

**FACTORS INFLUENCING RETENTION RATE OF GIRLS IN  
SECONDARY SCHOOLS IN NDHIWA SUB-COUNTY HOMA-  
BAY COUNTY, KENYA**

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## DECLARATION

This project is my original work and has not been presented for a degree or any other award in any university.

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## **DEDICATION**

This project is dedicated to God. To my loving mother the late Syprosa Akech Abungu whose love and support made me what I am today. To my beloved wife Linet Akeyo Abungu who has remained a source of my strength and my children Alvine, Babra and Betty for their wonderful endurance.

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## **ABBREVIATION AND ACRONYMS**

<b>AIDS</b>	:	Acquired Immune Deficiency Syndrome
<b>BOM</b>	:	Board of Management
<b>CDF</b>	:	District Development Fund
<b>DEO</b>	:	District Education Officer
<b>DQASO</b>	:	District Quality Assurance and Standards Officer
<b>FDSE</b>	:	Free Day Secondary School
<b>FPE</b>	:	Free Primary Education
<b>HIV</b>	:	Human Immunodeficiency Virus
<b>KCPE</b>	:	Kenya Certificate of Primary Education
<b>KCSE</b>	:	Kenya Certificate of Secondary Education
<b>ICT</b>	:	Information Communication Technology
<b>NER</b>	:	Net Enrolment Ratio
<b>OVC</b>	:	Orphans and Vulnerable Children
<b>NGO</b>	:	Non Governmental Organizations
<b>SPSS</b>	:	Statistical Packages for Social Scientists

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## ABSTRACT

Kenya's vision 2030's social pillar on Education and training states in part that the overall goal for 2012 is to reduce illiteracy by increasing access to Education, improving transition rate in primary and secondary schools and raising the quality and relevance of education hence retention. Kenya has targeted universal primary education since independence. The retention of girls in public secondary schools in Ndhiwa has been low. Each year about 11.37 % of females drop out of school in Ndhiwa Sub-county. The central focus in this research study was to make an analysis of factors influencing retention of female students in secondary schools in Ndhiwa sub-county, Homa-Bay County-Kenya. The objectives of the study was to: investigate the influence of finance on retention of female students in secondary schools in Ndhiwa, evaluate the contribution of social- cultural factors on the same, examine how quality and relevance of curricula influence the retention rate and to assess the extent to which accessibility to educational opportunities contribute to retention. The study was guided by Ruth Pearson's theory based on the framework of gender relations. The study targeted all the 2240 girls in the public secondary school in Ndhiwa Sub-county and all 38 head teachers of the 38 public secondary schools in the Sub-county. The study is descriptive in nature with a large sample size; a questionnaire was developed as the main data collection instrument. Data was analyzed through descriptive statistics inform of tables and mean deviations. The results of the study showed that there is direct influence of finance on retention of girls in primary and secondary schools in Ndhiwa district. Socio-cultural factors affected retention of girls negatively in secondary schools in Ndhiwa for many parents cannot afford to pay for their children schools. The relevance of school curriculum had an influence on retention of girls in Ndhiwa district. The accessibility to educational opportunities had a significant influence on the same in Ndhiwa district. The study concluded that the key variables that informed the work had substantial contributions to retention among female students in public secondary schools in Ndhiwa district. From the findings, the study recommended that the government should formulate policies favorable to female learners in order to improve retention rate in secondary schools and encourage sustainable educational development in Kenya and Ndhiwa in particular. Moreover, families should also be encouraged to bear the children they can care for. The government encourages family planning and sensitization to parents and guardians on what ought to be done to ensure learners get retained in schools.

# **CHAPTER ONE**

## **INTRODUCTION**

This chapter deals with background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations of the study, delimitations of the study, basic assumptions of the study, theoretical framework, conceptual framework and definitions of key terms.

### **1.1 Background to the Study**

Education is a social, economic, cultural, civil and political right. Kenyan government spends a big percentage of resources on education. Despite this effort, however, the retention of girls in secondary education is low. Literacy remains a major impediment in the development and well being of women (UNESCO, 2007). In Africa, Kenya is one of the countries where school enrolment for girls at Primary School level is 50% of the total enrolment, but this decreases to below 40% as they ascend academic ladder to secondary level and further below 30 % in tertiary level. Tawanda and Gordon (2004) in their study established that gender disparity continues to persist in certain areas and that there are persistent constraints that continue to hinder girls from completing education at all levels. This is an indicator that concerted efforts should be put to help in promoting retention in order to achieve gender equality to access of secondary education for girls in Kenya.

The failure of ensuring that girls are retained in Secondary Schools has led to a big loss on the Country's budget in education, especially when the education opportunities are expected to increase for female gender in Kenya. However enrolment at the secondary school level has progressively increased from 860,000 in

2002 to over 2,300,000 in 2014 an increase of 48.7% (Ndhiwa Sub-county education data). In spite of the above expansion, in secondary school education, the gravity of education wastage as a result of low retention levels has remained as one of the most wanting aspect in the education system of Kenya. For example in a study carried out by Kenya National Population Census, Central Bureau of Statistics of 2002 revealed that retention of school pupils in the age group between 15 and 18 years was 41%. This age group represents secondary school students. Yambo (2012) argues that only a minimal percentage of 40% of the students who enroll for secondary school education completes the cycle.

There are so many factors that have contributed to low retention rates of female learners in schools. In almost all developing countries, School dropout, and retention rate has been a subject of interest to academics, researchers and policy makers for a long time. Taban (2010) in a study conducted in Northern Tororo in Tanzania focusing retention of learners in school reported that relatively low number of girls progress up academic ladder and hence low retention. He outlined such bottle necks that impede girl academic progress as 'regressive practices which demean women in social life; poor economic background and low family income placing priority on boys in total disregard of their female counterpart.

Putting a strong justification for realization of a near 100% retention of learners through all levels of education in Japan (Aurela, 2011) observed that measures that address socio – economic gaps among families must be provided by the government to offer learners from unfortunate families the opportunities to be retained in schools just like those from well to do families. Morline (2009) noted in her study conducted in the far flung areas of Sang Wan village in China, that educated citizens

are much more productive in society than less educated and that most countries that struggle to develop have glaring economic gaps that negate learners' retention at different levels of schooling. In Argentina, access, retention and transition equally faces a myriad of challenges as indicated by Otega (2012) in his study based on addressing social gaps in society through education. He observed that personal challenges experienced by individual learner, particularly girls from low social family background were to blame for failure to obtain substantial education, since retention rate was low.

The Republic of Korea which in the 1950's was among the world's poorest countries managed to achieve nearly 100% coverage in primary and secondary in just four decades (Otieno, 2011). This rapid expansion is attributed to a pragmatic policy framework emphasizing different levels of education over time. Increased government spending in education and encouraging private provision of education at all levels. Korea's success provides a vital lesson for African government on how political commitments, pragmatic education planning can turn around an education system. The reforms in Korea have raised retention rates to about 80% in secondary schools.

Socio-cultural factors and practices have contributed negatively towards girls' education in Kenya. These range from not putting value to girls' education, early marriages, initiation rites just to mention but a few. Onyango (2003) reported that socio-cultural norms and practices such as value attached to bride wealth made parents to marry off their daughters before maturity. In most communities in Kenya girls are seen as sources of wealth by their parents in the custom of charging fines for adultery and pregnancies of unmarried girls. Due to this arrangement girls are

denied opportunity for education. They are withdrawn from schooling during periods for initiation and betrothal ceremonies (United Nations:- 2004). Abagi (2001) reported that marriage oriented socialization has made some girls to drop out from school for marriage. As much as early marriage is disregarded, there is also general fear amongst the females of missing husbands after attaining higher education because of the men's suspicion of the learned girls in most communities.

Financing of education is a major setback towards ensuring girls get education. In Kenya, other than the government's subsidized fees which caters for tuition, a lot is expected from parents in the form of indirect costs of schooling for example school construction and maintenance, uniforms, personal effects, learning materials, lunch fee have become a big burden to most parents due to poverty. With more than 50% of Kenyans living in poverty, household income is a significant determinant of school enrolment and retention in Africa (Kattan and Burnnet, 2004).

In Lesotho, the country is facing a lot of challenges when it comes to access and retention of learners in schools. A study done by Nyabanyaba (2008) pointed out factors like poverty ,HIV/AIDS, parental level of education ,system of education as some of the factors that influenced access and retention of learners in secondary schools. Of significance was the drop out due to being orphaned as a result of HIV/AIDS.

Free primary and secondary schooling in Kenya was introduced in 2003, which led to the number of pupils in school increasing from 5.9 million in 2002 to 7.2 million a year later (UNESCO, 2006).However, although most Kenyan children now attend school, completion rates remain relatively low and have actually declined over the

years.(Mukudi,2004). Only a small minority participates in and finishes secondary schooling despite all efforts made by government.

Owano (2011) in her research on factors that influence the retention of female students in secondary schools in Muhoroni division, Kisumu County revealed several factors that influenced the retention which included initiation rites which interfered with the normal school and class attendance, the attitudes of parents which at times were negative on the girl child and most of the parents preferred educating boys to girls, the roles in the society and domestic labour were overwhelming for the girl child leaving the girls to be seriously exhausted and cannot concentrate in the class work and lastly poverty which seriously affected the education of girls as a result of the death of parents leaving the girl child to lack school fees and depend on the guardians and well wishers.

While the Secondary School education opportunities continue to expand, a large number of female students who enroll in form one do not complete the Secondary School cycle of four years. Ndhiwa sub-county has witnessed this scenario, despite the government's efforts through the Ministry of Education having disbursed bursaries and Constituency Development Funds allocations every year, in the year 2013 those who sat for Kenya certificate of secondary education were 715 Compared to 926 of the same girls enrolled in form one in 2010.This represented 22.7% drop of girls who did not complete their secondary school education as expected. Drop out of girls from Secondary Education in Ndhiwa Sub-county is rampant. (Ndhiwa Sub-county Education Office 2013). The proposed study therefore intended to investigate why girls are not being retained in Secondary Schools to be able to complete the four year secondary School cycle.

## **1.2 Statement of the Problem**

Retention of learners in school especially the girl child is a major concern to government and various education stakeholders in general. Some researches that have been done have identified factors as financing, family network, quality and relevance of curriculum and unequitable distribution of opportunities across different communities, cultural practices, parental attitudes towards girls (Owano, 2011; Kigotho, 2013; Orodho 2014).

According to World vision report (2013) on the place of girl child education in south Nyanza region, glaring challenges are encountered by female learners that in turn impede their retention in schools. In Ndhiwa district with a population of 350,000 having 170 primary schools and 38 secondary schools, the completion rate at basic education is 40%. This is relatively low considering government's effort of FPE and FDSE in line with vision 2030.

Despite the fact that a number of studies have been done on factors that prohibit the girl-child from access, performance and retention in secondary schools, no specific study has investigated the continued and low retention rate among the girl child in secondary schools in Ndhiwa Sub-county. This study therefore sought to investigate the factors that influence retention of female students in secondary Schools in Ndhiwa Sub-county, Homabay County, Kenya.

## **1.3 Purpose of the Study**

The purpose of this study was to analyze factors influencing retention of female students in primary and secondary schools in Ndhiwa district-Homabay county, Kenya.

#### **1.4 Objectives of the Study**

The study was grounded on the following objectives;

1. To investigate the influence of finance on retention of female students in secondary schools in Ndhiwa Sub-county
2. To evaluate the contribution of social- cultural factors on retention of females students in secondary schools in Ndhiwa Sub-county
3. To assess how relevance of the curriculum influence retention of female students in schools in Ndhiwa Sub-county
4. To assess the extent to which accessibility to educational opportunities contributes to retention female students in secondary schools in Ndhiwa Sub-county.

#### **1.5 Research Questions**

1. What influence does financing have on retention of female students in secondary schools in Ndhiwa Sub-county?
2. To what extent does socio -cultural factors contribute to retention of female students in secondary schools in Ndhiwa Sub-county?
3. How does quality and relevance of the curriculum influence retention of female students in secondary schools in Ndhiwa Sub-county?
4. What contribution does accessibility to educational opportunities have on retention of female students in secondary schools in Ndhiwa Sub-county?

#### **1.6 Significance of the Study**

The study was of great significance to a wide cross- section of stakeholders in the field of education and other sectors served by educated elites in various capacities. Of primary concern was the learners in different secondary schools and other

learning institutions in Ndhiwa Sub-county and its environs, for these could inform them on how to retention barriers in order to get equipped with relevant knowledge and skill necessary for survival.

In additions, the study also stood to benefit parents and guardians with children in school by sensitizing them on what ought to be done to ensure that learners get retained in schools an effort that would ensure that the young people are prepared fully to assume crucial responsibilities in future. Besides various non state actors such as NGO's ,CBO's and donors would also be informed that emphasis on education and training is the secret to sustainability of their community based intervention, much more than focusing on funds alone.

Finally, the government would be advised to formulate such policies that address challenges facing learners in general and girls in particular, as far as retention and is concerned and how educating girls would lead to far reaching gains in national development since this population is the custodians of development at local community levels.

### **1.7 Limitations of the Study**

The data collected consisted of self reports by head teachers that may not correspond to the unique feeling of the female students. The Sub-county has few registered secondary schools. The infrastructure of the Sub-county is poor making communication difficult.

### **1.8 Delimitations of the Study**

The study was carried out in sampled secondary schools within Ndhiwa sub-county. It involved female students only and sampled head teachers and. insufficient funds and limited time inhibited full scale research.

### **1.9 Theoretical Framework**

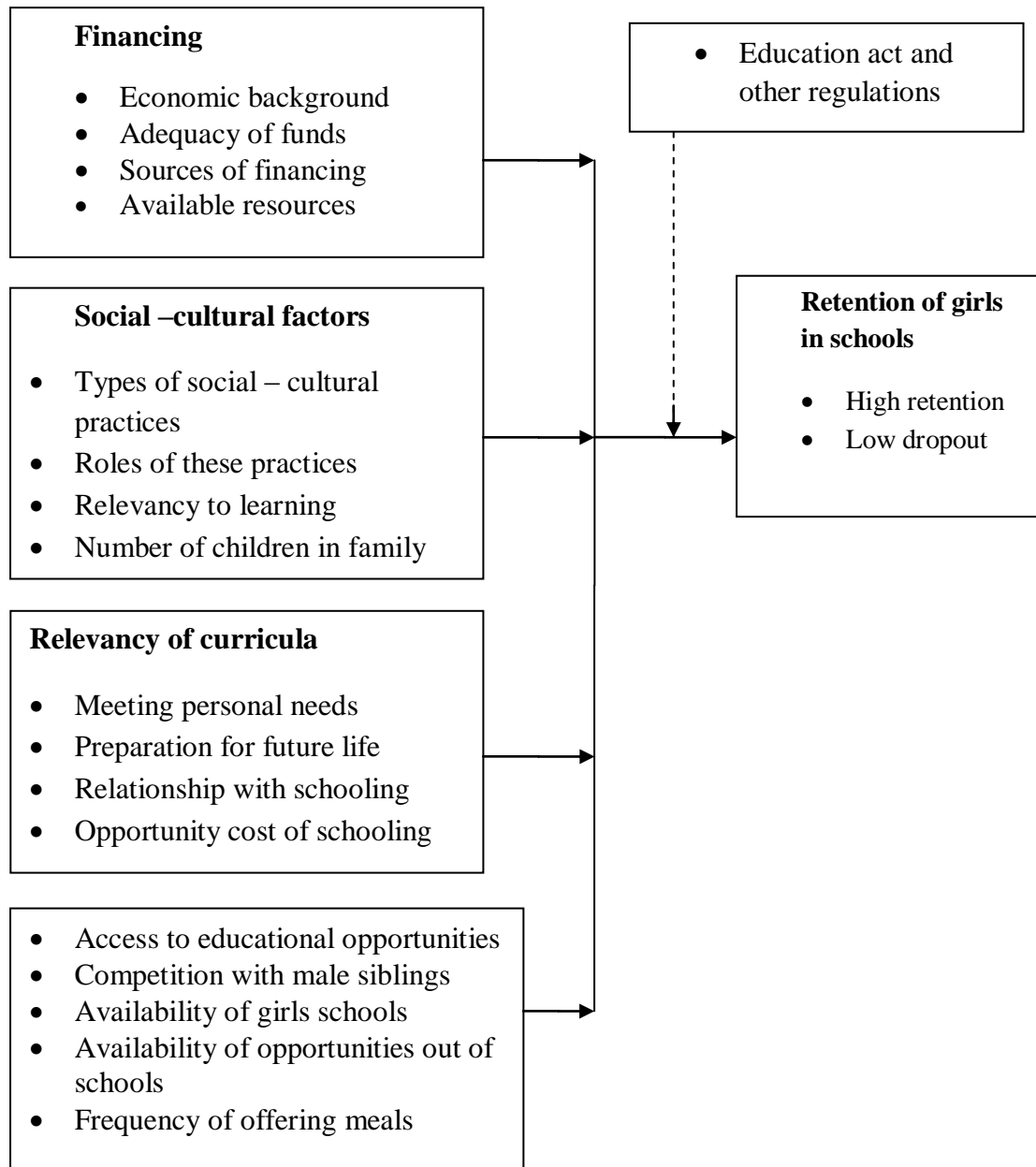
This study was guided by social feminist ideology of Ruth Pearson's (1992). According to Adamson, Briskin and Mcphail (1988) social feminist recognize that the exploitation and oppression of women are rooted in the structure of patriarchical capitalism. They believed that sexualism is so deeply ingrained in the social relationships. This applies in this study where several barriers to retention rate in secondary school by female students in Ndhiwa district are to be analyzed.

### 1.10 Conceptual Framework

The conceptual framework of this study was based factors that influence retention rate girls in secondary schools.

**Independent variables**  
variable

**Dependent**



**Figure 1.2: Conceptual Framework on girls Retention**

### 1.11 Definitions of Significant Terms as Used in the Study

- Financing:** Ability to obtain necessary materials and paying for the academically related expenses in learning institutions.
- Retention:** This refers to the female students who stay in schools and are provided with the necessary requirements so as to remain in school without dropping out up to the time of sitting for examinations in Secondary Schools in Ndhiwa sub-county
- Completion:** State of having gone through the academic requirements of a given level of education.
- Non- State Actors:** Are non – governmental organizations that complement government efforts in offering services to the citizens.
- Drop-out Rates:** The frequency of which female learners discontinue their education at different levels of learning.
- Cultural Stereotyping:** Age-old branding of sexes on the basis of gender roles creating image that boys are academically superior to girls in most African cultural setups.

## **CHAPTER TWO**

### **LITERATURE REVIEW**

This chapter introduces literature received from the previous works of scholars, whose contributions in this field of the study are perceived as significant. The literature review is done on the premise of the study variables against the backdrop of the previous research findings. The review follows these themes: the concept of retention in education, influence of finance on retention, influence of socio-cultural factors on retention, quality and relevance of curriculum on retention, influence of HIV/AIDS on retention and a summary of the current trends.

#### **2.1 Concept of Retention in Education**

Gains in education equivalently translates into economic development of a community, so much that different communities strive to ensure that education is provided to all in order to release this noble desire (Amato, 2012). With its main focus being retention and completion, a study conducted by Oywa (2011) in Suba District, indicated that the district continues to register one of the poorest retention rates of girls, and even among the few who are retained, their performance is wanting. He attributes such challenges to early marriages, HIV/AIDS and lack of regard for girls in education.

Whereas Oywa, blames aspects of socio-cultural factors and inadequate finances (Chacha, 2012) in his study on parameters as access, transitions and retention of girls across educational levels in Gwasi noted that personal characteristics, distances to school, family networks, and household chores negate the call for retention of girls through levels of learning. In conformity (Cardine, 2012) in her study done in

Homa-Bay District targeting communities living along the lake region and focusing on influence of socio- cultural factors in academic performance of female learners, established that the number of girls retained in school reduced with age such that at 15 years, many are opting to out of school for marriage, fending for orphans siblings as a result of HIV/AIDS or giving way for their brothers to be catered for in schools. Reporting from his study in west Pokot based on socio- cultural dimensions on poor learning out comes ( Poghisio, 2012 ) lamented that the minority communities would continue in Kenya if efforts were not put on stamping out retrogressive cultural practices such as early marriages and age old rituals that kept girls out school. The situation is critical in that emerging evidence indicate scrapping of tuition fees in public primary schools has failed to be the magic bullet forwards achieving universal primary education (Onsembe, 2012).

In Tana Delta district, retention rate is very low and it is not easy to tell what finally happens to girls, for very few complete secondary education (Abdala, 2013). Echoing Abdala's sentiments, (Asis, 2012) in her study at Pemba in Kwale District of Coast Province, based on academics nightmares facing the region, pointed out that due to biting poverty, most girls kept off schools in search of livelihood. She further noted that during hard times in families' education becomes a luxury to be afforded by the rich, while the less fortunate resort to immediate survival activities, the result being widening disparities in society.

According to Figueroa (2012), in Kingston Jamaica, girls in most developing countries has been steadily chipping the ideological and cultural stereotyping perspectives based on simplistic premise boys are academically superior, (Wachira,

2013). In contrast, there are no evidences on brain differences between boys and girls that account for divergence in academic achievement between genders.

As some people continue to seek intimate cause for academic gender differences, available evidence identify socio-economic and cultural factor as the dominant causes (Odwari, 2012). No doubt, the growth of informal and criminal opportunities that are acting as magnets to boys living in poverty in rural areas and urban slums are avoiding boys education, but un less measures are taken to challenges the structures that promote barriers to education of boy and girls alike, the dream of achieving universal primary education was just remain a pipe dream.

Emerging concerns on girls' retention rates are observed in a new dimension of illicit prostitution, HIV/AIDS and drugs and substance abuse. World Vision Report (2011) based on challenges facing girls in learning institution in Lamu district indicates that HIV/AIDS, illicit prostitution and drugs and substance abuse are major factors accounting for high drop – out rates. Vividly, capturing the emerging trends in the Coastal communities in Kenya, child tourism, child commercial sexual activities and child trafficking to the Middle East, all targets young girls and have contributed immensely to high drop-out rates among girls in schools (Fatma, 2012). She continues to note that the presence of easy ways of getting money at the coast tends to lure young people from school, and this accounts for over 50% of drop-out cases.

UNICEF Path To Education For All Report (2011) focusing on attainment of gender parity in education in schools in Sub-Saharan Africa indicates that most African countries still experience a lot of challenges in meeting this goals. The report cites

inadequate allocation of funds, retrogressive socio-cultural practices and the influence of HIV/AIDS as major impediments in the education sector, which rob the young of the opportunities to benefit from schooling.

Besides, the UNDP's Achievement of Economic, Social and Cultural Rights Report (2011) indicates that in Nyatike District, widows are still forced with inheritance and denied rights to property such as land and remain ignorant on how to seek redress against such atrocities because of poor academic orientations, having dropped off school pre-mutually and the scenario is being repeated with their young daughters. This report recommends that such disadvantaged widows be supported to engage in economic activities so that they can take full responsibilities of keeping their children in schools.

## **2.2 Influence of Financing on Retention**

Education is an investment and indeed the most vital form of sustainable inheritance that parents stand to bequeath to their children much more than any other material wealth. Change of socio-economic status in most families anchored on how far young people are educated, yet education opportunities are offered unequally between the two sexes, with most families investing in more resources in the education of boys at the expense of girls and this partiality in preference for boys to girls contributes a great deal to the low rates of girls retention through education levels, Adrian (2010). Working among the rural communities in the Chinese Local Education Institutions (CLEI), Huu (2008) observed that, since there was only a biological difference between boys and girls, local communities were steadily spending resources equitably to enhance retention rates, regardless of the gender

differences and the gains from such a strategy were already being realized even in the labour industry in China.

Financing education needs of different category, of learners means that inherent and unique features of such learners being considered in determining how much to spend on each. In this respect, the needs of girls and the person of disabilities being purely unique put a lot of financial demands on their education and this reality work negatively on realization of their educational objectives (Amanda, 2009). He further notes that, a part of obvious areas of educational spending, boys are known to demand less in terms of overhead educational expenditure, and also this category of learners are also known to engage in some simple income generating activities by virtue of their social roles in society thereby are capable of implementing any financial support obtained.

In conformity to the views of Amanda, Jacky (2011) observes that girls face a lot of challenges while in institution of learning and are readily frustrated when they experience financial difficulties and consequently drop out of school. She believes that, due to the unique financial needs of girls, society should be ready to spend much more to keep the in schools, an eventuality that most parents generally find hard to address leading to low transition rates among the gender according to Juma (2010), a substantial percentage of the call girls who are currently popular on the street of up markets estates in urban centers speak fluent English language, dress smartly and lead above average lifestyles, according to Oyunga (2011), while reporting from a study he conducted in Kisumu Rural District, most girls who drop out of schools prematurely cite encountering financial difficulties. He observed with concern that such girls get married to men who also happen to display questionable

academic credential, siring and bringing up children who are bound to lead a more desperate life in future culminating into a vicious cycle of poverty.

Observing from another study, also done in Kisumu Rural District, Juma (2010) indicated that inadequate funds had forced more young girls than boys from school and such drop out girls were busy looking for financial engagements in Kisumu city and other neighboring urban centers, just to make ends meet. He was quick to point out that should society fail to invest in girls education, such semi-educated would turn into dangerous vermin with negative consequences on stable families being on the receiving ends. Njeri (2010), conducting a study on transition rates of boys that were worrying in most parts of central province, observed that many parents had resorted to spending more resource in the up keep of their daughters, since boys were steadily kicked out of schools by drugs and substance abuse. She further notes that, it was common to encounter rich women luring young boys out of schools for illicit sexual relationships in exchange for money and other materials benefits and this explains why boys had become endangered in central province.

Making her own observations, Wamboi (2008), a technical advisors to the Consortium of Local Community based- outfits (COLOCO) in Nyeri, indicated that illicit brews and other drugs had turned most men into zombies who had miserably failed in their responsibilities and women were quickly responding to such emerging trends and were hence filling such gaps by spending more on girls to ensure the future stabilities of their families. According to Outa (2010), a research consultant on social issues in modern society, particularly on matters on education, un educated girls in society are more dangerous for they often turn to prey on educated and financially endowed men, gradually disintegrating the sanctity of marriage. He notes

that when girls are supported to acquire education, they become very responsible in keeping the family fabrics stronger. While conducting a survey on the rising cases of dropout rates among girls in most public primary school in Suba District, Wandiga (2008), noted that many young girls who could not get substantial financial support for subsistence in schools were streaming to the beaches of Lake Victoria, assured from early money from the fishermen through the informal (Jaboya) arrangements- sex for fish. He also noted that this influx of such young girls along the beaches was to blame greatly for the prevalence of HIV/AIDS in those areas, as this category lacking in knowledge rarely used protection while engaging in sexual encounters with men whose backgrounds they know little about.

Issues of educational financing , being critical to the to the transition rate of girls through different levels of education in most parts of the world is found to be more critical in coastal regions of Kenya where young girls get out of schools for easy money from tourists, Amina (2009) an educational advisor to the association of local society groups (ACSG) working in the coastal region with the aim of taking back girls to school observed that, with inadequate funds, girls were likely to be out of school flirting with foreign tourists who offered them much more money and other social protections in exchange for sex. She recommends that the government and other stakeholders in the education centers should formulate stringent policies that would see all the young children in school as well as prohibiting child prostitution.

Reporting from a study done in Abijan anchored on the girl-child transition from primary levels to higher levels, Kemode (2006) indicated that it was common to spot young girls turning into dangerous prey targeting men in the minefields in Nigeria. He attributed this to failure by most parents to cater for the financial needs of their

daughters in learning institutions and was therefore losing such girls to prostitution. Transition rates among the girl child are causing concern in Tanzania, especially among schools in coastal region of Zanzibar, Adan (2010). He notes that due to less focus on financing the various needs of girls in schools, by both the parent and the government, many girls continue to drop out of school in search for other paying engagements regardless of waiting dangers, despite being in their tender ages. In Ghana, most local communities based organizations (CBOs) integrate their core activities with education in such a manner that the voice of education is heard loudly in all aspect of community undertakings (Kufur, 2008). This concerted efforts involving government agencies, donors and local education on stakeholders in promoting education though enhanced funding, is a success story that has seen improved transition rates of both girls and boys through all the levels of formal schooling in the country. He suggests that community initiatives being done at the grassroots levels should be tailored to emphasize on the need for mobilization of funds to finance educational needs of the young, irrespective of gender difference in order to make such interventions sustainable for the well being of all community members.

Oduma (2012) reporting from his study conducted in Sirare based on factors influencing drop out notes that among the girls in public primary school, Oduma observes that since such girls did not access adequate funds to keep them in schools, they were popularly resorting to smuggling contrabands across the border of Kenya Tanzania, a loving practice that promises to expose them into dangerous of running into trouble with low enforcing official, as well as presiding them into careful attitudes that can lead them into immoral behavior. Transitional rates in academic

endeavors are pivotal in resizing the educational goals of a country, especially when such goals attract the participation of a critical mass of a nation's population that is the womenfolk. Observing , from her study on the girl- child challenges in transcending to higher levels of learning, Owuoth (2010) noted that girls generally demand a lot that are financial in nature and it is necessary that such needs be met so that they are kept in schools for long to achieve the national goals of education.

### **2.3 Influence of Social-Cultural Factors on Retention**

Social-cultural aspects of people determine the education aspirations of such communities and the importance put to education directly correspond to the extent to which the two variables conforms, Hardy (2004). Given that social-cultural orientation of various communities differs in unique parameters, measures of such disparities are also recognizable in academic spheres. It is generally observed that social-cultural aspects of most communities in Africa have always discriminated against women even in areas of education and this has contributed more greatly to low transition of girls across the level of education, Tawa (2004). Basing on his study on factors influencing the dropout rates of girls among the Aborigines in Australia, Auralia (2008) observed that the cultural aspects of community were still traditional in orientation that girls were only being viewed as home maids entrusted with the responsibility of taking care of homes, while their male counterparts could adventures into to emerging issues such as education. He further notes that in social environments, it was rare to locate women playing central community roles, but any appearance of such would be to offer care.

Making observation about how far social-cultural issues can reverse academic gains of a society, Nancy (2002), ahead with researcher of world vision Kenya (WVK)

working with local communities in Africa to stop women with genital mutilation (FGM) indicated that in communities that practice this rite, girls who have undergone the exercise immediately discontinue schooling because they have been declared adults fit for marriage. According to Ondalo (2011), it was common to spot many young girls in lower classes, but with progress of time the faces of girls becomes fewer and fewer, indicating something was greatly wrong: retention from public primary schools in Kuria District, he established that girls were just kept in schools to grow up for marriage and the earlier one looked mature enough, regardless of the level of education, the faster they are married off. It is therefore indicative that culture of a people plays a very significant role in influencing the relative length of being in learning institutions and hence the greatest impediment to realizing high transition rates among the girls to subsequent levels of education in Kuria District. Since most cultural practices , still being traditional in orientation and discriminative in nature, girls find themselves greatly disadvantaged hence become victims of such traditional practices, while boys easily embrace new way; Asalo (2006) Asalo observe in his study based on the influence of social-cultural parameters on academic progress of the girl-child in Rongo District that most rural communities still view girls as caretakers of homes and therefore are not necessarily to be exposed through extensive educational attainment to begin competing against men. Focusing on the marriage domain, some men who are well educated also found to prefer spouses with less education to eliminate competition in the family and in cases where women acquire more education, such are normally funded by their husband as strategy of making the educated spouses submissive, Oguta (2005). Being social scientist and a marriage counselor contracted with UNDP, Oguta investigated causes of education disparities between couples and established that

social-cultural practices has the greatest influence and he was also quick to add that, even in staggering transition rates among girls through higher levels of education, cultural were very significant determinants.

In the modern world, societies are consistently being confronted by changes in all spheres of life, that cultural yoke nagging girl's progress in education must be broken to give sexes room to compete in order to realize sustainable development, Ann (2009). She observes that institutions of higher learning is gradually realizing many women pursuing further studies and among this woman, majority are either single or widows. The implication of this observation is that the greatest drivers of the biting powers of social-cultural practices are men and women who are not under their direct patronage had broken this bond of social-cultural and were therefore enjoying benefits of higher education. Reporting from the result of her study done in Trans-mara District focusing on the influence of social-cultural factors on the economic status of the locals, Chebet (2011) indicated that substantial change in the living standards of people has its triggers in the acquisition of life skills through education. She further noted that due to the practice of traditional and retrogressive rites, it was not easy for the womenfolk to improve their living standards as most of them hardly went beyond the primary levels of education. Concerning Chebet sentiments, Aosa (2012) notes that, in communities where social-cultural ties were still strong, women were continuing to face discriminations such that they were often viewed as for marriage in their tender ages a factor that put to focus their low transition to higher levels of learning in most public institution.

Retention challenges facing girls in educational institutions are more social in nature than any other dimensions. This is because it is common to distract girls out of

learning institutions by their male peers and older men out of schools for sexual relationship that consequently lead to their discontinuation, Ajwang (2010). She indicates that societies still perceives girls as objects for sexual gratification and even educated man treat the less learned ladies lavishly, provided such ladies look attractive and male passion is enhanced anyway. From her studies done selected public primary schools in Bomet District, focusing on the transitional bottlenecks among girls, Chepkemoi (2009), the secondary in charge of educational matters attached to think about the children funds (TACF), notes that cultural practices in most African communities were punitive to the females folk as discrimination was rife denying girls opportunities to be in schools. She enumerates issues of social-cultural dimensions that ought to be addressed to set girls free to compete with their male counter parts as early marriage, retrogressive cultural rights, family chores, acquisition of property like land, among others.

Doing community sensitization programme with the USAID in Uganda, best on meeting the educational needs of the local women poverty eradicating projects initiators, Lolong (2005). Observe that it was difficult to sustain local communities' projects because most of the women participant did not display substantial knowledge, having acquired education only at basic levels, occasioned by high dropout rates among the girls in schools. He attributed the high drop-out rates to the dominance of retrogressive cultural practices, such as female genital mutation, early marriages and numerical domestic chores that literally pull girls out of school. In her contribution, Ajwang (2010) recommended that the modern society should be subjected to a radical surgery of social change in order to set girls free from the

slavery of traditional practices that have no space in emerging globalization to usher in growth in all dimension of life.

Abaa (2006) reporting from her study done in Senegal based on the influence of cultural practices on realization of economic prosperity of the nation by up scaling women participation in the key sectors of economy, observed that cultural provide the foundation upon which development springs and such cultural practices in Africa are to be blame for denying this critical mass of a society's population opportunities to compete with the male counterparts in acquiring education. According to Njeri (2009) on her study focusing on the needs for social change in realizing enhanced growth and development in Sub- Sahara Africa, retrogressive cultural rites such as FGM and property inheritance among the girls must be addressed constructively in order to enhance their retention rates in most learning institution to gain skills necessary for participant in national development activities.

Owano (2011) in her research on factors that influence the retention of female students in secondary schools in Muhoroni division ,Kisumu County revealed several factors that influenced the retention, initiation rites which interfered with the normal school and class attendance, the attitudes of parents which at times were negative on the girl child and most of the parents preferred educating boys to girls, the roles in the society and domestic labour were overwhelming for the girl child leaving the girls to be seriously exhausted and cannot concentrate in the class work and lastly poverty which seriously affected the education of girls as a result of the death of parents leaving the girl child to lack school fees and depend on the guardians and well wishers.

## **2.4 Influence of Quality and Relevance of Curriculum on Retention**

The importance put to education by any individual is a response to the glaring question on quality and relevance of an educational undertaking in addressing the needs of such persons (Harry, 2006). Educational environment are faced with a lot of challenges that one must be prepared to overcome in order to achieve the desired goals. In order to endure such difficulties, the benefits of educational must be particularly enticing, Jacky (2011). In many rural communities in sub-Saharan Africa, prominent is placed more on performance of simple domestic duties that generally keep women engaged in their homemaking responsibilities than on sophisticated assignment done remote from homes. This explains why most girls, geared toward marital life, perceive being held in schools for long as an activity that girls' deny them early entry into the reserve domain (Awiti, 2008).

Reporting from a study done in Nyaninia Division in Siaya District, focusing on the motivational factors influencing academic performance of girls in public primary schools in the division Ombur (2007) observes that there is misconception that women are women, learned or illiterate and that girls do not necessarily need high education qualifications to perform their duties. One may be tempted to ponder about relevance of Kenya's school curriculum in meeting the needs of different people in the country and it is possible to explain this phenomenon on how social-cultural belief systems inform the academic system of a nation.

Seen different, Okiko (2007) working with the World Relief Agency (WRA) in North Eastern Kenya noted that ordinary people focus on addressing their immediate needs and problems such that an education curriculum that does not incorporate means to address such concerns becomes less attractive. It is common to observe

girls drop out of school to seek protection and security issues, since security is a threat to life in that region. Ammed (2012), raising his concerns about the prevalent insecurity in North Eastern part of Kenya got infuriated by the slow pace of transaction among girls from primary level to secondary level and beyond arguing that it was time for school curriculum to integrate immediate challenges that community experience.

According to Odola (2009), an education curriculum that only focuses on raw acquisition of knowledge with little relevant to the needs of the people obviously account for lack of an urge to soldier on and given that girls in many rural communities and slummy estates in urban centre experience more difficulties in schools than when one is out of school, they surely drop out of school prematurely with the felling that they have not anything substantial. In the views of Njeri (2009), girls are conditions to embrace activities that add value to their lives immediately and anything that delays is rejected. Having worked with the poor local women in Kilifi district Aziz (2006), observers that the economic hardship in the country had pushed individuals to engaged in an activity that guarantee them at least something for survival this scenario is replicated in several areas in the coastal region and more often girls drop out of school to engaged in many of duties for addressing their immediate needs. In such areas formal education is seen as too remote to bridge the gap created by the desire to survive.

Fatma (2009) reacting to the emergence of the nude culture which has become popular in the entertaining joint in most urban centre in Kenya, argued that failure to acquire education had forced most desperate girls to engaged in immoral acts to obtain livelihood. In conformity to this view, Nanjala (2013), laughed off that school

dropout were being turned to sex objects by visiting tourist who paid them for having sex with dogs – all because the school curriculum does not offer them immediate benefits and means of obtaining livelihood. Indicative of a common observation in several urban centers in Kenya, several sophisticated ladies in the beauty industries believed that time spent in schools by girls was a waste as one only needs to take care of self to remain romantically attractive to survive, since client was always call for service. This belief puts to question the quality and relevance of the school curriculum in meeting the needs of the prospective learners, owing to the fact that if whatever one wants through education could be achieved by other means, then the opportunity cost of being in school is preferred (Abaa , 2006).

Given that participation in key issues of importance in societies are normally men who often determine how things are done, aspect of the school curriculum in great measures, depicts male dominances and such curriculum contents tend to discriminate against womenfolk, Adagala (2008). It is of great significant to establish the extent to which the school curriculum addresses the needs of the girls, because without this component, it was always be common to the girls child face conspicuously missing in higher level of learning, because the curriculum content remain irrelevant to their needs (Ochola, 2009). Giving his own observation from a study done in Vihiga district based on the influence of the primary school curriculum of the progress of learner in public primary schools, Wafula (2006) indicated that about 56% of the girls who drop out of public primary school and 24% of the boys started that schools did not offer them relevant skills for survival, but rather being associated withal of difficulties that were frustrating learners.

There have been several attempts in Kenya overhaul the schooling system so as to address issues of quality and relevance, arguing that the education system in the country was not responsive to the needs of its citizens (Oyunga, 2011). The dimension of quality and relevance of school curriculum per age key competent of an educational exercise and the moment such are not forthcoming, the hitherto beneficiaries get frustrated and stream out of the school system and this accounts for substantial number of schools pushed out (Cheprono, 2009).

Perceiving education activities differently, Outa (2010) argues that any meaningful for education should equip learners with knowledge, skills and desirable attitudes necessary for obtaining livelihood and any education that focuses on attractive certificates with low grasp of practical aspect of life risks being shunned. Besides any indication that being in school a relatively longer period may fail to tell apart the educated from with none, the parameter of quality and relevance must be integrated he adds. The public domain debate abound on the relevance of education being offered by different institutions of learning whereby a certain institution are recognize for delivery of quality and relevant education, while others are accused of offering bogus certificates that hardly meet the practical aspect of life (Njeri, 2010). Moreover, in the labour market, there is a tendencies to scrutinize qualification for job seekers, by focusing on the actual grasp of the skills of the trade that at times are found to be at variance with the quality of their academic certificates, putting to question the issues of quality of the education system, she adds.

## **2.5 Summary of the Current Trends**

The World Bank works with other development organizations on girls education issues. The United Nations Girls Education Initiatives (UNGEI) which comprise of donor like DANIDA, UNESCO and Global Campaign for Education among others are focus on protecting girls against HIV/AIDS infections, child labour and creating intergenerational education benefits. Girl education and the promotion of gender equality in education are vital to development of policies so that actions that do not address gender disparities miss critical development opportunities. Therefore, matters of girl child retention is key thing to global development or education. This is the case in Ndhiwa as well.

## **CHAPTER THREE**

### **RESEARCH METHODOLOGY**

This chapter outlines the research methodology to be employed in the study. Such methodology aspects captured in this chapter includes; research design, target population, sample size and sample selection. Included also in this chapter are data collection instruments, instruments pretesting, instruments validity and instruments reliability. Concluding this chapter are procedures of the data collection, techniques of collection and methods of data analysis.

#### **3.1 Research Design**

Mugenda and Mugenda (2003) define research designs as a conceptual structure in which research is conducted and constitute the blue print for the collection, measurement and analysis of data. In the view of (Kothari, 2004) research designs is perceived as the arrangement of the conditions for collection and analysis of data in a manner that aims to combine relevance to research purpose and economy in procedure.

In this study, descriptive survey and research design were used. According to Mugenda and Mugenda (2003) a survey is an attempt to collect data from members of the population in order to determine the correct status of that population with the respect to one or more variables. Moreover, a survey research is probably the best method available to social scientist and other educators who are interested in collecting original data for purposes of describing a population which is too large to observe directly.

Given that a descriptive survey is suitable in describing the status of a phenomenon as it is, it is therefore, preferred in the study as it seeks to study primary and secondary retention by girls in the entire Ndhiwa District. Further justification for the design is that this target population is geographically dispersed in 10 locations and 38 secondary schools and 170 primary schools from which the sample was drawn.

### **3.2 Location of the Study**

The study was carried out in Ndhiwa district in Homa bay County. Ndhiwa Sub County has six divisions, forty location and three administrative wards. First, girls retention to secondary schools face a myriad of challenges (NEWI,2010). There are a lot of dropout cases due to early marriages, high poverty index, poor infrastructure in schools, lack of role models in the district just to mention but a few. Secondly, there has been perennial poor performance among girls in Ndhiwa District both in primary and secondary schools (DEO's report, 2010).

### **3.3 Target Population**

According to Kothari (2004) a target population refers to that population of subject from where a study sample is drawn and upon which the results of the study was be generalized. In the view of Tromp and Kombo (2006) a target population defines the accessible number of the targeted population from where a researcher seeks to select sample for the study. The study targeted all the girls in public secondary schools and 38 head teachers in the 38 public secondary schools in Ndhiwa sub-county.

### 3.4 Sample Size and Sampling procedure

According to Mugenda and Mugenda (2003), a sample is defined as a subject of a target population, sampling, on the other hand, is defined as the selection of some parts of an aggregates or totality on the basis of which a judgment or an inference about the aggregate is made, Kothari (2005). In the views of Tromp and Kombo (2004) a suitable sample size is that which is a representative to the target population in major characteristics. The larger the sample, the more representative it is to the target population .Mugenda and Mugenda (2003) suggests that for descriptive studies, a sample size of 10% - 30% is appropriate for analysis and reporting, therefore, a sample size of 10% of the target population 2240 was be used in the study, that is, 224 respondents.

Given that the study is descriptive in nature, it was to employ a probability sampling design to ensure high objectivity in sample selection is achieved by giving each item in the target population equal chances of being selected and included in the final sample. In the right of this reality, stratified random sampling technique was be used by dividing the target population on the basis of distinctive categories as illustrated in table 3.1.

**Table 3.1: Table Population and Sample Sizes of the Study.**

<b>Strata</b>	<b>Total Population</b>	<b>Sample Size</b>	<b>Sample Percentage</b>
Head teachers	38	4	10
Students/Pupils	2200	220	10
<b>Total</b>	<b>2238</b>	<b>224</b>	<b>10</b>

### **3.5 Data Collection Instruments**

As the study is descriptive in nature, coupled with the fact that the sample size is relatively large, questionnaires were developed as the main data collection instrument. The questionnaire items were designed in such a manner that some were closed-ended and others open-ended. This mix of question categories is preferred for it permits collection of both quantitative and qualitative data, which gives comprehensive approach in conducting the study. The questionnaires were distributed to parents, head teachers and students/pupils.

### **3.6 Piloting**

Pre-testing, also known as piloting is a preliminary study conducted on a small scale for purposes of establishing the effectiveness of data collection instruments. Mugenda and Mugenda (2003). According to Mugenda and Mugenda (2003) a pretest sample should be between 1% to 10% depending on the sample size and in this study, pretest sample of 100% of the sample size (482) was used, 10% of the sizes gives us (48 respondents). Piloting was done in Kabondo-Kasipul District by administering 48 copies of questionnaire to the pretest sample of 48 respondents. The questionnaire were then collected, checked to verify if they meet validity and reliability threshold, with the necessary changes effected to ensure that they solicit the intended outcomes in the actual study.

#### **3.6.1 Instrument Validity**

Validity is viewed as a measure of the degree to which differences found with a measuring instrument depict true differences among the items being measured (Kothari, 2005). According to Mugenda and Mugenda (2003), an instrument is

validated by proving that its items are to greater degree representatives of the characteristics it is supposed to measure.

In establishing the validity of the research instrument, adequate coverage of the research objectives was emphasized in the development of the questionnaire. Randomization was done in selecting items from the target population into final sample to check the possible influence of any extraneous variables in the study. Validity of the questionnaire was also ascertained through peer review and expert's judgment which helped in shaping up the questionnaire items intended with the objectives of the study, as well as ensuring that all items solicit expected outcomes.

### **3.6.2 Instruments Reliability**

Reliability of an instrument is a measure of the consistency with which a research instrument produces the same results when administered to the same group over a time interval, (Kothari, 2005), reliability is a measure of the degree to which an instrument yields consistent results or data after repeated trials, Mugenda and Mugenda (2003).

In this study, split-half method of measuring reliability was adopted in this case, the questionnaire items were designed into parts on the basis of odd and even appearances and Pearson's product moment coefficient of correlation ( $r$ ) between the two halves was calculated. A reliability coefficient of 0.660 was obtained. This was an indicator that the instrument was reliable and was therefore considered appropriate for the study.

### **3.7 Data Collection Procedures**

According to Kothari (2005) data collection procedures highlights the steps and their sequences as well as actions pre-requisite in conducting research effectively. Application for a research permit from the National Council of Science and Technology (NACOSTI), Ministry of Higher Education, was done upon presentation of corrected copies of a research proposal. The research embarked on data collection. The permit was presented to the authorities of education in Ndhiwa District seeking for permission and assistance from relevant entities.

The researcher adopted in this study, the steps proposed by Wiseman and McDonald (1980) which ensures enhanced questionnaire response rate, in this step, a cover letter was attached to each copy of the questionnaire addressed to the respondents disclosing the significance of the study as well as commitment to the confidentiality between the researcher and the respondents.

### **3.8 Data Analysis and Presentation**

Owing to the fact that the study is descriptive in nature, with the main data collection tool being questionnaire, descriptive statistics was used in data analysis such as frequencies and percentages and information was to be presented using frequency distribution tables.

Tromp (2009) noted that data collection is vital in everyday living and comprehensive data about the characteristics of the population gives clarity of fact. The methods used in data analysis are influenced by whether the research is qualitative or quantitative.

## CHAPTER FOUR

### DATA ANALYSIS, PRESENTATION AND DISCUSSION

This chapter focuses on an in-depth data analysis, presentation, interpretation, and discussion. Data analysis was done against the backdrop of the key study variables: influence of financing, socio-cultural factors, relevance of curriculum and accessibility to educational opportunities on retention in primary and secondary by female students in public schools Ndhiwa district.

#### 4.1 Questionnaire Return Rate

Copies of the questionnaire were administered to the respondents by the research assistants, while closely being supervised by the researcher and the following return rate registered as illustrated in table 4.1.

**Table 4.1: Questionnaire Return Rate**

Target population	Sample size	Return Rate	Return Percentage
2198	220	200	90.9%

Table 4.1 reveals that out of the copies of questionnaire administered to the respondents, 200 were received back duly completed culminating into a response rate of 90.9%. Response rate refers to the percentage of subjects that respond to a questionnaire. A response rate of 50% is deemed adequate for analysis and reporting, a response of 60% is good and a response rate of 70% and over is very good, Mugenda and Mugenda (2003).

In this respect, the study therefore returned an excellent questionnaire response rate. This was attributed to the fact that copies of the questionnaire were administered and collected back by two well trained and motivated research assistants, who consistently distributed the copies of the questionnaire to the respondents in batches of ten until all were administered. The research assistants emphasized to the respondents the need to fill the questionnaire as instructed, as well as assisting some in completing the questionnaire in cases of either commitment or other forms of incapacities.

## **4.2 Demographic Characteristics of Respondents**

The demographic characteristics of respondents were considered significant to the study on the basis that variations on such orientations would depict different attitudes towards the challenges in achieving retention in primary and secondary levels of education, hence exposing human drives which may negate realization of this noble educational goal. In this light, demographic characteristics featured included, age, class, school type and feelings of respondents about their learning institutions. The respondents included teachers, parents and girls.

### **4.2.1 Characteristics of the Respondents by Age**

The researcher believed that the age difference of the respondents could be critical in determining the retention rate in schools. Relatively young persons in higher classes would indicate that transition rate is satisfactory. However, elderly students in lower classes would be a pointer to a lost battle towards the desire to improve retention rates. The respondents were subsequently asked to complete the questionnaire and their responses captured in table 4.2

**Table 4.2: Age characteristics of respondents**

<b>Age in years</b>	<b>Frequency</b>	<b>Percentage</b>
Below13	00	0.00
13-15	42	21.00
16-19	92	46.00
Above 19	66	33.00
<b>Total</b>	<b>200</b>	<b>100.00</b>

In table 4.2, 00 (0.00%) of respondents whose questionnaire copies were received fell below 13 years, 42 (21%) in the age of 13 -15years, 92 (46%) were in the age of 16-19, with 66 (33%) being above 19 years. The statistics in the table 4.2 imply that more relatively elderly students than younger ones formed the bulk of students in public Secondary schools in Ndhiwa District.

#### **4.2.2 Class Levels of the Respondents**

Each school admitting students in different learning institutions often considers its capacity to cater for a specific number over the entire learning period. Similarly, any new request to join a new school, being granted, is also a common encounter among several institutions. In the light of such a reality, one would expect an almost uniform number of students per class, as this would indicate retention. In the light of this eventuality, the respondents were asked to complete the questionnaire indicating their class levels and table 4.3 displays their responses.

**Table 4.3: Characteristics of the respondents by class levels**

<b>Class Level</b>	<b>Frequency</b>	<b>Percentage</b>
Form one	72	36
Form Two	56	28
Form Three	44	22
Form Four	28	14
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.3 depicts that of the 200 copies of questionnaire completed by the respondents, 72 (36%) were in form one, 56 (28%) mentioned being in form two, 44(22%) indicated form three, and 28 (14%) were in form four. Reflected in table 4.3 is that, the number of students per class was steadily diminishing as one progresses to higher classes. The implication of this state of affairs is that many female students equally drop out of schools at the same rate; this scenario offered an opportunity to fathom that retention remained a challenge in district.

#### **4.2.3 Respondent Characteristics by School Type**

It was assumed in the study that type of school could determine varied rates of retention, since this difference is marked by provision of different learning conditions, either conducive, or unfavorable to effective learning. In this respect, the schools endowed with suitable learning facilities would retain students in stark contrast to those with inadequate facilities. The respondents were then asked to complete questionnaire and their responses were captured as illustrated in table 4.4.

**Table 4.4: Respondents on School Types**

<b>School type</b>	<b>Frequency</b>	<b>Percentage</b>
Girls boarding	36	18
Girls day	00	00
Mixed boarding	76	38
Mixed day	88	44
<b>Total</b>	<b>200</b>	<b>100</b>

In table 4.4, of the 200 copies of questionnaire duly completed by the respondents, 36 (18%) were learning in Girls Boarding Schools, 76 (38%) were in Mixed Boarding, 88(44%) were in Mixed Day Schools and none was in Girls Day Schools. Indicative of table 4.4 is the fact that with high prevalence of school dropout rates among female students in Ndhiwa District, school conditions also have some significant contributions to the envisaged state of affairs, as most learning opportunities were in mixed day schools.

#### **4.2.4 Characteristics of the Respondents by Duration in School**

It was assumed in the study that the length of time an individual takes in a learning institution could explain the rate of retention among students, with those taking relatively long likely to drop out more readily, unlike the lot that takes short time. On account of this possibility, the respondents were requested to complete questionnaire and their responses were noted as illustrated in table 4.5.

**Table 4.5: Characteristics of respondents by duration in schools**

<b>Length in years</b>	<b>Frequency</b>	<b>Percentage</b>
Below 1 year	72	36
1 – 2 years	56	28
3– 4 years	44	22
Above 5 years	28	14
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.5 reveals that, of the 200 respondents whose questionnaire copies were received, 72(36%) stated being in school for below 1 year, 56 (28%) mentioned 1-2 years, 44 (22%) indicated 3-4 years, with 28 (14%) mentioned above 5 years. Implied by the statistics in table 4.5 is that transition rate remained relatively low owing to the fact that the population of learners were diminishing steadily towards higher classes. Moreover, 14% of the respondents who had taken more than 4 years in the learning institutions comprised cases of drop outs and repetitions.

#### **4.2.5 Respondent’s Attitude Towards Learning Conditions**

The researchers believed that learner’s attitude towards their learning institutions could either motivate or demoralize them, thereby determining the extent to which they consistently continue with studies in the respective schools. The respondents were asked to fill the questionnaire indicating their feelings towards their schools and table 4.6 displays their responses.

**Table 4.6: Respondent's attitude towards their learning institutions**

<b>Attitude</b>	<b>Frequency</b>	<b>Percentage</b>
Very conducive	24	12
Conducive	32	16
Less conducive	68	34
Inappropriate	76	38
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.6 reveals that, 24 (12%) stated learning in a very conducive environment, 32 (16%) indicated conducive, 68 (34%) mentioned less conducive and 76 (38%) indicated learning in an inappropriate conditions. Implied is that given majority of the students cited learning in environments that did not satisfy their learning needs, it was evident that, with the prevailing circumstances, low retention rates were abound.

### **4.3 Influence of Financing on Smooth Retention among Girl Students**

The process of education is generally intricate, consuming a lot of resources and often run into years characterized by myriad threatening challenges, yet its fruits are rarely immediate and conspicuous to the immediate beneficiaries. Bides, education draws individuals in their tender ages, unaware of its benefits posing retention bottle necks. To acquire education therefore demands financial resources as it is the most valuable investment opportunity to bequeath posterity. In this study, financing was measured on the basis of economic background of the learner, adequacy of the finances, how education needs are funded and affordability of the learning facilities.

### 4.3.1 Influence of economic background of the learners on retention rate

To effectively determine the ability of a student in meeting financial needs in learning institutions, economic background offers a suitable dimension for that measure. The stability of the learner's economic background significantly influences retention and subsequent transition. On this account, the respondents were asked to complete the questionnaire and their responses noted as displayed in table 4.7.

**Table 4.7: Economic background of the learners retention**

<b>Economic background</b>	<b>Frequency</b>	<b>Percentage</b>
Very stable	24	12
Stable	28	14
Less stable	68	34
Very poor	80	40
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.7 reveals that, learners completed the questionnaire, 24 (12%) stated that their economic background was very stable, 28 (14%) mentioned stable, 68 (34%) indicated less stable, with 80(40%) stating very poor. It is therefore, deductible that the vast majority of female students were from poor economic backgrounds and therefore unable to obtain sufficient finance to cater for their educational needs. Given that the secondary school education is subsidized by the government, it becomes very difficult for parents to meet the financial demands of the schools e.g the lunch fee.

### 4.3.2 Adequacy of Finances on Retention

Economic background may not sufficiently indicate the ability of a student to address their academic needs, but the extent to which the available finances meet requirements becomes very handy. In the light of this fact, the respondents were asked to fill the questionnaire indicating how adequate the finances were to their educational needs and their responses recorded as shown in table 4.8.

**Table 4.8: Adequacy of Finances from Parents on retention**

<b>Adequacy of finances</b>	<b>Frequency</b>	<b>Percentage</b>
Very adequate	22	11
Adequate	26	13
Inadequate	70	35
Very inadequate	82	41
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.8 reveals strikingly that learners indicated adequacy of parents finances in their education were, 22 (11%) stated they were very adequate, 26 (13%) indicated adequate, 70(35%) mentioned that the finances were inadequate and 82 (41%) mentioned very inadequate. Implied by statistics in table 4.8, is that majority of the female students in public schools in Ndhiwa District were unable to obtain sufficient finances for their educational needs from parents and hence were unlikely to transcend to higher levels of learning hence low retention rate.

### 4.3.3 Influence of Forms of Educational Funding on Retention

In addition to how adequate the finances were to the educational needs, as viewed by the respondents, the researcher assumed that forms of funding educational requirements of learners would indicate the extent to which they could be in their respective learning institutions, thereby improving rates of retention. The respondents were therefore asked to fill the questionnaire indicating forms of educational funding and their responses captured as indicated in table 4.9.

**Table 4.9: Influence educational funding on retention**

<b>Form of funding</b>	<b>Frequency</b>	<b>Percentage</b>
Free education program	84	42
Parents	82	41
Well wishers	12	06
Self	22	11
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.9 indicates that of the 200 respondents who did complete the questionnaire disclosing the forms of funding their educational needs, 84 (42%) stated Free education program, 82 (41%) mentioned Parents, with 12 (06%) stating Well wishers, yet 22 (11%) mentioned that they were responsible for their own educational requirements. It is therefore observable that funding educational needs of the female students in public schools in Ndhiwa faces serious bottlenecks, explaining the possibility of registering poor rates of retention to upper levels of learning. On account of this reality, the statistics reveal that, without subsidized secondary education funding, retention rate among the female students would further reduced by 42%.

#### 4.3.4 Influence of affordability of learning resources on retention

In learning situation, parents are expected to support the learners by supplementing what the school may not. There are some learning facilities that schools may fail to provide e.g pens, calculators, mathematical tables and set, set books and even some revision materials. Asked to complete the questionnaire stating how their parents find it affordable to buy their learning needs, the respondents gave the responses shown in table 4.10.

**Table 4.10: Influence of affordability of learning facilities on retention**

<b>Affordability</b>	<b>Frequency</b>	<b>Percentage</b>
Very affordable	22	11
Affordable	24	12
Very expensive	126	63
Expensive	48	24
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.10 reveals that, most females reported that their parents could not afford the learning facilities they required disclosing, 22 (11%) stated that their educational needs were affordable, 24 (12%) mentioned affordable, 126 (63%) indicated that funding their academic needs was very expensive, with 48 (24%) stating expensive. Whereas most respondents indicated that they did find it very expensive to cater for their educational needs, only paltry 11% learners reported that their parents were able to finance their education needs, though significant enough to be ignored in determining the influence of financing on retention of female students in public schools in Ndhiwa District. It is noteworthy to conclude that challenges of retention among female students are partly contributed to by lack of parental ability to support them in buying them some learning facilities.

#### **4.4 Influence of Socio Cultural Aspects on Retention**

Social-cultural aspects of people determine the education aspirations of such communities and the importance put to education directly correspond to the extent to which the two variables conform. Given that social-cultural orientation of various communities differs in unique parameters, measures of such disparities are also recognizable in academic spheres. It is generally observed that social-cultural aspects of most communities in Africa have always discriminated against women even in areas of education and this has contributed more greatly to low retention of girls across the level of education. In this study, socio cultural aspects were measured on the bases of commonly practiced cultural issues, significance of these cultural dimensions, relevance of cultural aspects to learning and the range of number of children in the family.

##### **4.4.1 Influence of Common Practiced Cultural Aspects on Retention**

Culture of a people embodies age old practices that define how individuals socialize among members of a specific community, in extension to how others are evaluated. It packages values and patterns of behavior that are generally acquired through informal education and interpersonal interaction in casual modes of exchanges. Cultural practices could impede or facilitate the process of learning, but was readily achieve the former than the latter. In this study the researcher believed that some cultural practices were likely to work against enhancing rates of retention among female students in learning institutions. In this respect, the respondents were asked to complete the questionnaire indicating the most commonly practiced cultural aspects and table 4.11 illustrates their responses.

**Table 4.11: Influence of common cultural practices on retention**

<b>Common cultural practice</b>	<b>Frequency</b>	<b>Percentage</b>
Modern religion	82	41
Cultural rites	66	33
Marriage	32	16
Family care	20	10
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.11 reveals that head teachers and parents observed that in their communities, 82 (41%) mentioned that they were practicing modern religion, 66 (33%) stated cultural rites, 32 (16%) indicated marriage and 20 (10%) mentioned engaging in family care issues. The implications of statistics in table 4.11 was that most of the cultural practices common among the respondents were those at variance with schooling activities hence could significantly pull learners out of learning institutions.

#### **4.4.2 Significance of Early Marriages on Retention**

Given that culture defines what one practices and learns, some cultural practices may impede formal learning initiatives; hence reverse any gains to be realized in promoting formal education. Moreover, learners and society put premium on certain cultural practices, some of which only serve to perpetuate old order. In the light of such eventualities, the respondents were asked to fill the questionnaire indicating the significance of the commonly practiced aspects of culture and table 4.12 illustrates their responses.

**Table 4.12: Significance of early marriage on retention**

<b>Significance</b>	<b>Frequency</b>	<b>Percentage</b>
Socialization	66	33
Education	56	28
Cultural heritage	64	32
Modernization	14	07
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.12 indicates that of the questionnaire citing significance attached to commonly practiced aspects of culture, 66 (33%) stated that cultural practices in use were vital for socialization, 56 (28%) stated education, 64 (32%) mentioned indicate Cultural heritage, with a paltry 14(0.7%) mentioning Modernization. The implications of these statistics is that most of respondents identified less significance to educational needs as being contributed to by the commonly practiced aspects of culture. In this respect much of the culture people practice may enhance or constrain realization of the goals of education and this dimension explains the low retention rates among the female students in Ndhiwa District. This was also realized in the interviews conducted on head teachers.

#### **4.4.3 Relevance of Early Marriages to Learning**

Learning is regarded as a behavioral activity reinforced by things people observe in their immediate surroundings, especially practices that are associated with tangible gains. Owing those societies reluctantly let go their cultural practices such as early marriages, most of the time these are accorded relevance to other accepted practices. The respondents were asked to fill the questionnaire indicating the relevance of the

early marriage aspects of culture to learning and table 4.13 illustrates their responses.

**Table 4.13: Relevance of early marriage on learners**

<b>Relevance</b>	<b>Frequency</b>	<b>Percentage</b>
Very relevant	54	27
Relevant	50	25
Less relevant	70	35
Irrelevant	26	13
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.13 reveals that of the students and head teachers interviewed, early marriage on learners', 54 (27%) stated that the practices were relevant to learning, 50 (25%) mentioned relevant, with 70 (35%) stating that these practices were relevant to the learning process and 26(13%) stating irrelevant. Implied by these statistics was that much of what society practices rarely support learning and hence should be blamed for the low retention rates among female students in public schools in Ndhiwa District.

#### **4.4.4 Influence on Number of Children in Family on Retention**

Education is an investment that demands availability of sufficient resources, if the goal of educating the young in the society is an objective to be achieved. On this account, family income viewed against the prism of the number of children to be catered for was determine the extent to which learning was be sustained over a relatively long duration. On the basis of this eventuality, the respondents were asked

to complete the questionnaire showing the range of the number of children in their families and their responses captured as displayed in table 4.14.

**Table 4.14: Influence of range of children in family on retention**

<b>Range of children</b>	<b>Frequency</b>	<b>Percentage</b>
1-2	16	08
3-4	42	21
5-6	76	38
Above 6	62	31
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.14 indicates that of the questionnaire stating the range of number of children in their families, 816(08%) stated being in a family with 1-2 children, 42 (21%) indicated 3-4 children, 76 (38%) indicated 5-6 children and, 62 (31%) mentioned coming from a family with above 6 children. Implied by the table is that a large majority of the respondents were from families with large number of children constraining the meager family income. This scenario creates the impression that drop out cases were bound to be high as most of the time such students would be out looking means of survival at the expense of being in school learning.

#### **4.5 Influence of School Curriculum on Retention**

Discourse about the relevance of the secondary school curriculum in addressing the needs of learners have preoccupied public debate among Kenyans for far too long. Attempts have also been made several times to revise the secondary school curriculum in tandem with the objectives of individual learners, with even proposals for complete overhaul of the entire education system in Kenya, including

elimination of examinations at the basic levels. In this the influence of school curriculum on retention among female students was considered along, the extent of meeting personal goals, extent of equipping learners with skills and value attached the curriculum.

#### **4.5.1 Extent to which School Curriculum Meets Personal Needs**

It is prudent management of educational matters to ensure that the secondary school curriculum effectively meets not only the national goals of education, but also personal objectives, since education being the service industry to all sectors of development, plays a pivotal role for enhanced prosperity of the country. The respondents were asked to fill the questionnaire disclosing the extent to which the school curriculum was in tandem with their personal goals and table 4.15 shows their responses.

**Table 4.15: Extent to which school curriculum meets personal needs**

<b>Extent</b>	<b>Frequency</b>	<b>Percentage</b>
Great extent	56	28
Some extent	88	44
Less extent	54	27
Insignificant	02	01
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.15 indicates that of the 200 respondents who filled the questionnaire disclosing the extent to which the school curriculum meets personal needs of learners, 56 (28%) stated that the school curriculum meets their personal needs to a great extent, 88 (44%) indicated some extent, with 54 (27%) mentioning less extent

and 02 (01%) stating insignificant. Focus of an educational curriculum is measured among other parameters, in terms of the extent to which it fits into the wider societal needs. As the society expectations, so should the school curriculum be. The focus of educational curriculum should therefore be the acquisition and development of specialized competencies and not merely raw passing of examination necessary for individual survival. Individual motivation in any activity was most generally driven by how far such initiatives address individual needs. Too often, learners have been discouraged on the grounds that if some people can have their needs met without going through the challenges of acquiring education, then it was not worth being in school.

#### **4.5.2 Extent to which School Curriculum Equips Learners with Life Skills**

The process of education is meant to result in the acquisition of knowledge, skills and desirable attitudes crucial for future survival of the members of the society. Should this noble goal be perceived to be realized out of school, then being in school for a relatively long period may not be worth the effort. In order to ascertain the extent to which the school curriculum equips learners the necessary knowledge, the respondents were requested to fill the questionnaire and they responded as illustrated in table 4.6

**Table 4.16: Extent to which school curriculum equips learners with life skills**

<b>Extent</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	54	27
Agree	86	43
Neutral	24	12
Disagree	22	11
Strongly disagree	12	06
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.16 reveals that out of the 200 respondents who filled the questionnaire indicating the extent to which the curriculum equips them with skills, 54 (27%) stated that they strongly agreed, 86 (17.7%) agreed, 24(12%) mentioned being neutral, 22 (11%) disagreed and 12(06%) strongly disagreed. Implied by table 4.16, is that whereas majority of the respondents agreed that the school curriculum was equipping them with skills, the 29% whose responses were contrary was very significant to ignore, and this was sufficient to explain low retention rate among female students in Ndhiwa District.

#### **4.5.3 Influence of Value Attached to Being in School on Retention.**

Often people associate the importance of endeavors with the values that accrue, so much such that with no explicit value, an initiative would prove less compelling to sustain. On this account, the process of learning being threatening as it is, none would venture into it with no promise of gains. The respondents were therefore asked to complete the questionnaire indicating the value they attached to learning and their responses noted as illustrated in table 4.17.

**Table 4.17: Influence of value attached to being in school on Retention**

<b>Value attached</b>	<b>Frequency</b>	<b>Percentage</b>
Knowledge acquisition	96	48
Physical maturity	24	12
Social development	36	18
Economic stability	44	22
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.17 reveals that, of the 200 respondents who filled the questionnaire stating the value they attached to learning, 96 (48%) attached being in school to acquisition of knowledge, 24(12%) mentioned attaching physical maturity as the value of education, 36 (25.95%) attributed education to social development and 44(22%) indicating economic stability. The statistics in table 4.18 give the impression that many respondents attached education to more valuable issues, yet a significant percentage equivalent of 30% attributed education merely to physical maturity and social development, which can still be obtained through engagement in none educational activities. This was indicative of the number that did not attach meaningful value to school attendance.

#### **4.5.4 Influence of Preference to Learning on Retention.**

Preferences that people have on certain things promise to enhance commitment to specific endeavors of engagements. Learning, being an extensive undertaking, demands much struggle, exertion and perseverance in order to successfully go through the entire process. It is also possible to obtain other benefits from the opportunity costs associated with certain alternatives to education. In this context,

the respondents were asked to complete the questionnaire indicating their preferences to education and table 4.18 illustrates the responses.

**Table 4.18: Influence of preference to learning on Retention**

<b>Preference</b>	<b>Frequency</b>	<b>Percentage</b>
Informal employment	72	36.0
Learning	49	24.5
Marriage	37	18.5
Being at home	42	21.0
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.18 reveals that out of the 200 respondents who completed questionnaire stating their preferences to schooling, 72 (38.48%) mentioned preferring informal employment, 49(24.5%) stated being in learning institutions, 37 (18.5%) indicated marriage and 42 (21%) mentioned being at home. Table 4.18 is actually a confirmation that most learners opt to be in schools as last resorts, but given opportunities they would choose other less demanding engagements that offer them immediate means of survival.

#### **4.6 Influence of Learning Opportunities on Retention**

Given the requirements of the learning needs of female students in most societies, girls need much more than boys in order to learn effectively. Coupled with the fact that most societies in Africa still perceive females to belong to the marriage world even at tender ages, few learning opportunities are made available for them. This variable was measured on the parameters of choice of schools, schools preferred and perceptions about availability of learning opportunities.

#### 4.6.1 Influence of School Choice on Retention

It obvious that many students learn in schools that are never their choices, giving rise to increased cases of disillusionment with the actual learning environments and subsequent drop outs. Generally, female students unlike their male counterparts are strongly hit by the self concept and were hardly endure demeaning learning conditions. The respondents were asked to fill the questionnaire stating what compelled them to be in their respective schools and table 4.19 shows their responses.

**Table 4.19: Influence of school choice on Retention**

<b>School choice</b>	<b>Frequency</b>	<b>Percentage</b>
Performance	46	23
Availability	83	41.5
Preference to male siblings	47	28.5
Personal choice	24	12
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.19 reveals that, out of the 200 respondents who filled the questionnaire indicating what compelled them to join their respective schools, 46 (44.9%) stated performance, 83 (41.5%) mentioned availability of the schools, 47 (28.5%) stated preference to male siblings and 24(12%) stated personal choices. Implied by the statistics in table 4.19 is that most female learners were compelled be in schools they hardly liked and hence could easily drop out thereby negatively influencing retention to higher levels of learning.

#### 4.6.2 Influence of Preference of School Type on Retention.

The extent to which learners can consistently stay in schools generally depends on the type of school of choice, especially if such choices are not imposed by guardians. Learning instills pride in the learner and such feelings may be enhanced when learners regard their schools to offer the best learning environment. The respondents were asked to complete the questionnaire indicating the types of school preferred and table 4.20 illustrates their responses.

**Table 4.20: Influence of preference of school type on Retention**

<b>Preference of school type</b>	<b>Frequency</b>	<b>Percentage</b>
Girls Boarding	81	41.5
Girls Day	23	11.5
Mixed Boarding	76	38
Mixed Day	20	10
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.20 reveals that, of the 200 respondents who filled the questionnaire disclosing the type of schools of their choices, 81 (41.5%) stated that they preferred Girls Boarding Schools, 23 (11.5%) indicated Girls Day schools and 76 (38%) mentioned Mixed Boarding Schools, with 20(10%) preferring Mixed Day Schools . The implication is that, whereas the majority stated boarding schools as their preferences, they were ironically learning in day schools against their expectations which could explain low retention rates.

### 4.6.3 Influence of Educational Opportunities on Retention

Educational opportunities rarely favor both sexes in different families in most African Communities and it is not uncommon to encounter families granting more learning opportunities to males than females. This attitude of superiority of boys over girls is evident even in the construction of schools, in which girl schools are found to be few. In view of this reality, the respondents were asked to complete questionnaire indicating their agreement or disagreement that there were fewer learning opportunities for girls and table 4.23 displays their responses.

**Table 4.21: Influence of educational opportunities on Retention**

<b>Educational Opportunities</b>	<b>Frequency</b>	<b>Percentage</b>
Strongly agree	88	44
Agree	65	32.5
Neutral	12	06
Disagree	24	12
Strongly disagree	11	05.5
<b>Total</b>	<b>200</b>	<b>100</b>

Table 4.21 reveals that, out of the 200 respondents who filled the questionnaire indicating their agreement or disagreement that there were fewer learning opportunities for girls, 88 (44%) stated that they strongly agreed, 65 (32.5%) agreed, with 12 (06%) being neutral, 24(12%) disagreed and 11 (05.5%) strongly disagreed. Implied in the table is that a relatively higher number of respondents indicated that girls really have fewer learning opportunities and this could easily explain the low rate in retention in public primary and secondary schools in Ndhiwa District.

## **CHAPTER FIVE**

### **SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS**

This chapter focuses on the summary of the study findings against the backdrop of the key study variables. In this study, the researcher sought to investigate the influence of funding, socio cultural factors, School curriculum and learning opportunities, on smooth retention rate among female students in public secondary schools in Ndhiwa Sub-county. Besides, this section also features the conclusions drawn from the investigations, as well as the study recommendations, both for policy formulation and suggestion for further research.

#### **5.1 Summary of the Findings**

In this study, copies of questionnaire were administered to the respondents, 200 were received back duly completed culminating into a response rate of 90.9%. The study sought to evaluate whether demographic characteristics would have significant influence on rates of retention. It was established that more relatively elderly students than younger ones formed the bulk of students in public Secondary schools in Ndhiwa District, a sign that students stagnate at different levels of learning. Besides, the number of students per class was steadily diminishing as one progress to higher classes. The implication of this state of affairs is that many female students equally drop out of schools at the same rate; this scenario offered an opportunity to fathom that retention remained a challenge in the district. From the findings, the fact that with high prevalence of school dropout rates among female students in the District, school conditions also have some significant contributions to the envisaged state of affairs, as most learning opportunities were in mixed day schools. Majority

of the students cited learning in environments that did not satisfy their learning needs, it was evident that, with the prevailing circumstances, low retention rates were abound.

The process of education is generally intricate, consuming a lot of resources and often run into years characterized by myriad threatening challenges, yet its fruits are rarely immediate and conspicuous to the immediate beneficiaries. Besides this, education draws individuals in their tender ages, unaware of its benefits posing retention bottle necks. To acquire education therefore demands financial resources as it is the most valuable investment opportunity to bequeath posterity. It is therefore deductible that the vast majority of female students were from poor economic backgrounds and therefore unable to obtain sufficient finance to cater for their educational needs. In the face of such serious financial challenges, it was unfathomable to realize higher retentions.

Whereas most respondents indicated that they did find it very expensive to cater for their educational needs, only a paltry 11% were able to finance their education needs, though significant enough to be ignored in determining the influence of financing on retention of female students in public schools in the District. It is noteworthy to conclude that challenges of retention among female students were partly contributed to by inadequate funding.

Social-cultural aspects of people determine the education aspirations of such communities and the importance put to education directly correspond to the extent to which the two variables conform. Given that social-cultural orientations of various communities differ in unique parameters, measures of such disparities are also

recognizable in academic spheres. It is generally observed that social-cultural aspects of most communities in Africa have always discriminated against women even in areas of education and this has contributed more greatly to low retention of girls across the levels of education. It was observed that most of the cultural practices common among the respondents were those at variance with schooling activities hence could significantly pull learners out of learning institutions. Most of respondents identified less significance to educational needs as being contributed to by the commonly practiced aspects of culture. In this respect much of the culture people practice may enhance or constrain realization of the goals of education and this dimension explains the low retention rates among the female students in Ndhiwa District. The study noted that a large majority of the respondents were from families with large number of children constraining the meager family income. This scenario creates the impression that drop out cases were bound to be high as most of the time such students would be out looking means of survival at the expense of being in school learning.

Discourse about the relevance of the secondary school curriculum in addressing the needs of learners have preoccupied public debate among Kenyans for far too long. Attempts have also been made several times to revise the secondary school curriculum in tandem with the objectives of individual learners, with even proposals for complete overhaul of the entire education system in Kenya. Focus of an educational curriculum is measured among other parameters, in terms of the extent to which it fits into the wider societal needs. As the society expectations, so should the school curriculum. The focus of educational curriculum should therefore be the acquisition and development of specialized competencies and not merely raw

passing of examination necessary for individual survival. Individual motivation in any activity was most generally be driven by how far such initiatives address individual needs. Too often, learners have been discouraged on the grounds that if some people can have their needs met without going through the challenges of acquiring education, then it was not worth being in school. whereas majority of the respondents agreed that the school curriculum was equipping them with skills, the 29% whose responses were contrary was very significant to ignore, and this was sufficient to explain low retention rate among female students in Ndhiwa District. Moreover, the impression that many respondents attached education to more valuable issues, yet a significant percentage equivalent of 30% attributed education merely to physical maturity and social development, which can still be obtained through engagement in none educational activities. This was indicative of the poor retention in secondary.

## **5.2 Conclusions of the Study**

Given the requirements of the learning needs of female students in most societies, girls need much more than boys in order to learn effectively. Coupled with the fact that most societies in Africa still perceive females to belong to the marriage world even at tender ages, few learning opportunities are made available for them. Whereas majority of the respondents agreed that the school curriculum was equipping them with skills, the 29% whose responses were contrary was very significant to ignore, and this was sufficient to explain low retention rate among female students in the District. The study established that a relatively higher number of respondents believed that girls really have fewer learning opportunities and this could easily explain the low rate in retention in public schools in Ndhiwa District.

Drawing conclusion from the study findings, it is crucial to observe that the key study variables that informed this work, in a great measure, were found to have had substantial contributions to retention among female students in public schools in Ndhiwa District.

### **5.3 Recommendation of the Study**

The study recommends that the Government should formulate policies favorable to female learners, in particular and all learners in general, in order to enhance retention rates, especially through provision of necessary learning facilities in rural public schools. The goal of free primary education that ensures high retention and transition rates were only to become real if poverty challenges are also addressed through sustainable poverty eradication policies, as no child can learn on an empty stomach. In addition, parents and guardians with children in schools must be sensitized on what ought to be done to ensure that learners get retained in schools; an effort that would ensure that these young people are prepared fully to assume crucial responsibilities in future.

#### **5.3.1 Suggestions for further Research.**

The study recommends the following areas to be considered for further research:

1. What is the influence of HIV/AIDS on rates of retention among students in public schools in Ndhiwa District?
2. Which alternative practices can be adopted in addressing cultural patterns of behavior that discriminate against female students in accessing academic opportunities in Kenya?
3. What differences in rates of retention are found among female students in public Schools in rural and urban environments?

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## APPENDICE

### APPENDIX I

#### QUESTIONNAIRE FOR HEADTEACHER

##### Introduction

The study seeks to analyze factors that influence retention rate of female students in Ndhwa District – Homa-Bay County. The information provided will be strictly for the purpose of research and will be treated confidentially.

Please **DO NOT** indicate your name

##### Instruction

Kindly ensure you answer the following question to the best of your knowledge

Please tick (✓) or provide the information as required in each section or question

##### SECTION A: Biodata

1. Gender (tick one)

Male                        Female     

2. Age (in years)   

3. Years you have been in the current school     

4. Level of education (tick one)

Diploma       Degree                Masters           

5. Type of school you are managing (tick one)

Mixed          Single                Day          Boarding

**SECTION B**

1. Number of girls in Form 4 in your school .....
2. Number of girls in who joined f1 and currently in form 4 .....
3. Indicate the status of the following learning facilities for girls your school by ticking appropriately.

No	Facility	Adequate	inadequate
i.	Lockers, Chairs, Desks		
ii.	Toilets/Latrines		
iii.	Textbooks/Teaching Aids		
iv.	School Playgrounds		
v.	Clubs And Societies		
vi.	Clean Water		

4. According to you, how would you rate the adequacy of the facilities in your school (✓ tick one)

Very adequate [ ] Adequate [ ] Inadequate [ ]  
 Very inadequate [ ]

5. In your opinion, what are the factors that influence the girls retention in your school.....  
 .....

6. Do your students pay fees promptly as instructed by the structure?  
 YES [ ] NO [ ]

7. a) Are the present students in form four same as number of students who were admitted in form one four years ago?

YES [ ] NO [ ]

b) If the number increased, what caused the increase?

i) Increase in number of streams	
ii) Transfer to the school from another	
iii) Increase in enrolment	
iv) Fees reduction	
v) Increase in academic performance	
vi) Others -specify	

c) If the number decreased, why?

i) Transfer to another school	
ii) Repetition	
iii) Drop out due to lack of fees	
iv) Married	
v) Expulsion	
vi) Others -specify	

8. In your opinion, is your school committed in any way to ensure high retention of girls? (√Tick one)

YES [ ] NO [ ]

9. If yes in (6) above, state some of the ways, the school ensure retention of girls in school .....

10. How supportive are your parents in your schools towards girls'education?

Very much [ ] Much [ ] Fairly [ ] Not at all [ ]

11. In your opinion, what measures can be taken to ensure girls high retention rates in Ndhiwa district?.....

.....

.....

.....

.....

**THANK YOU**

## APPENDIX II

### QUESTIONNAIRE FOR FEMALE STUDENTS

This questionnaire is developed to help in obtaining data for the study based on an evaluation factors influencing retention rate of girls in public secondary schools in Ndhiwa district. Read the items diligently and provide the necessary responses accordingly.

#### SECTION I: DEMOGRAPHIC CHARACTERISTICS OF RESPONDENTS

1. indicate your age in years

- |                |     |          |     |
|----------------|-----|----------|-----|
| Below 13 years | [ ] | 13 - 15  | [ ] |
| 16 – 19        | [ ] | Above 19 | [ ] |

2. State your class

- |          |     |         |     |
|----------|-----|---------|-----|
| Form I   | [ ] | Form II | [ ] |
| Form III | [ ] | Form IV | [ ] |

3. For how long have you been in your current school?

- |              |     |               |     |
|--------------|-----|---------------|-----|
| Below 1 year | [ ] | 1 – 2         | [ ] |
| 3 – 4        | [ ] | Above 5 years | [ ] |

4. Indicate the type of school you prefer?

- |                |     |           |     |
|----------------|-----|-----------|-----|
| Girls boarding | [ ] | Girls day | [ ] |
| Mixed boarding | [ ] | Mixed day | [ ] |

5. What is your perception about your current school?

- |                |     |               |     |
|----------------|-----|---------------|-----|
| Very conducive | [ ] | Conducive     | [ ] |
| Less conducive | [ ] | Inappropriate | [ ] |

6. Describe your economic background

Very stable [ ] Stable [ ]

Less stable [ ] Very poor [ ]

7. How adequate are the availability finance to your academic needs?

Very adequate [ ] Very inadequate [ ]

Adequate [ ]

8. Indicate how your education is funded

Free education program [ ] Parents [ ]

Well wishers [ ] Self [ ]

9. Describe how affordable learning facilities are to your parents

Very affordable [ ] Affordable [ ]

Very expensive [ ] Expensive [ ]

10. Indicate most commonly practiced social-cultural aspects in your community

that interfere with girls education in Ndhiwa Sub-county

Modern religion [ ] Transitional cultural rites [ ]

Marriage [ ] Family care [ ]

11. State the significance of the social-cultural practices

Socialization [ ] Education [ ]

Cultural heritage [ ] Modernization [ ]

12. How relevant to learning are the social-cultural practices?

Very relevant [ ] Relevant [ ]

Less relevant [ ] Irrelevant [ ]

13. In your own opinion, explain the contribution of the social cultural practices on retention of girls in public secondary school.....

14. Indicate the range of the number of children in your family.

1 – 2 [ ]                      3 – 4 [ ]

5 – 6 [ ]                      Above 6 [ ]

15. To what extent does the school curriculum meet your personal goals?

A great extent [ ]                      Some extent [ ]

Less extent [ ]                      Insignificant [ ]

16. To what extent do you agree or disagree that the school curriculum equips you with life skills?

Strongly agree [ ]    Agree [ ]    Neutral [ ]

Disagree [ ]    Strongly disagree [ ]

17. Describe the value you attach to being in school.

Knowledge acquisition [ ]                      Physical maturity [ ]

Social development [ ]                      Economic stability [ ]

18. Given an opportunity to be or not to be in school, indicate your preference

Informal employment [ ]                      Learning [ ]

Marriage [ ]                      Being at home [ ]

19. In your own opinion, explain the relationship between social cultural practices and transition of girls in public school.....

.....

20. State how you ended up being in your current school

Performance [ ] Availability of school [ ]

Performance to male siblings [ ] Personal choice [ ]

21. Given opportunity, which school type would you prefer?

Girls boarding [ ] Girls day [ ]

Mixed boarding [ ] Mixed day [ ]

22. To what extent do you agree or disagree that girl have fewer educational opportunities than boys?

Strongly agree [ ] Agree [ ] Neutral [ ]

Disagree [ ] Strongly disagree [ ]

23. In your own opinion, explain the relationship between access to educational opportunities and smooth primary to secondary transition of girls in public school.....

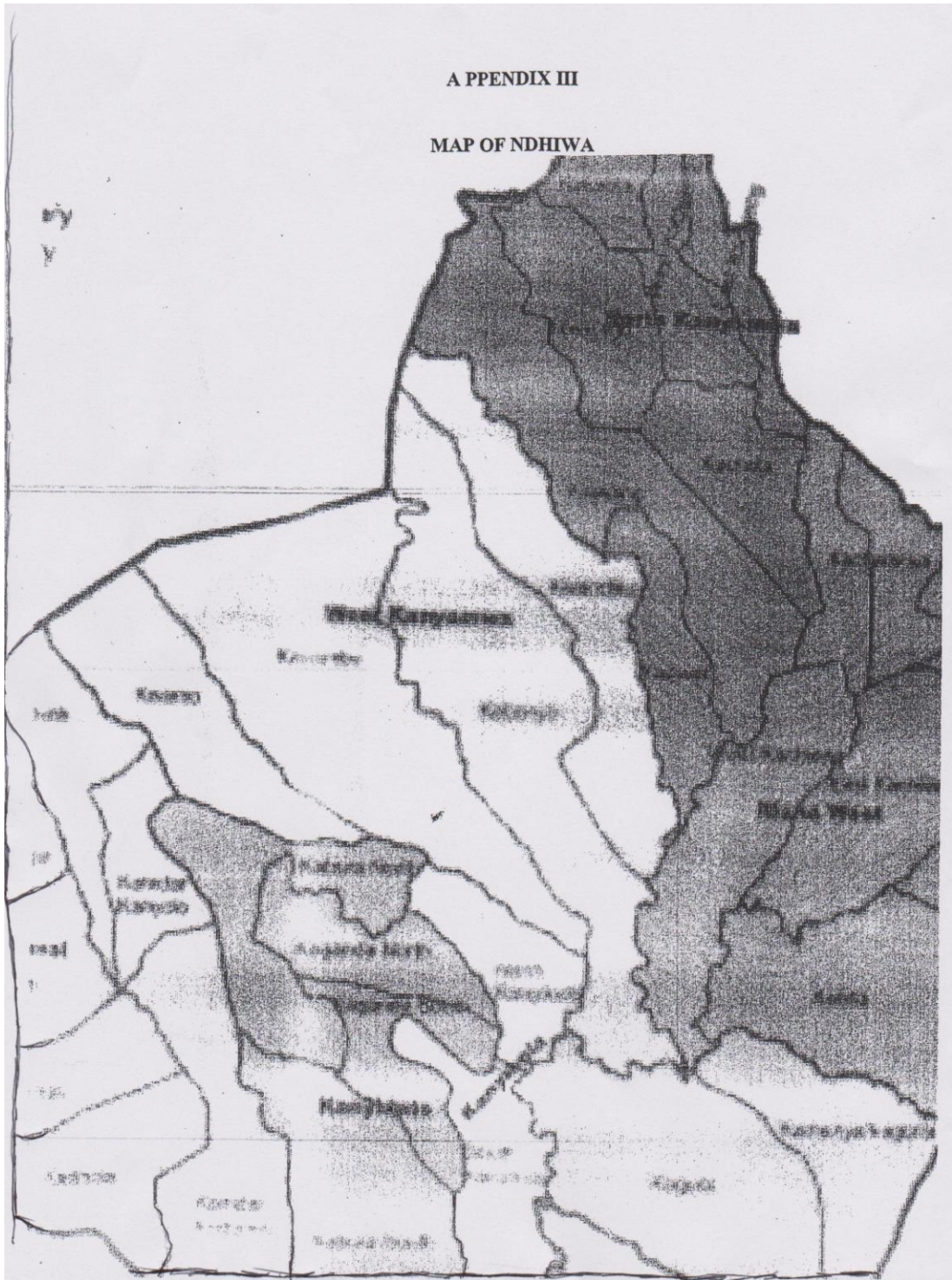
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**THANK YOU**

**A PPENDIX III**

**MAP OF NDHIWA**



# APPENDIX IV

## RESEARCH PERMIT

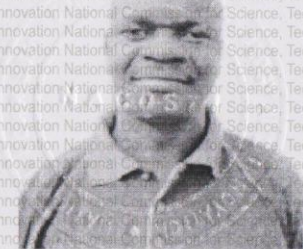
**THIS IS TO CERTIFY THAT:**

**MR. GEORGE ABUNGU OCHIENG**  
**of KENYATTA UNIVERSITY, 212-40223**  
**KADONGO, has been permitted to**  
**conduct research in Homabay County**  
**on the topic: FACTORS INFLUENCING**  
**EFFECTIVE TRANSMISSION OF GIRLS**  
**FROM PRIMARY TO SECONDARY SCHOOL**  
**IN NDHIWA DISTRICT OF HOMABAY**  
**COUNTY, KENYA.**

**for the period ending:**  
**31st August, 2014**

**Permit No. : NACOSTI/P/14/3357/1436**  
**Date Of Issue : 25th August, 2014**  
**Fee Received :Ksh 1,000**


*[Signature]*  
**Applicant's**  
**Signature**




*[Signature]*  
**Full Secretary**  
**National Commission for Science,**  
**Technology and Innovation**

**CONDITIONS**

- 1. You must report to the County Commissioner and the County Education Officer of the area before embarking on your research. Failure to do that may lead to the cancellation of your permit**
- 2. Government Officers will not be interviewed without prior appointment.**
- 3. No questionnaire will be used unless it has been approved.**
- 4. Excavation, filming and collection of biological specimens are subject to further permission from the relevant Government Ministries.**
- 5. You are required to submit at least two(2) hard copies and one(1) soft copy of your final report.**
- 6. The Government of Kenya reserves the right to modify the conditions of this permit including its cancellation without notice.**



**REPUBLIC OF KENYA**



**National Commission for Science,**  
**Technology and Innovation**

**RESEARCH CLEARANCE**  
**PERMIT**

**Serial No. A 2977**

**CONDITIONS: see back page**