability and effective research ( Kvale & Cotton, 1996).

Before the instruments were used to collect the data for the study, a pilot study was conducted in one school M (Appendix D). That ensured that the researcher got the intended information from the questionnaires. The pilot study also helped to identify the problems that the respondents would encounter while filling the questionnaires. A pilot study also provided data for making estimates of time and cost for completing various phases of the research (Gall, 1996). It also assisted to test whether methods of data analysis are appropriate besides helping the researcher to verify the use of appropriate language in the items of data collection instruments (Kvale & Cotton, 1996).

The test-retest method was employed to estimate the reliability of the questionnaires. Reliability refers to the degree to which a study could be replicated (Ahuja, 2007). The questionnaire was administered to the same school in the pilot study within an interval of two weeks. The problem with this method is to determine the correct delay between two administrations of measure (Borg and Gall, 1996). If the re-test is administered too soon after the initial test, students may recall their responses to many of the items, which will tend to

produce artificially high reliability coefficient. On the other hand, if the re-testing is delayed too long there is a good possibility that the students' ability to answer some items will change, and this may lead to lower reliability coefficient. A period of two to four weeks is the most appropriate for most social researchers. The test-retest method was employed to estimate the reliability of the instruments (Mugenda & Mugenda 2003). Pearson Product Moment Coefficient was calculated for each questionnaire. Pearson Product Moment Coefficient (r) is computed when both variables to be correlated are expressed as continuous scores. The coefficient r is the most widely used bi variate correlation technique because most educational measures yield continuous scores and because r has a small standard error (Borg and Gall, 1996).

In social sciences, acceptable reliability coefficient range from 0.6 (Borg and Gall 1996; Mugenda and Mugenda, 1999). The Pearson coefficient r was used to find out the correlation coefficient between the scores of the questionnaires to be administered. The reliability Coefficient for the Form Four Students' Questionnaire was 0.759. The above Reliability Coefficient was above 0.6 showing that the questionnaires were reliable. Pilot study could not be done on the head teacher because there was only one school for pilot study. An important stage in developing the interview guide was identification of three broad areas of concern; Fees and levies as a financial factor, Cultural factors and Government policies on effect on enrolment of factors of girls on enrolment of girls in secondary in Transmara Sub county.

The interviewees were tape-recorded (where the participant consented) or sketchy notes were made and followed by the proper write ups for those who refused to be recorded. It was

decided from the pilot study involving qualitative data that validity and reliability be ascertained through the qualitative paradigm: Credibility; Transferability; Dependability and Conformity.

### **Credibility**

The goal of internal validity or credibility is to show that the study was conducted in a manner as to ensure that the participants were accurately identified and described. The credibility of the study was achieved by:

- i) Collecting data over a long period of time to enable a researcher to overcome his biases and perceptions.
- ii) The researcher checked with informants whether the conclusions and interpretations were accurate.
- iii) The researcher recorded mechanically through audio-tapes.

### **Transferability**

External validity or transferability is the extent to which results of the study were generalized to the population from which the sample was drawn or other similar contexts ( Marshall & Rossman, 1989). Transferability was achieved through:

- i) Provided a detailed accurate focus of his study including the theoretical framework.
- ii) Provided a description of the methodology.
- iii) Described data collection and analysis methods

## **Dependability**

Dependability or external reliability refers to the extent to which a study can be replicated. It is the degree to which a procedure yields each time and in each way it is measured. The researcher took the following measures to ensure the dependability of the results:

- i) Provided a detailed description of the research process of inquiring to include the methodological steps
- ii) Provided products of the research process through data presentation, interpretation and recommendations.
- iii) Provided an audit trail including the audiotapes, field notes and interview transcripts.

## **Conformity**

Conformity, objectivity or external reliability is the situation in which two or more people perceive the same meaning from the same categories ( Field, 1980). The main concern was that the researcher developed meanings and categories not based on his or her own bias, but as was seen in the data by others. It was achieved by:

- i) Discussed and shared meanings, categories that emerged from the study/her to determine if they perceive the same meanings
- ii) Published the thesis in a journal to be scrutinized by experts.

The researcher examined the enrolment records, admission registers, staff minute's agenda related to effect of financial and cultural factors and government policies on enrolment of



girls in boarding secondary schools in Transmara Sub county. This was carefully studied with reference to the criteria in the analysis guide developed by Frankel and Wallen (1993). The information obtained from these documents was discussed with the head teachers with the aim of collecting data. The head teacher and form four students from the same school who were used for pilot study were excluded from the main study.

### **3.9 Procedure for Data Collection**

The researcher sought from the Director of School of Graduate Studies, Maseno University. The researcher reported to the Transmara Education Officer for permission to visit the girls' boarding schools to collect data. The Education Officer was left with the TEOQ . The target schools were then visited and the head teachers were given an explanation for the purpose of the study. Each head teacher was left with the HTQ. Head teachers were given two weeks to fill the questionnaires then the researcher went to collect them. In-depth was done on the days of collecting the questionnaires.

The researcher was introduced to the form four students of each school by the head teacher of each school. The researcher explained to the students the purpose of the visit. After selection of the students, the researcher distributed the FFSQ to the boarding schools. He ensured that the students were able to complete filling the questionnaire in his presence. That enabled him to clarify any part of the questionnaire that was no clear. Students' filled questionnaires were collected on the same day. Interviews with student were also conducted on the same day when questionnaires were issued. Document analysis was done on days of collecting questionnaires.

### 3.9.1 Methods of Data Analysis

After collecting the data using from the interviews, an inspection by the researcher was carried out to transcribe the data and categorise into emergent themes. Quantitative data from the questionnaires were organised for computer analysis using Statistical Package for Social Sciences (SPSS). Descriptive statistics such as percentages, averages, frequency distribution, bar and pie charts, graphs were used to analyse data. Inferential Statistics was then used to analyse the data further. In particular, the regression equation was estimated in linear forms to determine the coefficient of the dependent variable (enrolment) and independent variables (boarding fees and other levies, cultures and government policies). The significance of these variables was estimated to be included in the multiple regression analysis.

A stepwise regression was employed to develop a linear combination of independent variables that would predict the dependent variable. This linear model was adopted because of its abilities to discriminate among many variables. That enabled the influence of the financial and cultural factors and government policies on enrolment of girls in boarding secondary schools in Transmara Sub county be determined.

An equation for the relationship between enrolment and factors affecting enrolment can be expressed as:

$$Q = f(X, Y, Z, \dots, V)$$

Where: Q = Dependent variable i.e. Quantity (number) of enrolment and X, Y and Z are independent variables which influence enrolment. V are the undefined variables which may influence enrolment in boarding secondary schools.

X are financial factors, Y are cultural factors while Z are government educational policies which influence enrolment by causing dropouts.

The financial factors affecting enrolment in boarding secondary schools are: boarding fee, student's educational trip fee, development fee, motivation fee, uniform fee and mock fee. These variables influence enrolment of girls in boarding secondary schools. Those who can not afford to pay may withdraw from boarding schools leading to declining enrolments.

Suppose the enrolment of girls in secondary boarding school is a function of these financial factors. A regression equation for financial factors can be written in the form:

$$Q = a + b_1X_1 + b_2X_2 + b_3X_3 + b_4X_4 + b_5X_5 + b_6X_6 \dots\dots\dots (i)$$

Where Y is enrolment

a is the constant, Y-intercept

$b_1$  to  $b_n$  are the partial regression coefficient estimates

$X_1$  to  $X_n$  are financial factors which influence enrolment of girls in boarding secondary schools; educational trip fee ( $X_1$ ), Development fee ( $X_2$ ), motivation fee ( $X_3$ ), Boarding fee ( $X_4$ ), and Mock fee ( $X_6$ ).

Similarly, Y above represents the cultural factors which influence enrolment of girls in boarding secondary schools. The cultural factors are divided into folds namely; ethnic cultural practices and school cultural practices. Ethnic cultural practices which influence

enrolment in girls' boarding secondary schools are; Female circumcision, GM ( $Y_1$ ), Early marriages ( $Y_2$ ), Adolescent pregnancies ( $Y_3$ ), Preference to educate boys ( $Y_4$ ), domestic labour and Looking after younger siblings ( $Y_6$ ).

Suppose enrolment of girls in boarding secondary schools is a function of these ethnic cultural factors.

A regression equation for ethnic cultural factors can be written in the form:

$$Q = a + b_1Y_1 + b_2Y_2 + b_3Y_3 + b_4Y_4 + b_5Y_5 + b_6Y_6 \dots\dots\dots(ii)$$

Where Q, a and  $b_1$  to  $b_9$  are as defined under financial factors' equation above.

$Y_1$  to  $Y_6$  ethnic cultures influencing enrolment in boarding secondary schools and they are identified above.

The other cultural practices that affect enrolment of girls in boarding schools are school cultural. These school cultures are; lack of proper accommodation ( $r_1$ ), lack of attractive school diet ( $r_2$ ), unfriendly school mates ( $r_3$ ), lack of reading materials ( $r_4$ ), class repetition ( $r_5$ ), poor KCSE results ( $r_6$ ).

Suppose the enrolment of girls in boarding secondary schools is a function of these school cultures. Then, a regression equation for school cultural practices can be written in the form:

$$Q = a + b_1r_1 + b_2r_2 + b_3r_3 + b_4r_4 + b_5r_5 + b_6r_6 \dots\dots\dots (iii).$$

Where Q, a and  $b_1$  to  $b_7$  are as defined in the equations above.  $r_1$  to  $r_7$  are school cultures identified above.

Government policies are also other factors which could affect enrolment of girls in boarding secondary schools. Z represents the government policies which affect enrolment of girls in

boarding secondary schools. These are; re-admission of girls to continue schooling after delivery ( $Z_1$ ), government ban on FGM ( $Z_2$ ), government ban on adolescent marriages ( $Z_3$ ), CDF bursaries ( $Z_4$ ) and not to exclude girls without fees ( $Z_5$ ).

Suppose the enrolment of girls in boarding secondary schools is a function of these government policies. Then, a regression equation for government policies can be written in the form;

$$Q = a + b_1Z_1 + b_2Z_2 + b_3Z_3 + b_4Z_4 + b_5Z_5 \dots \dots \dots (iv).$$

Where Q, a and  $b_1$  to  $b_5$  are as defined in the equations above.  $Z_1$  to  $Z_5$  are government policies which affect enrolment of girls in boarding secondary schools.

The researcher developed a Mean Rating scale for most of the questionnaire items for easy analysis of the data. In the scale, the points were awarded by the researcher as follows:

Classification of Mean Rating		
1.0 - 1.9	=	Very low
2.0 - 2.9	=	Low
3.0 - 3.9	=	Moderate
4.0 - 4.9	=	High
5.0	=	Very high

Qualitative data were analysed using three processes: Summarizing of condensation of meanings; categorizing or grouping of meanings and structuring of meanings using narratives.

i) Summarizing of meanings. Summarizing is condensing the meanings of large amounts of text into fewer words. The researcher made a summary of key points that emerged from the field notes and transcripts. The summary condensed long statements into briefer statements in which the main sense of what was said is rephrased in a few words (Kvale & Cotton, 1996). The researcher tried to identify the apparent relationship between themes that he wished to note down in order to establish the validity. The researcher made comments about respondents and the setting in which the interview occurred. A copy was attached to the written notes transcripts or documents for subsequent references. Documents were used to corroborate other data that were collected, that is, providing key points the document contains, a description of the purpose of the document and how it relates to the study. The researcher transcribed the interviews as soon as they were collected in order to avoid build-up of tape of the recordings and associated transcription work. It took between six and ten hours to transcribe every hour of audio-recording. Each interview transcribed was saved as a separate word processed file and a copy of the transcript was sent the participant for final checking.

ii) Categorizing data. Categories are codes or labels that a qualitative researcher uses to group data. The researcher located themes and assigned initial codes or labels in a first attempt, to condense the mass of data into categories. The researcher slowly read field notes or played a tape recorder, looking for critical terms key, events or themes which were noted. The

researcher wrote a preliminary concept or label at the edge of notes and highlighted it with a brightly coloured ink or in some similar way. The researcher developed categories and attached these categories to meaningful chunks of data. Categories were derived from the data collected or from the theoretical framework, purpose of the study as expressed through the emerging themes used by the participants in the private universities and from the term itself as used in the existing theory or literature. They provided a researcher with an emergent structure that was relevant to the study.

- iii) Unitizing data: This is the process of attaching relevant bits or chunks of data to appropriate categories that a researcher has devised. A unit of data can be a number of words, a line transcripts, a sentence, and a number of sentences, a complete paragraph or some other chunk of textual data that fits the category. The researcher generated categories and re-organized data according to themes or designed a suitable matrix and placing the data gathered within the cells meant that the researcher was analyzing data. The analysis continued as the researcher for the key words, themes, patterns or relationships in the re-arranged data. The researcher probed emerging patterns, comparing and contrasting data, trying to fit piece of data into bigger puzzle-all the while hypothesizing about the best fit and best picture.

The researcher revised categories and continued to rearrange data, searched for meaning in the data. The researcher tried to make sense out of the data by revisiting the data several times to find out if interpretation was making sense in light of new experiences. The process

of analysis qualitative data begins at same time as one collects data and they both continue afterwards (Kvale & Cotton, 1996). The researcher decided to quantify some of the data by way of frequent counts of certain themes events or reasons that were given in relation to a given theme. The data were then evaluated and analyzed to determine the usefulness on the basis of the research objectives.

### **3.10 Ethical Considerations**

The respondents were involved in the study after the researcher sought permission from the Sub county Education Officer and after assuring him that the purpose of the study was purely academic. The researcher proceeded to the schools to meet the head teachers and students. Similarly in the schools, he assured the head teachers and form four respondents of confidentiality of their responses. He also assured head teachers and students that the purpose of the study was purely academic. The respondents were advised not to write their names and those of their schools on the questionnaires. The questionnaires from the Education Officer and the head teachers were collected on mutually agreed dates while those of students were collected on the same date of delivering them. The researcher thanked the respondents for participating in the study. They were assured that they would be free to access the final report of the findings of the study.



## **CHAPTER FOUR**

### **RESULTS AND DISCUSSION**

#### **4.1 Introduction**

This chapter is organized into three sub-sections according to the three research questions and objectives. The sub-sections are: Influence of fees and other levies as an financial factor on enrolment of girls; influence of culture on enrolment of girls; and, influence of government policies on the enrolment of girls in boarding secondary schools.

The chapter presents the results and discussion of the findings of the study. The results presented and discussed under objective driven themes. The objectives that guided the study were to:

- i. Determine the effect of fees and other levies financial factors on enrolment of girls in boarding secondary schools in the pastoralist Transmara Sub county.
- ii. Find out the effect of cultural practices on enrolment of girls in boarding secondary schools in the pastoralist Transmara Sub county.
- iii. Establish the effect of government policies on enrolment of girls in boarding secondary schools in the pastoralist Transmara Sub county.

#### **4.1.1 Return Rates of Questionnaires**

The respondents involved in the study were head teachers, students and Education Officer. There was only one Education Officer in the entire Sub county and was not included in the totals in the table. However, his questionnaire was returned. A summary of questionnaires issued and returned for the quantitative data were summarised in Table 4.1.

**Table 4.1****Summary of the Questionnaires Issued and Returned**

Number of Respondents / Questionnaires issued				Number of Respondents / Questionnaires returned			
School	Head teachers	Students	Total	Head teachers	Students	Total	%
K	1	32	<b>33</b>	1	26	27	<b>81.8</b>
L	1	17	<b>18</b>	1	14	15	<b>83.3</b>
N	1	37	<b>38</b>	1	31	32	<b>84.2</b>
O	1	18	<b>19</b>	1	15	16	<b>88.9</b>
P	1	34	<b>35</b>	1	26	29	<b>85.1</b>
Q	1	34	<b>35</b>	1	26	27	<b>77.1</b>
<b>G/ Total</b>	<b>6</b>	<b>172</b>	<b>178</b>	<b>6</b>	<b>141</b>	<b>147</b>	<b>85.46</b>

The researcher issued 179 questionnaires, 172 to students, 6 to head teachers and 1 to the Education Officer. 148 questionnaires were returned: 141 from students, 6 from head teachers and 1 from the Education Officer. The Education Officer's questionnaire was not included in the table 4.1. Results from the number of questionnaires returned implies that the sample was far above the range of being a true and accurate representative of the study population (Borg and Gall, 1996).

#### **4.2. Effect of Fees and Other Levies on Enrolment of Girls in Boarding Secondary Schools.**

Girls Boarding Secondary schools charge boarding fees for maintaining girls in schools. Other levies charged by boarding schools include: development fees, educational trip fee, motivation fee and mock fee.

The first objective of the study was to establish the effect of the above financial factors of boarding fees and other levies affect enrolment of girls in boarding public secondary schools in Transmara Sub county.

To achieve this objective, the first research question which guided this study was: what is the effect of fees and other levies as financial factors on the enrolment of Maasai girls in boarding secondary schools in Transmara Sub county? To achieve this objective the response on the questionnaires of the head teachers were supposed to give was: total fees charged in boarding schools which showed the government's grant per student and what each student paid per year per vote head in forms 1to 3 and in form four and arrears owed. Other than what the government paid for each student per year, parents also paid boarding fees, development fee, educational trip fee, motivation fees and mock fees.

The total amount of fees and other levies required per year to keep a girl in boarding secondary school per vote head in forms 1 to 3 was as shown in Table 4.11

**Table 4.11****Average Amount of School Fees and Other Levies Required in Shillings in Boarding Secondary Schools per year per Vote Head in Forms 1 to 4(2011-2014) (n = 6)**

<b>Fees / Levies</b>	<b>Amount in shillings</b>	<b>%</b>
Government subsidy	10, 265	27.21
Boarding fees	23,000	58.89
Development fees	2,000	5.12
Caution money	1,429	3.66
Prize-giving fees	2,000	5.12
<b>Total</b>	<b>38,694</b>	<b>100.00</b>

Source: Data from the field.

The government gave a little subsidy for students in boarding schools of Kenya Shillings 10,625 per student per year. The government's subsidy represented 27.21 per cent of the total amount of money required to keep a girl in boarding school in forms one to four. However, for learners in boarding schools, their parents or guardians have to pay boarding fees, building or development fees, caution money, and prize-giving or motivation fee. Boarding fees alone represented 58.89 per cent of the total amount required to keep a girl in boarding secondary school. From table 4.11 it can be deduced that parents pay 72.79 per cent in order to keep a girl in boarding secondary school. Therefore from table 4.11, it can be revealed that the government subsidy was not enough to cater for all of these requirements in boarding secondary schools hence the need for parents to pay more.

The government subsidy caters for the vote heads shown in Table 4.12

**Table 4.12**

**The Government Subsidy for Free Secondary Education per Year in Kenya Shillings.**

Vote head	Amount	%
Tuition	4, 400	37. 64
Repairs and maintenances	400	3. 76
Local Travel and Transport	400	3. 76
Administrative costs	500	4. 70
Electricity, water and conservation	400	4. 70
Activity	600	5. 67
Personal Emolument	5, 665	37. 33
Medical	300	2. 82
<b>Total</b>	<b>10, 265</b>	<b>100. 00</b>

**Source: Ministry of Education 2009**

Table 4.12 show the various vote heads and their respective amounts of money the government gives to each student in day schools. The government also gives the same amount of subsidy to all students in public boarding secondary schools. That was to reduce the total amount of fees payable by each student in boarding secondary schools. The government's aim through such a policy was to make the cost of educating a student in boarding secondary school to be more affordable. As shown in Table 4.12 the bulk part of the money provided by the government was to defray expenses of tuition and personal emoluments for learning both in day and boarding schools.

From the questionnaires of the head teachers (Appendix A), a girl in form four incurs more expenses to enable her complete form. The total average amount of money required by a form four girl student to complete form four course was as shown in Table 4.13.

**Table 4.13**

**Total Average Cost in Kenya Shillings Required to keep a Student in Boarding sendary School in Form Four per Year including K.C.S.E and Mock Fee and Private costs (n = 6)**

TYPE OF PAYMENT	SCHOOLS							Average	%
	K	L	N	O	P	Q			
Government subsidy	10,265	10,265	10,265	10,265	10,265	10,265	10,265	10,265	<b>18.91</b>
Boarding fee	20,500	23,500	23,500	22,000	25,000	24,500	23,083	23,083	<b>42.51</b>
Development Fund	2,000	2,000	2,000	2,000	2,000	2,000	2,000	2,000	<b>3.68</b>
Caution money	1,000	1,500	1,000	1,000	2,000	1,500	1,333	1,333	<b>2.45</b>
Motivation	1,500	2,000	1,500	1,500	3,000	2,500	1,750	1,750	<b>3.22</b>
Uniforms	3,500	4,000	4,000	3,800	4,500	4,000	3,967	3,967	<b>7.31</b>
Student's									
Trip fee	5,000	5,000	5,000	5,000	5,000	5,000	5,000	5,000	<b>9.21</b>
Form four mock fee	1,000	1,000	1,000	1,000	1,000	1,000	1,000	1,000	<b>1.84</b>
KCSE fee	5,900	5,900	5,900	5,900	5,900	5,900	5,900	5,900	<b>10.87</b>
<b>Total</b>	<b>53,705</b>	<b>57,705</b>	<b>56,705</b>	<b>55,505</b>	<b>58,665</b>	<b>56,665</b>	<b>54,298</b>	<b>54,298</b>	<b>100.00</b>

Source : Data from the field.

From Table 4.13, boarding fees takes the largest percentage of the money required to keep a student in boarding school at 42.51 percent. The government subsidizes only 18.91 percent of the total money required to keep a girl in boarding school.

Other payments required for a KCSE fee, a student's personal expenditure and fare and uniforms which take 9.21 and 7.31 percent of the total cost respectively. From Table 4.13 it is revealed that the government subsidy alone is insufficient to keep a girl in a boarding secondary school. From table 4.13 it is revealed that a girl in form four requires more money to keep her in a boarding secondary school compared to the one in forms one to three as was revealed in table 4.11. As can be observed from table 4.13 a form four girl requires more money because of more requirements like KCSE mock fee and KCSE examination fee as was required for candidates of 2014.

Other the boarding fees and other levies paid directly to the school by the girls there other indirect cost incurred by the girls are as shown in Table 4.14.

**Table 4.14**

**Average Student's Private Cost in Kenya Shillings incurred by Parents Directly in Maintaining one Girl in Boarding School per Year (n = 6)**

Category of Expenditure	Schools						Average	%
	K	L	N	O	P	Q		
Miscellaneous	1,000	1,000	1,000	1,000	1,000	1,000	1,000	11.62
Transport	450	600	300	900	540	340	474	5.51
Revision textbooks	2,000	1,800	3,000	2,500	1,500	2,000	2,133	24.78
Personal expenditure	5,000	5,000	5,000	5,000	5,000	5,000	5,000	58.09
<b>Total private cost</b>	<b>8,950</b>	<b>10,200</b>	<b>8,300</b>	<b>7,400</b>	<b>8,040</b>	<b>8,240</b>	<b>8,607</b>	<b>100.00</b>

Source: Responses from the Head teacher's Questionnaire Appendix A

Parents may have to incur other expenses besides the ones shown in Table 4.14 in order to keep a girl in boarding school. The cost incurred by a parent to maintain a girl in boarding schools in Transmara Sub county range from an average of 7400 shillings in school O to the highest of 10200 shillings in school L. The highest amount of money required for a student's private use is for Expenditure in school at 58.09 percent revision textbooks at 24.78 percent. While transport and miscellaneous are at 5.51 and 11.62 percent respectively.

Table 4.15 shows the gross payments of three categories to be paid to keep a girl in boarding secondary school per year in Transmara Sub county.

**Table 4.15**

**Gross Fees per Year in Kenya Shillings Required to keep a girl in Boarding school derived from Table 4.11, Table 4.13 and Table 4.14**

Category of payments	Schools							Average	%
	K	L	N	O	P	Q			
Government subsidy	10265	10265	10265	10265	10265	10265	<b>10265</b>	20.16	
Fees paid directly to school	28500	33000	31500	30300	34500	34500	<b>32132</b>	62.94	
Student's private cost	8950	10200	8300	7400	8040	8240	<b>8607</b>	16.90	
<b>Total</b>	<b>47715</b>	<b>53465</b>	<b>50065</b>	<b>47965</b>	<b>52805</b>	<b>53005</b>	<b>50922</b>	<b>100.00</b>	

Source: Responses from the Head teacher's Questionnaire (Appendix A).

From Table 4.15, total money required to send and maintain a girl in boarding secondary school in Transmara Sub county is on average 50922 Kenya shillings. The government subsidy only accounts for 20.16 percent of the money required to keep a girl in a boarding



secondary school. That means government subsidy alone cannot keep a girl in a boarding secondary school. The greatest burden is that of paying the fees and levies required by the school which account for 62.94 percent. Besides, a girl cannot be maintained in a girls' boarding secondary school without the parent meeting the student's private cost which accounts for 16.90 percent of the total money required by a student in boarding secondary school. The parents who may not sustain the payments of fees for boarding and other levies and the student's private cost could opt to withdraw their girls from boarding secondary school leading to declining enrolment in boarding secondary schools.

This finding concurs with those of Jagero (2010) and Bucheche (2011) both in Kenya which found out that the heaviest burden for parents to educate girls in boarding schools is to incur the boarding fees and other expenses required. Bucheche (2011) established that parents who cannot afford other payments other than the government subsidy cannot keep their children in boarding secondary schools. His studies revealed that failure to pay for boarding fees and other levies the parents may opt to withdraw their children from boarding secondary schools leading to declining enrolments.

Table 4.16 shows the population of Maasai girls enrolled in form one in all boarding secondary schools in 2012. The table reveals the enrolment percentage decline in each school in 2015.

**Table 4.16****Enrolment Trend of the 405 Maasai girls enrolled in form one in 2012 in Boarding secondary Schools in Transmara Sub county (n = 6)**

Year	Enrolment per School						Total
	K	L	N	O	P	Q	
2012	74	45	80	45	81	80	405
2015	48	25	54	27	50	51	255
<b>% of Decline in Enrolment</b>	<b>35.14</b>	<b>44.44</b>	<b>32.5</b>	<b>40</b>	<b>38.27</b>	<b>36.25</b>	<b>37.03</b>

Source: Data from the field.

From Table 4.16 school L had the greatest decline in enrolment at 44.44 percent followed by O and P at 40 per cent and 38.27 per cent respectively. While the 2012 form enrolment in schools Q, K and N had the lowest enrolment declines at 36.25, 35.14 and 32.5 percent respectively. Table 4.19 reveals that out of the 405 Maasai girls enrolled in form one in boarding secondary schools in Transmara Sub county in 2012, by the time the of the research in 2015 a total of 150 girls had dropped out which represented a decline in enrolment in boarding secondary schools of 37.03 percent.

Table 4.17 show the number girls enrolled in form one in 2012, the total fees they were expected to pay by the end of four in 2015 and the fees arrears the schools had by 2015.

**Table 4.17**

**2012 Form One Enrolment Against against Expected Fees, Actual Fees Paid and Fees Arrears Between 2012 and November 2015 (n = 6)**

School	2012 form one Enrolment	Expected fees	Exact fees paid	Fees Arrears	% of fees arrears
K	74	9,511,072	5,955,500	3,555,572	37.38
L	45	5,783,760	3,185,000	2,598,760	44.93
N	80	10,282,240	6,126,500	4,155,740	40.42
O	45	7,783,760	4,985,000	2,798,760	35.96
P	81	10,410,769	7,247,550	3,163,219	30.38
Q	80	10,282,240	8,040,840	2,241,400	21.79
<b>Total</b>	<b>405</b>	<b>54,053,840</b>	<b>35540390</b>	<b>18513451</b>	<b>34.25</b>

Source: Data from the field.

From Table 4.17 School L had the highest percent of fees unpaid at 44.93 percent, followed by N and K whose unpaid fees arrears were at 40.42 and 37.38 percent respectively. Schools O, P and Q had fee arrears at 35.96 per cent, 30.38 per cent and 21.79 per cent respectively.

Table 4.18 also show that out of the expected total fees of the 405 Maasai girls enrolled in form one in 2012, the fraction of fees not paid by March 2015 was 34.25 percent. It could be that, the 150 girls of the 405 Maasai girls who dropped out contributed to the huge fee arrears.

To determine how the different categories of financial factors affected enrolment of girls in boarding secondary schools, the participants were also asked to rate how each of the five

financial factors affected enrolment of girls in boarding secondary schools on a five-point mean rating scale.

Table 4.18 shows the mean rating on effect of each financial factor on the enrolment of girls in boarding secondary schools.

**Table 4.18 Mean Rating on effect of Financial factors on Girls Enrolment in Boarding Public secondary Schools in Transmara Sub county (n = 6)**

Factors		VR	R	SE	ST	AL	Mean	SD
Educational trip fee (X <sub>1</sub> )	f	1	5	0	0	0	1.830	0.408
	%	17%	83%	0%	0%	0%		
	Score	1	10	0	0	0		
Development fee (X <sub>2</sub> )	f	0	1	5	0	0	2.830	0.408
	%	0%	17%	83%	0%	0%		
	Score	0	2	15	0	0		
Motivation fee (X <sub>3</sub> )	f	0	6	0	0	0	2.000	0.000
	%	0%	100%	0%	0%	0%		
	Score	0	12	0	0	0		
Boarding fee (X <sub>4</sub> )	f	0	0	0	4	2	4.330	0.516
	%	0%	0%	0%	67%	33%		
	Score	0	0	0	16	10		
Mock exam fee (X <sub>5</sub> )	f	0	0	6	0	0	3.000	0.000
	%	0%	0%	100%	0%	0%		
	Score	0	0	18	0	0		

**Key: VR = Very Rarely, R= Rarely, SE= Seldom ST = Sometimes AL = Always**

**Source: Data from the field.**

From Table 4.18 the descriptive statistics indicate that lack of boarding fees is perceived as the main financial factor affected enrolment of girls in boarding schools in Transmara Sub county with a mean of 4.33 and standard deviation of 0.516. It was followed by development fee with a mean of 2.83 and standard deviation of 0.408.

The other two main financial factors are educational trip fee and mock fee in that order whose means are 1.83 and 3.00 with standard deviations of 0.408 and 0.00 respectively. Motivation fee had mean of 2.00 and standard deviation of 0.00. The financial factors which had great influence on enrolment of girls in boarding secondary schools were boarding fee, mock and development fee. These findings concurred with the studies of Cherono (2011 ) and Mutai (2010) both done in Kenya who established that lack of boarding fees and other several levies required led to some school dropouts in Kenya and this occurrence caused enrolment decline in secondary schools.

Table 4.19 show the Pearson's correlation coefficients of various financial factors (fees and other levies) on the enrolment of girls in boarding secondary schools in Transmara Sub county.

**Table 4.19**

**Pearson Moment correlation Coefficients on the effect of Financial factors on Enrolment of Maasai Girls in Public Boarding Secondary Schools in Transmara Sub county (n = 6)**

Factors	Educational trip fee (X <sub>1</sub> )	Development fee (X <sub>2</sub> )	Motivation fee (X <sub>3</sub> )	Boarding fee (X <sub>4</sub> )	Mock exam fee (X <sub>5</sub> )	Enrollment (Y)
Educational trip fee (X <sub>1</sub> )	1					
Development fee (X <sub>2</sub> )	-0.2	1				
Motivation fee (X <sub>3</sub> )	.a	.a	.a			
Boarding fee (X <sub>4</sub> )	0.316	0.316	.a	1		
Mock exam fee (X <sub>5</sub> )	.a	.a	.a	.a	.a	
Enrollment (Y)	-0.376	-0.348	.a	-0.990**	.a	1

a: Cannot be computed because at least one of the variables is constant.

\*Correlation is significant at 0.001 level in a 2 tailed test

\* Correlation is significant at 0.05 level in a one tailed test

As can be seen from Table 4.19, boarding fees (x<sub>4</sub>) caused the highest decline on enrolment followed by educational trip fee (x<sub>2</sub>) and development fee. Their coefficients were – 0.990, - 0.376 and – 0.348 respectively. Only boarding fee influenced decline of enrolment significantly. Although educational trip fee and development fee lowered enrolment of girls in boarding secondary schools their coefficients were not significant in one or two tailed test.

Coefficients of motivation and mock fee could not be computed because the respondents gave similar responses about motivation and mock fee variables and the sample size was less than 30.

A regression was done to provide information about the regression line's ability to account for the total variation in the dependent variable. Results of the regression's model summary are shown in table 4.20.

**Table 4.2**

**Model Summary: Effect of Financial factors on enrolment of Maasai girls in Boarding Public Secondary Schools**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std Error of the Estimate</b>
	0.994 <sup>a</sup>	0.988	0.971	3.00000

From Table 4.20, there was a high multiple correlation (R) between the entire set of financial factors and enrolment of 0.994. This implies that the co-efficient of multiple determination ( $R_2$ ) was 0.988. Therefore the financial variables  $x_1 + \dots x_5$  in the study accounted for 98.8 % enrolment decline of Maasai girls' in boarding public secondary schools. The unexplained variation of 1.2% could be due to other factors not included in the analysis under financial variables and / or errors incurred in data collection.

ANOVA was done to establish whether the financial factors were predictors of girls' enrolment. The results were as shown in Table 4.21

**Table 4.21****Analysis Of Variance on Effect of Financial factors on enrolment of Maasai girls in****Boarding Public Secondary Schools**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	1531.500	3	510.500	56.722	0.017 <sup>b</sup>
Residual	18.000	2	9.000		
Total	1549.500	5			

a. Dependent Variable: Enrolment

b. Predictors: Boarding fee, Development fee, educational trip fee.

From Table 4.21 it can be observed that financial factors were significant predictors of girls' enrolment in boarding public secondary schools as the p value was  $< 0.05$ .

To establish the actual contribution of each factor stepwise regression analysis was done. The results were as shown in Table 4.22

**Table 4.22****Stepwise Regression Results on effect of Financial factors on Enrollment of Maasai Girls in Boarding public Secondary Schools in Transmara Sub county (n = 6)**

Model	Unstandardized Coefficients		Standardized Coefficients	t	sig.
	B	Std. Error	Beta		
(Constant)	222.000	13.748		16.148	-0.004
Educational trip fee X <sub>1</sub>	-4.000	3.674	-0.093	-1.089	-0.390
Development fee X <sub>2</sub>	-3.000	3.674	-0.070	-0.816	-0.500
Boarding fee X <sub>4</sub>	-32.000	3.000	-0.939	-10.667	-0.009

a. Dependent variable: Enrolment



In stepwise regression analysis, independent variables are added into the equation model one by one and at each stage, any variable which is already included in the model but whose extra sum of squares ( $R^2$ ) contributions had declined to a non-significant level are eliminated. Selection stops when all unused variables are non-significant and all included variables are significant at a given confidence level in a two tailed test.

According to the data motivation fee and mock examinations fee were the financial factors that were statistically insignificant in the stepwise regression model at 0.025 significant level a two tailed test and hence were eliminated could not be used in the regression equation.

From Table 4.22 although educational trip fee and development fee lowered enrolment in girls' boarding schools they were not significant predictors.

From Table 4.22 the regression equation will now take the following form:

$$Y = 222 - 32X_4$$

Table 4.22 show, that boarding fees had a coefficient of -32.000. That means that one unit increase in boarding fees lower enrolment by 32 percent in the Sub county. This finding concurred with those of Bucheche (2011) Kipsang (2008), Jagero (2010) and Cherotich (2011) all done in Kenya which established that enrolment in schools have been negatively affected by the parents' inability to pay for fees in schools. Whereas the government intended that boarding schools should provide a "safe haven" for girls from disadvantaged backgrounds (Anthony, 2013), the financial burden on parents appeared to make it difficult

for most girls to enroll in boarding secondary schools in the pastoralist community of Transmara.

In Transmara Sub county where the bulky parts of the population are pastoralists the literacy index is 21.7% compared to 47.2% nationally for girls (Republic of Kenya, 2010). That has been attributed to the declining enrolments for girls in secondary schools in the Sub county. Most parents could not afford to pay for the expensive boarding fees demanded for in boarding schools. This finding concurs with the findings of Korir (2010) who established that most inhabitants in pastoral communities in Kenya lived in abject poverty. In his study, Korir (2010) established that most parents could not afford to sell their livestock to keep the girls in boarding schools and as depreciation of their livestock numbers meant “invitation of poverty”. Maasai parents believe large herds of cattle are a sign of wealth. They regard girls as means by which their cattle would increase in number through marriages. That is why most parents in Transmara Sub county would rather have their girls drop out of boarding secondary ser than sell their cows to provide the school fees required (Gorham, 2009).

When most boarding fee is not paid in full and in time most girls are sent away for fees.

Sending away girls for boarding fee and levies affects their academic performance.

On this matter, one girl respondent asserted thus:

When the principal of the school announces in assembly that those who have not cleared fees are to go home, “butterflies fill my stomach”. My future dreams get threatened and fears of my getting married earlier move closer. Our parents are poor and can not raise the money whenever we are sent home for fees. While we are way for fees other students remain in school learning. When we get back to school there is pressure to cover and understand what other students have already learnt in readiness for examinations. Some topics are

hard to understand by oneself and that means one can not prepare for examinations very well. Besides missing a lot in class while away for school fees, some parents in this sub county would be happy that their girls have been sent home for lack of fees and wish that they rather remain at home to help with the household chores or be married. Therefore some of us really suffer whenever we are sent home for fees. If parents are not able to pay the fees in time due to poverty then one has to come to school late to battle to with heavy work load due to missed lessons. Such tendencies lead to demoralization then poor academic performance which lead to withdraw from boarding school.

Due to lack of boarding fees, it could therefore be ironical that boarding schools are established in regions that can least afford it (Acholla, 1992).

From the regression Table of 4.22, the educational trip and development fee had coefficients of – 4.000 and – 3.000 respectively, their t significances were at 0.390 and 0.500 and were therefore not significant predictors.

#### **4.3 Effect of Cultural Practices on the Enrolment of Girls in Boarding Secondary Schools in Transmara Sub county.**

The research question which guided this study was; what is the effect of culture on the enrolment of girls in boarding schools? The cultural factors were divided into two categories. Those ethnic cultural factors embraced and practiced by the Maasai community in the Sub county and the school cultural practices as prevailing conditions in boarding schools. The objective of this part of the culture was to identify the ethnic and school cultural practices which are perceived to affect the enrolment of girls in boarding secondary schools in Transmara Sub county.

#### **4.2.1 Ethnic Cultural Factors**

To establish the traditional ethnic practices which affect the enrolment of girls in boarding secondary schools a five-point likert scale questionnaire was administered to the participants. The questionnaire contained cultural factors believed to influence the girls' enrolment in boarding secondary schools in Transmara Sub county. These factors were female circumcision (FGM), early marriages, adolescent pregnancies, preference to educate boys, looking after younger siblings and domestic labour.

The participants were asked to rate each of the nine cultural factors on a five-point mean rating scale. The mean response of the girls on effect of ethnic cultural factors on enrolment of girls in boarding secondary schools is shown in table 4.23.

**Table 4.23**

**Mean rating on the effect of ethnic cultural factors on enrolment of Girls in public boarding secondary schools (n=141)**

<b>Factors</b>		<b>VR</b>	<b>R</b>	<b>SE</b>	<b>ST</b>	<b>AL</b>	<b>Mean</b>	<b>SD</b>
FGM (X <sub>1</sub> )	f	47	64	18	7	5	2.000	0.993
	%	33%	45%	13%	5%	4%		
	Score	47	128	54	28	25		
Early Marriages (X <sub>2</sub> )	f	34	74	20	11	2	2.099	0.905
	%	24%	52%	14%	8%	1%		
	Score	34	148	60	44	10		
Adolescence pregnancies (X <sub>3</sub> )	f	41	67	6	17	10	2.206	1.192
	%	29%	48%	4%	12%	7%		
	Score	41	134	18	68	50		
Preference for boys (X <sub>4</sub> )	f	33	77	17	8	6	2.128	0.977
	%	23%	55%	12%	6%	4%		
	Score	33	154	51	32	30		
Domestic labour (X <sub>5</sub> )	f	52	82	4	2	1	1.709	0.661
	%	37%	58%	3%	1%	1%		
	Score	52	164	12	8	5		
Caring for siblings (X <sub>6</sub> )	f	50	55	28	6	2	1.972	0.925
	%	35%	39%	20%	4%	1%		
	Score	50	110	84	24	10		

**Key: VR = Very Rarely, R= Rarely, SE= Seldom ST = Sometimes AL = Always**  
**Source: Data from the field.**

As shown from the descriptive statistics in Table 4.23 the factors with the greatest effect on the girls' enrolment in boarding secondary schools were adolescent pregnancies (x<sub>3</sub>), Early marriages (x<sub>2</sub>), FGM (X<sub>1</sub>) and preference to educate boys to girls (x<sub>4</sub>) whose means were 2.206, 2.099, 2.00 and 2.128 whose standard deviations were 1.192, 0.905, 0.993 and 0.977

respectively. Although female circumcision FGM ( $x_2$ ) was a factor which made girls drop out of school the respondents indicated that most circumcision of females is done while girls are at primary school level hence its influence on enrolment in boarding secondary schools unlike early marriages, adolescent, pregnancies and preference to educate boys is lower.

The means for domestic labour ( $X_5$ ) and care for younger siblings ( $X_6$ ) were 1.709 and 1.972 respectively. The fathers and mothers get domestic labour from their girls from during the holidays and eventually some girls are influenced to drop out of school.

Table 4.24 shows the Pearson correlation coefficients for ethnic factors affecting enrolment in boarding secondary schools in Transmara Sub county.

**Table 4.24**

**Pearson Moment Correlation Coefficients for Ethnic factors Affecting Enrolment of Girls in Boarding Secondary Schools (n =141)**

Factor	FGM	Early Marriages	Adolescence Pregnancies	Preference for boys	Caring for siblings	Enrollment
FGM ( $X_1$ )	1					
Early Marriages ( $X_2$ )	0.453	1				
Adolescence pregnancies ( $X_3$ )	0.567**	0.636**	1			
Preference for boys ( $X_4$ )	0.456	0.624**	0.688**	1		
Domestic labour ( $X_5$ )	0.272	0.288	0.294	0.445	1	
Caring for siblings ( $X_6$ )	0.342	0.387	0.413	0.423	0.15	1
Enrollment (Y)	-0.660**	-0.755**	-0.854**	-0.761**	-0.357	-0.472

Source: Data from the field.

Key: \*\* Correlation is significant at 0.001 level in a 2 tailed test.

\* Correlation is significant at 0.05 levels in a 2 tailed test.

As can be seen from the Table 4.24 female circumcision, FGM ( $x_2$ ), early marriages( $x_3$ ), adolescent pregnancies( $x_4$ ) and preference to educate boys( $x_5$ ) had the highest effect on enrolment of girls in boarding secondary schools with significant correlation coefficients of - 0.660, - 0.755, - 0.854 and - 0.761 respectively. Domestic labour and care for siblings had coefficients of - 0.357 and - 0.472 respectively but were not significant at any level.

According to the World Bank (2012), it is virtually important for the mother to convey hope to the child in her care based on the cultural values in the environmental context in which the child is raised. However, parents who fail to interpret their daughters' needs in relation to changes in society can not be determined to send their girls for an education in boarding schools they do not fully embrace. Onyango (2006) concurs with these observations when he established that parents from pastoral communities still view their daughters as "objects" for financial gains. Onyango established in his study that most men in pastoralists' communities prefer to offer their girls for early marriages to get riches and be the "respected rich" to selling the cows they have in order to pay fees for their girls in boarding schools. Cherotich (2011) observed that early marriages contributed to declining enrolments in secondary schools in Rift valley.

A regression was done to provide information about the regression line's ability to account for the total variation in the dependent variable. Results of the regression's model summary are shown in table 4.25.

**Table 4.25**

**Model Summary: Effect of Ethnic factors on enrolment of girls in Boarding Public Secondary Schools**

Model	R	R Square	Adjusted Square	Std. Error of the Estimate
	0.92 <sup>a</sup>	0.858	0.851	5.375

a. Predictors: (Constant), Caring for siblings, Domestic labour, FGM, Early Marriages, Preference for boys, Adolescence pregnancies.

From table 4.25, the coefficient of determination ( $R^2$ ) was 0.858. This implies that ethnic factors accounted for 85.8% of enrolment of girls in boarding public secondary schools. The unexplained variation of 14.2% could be due to other factors not included in the analysis under ethnic variables.

ANOVA was done to establish whether ethnic factors were significant predictors of girls' enrolment. The results were as shown in Table 4.26

**Table 4.26**

**Analysis Of Variance on Effect of Ethnic factors on enrolment of girls in Boarding Public Secondary Schools.**

Model	Sum of Squares	df	Mean Square	F	Sig.
Regression	23318.143	6	3886.357	134.538	0.000 <sup>b</sup>
Residual	3870.807	134	28.887		
Total	27188.950	140			

a. Dependant Variable: Enrollment

b. Predictors: (Constant), Caring for siblings, Domestic labour, FGM, Early Marriages, Preference for boys, Adolescence pregnancies.



From Table 4.26 it can be observed that ethnic factors were significant predictors of girls' enrolment in boarding public secondary schools as the p value was  $< 0.05$ .

To establish the actual contribution of each factor stepwise regression analysis was done. The results were as shown in Table 4.27

**Table 4.27**

**Regression Analysis of the Effect of Ethnic Cultures on Enrolment of Girls in Public Boarding Secondary Schools (n = 141)**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	
(Constant)	104.252	1.595		65.360	0.000
FGM (X <sub>1</sub> )	-2.754	0.570	-0.196	-4.835	0.000
Early Marriages (X <sub>2</sub> )	-3.867	0.698	-0.251	-5.536	0.000
Adolescence pregnancies (X <sub>3</sub> )	-4.934	0.602	-0.422	-8.192	0.000
Preference for boys (X <sub>4</sub> )	-2.850	0.729	-0.200	-3.909	0.000
Domestic labour (X <sub>5</sub> )	-0.233	0.774	-0.011	-0.301	0.764
Caring for siblings (X <sub>6</sub> )	-0.713	0.560	-0.047	-1.274	0.205

a. Dependent Variable: Enrolment

From Table 4.27 a regression equation:

$$Y = 104.252 - 2.754X_1 - 3.867X_2 - 4.934X_3 - 2.85X_4$$

can be established.

From Table 4.27 the stepwise regression revealed that FGM, early marriages, adolescent pregnancies and preference for boy had significant coefficients of -2.754, - 3.867, - 4.934 and - 2.850 respectively. Domestic labour and care for siblings had coefficients of - 0.233 and - 0.713 but which were insignificant. Therefore selection stops when all unused variables in the equation are non-significant and all included variables are significant at a given confidence level in a two tailed test. That was why domestic labour ( $x_5$ ) and care for siblings ( $x_6$ ) having been insignificant in a two tailed test at 0.05 significant level were eliminated from the equation.

From the regression analysis results in Table 4.27, female circumcision ( $X_1$ ) had a regression coefficient of -2.754. That means one unit increase in the FGM practice of school age going girls within the Sub county lower enrolment by 2.754 percent. The results concurred with the findings of Maleng' (2010) and Bucheche (2011) which revealed that female circumcision of female students in pastoralist communities led to dropping out of schools leading to declining enrolments.

Table 4.27 shows that early marriages ( $x_2$ ) had a regression coefficient of -3.867. That means that one unit increase in early marriages of school age going girls in Transmara Sub county lower enrolment of girls in boarding public secondary schools by 3.867 percent. The findings concurred with those of Mutai (2008), Serem (2011) and Kipsang (2008) who established that early marriages among school girls influenced to declining enrolments in secondary schools.

Among the Maasai, circumcised girls are respected adults and can easily attract suitors.

This is because Female Genital Mutilation (FGM) considered a crucial rite of passage, transiting from childhood to womanhood. Despite the practice being outlawed by the

Government in 2001 following the enactment of the Children's Act, (2001), FGM still goes on unabated among pastoralist communities to the detriment of girl-child education.

This fact was aired by one of the student respondents who contended thus:

Many girls become dull, undecided and uncomfortable whenever December holidays approach. The "uneasy atmosphere" affect girls who are either fearing that they will be forced to undergo FGM and those who are reluctant to fight avoid the outlawed practices for fear of being labeled girls "without culture". Every end of year, Maasai girls are always in a dilemma of either continuing with their studies or going home, undergo FGM and become women of the tribe.

On the same concern one of the head teachers noted;

The fears the girls have about FGM when the December holidays approach affect their concentration and performance in class. Our greater fear is that some may die due to bleeding and infections. In some cases, as teachers we are not sure which girls may report back to school in the New Year FGM. But we are luck in that in secondary school the practice of FGM affects fewer girls as the practice is more pronounced at primary school level.

Although reports indicate that the FGM practice declined by seven percent between 1998 and 2003 (Korir, 2010) due to the presidential decrees in 1982 and 1989 followed by a government ban in 2001, the practice is yet to die completely.

From the regression analysis in Table 4.27 the regression coefficient of adolescent pregnancies ( $x_4$ ) is -4.934. That means one unit increase in the number of adolescent pregnancies involving school girls will lower enrolment in boarding schools by 4.934

percent. This finding concurs with the findings of Cherono (2011) and Serem (2011) who established that when girls become pregnant while in school they drop out of school leading to decline in enrolments.

The regression coefficient of preferring to educate boys to girls ( $x_4$ ) from Table 4.27 was - 2.850. That means that when the number of parents who prefer boys to girls for education increase by one unit then it means that enrolment of girls reduces by 2.850 percent. That means if a family with a boy and a girl in boarding secondary school has limited financial resources, it will prefer to discontinue the education of the girl-child leading to soaring declining enrolment of girls in boarding secondary schools. These findings tend to agree with the findings of Onyango (2008) and Mutai(2010) which showed that in terms of access and participation of quality secondary education girls are discriminated against boys. That the including being sent to boarding schools while the girls are left out albeit bright due to traditional stereotypes.

According to FAWE (2013) traditional attitudes towards marriage view educational investment in girls as “watering another man’s garden” because the benefits will go to another family. That there is an inherent perception that educating a girl is tantamount to transferring wealth to the distant family where their daughter will eventually be married. That is why many households in Transmara Sub county community may opt to educate boys at the expense of girls. Onyango (2006) concurs with that observation. In his findings, Onyango established that in many families in which the level of education of parents is very low or nil parents ignorantly prefer to educate the boys in boarding schools instead of girls. Many

parents with low levels of education would withdraw their girls from boarding schools so as not to pollute their attitudes towards marriage and manual work which is the cultural backbone of many pastoral communities.

This study in Transmara Sub county revealed that some parents who are burdened with the payment of fees for their both boys and girls are culturally influenced to withdraw their girls from boarding schools in order to make the yoke of paying boarding fee lighter. One girl from a family in which the parents have been struggling to keep girls in boarding schools gave the following response:

Every time I ask for school fees from my father, he ever keeps on asking me that which kind of marriage I think he is preparing me for by educating me in a boarding school. From what he has said before, he thinks I would be better off in a day school or at home so that he can concentrate on paying fees for brothers in boarding schools. My father at one time admitted that had it not been for pressure from my educated uncles, he would not be paying my fees in boarding school. He has always argued that I would rather complete secondary school from a day school and be married rather than have him pay for boarding education expensively yet I would be married soon. At one time he lamented that he is among the few men in the home area who have not withdrawn their girls from boarding schools.

Fumugalli (2007) observed that unless the Maasai parents in Transmara took their girls to the more expensive education in boarding schools, it would soon be a community without schooled women, which would be a disaster in the “gender-balance age” as regards to employment and distribution of resources.

To find out the effect of school cultures on enrollment of girls in boarding schools respondents were asked to give responses on a five point mean rating scale.

A summary of the means showing the effect of school cultural factors on enrolment of girls in boarding secondary schools is shown on Table 4.28.

**Table 4.28**

**Effect of School Cultural factors on Enrolment of Maasai Girls in Boarding Public Secondary Schools (n = 141)**

Factors		VR	R	SE	ST	AL	Mean	SD
		1	2	3	4	5		
Lack of proper accommodation (X <sub>1</sub> )	f	22	75	42	2	0	2.17	0.696
	%	16%	53%	30%	1%	0%		
	Score	22	150	126	8	0		
Lack of attractive diet (X <sub>2</sub> )	f	6	51	63	7	14	2.8	0.973
	%	4%	36%	45%	5%	10%		
	Score	6	102	189	28	70		
Unfriendly schoolmates (X <sub>3</sub> )	f	12	75	43	11	0	2.38	0.752
	%	9%	35%	30%	8%	0%		
	Score	12	150	129	44	0		
Lack of reading materials (X <sub>4</sub> )	f	25	51	41	19	5	2.49	1.046
	%	18%	36%	29%	13%	4%		
	Score	25	102	123	76	25		
Class repetition (X <sub>5</sub> )	f	4	57	51	8	21	2.89	1.08
	%	3%	40%	36%	6%	15%		
	Score	4	114	153	32	10		
Poor KCSE results (X <sub>6</sub> )	f	3	47	61	19	11	2.78	0.877
	%	2%	33%	43%	13%	8%		
	Score	3	94	183	76	55		

Key: VR = Very Rarely, R= Rarely, SE= Seldom ST = Sometimes AL = Always

Source: Data from the field.

The results from the descriptive statistics in Table 4.28, indicate that class repetition (X<sub>5</sub>), lack of reading materials (X<sub>4</sub>), poor school KCSE results (X<sub>6</sub>) and lack of attractive diet whose means are 2.89, 2.49, 2.78 and 2.8 with standard deviations of 1.08, 1.046, 0.877 and 0.973 respectively were the leading cultural practices in schools which affected greatly the

enrolment of girls in boarding secondary schools in Transmara Sub county. Unfriendly schoolmates and lack of proper accommodation had the lowest means of 2.38 and 2.17 with standard deviations of 0.752 and 0.696 respectively.

The correlation coefficients for school cultural practices are shown in table 4.29.

**Table 4.29**

**Pearson Moment Correlation Coefficients of the Effect of School Cultural factors on Enrolment of Maasai girls in Boarding Public Secondary Schools (n = 141)**

Enrolment	Lack of accommodation (X <sub>1</sub> )	Lack of attractive diet (X <sub>2</sub> )	Unfriendly schoolmates (X <sub>3</sub> )	Lack of reading materials (X <sub>4</sub> )	Class repetition (X <sub>5</sub> )	Poor KCSE results (X <sub>6</sub> )	Enrolment (Y)
Lack of proper accommodation (X <sub>1</sub> )	1						
Lack of attractive diet (X <sub>2</sub> )	0.156	1					
Unfriendly schoolmates (X <sub>3</sub> )	0.259	0.113	1				
Lack of reading materials (X <sub>4</sub> )	0.277	0.061	0.255	1			
Class repetition (X <sub>5</sub> )	0.205	0.292	0.366	0.527**	1		
Poor KCSE results (X <sub>6</sub> )	0.092	0.287	0.356	0.478	0.646**	1	
Enrollment (Y)	-0.305	-0.252	-0.372	-0.732**	-0.755**	-0.627**	1

Source: Data from the Field

\*\* Correlation is significant at 0.001 level in a 2 tailed test.

\* Correlation is significant at 0.05 level in a 2 tailed test.

This is shown in Table 4.29 where there is a high correlation of the factors with lack of reading materials( $x_4$ ), class repetition( $x_5$ ) and poor KCSE results ( $x_6$ ) at - 0.732, - 0.755 and - 0.627 respectively and the correlations were all significant at 0.001 in a 2 tailed test. The findings that a school culture with lack of attractive school diet, class repetition and poor school KCSE results negatively influenced enrolment of girls in boarding secondary schools concur with findings of Jagero (2010), Kiage (2003), Macharia (2010), Cherono (2011) and Markborn (2009) all who established that unpopular cultures in schools like class repetition and poor school KCSE results influenced girls to withdraw from boarding schools resulting to declining enrolments of girls in boarding secondary schools. Lack of proper accommodation, lack of attractive diet and unfriendly schoolmates lowered enrolment with coefficients – 0.305, - 0.252 and – 0.372 but were not significant predictors.

A regression was done to provide information about the regression line’s ability to account for the total variation in the dependent variable. Results of the regression’s model summary are shown in table 4.30.

**Table 4.3**

**Model Summary: Effect of School Cultural factors on enrolment of girls in Boarding Public Secondary Schools**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Square</b>	<b>Std. Error of the Estimate</b>
	0.864 <sup>a</sup>	0.746	0.735	7.173



From table 4.30, there was a high multiple correlation (R) between the entire set of school cultural factors and enrolment of 0.864. This implies that the co-efficient of multiple determination ( $R^2$ ) was 0.746. Therefore the financial factors in the study accounted for 74.6 % for the enrolment decline in boarding secondary schools. The unexplained variation of 25.4 % could be due to the factors such economic, ethnic cultures and government policies and other factors not included in the analysis and / or errors incurred in data collection.

An analysis of variance (ANOVA) was done to establish whether the school factors were predictors of girls' enrolment in boarding secondary schools. The results were as shown in Table 4.31

**Table 4.31**  
**Analysis Of Variance on Effect of School Cultural factors on enrolment of Maasai girls in Boarding Public Secondary Schools**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	20293.494	6	3382.249	65.728	0.000 <sup>b</sup>
Residual	6895.457	134	51.459		
Total	27188.950	140			

- a. Dependant Variable: Enrollment
- b. Predictors: (Constant), Poor KCSE results, Lack of Proper accommodation, Lack of attractive diet, Unfriendly schoolmates, Lack of reading materials, Class repetitions.

From Table 4.31 it can be observed that school cultural factors were significant predictors of girls' enrolment in boarding public secondary schools as the p value was < 0.05.

Because the ANOVA in Table 4.31 showed that school cultural factors were significant predictors in the enrolment of Maasai girls in boarding public secondary schools in Transmara a stepwise regression was done to establish the effect of each school culture on the enrolment of girls in boarding secondary schools in Transmara Sub county.

Table 4.32 show the regression analysis for effect of school cultural factors on enrolment of Maasai girls in boarding public secondary schools in Transmara Sub county.

**Table 4.32 Regression Analysis of Effect of school Cultural factors on Enrolment of Girls in Boarding Public Secondary Schools (n = 141)**

Model	Unstandardized Coefficients		Standardized Coefficients		
	B	Std. Error	Beta	t	sig.
Constant	113.966	3.010		37.867	0.000
Lack of proper accommodation (X <sub>1</sub> )	-1.469	0.945	-0.073	-1.554	0.122
Lack of attractive diet (X <sub>2</sub> )	-0.795	0.673	-0.055	-1.180	0.240
Unfriendly schoolmates (X <sub>3</sub> )	-0.867	0.901	-0.047	-0.962	0.338
Lack of reading materials (X <sub>4</sub> )	-5.655	0.727	-0.425	-7.781	0.000
Class repetition (X <sub>5</sub> )	-5.181	0.803	-0.402	-6.450	0.000
Poor KCSE results (X <sub>6</sub> )	-1.996	0.963	-0.126	-2.074	0.040

a. Dependant: Variable: Enrollment

From Table 4.32, a regression will now take the following form;

$$Q = 113.966 - 5.655x_4 - 5.181x_5 - 1.996x_6$$

Where  $x_4$  is lack of reading materials,  $x_5$  is class repetition and  $x_6$  is schools' poor K.C.S.E results.

In stepwise regression equation above, independent variables are added into the equation model one by one and at each stage, any variable which is already included in the model but whose extra sum of squares ( $R^2$ ) contributions had declined to a non-significant level is eliminated. That was why lack of proper accommodation( $x_1$ ), lack of attractive school diet( $x_2$ ) and unfriendly schoolmates( $x_3$ ) which were insignificant in a two tailed test at 0.001 significance level hence were eliminated from the regression equation.

Table 4.32 shows that lack of reading materials had a regression of -5.655. That means one unit increase in lack of reading materials in schools would lower the enrolment of girls in boarding schools by 5.655 per cent via school dropouts. The findings concur with those of Bregman (2012) who established that reading materials form the second major component after the teachers that retain students in schools. The findings concurred with those of UNICEF (2009) which established that learners in developing countries require textbooks as a major basis for their good performance in schools. The study revealed that girls without textbooks find it hard to complete assignments in time and are often punished by the teachers. In class the respondents indicated they have to rely on the teachers' notes as there are very few textbooks. That means most girls can not do exercises on their own from textbooks.

When they are given holiday assignments one girl respondent as asserted:

The teachers demand that the holiday assignment must be done at home before schools open for the new term. At home you may be the only one in that class in a large locality. Any request made to some parents to buy required textbooks is made by certain demands. For example if one had not undergone FGM rites, a parent requires that she accepts to do the same before the books are bought. Some parents argue that they can only buy textbooks if a girls has done very well in termly school examinations. Some parents intimidate that they cannot spent more resources on girl who are soon finishing secondary school to be married. With several reasons advanced, most of us miss textbooks for holiday assignment. In most cases, when the holiday assignment is not done before schools reopen for new terms, the faint-hearted girls who fear being punished in school for not doing holiday assignment drop out.

Textbooks not only enable the learner to read widely and do assignment but they also boost the learners' morale and commitment. Some countries like Malawi and Cameroon gave free textbooks to girls from marginalised areas as a means to lure them enroll in secondary schools (UNESCO, 2012).

A survey by World Bank (2012) showed that lack of resources like reading text books, quality food and limited accommodation in schools led to girls disliking boarding life resulting to school dropouts. Muroki (2011) established that availability of text books contribute a great deal to the learners' grades achievement promoting their continued schooling. UNESCO (2012) strengthened that assertion when it established that other than teachers textbooks form the most important resource to keep learners in school.

That textbooks are a source of reference that makes learning enjoyable. That they make learners do their assignments in time resulting to improved grades. UNESCO (2012)

established that lack of reading materials cause delay in completion of homework, demoralization of learners resulting to withdrawal from school which cause declining in school enrolments.

The other factor which affected enrolment of girls is repetition. From Table 4.32, class repetition had a regression of -5.181 that means that one unit increase in the number of girls asked to repeat a class would lower the enrolment of girls in boarding schools by 5.181 percent due to dropouts. The findings concurs with those of Cheronno (2011) and Githa (2012) who established that forced repetition in secondary schools influence girls' school dropouts therefore lowering enrolment of girls in schools. UNICEF (2009) established that the marriage age for most uneducated girls in Kenya is between 12 to 18 especially for those from the pastoralist communities. It is because of the strong attachment to marriage concept among the Maasai people that many girls in Transmara Sub county consider it a waste of time when they are told to repeat a class in school. On the issue of repeating a class one girl asserted:

So many hurdles lie on our way in our academic journey. Our parents are struggling amidst poverty to raise fees for our education in boarding school. Then unfortunately one is advised to repeat! Not only does repeating increase my expenses for my education in boarding school but also increases chances of our parents not paying for the same which may result in the withdrawal from boarding school. "After all", they argue I'm lucky to be among the few girls in my home area to be in a boarding school. When advised to repeat a class some girls find it very difficult and opt to simply leave the school.

Bregman (2009) established that in many African pastoral communities the more years girls take to be in school lowers their chances of getting married. Due to fears of missing a husband besides lack of fees most girls who are advised by the schools to repeat they withdraw from such school leading to declining enrolment.

Another school cultural practice which affects enrolment of girls in boarding schools is schools' poor K.C.S.E results. In Table 4.32, it had a regression of -1.996. That means that one unit decline in a school's K.C.S.E performance index would lead to a decline in girls' enrolment in the school by 1.996 percent. That means when a school's K.C.S.E. performance drops some girls withdraw from the school leading to declining enrolment. This finding concurs with those of Cherono (2011) and Macharia (2010) who established that poor school K.C.S.E results demotivates the girls. The girls do not see bright future in such schools and opt to withdraw from the "poor performing schools". Most parents in Transmara Sub county take their girls in boarding schools with the view that their children would excel in K.C.S.E and earn themselves places in universities or good courses in tertiary institutions.

According to World Bank (2009) a growing middle class segment among the Maasai people who have embraced modernity have come to the realization that their girls have little property to be inherited and see education as the only ladder for their upward mobility. That results to their putting immense expectations on their school's K.C.S.E. good performance. In some schools the existence of large numbers of girls in boarding schools is because parents are thought to put a lot of aspirations and expectations in the school's K.C.S.E outcome (UNESCO, 2009). The findings that poor K.C.S.E results affect enrolment of girls

concur with a survey done by the Kenya Demographic Health Survey of 2009 which revealed that most households take their girls into boarding schools so as to maximize their concentration on studies with the understanding that the girls attain super grades (Republic of Kenya, 2010). Most parents are determined to enroll their girls in boarding schools which produce impressive K.C.S.E grades but when the same schools perform poorly in K.C.S.E students withdraw from such schools causing decline in enrolment.

#### **4.4 Effects of Government Policies on Enrolment of Girls in Boarding Secondary Schools in Transmara Sub county.**

The research question which guided this study is; what is the effect of government policies on the enrolment of Maasai girls in boarding public secondary schools in Transmara Sub county?

The third objective of this study was to establish the effect of government policies on the enrolment of girls in boarding schools in Transmara Sub county. To achieve this objective and response to the research question the respondents were asked to respond to a five-point mean rating scale questionnaire. The questionnaire contained five items on non implementation of government educational policies through which influences the enrolment of girls in boarding secondary schools in boarding schools in Transmara Sub county. The participants were asked to rate non implementation of the five policy factors in a five-point mean rating scale.

Table 4.33 shows the mean scores on the effect of non implementation of government educational policies on enrolment of girls' in boarding secondary schools.

**Table 4.33****Mean Ratings on Effect of Government Policies on Enrolment of Girls in Boarding****Public Secondary Schools (n = 6)**

Policy		VR	R	SE	ST	AL	Mean	SD
		1	2	3	4	5		
Readmission of girls after delivery (X <sub>1</sub> )	f	1	3	1	1	0	2.330	1.033
	%	17%	50%	17%	17%	0%		
	Score	1	6	3	4	0		
CDF Bursary (X <sub>2</sub> )	f	0	0	0	6	0	4.000	0.000
	%	0%	0%	0%	100%	0%		
	Score	0	0	0	24	0		
FGM ban (X <sub>3</sub> )	f	1	3	1	0	1	2.500	1.378
	%	17%	50%	17%	0%	17%		
	Score	1	6	3	0	5		
Adolescence Marriages ban (X <sub>4</sub> )	f	0	0	6	0	0	3.000	0.000
	%	0%	0%	100%	0%	0%		
	Score	0	0	18	0	0		
Exclusion of girls without fees (X <sub>5</sub> )	f	2	2	1	0	1	2.330	1.506
	%	33%	33%	17%	0%	17%		
	Score	2	4	3	0	5		

**Key: VR = Very Rarely, R= Rarely, SE= Seldom ST = Sometimes AL = Always**

**Source: Data from the Field**

From Table 4.33, the mean for non implementation of policy adolescent marriage is banned was the highest at 3.0 and standard deviation of 0.0. That meant that although marriage of adolescent girls is not allowed by the government policy, it was being practiced in the Sub county. Although the government had a policy that pregnant girls should continue with their studies after giving birth, many of the girls did not continue with school after delivery resulting to negative decline on enrolment of girls in boarding secondary schools.



The government policy that schools should not deny girls education due to lack of fees (Republic of Kenya, 2009) did not yield much as the girls still dropped out due to lack of boarding fees and levies. Its non implementation had had a mean of 2.33 and standard deviation of 1.506.

The non implementation government of policy of CDF bursaries had a mean of 4.0 and standard deviation of 0.0. The policy did not help much to maintain enrolment because many girls who got CDF subsidy dropped out possibly because CDF bursaries were insufficient to keep them in school. The non implementation of government policy of banning FGM affected enrollment and had a mean of 2.5 and standard deviation of 1.378.

Table 4.34 shows the Pearson correlation coefficients for the effect of government policies on enrolment of girls in boarding secondary schools.

**Table 4.34****Pearson Moment Correlation Coefficients of Effect of Government Policies on Enrolment of Girls in Boarding Public Secondary Schools**

	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	Y
Readmission of girls after delivery (x <sub>1</sub> )	1					
CDF bursaries (X <sub>2</sub> )	.a	a				
FGM ban (X <sub>3</sub> )	0.702	.a	1			
Adolescence Marriages Ban (X <sub>4</sub> )	.a	a	.a	a		
Exclusion of girls without fees (X <sub>5</sub> )	0.557	.a	0.867*	.a	1	
Enrolment (Y)	-0.880*	.a	-0.845*	.a	-0.875*	1

a: Cannot be computed because at least one of the Variables is constant.

Y: Is the enrolment of form one Maasai girls in form one.

Key: \*\* Correlation is significant at 0.001 level in a 2 tailed test

\* Correlation is significant at 0.05 level in a 2 tailed test

Tables 4.34 show correlations of non implementation of government policies on education: readmission of girls after delivery (x<sub>1</sub>), FGM ban and exclusion of girls without fee (x<sub>3</sub>) were significant with coefficients of -0.880, -0.845 and -0.875 respectively. Since the coefficients of these variables were significant it means if the three government policies are not implemented they lower enrolment in girls' boarding secondary schools. The coefficients

of CDF bursaries and of adolescent marriages ban could not be computed because respondents gave similar responses because the sample size was small.

A regression was done to provide information about the regression line's ability to account for the total variation in the dependent variable. Results of the regression's model summary are shown in table 4.35.

**Table 4.35**

**Model Summary: Effect of Government Policies on enrolment of girls in Boarding Public Secondary Schools on enrolment of girls in Boarding Public Secondary Schools**

<b>Model</b>	<b>R</b>	<b>R Square</b>	<b>Adjusted R Squared</b>	<b>Std. Error of the Estimate</b>
	0.999a	0.998	0.995	1.29191

From table 4.35, there was a high multiple correlation (R) between the entire set of financial factors and enrolment of 0.999. This implies that the co-efficient of multiple determination ( $R_2$ ) was 0.998. Therefore the non implementation of government education policies in the study accounted for 99.8% for the enrolment decline in boarding secondary schools. The unexplained 0.2% other government factors not included in the analysis and / or errors incurred in data collection.

An analysis of variance (ANOVA) was done to establish whether the school factors were predictors of girls' enrolment in boarding secondary schools. The results were as shown in Table 4.36

**Table 4.36**

**Analysis of Variance on Effect of Government Policies on enrolment of girls in Boarding Public Secondary Schools**

<b>Model</b>	<b>Sum of Squares</b>	<b>df</b>	<b>Mean Square</b>	<b>F</b>	<b>Sig.</b>
Regression	1546.162	3	515.387	308.794	0.003 <sup>b</sup>
Residual	3.338	2	1.669		
Total	1549.500	5			

- a. Dependant Variables: Enrollment
- b. Predictors: Constant), Non implementation of policy of not sending away girls without fees, Non implementation of policy readmission of girls after delivery. Non implementation of policy of banned FGM

From Table 4.36, it can be observed that school cultural factors were significant predictors of girls' enrolment in boarding public secondary schools as the p value was < 0.05.

Because the ANOVA in Table 4.36 showed that government polices were significant predictors in the enrolment of Maasai girls in boarding public secondary schools in Transmara, a stepwise regression was done to establish the effect of each government policy on the enrolment of girls in boarding secondary schools in Transmara Sub county.

Table 4.37 shows the regression analysis results for the effect of government policies on enrolment of girls in boarding secondary schools.

**Table 4.37**

**Regression Analysis of Effect of Government Policies on Enrolment of Girls in Boarding Public Secondary Schools**

Model	Unstandardized		Standardized		
	B	(std Error)	Beta	t	sig.
(Constant)	105.255	1.423		73.982	0.000
Readmission of girls after delivery X <sub>1</sub>	-10.882	0.795	-0.638	-13.696	0.005
FGM ban X <sub>3</sub>	2.797	0.993	2.219	2.816	0.106
Exclusion of girls without fees , X <sub>5</sub>	-8.296	0.780	-0.709	-10.642	0.009

a. Dependant Variable: Enrollment

From Table 4.37, the Regression equation is written in the form;

$$Y = 105.255 - aX_1 - bX_5 \dots \dots \dots i$$

Where Y= Enrolment of girls in boarding secondary schools

X<sub>1</sub> = readmission of pregnant girls after delivery.

X<sub>3</sub> = exclusion of girls without fees and levies.

From table 4.37, a and b are unstandardized beta coefficients and are -10.882 and -8.296.

Therefore the equation can be written as;

$$Y = 105.255 - 10.882X_1 - 8.296X_5 \dots \dots \dots ii$$

In stepwise regression analysis, independent variables are added into the equation model one by one and at each stage, any variable which is already included in the model but whose extra sum of squares (R<sup>2</sup>) contributions had declined to a non-significant level were eliminated. Selection stops when all unused variables are non-significant and all included variables are

significant at a given confidence level in a two tailed test. That was FGM ban policy( $x_3$ ) was insignificant in a two tailed test at 0.001 it was eliminated from a regression equation below.

From Table 4.37, the policy of readmission of pregnant girls after delivery had a coefficient of -10.882. According to the second equation above, it can be concluded that one unit increase in the non-implementation of policy of readmitting pregnant girls after delivery lowers of enrolment in girls' boarding secondary schools by 10.882 percent. Therefore it can be concluded that government's laxity and not ensuring that pregnant school girls return to school after delivery lowers enrolment of girls in boarding secondary schools. Kenya has guidelines on re-entry (appendix I) to assure girls on their right to education and as a measure of increasing their retention. The policy attempts at achieving gender equity in schools as set out during the Dakar Conference that reducing illiteracy in girls would have halved by 2005 as a quick response to Jomtien Conference (Nkinyangi, 2005).

The government has developed strategies for implementation (Attached Appendix I) as part of government policy on how to prevent decline in enrolment of girls in secondary schools.

Such readmission policies are clearly spelt out but it emerged that most students and head teachers rarely use them thereby influencing declining enrollments.

From Table 4.37 the policy of not excluding girls from school due to lack of fees and other levies had a coefficient of - 8.296. From the regression equation it can further be concluded that one unit increase in the non implementation of the policy that no girl should be excluded

from school because of lack of fees and other levies lowers enrollment in girls' boarding secondary schools by 8.296 percent. This finding concurs with the findings of Graham (2009) and Serem (2011) who found that although the government of Kenya has sought to provide education to vulnerable groups like girls of pastoralist communities it has not fully protected these girls from dropping out due to lack of payments. Through an Act of Parliament, the Basic Education Act 2012 gave effect to Article 53 of the Kenya Constitution 2010. The Act defined basic education to include secondary education. It further stated that every Kenyan child has a right to basic education.

## **CHAPTER FIVE**

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

#### **5.1 Introduction**

This chapter deals with four sections. Section one is about the summary of the research findings. The second section deals with the conclusions of the study. The third section is about the recommendations of the study while the fourth section deals with suggestions for further research.

#### **5.2 Summary of the Study**

The following are the summary of the study according to the three objectives and research questions.

##### **5.2.1 Effect of fees and other levies as financial factors on enrolment of girls in boarding secondary schools**

The average gross fee a parent requires per year to keep a girl in boarding school is Kenya Shillings fifty thousand nine hundred and twenty two of which the government subsidy is Kenya Shillings ten thousand two hundred and sixty five representing a meager 20.16%.

The costs that parents have to incur in maintaining a girl in boarding school were: boarding fee, development fee, caution money, motivation fee, uniform fee and educational trip fee. However, the main financial factor that affect enrollment of girls in boarding schools is boarding fees which reduce enrolment by 32 percent when it increases by one unit per year.



### **5.2.2 Effect of cultural practices on enrolment of girls in boarding schools.**

From the study it can be concluded that both traditional cultural practices and cultures in schools affected enrolment of girls in boarding schools.

The ethnic cultures affecting enrollment of girls in boarding schools in Transmara Sub county are: female circumcision, FGM, early marriages adolescent pregnancies and preference to educate boys. These factors reduce enrolment by 2.754 percent, 3.867 percent, 4.934 percent and 2.850 percent per year respectively if their occurrence increases by one unit per year.

School Cultures practiced in schools which affected enrollment of girls in boarding schools are: lack of reading materials, class repetition and poor K.C.S.E. results. These factors reduce enrolment by 5.655 percent, 5.182 percent and 2.996 percent per year respectively when their occurrences increase by one unit per year.

### **5.2.3 Effect of government policies on enrolment of girls in boarding schools**

Laxity by government to act tough and implement its policies to the letter resulted in declining enrolments. Non implementation of the policy of readmission of pregnant girls after delivery and non implementation of government policy of not sending away girls who can not pay fees and levies lowered enrolment in boarding secondary schools. Non-implementation of these policies yearly reduces enrolment by 10.882 percent and 8.296 percent per year when their non implementation is increased by one unit per year.

### **5.3 Conclusions of the Study**

Based on the findings of the study the following conclusions were made.

#### **5.3.1 Effects of boarding fees and other levies as financial factors**

The money girls pay to learn in girls' boarding schools is inadequate and should be increased through government subsidy which will enable achieving low cost boarding for vulnerable children.

#### **5.3.2 Effect of culture on enrolment of girls in boarding schools.**

The ethnic cultural practices of the people in Transmara Sub county on early marriage, female circumcision, adolescent pregnancies and preference to educate boys to girls reduce enrolment of girls in boarding secondary schools.

School cultural practices influenced decline in enrolment in boarding secondary schools. Class repetition, poor K.C.S.E results and lack of reading materials in schools affect the decline in enrolment of girls in boarding secondary schools.

The non implementation of readmission of pregnant to school girls after delivery and that of not excluding girls from school because of lack of finances lower enrolment of girls' in boarding public secondary schools.

## **5.4 Recommendations**

The following were the recommendations according to the objectives of the study.

### **5.4.1 Effect of boarding fees and levies as financial factors and enrolment of girls in boarding secondary schools.**

The government should revise the structure of boarding fees and other levies paid in boarding secondary school. The government should pay fees and other levies for the vulnerable girls in boarding secondary schools in the pastoralist communities to help maintain enrolment, because basic education is a right.

### **5.4.2 Effect of culture on enrolment of girls in boarding secondary school.**

The government and its agencies, the non-government organizations, politicians, parents, community leaders, schools and tertiary institutions should encourage the pastoralist community to shun their cultural practices which reduce the enrolment of girls in boarding secondary schools. The government of Narok County and the national government should set aside resources in other budgetary allocations which used on the community enlightenment on the importance of quality education for girls acquired in boarding secondary schools.

The government should give harsh punishments to the assistant chiefs and chiefs who entertain cultural practices which make girls drop out of school. The government should build and fund low cost boarding secondary schools for the vulnerable girls from pastoral communities.

The government through education officers, school management boards, headteachers and parents should do away with unpopular school cultures which lead to lowering of enrolment in boarding secondary schools.

The secondary school management boards and head teachers with the help of other stakeholders should provide reading materials to boost good performance. The government and headteachers should ensure that girls are not coerced to repeat a class as that makes some girls to drop out of school. The school managements and the teachers should strive to produce good results in K.C.S.E with quality grades which make girls to join universities to improve the girls' morale as that enhances completion of the secondary school cycle.

#### **5.4.3 Effect of government policies on enrolment in boarding secondary schools.**

The national and the county governments leadership thoroughly implement policies so as to remove discrimination against the education of girls who get pregnant. The government should bring to an end marriages of school age going girls through community policing vigilance among other supervisory methods.

In the new constitution basic education is a right. Therefore through civic education and court orders among other avenues should ensure that parents do not discriminate girls in the provision of education. The national and county governments other than developing policies they should also have strong mechanisms to implement policies which should enhance enrolment of girls in boarding secondary schools.

## **5.5 Suggestions for Further Research**

From the study, further research was suggested in the following areas:

- i) There is need to study the impact of boarding secondary schools on the quality of secondary education in Kenya.
- ii) There is need to investigate the impact of income generating activities by schools in reducing the cost of providing education in boarding secondary schools in Kenya.
- iii) There is need to investigate the impact of the government policies in enhancing girl-child enrolment in boarding schools.
- iv) There is need to investigate the impact of cultures on financial growth in Kenya.

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# APPENDICES

**APPENDIX A**

**QUESTIONNAIRE FOR THE HEADTEACHER**

**1. FOR GRNERAL SCHOOL DETAILS**

(a) School Code \_\_\_\_\_

(b) Category of school: National \_\_\_\_\_ Provincial \_\_\_\_\_ County \_\_\_\_\_

(c) For how long have you served as head teacher in your current school \_\_\_\_\_

(d) Indicate the total number of girls-students enrolled in various classes (do not include girls who did not join the school in form 1)

2012----- 2013-----

2014-----2015-----

**2. FINANCIAL MATTERS**

a) On average, how much fees remain unpaid by the girl-students each year? -----

c) What was the fees balance owed the school by the girl-students in the year:

2012----- 2013-----

2014-----2015-----

d) What was the total expected fees to have been paid by the girl-student each year?

2012----- 2013-----

2014----- 2015-----

4. Indicate the fees payable per year per student on different vote heads shown below.

Boarding fees \_\_\_\_\_ Development fees \_\_\_\_\_

Motivation fees \_\_\_\_\_ Mock fee \_\_\_\_\_

Educational trip \_\_\_\_\_ Others (Specify) \_\_\_\_\_

**3. Give the number of girls who dropped out of school between 2012 to the time of data collection against the reasons given below.**

Lack of boarding fee -----

Lack of development fee -----

Lack of motivation fee -----

Lack of educational trip fee -----

Lack of mock fee -----

**4. RESOURCES IN SCHOOL**

(a) For the following facilities, put x to the ones enough in school.

(i) Classrooms--- (ii) Science laboratories---- (iii) Home science room (s) -----

(iv) Offices----- (v) Dormitories----- (vi) Dining hall----- (vii) Library---

(c) List the social-financial problems you know your girl-students experiences both at home and in school.

HOME

I -----

II -----

III -----

SCHOOL

I -----

II -----

III -----

**i) Effect of Financial factors on Enrolment of Girls in boarding secondary schools**

**Mean Rating Scale**

<u>Levels of Agreement</u>		<u>Points</u>
Always (AL)	=	5
Sometimes (ST)	=	4
Seldom (SE)	=	3
Rarely (R)	=	2
Very Rarely (VR)	=	1

1. Educational trips are compulsory and those who do not pay leave school.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

2. Development fee is burdensome to most parents.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

3. Majority of the girls do not afford to pay motivation fee.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

4. Girls whose parents can not afford to continue paying boarding fee drop out.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

5. Girls are always sent home to bring mock examination fee

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

**ii) Effect of Non Implementation of Government Policies on Enrollment of Girls in Boarding secondary Schools**

1. How regular does the Government sends circulars of government policies to school?

\_\_\_\_\_

2. List all the circulars of government policies officially received in your school.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

3. List the number of girls who have dripped out since 2012 to the time of data collection against the reasons given.

Non implementation of policy of readmission after delivery -----

Non implementation of policy of ban on FGM -----

Non implementation of policy of ban on adolescent marriages -----

Non implementation of policy of CDF bursaries -----

Non implementation of policy of girls without fees should not be sent away-----

4. Effect of non implementation of government educational policies on enrolment of girls in boarding secondary schools.

**Mean Rating Scale**

<u>Levels of Agreement</u>		<u>Points</u>
Always (AL)	=	5
Sometimes (ST)	=	4
Seldom (SE)	=	3
Rarely (R)	=	2
Very Rarely (VR)	=	1

1. Due to non implementation of policy of readmission of girls after delivery the girls who become pregnant do not resume schooling after delivery.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

2. FGM is still practiced and most girls who do it get for married after doing it.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

3. Non implementation of policy of ban on adolescent marriages causes many dropouts.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

4. Non implementation of policy of giving bursaries through CDF makes needy girls to miss out.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

5. Majority of the needy girls drop out because policy of not sending girls without fees home is not implemented.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_



**APPENDIX B (SQ)**

**STUDENTS' QUESTIONNAIRE ABOUT THEIR SCHOOL AND POSSIBLE  
REASONS WHICH MADE THEIR COLLEAGUES TO DROP OUT SINCE FORM  
ONE**

**a. Information About Parental Background**

1. Who pays your school fees?

\_\_\_\_\_

2. What are the financial activities of your parents?

3. Do your parents have government or any company employment or self-employed?

\_\_\_\_\_

If yes state where they work and type of work they do \_\_\_\_\_

4. What is the educational level of your parents/guardians? \_\_\_\_\_

5. Do your parents stay in town or rural areas? \_\_\_\_\_

Indicate the name of place where your parents stay \_\_\_\_\_

6. Do your parents strongly feel you should pursue secondary education?

If yes give indicators which proof that \_\_\_\_\_

7. How many brothers do you have? \_\_\_\_\_

8. How many brothers went through or are in boarding secondary school? \_\_\_\_\_

**b) Effects of ethnic cultural factors on enrolment of girls in boarding secondary schools**

1. Give the number of girls who drop out due to traditional cultural factors given.

Factor	Number
i. Female genital mutilation, FGM	-----
ii. Early marriages	-----
iii. Adolescent pregnancies	-----
iv. Preference for boys	-----
v. Domestic labour	-----
vi. Care for siblings	-----

2. Items on the likert scale.

Mean Rating scale

<u>Levels of Agreement</u>		<u>Points</u>
Always (AL)	=	5
Sometimes (ST)	=	4
Seldom (SE)	=	3
Rarely (R)	=	2
Very Rarely (VR)	=	1

1. Most girls who under go female circumcision wish to leave school.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

2. Early marriages affect school girls when they go home for holidays.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

3. Adolescent pregnancies are common in occur frequently among school girls.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

4. Maasai parents prefer to boys to girls for education in boarding schools.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

5. Some girls are required to remain at home after the holidays to provide domestic labour.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

6. Most Maasai parents want girls to remain at home to take care of their siblings as they go looking for water and pasture.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

**c).Effect of School cultural practices on Enrolment in boarding secondary schools**

1. What are the major complaints of your student colleagues in your school?

Complaint	Level				
	AL	ST	SE	R	VR
Congestion in dorms	_____	_____	_____	_____	_____
Lack of attractive diet	_____	_____	_____	_____	_____
Unfriendly students	_____	_____	_____	_____	_____
Harsh school officials	_____	_____	_____	_____	_____
Unfriendly teachers	_____	_____	_____	_____	_____
They are not listened to	_____	_____	_____	_____	_____
Lack of reading materials	_____	_____	_____	_____	_____
Poor lighting system	_____	_____	_____	_____	_____
Class repetition	_____	_____	_____	_____	_____
Poor KCSE results	_____	_____	_____	_____	_____

2. On average how many of your colleagues drop out of school per year due to poor school cultures?-----

3. Items on the Likert scale

Mean Rating scale		
<u>Levels of Agreement</u>		<u>Points</u>
Always (AL)	=	5
Sometimes (ST)	=	4
Seldom (SE)	=	3
Rarely (R)	=	2
Very Rarely (VR)	=	1

i. Most girls leave school because of lack proper accommodation

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

ii. Lack of attractive diet make most girls drop out.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

iii. Unfriendly schoolmates discourage girls from boarding life.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

iv. Lack of text books and other reading materials make some to drop out.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

v. Class repetition makes the weak students leave school.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

vi. Poor KCSE scare most students who leave school.

VR\_\_\_\_\_ R\_\_\_\_\_ SE\_\_\_\_\_ ST\_\_\_\_\_ AL\_\_\_\_\_

4. Give the number of girls who have dripped out against the reasons given.

Factor

i. Lack of proper accommodation -----

ii. Lack of attractive diet-----

iii. Unfriendly schoolmates-----

iv. Lack of reading materials-----

v. Class repetition-----

vi. Poor KCSE results-----

**APPENDIX C**

**TRANSMARA EDUCATION OFFICER’S QUESTIONNAIRE (TEOQ)**

**A. General Background Information**

The information given in here is purely for academic purposes and will be kept strictly confidential.

1. Sex of officer: Male----- Female-----

2. For how long have you worked in Transmara Sub county? -----

3. What are the main challenges that face the education of girls in secondary schools in the Sub county?

I-----

II-----

III-----

IV-----

V-----

4. List the common sources of financing the education of girls in the Sub county.

i-----

ii-----

iii-----

iv-----

**B. Effect of fee and levies on enrollment**

Give your opinion about the education of girls in your Sub county using the scale given.

**Mean rating Scale**

Always (AL) = 5

Sometimes (ST) = 4

Seldom (SE) = 3

Rarely (R) = 2

Very Rarely (VR) = 1

1. School fees and levies is the most challenging burden to the schooling of girls in boarding schools.

AL----- ST----- SE----- R----- VR-----

2. Parents' low incomes hinder the education of girls in boarding schools in the Sub county.

AL----- ST----- SE----- R----- VR-----

3. The low levels of education of parents contribute to the low enrolment of girls in secondary schools in the Sub county.

AL----- ST----- SE----- R----- VR-----

**C. Effect of Traditional cultures on Enrollment in Boarding schools**

1. Early pregnancies and marriages of school girls contribute to low enrollments in the Sub county.

AL----- ST----- SE----- R----- VR-----

2. Traditional negative perceptions of the education on girls greatly affect their enrolment in boarding schools.

AL----- ST----- SE----- R----- VR-----

3. Most parents prefer to educate boys to girls in the boarding schools.

AL----- ST----- SE----- R----- VR-----

4. Low number of females employed in the white collar jobs discourages the education of females in the district.

AL----- ST----- SE----- R----- VR-----

**D. Effect of government educational policies on enrolment of girls in boarding schools**

1. Government CDF bursaries alone are insufficient to maintain the girls in boarding schools. Briefly explain-----

-----

2. Failure to implement government policies affect enrollment in boarding schools. Explain--

-----

-----

3. List all the circulars of government policies officially sent to your schools.

i. \_\_\_\_\_

ii. \_\_\_\_\_

iii. \_\_\_\_\_

iv. \_\_\_\_\_

v. \_\_\_\_\_

vi. \_\_\_\_\_

vii. \_\_\_\_\_



## **APPENDIX D**

### **INTERVIEW SCHEDULE FOR HEAD TEACHERS**

1. How do you explain the enrolment trend of girls in the school since 2012?
2. What are the main challenges which the schools face in maintaining the girls in secondary schools?
3. How does the payment of fees and levies contribute to the dropping out of school of the girls?
4. To what extent does the culture in the Maasai community lead to the dropping out of girls?
5. Explain how lack of and weak government policies contribute to dropping out of girls?
6. Explain the willingness of Maasai parents in educating their children in boarding schools?

## **APPENDIX E**

### **INTERVIEW SCHEDULE FOR EDUCATION OFFICER**

1. If the relevant policy guidelines are not sent schools, state briefly how you think the schools are run.
  
2. How is the government supposed to implement the following policies?
  - i. Readmission of pregnant to continue w after delivery
  - ii. Government ban on FGM
  - iii. Ban on Adolescent marriages
  - iv. CDF bursaries
  - v. Girls without fees not to be discontinued
  
3. In your opinion to what level has non implementation of the following policies led to the decline of enrollment of girls in boarding secondary schools?

## **APPENDIX F: INTERVIEW SCHEDULE FOR FORM FOUR STUDENTS**

- 1) What are some of the problems that affect your academic performance in this school?
- 2) Why did you not join a school within Transmara Sub county?
- 3) How friendly are your teachers and fellow students in this school?
- 4) How does payment of fees and other levies in this school affect completion of form four?
- 5) What are the major school cultures in this school that most students that could make some students drop out?
- 6) What is the financial background of your parents?

## APPENDIX G

### DOCUMENT ANALYSIS GUIDE (DAG)

<b>Document</b>	<b>Remarks (i.e. maintained for, by, who, why, when and how)</b>
Admission registers	
Class registers	
Minutes	
Agenda	
Guidance and Counseling Files	
Fees registers	

## **APPENDIX H**

### **INTERVIEW TRANSCRIPTS FOR HEADTEACHERS**

The researcher held several informed discussions with each of the head teachers. The head teachers were requested to be recorded; however, brief notes were made in the researcher's notebook for those who declined to be tape recorded. Both informal and formal discussions were held. The purpose of the informal discussion was to familiarize the informant with research objectives and to establish rapport for free flow of ideas, views and opinions during the subsequent formal interview. Some of the questions asked during the interview were derivatives from the head teachers' questionnaire (Appendix A). Some of the questions asked during the interview were derived from document analysis guide (Appendix G)

Informants were allowed to clarify unwanted interpretation or conclusions made by the research. After every interview, informants were requested to be contacted any time to clarify or give feedback or emerging themes in the study. Their responses were shown below verbatim.

## **Transcript on factors affecting enrolment**

What are the challenges do your students face in completing the secondary school cycle?

Some of the students selected to join our schools in form do not report. That could be due to financial constraints, lack of strong willed parents to educate the girls in boarding schools or sometimes the girls may not be willing to join the schools they are selected to join. Occasionally we have heard some parents remark that their girls cannot enroll in form one in the schools they have been selected to join because of the poor K.C.S.E performance in such schools. Quite a number of the girls enrolled in form one do not reach form four for varied reasons. Some drop out due to fees problems. From our fees registers some girls who drop out of school owe the schools the huge fees arrears. Of course some students who often complain the schools' unfavourable environment also drop out of school. besides school environment and fees problems some girls drop out due early marriages and teenage pregnancies which are boosted by cultural beliefs of the Maasai people.

## **APPENDIX I**

### **INTERVIEW TRANSCRIPTS FOR FORM FOUR STUDENTS**

The researcher held several informed discussions with each of the form four students. The students were requested to be recorded; however, brief notes were made in the researcher's notebook for those who declined to be tape recorded. Both informal and formal discussions were held. The purpose of the informal discussion was to familiarize the informant with research objectives and to establish rapport for free flow of ideas, views and opinions during the subsequent formal interview. Some of the questions asked during the interview were derivatives from the form four students' questionnaire (Appendix B). Some of the questions asked during the interview were derived from document analysis guide (Appendix G)

Informants were allowed to clarify unwanted interpretation or conclusions made by the research. After every interview, informants were requested to be contacted any time to clarify or give feedback or emerging themes in the study. Their responses were shown below verbatim.

## **Transcripts on factors affecting enrolment of girls in boarding sec schools**

*Probe:* What are the challenges you face in your school that could prevent students from completing the secondary school cycle? Some could be due to financial constraints. Some students report to school without full fees. That makes them to be sent home very frequently for fees. Sometimes going home frequently for fees makes them miss a lot of syllabi coverage which makes them get discouraged. In school, there are few reading materials for reference and assisting to do assignments. There are days when bad meal are provided in the kitchen. Meals like “nyoyo” is not well cooked. It is sickening to be served nyoyo in school. But there is also serving of “sukuma”. It makes students imagine of prison life as they remember curdled milk they have left at home. Sometimes there are harsh teachers who even threaten students when they have not scored well in class. The teachers’ constant reminders that we pass our KCSE is in itself torture. Students get worried about KCSE the grades in forms one to four are not worth even to mention to our parents.

*Probe:* Do the girls feel the school community contributes to some girls not completing form four? Most of our colleagues come from families in which parents feel t although the girls have gone to secondary schools, they should complete four fast enough to be married off. That affects the morale of some of such students who see parents as threats to their academic growth. Sometimes after the holidays some girls get married and their learning comes to an end. Some of the girls conceive while at home. When the pregnancies grow big, they become shy and leave school while others are expelled from school.



## APPENDIX J

### INTERVIEW TRANSCRIPTS FOR THE EDUCATION OFFICER

The researcher held informed discussions with the District Education Officer. The District Education Officer was requested to be recorded; however, short brief notes were made in the researcher's notebook in areas he declined to be tape recorded. Both informal and formal discussions were held. The purpose of the informal discussion was to familiarize the informant with the research objectives and to establish rapport for free flow ideas, views and opinions during subsequent formal interview. The questions in the in-depth interview were based on the interview guide (Appendix C). Some of the questions asked during the interview were derived from document analysis guide (Appendix E)

#### **Transcripts on Enrollment factors**

*Probe:* Which is the single most factor influencing drop out of girls in secondary schools?  
Most head teachers report of fees problems.

*Probe:* What are other factors which influence dropping out of girls from boarding secondary schools?  
Some of the students drop out of school because they do not like the learning environment in the schools. Some drop out because of teenage pregnancies while some drop out due to early marriages. Some parents we interact with claim, they cannot continue of financing the education of girls because they do not understand the gains to be derived from such investments.

*Probe:* What is the contribution of bursaries in retaining girls in boarding schools? Bursaries achieve very little. Sometime the bursaries are not give to the deserving students miss the bursaries and drop out. The bursaries given are too little. They range between Ksh. 5,000.00 to Ksh. 10,000.00 which is insufficient compared to large fees required per student.

*Probe:* What has the District Education Officer's office done to curb cases of teenage pregnancies and early marriages?

Some students do not report the men involved, so it becomes difficult to take action. In instances where male teachers impregnate girls they are disciplined. In the Maasai community, it is usual for a girl to be married before reaching form Four. The local community protects by hiding such marriages and therefore the actions of the Education Officer are limited.

*Probe:* What are the unfriendly environmental conditions in schools which make the girls drop out?

The office receives cases of water shortages, lack of sanitary towels for some girls, poor K.C.S.E results, unattractive diets, strict teachers, unfriendly students as some of the challenges that may schools encounter.

**APPENDIX K**  
**POLICY GUIDELINES ON RE-ADMISSION**

**MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY**

Telegrams: EDUCATION-NAIROBI  
Telephone: Nairobi 334411  
Fax: 214287



REPUBLIC OF KENYA

Jogoo House "B"  
Harambee Avenue  
P. O. Box 30040  
NAIROBI

When replying please quote

Ref:INS/B/38/1A(102)

PROVINCIAL DIRECTORS OF EDUCATION  
DISTRICT EDUCATION OFFICERS:  
DIRECTOR CITY EDUCATION  
MUNICIPAL EDUCATION OFFICERS

**POLICY GUIDELINES ON RE-ADMISSION OF GIRLS WHO DROP/ARE PUSHED OUT OF SCHOOL DUE TO EARLY/UNWANTED PREGNANCY**

Since 1996 key Policy makers in the Ministry of Education, Science and Technology have made policy statements that, girls who drop or are pushed out of school due to pregnancy should be re-routed back to school. This is accepted as one way of reducing the high drop/push-out rates of girls in schools.

You must remember that, re-routing of girls back to school after they have fallen victims of early/unwanted pregnancies is only a stop-gap measure taken by the Government for ensuring that such girls are assured of their **RIGHT TO EDUCATION**. The lasting solution to this problem lies in guidance and counseling of all pupils/students on among other things:

- responsible sexual behavior,
- adolescent sexuality,
- boy/girl relationship,
- negative peer influences,
- building confidence and self esteem.

In view of the for-going, ensure that, each school under your jurisdiction has established gender-responsive guidance and counseling services for their pupils/students. This should entail identification of male and female Teacher-counselors by the Head-teacher. These Teacher-counselors should be facilitated and supported by the Head-teachers in order to discharge their guidance and Counseling duties effectively. It is hoped that if this is done, we shall have very few cases of early/unwanted pregnancies. In the event of these very few unfortunate cases, the following guidelines should be followed:

1. When a girl is suspected or reports to a member of staff that she is pregnant (routine medical check-ups to determine whether any girl is pregnant or not **MUST** be stopped

- Immediately. These can pose psychological trauma to girls thus affecting their attainment in education.), she should be encouraged to talk it over with the Teacher-counselor or any other member of staff that she feels free with. At this stage, she should be helped to come to terms with her condition. She should also be encouraged to disclose who is responsible for the pregnancy and any difficulties that she may be experiencing. Once the girl has come to terms with her condition, the Head-teacher should be notified of the situation. The girl should then have some sessions with the Head-teacher concerning her "maternity leave" and return back to school after delivery of her baby.
2. The Head-teacher should discuss with the girl concerning what the reaction of the girl's parents/guardians is likely to be and how best the news can be broken to the parents. Once the Head-teacher and the girl have worked out all the modalities, then the girl's parents/guardians can be invited to school formally.
  3. The Head-teacher and the Teacher-counselor or the teacher who counseled the girl should hold discussions with the parents/guardians concerning the girl's condition. When all parties come to terms with the situation, the girl should be invited to the meeting. She should be given a chance to state her wishes i.e. if she wants to study until her date of delivery or wants to take leave early, if she wants to re-join the same school after delivery or any other school.
  4. The parents/guardians should agree with the Head-teacher on when to take the girl home and when to contact the school for placement of the girl after she has had her baby. In case the girl has to sit examinations during or soon after delivery, modalities of facilitating this task should be worked out during the meeting between the Head-teacher, the girl's parents/guardians, the Teacher-counselor and the girl.
  5. The school should make the necessary arrangement so as to be in regular touch with the girl and her parents/guardians in order to monitor the situation of the girl's "maternity leave" wherever this is possible.
  6. You are advised that, girls who become pregnant while in school should be given the necessary administrative support to attain their **RIGHT TO EDUCATION** including re-admission back to school unconditionally. It is required that, the Director City Education, District and Municipal Education Officers in collaboration with Head-teachers assist such girls to join other alternative school to reduce psychological and emotional suffering if need be. In case of any problems in placement of such girls across Districts/Provinces, the matter should be referred to the Provincial Directors of Education.

Your effective adherence to these guidelines will no doubt reduce wastage in our education system and also ensure that the affected pupils'/students' are facilitated to get their **RIGHT TO EDUCATION**.

NAOMY W. WANGAI (MRS.)  
DIRECTOR OF EDUCATION

## APPENDIX L

### HEAD TEACHERS' RESPONSES ON APPENDIX A

#### 1. GENERAL DETAILS

---

CODE	CATEGORY OF SCHOOL	NATURE	LENGTH OF STAY
K	GB	C	7 YEARS
L	GB	C	8 YEARS
N	GB	C	11 YEARS
O	GB	C	5 YEARS
P	GB	C	6 YEARS
Q	MB	C	10 YEARS

---

**KEY:** GB = Girls' Boarding

MB= Mixed Boarding

C= County School

#### 2. Resources in School

Resource	Enough	Not Enough
1) Classrooms	2	4
2) Science Laboratories	2	4
3) Home Science Lab	3	4
4) Offices	1	5
5) Dormitories	2	5
6) Toilets	3	3
7) Dining Hall	2	4

## **1. CULTURAL PROBLEMS GIRLS FACE AT HOME**

- I. Threats of early marriages
- II. Hunger
- III. A lot of child labour
- IV. Cattle rustling
- V. FGM
- VI. Cleaning compound
- VII. Lack of fees
- VIII. Premarital sex and pregnancies

## **CHALLENGES GIRLS FACE WHILE IN BOARDING SECONDARY SCHOOLS**

1. Too much expectations to perform in class
2. Lack of sanitary towels
3. Lack of money for student's expenditure
4. Lack reading materials
5. Poor grades in class
6. Unfriendly schoolmate
7. Low ability to understand in class
8. Limited play time
9. Limited rooms for use

**Responses from the Head Teachers’  
Questionnaires (HTQ) n=6**

**(a) Effect of Financial factors**

**Total number of drop outs (2011 – 2014) = 62**

<b>Financial factors</b>	<b>Number of Dropouts</b>				<b>Total</b>
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>4 Years</b>
i) Boarding fees	8	4	5	8	<b>25</b>
ii) Development fee	5	2	1	2	<b>10</b>
iii) Caution money	3	0	0	0	<b>3</b>
iv) Motivation	2	0	0	0	<b>2</b>
v) Students’ Expenditure	6	4	3	3	<b>10</b>
vi) Prize-giving	2	1	1	0	<b>4</b>
vii) K.C.S.E and mock fee	0	0	0	8	<b>8</b>
<b>Total</b>	<b>26</b>	<b>10</b>	<b>8</b>	<b>18</b>	<b>62</b>

**(b) Effect of Ethnic cultures: FFSQ, n=141**

**Total number of dropouts (2011 – 2014) = 33**

<b>Ethnic cultural factors</b>	<b>Number of Dropouts</b>				<b>Total</b>
	<b>2012</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>4 Years</b>
i) Female circumcision	1	2	1	0	<b>4</b>
ii) Early marriages	2	1	1	1	<b>5</b>
iii) Adolescent pregnancies	2	2	1	1	<b>6</b>
iv) Preference to educate boys	1	1	1	1	<b>4</b>
v) Fetching water and firewood	1	1	1	1	<b>3</b>
vi) Clearing compound	1	0	1	1	<b>2</b>
vii) Care of siblings	1	1	1	1	<b>3</b>
viii) Herding of livestock	1	0	1	0	<b>2</b>
ix) Washing clothes and cooking food	1	1	1	1	<b>4</b>
<b>Total</b>	<b>11</b>	<b>9</b>	<b>6</b>	<b>7</b>	<b>33</b>



**(c) School cultures: FFSQ, n=141**

**Total number of dropouts (2011 – 2014) = 35**

School cultural factors	Number of Dropouts				Total
	2012	2013	2014	2015	4 Years
i) Lack of proper accommodation	1	1	0	0	2
ii) Lack of attractive diet	2	1	1	1	5
iii) Unfriendly mates	1	1	0	0	2
iv) Lack of reading materials	2	1	2	2	7
v) Class repetition	3	2	1	0	6
vi) Poor K.C.S.E results	0	2	2	2	6
vii) Lack of sanitary towels	2	1	2	2	7
<b>Total</b>	<b>11</b>	<b>9</b>	<b>8</b>	<b>7</b>	<b>35</b>

**(d) Government Policies: HTQ , n=6**

**Total number of dropouts (2011 – 2014) = 20**

Policies not implemented	Number of Dropouts				Total
	2012	2013	2014	2015	4 Years
i) Readmission of Pregnant girls	2	1	1	0	4
ii) Ban of FGM	1	2	0	0	3
iii) Ban of Adolescent marriages	1	1	1	0	3
iv) CDF bursaries	1	1	2	1	5
v) Girls without fees to continue	2	1	1	1	5
<b>Total</b>	<b>7</b>	<b>6</b>	<b>5</b>	<b>2</b>	<b>20</b>

## **APPENDIX M**

### **Responses from Education Officer's Questionnaire (EOQ)**

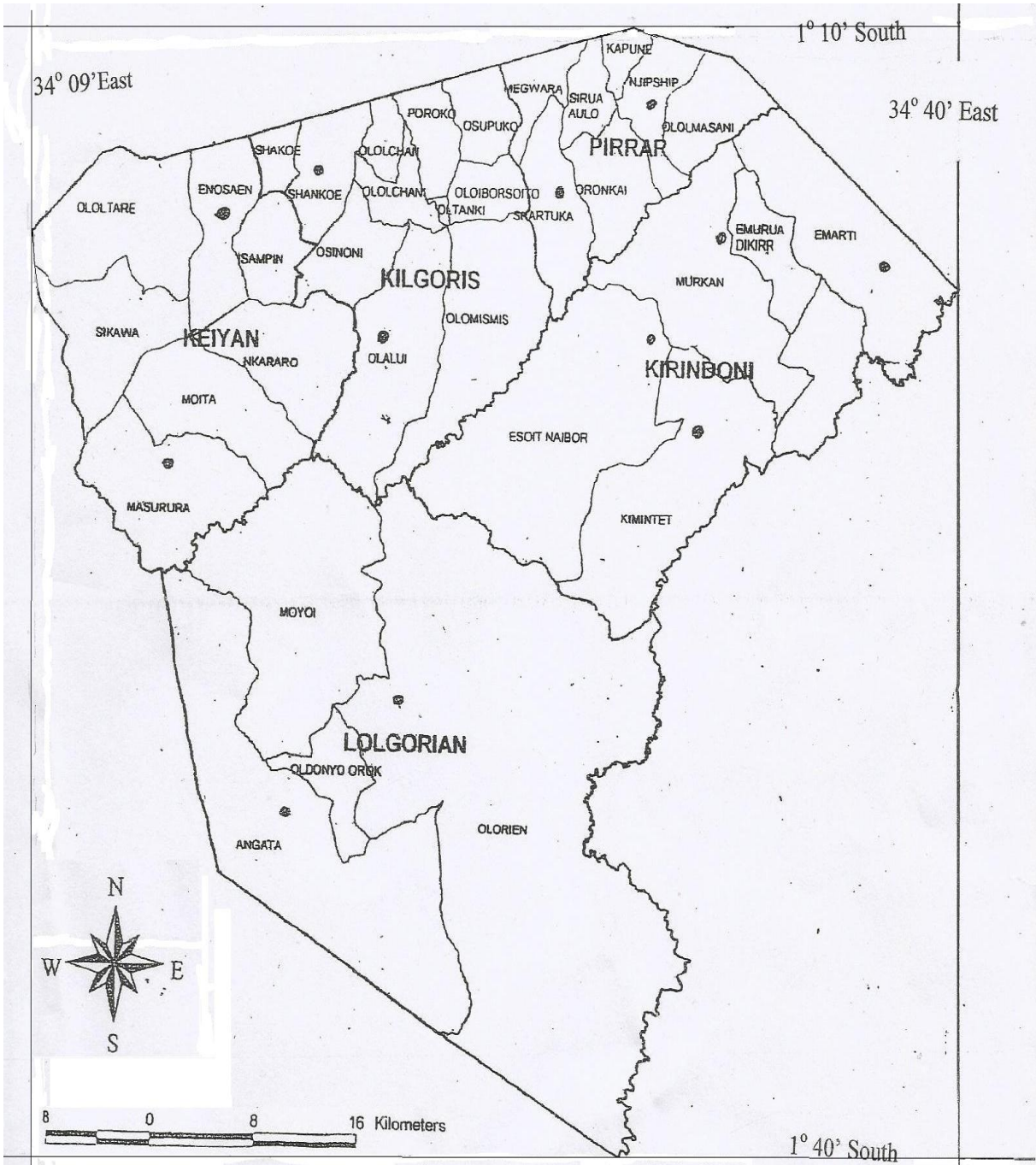
1. Main challenges that girls face in boarding schools
  - i) Lack of sanitary towels.
  - ii) Lack of fees.
  - iii) Forced marriage.
  - iv) FGM over the holidays.
  - v) Poor grades.
  - vi) Understaffing in schools.
  - vii) Hostile teachers.
  - viii) Theft from colleagues.
  
2. Common Sources of financing education of girls in boarding secondary schools.
  - i) Parent's sale of livestock.
  - ii) Some parents sell cash crops.
  - iii) Some parents use salaries.
  - iv) CDF bursaries.
  - v) Support from NGOs
  - vi) Member of Parliament and County Assembly Members' contributions.

**APPENDIX N**  
**MAP OF KENYA SHOWING LOCATION OF TRANSMARA SUB COUNTY**



Transmara Sub County, Narok County

**APPENDIX O**  
**MAP OF TRANSMARA SUB COUNTY**



**APPENDIX P  
RAW DATA**

**A: Effect of financial factors on enrollment, n=6**

Respondents	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	Y
1	2	3	2	4	3	74
2	2	3	2	5	3	45
3	2	2	2	4	3	80
4	2	3	2	5	3	45
5	1	3	2	4	3	81
6	2	3	2	4	3	80

**Key:**

X<sub>1</sub>: Educational trip fee

X<sub>2</sub>: Development fee

X<sub>3</sub>: Motivation fee

X<sub>4</sub>: Boarding fee

X<sub>5</sub>: Mock fee

**B: Effect of government policies on enrollment, n=6**

Respondents	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	Y
1	2	4	2	3	2	74
2	3	4	5	3	5	45
3	1	4	1	3	2	80
4	4	4	3	3	3	45
5	2	4	2	3	1	81
6	2	4	2	3	1	80

**Key:**

X<sub>1</sub>: Readmission of girls after delivery

X<sub>2</sub>: CDF bursary

X<sub>3</sub>: FGM ban

X<sub>4</sub>: Adolescent marriages ban

X<sub>5</sub>: Exclusion of girls without fee

**C: Effect of ethnic cultural factors on enrollment, (n=141)**

Respondents	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	Y
1	1	2	2	2	2	2	74
2	2	2	2	1	2	2	74
3	2	2	3	1	2	2	74
4	3	2	2	1	1	1	74
5	2	3	1	2	1	1	74
6	2	3	1	2	2	2	74
7	2	2	2	2	2	2	74
8	1	2	2	3	2	1	74
9	1	2	2	2	1	1	74
10	2	2	3	2	1	3	74
11	1	1	1	2	1	2	74
12	2	2	1	1	1	2	74
13	1	3	1	2	1	1	74
14	2	1	2	1	1	1	74
15	2	2	2	1	1	3	74
16	2	2	2	1	2	2	74
17	2	1	1	1	2	1	74
18	2	1	1	1	1	1	74
19	2	1	1	2	1	2	74
20	1	1	2	2	1	2	74
21	2	2	3	2	1	3	74
22	1	2	3	2	1	2	74
23	1	2	2	2	1	1	74
24	1	1	2	2	2	1	74
25	2	1	1	1	2	4	74
26	1	2	2	2	2	2	74
27	2	3	4	3	2	4	45
28	3	3	4	4	3	3	45
29	3	4	4	5	3	2	45
30	3	4	4	4	2	4	45
31	2	5	4	5	3	5	45
32	3	2	4	4	3	1	45
33	4	3	4	5	5	2	45
34	4	3	5	5	4	3	45
35	2	3	4	5	2	3	45
36	5	4	3	4	4	3	45
37	4	4	4	4	2	3	45
38	2	4	4	4	2	3	45
39	2	5	4	4	1	5	45
40	2	4	4	3	2	3	45
41	2	1	4	2	1	2	80
42	1	2	1	2	1	1	80
43	1	2	2	1	1	1	80
44	1	2	2	2	1	1	80
45	2	1	2	2	2	2	80
46	2	2	1	2	2	2	80
47	2	2	2	2	2	1	80

Respondents	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	Y
48	2	2	2	2	2	2	80
49	2	1	2	1	1	2	80
50	2	2	2	2	2	1	80
51	2	2	2	2	2	1	80
52	2	2	1	2	2	1	80
53	2	2	1	2	1	2	80
54	1	1	2	2	1	1	80
55	2	2	2	2	1	1	80
56	2	2	2	2	1	2	80
57	2	2	2	1	1	2	80
58	1	2	2	3	1	2	80
59	2	1	2	3	2	3	80
60	2	2	1	2	1	3	80
61	2	2	1	2	1	3	80
62	2	2	1	2	1	3	80
63	1	1	1	2	1	2	80
64	2	2	1	2	1	1	80
65	2	2	1	1	2	1	80
66	2	2	2	2	2	3	80
67	2	2	2	2	1	3	80
68	1	2	1	1	2	3	80
69	2	1	1	1	1	3	80
70	2	1	1	1	2	3	80
71	2	1	2	1	1	2	80
72	2	3	3	3	2	3	45
73	3	3	4	3	2	4	45
74	4	3	5	5	1	4	45
75	4	4	5	2	2	4	45
76	5	3	5	3	2	2	45
77	5	3	5	3	1	2	45
78	4	3	4	3	2	2	45
79	5	3	5	4	2	2	45
80	2	4	5	3	2	3	45
81	3	3	4	3	1	2	45
82	3	3	4	3	2	2	45
83	4	3	2	3	2	2	45
84	5	3	5	2	1	2	45
85	3	4	5	3	2	2	45
86	3	4	5	3	2	2	45
87	2	2	2	2	1	2	81
88	3	2	1	2	2	3	81
89	2	2	1	2	2	2	81
90	2	3	1	2	1	1	81
91	1	2	2	2	2	1	81
92	1	2	2	2	2	1	81
93	1	2	2	2	1	2	81
94	1	1	2	2	2	1	81
95	1	2	2	2	2	2	81
96	2	2	1	1	1	1	81

Respondents	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	Y
97	2	2	1	1	2	1	81
98	2	1	1	1	2	2	81
99	2	2	1	1	2	1	81
100	2	2	2	1	2	2	81
101	3	2	1	1	1	2	81
102	2	1	1	2	2	1	81
103	1	2	2	2	2	1	81
104	1	2	2	2	2	1	81
105	2	2	2	2	1	1	81
106	1	2	2	2	2	2	81
107	1	1	2	2	2	2	81
108	3	1	2	2	2	3	81
109	3	1	1	2	2	3	81
110	3	1	1	2	1	1	81
111	3	2	2	2	2	1	81
112	3	2	2	1	2	2	81
113	3	2	2	2	2	3	80
114	2	2	2	2	2	2	80
115	2	1	2	2	2	3	80
116	1	1	2	1	2	2	80
117	1	1	2	2	1	3	80
118	1	1	2	2	2	3	80
119	2	1	1	2	2	2	80
120	1	2	2	2	2	1	80
121	1	2	2	2	2	1	80
122	1	2	1	1	2	1	80
123	2	2	1	2	1	2	80
124	1	1	1	2	2	1	80
125	2	2	1	2	2	1	80
126	1	4	1	2	2	2	80
127	1	2	1	2	1	1	80
128	1	2	2	1	2	1	80
129	2	2	2	2	2	1	80
130	1	1	2	3	2	2	80
131	1	1	2	2	1	1	80
132	1	1	2	2	2	1	80
133	1	2	2	2	2	2	80
134	1	2	2	2	2	2	80
135	2	2	2	2	2	2	80
136	1	2	2	1	2	1	80
137	1	2	2	1	1	1	80
138	1	2	2	1	2	2	80
139	1	2	1	1	2	1	80
140	1	1	2	1	1	1	80
141	1	2	2	2	2	1	80

Key: Ethnic cultural factors

X<sub>1</sub>: FG                      X<sub>2</sub>: Early marriage                      X<sub>3</sub>: Adolescent marriage  
X<sub>4</sub>: Preference for boy                      X<sub>5</sub>: Domestic labour                      X<sub>6</sub>: Caring for siblings



**D: Effect of School cultural factors on enrollment,( n=141)**

Respondents	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	Y
1	2	2	2	3	2	2	74
2	3	2	2	3	2	2	74
3	3	2	2	3	3	3	74
4	3	3	3	3	2	2	74
5	2	1	3	3	2	3	74
6	3	3	3	3	5	2	74
7	3	2	2	3	2	2	74
8	2	2	2	3	2	3	74
9	1	3	2	2	3	3	74
10	3	2	3	2	2	3	74
11	3	2	2	4	2	2	74
12	2	2	2	3	2	2	74
13	2	3	2	3	3	2	74
14	2	2	2	3	2	2	74
15	2	2	2	4	1	1	74
16	3	2	2	3	2	2	74
17	2	3	2	3	3	2	74
18	3	5	1	3	2	2	74
19	2	3	1	3	2	2	74
20	3	3	1	3	2	2	74
21	2	5	3	2	3	3	74
22	2	3	3	2	2	2	74
23	3	3	2	3	3	2	74
24	2	2	1	3	3	2	74
25	1	2	1	2	3	2	74
26	2	2	2	3	5	2	74
27	2	3	3	4	4	3	45
28	3	5	4	4	5	5	45
29	3	3	2	4	5	4	45
30	3	3	2	4	5	3	45
31	2	3	4	4	5	4	45
32	3	3	2	5	4	3	45
33	3	4	4	4	5	5	45
34	3	3	4	5	4	4	45
35	2	3	4	4	5	3	45
36	3	2	4	4	5	5	45
37	3	3	2	4	5	5	45
38	3	4	4	5	4	4	45
39	3	3	4	4	5	3	45
40	4	4	4	3	5	5	45
41	2	2	4	2	2	2	80
42	2	3	2	2	3	2	80
43	3	4	2	2	2	2	80
44	2	1	2	2	2	1	80
45	3	2	2	2	3	2	80
46	2	2	2	3	3	2	80
47	2	3	2	1	3	2	80
48	2	5	2	1	3	2	80

Respondents	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	Y
49	1	2	2	2	3	3	80
50	3	2	2	2	2	2	80
51	2	1	2	1	3	2	80
52	2	3	2	2	3	2	80
53	3	5	3	1	3	2	80
54	1	2	2	1	3	2	80
55	1	2	2	2	2	1	80
56	3	3	2	1	2	2	80
57	3	3	2	1	2	2	80
58	3	2	3	1	1	2	80
59	2	3	2	2	2	2	80
60	2	2	2	3	2	2	80
61	2	2	2	1	2	2	80
62	2	2	2	1	3	2	80
63	3	3	2	1	2	2	80
64	2	5	1	1	2	2	80
65	2	2	1	2	2	3	80
66	2	1	2	1	2	2	80
67	1	3	2	1	1	2	80
68	2	5	2	1	2	2	80
69	1	2	2	1	2	3	80
70	2	2	1	2	2	4	80
71	1	3	2	1	2	2	80
72	3	3	3	4	4	2	45
73	3	5	3	4	5	5	45
74	1	4	3	4	5	5	45
75	2	3	3	4	5	2	45
76	2	3	3	5	3	5	45
77	3	3	3	4	5	5	45
78	2	3	3	4	3	4	45
79	2	4	1	5	3	5	45
80	2	3	3	4	5	5	45
81	2	3	3	3	4	4	45
82	3	3	3	3	3	3	45
83	3	3	3	2	5	4	45
84	1	3	1	3	5	4	45
85	2	4	1	3	5	4	45
86	3	3	3	3	5	4	45
87	3	2	3	2	3	3	81
88	2	2	1	2	3	3	81
89	2	5	3	2	3	3	81
90	1	5	2	2	3	4	81
91	3	5	2	3	3	3	81
92	2	2	2	2	2	3	81
93	1	2	3	2	2	3	81
94	2	5	2	1	3	3	81
95	3	1	2	3	2	3	81
96	1	2	2	3	3	4	81
97	2	2	2	3	2	3	81

Respondents	X <sub>1</sub>	X <sub>2</sub>	X <sub>3</sub>	X <sub>4</sub>	X <sub>5</sub>	X <sub>6</sub>	Y
98	4	5	3	2	3	3	81
99	2	3	2	3	2	3	81
100	2	2	2	2	2	3	81
101	3	2	2	2	3	4	81
102	3	5	2	2	3	3	81
103	3	2	2	2	3	3	81
104	2	2	3	2	2	3	81
105	1	3	3	3	4	4	81
106	2	2	3	3	3	4	81
107	2	2	3	3	3	3	81
108	2	2	2	3	2	3	81
109	2	1	2	3	3	3	81
110	2	2	3	2	2	3	81
111	2	3	3	2	3	3	81
112	2	2	3	2	4	4	81
113	2	3	2	2	3	3	80
114	2	2	3	1	2	3	80
115	2	3	3	1	2	3	80
116	3	3	3	1	2	3	80
117	2	2	2	1	3	3	80
118	2	3	2	1	3	4	80
119	2	3	3	2	3	3	80
120	2	2	3	2	2	3	80
121	2	3	3	2	2	3	80
122	1	3	2	2	2	3	80
123	1	3	2	1	2	3	80
124	2	3	2	2	1	2	80
125	2	3	2	2	2	3	80
126	2	2	3	2	2	3	80
127	2	3	3	2	2	3	80
128	2	3	3	2	3	3	80
129	2	2	3	2	2	3	80
130	2	3	4	2	3	3	80
131	2	2	2	2	2	3	80
132	2	3	3	3	3	4	80
133	2	2	2	3	3	3	80
134	2	3	2	3	2	3	80
135	1	3	2	3	3	3	80
136	1	3	2	2	3	3	80
137	1	3	2	2	2	3	80
138	1	3	2	1	3	3	80
139	1	3	2	2	3	3	80
140	1	3	2	2	3	3	80
141	2	3	2	2	2	3	80

**Key:**

X<sub>1</sub>: Lack of proper accommodation

X<sub>2</sub>: Lack of attractive diet

X<sub>3</sub>: Unfriendly school mates

X<sub>4</sub>: Lack of reading materials

X<sub>5</sub>: Class repetition

X<sub>6</sub>: Poor KCSE results