

**FACTORS AFFECTING TRANSITION, PERFORMANCE AND
RETENTION OF GIRLS' IN SECONDARY SCHOOLS IN ARID AND
SEMI ARID LAND: A CASE OF RHAMU TOWN - MANDERA COUNTY,
KENYA**

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DECLARATION

This research project is my original work and has never been submitted for a degree in any other university.

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DEDICATION

This work is most dedicated to the Almighty God that helped me to accomplish it. I also wish to dedicate this work to my wife Lul Adan Osman for believing and encouraging me all through the programme and my brother Kerrow K. Dube for standing by me during the hardest moments of my life, and the entire family for their support, encouragement and prayer while undertaking the course.

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ABSTRACT

This study aimed at gaining an in-depth understanding of the factors affecting educational access, retention and performance. Although a number of studies have been done on factors affecting access, performance and retention in secondary schools in other parts of the Country, no specific study has investigated the continued inaccessibility and low retention among the girl child in secondary schools in ASAL regions particularly in Mandera District in Kenya in spite of free secondary education. Scholars therefore need to delve deeper and explore this problem. The study was based on the following objectives: To determine the factors that affect enrolment, retention and performance in secondary schools among girls within Mandera District. To assess the perception of the girl-child and the view of the community regarding educating girls, identify the key challenges that prevent girls from accessing secondary education despite free secondary education and to identify the local people's suggestions and mitigation measures for addressing the problem. The researcher adopted the classical liberal theory of opportunity and social Darwinism. The theory asserts that each person is born with a given amount of capacity, which to a large extent is inherited and cannot be substantially changed. It also states that social mobility is promoted by equal opportunity of education. Literature review was presented in chapter two based on objective of the study which is factors affecting educational transition, performance and retention in secondary schools in arid and semi arid land. This study adopted the descriptive survey design. The total population for this study was 1280 respondents which consisted of 120 teachers, 800 students and 360 parents. The study was conducted in Rhamu town of Mandera Central North eastern province, in Kenya. A sample of between 10% and 20% of the population was taken for this study.. The study focused on five secondary schools in which 120 students were involved. The target group included a sample of 18 teachers, and 54 parents. The study used simple random sampling technique to select the study respondents particularly the teachers and parents. Simple lottery was used to identify the respondents. Piloting was done using test-retest; the instruments were pre-tested in two schools in Mandera District. Piloting was done with the sole purpose of detecting any weakness and find out if the questionnaires were clear to the respondents. The instruments were scrutinized by my supervisors and lecturers in the department to determine its validity and used test-retest method to assess the reliability of data, where the co-efficient of internal consistency was established at 0.86. The 0.86 point indicated a high degree of reliability of the instrument. The questionnaire for 120 students and 54 parents were given and self administered in schools in separate class by the students and collected by the researcher after three days. For out of school, it was administered through snowballing where the researcher interviewed specific girls who dropped out of school. In term of qualitative analysis, the researcher organized the data thematically. The major factors affecting either performance, retention or performance among girls in Mandera District were mostly lack of school fees or early marriage. The study results will be used for providing useful information to the policy makers on the implementation of workable strategies that will promote girls' education in the ASAL region. In conclusion information gathered would contribute to knowledge by analyzing factors and situations that limit girl-child transition, retention and performance in ASAL region. It also helps to the contribution of knowledge by enabling policy makers in the ministry of education and recommended that relevant stakeholders to improve overall standard of education in ASAL region especially for girl-child and take into account mitigation measures.

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ACRYNOMS

ASAL	- Arid and Semi-Arid Lands
EFA	- Education for All
FAWE	- Forum for African Women Educationists.
FGM	- Female Genital Mutilation
GER	- Gross Enrolment Ratio
NEP	-North Eastern Province
NER	-Net Enrolment Ratio
NGO	- Non Governmental Organization
SSA	-Sub-Saharan Africa
UNESCO	- United nation Education and Scientific organization
UNICEF	- United Nations International Children Education Fund

CHAPTER ONE

INTRODUCTION

1.0 Introduction

This section of the study gives details on the background to the study, statement of the problem, purpose of the study, objectives of the study, research questions, and significance of the study, theoretical and conceptual frameworks, and assumptions of the study, limitation of the study and definition of significant terms.

1.1 Background of the Study

The future of many countries depends on how well their citizens are educated, the type of education offered and how well it is developed (Todaro, 1997). At independence, Kenya had three major problems to solve; poverty, ignorance and disease. Kenya decided to lay more emphasis on education as the key to economic, social and political development (Republic of Kenya, 1964). In spite of the fact that improving and widening access to education has been major goal of the Kenya government, the history of education opportunity especially in pastoral areas still holds cultural inequality and disparity between boys and girls (UNICEF, 2003).

The right to education has been reaffirmed internationally (UNICEF, 2001). Article 28 of the United Nations Convention on the rights of the child states that every child has a right to education no matter what his or her circumstances and the Government of Kenya has stated its commitment to making this a reality (Republic of Kenya, 2005). Indeed the Government of Kenya seeks to ensure equity in terms of equal access to education (Republic of Kenya, 2005). This commitment to achieving equity is of utmost importance since equity in education is a fundamental principle of the EFA Agenda. According to UNESCO (2008), equity in education

should ensure provision of appropriate, relevant and viable learning opportunities to all children without distinction of location.

In the case of sub-Saharan Africa, Hyde (1989) has suggested that poverty arising from marginalization of these countries in the global economy, as well as the countries' low levels of economic development, may be important factors in how much stakeholders can avail for the purposes of education.

Studies on access and retention in primary and lower secondary education in Ghana show that although the FCUBE made an overall enrolments increase, children from poor households continue to be underrepresented in enrolments (Akyeampong, 2009; Rolleston, 2009). Akyeampong (2009) and Rolleston (2009) made it explicit that not only indirect costs hinder access of the poor but also opportunity costs substantially affect the chances of poor children to enroll in and complete basic education. A study of access patterns in Malawi also concludes that access to education in the country continues to reflect household wealth (Chimombo, 2009). Thus, despite direct fees being abolished, these studies clarify that the abolition of fees has not been enough to ensure access to education for the poor.

For instance, a study by Mensch and Lloyd (1998) on gender difference in primary school experiences in Kenya shows that some primary school teachers limit girls' incentives to continue further education and to delay marriage and child bearing. Their study also found for example that, the awarding of academic prizes appears to be biased in favour of boys that boys outperformed girls in the primary leaving examination and that gender gaps in achievement were greater in low-performing schools. In fact, teachers' low expectations towards girls' academic

performances can reduce girls' motivations and discourage them from continuing further education (UNESCO, 2008). Gender-stereotyped households and occupational roles presented in textbooks and curriculum also negatively affect girls' aspirations to further education.

The remoteness has had a negative impact on the number of teachers in schools. Many teachers are unwilling to work in these areas especially if these are not their home districts as Otieno (2006) has observed that ASAL areas suffer high teacher turn over owing to the interplay of factors such as harsh climatic conditions, poor infrastructure, insecurity and lack of teacher housing. Further, teachers from other parts of the country do not want to serve in these areas. ASALs are harsh areas and teachers find it difficult to survive in these regions and hence look for transfers leaving the areas deprived of teaching force.

Another major threat affecting girls is unique climatic condition of the Arid and semi-Arid lands which makes provision of education a challenge. These areas experience extremes in climatic conditions which are at times characterized by frequent droughts. The terrain is harsh as much of it is dry with average rainfall of only 250mm. (Republic of Kenya, 1976). In arid and semi-arid areas such as NEP, the level of poverty and economic under-development may be higher than in other parts of the country with more reliable weather patterns. This is because the mainstay of the country is agriculture and therefore weather patterns play an important role in the economy.

The economic activity in the region also affects education. The major economic activity carried out is pastoralism, with many of the communities being nomadic. Worldwide, nomads are among groups that are considered neglected, (UNESCO, 2008). The Mandera District in Kenya is

considered to be one of the homes of the poorest of the poor with over 60 percent of the population living below the poverty line (Republic of Kenya, 2005). This is the reality for the children in North Eastern province areas. All these factors point to the variety of handicaps the girl child faces. This situation is summed up well by Poole (1981) whose studies in Australia observed that multiple factors produce and reproduce disadvantage. Students from North Eastern region are disadvantaged, this being a condition that is experienced by minority groups.

In Kenya, the selection into secondary school is fixed by the quota system of selection. Entry marks to national schools are flexible, in that admission is determined by the highest performance in each district, thus making it possible for rural schools to send their children to these schools (Bogonko, 1992).

Access to government secondary school system in Kenya is meritocratic; selection is based purely on performance in the primary leaving examination and admission to public secondary schools is highly competitive (Knight & Sabot, 1990). Since the quota system of selection is used with a view of promoting national integration and unity among the youth (Ministry of Education, 1996), the national secondary schools are a meeting point for students from varied social, economic and cultural backgrounds. . Lockheed and Verspoor, (1991) state that certain groups of children are educationally disadvantaged in virtually all societies; this is reflected in their educational attainment.

a) The transition from primary to secondary school

Given that those children who reach the last grade of primary school are more likely to be from better-off households, children from poorer households are less likely to be able to access

secondary education. The transition rate in 1967/68 was 24.1percent Ministry of Education and Republic of Kenya (1972a-2006a) Economic Survey. This means that fewer than one in four children who enrolled in the last grade of primary school in 1967 accessed secondary education in 1968. Since then, while the transition rate fluctuated until recently, the overall transition rate has improved. In 2006/07, it is estimated that the transition rate reached 60 percent. This suggests that six in every 10 children enrolled in the last grade of primary school in 2006, became enrolled in secondary school in 2007. Available data on the transition to secondary school by gender show that more boys than girls have enrolled in secondary school in the past decade. The Gender Parity Index (GPI) indicates that there are 89 girls for every 100 boys in form 1 in 2005, and this figure has not significantly changed since 1995. This suggests that there are persistent gender disparities in access to secondary education, despite rapid increases in form 1 enrolments in recent years. There are still concerns about who accesses secondary school in Kenya, despite increases in overall numbers.

b) Secondary school enrolments by household wealth and gender

In 2005, it was estimated that there were 4,169 secondary schools in Kenya, of which 83 percent were public and 17 percent were private. Data from the Ministry of Education show that the number of secondary enrolments in 2005 was approximately 928,000, of whom 8.9 percent were in private secondary schools. This suggests that the majority of secondary school students in Kenya attend government schools. Though there are several reasons for low transition rates, insufficient school supply and high costs of fees are two important causes (Ministry of Education, 2004, 2005). In general, the comparison of grade enrolments from the first grade of primary school to the first grade of secondary school shows a clear shift of enrolment patterns, where

wealth becomes an increasing factor in access as children move through the grades. As primary and secondary enrolment figures show, the chances of a child getting into secondary school are determined by household wealth. This therefore raises concerns about whether enrolments in secondary school can be helped via bursaries and free secondary education for the poor. The Ministry of Education's documents (2004, 2005) point out other reasons such as high level of poverty, extra levies for private tuition, unfriendly school environment, negative effects of HIV/AIDS pandemic and rising repetition rates.

c) A government bursary scheme for the poor

To deal with the inability of poor and vulnerable households to pay secondary school fees, the Government of Kenya created a bursary scheme in 1994. The underlying rationale is that no child who qualifies academically for secondary education should be denied access to secondary education because of the inability to pay school fees. The objective therefore is to provide financial assistance to economically and socially needy students in all public secondary schools (Republic of Kenya, 2002c). In order to achieve a fair and equitable allocation of the bursary, the government set up the following formula when the scheme was established:

- 25 percent of all bursaries were to be allocated to arid and semi-arid land (ASAL) districts;
- 70 percent of all bursaries were to be allocated to schools in all districts (including ASAL);
- 5 percent of the bursaries were to be allocated to the national schools to cater for students who come from disadvantaged areas.

Another study by Njeru and Orodho (2003) on the bursary scheme found that although there were students who benefited from bursaries, this had no significant impact on enrolment by the poor. They concluded that because the scheme targeted students already enrolled in secondary school, it missed students who had failed to raise the initial school fees, so the scheme ignored students who had not already been able to gain access, despite their academic eligibility. These reports raise critical questions about whether government bursaries reach intended beneficiaries and in so doing expand access for those who are excluded, or whether the government reinforces the exclusion of the poor by awarding bursaries to financially able groups whose children are already in secondary school. Since children from the bottom wealth quintiles have fewer chances to enroll in secondary school than children from the top wealth quintiles, it is important that government bursaries reach the poor

d) The introduction of free secondary education

The Government of Kenya officially launched the Free Secondary Education Programme at the beginning of 2008 because many Kenyan children who completed primary school were not getting access to secondary school, mostly because of school fees. The underlying assumption of the new policy was that all children who were academically qualified for secondary education ought to be able to gain access to it. The President of Kenya emphasized that the main objective of providing free secondary education is to ensure that children from poor households acquire a quality education that enables them to access opportunities for self-advancement and become productive members of society (Speech by President Kibaki, February 2008: para 8). There seem to be some factors that formed the basis for the introduction of free secondary education in the country. These include: Government commitment to the achievement of EFA and the MDGs,

with the promise to achieve a 70 percent transition rate from primary to secondary by 2008, a study by the Government via the Ministry of Education on the possibility of implementing free secondary education and free secondary education as one of the manifestos of the 2007 Presidential campaign. Several recent government documents refer to the government's high commitment to meeting the EFA and MDGs targets (Republic of Kenya, 2002b; MoEST, 2004, 2005). In particular, the *Sessional Paper No.1 of 2005* by the then Ministry of Education Science and Technology (MoEST) underscores that costs of secondary education are the main reason for the low transition rate to secondary education. The report (MoEST, 2004) proposes that the government should address transition rates. In response, the Government developed the Kenya Education Sector Support Programme 2005-2010, which clearly states their intention to integrate secondary education as part of basic education (MoEST, 2005: 177). This policy framework became the backbone for implementing free secondary education. It seems that the Government assumed there was adequate physical capacity to accommodate more students in schools; that the government's current budget for secondary education was sustainable; and that the free primary education programme was successful (IPAR, 2007). Hence, the Ministry of Education looked at why low transition rates to secondary school were continued by addressing five thematic areas: i) the unit cost of secondary education; ii) the structure of tuition fees; iii) non-teaching staffing norms and wage guidelines; iv) essential versus luxurious needs in secondary education; and v) tuition fee waivers and their implementation challenges (*ibid*, 2007). As a result of this study the Government concluded free secondary education was viable. In order to implement the policy, it was essential for the government to receive the support of the Kenyan people.

In elections, education has almost always become a strategy for candidates to gain popular votes (Sifuna, 2005; Oketch & Rolleston, 2007). During the election campaign of 2007 most candidates had free secondary education as part of their manifesto (Malenya, 2008). Thus, while implementing free secondary education was the government's intention, the Presidential election in 2007 created the momentum for its introduction. However, free secondary education would be only sustainable with radical changes in cost structures. The Government of Kenya spends a relatively high proportion of total public expenditure on education as a percentage of Gross National Product (GNP). In 2006, total public expenditure on education was 6.9 percent of GNP (UNESCO, 2008). Despite the relatively high expenditure on education, the GER in secondary education was only 31 percent in 2006 (UNESCO, 2008). Lewin (2007b) suggests that in general to achieve GERs of 110 percent in primary, 100 percent in lower secondary and 50 percent in upper secondary, approximately 8.6 percent of GNP would be required to be spent on education without any cost saving reforms; or 6.3 percent of GNP with cost saving reforms.

Lewin (2007) further suggests that no country with ratios of secondary to primary unit costs of more than 3:1 succeeds in universalizing secondary education. This is a critical challenge in Kenya, given the fact that the ratios of secondary to primary unit costs were roughly 3.4:1 in 2004/2005. This suggests that if Kenya were to achieve universal secondary education, the overall public expenditure on education would have to be increased to 8.4 percent of GNP. Of that, at least three percent of GNP would be required for secondary education with cost saving reforms of no more than 3:1 in the ratios of secondary to primary unit costs. Unless the government radically changes the cost structure, it is unlikely that Kenya will be able to achieve sustainable universal secondary education. Based on the above background, this study looked at

the extent to which the reductions in household contributions enabled the poor and girls to increase access to secondary schools

1.2 Statement of the Problem

Secondary enrolment in Sub-Saharan Africa (SSA) continues to be the lowest in the world. Of approximately 104 million secondary school-age children in the region, only one in four (25%) were enrolled in secondary school in 2006 (UNESCO, 2008: 330-331). Of those, there were 83 girls for every 100 boys (*ibid*, 2008). This figure in SSA is a critical challenge as compared with other regions. For instance, net enrolment ratio (NER) in secondary education in the Caribbean is 40 percent with 107 girls for every 100 boys. Secondary NER in South and West Asia is 45 percent with 86 girls for every 100 boys. The world average on secondary NERs shows that slightly more than half (58%) of the secondary school-age children are enrolled in secondary schools in 2006, with 96 girls for every 100 boys (*ibid*, 2008). The gaps in NERs between SSA and the world average are 33 percentage points.

Statistics provided by UNESCO (2008) show that children, particularly girls, in SSA have the lowest opportunity to enroll in secondary school at their official age. In line with the stated obligation, the Government of Kenya has put focus on policies such as initiating out of school programmes for pastoralist children like mobile schools and strengthening boarding institutions to cater for nomadic children (Government of Kenya, 2003). These are mechanisms that seek to ensure that children from disadvantaged areas particularly girls access secondary schools. The government has produced various policy guidelines addressing gender differences in enrolment and achievement in the seventh and eighth development plans. The seventh development plan

(1994-1996) is the most detailed government statement addressing gender in education concerns. The plan records the guideline on readmission of adolescent mothers back to school. It also gives guidelines for removal of stereotyping in all educational materials and the provision of appropriate role models. These should be coupled with community mobilization and sensitization for the girl-child education to address social-cultural factors and household dynamics and the creation of a database on the education of disadvantaged girls, such as rural/urban poor and the nomadic girl. This development plan also seeks to address teachers' expectations and attitudes towards boys and girls, based on the premise that teachers' expectations and negative comments tend to inhibit girls' learning and success in the education system.

Although a number of studies have been done on factors affecting access, performance and retention in secondary schools in other parts of the Country, no specific study has investigated the continued inaccessibility and low retention among the girl child in secondary schools in ASAL regions particularly in Mandera County in Kenya in spite of free secondary education. Scholars therefore need to delve deeper and explore this problem. The study attempted to address some aspects on factors affecting transition, performance and retention in girls secondary schools from arid areas not fully covered in the studies discussed hitherto.

1.2.1 Purpose of the study

The purpose of this study was to find out factors affecting transition, performance and retention of girls' in secondary schools in arid and semi arid land in Mandera County.

1.3 Objectives of the Study

The following objectives guided the study:

1. To determine the factors that affect enrolment, retention and performance in secondary schools among girls within Mandera County.
2. To assess the perception of the girl-child and the view of the community regarding educating girls.
3. To identify the key challenges that prevents girls from accessing secondary education despite free secondary education.
4. To identify the local peoples suggestions and mitigation measures for addressing the problem

1.4 Research Questions

The study was guided by the following research questions

1. What are the factors that affect retention and performance in secondary schools among girls within Mandera County?
2. What is the perception of the girl-child and the view of the community regarding educating girls?
3. What are the key challenges that prevent girls from enrolling in secondary education despite free secondary education?
4. What are the local people's suggestions and mitigation measures for addressing the problem?

1.5 Significance of the Study

The research findings on the factors affecting transition, performance and retention in girls' secondary schools in Arid and Semi Arid land are hoped to provide useful information to the youth in the Mandera County. The study paid attention to factors related to gender disparity which affects access and retention of female students in secondary school in the County. Such information would be useful for stakeholders and education planners in designing customized and more effective strategies or interventions to the problem. The information collected would add to the scanty information that is available on the factors contributing to drop out of female students. This would help identify specific mobilization campaigns and strategies by the area education officials to address the situation. The parents and teachers would use the research findings in counseling the female students towards completing their education and underlying the benefits of graduating in all levels of education. Finally, the study would form a basis for further research.

1.6 Assumptions

1. Girl child Students from Mandera areas desire to join secondary schools.
2. That all respondents are capable of identifying the factors leading to drop out among female students in secondary school.
3. All the respondents will be cooperative and provide reliable responses.

1.7 Scope of the Study

The study focused on factors that prohibit girls from educational access, retention and performance in secondary schools within Mandera County. The study was undertaken in

secondary schools in Rhamu town. Respondents during the study were drawn from the sampled population in Rhamu town; and they included students, teachers and the local community.

1.8 Limitations of the Study

1. The sample size for the study was too small to allow generalization of the results in the entire district.
2. The return rate for the questionnaire was not 100% thus reduced the generalizability of the study results.
3. The limitation of the study was lack of adequate records kept in the schools on the students drop out which caused delays in filling the questionnaires.

1.9 Delimitations

The area had poor infrastructure and poor means of transport making the movement and the logistics of carrying out the research a problem. It also implies a lot of cost implication. The majority of community were also illiterate making research work a problem.

1.9.1 Theoretical Framework

The researcher adopted the classical liberal theory of opportunity and social Darwinism. The theory asserts that each person is born with a given amount of capacity, which to a large extent is inherited and cannot be substantially changed. It also states that social mobility is promoted by equal opportunity of education. Natural statesmen were born equal and personal qualities should not jeopardize social equality as long as society rewards people according to their status (Rousseau, 1712-1778).

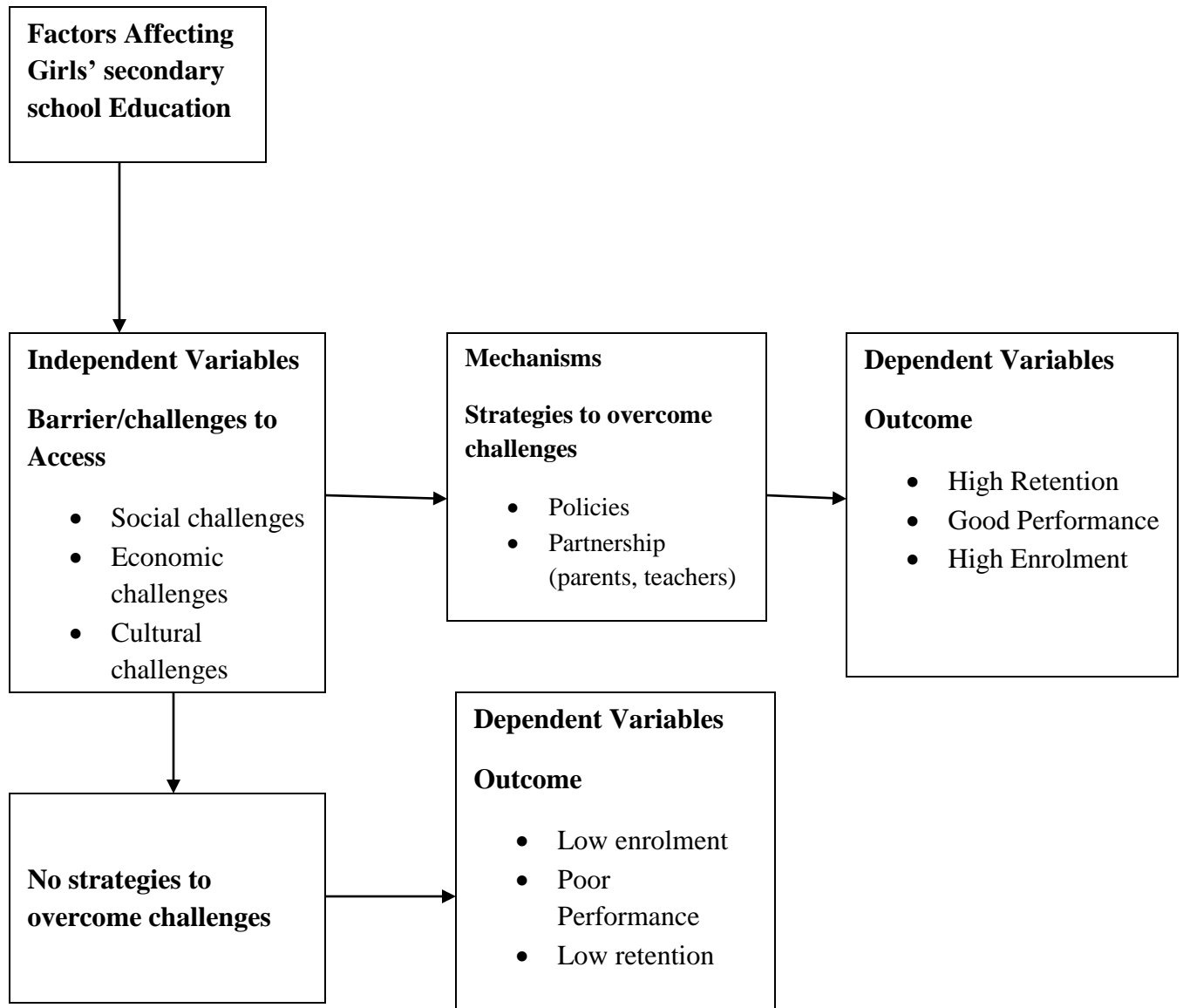
Thus education system should be designed so as to remove barriers of any nature be it economic, gender or geographic that prevents bright students from lower economic background from taking advantage of inborn talents, which accelerates them to a social promotion. The theory demands for further going through education at primary and secondary levels to which access would be determined on the basis of individual's merit and not social or geographical background.

Social Darwinism emphasizes that every citizen should be given, through education the social status which entitles him or her to inherit aptitude (Organization for economic co-operation development 1975). It can document who deserves the money because his/her achievements are determined by inherited capabilities and he/she will use them and not arbitrary conditions like economic status or geographic conditions.

The theory was found appropriate for the study because of equity consideration; it becomes practically impossible to ignore the fact that unequal participation in education will in the long run affect the status of the poor and the vulnerable groups like the girl- child from ASAL areas. For example, if the government fails to provide mitigating factors to arrest the issue of low enrolment in ASAL, areas then education for all will not be effectively realised.

1.9.2 Conceptual Framework

Figure 1.1: Relationship of Variable



Access to secondary schools by girl-child despite free secondary education, remains a great challenge. This is as a result of barriers which includes; social, economic and cultural challenges. To overcome these challenges, mechanisms and strategies should be put in place which requires policies from the government and partnership with stakeholders such as parents and teachers. If

these strategies are adopted, it would result to the following outcome: Access to secondary schools, high retention and performance and high enrolment. If however there are no strategies and mechanism put in place to overcome the challenges, the following will be the outcome: Low enrolment, low retention and poor performance. Girl child students gain access to secondary schools by being beneficiaries of the free secondary education just like the boys. This selection means that both the students have equal opportunities as compared to their boys counter parts. These girls face social as well as academic challenges which lead to low performance and retention rate. All these aspects pose challenges to the students and they are forced to deal with the situation that they find themselves in. The coping techniques they adopt will produce varying results. The whole experience will be too overwhelming and they will experience feelings of alienation and subsequently even drop out of school.

1.9.3 Definition of Operational Terms

Access	-Access simply means the right to education. It is also the opportunity provided for the girl-child to be educated. Access deals with the availability, convenience and ability to be educated
Attitude	- Negative or positive predisposition towards certain individual or things
Coping mechanism	- An action undertaken by an individual facing a challenging situation
Disparities	- Marked difference in terms education opportunities.
Dominant culture	- the norms, standards, social practices.
Gender	- A social construct conceptualized in terms of sex roles in males and female.
Majority	-Group with access to society's resources and has the greater influence on shaping the society's cultural system.
Marginalization	- Some level of neglect or being treated unequally because of geographical or political factors.
Minority	- Condition of being inferior or subordinate.
Muhrin	- A person whom you cannot legally marry according to Islamic sheria e.g. mother, sister and aunt.
Retention	- Ability to go with education until the required standard level

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.0 Introduction

This study was concerned with the low enrolment rate of the girl-child students of ASAL areas in government secondary schools and how these students cope with the given challenges. This section review literature on factors affecting enrolment, retention and performance of girls, perception of the girl-child and the community toward girls' education. It considered the challenges that the girls-child from ASAL areas faces which affects them in terms of access, performance and retention in secondary school and the strategies they employ to mitigate these challenges.

2.1 Factors affecting Enrolment, Retention and Performance of Girls in Secondary Schools

Communities in arid and semi-arid lands have lagged behind in education, (Government of Kenya, 2003). Part of the reason for this situation was the historical background. Eshiwani (1993) traces the origin of inequality in education in Kenya to the colonial period. During the colonial period, the state concentrated its resources on European and some Asian children. Historically, Kenya's ASALs received low priority in allocation for development resources. This for a long time was justified on economic grounds that aimed to maximise productivity in areas with known and proven potential.

Republic of Kenya (1976) points to the fact that there are imbalances of access to education between districts and divisions and between sexes existed because of historical, socio-economic,

socio-cultural and environmental factors. The report pointed out that the imbalances were particularly serious among the nomadic communities. These areas were formerly demarcated as 'closed' districts of Eastern, North Eastern and Rift Valley provinces during the colonial period. Movement to and out of the districts was restricted. This meant that the ASAL regions were entirely neglected in the development of education. At independence the country had to deal with these disparities which various education commissions have sought to remove (Republic of Kenya, 1964, 1976, 1999). Despite the government's commitment to provide education for all, ASAL areas still remain disadvantaged.

Girls' education is also affected by the fact that they have to contribute to house hold chores. They are sometimes taken away from school to help in the home, nurse babies, clean the house, fetch firewood and water, cook food and milk cows (Juma, 1994). Such heavy household duties, long distances from school result in physical and mental exhaustion which makes learning boring and difficult. All this leaves the child overwhelmed both at school and at home.

Accessibility to school is another problem that faces girls in ASAL areas. In her study, Noor (2003) notes that in Mandera district, the distance between home and school is a major problem to girls since many parents do not allow their daughters to walk alone. They are thus kept out of school unless there is somebody preferably an older brother to accompany her to school. This decision is bound to affect the girls' performance in school.

Proximity and access to secondary school is a pre-determining factor to enrolment and retention. In ASAL areas, distance between school and homes is far and the educational delivery systems are often incompatible with the lifestyle of nomadic people (Noor, 2003, Khalif, 2008). Noor

(2003) further observes that distance between school and home affects girls more than it does boys because parents are afraid to let the girls walk alone unless she is accompanied by an older brother. Security in and out of school is of utmost concern for girls. Some of the girls who walk long distances to school end up being raped and sexually abused by older boys and male adults (Noor, 2003).

Building boarding schools as a solution to curb the problem of distance between school and home has not tackled the problem. A study carried out by Khalif (2008) revealed that despite the presence of boarding schools in Garissa municipality, there was no single girl, despite the fact that boarding for girls would give the girls greater security. There was no girl boarder since a girl should not be left to stay away from her parents or adult relative. This decision is a further reflection of how cultural practices affect access to education in the ASAL areas. Although boarding schools solve the problem of distance, culture does not free the young girls to stay in boarding school, therefore the girls miss school.

School related factors have also inhibited enrolment and participation in education in North Eastern Kenya (Otieno, 2006). A study carried out by Otieno (2006) reveals that school factors not only inhibit but also negatively affect children's performance. The study observes that poor school environment including rudimentary shelters, lack of desks, overcrowding, lack of water sanitation facilities and poor safety standards are factors blocking enrolment and successful completion of schooling. This particularly affects the girls.

The North Eastern province suffers high teacher turn over owing to interplay of factors such as harsh climatic conditions, poor infrastructure, insecurity and lack of teacher housing. As a result, teachers from other parts of the country do not want to serve in the province. Since teachers find

these areas difficult to survive in they look for transfers as quickly as possible leaving the area deprived of teaching force

Lack of teachers and teacher absenteeism are a source of demotivation to the learners. (Otieno, 2006) Several studies have been carried out on secondary education in ASAL areas (Ombongi, 2008; Abdi, 2008; Mbatia, 2005; Noor, 2003), which document the difficulties children in ASAL areas face in education. Despite the challenges facing boys and girls from these regions, there are students who do well enough to gain enrolment into secondary schools.

The student personal attributes can lead to dropout from school. This includes student's characteristics and pregnancy. These have different effects on various students. Once students are enrolled in school they interact and form peer groups. Wrigley (1995) observed that there is a simple relation between education and gender equality. Schools act as a site of pervasive gender socialization. This sometimes spurs students to think beyond the ideological limits laid on them. Wanyoike (2003) concurs with Wrigley and points out that the students peer groups if not guided can lead to devastating results like engage in drugs and substance abuse, early sex and then get to dangerous diseases like HIV and AIDS and early pregnancies. This leads to students dropping out of school. Thus the study will seek to find out peer pressures that lead to student drop out of school.

2.2 Perception of the Girl-child and the Community regarding educating Girls.

According to a study carried out by Mbatia (2005), the enrolment of boys in ASAL areas was higher than that of girls throughout the years covered by the study. Education of sons is considered an investment in security for old age (Psacharopoulos & Woodhall, 1997). This emphasizes the importance of educating boys. Despite having an advantage in terms of access to

education over girls the boys still face challenges in education... in addition to their school work, boys also have to help their parents with fencing, herding and help in branding livestock during market days (Khalif, 2008, Ombongi, 2008).

According to Obura (1991) textbooks used in Kenyan primary schools shows that books continue to portray stereotyped images of men and women. The study had a component that examined girls' attitudes and aspirations in a selected group of secondary schools. The study found girls' attitudes toward education, and particularly science subjects, to be positive. Girls also had high aspirations for higher education particularly in science based careers. Kakonge (2000) had a component that examined teachers' thinking or level of reflection on gender gaps in education and particularly in science subjects. The analysis showed that a majority of teachers had perceptions of girls and science that were gender stereotyped and traditional. A smaller cluster of teachers, however, had quite girl-friendly perceptions. Thus studies emanating from the Kenyan context show that text books, curricula and teachers may be important factors contributing to gender gaps in education at the moment.

According to Wanjiru (2007) girls are socialized to know that their brothers' education is much more important than theirs and they are ready to drop-out of school for the sake of their brothers. Wanyoike (2003) concurs with Wanjiru and observed that the way the family foundations are laid down, it is difficult to erase the attitudes and behavior patterns that are formed about girls and boys. He further observes that the boys and girls are received differently at birth thus attaching diverse value to them. Boys are valued to be superior to girls and hence even in education they are given a priority in some societies.

A research study carried out by Wanjiru (2007) in Mombasa on factors contributing to school drop out in public secondary schools revealed that 52.4% respondents valued boys education better than that of girls. Families which cannot easily afford to send both sons and daughters to school reckon that financial returns on the expenditure for girls education are a good deal smaller than those of boys.

2.3 Challenges that Prevents Girls from Accessing Secondary Education

A study carried out by Khalif (2008) notes the effects the arid nature has on education. The drought situation reduces the economic capacity of the families rendering the community vulnerable to poverty. Given that the main activity is livestock rearing, any threat to livestock is a direct threat to economic livelihood of the people. During drought, families lose a lot of livestock either due to absence of pasture or indirectly as a result of inability to sustain long journeys with little food or water. As such families cannot afford to cater for indirect costs of education that are not taken care of by the free secondary education programme. Some of these costs include uniform, health, food and any other requirements that a pupil may need to concentrate in their learning fully. According to the study by Khalif (2008) this affects both boys and girls. Parents are however ready to sacrifice daughters and let boys continue with education.

Challenges in ASAL are not only limited to the physical and economic conditions. Njeru and Orodho (2003) further point out that some retrogressive, socio economic and cultural traditions, religious values and practices have greatly affected access and participation in secondary school education. A study by Saru (2006) revealed that some of the socio-cultural factors affecting performance in ASAL area: circumcision, early marriages, low opinion of women and a lack of priority in education. Several studies conducted in arid and semi-arid lands point to the fact that

the boy child is favoured over the girl (Noor, 2003; Juma, 1994,). Many of these studies try to explain the factors affecting the girl-child education. In a study carried out by Noor (2003) on accessibility and retention of girls in secondary education in North Eastern Kenya, a variety of reasons are given that prevent girl education, pointing to the fact that girls are clearly disadvantaged.

A study carried out by Juma (1994) identified cultural practices such as nomadic pastoralism, which is a way of life of ASAL communities, as a factor which influences girls' aspirations in school. In this practice, families move far away from settlement areas where schools are located in search of water and pasture for their livestock. When this movement happens parents are forced to withdraw their children from schools. In her study, Noor (2003) found that girls are more affected than boys since girls cannot be entrusted with anybody and have to accompany their parents wherever they go.

Early marriages also affect access and retention in education in ASAL areas. Ombongi (2008) in his study carried out in Isiolo, one of the ASAL districts, found that early marriages influenced participation in education. Girls in standard 4 or between 12 and 14 years were withdrawn from school to be married off to wealthy men in the community in exchange for dowry. The study goes on to say that girls who remained in school were under constant pressure from their peers and community members including their own parents to drop out of school. Boys on the other hand are expected to marry and establish families almost immediately after circumcision. Upon circumcision the boys are given a herd of cattle so as to start accumulating wealth for the family they are about to establish. This practice has led to a low value being attached to education since in these communities economic empowerment supersedes academic achievement (Ombongi, 2008).

2.4 Suggestions and Mitigation Measures for Addressing the Problems

Once an individual or group of people find themselves with social, economic and cultural challenges, they need to come up with responses to deal with these challenges. In the proposed study, responses to the mentioned challenges are referred to as coping mechanisms. Coping mechanisms lie within the framework of an individual's risk aversion or tolerance level (ILRI, 2000). ILRI (2000) further observes that, while some coping mechanisms may be brought into play by stress factors, others may be an intensification of an already in-built strategy. It is human nature to deal with any situation that is stressful or foreign. The students from arid areas have this in them and are able to come up with responses to challenges in academic life that they find themselves in. The students have in-built capabilities to go through their current situation.

Among the most important interventions by government are grants in aid to secondary schools in ASALs. Others include the girl-child projects and boarding and mobile schools for nomadic girls. Interventions by NGOs include material support for construction of classrooms, bursaries, food, clothing, health care for the very poor, provision of learning resources, and human resource development through training seminars and workshops. In spite of all the interventions, the examination data given earlier show that performance and participation have remained low for both boys and girls; the situation of girls is considerably worse, with large and increasing gender gaps in enrolments (FAWE, 2001).

2.3 Gaps the Study Attempts To Address

The study attempted to address some aspects on factors that prohibit the girl-child from access, performance and retention in secondary schools from arid areas not fully covered in the studies

discussed hitherto. The literature reviewed has shown that students from arid and semi arid areas face challenges in the education process. Studies outline challenges faced at the primary level of education. Despite these challenges there are students who make the transition to secondary school. A gap exists regarding girls who gain admission to secondary schools and yet they either don't report or drop out despite free secondary education.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the study design, study area, target population, sampling strategies, research instruments, data collection procedures and methods of data analysis.

3.1 Research Design

This study adopted the descriptive survey design. This design is ideal for gathering information regarding people's behaviour, feelings and opinions about educational issues (Kombo & Tromp, 2006). Engelhart (1972) argues that the survey method is widely used to obtain data useful in evaluating present practices and providing basis for decisions. This is also stated by Borg (1989) who says that survey collects data about variables or subjects as they are found in a social system or society.

3.2 Location of the Study

This study was conducted in Rhamu town of Mandera County, North eastern province, in Kenya. Mandera is one of the arid districts of Kenya with an erratic mean annual rainfall of 255mm, mean temperatures of 28`c and a population of 312,000 persons. It shares border with the country of Ethiopia on the North, Somalia on the East and Wajir District of Kenya on the South. The district has three parliamentary constituencies and two local authorities with 18 divisional administrative units (ALRMP, 2003-2006). These areas have been selected because of convenience and accessibility for the study and the possibility of getting a good mixture of suburban and urban population. Secondly, there has been a lot of complains about the rate of low

enrolment of girl child despite the free secondary education. This prompted the researcher to find out the root causes and how to deal with the situation. There is a serious trend of events like early marriages that continue to be a matter of concern. The fluctuating numbers in enrolment have triggered interest and thus caused curiosity for investigation in terms of access and retention. Arid lands are defined as places with deficient rainfall (Hills, 1966). The dominant elements in these regions are scarcity and variability of rainfall. The low rainfall is usually insufficient for sustained agriculture, but can support pastoralist.

This study dealt with the area that is 100 percent ASAL which is Rhamu town of Mandera County. Arid and semi-arid areas cover about 80 percent of Kenya's land surface and have 25 percent of the country's population, which was about 10 million people, (Republic of Kenya, 2003).

These vast areas occupying about 80 percent of the country's land have very harsh climate. They are hot and dry, with low and highly varied rainfall. This greatly varies in space and time, (Republic of Kenya, 2003). These areas experience irregular but frequent droughts. They experience extremes of climatic conditions which greatly reduce crop production and hence lead to food shortage.

This region faces socio-economic problems such as poverty. The widespread poverty is largely due to the under development of local resources. Pastoralist areas have the highest incidences of poverty and the least access to basic services. According to the Republic of Kenya (2003), these areas have an average of 65 percent poverty and characterized by very low access to basic services. The low access to services is partly due to the fact that many of the arid and semi-arid lands are vast and remote. This further pushes them into the periphery.

3.3 Study Population

The target population refers to all the members of real or hypothetical set of people, events or objects to which we wish to generalize the results of our research (Borg and Gall 1977). The total population for this study was 1280 respondents which consisted of 120 teachers, 800 students and 360 parents. This study was conducted in Rhamu Town of Mandera Central District North Eastern province. The target group also included teachers, parents and students. The accessible population was the form one to four students with a population of 800 students and 120 form four class teachers and 360 parents, giving a population of 1280 respondents.

3.4 Sampling Technique

Gay (1992) suggests that at least 10% of the population is a good representation where the population is large and 20% where the population is small. He observes that a researcher selects the sample due various limitations that may not allow researching the whole population drawn. The table below illustrates the percentage of each of the respondents from the target population represented by the sample.

Table 3.1: Sample Size

Respondents	Target Population	Sample Size	% of Sample
Teachers	120	18	15
Students	800	120	15
Parents	360	54	15
Total	1280	204	15

The study used simple random sampling technique to select the study respondents particularly the teachers and parents. Simple lottery was used to identify the respondents. Stratified sampling was used as it is suitable for studying a large group of students, by studying a few of its members; it is also suitable when dealing with homogenous subgroups like schools which forms several segments or strata. In stratified sampling, the sampling is done in such a way that the researcher is assured that certain sub-group in the population is represented in the sample in proportion to their numbers in the population itself. In stratified sampling, the population is first subdivided into two or more mutually exclusive segments, called strata based on categories of one or a combination of relevant variables simple random samples are drawn from each stratum and then these sub-samples are joined to form complete samples (Orodho, 2005). Random sampling is then selected for each strata (Mugenda & Mugenda, 1999). In this study, there were two strata made up of girl's schools and mixed schools. Five schools were selected out of the 19 schools. From four class teachers and from one to four students were selected in order to obtain varied opinions they could understand the questionnaire items and would give appropriate responses. The parents were randomly selected.

3.5 Research Instruments

In order to address the research objectives and research questions, data was collected by use of questionnaires and interview schedule. Data from the head teachers were collected using interview schedules. Interviews provide in-depth data which is not possible to get by using a questionnaire, (Mugenda & Mugenda, 1999). It is also possible to get more information using probing questions (Orodho, 2005). Questionnaires were developed to suit the purpose of this study based on research questions. In this study the following guiding topics were used for

formulation of questions: enrolment, accessibility and the affordability of the schools. The questionnaires also focused on the attitudes of students towards secondary education and performance in these secondary schools. Other variables were included the knowledge, perception of the girls, teachers and community towards girls' education. Finally questionnaire determined the Challenges and obstacles (social, economic, institutional barriers) in accessing secondary education and their performance. The questionnaires as well focused on the factors that prohibit retention of the girls and local people's suggestions and mitigation measures for addressing these problems. The interview schedules were used to provide in-depth data which is not possible to get by using a questionnaire. It focused on getting one-on-one knowledge about their satisfaction on educational facilities, enrolment, accessibility and the affordability of the schools. The researcher also interviewed them on the attitudes of students towards secondary education and performance in these secondary schools. Other variables included the knowledge, perception of the girls and community towards girls' education.

3.6 Piloting

Piloting was done using test-retest method after writing the questionnaires and before starting the actual data collection. Two schools were selected through stratified random sampling procedure. The two strata included one girl's school and one mixed school. A total of 10 form four girls, 2 form four class teachers, 2 parents were used for piloting. Pre- testing was done to enable the researcher modify, restructure and eliminate any ambiguous items. The instruments were pre-tested in two schools in Mandera County. Piloting was done with the sole purpose of detecting any weakness and find out if the questionnaires were clear to the respondents. Problems and any

unclear questions that arose during the pre-testing were sorted out by reframing the questions. This helped the researcher establish the validity and the reliability of research instrument.

3.9 Validity of Instrument

According to Orodho (2005), validity refers to the extent to which an instrument measures what it was supposed to measure. The instrument were evaluated for content validity that is the extent to which the questionnaire contents which include the use of appropriate vocabulary, sentence structure and whether the questions are suitable for the intended respondents. According to Huck (2000), content validity is done by expert judgment. The instrument was scrutinized by my supervisors and lecturers in the department to determine whether the items in the instruments adequately address the objectives of the study.

3.10 Reliability

Reliability is a measure of the degree to which a research instrument yields consistent results Mugenda and Mugenda (2003). Reliability in research is influenced by random error, which is the deviation from a true measurement, after the pilot study, the respondents questionnaire was tested using split-half technique.

Split-half method is a type of reliability based on the co-efficient of internal consistency of questionnaire as a research instrument. It divides the instrument in to two halves in terms of even and odd numbers after it has been administered. Each half is scored independently of the other with items of the two halves marched on content and difficulty, if test is reliable, the score on the two halves have a high positive association co-efficient Orodho (2005). This procedure is

preferred because of its ability to measure internal consistency of the instrument being tested. The researcher used test-retest method to assess the reliability of data. This involves administering same instruments twice to the same group of subjects. There is usually time lapse between the first testing period and the second testing period. Then correlation coefficient is obtained to ascertain the co-efficient of reliability or stability. If the co-efficient is high, the instrument is said to yield data that has high test-retest reliability and vice versa (Mugenda, 2003). The co-efficient of internal consistency was established at 0.86. The 0.86 point indicated a high degree of reliability of the instrument.

3.11 Data Collection

Permission was sought from the University and Ministry of Education where request for a written authority from the District Education Officer to collect data from the study area was sought, consent from the parents and the student was sought before data collection. During data collection, the introduction was done to the head teachers and explained to them the purpose and objective of the study. The data collection was confidential and anonymous.

The questionnaire for 120 students and 54 parents were given and self administered in schools in separate class by the students and collected by the researcher after three days. For out of school, it was administered through snowballing where the researcher interviewed specific girls who dropped out of school and for what reasons in their homes and market places in Rhamu town Mandera County and each interview took between 25 to 30 minutes. The direction from one respondent to another and so on until most girls who dropped out are interviewed and their reasons known was done. For teachers it was administered in their work place through interview schedules by the researcher personally for 18 teachers.

3. 12 Data Analysis

Data collected was subjected to qualitative and quantitative analysis where qualitative data comprised answers to open-ended questions. Coding was used to prepare quantitative data for analysis. Quantitative data comprised the close-ended questions and categorized data. Quantitative data was analyzed by coding the data using SPSS (statistical package for social scientist) software and generate descriptive statistics such as percentages and frequency tables where applicable. This enabled data to be presented in an organised and meaningful fashion, and data can be simplified so that the general trend can be seen (Orodho, 2005) while Qualitative data was analysed thematically. This qualitative method was chosen because the data were categorized according to themes and objectives in relation to the opinion, views and perception of the respondents. This method is also faster when applied in analyzing transcripts of oral interviews and interview schedules as well as questionnaires which are the major instruments in data collections for the study.

Recorded interviews were transcribed with consent of the interviewees; interviews done in mother tongue were translated in English and interpretation done according to emerging patterns from the respondents. The data was analyzed by being very objective to ensure that there are no biases or subjectivity when the entire data is analyzed.

CHAPTER FOUR

PRESENTATION AND ANALYSES OF DATA

4.0 Introduction

This chapter deals with the presentation and analysis of data gathered from the study of factors that prohibit the girl-child from transition, performance and retention in secondary schools in arid and semi arid land: in Rhamu town - County District, Kenya. The research was based on the following objectives; to examine the status of girls' secondary education in the district, that is the number of girls enrolled at each level, dropout and performance in national examinations, determine the factors that affect enrolment, retention and performance in secondary schools among girls within Mandera County. The study assessed the perception of the girl-child and the view of the community regarding educating girls and identified the key challenges that prevent girls from accessing secondary education despite free secondary education. It finally identified the local people's suggestions and mitigation measures for addressing the problem.

The analysis is based on data gathered from the respondents, interviews and discussions of major investigations under pertinent research questions. Questionnaires and interview schedules were used to gather the data. A total of one hundred and eighty-four (184) copies of the questionnaire consisting of close ended and open-ended items were distributed to the selected respondents; (120) given to sampled pupils; (18) teachers, (54) parents and interview schedules to get in-depth data which is not possible to get by using a questionnaire in Mandera County. Of these, 155 that is 84.2 percent copies were properly filled and returned, two (2) were returned but were not filled, and (27) copies were not returned.

The first part of this sub-section presents descriptions about the respondents and background. Next, the main data have been treated under each of the questions raised in chapter one, and finally major investigations have been discussed under pertinent research questions.

4.1 Background Information

The study sampled 5 secondary schools from Rhamu town in Mandera County. The sample distributions of the respondents were as shown in the table 4.1.

Table 4.1: Sampled schools

Schools	Sampled Students	Sampled Teachers	Parents
Sheikh Ali	18	3	10
Rhamu Girls	15	4	8
Rhamu Day	32	3	9
Rhamu Dimtu	16	3	7
Ashabito Boys	13	5	9
Total	94	18	43

The study was carried in different types of schools where 42.0 percent of the respondents were from day schools while 58.0% percent of the students were from boarding schools. This was important as it enabled the researcher to understand the views of the respondents from all types of schools.

4.1.1 General Demographic Information of the Students

Of all the sampled schools, the considered sexes had 61(64.9 percent) as male and 33(35.1 percent) as female student's representation in responding to the questionnaires returned by

students. The students who responded had an average age of 16.8 years with the youngest student aged 15 years while the oldest at 20 years.

4.1.2 Class of the students

An item was included in the questionnaire which sought for information on classes of the students. In response to this question, the findings were as shown in Figure 4.1.

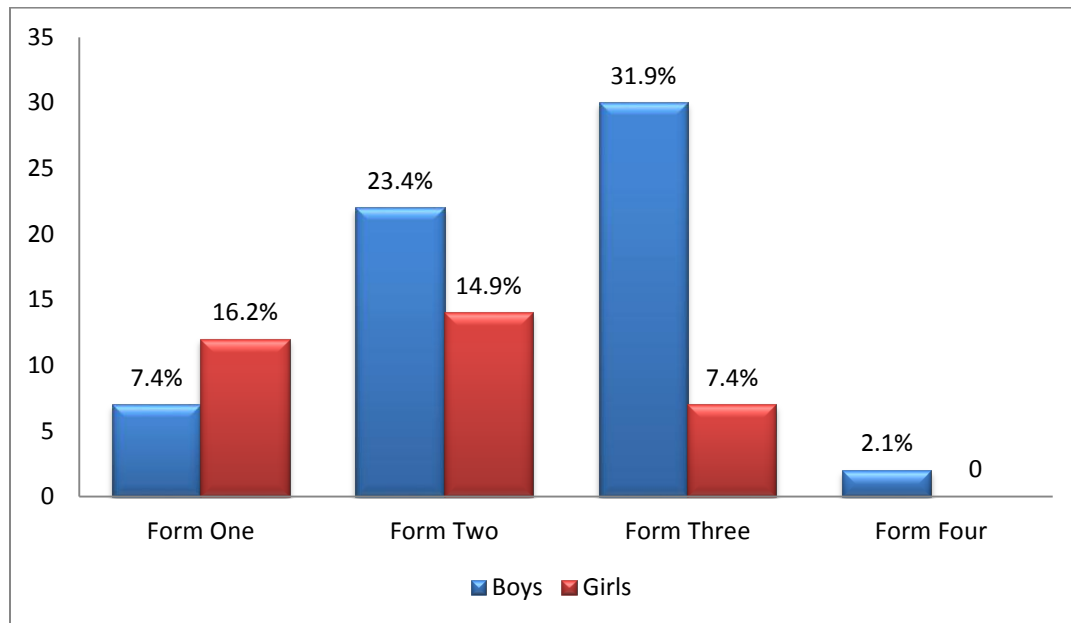


Figure 4.1: Class of students

Figure 4.1 shows that the students from form one, were 7 (7.4 percent) boys and 12 (16.2 percent) girls, form two 22 (23.4 percent) boys and 14 (14.9 percent) girls, form three 30 (31.9 percent) boys and 7 (7.4) girls and in form four there were 2 (2.1 percent) boys and no girls. In all classes except form one there were more boys' respondents than girls this finding was similar to a study carried by Mbatia (2005), where the enrolment of boys in ASAL areas was higher than that of girls throughout the years covered by the study. The study reveals that upon joining high

school 89 (94.7 percent) of the students are normally excited, 2 (2.1 percent) of the students scared while 3 (3.2 percent) disappointed.

4.1.3 Demographic Information of the Teachers

As teachers, 17(94.4 percent) of the respondents were male while 1 (5.6 percent) were female. In terms of marital status, 8 (44.4 percent) of the teachers were married while 10(55.6 percent) were single. From the study, 7 (38.9 percent) of the teachers were teaching in day schools while 11 (61.1 percent) were teaching in boarding schools. The finding shows that the percentage of female respondents in all the categories was lower than their male counterparts. The number of female teachers in particular was of great concern to the researcher as it was an indicator of people of Mandera’s disregard to girl-child education and therefore no role model to motivate young girls.

4.1.4 Level of Education

An item was included in the questionnaires which sought for information on the level of education of the teachers. In response to this question, the findings were as indicated in table 4.2.

Table 4.2: Level of Education of the Teachers

Level of Education	Male	Female
Diploma/S1	4 (23.5%)	0
Bachelor Degree	3 (17.6%)	1 (100%)
B.Edu	8 (47.1%)	0
Masters	2 (11.8%)	0
Total	17(100)	1(100)

In table 4.2, 23.5 percent of the male teachers had Diploma in Education, 17.6 percent were male graduates with bachelor's degrees 1 female teacher 100 percentage with bachelor degree as well. In other fields, 47.1 percent of the teachers had bachelor degree in Education while 11.8 percent were Masters' degree holders all male.

4.1.5 Years of Service

The teachers were asked to indicate the numbers of years of service in secondary schools. In response to this question, the results were as shown in Table 4.3.

Table 4.3: Years of Service by the Teachers

Years of Service	Frequency	Percentage
0-4 Years	11	61.1
5-9 Years	4	22.2
10-14 Years	2	11.1
15-19 Years	1	5.6
Total	18	100

From Table 4.3, the teachers who had served for between 0-4 years were 61.1 percent, followed by 22.2 percent of the teachers who had served for a period of between 5-9 years. Teachers, who had served for between 10-14 years, were 11.1 percent and those between 15-19 years being 5.6 percent. This implies that majority of teachers in Mandera County had less than 5 years of service.

4.1.6 Age Distribution

In terms of age distributions of the teachers, the findings were as shown in table 4.4.

Table 4.4: Age Distribution of the Teachers

Age Distribution	Frequency	Percentage
Under 20 Years	3	16.7
20-24 Years	10	55.6
25-34 Years	4	22.2
35-39 Years	1	5.6
Total	18	100

As shown in table 4.4, majority of teachers 55.6 percent were aged between 20-24 Years, followed by 22.2 percent who were between 25-34 years old while 16.7 percent were below 20 years of age.

4.1.7 Demographic Information of Parents

For parents, 88.4 percent were male while, 11.6 percent were female. As for their marital status 76.7 percent of the parents were married while 23.3 percent were single.

4.1.8 Level of Education

In this study, parents were requested to indicate their levels of education in the questionnaires. In response, they indicated their level of education as shown in table 4.5

Table 4.5: Level of Education of the Parents

Level of Education	Male	Female
Secondary	1(2.6%)	0
Diploma/S1	12 (31.6%)	4(80.0%)
Bachelor Degree	12 (31.6%)	0
B.Edu	9 (23.7%)	0
Others	3 (7.9%)	1(20.0%)
Declined	1 (2.6%)	
Total	38 (100)	5 (100)

In table 4.5, 31.6 percent of the male parents had Diploma level of Education, 31.6 percent were male graduates with bachelor's degrees in other fields, and 23.7 percent male parents had bachelor degree in Education while 2.6 percent and 7.9 percent secondary level of education and other certificates respectively and 2.6 percent of the male parents declined to respond. As for female parents, 80.0 percent had diploma and 20.0 percent had other certificates respectively.

4.1.9 Age Distribution

The parents were requested to indicate their ages in the questionnaires. In response the result of their age distribution was as shown in table 4.6

Table 4.6: Age Distribution of the Parents.

Age Distribution	Male	Female
Under 20 Years	3 (8.1%)	0
20-24 Years	9 (24.3%)	1 (20.0%)
25-34 Years	14 (37.8%)	4 (80.0%)
35-39 Years	7 (18.9%)	0
44-45 Years	2 (5.4%)	0
45-49 Years	1 (2.7%)	0
50 Years and Above	1 (2.7%)	0
Total	37	5

As shown in table 4.6, majority of teachers 37.8 percent male teachers were aged between 25-34 Years, followed by 24.3 percent male teachers who were between 20-24 years old while 18.9 percent were aged between 35-39 Years. As for female teachers, 80.0 percent were aged between 25-34 years and 20.0 percent aged between 20-24 years old.

4.2 Status of girls' secondary education (Enrollment, Dropout and Performance Levels)

From study, the finding reveals that the average children per family were 9 with minimum being 4 children and a maximum of 25 children. From this the average ratio of boys to girls who were going to school was 4:3, meaning that there was more preference on boys to girls. It was established that there was no respondent who admitted knowledge of boys dropping out of school. However the study shows that there was an average of one girl per family dropping out of school. Most of the girls were dropping out of school in between standard five to standard eight as 70.0 percent) percent of the students interviewed stated that girls who dropped out of school did not voluntarily do so but under different circumstances.

It was established that 72.0 percent of the students and 91.7 percent of the teachers knew of girls who had dropped out of the school. According to the students, the average number of girls who dropped out of school in Form One to Form Four was two per class with a maximum of up to 18 students the views shared by the teachers. According to the students interviewed the reasons why these girls dropped out of school were as shown in Table 4.7 and views of teachers are shown in Table 4.8. There were three main reason identified by both the students and teachers as to why girls drop out of the school. This includes lack of school as cited by 53.3 percent, early marriages as cited by 26.7 percent of the students and 38.9 percent of the teachers.

Table 4.7 Reasons why girls are dropping out of school according to Students

Reasons	Frequency	Percentage
Lack of school fees	40	53.3
Being expelled due to indiscipline	1	1.3
Got Married	20	26.7
Became Pregnant	8	10.7
Poor Performance in Exams	4	5.3
Other Reasons	2	2.7
Total	75	100

Table 4.8 Reasons why girls are dropping out of school according to Teachers

Reasons	Frequency	Percentage
Lack of school fees	3	16.7
Got Married	7	38.9
Became Pregnant	5	27.8
Poor Performance in Exams	2	11.1
Other Reasons	1	5.5
Total	18	100

The study further revealed that lack of school fees and early pregnancies was cited as reasons for girls dropping out of school as cited by 16.7 percent and 27.8 percent by the teachers respectively. The views expressed by the teachers were also shared by the parents. As can be seen in both Table 4.7 and 4.8, both parents and students were in agreement that girls getting married was a major reason which made girls drop out of school. Teachers mostly sited marriage and pregnancies as reasons; the student mostly mentioned lack of school fees. The parents that most girls felt that they are old hence could not stay in school. This study agrees with Njeru and Orodho (2003) who pointed out that some retrogressive, socio economic and cultural traditions, religious values and practices have greatly affected access and participation in secondary school education. A study conducted by Saru (2006) revealed similar findings that some of the socio-cultural factors affecting performance in ASAL area including circumcision, early marriages, low opinion of women and a lack of priority in education.

4.3 Factors that affect Enrolment, Retention and Performance among Girls.

The respondents were asked to indicate in the questionnaires the factors they considered affecting the enrolment, retention or performance of girls in the study area. In response to this question, their responses were as indicated in table 4.9

Table 4.9: Factors that affect Enrolment, Retention and Performance among Girls

Factors	Frequency	Percentage
Lack of school fees	33	39.3
Did not like school	2	2.4
Got Married	31	36.9
Became Pregnant	7	8.3
Poor Performance in Exams	8	9.5
Other Reasons	3	3.6
Total	84	100

As evidenced in table 4.8, the major factors affecting either performance, retention or performance among girls in Mandera County were mostly lack of school fees or getting married. The problem of early marriage was found to be a major problem as both of early marriage was pointed out as a major problem as 36.9 percent of the respondents mentioned it. This confirms a study carried by Ombongi (2008) where in his study carried out in Isiolo, one of the ASAL districts; found that early marriages influenced participation in education. Girls in standard 4 or between 12 and 14 years were withdrawn from school to be married off to wealthy men in the community in exchange for dowry. The study goes on to say that girls who remained in school were under constant pressure from their peers and community members including their own parents to drop out of school. Other factors include: female Genital Mutilation, community beliefs that girls to serve community but not to go to school and Lack of role models. Some

schools set standards that are above their level of attainment. The study revealed that some parents died so their children couldn't get any assistance from any quarters. Some religious leaders do not allow their daughters in schools because they follow religious teaching that a woman cannot go out of their home until she is accompanied by Muhrin. This implies that she is to be accompanied by someone who cannot legally marry her like brother, father and uncle.

4.4 Perception of the Girl-child and the View of the Community regarding Educating girls.

The respondents were asked on their perception on the girl-child education. In response, 90.7 percent of the parents said it was positive and 9.3 percent still had negative attitude. In this regard 60.5 percent said the community is putting effort in girls not being in school. Some of the local community contribute to girls not being in school because: Girls are booked for early marriages and some parents use their daughters as sources of wealth through these kinds of marriages. Girls look after cattle and do domestic chores as well while boys go to school. As far as teachers are concerned, 75.0 percent viewed girl-child educations positively even 25.0 percent still viewed girl-child education negatively. Even though majority of teachers viewed education of the girl-child positively, 62.5 percent of those who viewed girl-child education negatively still contributed to girl-child not being in school by making girls feel inferior as compared to boys. Fellow students particularly girls themselves feel culturally out of place as they don't want to compete with boys especially in a mixed school.

Some girls stay out of school during their monthly periods for lack of sanitary towels and this makes them drop out of school completely this confirms the findings of Otieno (2006) which reveals that school factors not only inhibit but also negatively affect children's performance. The study observes that poor school environment including rudimentary shelters, lack of desks,

overcrowding, lack of water sanitation facilities and poor safety standards are factors blocking enrolment and successful completion of schooling. Finally they embarrassed by their peers calling them mothers. From this study 95.7 percent of the students viewed girl-child education positively. This implies that students view girl-child education more positively than both parents and teachers.

4.5 Challenges that Prevent Girls from Accessing Secondary Education.

The researcher requested all the respondents to state the key challenges that prevent girls from accessing secondary education despite free secondary education. In response to this question, the respondents gave the following challenges: Cultural and religious belief that girls are supposed to stay at home to be married off at an early age as some parents feel that when girls go to boarding schools, their moral fabrics may decay. From this study, poor academic background and Poor performance at primary level has greatly contributed to parents developing cold low morale in girls' education.

Lack of motivation and role models since there are few educated ladies as pointed out by (Otieno, 2006) who sighted Lack of teachers and teacher absenteeism as source of de-motivation to the learners. Fewer girl schools, low motivation and lack of role model as only few girls have the opportunity to access education. The study reported poor transition rate from primary to secondary this because some girls have misconception and get poor advice from parents that they will get husbands who will take care of them even without going through secondary education.

High Poverty levels in most homes and lack of freedom for girl-child for self expression as well as lack of medium of information dissemination like television sets to acquire knowledge was cited by the respondents. The study finally revealed that free secondary education not covering all the areas and lack of information by some parents on the existence of subsidized secondary education.

4.6 Suggestions and Mitigation Measures for Addressing the Problem

In this study there were several challenges the girl-child is facing in Mandera County, therefore the researcher sought the opinion and suggestions of the respondents on what should be done to overcome the problem of low enrolment of girl-child in schools. The views and opinion were as itemized below:

Educating the community on the importance of education by giving them free education to minimize the discouragement by parents and look for mechanism of discouraging early marriages by employing strict measures against any man who marries a girl below the age of 18 years. Increase girl schools in the area to make girl-child education accessible; the government through provincial administration to ensure that all girls who are of school going ages to be in school from tender age.

Motivating top performers by awarding scholarships, employments after o level of education. it was established that sex education and national awareness and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels. Develop technical capacity of teachers and schools to create a girl-friendly environment that enables the

participation of girls and improve their learning out come. The study revealed that campaign for girl-child education through the media, religious forums (Imams and Sheikhs) and initiation for the provision of vacancies for girls in colleges from the community to promote and boost the morale of young girls. Providing an integrated program which caters both religious and secular needs of the parent of the child in order to change the attitude of the parents, give incentives to best performing girls in order to encourage and attract more girls to enrol in schools.

Provision of seminars/workshops for mothers at the society level that educate them on the importance of girl-child education and using Women from the area who have excelled to go round and talk to the community on the need of girl-child education.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter covers summary of the document and conclusions drawn from the study as well as recommendations based on the study findings and suggestions for further studies.

5.1 Summary of the Study

The study sought to find out the factors that prohibit the girl-child from transition, performance and retention in secondary schools in arid and semi arid land. In chapter one of the thesis, the background information was well outlined. The statement of the problem was well stated as well as the problem under investigations. Objectives to guide the study were developed. This study was guided by the following objectives: To examine the status of girls' secondary education in the district that is the number of girls enrolled at each level, dropout and performance in national examinations, to determine the factors that affect enrolment, retention and performance in secondary schools among girls within Mandera County. To assess the perception of the girl-child and the view of the community regarding educating girls and to identify the key challenges that prevents girls from accessing secondary education despite free secondary education and identify the local peoples suggestions and mitigation measures for addressing the problem. Research questions were derived from the objectives of the study.

The significance of the study was well outlined. The scope of the study was well stated. Literature review was presented in chapter two based on objective of the study which is factors

that prohibit the girl-child from transition, performance and retention in secondary schools in arid and semi arid land, theoretical and conceptual frame work. Chapter three of the thesis presents the methodology used in this study. The study was conducted using descriptive survey research design.

5.1 Summary of the Findings

- 1 Enrolment of boys in ASAL areas was higher than that of girls throughout the years the classes. The finding was also reflected on the percentage of female teachers in all the categories which was lower than their male counterparts. The lower number of female teachers was an indicator of people of Mandera's disregard to girl-child education and therefore no role model to motivate young girls.

- 2 In terms of status of girls, the average ratio of boys to girls who were going to school was 4:3, meaning that there was more preference on boys to girls. There was no respondent who admitted knowledge of boys dropping out of school however the study shows that there was an average one girl per family dropping out of school. Most of the girls were dropping out of school in between standard five to standard eight as 70.0 percentage of the students interviewed stated that girls who dropped out of school did not voluntarily do so but under different circumstances as stated in Table 4.7 and 4.8. According to the students, the average number of girls who dropped out of school in form one to form four was two per class with a maximum of up to 18 students the views shared the teachers.

- 3 Factors that affect Enrolment, Retention and Performance among Girls were given by the respondents as shown in table 4.9. The major factors affecting either performance, retention or performance among girls in Mandera County were mostly lack of school fees or getting married. The problem of early marriage was found to be a major problem as both teachers and students pointed it out as a major problem. Early marriages affected retention of girls in schools where girls in standard 4 or between 12 and 14 years were withdrawn from school to be married off to wealthy men in the community in exchange for dowry. The study goes on to say that girls who remained in school were under constant pressure from their peers and community members including their own parents to drop out of school.

- 4 Perception of the Girl-child themselves and the view of the community regarding educating girls, was positive according 90.7 percent of the parents and 75.0 percent of teachers. In this regard the community is putting effort to enable girls to be in school. Those who viewed the girl-child education negatively still contributed to girl-child not being in school by making girls feel inferior as compared to boys. Fellow students particularly girls themselves feel culturally out of place as they don't want to compete with boys especially in a mixed school. From this study 95.7 percent of the students viewed girl-child education positively. This implies that students view the girl-child education more positively than both parents and teachers.

- 5 Challenges that Prevent Girls from Accessing Secondary Education were Cultural and religious belief that girls are supposed to stay at home to be married off at an early age as

some parents feel that when girls go to boarding schools, their moral fabrics may decay. The study shows that poor academic background and Poor performance at primary level has greatly contributed to parents developing cold low morale in girls education. Lack of motivation and role models since there are few educated, Lack of female teachers and teacher absenteeism as source of de-motivation to the learners. Poor transition rate from primary to secondary by the girls was is also a challenge. Lack of medium of information dissemination like television sets to acquire knowledge.

The study concluded by making suggestions to reduce the dropout rate of student in school. These suggestions includes; - Educating the community on the importance of education by giving them free education to minimize the discouragement by parents, Look for mechanism of discouraging early marriages by employing strict measures against any man who marries a girl below the age of 18 years. Motivating top performers by awarding scholarships, employments after o level of education and Sex education and national awareness and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels.

5.2 Conclusion

The study established that the percentage of female respondents in all the categories was lower than their male counterparts. The number of female teachers in particular was of great concern as it was an indicator of people of Mandera's disregard to girl-child education and therefore no role model to motivate young girls. This is captured under demographic characteristics of respondents.

It was established that there was no respondent who admitted knowledge of boys dropping out of school. However the study shows that there was an average of one girl per family dropping out of school. According to the students, the average number of girls who dropped out of school in Form One to Form Four was two per class with a maximum of up to 18 students the views shared by the teachers. According to the students interviewed the reasons why these girls dropped out of school were as shown in Table 4.7 and views of teachers are shown in Table 4.8. There were three main reason identified by both the students and teachers as to why girls drop out of the school. The study further revealed that lack of school fees and early pregnancies was cited as reasons for girls dropping out of school as cited by 16.7 percent and 27.8 percent by the teachers respectively.

The study concluded that major factors affecting either performance, retention or performance among girls in Mandera County were mostly lack of school fees or getting married. The problem of early marriage was found to be a major problem. The study goes on to say that girls who remained in school were under constant pressure from their peers and community members including their own parents to drop out of school. Other factors include: female Genital Mutilation, community beliefs that girls to serve community but not to go to school and Lack of role models. Some schools set standards that are above their level of attainment. The study revealed that some parents died so their children couldn't get any assistance from any quarters.

In terms of perception towards girls' education, the study concluded that some of the local community contribute to girls not being in school because: Girls are booked for early marriages

and some parents use their daughters as sources of wealth through these kinds of marriages. Girls look after cattle and do domestic chores as well while boys go to school. Fellow students particularly girls themselves feel culturally out of place as they don't want to compete with boys especially in a mixed school.

The study established that cultural and religious belief that girls are supposed to stay at home to be married off at an early age as some parents feel that when girls go to boarding schools, their moral fabrics may decay. From this study, poor academic background and Poor performance at primary level has greatly contributed to parents developing cold low morale in girls' education. The study reported poor transition rate from primary to secondary this because some girls have misconception and get poor advice from parents that they will get husbands who will take care of them even without going through secondary education. High Poverty levels in most homes and lack of freedom for girl-child for self expression as well as lack of medium of information dissemination like television sets to acquire knowledge was cited by the respondents.

The study concluded that in order to improve transition and retention of girls in secondary schools in Mandera County, educating the community on the importance of education by giving them free education to minimize the discouragement by parents and look for mechanism of discouraging early marriages by employing strict measures against any man who marries a girl below the age of 18 years; motivating top performers by awarding scholarships, employments after O level of education. It was established that sex education and national awareness and increasing political and financial commitment through advocacy and sensitization of policy makers at all levels.

The findings of this study are significant to all stakeholders involved in education sector, political leaders, and policy makers. Based on the results of this study, factors that prohibit the girl-child from transition, performance and retention in secondary schools in arid and semi arid land has been established, challenges highlighted and strategies that can be applied to improve their challenges established. Both effective leadership and enormous resources are necessary to bolster the effort of girl-child in secondary education and all stakeholders must play their rightful roles if any meaningful gain is to be made in empowerment of the girl-child Education in Kenya. The findings of this study have therefore provided enough evidence to press upon the government and other players in the education sector to take monitoring and evaluation seriously in order to address the possible factors that prohibit the girl-child from transition, performance and retention in secondary schools in arid and semi arid land.

5.3 Recommendations to Policy Makers.

Several aspects were noticed in the study which should be adopted by the head teachers, teachers, community, parents, stakeholders and the government in order to reduce drop out among female students from secondary schools. The following recommendations were made:

- (i) The government through the Ministry of Education should continue to develop and implement policies to ensure that girls who drop out of secondary school due to pregnancy enroll back to school. The schools should create an enabling environment for girls to enhance retention and smooth transition.
- (ii) The school management should enhance guidance and counseling in schools so as to address the challenges facing the female students like relationships, peer influence, drugs and substance abuse. This will enhance retention of the female students.

- (iii) The Ministry of Education should provide capacity building for head teachers and teachers in areas like guidance and counseling and efficiency management of schools particularly day schools.
- (iv) The BOG, PTA and the Ministry of Education should ensure that schools set realistic and achievable academic pass marks for students. This will address the issue of forced repetition and hence enhance smooth transition.

5.4 Recommendations for Further Research

- (i) There is need to carry out studies on drop out and low retention levels of female students in primary schools so as to find out whether similar challenges existed.
- (ii) Similar studies could be carried out in other districts in Kenya to find out the factors leading to female students drop out in other regions in Kenya.
- (iii) A study should be carried out to find challenges facing parent - girls who enroll back to school.
- (iv) A study should be carried out to find out how female students in secondary school respond to guidance and counseling

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APPENDIX A: LETTER OF INTRODUCTION

QUESTIONNAIRE

I am a Master of Education, (MEd.) student at Kenyatta University, Nairobi. As a requirement of this course I am undertaking a research project on **“The Factors that prohibits the girl-child from access, performance and retention in secondary schools in Arid and Semi Arid Land: A Case study of Rhamu town- Mandera District, Kenya.”** Towards this end, I am conducting a survey amongst secondary schools in Rhamu town of Mandera District. I will be glad if you spared a few minutes and fill the attached questionnaire.

I assure you that the answers provided will be used for only for the purposes intended in the framework of this survey. In the description of results of this survey, no identification of the individual persons will be possible. **YOUR INFORMATION WILL BE TREATED WITH STRICT CONFIDENCE.**

Thanking you in advance.

Aftin K. Dube

August 2011.

APPENDIX B: PUPIL'S QUESTIONNAIRE

My name is Aftin K. Dube, i am a Master of Education, (MEd.) student at Kenyatta University, Nairobi. As a requirement of this course I am undertaking a research project on **“The Factors that prohibits the girl-child from access, performance and retention in secondary schools in Arid and Semi Arid Land: A Case study of Rhamu town- Mandera District, Kenya.”**

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper. Please tick (√) on the appropriate choice(s) which you think is the answer(S) or more correct response(s) to the questionnaire.

PART A: PERSONAL DATA

Name of the school _____

What is the type of your school?

Day Boarding

How old are you? _____

Sex: Male Female

In what class are you? Form 1 []
 Form 2 []
 Form 3 []
 Form 4 []

What were your feelings upon receiving admission to this school?

Excited [] Scared [] Disappointed []

PART B: STATUS OF THE GIRLS

How many children are you in the family? _____

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

Brothers _____

Sisters _____

(b) If none give reasons _____

(c) How many started but dropped out of school?

Brothers _____

Sisters _____

Which class did they drop out from? _____

Do girls voluntarily choose to stay out of school?

Yes [] No []

(d) If the answer to question 8 (a) above is yes, what reasons do girls give for choosing to stay out of school? _____

Do you know of any girl who dropped out of the school?

Yes No

(a) How many dropped out from your own class?

Class	Form 1	Form 2	Form 3	Form 4
No of Girls				

(b) For which of the following reasons did they dropped out of the school?

Lack of fees

Being expelled due to discipline

Got married

Became pregnant

Poor performance in exam

Please specify any other _____

PART C: FACTORS AFFECTING GIRLS ENROLMENT, RETENTION AND PERFORMANCE

1 (a) Do you know of any girl who completed standard eight but failed to join form 1?

Yes [] No []

(b) If the answer is yes, what were the reasons?

Lack of fees

Got married

Did not pass exams

Became pregnant

Did not like school

Please specify any other _____

What do you think are the factors that affect enrolment, retention and performance in secondary schools among girls in this school?

PART D: COMMUNITY PERCEPTION OF THE GIRL-CHILD

What is your perception regarding educating girls?

Positive []

Negative []

(a) Are the local community putting any effort in girls not being in schools?

Yes No

(b) If the answer to the above question is yes, how does the local community contribute to girls not being school? _____

PART E: KEY CHALLENGES

What continues to be a challenge to you? _____

What are the key challenges that prevent girls from accessing secondary education despite free secondary education?

PART F: SUGGESTIONS AND MITIGATION MEASURES

In your opinion what are suggestions and mitigation measures for addressing the problems?

What do you think should be done to overcome the problem of low enrolment of girl child in schools _____

Thank you

End.

APPENDIX C: TEACHERS' QUESTIONNAIRE

My name is Aftin K. Dube, i am a Master of Education, (MEd.) student at Kenyatta University, Nairobi. As a requirement of this course I am undertaking a research project on “**The Factors that prohibits the girl-child from access, performance and retention in secondary schools in Arid and Semi Arid Land: A Case study of Rhamu town- Mandera District, Kenya.**”

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper. Please tick (✓) on the appropriate choice(s) which you think is the answer(S) or more correct response(s) to the questionnaire.

PART A: PESONAL DATA

1 Name of the school _____

2 What is the type of your school?

Day [] Boarding []

3 What is your marital status

Married [] Widowed/Widower []

Single [] Separated []

4 what is your Sex

Male []

Female []

5 What is your level of education?

Diploma / S1 []

Bachelor Degree []

B.ED []

Masters in Education []

Others (specify) _____

6 The number of years that you have taught:

0-4 years []

5-9 years []

10-14 years []

15-19 years []

20-24 years []

25-29 years []

30-34 ears []

7 Age

Under 20 years

20-24 years []

25-34 years []

35-39 years []

40-44) years []

45-49 years []

50 and above years []

PART B: STATUS OF THE GIRL- CHILD

1 (a) Do you know of any girl who dropped out of the school?

Yes No

(b) How many dropped out from your own class?

Class	Form 1	Form 2	Form 3	Form 4
No of Girls				

(c) For which of the following reasons did they dropped out of the school?

a. Lack of fees

b. Being expelled due to discipline

c. Got married

d. Became pregnant

e. Poor performance in exam

f. Please specify any other _____

2 Do girls voluntarily choose to stay out of school?

Yes []

No []

(b) If the answer to question 8 (a) above is yes, what reasons do girls give for choosing to stay out of school? _____

PART C: FACTORS AFFECTING GIRLS ENROLMENT, RETENTION AND PERFORMANCE

1(a) Do you know of any girl who completed standard eight but failed to join form 1

Yes

No

(b) If the answer is yes, what were the reasons?

g. Lack of fees []

h. Got married []

i. Did not pass exams []

j. Became pregnant []

k. Did not like school []

l. Please specify any other _____

PART D: COMMUNITY PERCEPTION OF THE GIRL-CHILD

1 What is your perception regarding educating girls?

Positive []

Negative []

(a) Are the local community putting any effort in girls not being in schools?

Yes No

(b) If the answer to the above question is yes, how does the local community contribute to girls not being school? _____

PART E: KEY CHALLENGES

1 What are the key challenges that prevent girls from accessing secondary education despite free secondary education?

PART F: SUGGESTIONS AND MITIGATION MEASURES

- 1 What do you think should be done to overcome the problem of low enrolment of girl child in schools _____

Thank you

End.

APPENDIX D: PARENTS' QUESTIONNAIRE

My name is Aftin K. Dube, i am a Master of Education, (MEd.) student at Kenyatta University, Nairobi. As a requirement of this course I am undertaking a research project on “**The Factors that prohibits the girl-child from access, performance and retention in secondary schools in Arid and Semi Arid Land: A Case study of Rhamu town- Mandera District, Kenya.**”

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper. Please tick (√) on the appropriate choice(s) which you think is the answer(S) or more correct response(s) to the questionnaire.

PART A: PESONAL DATA

1 What is your marital status

Married [] Widowed/Widower []

Single [] Separated []

2 what is your Sex

Male []

Female []

3 What is your level of education?

Diploma / S1 []

Bachelor Degree []

B.ED []

Masters in Education []

Others (specify) _____

4 Age

- Under 20 years
- 20-24 years []
- 25-34 years []
- 35-39 years []
- 40-44) years []
- 45-49 years []
- 50 and above years []

PART B: STATUS OF THE GIRL- CHILD

2 (a) Do you know of any girl who dropped out of the school?

Yes No

(b) How many dropped out?

Class	Form 1	Form 2	Form 3	Form 4
No of Girls				

(c) For which of the following reasons did they dropped out of the school?

Lack of fees

Being expelled due to discipline

Got married

Became pregnant

Poor performance in exam

Please specify any other _____

2 Do girls voluntarily choose to stay out of school?

Yes [] No []

(b) If the answer to question 8 (a) above is yes, what reasons do girls give for choosing to stay out of school? _____

PART C: FACTORS AFFECTING GIRLS ENROLMENT, RETENTION AND PERFORMANCE

1(a) Do you know of any girl who completed standard eight but failed to join form 1

Yes No

(b) If the answer is yes, what were the reasons?

Lack of fees []

Got married []

Did not pass exams []

Became pregnant []

Did not like school []

Please specify any other _____

PART D: COMMUNITY PERCEPTION OF THE GIRL-CHILD

1 What is your perception regarding educating girls?

Positive []

Negative []

(a) Are the local community putting any effort in girls not being in schools?

Yes No

(b) If the answer to the above question is yes, how does the local community contribute to girls not being school? _____

PART E: KEY CHALLENGES

1 What are the key challenges that prevent girls from accessing secondary education despite free secondary education?

PART F: SUGGESTIONS AND MITIGATION MEASURES

- 1 What do you think should be done to overcome the problem of low enrolment of girl child in schools _____

Thank you

End.

APPENDIX E: INTERVIEW GUIDE

SCHOOL ADMINISTRATION REPRESENTATIVES

This interview is seeking information concerning “**The Factors that prohibits the girl-child from access, performance and retention in secondary schools in Arid and Semi Arid Land: A Case study of Rhamu town- Mandera District, Kenya.**”

The findings of this study will be used to meet the requirements of Masters of Education course. I would be grateful if you answer the questions herein .The responses to these questions will be treated confidentially and will only be used for the purpose of the research.

PART A: STATUS OF THE GIRL-CHILD

1. (a) In your opinion, how would you rate performance the girl-child in the institution?

(b) If unsatisfactory what are the main causes?

PART B: FACTOR THAT AFFECTS ENROLMENT, RETENTION AND PERFORMANCE

1 (a) In your opinion what is access, performance and retention in secondary schools?

(b) What do you think are the factors that affect access of the girl-child to secondary school?

(c) What do you think are the factors that pose challenges to girl-child performance in secondary school?

2 Do you have any difficulties of ensuring that students remain in schools?

PART C: COMMUNITY PERCEPTION ABOUT THE GIRL-CHILD

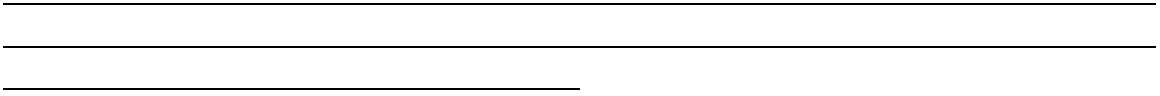
1 What is the attitude of parents and the community at large towards girls' education?

PART D: KEY CHALLENGES

1 What are the key challenges that prevent girls from accessing secondary education despite free secondary education?

PART E: SUGGESTIONS AND MITIGATION MEASURES

1 What do you think should be done to overcome the problem of low enrolment of girl child in secondary schools _____



Thank you

End.

APPENDIX F: TIME FRAME

Chronology 2011

Activity	Month					
	2	3	4	7	8	9
Questionnaire preparation	X					
Recruitment of interviewers		X				
Sample identification and preparation		X				
Data collection			X	X		
Data entry, cleaning and analysis				X	X	
Write-up					X	X
Dissemination of results						X
Submission of reports						X

APENDIX G: BUDGET

<i>Transport cost:</i>				
Fuel	250lit	4 weeks	100/litter	25,000
Vehicle maintenance			3000	3,000
Sub total				28,000
<i>Miscellaneous:</i>				
Stationery	5 rim	-	500	2500
Telephone/fax/postage			500	500
Secretarial service			3000	3000
Data collection				20,000
Data analysis				15,000
Sub total				41,000
Total project cost				69,000