ABSTRACT
Globally countries have sought to enhance education of the girl child through various practices. Kenya’s Gender Policy in Education of 2007 reiterated the government’s commitment to establish girls’ boarding secondary schools in ASAL regions to enhance enrolment of the vulnerable girls. Although the enrolment of girls in secondary schools in Kenya is almost at par with that of boys, enrolment of girls in secondary schools in Transmara within Narok county is very low. Whereas Kenya’s declining enrolment on average is at 35.06 per cent, the one for Transmara is at 40.5 per cent. The effect of financial, cultural and non implementation of government policies on enrolment of girls in boarding secondary schools in Transmara is unknown. The purpose of this study was therefore to establish the effect of financial and cultural factors and non implementation of government policies on the enrolment of girls in boarding secondary schools in Transmara Sub County. The objectives of the study were to: Determine the effect of financial factors on enrolment of girls; find out the effect of cultural factors on enrolment of girls and establish the effect of non implementation of government policies on the enrolment of girls in boarding secondary schools in Transmara sub-county. The theoretical framework used in this study was the Production Function Theory. The study employed ex-post facto and descriptive research designs. The study population was the 312 Maasai girls in form four in 2015, the seven head teachers of the girls’ boarding schools and the one Education Officer. Saturated sampling technique was used to select seven head teachers and one Education Officer. Systematic random sampling was used to select 172 girls. Form four girls of one of the seven schools were used for the pilot study while those in the remaining six schools were used for the main study. Data was collected using questionnaires, interview schedules and document analysis guide. Face validity of the research instruments were determined by experts in Educational Management whose input were included in the final draft of the instruments. Piloting of the form four students’ questionnaire was done in one of the seven schools. The coefficients for the form four students’ questionnaire was 0.759. Quantitative data was analysed by use of descriptive and inferential statistics. Qualitative data was analysed in emergent themes. The study established that financial factor which affected enrolment had a regression coefficient of – 32.000 which meant one unit increase in boarding fee reduces enrolment by 32 percent. Ethnic cultural factors which affected enrolment were; FGM, early marriages, adolescent pregnancies and preference to educate boys. Their regression coefficients were -2.754, -3.867, -4.934 and -2.850 respectively and therefore each factor reduced enrollment by 2.754, 3.867, 4.934 and 2.85 respectively. School cultural factors which affected enrolment were; lack of reading materials, class repetition and poor KCSE results which had regression -0.5655, -0.5185 and -0.1996 which reduce enrolment by 5.655, 5.185 and 1.996 respectively. The study revealed the when government policies are not implemented they reduce enrolment. Government policies which reduce enrolment were re-admission of pregnant girls to school after delivery and that of not excluding girls without fees and had regression coefficients -10.882 and -8.296 and reduced enrolment by 10.882 and 8.296 respectively. The study concluded that government subsidy on tuition fees required in boarding schools should be revised upwards. Ethnic and school cultures affect enrolment in boarding schools. The study recommended that the government to finance education of girls in boarding schools in pastoralist areas and to thoroughly implement policies which affect enrolment to the letter. The significance of the study is that it might give direction to policy makers, the government, financiers, parents and other stakeholders on how to retain girls in boarding secondary schools especially among the pastoralist communities.