

**EFFECT OF SELECTED FACTORS ON ENROLMENT OF MAASAI
GIRLS IN BOARDING SECONDARY SCHOOLS IN TRANSMARA
SUB-COUNTY, KENYA.**

BY

JOSEPH MOGOBA KIAGE

**A THESIS SUBMITTED IN FULFILLMENT OF THE
REQUIREMENTS FOR THE DEGREE OF DOCTOR OF
PHILOSOPHY IN PLANNING AND ECONOMICS OF EDUCATION**

**DEPARTMENT OF EDUCATIONAL MANAGEMENT AND
FOUNDATIONS**

MASENO UNIVERSITY

© 2015

DECLARATION

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

JOSEPH MOBOBA KIAGE

PG/PHD/004/06

Signature

Date

DECLARATION BY SUPERVISORS

This thesis has been submitted with our approval as university supervisors

DR. E. M. W. SIMATWA

Department of Educational

Signature

Date

Management & Foundations,

Maseno University.

PROF. T.M. AYODO

Signature

Date

Faculty of Education, Theology & Arts

Kabarak University

ACKNOWLEDGEMENTS

I would like to express my sincere thanks to Dr. E.M.W. Simatwa and Prof. T.M.O. Ayodo for accepting to supervise me. To them I owe a debt of gratitude for their mentorship, constructive criticism, guidance, understanding and invaluable technical advice and suggestions that shaped this study. Many thanks go to the Transmara Sub County Education Officer, Head teachers and form four students for their participation in this study and for giving the data required for the study. A lot of thanks go to our Government of Kenya through the Higher Education Loans Board for financial support in my first year of study. I wish to thank Maseno University through the School of Graduate Studies for giving me the opportunity to be a student in the institution. I feel proud to be associated with the University. Many thanks to my parents; Charles Kiage Amenity and Yubensia Kemuma Kiage for their upbringing and their immense resources they have spent in my education to this far. Their prayers and moral support together with those of my siblings played a key role in enabling me to complete this study of great involvement. My cohort colleagues- Jagero Oluoch, Thaddeus Rugar, Benard Mwebi and Mrs. Choka for the time we spent together in the class of advanced research methods and their encouragement through such statements as “The greater the struggle the sweeter the victory”. I will not forget Naom Bosibori Morebu for her patience as she typed the initial manuscript of this thesis. I can not forget my cousin Joel Amenity for his information technology support. The same goes to Naftali Onyango for his guidance on software packages. Lastly I would like to thank the management in the following libraries for helping me access critical data bases: Ministry of Education Jogoo House library, Nairobi; Kenyatta university, Nairobi; University of Nairobi, Kikuyu campus; Moi university, Eldoret and Maseno University Graduate school library.

DEDICATION

To my God for being with me and His blessings that enabled me to achieve my long cherished dream. To my dear mother Yuphensia Kemuma Kiage and Charles Kiage Amenity for their financial blessings, prayers and patience that saw me rise in the academic ladder.

ABSTRACT

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

TABLE OF CONTENTS

Content	Page
Title	i
Declaration	ii
Acknowledgement.....	iii
Dedication	iv
Abstract	v
Table of contents	vi
List of Abbreviations and Acronyms	ix
List of Tables	xi
List of Figures.....	xiii
List of Appendices	xiv
1.1 CHAPTER ONE: INTRODUCTION.....	1
1.2 Background of the Study	1
1.3 Statement of the Problem	12
1.4 Purpose of the Study	13
1.5 Objectives of the Study	13
1.6 Research Questions	14
1.7 Assumptions of the Study	14
1.8 Scope and Limitations of the Study	14
1.9 Significance of the Study	15
1.10 Theoretical Framework of the Study	17
1.11 Operational Definitions of terms	22

CHAPTER TWO: REVIEW OF RELATED LITERATURE.....	23
2.1 Introduction	23
2.2 Enrolment of girls boarding in secondary schools	23
2.3 Effect of Fees and Levies on enrolment of Girls	28
2.4 Effect of Culture on enrolment of Girls in Secondary Schools	36
2.5 Effect of Government Policy on Enrolment of Girls	47
CHAPTER THREE: RESEARCH METHODOLOGY.....	54
3.1 Introduction.....	54
3.2 Research Design	54
3.3 Area of Study	55
3.4 Study population	56
3.5 The Sample and Sampling Technique	57
3.6 Instruments of Data Collection	58
3.7 Validity of Research Instruments	60
3.8 Reliability of the Research Instruments	61
3.9 Procedure for Data Collection	65
3.10 Methods of Data Analysis	66
3.10 Ethical Considerations.....	72
CHAPTER FOUR: RESULTS AND DISCUSSION.....	73
4.1 Introduction	73
4.1.1 Summary of Questionnaires Issued and Returned.....	73
4.2 Effect of Fees and other levies on Enrolment of Girls	74
4.3 Effect of cultural practices on Enrolment of Girls	91
4.4 Effect of Government policies on Enrolment of Girls	111

CHAPTER FIVE: SUMMARY, CONCLUSIONS AND RECOMMENDATIONS....	120
5.1 Introduction	120
5.2 Summary of the Study	120
5.3 Conclusions of the Study	122
5.4 Recommendations	123
5.5 Suggestions for Further Research	125
REFERENCES	126
APPENDICES	147

LIST OF ABBREVIATIONS AND ACRONYMS

ABBREVIATIONS

B.O.M.	Board of Management
C.D.F.	Constituency Development Fund
S.C.E.B.	Sub County Education Board
F.D.S.E.	Free Day Secondary Education
P.T.A.	Parents Teachers Association

ACRONYMS

DAG	Document Analysis Guide
FAWE	Federation of African Women Educationists
FGM	Female Genital Mutilation
GBS	Girls' Boarding Schools
GDP	Gross National Product
GNP	Gross National Product
IDRC	International Development Research Centre
ITFHT	Interview Transcripts for Head Teachers
ITSCEO	Interview Transcripts for Sub County Education Officer
KCSE	Kenya Certificate of Secondary Education
MBS	Mixed Boarding Schools
MOE	Ministry of Education
KNEC	Kenya National Examination Council
NGO	Non Governmental Organization
SAPS	Structural Adjustment Programmes
SPSS	Statistical Package for Social Sciences

QFSCEO	Questionnaire for Sub County Education Officer
QFHT	Questionnaire for Head Teachers
QFS	Questionnaire for Students
UNESCO	United Nations Environmental, Social, Cultural Organisation
UNICEF	United Nations International Children's Emergency Fund

LIST OF TABLES

Table	Page
1.1: Secondary Schools’ Girls’ Enrolment in Kenya: Trends in Dropouts.....	10
1.2: Girls’ Enrolment Trends in Transmara Sub county.....	11
4.1: Summary of Questionnaires Issued and Returned.....	74
4.11 Average School fees and levies required in boarding schools.....	76
4.12 Vote heads of government subsidy	77
4.13: Average Students Private cost in Kshs incurred by Parents	79
4.14: Total gross cost of educating a girl in boarding school	80
4.16: Trends in Enrolment of Girls in boarding schools in Transmara from 2011 to 2014	82
4.17: Form One cohort Enrolment against fees paid and fees arrears.....	83
4.18: Mean rating on Effect of financial factors	84
4.19: Pearson coefficients on financial Factors.....	86
4.20: Model Summary on financial factors.....	87
4.21: Analysis of variance on financial.....	88
4.22: Stepwise regression analysis of economic factors on enrolment of girls in boarding schools	88
4.23: Mean rating ethnic cultural factors affecting enrolment of girls in boarding schools	93
4.24: Pearson Coefficients on ethnic cultural factors.....	94
4.25: Model summary of on ethnic cultural factors.....	96
4.26: Analysis of variance o ethnic cultural factors.....	96

4.27: Regression Analysis of traditional ethnic factors affecting Enrolment of girls in boarding schools	97
4.28: Mean rating on school cultures.....	102
4.29: Pearson moment coefficients of school cultures.....	103
4.30: Model summary on school cultures.....	104
4.31: Analysis of variance on school cultures.....	105
4.32: Regression analysis on school cultural factors.....	106
4.33: Mean ratings on effect of government policies.....	112
4.34: Pearson product moments on effect of government policies.....	114
4.35: Model summary on effect of government policies.....	115
4.36: Analysis of variance of effect of government.....	116
4.37: Regression Analysis on effect of government of policies.....	117

LIST OF FIGURES

Figure	Page
1: Model of Factors Influencing Girls' Enrolment in Boarding Schools.....	18
2: Map of Kenya Showing Position of Transmara Sub county.....	179
3: Map of Transmara Sub county.....	172

LIST OF APPENDICES

Appendix	Page
A: Head Teacher’s Questionnaire (HTQ).....	148
B: Student’s Questionnaire (SQ).....	153
C: Education Officer’s Questionnaire.....	158
D: Interview Schedule for Head Teachers	161
E: Interview Schedule for Education Officer.....	162
F: Interview Schedule for Form Four Students.....	163
G: Document Analysis Guide.....	164
H: Interview Transcripts for Head teachers.....	165
I: Interview Transcripts for Form Four Students.....	167
J: Interview Transcripts for Education Officer.....	169
K: Policy Guidelines on Re-Admissions	171
L: Head teachers’ Responses on Appendix A (HTQ).....	173
M: Responses from Education Officer’s Questionnaire	178
N: Map of Kenya Showing Position of Transmara.....	179
O: Map of Transmara sub county.....	180
P: Raw Data.....	181