

**PARENT- RELATED DETERMINANTS AND THEIR EFFECTS ON
GIRLS RETENTION IN PUBLIC SECONDARY SCHOOLS: KILIFI
COUNTY, KENYA**

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DECLARATION

I declare that this project is my original work and has not been presented in any other university for consideration of any certification. This research project has been complemented by referenced sources duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other sources, including the internet, these are specifically accredited and references cited using current APA system and in accordance with anti-plagiarism regulations.

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DEDICATION

This work is dedicated with total respect and appreciation to my loving parents Mr. David Kadima and Mrs. Judith Musiga who not only nurtured and educated me but were the sole source of psychological support through prayers during the highly demanding and challenging moments that resulted in this work.

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Despite the fact that the writing of this project is an individual affair, the amount of work that goes into its initiation, organization and writing is as a result of a number of cooperative efforts. While it may not be possible to acknowledge all these individually some minimal appreciation is however inevitable.

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ABBREVIATIONS AND ACRONYMS

EFA	:	Education For All
FAWE	:	Forum for African Women Educationalists
FSE	:	Free Secondary Education
FDSE	:	Free Day Secondary Education
H.O.D	:	Head of Department
IPAR	:	Institute of Policy Analysis and Research
K.C.S.E	:	Kenya Certificate of Secondary Education
KIPPRA	:	Kenya Institute of Public Policy Research Analysis
MDG	:	Millennium Development Goals
NARC	:	National Rainbow Coalition
SQASO	:	Sub County Quality Assurance Officer
UDHR	:	Universal Declaration of Human Rights
UN	:	United Nations
UNESCO	:	United Nations Educational and Scientific Cultural Organization
UNGEI	:	United Nations Girls Education Initiative

ABSTRACT

Education is an important life process that plays a vital role in forming the foundation for girls'. Female education especially in secondary level has been realized as a critical pathway in promoting social, political and economic benefits for the developing countries. In spite of the government's progress in narrowing the gender gap in education at secondary level, girls' low retention in secondary school remains unresolved in some parts of the country. Therefore, the purpose of this study was to investigate the parent-related determinants and their effects in girls retention in public secondary school in Kaloleni Sub-County. The objectives of the study were to; determine the effects of parental level of education on girls' retention of girls in schools, determine parental involvement in girls' academics in schools, to find out if parents partnering with the schools affect the retention of girls in secondary education. The study based on the Classical Liberal Theory of equal opportunity and Social Darwinism which asserts that each person is born with a given amount of capacity (Orodho 2003). The main areas of literature review were; parental level of education, parental involvement, partnering with parents in school. The study adopted a descriptive survey design to collect information. The selected area for the study was Kaloleni Sub-County in Kilifi County. The target population was 1690 where the sample population of the study was 351; 5 principals, 15 class teachers, 330 students and 1 SQASO. The study utilized questionnaires and interview schedule for data collection. Descriptive statistics such as percentages and frequency distribution were used to analyze the data. The study established that majority of the students 128 (40.9%) had their fathers and 114 (36.4%) had mothers who had only attained primary level of education which implied that majority of the girls had no role models and lacked the motivation to continue with their studies which had resulted to low retention of girls. Majority of the principals 3 (60%,) class teachers 8 (53.3%) and 198 (63.26%) of the students showed that majority of parents were not involved in the learning process causing most of the girls from poor economic backgrounds to stay away from school and others dropping out leading to low retention of girls. The study further revealed from the 4 (90%) principals, that majority of the parents to a small extent partnered with the schools on going activities which implied that most parents were not concerned with their daughters' education making most of the girls to have low retention in secondary schools. The study recommended parental partnership to be embedded in teaching and learning policies so that girl-child problems and challenges are addressed. The study further recommended for more research to be done on a large area or the whole country as it had been done in a Sub-County.

CHAPTER ONE

INTRODUCTION AND BACKGROUND OF THE STUDY

1.1 Background to the Study

Education is a way of developing skills, habits and attitudes that are expected and where one becomes a good citizen with the intent to develop or alter cognition or affection (Thomas 2013). Education is more than fostering, understanding and an appreciation of emotions and feelings. It is also concerned with how people can act with understanding and sensitivity to improve their lives and those of others (Smith and Smith 2008). Illeris (2002) states that education is a cognitive, emotional and social activity. Education as a human right as declared in the United Nation perspective should not merely be interpreted as opening opportunities in formal settings called schools but rather, it should focus and ensure that the human quality is to enhanced.

Education is a single most tool that nurtures skills enhancement and unlocks an individual intelligentsia potential and that of the nation at large there by stimulating human capital development on which a country's economic progress depends. Education is an important tool that can shape an individual and allow creativity, opportunity and growth. Every child has a right to free basic education which is compulsory in accordance with Article 28 of the United Nations Convection on the Rights of Children (UN, 2002).

The right to education was first guaranteed by Article 26 of the Universal Declaration of Human Rights and was further supported by the Convention against Discrimination in Education 1960. The UDHR states, "Everyone has a right to education." In addition it

says that it shall be free, at least in the elementary and fundamental stages. Elementary education shall be compulsory. The UDHR also stipulates that education should be directed towards the full development of the human personality and strengthen respect for human rights. The right to education is a fundamental human right. Every individual, irrespective of race, gender, nationality, ethnic or social origin, religion or political preference age or disability is entitled to a free elementary education (World Bank 2006).

According to United Nations (2002) the rights to education is recognized and guaranteed under several regional human rights instrument which include the African Charter on Human and Peoples Rights (article 17) and African Charter on the Rights and Welfare of the Child, and Framework Convention for the Protection of National Minorities (article 13 and 14) among others. Article 13 and 14 of the International Covenant on Economic, Social and Cultural Rights set out detailed formulations of the right to education. Article 13 contains a general statement that everyone has the right to education and that education should contribute to the full development of the human personality (World Bank, 2006).

The 2005 target date for gender parity is attached not only to the millennium Development Goals (MDG's), but to the goals that were first put at the world Conference on Education For All in Jomtien Thailand in 1990, and then reaffirmed at the 2000 World Education Forum in Dakar, Senegal (UN, 2002). Here too girls' education was offered first attention to remove every obstacle that hampers their active participation in education. The chronic neglect of children's right to education in the poorest countries, especially the neglects of the rights of the girls which, under structural adjustment in the

1980's was exacerbated rather than mitigated by international intervention. It has taken until 21st Century for girls' education to receive its due primacy. It was only in 2000, at the UN Millennium Summit and the World Education Forum in Dakar that the push for girls, education moved from the education sector to center stage (UN, 2002).

Globally, some 39 million girls of lower secondary age are currently not enrolled in either primary or secondary education, while two thirds of the worlds' 796 million illiterate adults are women. Only about one third of countries have achieved gender parity at secondary level. Gender differences in retention and achievement vary by region and country and tend to reduce as countries achieve higher levels of industrial development and democratic practice, indicating that gender differences are not due to innate cognitive capacity (UNESCO, 1980).

Today approximately 62 percent of all secondary school aged children are enrolled in secondary education worldwide. Although there are more girls attending school today than ever before gender equity in secondary school participation remains elusive. Out of 162 countries, only 56% are prepared to graduate equal numbers of boys and girls from the last grade of primary school. In half of Sub-Saharan countries, girls are less likely to complete primary education, eliminating the probability for them to attend secondary school (UNESCO, 2002).

Eighty three percent of girls out of school in the world live in Sub-Saharan Africa, Asia and the Pacific. Most countries reduced the gender enrolment gap in secondary education during the 1990's. The countries with the smallest proportions of girls enrolling in

secondary school are, in Burkina Faso, Burundi, Chad, Ethiopia, Guinea, Niger, Somalia and Tanzania where the gross enrollment is under ten percent.

According to World Bank (2009) study, girls represent 48 percent of primary school enrolment and boys represent 52 percent. Even though this gender gap has decreased in the last few decades, girls still account for 55 percent of all out- of – children- meaning that on average every 100 boys out of school, there are 122 girls. In many developing countries the disparity is even greater. In Yemen statistic is 270 girls for every 100 boys and in India it is 426 girls for every 100 boys (UNESCO, 1996).

The global community is taking action against the disparity of girls' education, with the establishment of UN Girls Education Initiative (UNGEI) which was launched by the UN secretary General Koffi Annan to assist developing countries in fulfilling their dedication toward providing universal education and promoting gender equality (UN, 2002).

According to UNECA (1990), study revealed that there is evidence that showed regardless of the increased in proportion of females enrolled, at primary level, the number of female students decrease at the secondary and tertiary levels of education due to their dropout rate. Education affects all types of human's development outcomes because besides being a source of knowledge, skills and positive attitudes it promotes better hygiene and increase the use of health services, water and sanitation services (Santosh, 2003).

Failure to educate girls is holding back the wider push to have global poverty by 2015. Education not only provides basic and skills to improve health and lively hoods, but it empowers women to their rightful place in the society and the development process. Educating women is the key to breaking the cycle of poverty. Because education is so crucial in improving health and increasing incomes, the girls' education goal has a domino effect on all other Millennium Development Goals. Women and girls are seen to have many roles to play in the society and thus militate against their access, participation, retention and achievement in education (Olela, 1988).

Education is an investment in human capital which is a key determinant of economic growth. Decades of research provide substantial evidence link between the expansion of basic education and economic development – and girls' education has an even more positive effect. Regions that invested over the long term in girls education such as South-East Asia and, least until 1980's debt crisis, Latin America, have tended to show higher levels of economic development. Countries that fail to raise educational level of women to the same as that of men increase the cost of development efforts and pay for the failure with slower growth and reduced income (Mishra, 2008).

Increased political participation, lower fertility, delayed age at marriage, increased productivity and generally more effective investments in the next generations (Population Council, 1999). Educating girls has been documented to have benefits to the society which include, primary education should be free at the point of delivery while secondary education should be accessible and available to all (UNESCO, 1996). Secondary education is a cycle seen as the gateway to social and economic advancement. Education

is the foundation to technological advancement that Africa needs to be developed and also a gateway to higher education and employment.

Education is the best tool to bring a positive change in society, to develop a generation of responsible individuals and contribute to the development of good human beings. Promoting female education is known to reduce fertility levels, reduce child mortality levels, and promote the education of the next generation. Each factor in turn has a positive impact in economic growth. Thus gender gaps in education reduce the benefits to society of high female education (World Bank, 2006).

Education is not a privilege of the rich. It is inalienable right of every child. The State must discharge its responsibility as guarantor and regulator of education as a fundamental human entitlement and as a public cause. UNICEF's long lasting commitment to girls education has assumed greater urgency and now is why we call for all those concerned with human rights and MDG's to accelerate actions in countries that display specific and flagrant gender discrimination against girls and boys in those where either group is significantly at risk of being left out of school. Retention rates of girls have been a menace in secondary education compared to boys' education in Kaloleni Sub-County. This has seen the number of school dropouts increasing thus reducing the retention of girls in secondary schools. This is summarized in Table 1.1 below.

Table 1.1 Survival Rates in Girls Secondary Schools, Kaloleni Sub-County from 2007 – 2012

Cohort	Survival Rate
2009 - 2012	64%
2010 – 2013	66.4%
2011 – 2014	65.1%
2012 - 2015	64%

Source: DEO, Kaloleni Sub-County

The government through the Ministry of Education disbursed Ksh. 12.50, Ksh. 14.70, Ksh. 17.34 and Ksh. 17.51 million in 2008, 2009, 2010 and 2011 respectively for FDSE (MOE, 2012). This is a lot of money invested in secondary education with an aim of increasing access and retention in secondary education. The UNESCO study printed out that parents/ communities had misunderstood the concept of FPE to mean that the government would undertake all the cost related to their children. Consequently, many as a result abdicated their parental and other social responsibility. Girls’ low retention due to dropouts is a big loss to individuals and societies in Kenya.

1.2 Statement of the Problem

Regardless of the increase in proportion of female students’ enrolled, at primary level, the number decreases at secondary levels of education due to their drop-out rate. Girls’ low retention due to dropouts is a big loss to individuals and societies in Kenya. The national retention rate of female students in secondary education has been reported to be too low. The government has endeavored to enhance the participation of girls in Kenya by subsidizing secondary education. Despite the Kenya government’s commitment to

providing basic education to all school age children, together with donor funding as well as self-help activity, Kaloleni Sub-County in Kilifi County still lags behind in girl child education. Taking the government commitment, donor funding and self-help activity into consideration, the researcher investigated the parent-related determinants and their effects in girls' retention in public secondary schools in Kaloleni Sub-County, Kilifi County.

1.3 Purpose of the Study

The purpose of the study was to determine parental- related determinants and their effects in girls' retention in public secondary schools.

1.4 Objective of the Study

The study was set to achieve the following objectives:

- i. To determine effects of parental level of education on girls retention in public secondary schools.
- ii. To establish whether parental involvement in girls' academics affects the retention of girls in public secondary schools.
- iii. To find out if parents partnering with schools affects the retention of girls in secondary schools.

1.5 Research Question

The research was guided by the following research questions:

- i. How has parental level of education affected the retention of girls in secondary schools?
- ii. How much extent does parental involvement impact on the retention of girls in secondary schools?

- iii. How does parental partnering with schools administration enhance the retention of girls in secondary schools?

1.6 Significance of the Study

The study was to have the following significance:

- i. To help the school administration identify the parent - related determinants that effect girls' retention in public secondary schools.
- ii. The information and knowledge acquired will form a basis to engage policy makers, parents, and local leaders to come up with the strategies on the fate of the girl child.
- iii. The study will also facilitate the government though the Ministry of Education to remove the barriers of girl child education.

1.7 Limitation of the Study

The study had the following limitations:

- i. The study was limited to Kaloleni sub-county due to scarcity of enough time to gather more data from a wider area and only few schools were sampled for the study.
- ii. Owing to inadequate finance and inaccessibility to some areas the sample size was small.
- iii. It was also difficult carrying out research while at the same time carrying out the normal official duties of the classroom making the research to be done during the weekends.

1.8 Delimitation of the Study

The research had the following delimitations:

- i. The research was done in girls public secondary schools in Kaloleni sub-county.

- ii. The study tried to find out the parent-related determinants and their effects on girls' retention in public secondary schools.

1.9 Assumption

The study was based on the following assumptions:

- i. That all the students' face similar obstacles to education in the Sub-County
- ii. That the parental-related determinants have an influence on the retention of girls in secondary schools.
- iii. That all respondents will be co-operative to give appropriate responses to the research questions.

1.10 Theoretical Framework

This study was based on the Classical Liberal Theory of equal opportunity and Social Darwinism (Orodho, 2003) which asserts that each person is born with a given amount of capacity, to a large extent, is inherited cannot be substantially changed. Thus education systems should be designed so as to remove barriers of any nature (economic, gender and geographic) that prevent bright students from lower economic backgrounds from taking advantage of inborn talents which accelerates them to social promotion.

Examined from a slight different angle, the classical liberal theory states that social mobility will be promoted by equal opportunity of education. Education is the great equalizer. Evidence in favor for this is mainly in the form of case studies. There are innumerable examples of people from poor families to have taken advantage of education opportunities and proceeded to obtain better jobs and higher incomes than they would

have otherwise done. If the state did not provide education without charge, these individuals would have been denied the opportunity for advancement.

In developing countries inequalities of educational provisions are severe; it may be desirable on equity and efficiency grounds, to pursue the goal of equal distribution of educational opportunities. Psacharapoulous and Woodhall, (1985) says that inequality of participation means that the benefits of education are inappropriately enjoyed by the upper income families whose children are far more likely to complete the primary and secondary school cycle or enroll in higher education. Kenya being one of the developing countries where the inequalities of education provision are severe, desirable equity grounds ought to be enforced to enhance the goal of equal distribution of education opportunities.

The NARC government made primary education free and subsidized secondary education in a bid to enhance access and retention to education. Therefore for the equity consideration, it practically becomes impossible to ignore the fact that unequal participation in education will, in the long run worsen the status of the poor and the vulnerable groups. The participation of girls' education is significantly low especially in the rural and urban slums. Classical Liberal Theory Opportunity and Social Darwinism are found relevant for this proposed study because of the low participation of girls in education – due to drop-outs, absenteeism and repetition- has undoubtedly affected the internal efficiency of girls' education in public school.

1.11 Conceptual Framework

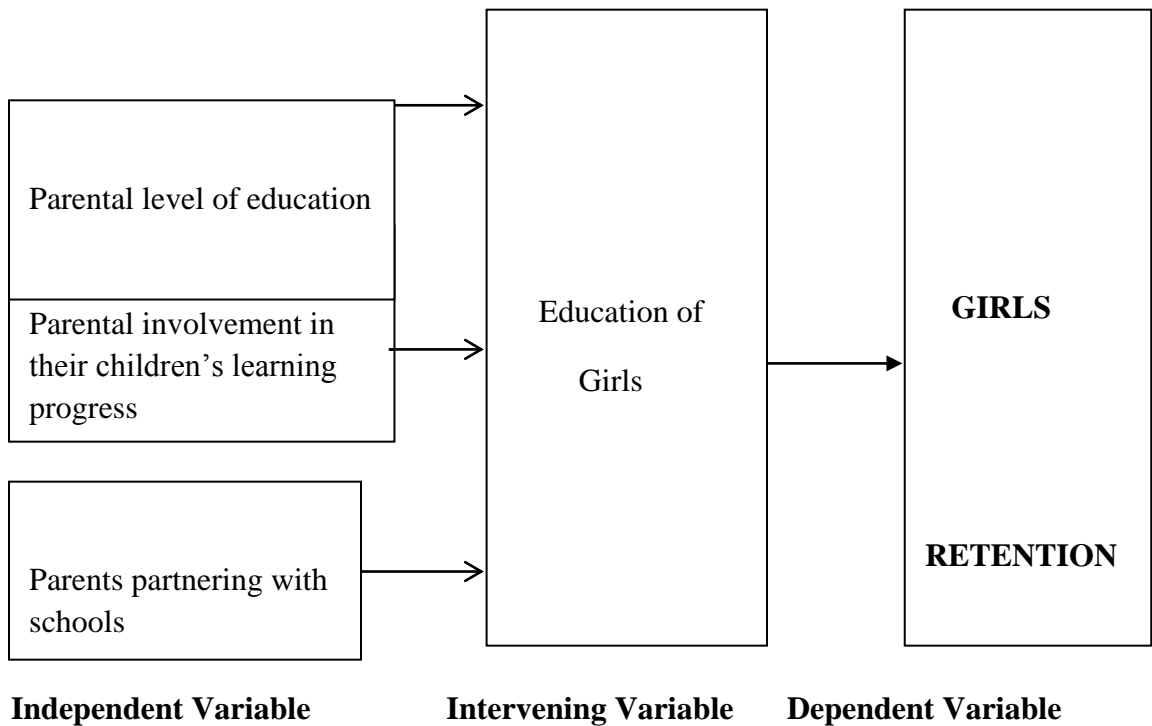


Figure 1.1 Conceptual Framework Showing Variables Affecting the Retention of Girls in Secondary Education

Source: Researcher, (2015)

The conceptual framework considers the basic points of the study. In relation to the theoretical framework, parents level of education, parental involvement in children academic progress and partnering of parents with school administration have a big influence to the girls level of motivation to attend through secondary education as all are interrelated and play diverse roles which can either hinder or facilitate the retention of girls in secondary schools.

Educated parents encourage their girls to work hard and perform better in secondary school education. Educated parents tend to motivate the girl child towards their

education. Fathers' and mothers' level of education are established as being a strong determinant of girls school dropout. Parents' education is positively associated with greater girl- child education as they involve themselves much in their children learning progress. Educated parents participate in school work and providing financial support to their children.

Parental participation in children's learning process is associated with improved behavior and higher school completion rates. Educated parents who participate in their children's learning process partner with schools administration which has enhanced the retention of girls in secondary education. By improving on the parental- related determinants it is hoped that more girls will not only enroll in secondary schools but remain until the end of the cycle making the country to have an educated population.

1.12 Operational Definitions of Terms

Access : Refers to opportunity of a student to enroll into a secondary school to learn.

Dropout : Refers to a learner who leaves school before completion of the learning cycle in which she was; secondary education.

Education : Refers to the knowledge acquired from time of birth till death

Girls Participation: Refers to taking part or being involved in secondary education.

Retention : Refers to ability for girls to remain and progress in school until they complete their secondary education instructions.

School : Refers for to an institution in which not less than 10 students receive regular instructions.

Secondary Education : Refers to education ranging from form one up to form four, in Kenya

Subsidized Secondary Education: Refers to education policy introduced by the government to pat for tuition to all students in public secondary schools.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter focused on the literature related to the girl child retention in Africa. The literature was conducted within the framework of systematic identification of location and analysis of documents containing information related to the research problem under investigation. The literature review on the girl child education was examined under the following sub- topics;

1. Parental level of education.
2. Parental involvement in learning process
3. Parents partnering with schools

2.2 Parental Level of Education

There are certain factors within a family setup that greatly contribute to the girl child education. The parents level of education among the factors that affect girls' education. The parents who are illiterate may lack the awareness of seeing education as an important aspect to their children making them not to support their daughters learning which affects their retention in secondary schools. Parents who are poorly educated may lack the awareness on the importance of education to the girl child. Parents' education plays a great role in encouraging retention of girls.

According to Bladen et al (2010) study between United States of America and Norway argues that association between parents and their children education attainment has an impact on their education as they dedicate most of their time investing in children Lack

of this awareness from the parents makes their daughters unmotivated leading them to lose interest in schooling. These studies were done in two different countries and hence the needs to do further research on how parental level of education affects the retention of girls' education in secondary schools more so in Kaloleni Sub County.

Research carried by UN (2002) IN 55 countries and two Indian States found that children of educated women were much likely to go to school and the more schooling the women had received the likelihood of their children benefiting more from education. To add on, if educated girls become mothers, there was a high chance that they would send their children to school thereby passing on doubling benefits both for themselves and society. This research was done in other countries hence the need to do further research in Kenya more so in Kaloleni Sub County, Kilifi County.

Greater education of parents, especially of mothers is the key to breaking the cycle of poverty and also tends to improve the treatment of daughters. Education not only provides basic and skills to improve health and livelihoods, but it empowers women to their rightful place in the society and the development process. Several studies that have been done in most parts of Asia have shown preference to boys and show an increase in male births in households that illiteracy of the parents is high. This demoralizes girls from high achievement because they need to be appreciated just like boys (FAWE, 2000). This is rarely seen where parents are literate as they view all their children to equal treatment. The gap between the education of sons and daughters is smaller when parents are more educated (Bridsall 2006). At the 1990 World Summit for children, World leaders not only did they reaffirm their commitment that girls and boys alike should have

a basic education, they also pledged to place emphasis on reducing the disparities. Educating women is the key to breaking the cycle of poverty.

Children coming from literate families are more likely to be encouraged to work hard and achieve better grades in their schooling (Fraser 1993). A study carried by Juma (1994), in two different areas reveals that Taita-Taveta Sub-County which has a high percentage of literate parents' are in salaried employment and business has a high population of girls in school compared to Kwale which is inhabited by a large number of illiterate parents. Though these studies were done on girls' in primary school in Kwale and Taita Taveta, there is need to do further research on girls secondary education and find out if parental level of education has any effect on retention of girls' in secondary schools more so in Kaloleni sub-county.

Most of illiterate parents may lack the awareness of the significance of educating their daughters reducing the aspirations of the girls which may contribute negatively to the education of their children. This shows that parents who are highly educated may favor education aspirations of girls' education which has a positive effect on the retention of the girls in schools. More educated parents have average better educated children. Parents transmit some abilities genetically, they may influence children development by influencing their decisions. This study was done in Primary schools hence the need to do more research in girls public secondary schools especially in Kaloleni Sub-county.

In a study carried out by Ambajo (1997) found out that parents who were less educated reduced the participation and completion rates among pupils in primary education

especially the girls. Education of parents greatly influences education for their children. Girls from poor socio-economic background families and illiterate parents are more disadvantaged than boys from the same background as sons are valued against daughters (Abagi, 1996). Girls from such families are kept out of school and even used as laborers to generate additional income to the family. Many girls perceive marriage as an escape from family poverty. Girls are viewed as inferior and therefore discriminated right from birth (White, 1984). The situation is worse for girls who become the first victims to drop-out of school due to the boy preference in a situation of reduced resources (Republic of Kenya 1999). In Ambajo's study, the study focused on the participation of both boys and girls in primary education hence leaving a gap for more research to be done on parental level of education and its effects to retention of girls in secondary schools especially in Kaloleni Sub-County.

Odenburinmirey (1983), study in Nigeria concurs with this research that the low retention and participation of the girl child is due to inability of parents to support their children due to the poor socioeconomic status as a result of illiteracy. This research was done in Nigeria hence the need to do more research in Kenya secondary schools especially in Kaloleni Sub-County, Kilifi County.

Discrimination of girls' in secondary education begins at home and within the families with low parental level of education, where families see their daughters from their childhood to be inferior Wanjiru (2006). In a Ghanaian context, Fobin (1987) in his study argued that low parental level of education and poverty are among the factors that contribute to girls low retentions in secondary schools.

In Peru, literacy was established as being a strong determinant of school dropout. Mother's education appears to have a larger effect than fathers' education on children's school retention particularly that of girls in Peru and Pakistan (Karki, 2004). The two studies done by Fobin in Ghana and Karki in Peru and Pakistan respectively were done in other countries hence the need to do more research on effects of parental level of education in girls retention in Kenya secondary schools. This study therefore will try to find out the effects of parental level of education in the retention of girls in public secondary schools especially in Kaloleni Sub-County, Kilifi County.

2.3 Parental Involvement in their Children Learning Progress

Parental involvement is the awareness of and participation in schoolwork, understanding of the interaction between parenting skills and the student success in schooling and a commitment to communication with teachers about students' problem (Mwai, 2012). It's the amount of participation a parent has when it comes to schooling and her child's life. A study by Bridesall (2006) suggests that parental involvement is more effective when parents work directly with their children in learning activities from the classroom. Parental involvement in children learning is positively related to their intellectual and social development.

A study by Okullu (2002), shows that children from poor families still faced the cost burden of the levies charged under SSE program which impact negatively on their retention. This shows that parents from poor economic background who face financial constrains tend to have low ambitions for their daughter as they find the cost sharing

policy expensive This study was done in boys' secondary schools hence the need to do more research in girls secondary schools especially in Kaloleni Sub- County.

A case study in Nandi Sub-County showed that the cost sharing policy by the Kenya government, parents are also expected to finance some of the activities and decision making in schools has helped in the day today running of the schools. Children who come from a lower economic status have been disadvantaged because their families may be poor such that they cannot afford these expenses and kept out of school. Such parents may not involve themselves in their children education especially of their daughters. The World Bank study on family income (2006), agrees with this that low living standards accelerate the educational problems associated with girls education because of inadequacies in provision of learning resources and parents who do not involve themselves in their daughters education. Parents' involvement boosts the girl's moral and encourages them to work more hard when their parents are involved in their school work thus increase their retention rate as school. The two studies show how cost sharing policy has had parents involve themselves in secondary education leaving more research to be done on parental involvement and its effects on retention of girls in secondary schools especially in Kaloleni Sub-County.

Parents who come from households where their income is above the poverty level are more likely to be involved in the learning process of their children than parents of children living in a household at or below the poverty line. A case study by Noel (2013), revealed that in 2011- 2012 45 percent of children living above the poverty line had a parent who volunteered or served on a committee at their child's school, compared with

27 percent of children living at or below the poverty line. Parents of students living above the poverty line were more likely to be involved than parents of students living at or below the poverty line on all measures of involvement.

Children get motivated and inspired through parent interactions and participation in their school work (Maina, 2002). Parents who have a poor economic background and highly motivate their daughters may interact more often with them making them motivated with learning process irrespective of their status. The self-esteem of the girl child is indented right from home where their place is second after the boy counterpart and parents usually consider opportunity cost of sending the girl child to school. This influences positively on the retention of girls in schools.

A study by Lawson (2007) reveals that the involvement of parents in their children schooling has indicated improvement in their performance significantly leading to children being retained in school. This study leaves room for more studies to be done to determine the influence of parental involvement on retention of girls in secondary schools especially in Kaloleni Sub-County.

Parental involvement in their children's learning, not only improves a child's morale, attitude and academic achievement across all subjects, but also promotes better behavior and social adjustment. In all these ways, family involvement in education helps children to grow up to be productive, responsible members of the society (UNESCO 1996). According to a study by Wanjiru (2006) Students with parents who are involved in their schools tend to have fewer behavioral problems and better academic performance, and

are more likely to complete high school than students whose parents are not involved in their school.

Studies done in the Pacific, reveals that parents from this region were much involved in their children learning and most interested in getting to know how their children faired on in school as they so it as the most important factor in the retention of their children in schools. This study was done in the pacific and hence the need of more research to be done in Kenya on parental involvement and its effects on girls retention in public secondary schools in Kaloleni Sub-County.

Rumberger (1987) found out in his study that high parental expectation towards their children education had a strong correlation with children's educational achievement. Poor academic achievement in schools as measured by grades is associated with low retention in schools. Better academic achievements make the children to be motivated and thus being retained in school. This leaves some gap on more research to be conducted on how parent involvement affects the retention on girls in secondary schools especially in Kaloleni Sub-County.

A study by Gathigah (2006) revealed that where parents are highly involved in their children through attending different functions and events in schools increase their children learning interest. This increases their retention in schools.

2.4 Parents Partnering with Schools

Family school partnerships are collaborative relationships and activities involving school staff, parents and other family members of students at school. Effective partnerships are based on mutual trust and respect, and shared responsibility for the education of the children and young people at school (Mwai 2012). The aim of the family- school partnerships framework is to encourage sustainable and effective partnerships between all members of the school community. According to Otuoma (2006) study shows creating that partnership, especially around academics is what works for student achievement and their retention in secondary schools.

One of the most important things that parents can do is to support the goals and process of education in the school. It's important there is a real partnership between the schools and the families; then there's a commodity of interest developed. One of the best ways to structure partnership is through involving parents in their children's homework. The parents have been involved in school matters from regular communication with school staff to familiarity with their children schedule, course and progress toward graduation, remains central to student's success. According to Greenberg (1989) in his report, *The Silent Epidemic,* illustrates the importance of parents partnering with schools thorough out secondary school. Sixty percent of the high school dropouts, who participated in the study, said their parents become involved in their education only realizing their students contemplating dropping out of school. This study leaves room for more research to be done on the effects of parental engagement and partnering in secondary school programs to the retention of girls in secondary schools especially in Kaloleni Sub-County.

A case study done in United States of America 2007 reveals in the children's plan published by the Department for Children, Schools and Families in 2007 also highlights the importance of partnership between parents and schools to support children in learning, and greater support will be provided for parents to involve them in the child's education. This leaves some gap on more research to be conducted in Kenya especially in Kaloleni Sub-County.

Many parents may not partner with schools if they feel that the school climate, the social and educational atmosphere of the school, is one that makes them feel not respected, trusted and needed. Scalafan (2004) found out in his research that a good connection between the parents and the school creates a positive climate and when schools provide structures for parents to become involved, the result is effective school- parent partnerships that positively affects the retention of students in schools.

In Sacramento, California, high school staff members make appointments with parents for voluntary home visits keep parents engaged with their children's progress. This strategy has so far been replicated nationally in eleven States, plus the District of Columbia. This leaves room for more research to be done in Kenya on the effects of parental partnering in the retention of girls in secondary schools especially in Kaloleni Sub County.

Parents can partner with their children schools by joining Parents Teachers Association and getting involved in decision making about the educational services their children receive which would see them having the best for their daughters. Effective partnerships

between parents and schools can improve the well-being, behavior and achievements of their daughters' right into adulthood (Epstein and Sheldon 2006).

According to Otuoma (2006) study revealed that Parents Teachers Association in the United States of America had played an important role in policy formulation and support of the needs of the children in schools which had affected positively the partnership parents had with the school. This study was done in the United States of America leaving room for more research to be done in Kenya to determine how parental partnership affects girls' retention in public secondary schools especially in Kaloleni Sub-county.

A case study done in Vietnam by Russels (2013) shows that parents engaging and inquiring on how their daughters faired on with their schooling motivated them in their learning process. Educated mothers in this study viewed education important to their daughters and were less discriminated in the society. Through Parents Teachers Association, mothers are able to give support to vulnerable girls who risk dropping out of school increasing their retention in schools. This research left room for more research to be done in Kenya on parental partnership with schools especially in Kaloleni Sub County.

Greenberg (1989), in his study argued that parents may feel uneasy if their cultural styles or social economic level differs from those of teachers. Some parents who are uninvolved in school may not understand the importance of parents partnering or they may think they do not have the skills to be able to help. Even parents who are confident and willing to help may hesitate for fear of overstepping their bounds. Different school administrators have different strategies of partnerships to employ in their school that enhances or

inhabits successful partnership. Through the engagement with the parents, schools always find ways to be understood better by parents (Kinyajui 2009).

According to Mwai (2012), parents may be included on the decision making and working in the school power structures. Through this parents develop more positive attitudes about the running of the school making the community to support the school.

2.4.1 Cultivating Relationship among Students and Teachers

Secondary schools around the country are implementing advisories small groups of students that come together with a faculty member to create an in-school family of sorts. These advisories provide a structure way of enabling those supporting relationships to grow and thrive. They involve staff envelopment that helps teachers support the academic, social, and emotional needs of their students. Kebaya (1987) in his study found that friends were the first choice as helpers of students who had social problems. This leaves room for more research to be on strategies that schools can enhance to retention of girls in secondary schools especially in Kaloleni Sub County.

In Texas, the Austin Independent School District began incorporating advisories into all of its high schools in 2007/2008 to ensure that all students had at least one adult in their school life who knew them well. This leaves gap for more research to be done in Kenya to determine strategies that schools can use to enhance the retention of girls in secondary schools in Kaloleni Sub County.

According World Bank (2006), research and practice indicate a number of key components for increasing engagement in learning and therefore school retention over the

longer term. These components include those that are specifically school focused, and those that are interagency focused. School-focused components attempt to make learning environments more responsive to the needs of young people by: ensuring students' voices are heard; modifying schooling practices, developing models for parents access to school resources, increasing the availability and quality of the career advice, providing quality alternative learning opportunities for young people at risk of disengaging or who have already disengaged from education and training and ensuring young people receive the necessary individual and specialist support to remain engaged in learning.

2.5 Summary

The literature above show many benefits of educating girls in our present society. Kenya's government main intention is that the girl-child accesses and be retained in the secondary school education without discrimination in accordance with the United Nation charter of 1947 where every child have a right to education. Kenya upholds education as a fundamental human right and recognizes it as pivotal for the attainment of self-fulfillment and national development. The Kenya Government has promoted this by introducing Free Primary Education and Subsidized Secondary Education programs in 2003 and 2008 respectively.

The most effective measure of enhancing retention of the girl-child in secondary school education is by offering fully Free Secondary Education by the government and support of education from all the stakeholders. While the government invests heavily in offering subsidized education at secondary level, it is now apparent that the poor and vulnerable students in secondary school have not benefited from the subsidized secondary school

education as many schools are now charging more than the Ministry of Education guidelines.

Literature review indicated that a lot of studies on the factors hindering girl child education seem to have been done in many parts of the world. However most of the studies have been done outside Kenya and only point out the factors that have continued to militate against women in all aspects of life but few of the studies have come up with strategies to enhance retention of girls in secondary education. In conjunction to this, there is need to come up with strategies to enhance retention of girls' education in schools in Kenya. Girls have been reported to have a lower retention rate compared to boys in secondary education. The reviewed studies have focused on educational access and retention of girls. The current study, therefore intends to discuss the parent related determinants and their effects in girls retention in public secondary schools, a case of Kaloleni Sub-County, Kilifi County.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter provides description and strategies that was used to study. It focuses on research design, study locale, target population, sample and sampling procedures, research instruments, data collection procedures and methods of data analysis are all discussed.

3.2 Research Design

The study used a descriptive design. This is the most frequently used method of collecting information about people's attitudes, habits or any of the variety of education or social issues (Orodho, 2009). Descriptive research attempts to describe what is in the social system such as the school (Abagi, 1996). Lawson (2007), argue that before much progress can be made in solving educational problems, description of phenomenon must be obtained by means of descriptive research.

According to Sasford (2007) argues that quantitative nature of descriptive survey study is suitable because it involves collection of information then assessing, finally describing the data analysis. This design attempts to collect data from members of a population in order to determine the current status of that population and whenever possible to draw possible conclusions from the facts (Mugenda and Mugenda, 2003). This type of research design is intended to produce information about aspects of education that interest policy makers and education (Borg and Gall, 1996).

The rationale for adopting a survey design is that it is useful in gaining insight onto the entire population (Travers, 1969) since the researcher will not study the whole population. Consequently, by involving a broad category of stakeholders (students, heads of department, principals, and education officers) the study fits within the descriptive survey study design.

3.3 Study Locale

Kaloleni sub-county, in Kilifi County covers the area around Mariakani to the East, Rabai in the west to northeast of the Indian Ocean. The mean annual temperature is 26 degrees Celsius. The soil in most areas is generally low in organic matter due to density of plant life and microbial activities. They have low fertility rate. The climate of Kaloleni Sub-County is generally hot and wet because of the low altitude. The rainfall is fairly reliable and falls in two seasons mainly in March to July and October to mid- December. Kaloleni Sub-County is a key producer of coconuts and mangoes. The Sub county headquarters are based in Kaloleni town (Sub-County Office, Kaloleni, 2014).

3.4 Study Population

The study population is the population to which a researcher wants to generalize the results of the study (Mugenda and Mugenda, 1999). This study was carried out from girls' public secondary schools. In this study the target population included 10 principals, 3 class teachers in the 10 targeted schools from form two, three and four making a total of 30 class teachers, 1650 students comprising of form two, three and four and 1 Sub-county Quality Assurance Officer (SQASO). This formed the target population where research

sample was drawn as they are the stalk holders are knowledgeable about retention in secondary schools.

3.5 Sampling Techniques and Sampling Size

(i) Schools

The study sampled out 5 public secondary schools in the Sub-County. Due to the fact that the population where the sample is not homogenous, stratified sampling was used to obtain a representation of five (5) sample schools. According to Mugenda and Mugenda (2003), the goal of stratified sampling is to achieve a desired representation from various sub-groups in the population. Orodho (2009) concurs that the sample should be selected in such a way that one is assured the certain subgroup in the population will be selected in the population itself. The identified three stratus included; boarding girls' mixed day and boarding girls' school and mixed day schools. Simple random sampling was used to select 5 secondary schools that comprised of 1 boarding girl's school, 2 mixed day and boarding schools and 2 mixed day schools from the target population of 10 public secondary schools in Kaloleni Sub County. 50 percent of the target population was sampled out because of the small target population in the study area (Mugenda and Mugenda, 1999).

(ii) Class Teachers and Principals

According to Gay (1996), at least a sample of 20 percent of a population is a good representation when a small number of a population. Stratified sampling was used to select class teachers from the sampled schools where 1 class teacher from one stream in one class were selected from form two to form four totaling to 15 class teachers from the

target population of thirty (30) in the sample schools. All principals from the five sample schools under the study were included in the sample.

(iii) Students

The sample included 20 percent of the total population of students in each of the five secondary schools. Gay (1981) recommends at least 20 percent of a population being a good representation when dealing with a small number of populations. Stratified and proportionate sampling was used to get the sample population because of the different groups of schools. The 10 schools had a population of 1650 students, giving a total sample of 330 students.

Table 3.1 Summary of Principals’, Class Teachers’ and Students Sample in Kaloleni Sub-County

Category	Target population	Sample size	Sample percentage
Principals	10	5	50
Class teachers	30	15	50
Students	1650	330	20
Total	1690	350	20.6

Source: Researcher, 2015

The Sub County had only one SQASO who was included in the sample population.

3.6 Research Instruments

The study employed two types of instruments; questionnaires and interview schedule which are discussed here.

3.6.1 Questionnaire

The researcher collected data using questionnaires for public secondary school principals, class teachers and students. Mugenda and Mugenda (2003), defines a questionnaire as a written set of questions to which the subject responds in writing. They further state that questionnaires are cheap to administer to respondents who are scattered over a large area. Orodho (2005) observes that questionnaires are appropriate because they are efficient, questions can be easily analyzed, anonymity is possible and questions are standardized.

(i) Principal's questionnaires

Questionnaires were self-administered by the researcher to the principals because it was straight forward and less time consuming. The questionnaire was divided into three sections which will include his background information, factors that have hindered girls' retention in secondary school and strategies that can enhance their retention. It was used to gather information on the total number of girls who had dropped out and the measures the school was taking to enhance the retention of the girls.

(ii) Class Teachers Questionnaires

Class teachers hold crucial information. Except for the introductory section (back ground information) the questionnaires for the class teachers had the same section as those for principals to be able to compare their responses on some areas to test the consistency. The class teachers were important in this study because of the many records they kept involving the marking of the class registers.

(iii) Students' Questionnaires

The questionnaire gathered information on the students family background, education background, attitudes towards education, reasons why friends especially girls had a low retention in the secondary system and the strategies to be adopted by different stakeholders to enhance the retention of girls in secondary education.

3.6.2 Interview Schedule

Interviews from the interview schedule were used to supplement the questions for aspects that require specific responses. Interview schedule is a set of questions that the interviewer asks when interviewing and makes it possible to obtain data required to meet specific objectives of the study (Mugenda and Mugenda, 1999). Interview schedules, According to Orodho (2005) interview method are a flexible technique. Interview schedules make it possible to obtain the data required to meet the objectives of the study. They are also used to standardize the interview situation so that interviewer can ask the same question in the same manner (Orodho, 2009). The interviewer is able to read the facial expression of the interviewee.

The interview schedule was used to get information from the SQASO who is an education administrator in the Sub- County. Through interview, the researcher was able to gather more information about the low retention of girls in the sub-county and the strategies that education stakeholder used to reduce this problem.

3.7 Piloting of Research Instruments

This is giving the research instruments to small representative sample, identical to the actual sample to be used in the study. According to Mugenda and Mugenda (2003), it is necessary to pilot the instruments to ensure that the items are clearly stated and can be understood by the respondents. Piloting in this study helped to reveal deficiencies, unclear directions, space adequacy, wrong phrasing, language, vague questions and ambiguity in the design and in the research tools. This helped to improve the efficiency and quality of the instruments. This also checked if the items in the questionnaire and interview schedule were suitable and adequate to solicit the needed information from the respondents. For the purpose of this study, 5 principals, 7 class teachers, 25 students were selected for piloting through stratified sampling. The SQASO from the neighboring Rabai District was also included.

3.7.1 Validity

According to Orodho (2003), validity is establishing whether the questionnaire content is measuring what is supposed to be measured. The questionnaire and interview schedule were examined to evaluate the clarity of items in terms of vocabulary, sentence structure and that questions are suitable for the intended respondents. The researcher specified the domain of indicators, which were relevant to the concept being measured. Black spaces, inconsistencies, inaccurate responses indicate weakness that prompts review after piloting. According to Mugenda and Mugenda (1999), the usual procedure in assessing the content validity of a measure is to use professionals or experts in the particular field. Expert judgment was sought especially from the supervisors and the lectures in the

Department of Educational Management, Policy and Curriculum Studies. This approach is affirmed by Borg and Gall (1996) which point out that content experts help determine content validity by defining in precise terms the domain of the specific content that the test is assumed to represent.

3.7.2 Reliability

To establish the reliability of the instrument the researcher employed the test-retest method during the pilot study. The researcher administered the questionnaires to the respondents and after one week the researcher again administered the same instrument to the same respondents. The researcher then used the Pearson Product Moment Correlation formula below to correlate the scores from both the tests to obtain a correlation coefficient.

$$r = \frac{n(\sum xy) - (\sum x)(\sum y)}{\sqrt{[n\sum x^2 - (\sum x)^2][n\sum y^2 - (\sum y)^2]}}$$

Where r_{xy} = Pearson Coefficient of Correlation, X= Respondent's scores of first test, Y= Respondent's scores of second test, N= Total number of respondents.

Pearson Product Moment Correlation establishes the extent to which content of the instrument is eliciting the same responses every time the instrument is administered (Orodho, 2005). The study obtained a coefficient of 0.7825 which is acceptable. According to (Mugenda and Mugenda, 2003) a coefficient of 0.7 or more is considered reliable.

3.8 Data Collection Procedures

The researcher sought approval from Kenyatta University Graduate School. A permit was got from the Ministry of Education before conducting the study. Consent was sought from individuals and the institutions that will be included in the study. An advance letter was sent to the sampled respondents explaining the purpose of the study. After getting their consent the researcher personally visited the sampled schools to administer the questionnaire. This ensured efficiency and also the researcher was in a position to help the respondents who had difficulties in answering the questionnaire. The researcher gave the respondents four days to respond after which he collected the tools.

3.9 Data Analysis and Presentation

Data analysis is the process of systematically searching and arranging questionnaires, field notes, data and other materials obtained from the field with the aim of increasing your own understanding (Orodho, 2009). Data collected was subjected to quantitative and qualitative analysis. The data collected was categorized into information that targeted the three objectives of the study.

(i) Objective 1: Parental Level of Education and its Effects on girls retention.

Qualitative data comprised answers to open- ended questionnaires and interview schedule and analyzed in different patterns. Coding was used to prepare quantitative data for analysis. Qualitative data comprised of closed ended questionnaires and categorized data. Quantitative data was analyzed by coding data using Software Package for Social Science and generated descriptive statistics such as percentage, frequency and tables where applicable.

(ii) Objective 2: Parental Involvement in Girls Academics Progress

Qualitative data collected through open-ended questionnaires and interview schedule were analyzed in different themes and patterns. Quantitative data collected through closed ended questionnaires were analyzed by coding data using the Software Package for Social Science to generate descriptive statistics that was presented in percentages, frequency and tables from which generalization and conclusion was made.

(iii) Objective 3: Parents partnering with the school in management

The open-ended principals' questionnaires and the SQASO interview schedule were used to collect qualitative data which was analyzed into themes and patterns. Quantitative data was collected coded, formatted and analyzed using Statistical Package for Social Science. The data was then analyzed through descriptive statistics in which percentages, frequencies and tables were used to show the distribution responses.

3.10 Logical Considerations

In reference to Cohen and Manion (1994), social scientists have a responsibility not only to their profession in its search of knowledge and quest for truth but also for the subjects they depend for their work. Before engaging in actual fieldwork, the researcher applied for a research permit from the Ministry of Education. After the permit had been permitted the researcher then sought consent from the County Director of Education in Kilifi County to enable him access the public secondary schools within Kaloleni Sub-County.

3.10.1 Ethical Considerations

There is a wide consensus among social scientists that research involving human participants be performed with the informed consent of the participants (Nachmias and Nachmias, 1996). Moreover, this consent must be informed in the sense that the participant, must be aware of the positive and negative aspects or consequences of participation (Orodho 2009). The researcher therefore ensured respondents have informed consent and their involvement would be voluntary at all times. For the sake of confidentiality participants were asked not to write their names on the questionnaires during the research so as to help in ensuring anonymity and no reference was to be made to individuals or school.

CHAPTER FOUR

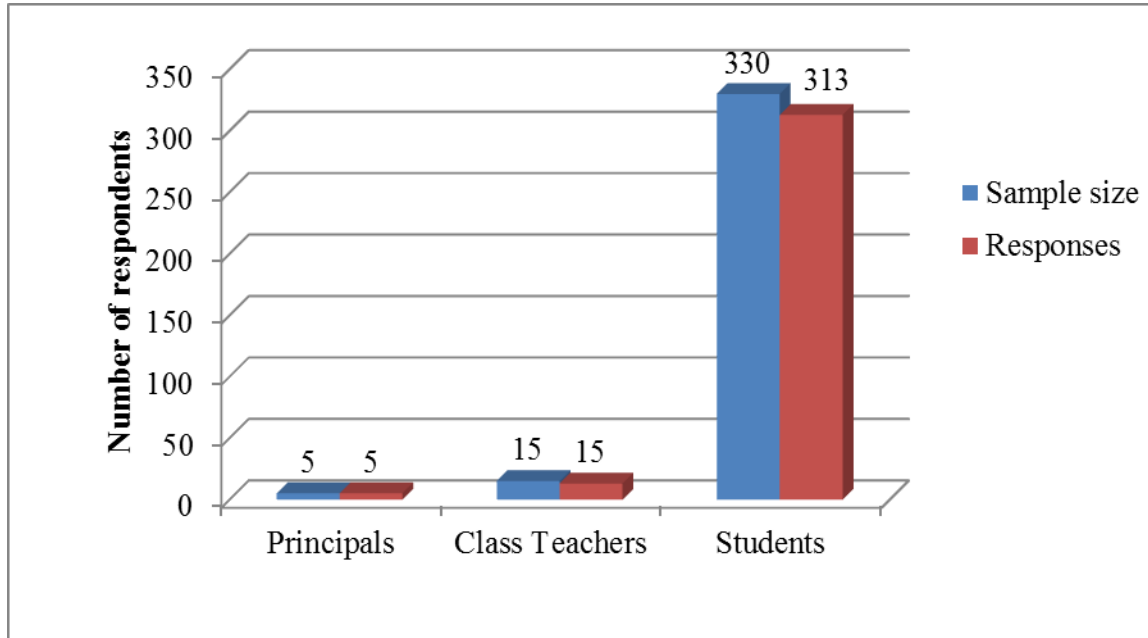
DATA PRESENTATION, ANALYSIS AND INTERPRETATION

4.1 Introduction

This chapter covers the findings, presentations and discussions of the results for the study on strategies to enhance retention of girls in secondary schools. The study was conducted in five schools in Kaloleni sub-county. The main sub headings include demographic characteristics of the respondents, school category and type, factors leading to low retention of girls in secondary schools and measures that can be taken to enhance retention of girls in secondary education.

4.2 Response Rate

The researcher targeted 5 public secondary schools in Kaloleni sub-county. In particular, the respondents in this study were the principals, class teachers of form two to four and students of the sampled schools. Out of the 350 questionnaires dispersed to principals, class teachers and girl students, 333 were returned while complete and only 17 (4.9%) were not returned translating to 333 (95.1%) response. There happened to be only one SQASO who was interviewed. Therefore the data collected was very reliable and acceptable as Mugenda & Mugenda (2003) a response rate of 60% is good and a response rate of 70% or more is even better for social research. The response and demographic characteristics of the study were first presented. This is summarized in figure 4.1.



N=333

Figure 4.1 Distribution of Respondents by Response

Source: Researcher

This was then followed by presentation of the findings based on the following research questions:

- a) How parental level of education affects the retention of girls.
- b) How parental involvement in students learning process affects retention of girls.
- c) How parental partnering with school affects retention of girls.

4.3 Presentation of Main Findings

4.3.1 Demographic Information of the Principals.

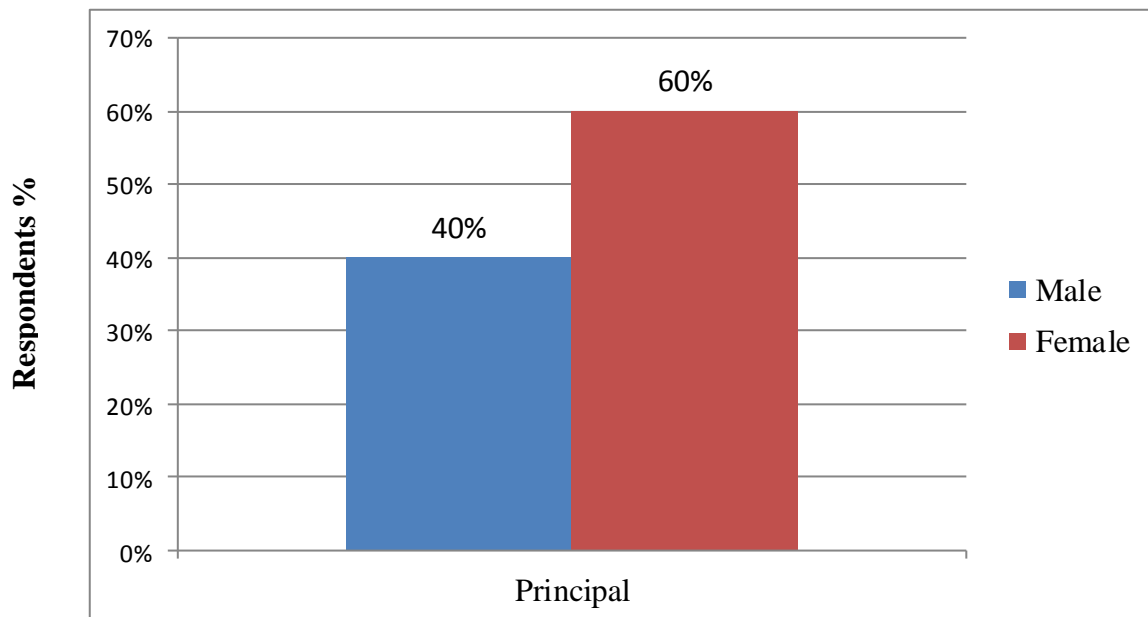
In this section the study sought to determine the respondents' background information.

This study proceeded in different phases. The data collection phase first sought to establish the demographic and social characteristics of the respondents. The demographic

features of the respondents in this section include; gender, age, academic qualification, experience, type and category of school.

a) Distribution of Principals' by Gender

Gender was an important characteristic as it indicated the role played by the principals in inspiring and being role model to the students. Through them the students are seen to be encouraged in their learning progress. Principal respondents were asked to indicate their gender. According to the findings presented in figure 4.2, majority of the principals 3 (60%) were female and 2 (40%) were male.



N= 5

Figure 4.2 Gender of Principals

Source: Principals' Questionnaire

The research findings in Figure 4.2 meant that most schools in Kaloleni Sub County were headed by female teachers. This implies that principals being female it is expected of

them to help the girls in the challenges that they were going through and they would support the girl child education and improve on the girls’ retention in secondary schools in Kaloleni Sub-county. This concurs with Aikaman S, et al (2005) study which argues that women should be involved in education matters and help others to overcome the challenges.

b) Distribution of Principals’ by Age.

Age is among the important characteristics as it indicates the level of maturity of individuals which is regarded as crucial to responsibility. Age is generally associated with experience helps one build himself/herself and thus avoids trial and error approach. This study therefore found this variable important and sought to establish the views of how respondents perceived parental-determinants and their effects in girls’ retention. Respondents were asked to indicate the age bracket they belonged. The results in table 4.1 shows that 4 (80%) of the principals were in the age bracket of between 41-50 years and 1 (20%) was aged between 51 – 60 years.

Table 4.1 Age of Principals

Response	Frequency	Percentage
30-40 Years	0	0
41-50 Years	4	80
51-60 Years	1	20
Total	5	100

N= 5

Source: Principals Questionnaire

From the research findings majority of the principals were aged between 41-50 years. This is an indication that most principals were above their youthful stage of life and that teaching profession is composed of average aged principals who are able to solve the problems and challenges that the girls went through while in secondary schools. This findings are similar to World Bank (2006), which found that the school administrators in Sub- Saharan Africa were selected based on their age in relation to the number of years in their career.

d) Principals' Response by Academic Qualification

Academic qualification was an important characteristic as it showed the certificates and professional title an individual has acquired in his/ her study. The acquisition of an education qualification therefore implies successful completion of a course of training program indicating different levels of academic achievement. The study therefore found this variable important as it indicated the academic levels principals had attained and trained for professionally before being employed in the teaching profession. According to the findings presented in Table 4.2 majority of the principals 3 (60%) had a Bachelor of Education degree, 1 (20%) had a master in education and 1 (20%) a diploma in education.

Table 4.2: Level of Education of Principals

Response	Frequency	Percentage
Diploma	1	20
B.Ed	3	60
Master	1	20
Total	5	100

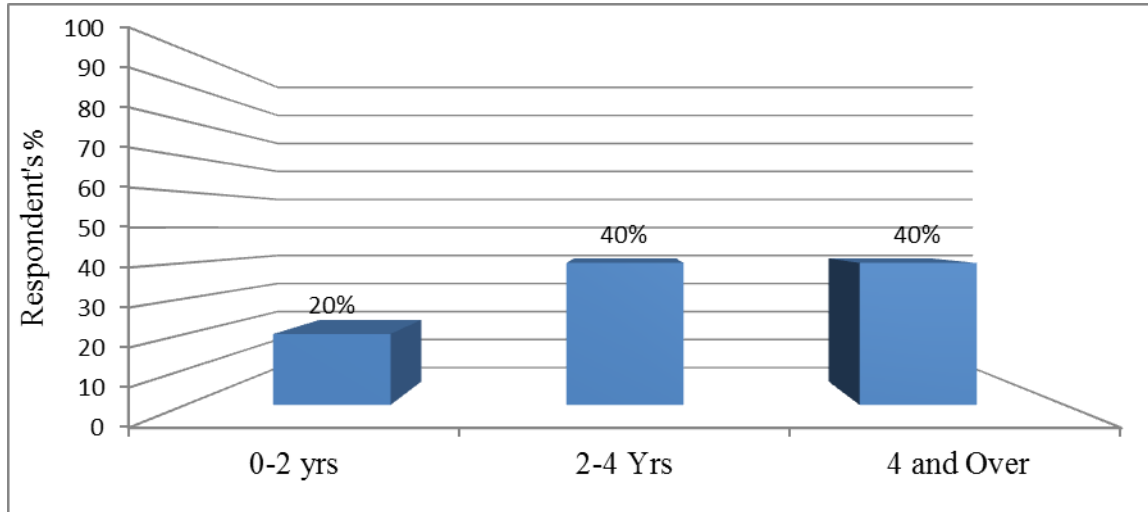
N=5

Source: Principals' Questionnaire

The studies revealed that majority of the principals (60%), were university graduates. From the findings of the study it can be said that the principals had the required academic qualification and were committed in identifying the challenges the girl-child was facing in school. These findings were similar to (Wango, 2009) study which argues that there is no significant difference in the career commitment and education qualification.

e) Principals Response by Length of Stay in the Current School

The length of stay indicates the duration an individual has been in that station since the date of employment or deployment. The length of stay in the current station was an important characteristic as it indicated the duration one has interacted with the parents and students which implied that the principals were in a position to identify the challenges and problems that the girls were facing. The study sought to establish the length of stay the respondents have been principals or teachers in the current school. The results as presented in Figure 4.3 showed that 2 (40%) of the principal respondents had been in the current school for 2- 4 years and more than 4 years respectively and 1 (20%) of the principal respondents had been in the current school for less than two years.



N= 5

Figure 4.3 Principal Years of Service in School

Source: Principals' questionnaire

The findings mean that majority of the principals respondents had been in the current school for over two years. This was very useful in itself because it meant that most of the principals had been in the same position for a period long enough and they had interacted with both the parents and girls. This also implied that they were in a position to identify and explain the parent-related determinants and their effects on girls' retention in public secondary schools. This finding agrees with UNESCO (1996) study that schools with more inexperienced teachers have higher dropout rates. The experienced principals are able to solve the problems and challenges that students face.

(f) Job Experience of Principals

Experience is among the important characteristics as it indicates the familiarity of skills and knowledge acquired over months or years of actual practice that has resulted in superior understanding or mastery. A principal with considerable experience can gain a

reputation as an expert. The accumulation of knowledge and skills that result from direct participation in events and actions by the principals help in identifying the challenges facing the girl-child and how to solving them. The study sought to establish from the principal respondents on their experience. As presented in Table 4.3, the results show that majority 3 (60%) of the principal respondents had served as principals for more than 4 years and 1 (20%) of the principal respondents had served as principals between 2 - 4 years and 1 (20%) had served below 2 years.

Table 4.3: Respondents’ Years of Management Experience

Response	Frequency	Percentage
0 -2 Years	1	20
3 – 4 Years	1	20
Above 4 Years	3	60
Total	5	100

N=5

Source: Principals’ Questionnaire

The results show that majority 3(60%) of the principal respondents had served as principals for more than 4 years and 1(20%) of the respondents had served as principal between 3-4 years and 1(20%) had served below 2 years. This implies that most of the principals were able to identify both parent and school related determinants and their effects on retention of girls in secondary school. This also indicated that through the experience the principals had, they were able to solve the problems and challenges the girl- child was facing. The research finding concurs with Birgen (2005), who asserts that experience and qualification is the best asset for handling a task.

4.3.2 Demographic Characteristics of Class Teacher

a) Distribution of Respondents by Gender

Class teachers' are viewed to be students' parents when in school. The class teacher gender was significant in the sense that some of the girls problems might be private and so some would not be comfortable to share with their teachers depending on gender. Respondents were asked to state their gender. The result again showed that 8 (53.3%) of the respondents were male class teachers and 7 (46.7%) of the respondents were female class teachers. This is summarized in Table 4.4 .

Table 4.4: Gender of the Class Teachers

Response	Frequency	Percentage
Male	8	53.3
Female	7	46.7
Total	15	100

Source: Class teachers' Questionnaire **N=15**

These meant that most schools in Kaloleni sub-county had male class teachers 8 (53.3%), who outnumbered female colleagues 7 (46.7%) which implies that the girls were not free to discuss most of their problems with their male class teachers hence this had a negative effect on their retention in secondary school. This agrees with Ruthstein (1995) study that found female teacher being a positive effect on female student achievement outcomes. The more anxious female teachers are in girls retention the less likely the girls dropout of school.

b) Class Teacher Respondents by Age

The respondents who took part in this study were drawn from different age groups. Age is generally associated with experience that an individual has accumulated. Age was an important characteristic as it indicated the level of individuals and how they can solve problems and challenges. The results showed that 7 (53.8%) of the class teachers were in the age bracket 20-30 years, 6 (30.8%) were in the age bracket 31- 40, 1 (7.7%) were aged between 41- 50 years and 51-60 years respectively. The results are summarized in Table 4.5 below.

Table 4.5: Age of Class Teachers

Age bracket	Frequency	Percentage
20 - 30 years	7	53.8
31 – 40 years	6	30.8
41 – 50 years	1	7.7
51 – 60 years	1	7.7
Total	15	100

N = 15

Source: Class teachers Questionnaire

Majority of the class teachers 7 (53.8%), are aged between 20-30 years. which implies that most of them are not able to solve amicably the problems that girls were facing resulting to most of them dropping out. This finding agrees with UN (2002) study that schools with more inexperienced teachers have higher dropout rates. This finding differ with that of Word Bank (2006) which asserted that the school administrators in Sub

Saharan Africa were selected based on their age in relation to the number of years in their career.

c) Class Teacher Respondents by Academic Qualification.

Academic qualification involves successful completion of a course of training program indicating the different levels of academic achievement. The level of education that one achieves determines his or her profession. In this case the academic qualification was an important characteristic as it was to indicate whether the class teachers were fully trained and were ready to tackle the challenges facing the girl- child. The respondents were also asked to state their academic qualification. The study established that 10 (79.9%) of class teachers had a Bachelors of Education degree, 2 (15.4%) had a diploma in education and 1 (7.7%) had a master in education. The results were summarized in table 4.6 below.

Table 4.6: Level of Education of Class Teachers

Response	Frequency	Percentage
M. Ed	1	7.7
B. Ed	10	79.9
Diploma	4	15.4
Total	15	100

Source: Class teachers Questionnaire

N= 15

Majority of the class teachers 10 (79.9%) were university graduates which implies that they were acting like role models who were encouraging and inspiring the girls to stay in school and achieve a higher level of education. This concurs with Willis (2000) who

asserts encouragement role modeling and student inspiration by teachers contributes to successful learning process of the students.

d) Class Teacher Respondents by Years of Stay in Current School

The length of stay in a current station enables one to understand his/her environment so well. Length of stay was an important character as the respondents were able to tell the challenges that the girls went through. To further understand how long the class teachers had been in the current station; they were asked to indicate the length of stay in the current school. The results show that 9 (60%) of the class teachers respondents had been in the current school for over 4 years, 5 (33.3%) of the class teachers respondents had been in the current school for 2- 4 years while 1 (6.7%) of the class teachers respondents had been in the current school for less than 2 years. Table 4.7 gives a summary of the length of stay in current station of the class teachers.

Table 4.7: Distribution by Years of Service in Current School

Response	Frequency	Percentage
Less than 2 Years	1	6.7
2 – 4 Years	5	33.3
Above 4 Years	9	60
Total	15	100

Source: Class teachers Questionnaire **N=15**

Table 4.7 shows that majority of the class teacher respondents 9 (60%), had been in their current station for over four years which implies that they were aware of the challenges the girls were facing towards their retention in secondary school through their leadership.

Effective education leadership makes a difference in improving learning. These findings concur with MOE (2012) study that successful leadership can play a highly significant role in improving student learning process and retention.

4.4.3 Demographic Information on the SQASO

The demographic information of SQASO was concerned with gender, academic qualification, the length of time he had been SQASO and the length of stay in his present station. The SQASO noted that he was a university graduate which implied that he had the necessary academic foundation to also ensure that girls are retained in secondary schools until they complete their studies. It was observed that he had been SQASO for duration of 16 years. Therefore the findings shows that he had been in office for a comparative enough time and hence able to give information on the parent – related determinants and their effects in girls retention in secondary schools and also solve some of the challenges that faced the girl child education.

The researcher wanted to find out the duration of time the SQASO had been in the present station which he noted that he had been at the present station for 8 years. From the study findings this was a reasonable duration of time and she could give valid information regarding the effects of parent-related determinants to the retention of girls in secondary schools.

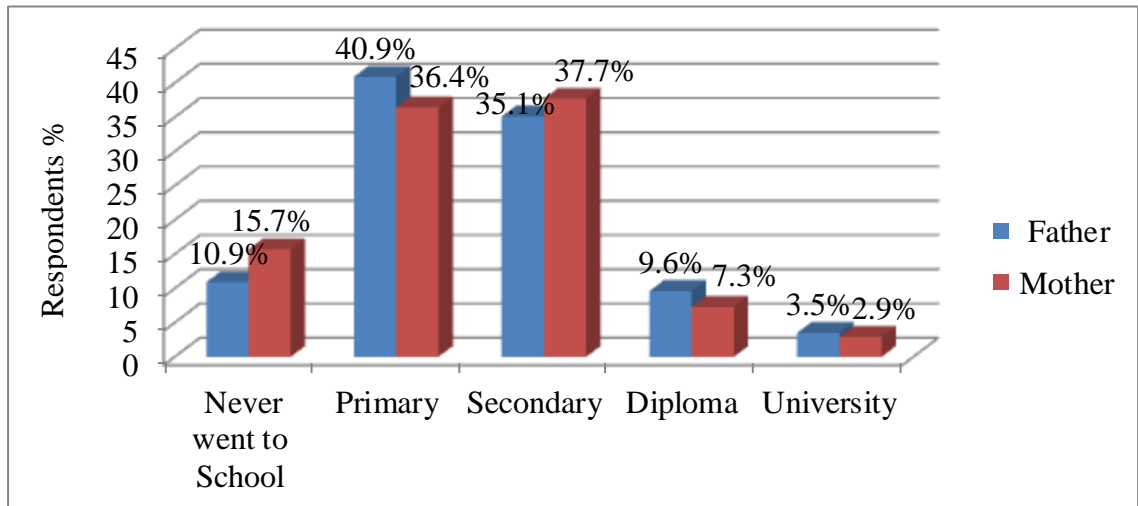
4.4 Objectives

4.4.1 Objective 1: Parental Level of Education and its Effects on Girls in Retention in School.

Certain factors within the family setup greatly contribute to the girls' retention in secondary schools. The parent's level of education is one of the parent-related determinants that affect the retention of girls in schools. Poorly educated parents may lack the awareness on the value of education and likely to be unable to contribute positively to the education of their children.

a) Students Response on the Level of their Parents Education

Parents' education is one of the factors within a family setup known to contribute to the girl child education. Parents' education was an important characteristic as it showed the awareness the parents had on the importance of education. The researcher sought from the student respondents their parents' level of education. According to the findings presented in Figure 4.5 majority of the student respondents 128 (40.9%) and 114 (36.4%) indicated that their father and mother had primary education respectively while 11 (3.5%) and 9 (2.9) of the respondents indicated that their father and mother had attained University education respectively.



N= 313

Figure 4.4 Distribution by Parents' Level of Education

Source: Students' Questionnaire

The findings meant that majority of the students respondents had parents who had only attained primary level of education, which implies that majority of the girls in secondary schools lack role models because their parents are not educated. This makes the girls not to be motivated to with their studies resulting to low retention of the girls. Abajo (1997), in his study found out that a combination of low parental level of education reduced the participation among pupils in primary education especially girls. This concurs with Levin (2007), who asserts that parental education plays the deciding role in determining whether children enroll in schools and that the more educated the head of the household, the more likely the children were to attend school. Parents who have gone beyond high school are able to support their children learning process Scalafan (2004).

b) Response of Respondents on the Effects of Parental Level of Education on the Retention of Girls in Secondary Schools.

The researcher sought from the principal respondents the level at which parental level of education affected the retention of girls in schools. According to the findings presented in Table 4.7 results showed that majority of the respondents 3 (60%) of the principals indicated that parental level of education affected the girls retention in secondary to a large extent. Some of the principals 2 (40%) held a contrary opinion that parental level of education affected the retention of girls to a small extent. This is summarized in table 4.8 below.

Table 4.8: Principals Response on the Extent to which Parental Level of Education Affects Girls' Retention.

Response	Frequency	Percentage
Large extent	3	60
Small extent	2	40
Total	5	100

Source: Principals' Questionnaire

N=15

Table 4.8 shows that majority of the principals had the feeling that parental level of education affected the retention of girls in secondary schools which implies that parents who had dropped out or only attained primary education did not see the value of education and were not concerned even if their children stayed away from school impacting negatively in the retention of girls in secondary school. This study finding agrees with Willis (1963), which established that there was an inverse correlation between parents' years of education and the retention rate of their children. The higher the parents' education the higher the retention rate of their children.

The position taken by most of the class teachers 12 (80%), as regards to the effect of parental level of education to the retention of girls in secondary schools shows that parental level of education influenced the retention of girls in secondary schools to a large extent. Only a few of the class teachers 3 (20%) felt that parental level of education had affected retention of girls only to a small extent. This is summarized in table 4.9 below.

Table 4.9: Class Teachers’ Response on the Extent to which Parental Level of Education affects the Girls’ Retention

Response	Frequency	Percentage
Large extent	12	80
Small extent	3	20
Total	15	100

Source: Class teacher Questionnaire

N=15

According to the findings in Table 4.9 majority of the class teachers to a large extent felt that parental level of education affected the retention of girls in secondary schools which implies that educated parents inspired and encouraged their children in the learning process in secondary schools compared to their parents counterparts who were illiterate hence affecting the retention of the girls in secondary schools. This concurs with Straus and Thomas (1995) study which indicated that parents’ education is positively associated with greater child education.

Student respondents when asked if parental education affected their stay in school majority of them 238 (76%) indicated that their parents' level of education affected their retention in school at a large extent. Some of the students 75 (24%) held a contrary opinion and felt that parental level of education affected their retention to a small extent. This is summarized in Table 4.10 below.

Table 4.10 Students Response on the Extent to which Parental Level of Education Affects their Retention

Extent	Frequency	Percentage
Large	238	76
Small	75	24
Total	313	100

Source: Student Questionnaire

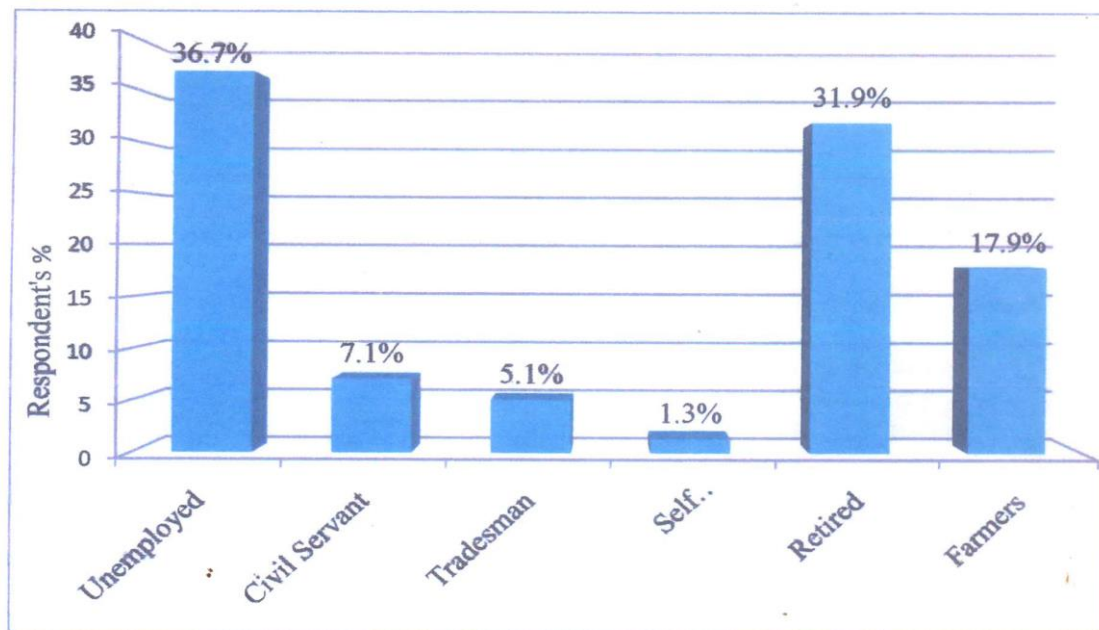
N=313

Table 4.10 shows that majority of the students noted that their retention in secondary school was at large extent affected by their parents level of education. This implies that majority of the students whose parents had formal education inspired their children to stay in school to pursue higher education compared to students whose parents were illiterate and did not understand the essence of education. This finding agrees with Read and Neenam (1999) study that parents with poor education may not be interested in the education of their children and thus not motivating them to learn. It's to this direction that the girl child loses interest in schooling.

The findings means that majority of the students were much affected by parental level of education as parents played a major role in the retention of girls in secondary schools. This agrees with Phillips (1990) who noted that parental education and social economic status have an impact on students' progress. The findings concurs with Juma (1994), parental level of education is transmitted to their children. From the research findings it was clear that the higher the minimum level of formal schooling of parents, the more they retained their children at schools as they knew the value of educating their girls.

c) Students Response by the Economic Background of the Parent

Family background exerts greater influence on economic status of a family. Economic background of the parents was an important characteristic as it indicated if parents were able to pay school fees for their daughters and help the researcher understand the socio-economic status of the respondents. Student respondents were asked to indicate the economic background of their parents. According to the findings presented in Figure 4.6, 115 (36.7%) of the respondents had parents who were unemployed, 100 (31.9%) of the respondents had parents who had retired, 56 (17.9%) of the respondents had parents who were farmers, 22 (7.1%) of the respondents had parents who were civil servants, 16 (5.1%) of the respondents had parents who were tradesmen and 4 (1.3%) of the respondents had parents who were self-employed.



N= 313

Figure 4.5: Parents by Economic Background

Source: Students questionnaire

From the results of the study, majority of the students (36.7%), whose parents were unemployed came from low income families. This implies that their parents face financial constraints and tend to have low ambitions for their daughters education. The findings are similar to Marjorie et. al (1974), emphasizes the importance of economic background as an index of socio-economic status.

In response to the question whether the economic background of the parents affected the retention of girls in secondary schools the position taken by most of the class teachers 7 (46.7%), noted that economic background of parents affected the retention of girls in secondary schools very much, 5 (33.3%) of the class teachers felt that retention of the girls in secondary schools was affected by their parents economic background to a much

extent, and some of the class teachers 3 (20%) held a contrary opinion that parents economic background affected the retention of girls to only a little extent. The results were presented in table 4.11 below.

Table 4.11: Response of Class Teachers on the Extent to which Economic Background of Parents Affect the Retention of Girls in Secondary Schools

Extent	Frequency	Percentage
Very Much	7	46.7
Much	5	33.3
A little	3	20
Total	15	100

Source: Class teachers respondents

N=15

According to Table 4.11, the research findings show that majority of the class teachers 7 (46.7%), felt that the economic background of parents affected the retention of girls in secondary schools very much. This implied that most of the parents who were farmers, unemployed and those who had retired ended up straining so hard in paying the tuition fees and other levies charged in secondary schools. This concurs with Odenburinmirey's (1983) study in Nigeria on dropout agrees with this research that dropout is due to inability of parents to support their children in school.

The research finding revealed that majority of the students came from poor background which implies that poverty played a great role in the dropout. The findings are similar to those of Thomas (2000), who cited poverty as the primary reason for school dropouts thus leading to low retention of girls in secondary schools. Orodho and Njeru (2003),

consent that the critical factors that are responsible for the low retention in education is poverty. When some students are sent home for fees (mainly subsistence) some end up dropping out resulting to low retention of the girls. The study also concurs with World Bank (2009) study reveals that poverty deprives people of productive employment and is likely to impact negatively on school aged children, especially when parents are neither literate nor employed and live below the poverty line.

d) Parental Level of Education by School Dropouts

Dropout involved the girls who left school without either completing their secondary education or transferring to another school. It cannot always be ascertained that a student has dropped out, as she may stop attending without terminating enrollment. Parental level of education by school dropouts was an important characteristic as it indicated the significant relationship between parents' education and school dropouts of the girls from secondary schools. The class teacher respondents were asked to give their views on how parental level of education affects the drop out of girl in secondary schools. Majority of the class teachers 11(73.3%), had the feeling that parental level of education strongly affected the girls dropouts in secondary schools while 4(26.7%) of the class teachers had a different feeling that parental level of education fairly affected the girls retention in secondary schools. This is summarized in table 4.12 below.

Table 4.12: Class Teachers' Responses on Drop out of Girls in Secondary Schools in Relation to Parental Level of Education

Response	Frequency	Percentage
Strongly agree	11	73.3
Fairly agree	4	26.7
Total	15	100

N=15

Source: Class teachers Questionnaire

The findings in Table 4.12, indicates that majority of the class teachers 11 (73.3%), had the feeling that students who had dropped out of secondary schools had parents who had low level of education. This implies that students whose parents were primary school dropouts were also at a higher risk of dropping out from school. This agrees with UNESCO (2005), which established that girls whose parents have not attained any level of education are likely to drop out of school than students whose parents have attained education.

The principals 4(80%), shared a similar position with that taken by majority of the class teachers that students whose parents had attained a higher level of education had higher chances of being retained in school than those students whose parents dropped out of school in primary level. Only one of the principal 1(20%), held a contrary opinion that parental level of education did not affect the retention of the girls in secondary schools. This study implied that non educated parents are unable to check, encourage and assist their children progress in secondary education and hence affecting their stay and retention in secondary schools. This research agrees with Aswan (1991) study that reveals there is

a significant relationship between parental level of education and the pupils' educational aspiration as high parental level of education favored high education aspiration of the respondent.

From the research findings it implies that there was a direct relationship between parental level of education and retention of the students especially the girls in secondary schools where educated parents who had high incomes were able to provide their children with a conducive home environment, all the school necessities as they understand the value and benefits of education hence encouraging the retention of the girls in secondary schools.

4.4.2 Objective 2: Parental Involvement in Girls Academics and its Effects on Retention of Girls in Secondary Schools

The second research objective was to find out how parental involvement in the progress of their children in schools affected retention in secondary schools. Most parents do not know much about the educational programs in their children's schools. Survey by North Carolina State University (2003), found out that Parental involvement plays a major role in the character and person of the learner. The study sought to establish the extent to which parental involvement affected the retention of girls in secondary schools.

a) Parental Involvement in Secondary Schools

Parental involvement awareness and participation in students learning process enables the parents to be committed to communication with the teachers about the student's problems and challenges. Parental involvement was an important characteristic as it indicated the positive effect on children's achievement even when the influence of background factors

such as social class and family size have been taken into account. The researcher sought to find out the extent to which parents involved themselves in their children learning progress in schools. According to the findings in figure 4.12 results showed that majority 3 (60%) of the principal respondents indicated that parents do not involve themselves in the students' academic progress. Only 2(40%), of principals had the view that parents in their schools involved themselves in the academic progress of their children a little bit. This is summarized in table 4.13 below.

Table 4.13: Principals response on the involvement of parents in their Children learning process in secondary schools

Response	Frequency	Percentages
A little	2	40
Do not Involve	3	60
Total	5	100

N=5

Source: Principals Questionnaire

The findings means that majority of the parents in the schools do not involve themselves in their children's academic progress which implies that students were not being motivated or monitored by their parents on their learning progress in secondary schools leading to most of them staying away hence low retention of girls in schools. Parents should be encouraged to provide basic needs for their children and have a positive attitude towards education. They should also monitor, motivate and supervise their children's academic progress. This concurs with Rumberger (1987) study which showed

that 50% of high school dropouts cites poor performances as a school related reason for students leaving school resulting to low retention,

The position taken by most of the class teachers 8 (53.3%), as regards parental involvement in their children’s learning process in secondary schools shows that majority of the parents do not involve themselves in the learning process of their children. Some of the class teachers 4 (26.7%), held a contrary opinion that parents involved themselves much in their children’s learning progress little and 3 (20%), felt that parents involved much in the learning process of the girls in secondary schools. This is summarized in Table 4.14 below.

Table 4.14: Class Teachers Responses on Parental Involvement in their Children’s Learning Process in Secondary Schools

Response	Frequency	Percentage
Much	3	20
A little	4	26.7
Do not	8	53.3
Total	15	100

Source: Class teachers Questionnaire

N=15

From the research findings majority of the class teachers 8(53.3%), had the view that parents do not involve themselves in the academic progress of their children in secondary schools which implies that the girls had most of their parents not monitoring their progress in school making them to have low aspirations in education. The Daily Nation

(1998) agrees with this study and attributes an increased dropout that leads to low retention among secondary school girls to poor performance.

In response to the question whether parents were involved in their academic progress in school, majority of the students 198(63.3%), had the feeling that their parents do not involve themselves in their learning process. On the other hand 76(24.3%), of the students felt that their parents involved themselves in their learning process in school a little. Few of the students 39(12.4%) felt that their parents were much involved in their learning process. This is summarized in table 4.15 below.

Table 4.15: Students Response on their Parents’ Involvement in their Learning Process in Secondary School

Response	Frequency	Percentage
Much	39	12.4
A little	76	24.3
Do not	198	63.3
Total	313	100

Source: Students Questionnaire

N=313

From the research findings in Table 4.15 above majority of the students 198 (63.3%) had the opinion that their parents were not involved in their academic progress in school which implies that due to most parents not assisting or monitoring the progress of their children, the problems that the girls were facing were not being addressed causing most of them to stay out of school hence causing low retention among the girls in secondary schools. This agrees with Gathigah (2006) study that found out increased levels of

parental involvement in school, including attending meetings and events predicted improved child participation in schools.

b) Impact of parental involvement on enhancing retention of girls in secondary schools.

These results revealed that teachers have mixed feelings towards parental involvement as a parent –related determinant in enhancing retention of girls in secondary schools. The class teacher respondents were asked to indicate the impact of parental involvement on the retention of girls. The study reveals that 12 (80%) of the class teachers indicated that parental involvement had a great impact on the girls retention in secondary schools. Some class teachers 3 (20%), had a feeling that parental involvement had a fair impact on retention of girls in secondary education. This is summarized in table 4.16.

Table 4.16: Class Teachers’ Responses on the Effects of Parental Involvement on Retention of Girls in Secondary Schools

Response	Frequency	Percentage
Great	12	80
Fair	3	20
Total	15	100

Source: Class teachers Questionnaire

N=15

Table 4.16 shows that majority of the students 12 (80%), had the feeling that their parents involvement had a great impact on the retention of girls in secondary schools. The results reveal that parental involvement had a very important role in the retention of the girls in

secondary schools. This may be attributed to the ability of the schools directly involving the parents in the academic progress of their children. Parental involvement in secondary schools played a great role in encouraging retention of girls and had great effect to the schools.

All the 5 principal respondents indicated the parental involvement in secondary schools to having played a very great role on the ensuring the retention of girls secondary school hundred percent. The position that was taken by all the principals and most of the class teachers was that parental involvement was a critical factor affecting the retention of girls in secondary schools. This study agrees with Otswana (2006) study that family involvement in schools is central to quality education and part of the core business of schools.

The above findings reveal that most of the girls in secondary schools had their parents not checking and assisting them in their academic progress which implies that most parents do not inspire and bond with their children. This could have contributed to low retention because the findings concur with Aikaman (2005) who found out that, parental involvement is related to retention. Absence of strong bonds in families correlates with poor performance which in turn makes the students to drop out or stay away from school leading to low retention of girls in secondary schools.

c) Parental Involvement by Family Size

The extent to which parents are involved in their children's secondary education accounts to the number of school-going children in a family. The number of siblings equally

determines parental involvement and whether the child gets retained in school. Parental involvement by size was an important characteristic as it showed if parents were able to involve themselves in the learning processes of all their children. The student respondents were asked to indicate their family size. The results showed that majority 219 (69.9%) of the respondents were from family size of more than four children, 56 (17.9%) of the respondents were from family size of four children, 25 (8%) of the respondents were from family size of three children and 13 (4.2%) of the respondents were from families of two children. Their response is summarized in Table 4.17 below.

Table 4.17 Students Responses on their Family Size

Response	Frequency	Percentage
2 and Below	13	4.2
3 Children	25	8
4 Children	56	17.9
More than 4 children	219	69.9
Total	313	100

Source: Students Questionnaire

N=313

These findings mean that majority of the student respondents 219 (69.9%) were from families with more than four children which implies that their parents had a big burden of paying school fees and the extra levies charged for their daughters that made most students to stay away from schools. The studies are similar to (Black 1995) which found that the more the siblings the higher the chances of a child engaging in work, especially the girl child.

4.4.3 Objective 3: School Partnering with Parents and its Effect on Retention of Girls in Schools

The third objective was to find out how parents were partnering and engaging with schools and its effects to retention of girls in secondary schools. Parents partnering and engaging with the schools involves innovative strategy in education reform and an effective strategy to promote the girls retention in secondary schools. Parent school partnerships and engagement of parents are important because families and communities can help school overcome the challenges the girls are facing. Respondents were asked to provide information if parents partnered with the running of the secondary schools. The result showed that majority 4 (90%) of the principal respondents noted parents were not partnering with the schools to a large extent while only 1 (10%) indicated parents partnering with schools to a small extent. This is summarized in Table 4.18 below.

Table 4.18 Principals Responses on Parents Partnering with the School

Extent	Frequency	Percentage
Large	1	10
Small	4	90
Total	5	100

Source: Principals Questionnaire

N= 5

The position taken by the principals 4(90%) showed that majority of the parents to a large extent were not partnering and engaging with schools which had affected the girls stay in schools. The findings indicated that parents do not effectively partner in the school programs in education matters which implies that there was no bond between the parents and the school which could see some of the challenges facing the girls addressed hence

leading to a low retention. Wango (2009), notes that the school is an institution established to meet the academic needs of the community and it's due to this that parents have to be involved.

This meant that the schools have to work together and partner with parents as they have a common goal and the strenuous relationship with the parents who made up the community could lead to a low retention of the girls in secondary education. This concurs with Wanjiru (2006) who found out that a strenuous relationship between the school and the parents is a contribution factor towards students' low retention at school. In addition the findings implied that most parents do not always partner themselves in the major school decision making process. Parents represent the school interest and should be given opportunities to engage and partner in the daily running of the school. This concurs with Epstein et.al (2006), who found out that effective program of school, family and community partnerships, will include a focus on the girls staying in school as it increased student learning and development that is explicitly linked to school goals for the girls retention in secondary schools. The study thus concluded that the strenuous relationship between most of the parents and the schools had led to majority of the girls staying away from secondary schools hence leading to low retention of the girls in the secondary schools. This had negatively impacted on the retention of girls in secondary schools.

4.5.4 Interview Schedule Report of SQASO

During the scheduled interview the SQASO was of the view that the parental level of education affected the retention of girls as most of the parents had only basic education and some were illiterate and their contribution towards education of their children was

minimal. When probed further the SQASO had the opinion that educated parents mostly who had children in boarding school supported and encouraged them to do well in schoolwork hence retaining their children in secondary schools compared to illiterate parents who do not inspire and help their children in schoolwork. These findings concur with Aswan (1991) study, that there is a significant relationship between parental level of education and the pupils' education aspiration.

The SQASO viewed poverty as the major factor that attributed to the dropout of girls in secondary education leading to low retention. This finding agrees with UNESCO (2007) and World Bank (2009) study that found a strong positive correlation between literacy and poverty. When probed further the SQASO cited that for the unemployed and small scale farmers, they were less likely to invest in their children's secondary education due to poverty leaving the girls to stay out of school. These findings are similar to Todaro (1997), on the effect of poverty in schooling when he concluded that there was low retention and participation of the poor in investing in education due to high costs.

During the schedule interview the SQASO had similar views like those of the class teachers and principals, that those students whose parents had received formal education enjoyed their stay in school than their counterparts whose parents had dropped out of school or had not gone to school at all. This concurs with Pryor and Ampiah (2003), who further pointed out that none educated parents do not appreciate the benefit of schooling, parents with little education tend to demoralize children and discourage them about learning thus affecting retention of children.

The SQASO was for the view that most parents were not involved in the academic progress of the girls in secondary schools. These findings revealed that most of the girls had been left on their own by their parents which impacted negatively on their school performance. Poor academic performance has been reported in many studies as the most powerful predictors of school dropout and low retention at the individual level. It was also viewed by the SQASO that parents should be encouraged and be fostered to be involved in their children's academic progress. This was to make sure that girls enjoy the conducive environment both at home and at school which would improve the girls' performance and retention in secondary schools. This study concurs with Lawson (2007) study that where parents are involved in their children's learning process their school performance has invariably improved quit significantly making them to be retained in schools.

The DQASO also reported that large family size justified the enrollment in mixed secondary schools where education costs is likely to be low. He further asserted that large families were strongly associated with socio-economic disadvantage. This implies that the large family size limits the parental involvement in the academic welfare of the child leading to low participation and eventually dropping out of school thus low retention in secondary schools. This agrees with Shunger (2012), study found low retention is more likely to come from large families. The findings revealed that the size of the family where a student comes from influenced her parents' involvement in her school progress and has an influence on retention of the girls in secondary schools. Family size is therefore a predictor of dropping out leading to low retention in secondary schools among girls.

He also shared similar position with majority of the principals that most of the parents had done little in partnering and engaging with the secondary schools. This implied that most of the parents were not part and parcel of school decision making. When probed further the SQASO noted that majority of the principals were in constant conflict with parents. Parents being partnered and engaging in the running in the running of the school can achieve the objective of educating the girl-child hence retaining them in schools but on its on the school cannot function properly and effectively. These finding concurs with Gathigah (2006) study, which revealed that increased levels of parental involvement in school predicted improved child literacy and higher school completion rates.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter gives a summary of the findings, conclusions' and recommendations draw from the findings in connection with the strategies to enhance retention of girls in public secondary schools in Kaloleni Sub County.

5.2 Summary of the Research Findings

The study findings from analyzed data are presented below under the following themes derived from the research questions of the study.

5.2.1 Parental Level of Education on Retention of Girls in Secondary Education

The study revealed that 128(40.9%) of the students fathers and 114(36.4%) of their mothers had only attained primary education. The study further showed that majority of the class teacher respondents 12(80%), principal respondents 3(60%) and 238(76%) student respondents, indicated that parental level of education had a large effect on the girls retention in the secondary education. Majority of the students 115(36.7%) indicated that their parents were unemployed and hence came from a low economic background. The study further revealed that majority of the teachers 7(46.7%), and the SQASO felt that most students had been affected by the low economic background of their parents as they were dropping out. It was also revealed from the research findings that majority of the principals 4(80%), class teachers 11(73.3%) and the SQASO strongly agreed that parental level of education had some effects school dropout of the girls and had impacted negatively on the girls' retention in secondary schools.

5.2.2 Parental Involvement as a Way to Enhance Retention of Girls

The study showed that majority of the class teacher respondents 8(53.3%), principal respondents 3(60%) and student respondents 198(63.26%) indicated that parents did not involve themselves in the education progress of their children in secondary schools compared to the few class teacher respondents 3(20%), the principal respondents 2(40%) and student respondents 39(12.4%) who indicated that parents got involved more in the progress of the learners in secondary school. The study further revealed that all the principals 5(100%), class teachers 12(80%) and the SQASO felt that parental involvement in their children's learning process affected the retention of girls in secondary schools at a great extent. It was also revealed that majority of the students 219(69.9%), came from families that had more than four children in school and hence the burden of paying school fees and other levies charged in secondary schools hence impacting negatively on the retention of girls in secondary schools.

5.2.3 Partnering of Parents with Schools

The study revealed that all the principals' respondents 5(100%) and the SQASO indicated that parents who represented the school community did not engage or partner with the schools in making decisions compared.

5.3 Conclusions

Based on the findings, several conclusions have been made: First the study noted that majority of the parents had only the basic education while some were illiterate a factor that affected the retention of girls due to lack of role models, negative attitude and lack of motivation towards their children secondary education. There was also poor retention of

girls in families which did not involve themselves in the academic progress of their daughters. The study also noted that in most schools parents who were members of the community did not involve or engage in the girls' education in the schools which had a negative effect to the retention of girls in secondary education. In view of the findings, this study concludes that the above parent-related determinants have an effect on retention of girls in secondary schools in total.

5.4 Recommendations

Based on the findings of the study the researcher recommends the following:

1. The government through the Ministry of Education should intensify the development technical capacity of teachers and schools to create a girl friendly environment that enables the retention and participation of girls improve their learning outcome.
2. Educating the community on the importance of educating all children irrespective of their gender.
3. Every school should be mandated to organize general parent meetings to enable the parents to meet teachers and discuss problems affecting their girls' education. These parents should be advised on the need to motivate their girl child to remain in schools.
4. Teachers should attend refresher courses of guiding and counseling to enlighten them on how to handle the girl child challenges at school. Guiding and counseling measures should be utilized to ensure that the students are empowered in counteracting negative and improper influence and embark on progress in their secondary education.

5.5 Suggestions for Further Studies

1. The research was conducted in Kaloleni District yet the parent-related determinants affecting the retention of girls in public secondary schools are national wide.
2. The localization of the study in Kaloleni District may not give a true picture of the parent-related determinants that affect the retention of girls across all public secondary schools in the country. Therefore the researcher suggests that the study be conducted in a larger area; or in the whole of Kenya.

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APPENDICES

APPENDIX I: QUESTIONNAIRE FOR SECONDARY SCHOOL STUDENTS

INTRODUCTION

I am a postgraduate student at Kenyatta University taking a Master of Education degree course. I intend to carry out research on parent-related determinants and their effects on girls' retention in public secondary schools: Kilifi County. Kindly spare some of your time to complete the questionnaire. The information given will be handled with utmost confidentiality.

BACKGROUND INFORMATION

1. How old are you?

- a) Below 12 years []
- b) Between 13- 15 years []
- c) Between 16- 18 years []
- d) Over 18 years []

2. What is your school type?

- a) Boarding []
- b) Mixed (Day school) []

3. School category

- a) National []
- b) County []
- c) Sub County []

4. Are you a border or day scholar?

- a) Border []
- b) Day scholar []

5. Which class are you?

- b) Form Two []
- c) Form Three []
- d) Form four []

5. What is (or was) the major occupation of your parents / Guardians?

a) Father []

b) Mother []

c) Guardian []

6. Do your parents / guardians own business (es)?

Yes []

No []

7. How many children are there in your family?

Two []

Three []

Four []

More than four []

8. What is the position of your birth?

1st []

2nd []

3rd []

Above fourth []

Objective 1. Parental level of education on girls retention in public secondary schools.

9. What is (or was) your fathers highest level of education. (Tick one).

a) Never went to school []

b) Primary certificate []

c) Secondary certificate []

d) Diploma certificate []

e) University certificate []

10. What is (or was) your mother's highest level of education? (Tick one).

a) Never went to school []

b) Primary certificate []

c) Secondary certificate []

d) Diploma certificate []

e) University certificate []

11. What is your guardian's highest level of education?

a) Never went to school []

b) Primary certificate []

c) Secondary certificate []

d) Diploma certificate []

e) University certificate []

12. What is the highest level of education you would like to attain?

a) Form four []

b) Post-secondary []

c) Degree []

d) Masters []

e) PhD []

13. What would your parents want you to do most after K.C.S.E?

14. In the table below, indicate the extent to which the parental level of education affected retention in schools.

VM (Very Much), M (Much), AL (A Little), NAT (Not At All)	VM	M	AL	NAT
Level of Education Attained by Parents				

15. In your own opinion is there a relationship between parental level of education and school dropout.

.....
.....

Objective 2. Parental involvement in girls academics and its effects on retention of girls in secondary schools.

16. Indicate if your parents/ Guardian are involved in your secondary education to enhance your retention.

a) Yes []

b) No []

17. Are parents involved in your learning process?

a) Yes []

b) No []

18. To what extent does parental involvement impact/enhance the retention of girls in secondary school?

Great []

Fair []

19. What is your family size?

.....

20. In your own opinion does family size affect parent involvement in girls' academic and learning process?

.....

.....

Objective 3. School partnering with parents and its effect on retention of girls

21. Do parents partner with the school administration?

.....

.....

22. If YES, indicate the FOUR major ways which parents partner with the school administration.

.....

.....

23. How has the partnership of parents and the school administration helped in enhancing retention of the girls in public secondary schools?

.....

.....

24. What other ways do you think parents can partner with the school administration to enhance the retention of girls in secondary schools?

.....

.....

Thank you for your time and participation.

APPENDIX II

QUESTIONNAIRES FOR PRINCIPALS

INTRODUCTION

I am a postgraduate student at Kenyatta University taking a Master of Education degree course. I intend to carry out research on parent-related determinants and their effects on girls' retention in public secondary schools: Kilifi County. Kindly spare some time to complete the questionnaire provided as honestly as possible. The information given will be handled with utmost confidentiality.

BACKGROUND INFORMATION

1. How old are you?

a) 20 -30 years

b) 31- 40 years

c) 41 -50 years

d) 51 -60 years

2. Please tick your gender.

a). Male

b) Female

3. What is your highest academic qualification?

a) M.Ed.

b) B.Ed.

c) Diploma

d) Others Specify.

4. How long have you been in this school?

a) 0 -2 years

b) 2-4 years

c) 4 and over

5. When did you become a principal of this school?

.....
.....

Objective 1. Parental Level of Education on Girls Retention in Public Secondary Schools.

5. What is the impact of parental level of education towards the retention of girls?

.....

6. Does the parental level of education have influence on the economic background of the parent/

.....

8. Does the economic background of the parent influence the retention rate of the girls in secondary school?

Yes

No

9. In the table below, indicate the extent to which each of the following factors presented affects the girls retention in school (Tick where appropriate)

VM (Very much), M (Much), AL (A Little), NAT (Not At All)	VM	M	AL	NAT
Level of Education of Parents				

Objective 2. Parental involvement in girls academics and its effect on retention of girls in secondary schools.

10. Please indicate if parents in your school are involved in the academic progress of their children.

Yes

No

11. Is there an impact on parental involvement to enhance retention in girls schools?

.....

12. In your own opinion does the family size affect parental involvement in girls' academic and learning process?

.....
.....

Objective 3. School partnering with parents and its effect on retention

13. Do parents in your school partner with the administration in the daily running of the school?

.....
.....

14. If YES, indicate the FOUR major ways parents' partner with the school administration.

.....
.....

15. How has the partnership of parents and the school administration helped in enhancing retention of the girls in public secondary schools?

.....
.....

16. What other ways do you think parents can partner with the school management to enhance retention of girls in secondary schools?

.....
.....

17. What can you do as a principal to reduce withdrawals? Give five.

.....
.....

Thank you for your time and Participation.

APPENDIX III: QUESTIONNAIRE FOR CLASS TEACHERS

INTRODUCTION

I am a postgraduate student at Kenyatta University taking a Master of Education degree course. I intend to carry out research on parent-related determinants and their effects on girls retention in public secondary schools: Kilifi County. Kindly spare some of your time to complete the questionnaire. The information given will be handled with utmost confidentiality.

BACKGROUND INFORMATION

1. How old are you?

- a) 20-30 years []
- b) 31-40 years []
- c) 41 -50 years []
- d) 51- 60 years []

2. What is your highest level of education?

- a) M. Ed []
- b) B. Ed []
- c) Diploma []

3. How long have you been working as a class teacher

- a). 0-2 Years []
- b). 3-4 Years []
- c). Above 4 Years []

4. How long have you been teaching in this school?

- a). 0-2 Years []
- b). 3-4 Years []
- c). Above 4 Years []

5. What is the total number of girls in your school?

.....
.....

Objective 1. Parental Level of Education on Girls Retention in Public Secondary Schools.

6 What is the impact of parental level of education to retention of girls in secondary schools?

.....
.....

7. Does parental level of education influence their economic background?

.....
.....

8. Does economic background of parents influence the retention of girls in secondary schools?

.....
.....

Objective 2. Parental involvement in girls academics and its effects on retention of girls in secondary schools.

8. Are parents involved in the learning process of their students?

.....
.....

10 Does parental involvement impact on retention of girls in secondary school?

.....
.....

9. What is your family size?

.....
.....

10. In your own opinion does family size affect parent involvement in girls' academic and learning process?

.....
.....

Objective 3. School partnering with parents and its effect on retention of girls

13 Do parents partner with the school administration?

.....
.....

14. If YES, indicate the FOUR major ways which parents partner with the school administration.

.....
.....

15. How has the partnership of parents and the school administration helped in enhancing retention of the girls public secondary school?

.....
.....

16. What other ways do you think parents can partner with the school administration to enhance the retention of girls in secondary schools?

.....
.....

Thank you for your time and participation

APPENDIX IV
INTERVIEW SCHEDULES FOR SQASO

INTRODUCTION

I am a postgraduate student at Kenyatta University taking a Master of Education degree course. I intend to carry out research on Parent- related determinants and their effects on girls' retention in public secondary schools in Kilifi County. Your assistance and cooperation will be highly appreciated. Thank you.

BACKGROUND INFORMATION

1. How old are you?

a) 25-35 []

b) 36-45 []

c) 46- and above []

2. Please tick against your gender

a) Male []

b) Female []

3. What is your highest academic qualification?

a) Diploma []

b) B.Ed. []

c) M. Ed []

d) PhD []

4. How long have you been working in this Sub-county?

.....
.....

5. How many secondary schools are there in the Sub-county?

.....
.....

7. How many secondary schools are;

a) Day Mixed? []

b) Boarding schools? []

Objective 1. Parental level of Education on Girls Retention in Public Secondary School.

8. How has parental level of education influenced the retention of girls in schools?

.....
.....

9. Does parental level of education influence the parents' economic background?

.....
.....

11. In your own opinion, does the family economic background influence the retention of girls in secondary schools?

.....
.....

8. Are there students within the community have dropped-out from school?

.....
.....

9. In your own opinion is there a relationship between parental level of education and school dropout.

.....
.....

Objective 2. Parental involvement in girls academics and level its effects on retention of girls in secondary school.

10. Are parents involved in the learning process of girls in the schools?

.....
.....

11. Does parental involvement impact on retention of girls in secondary schools?

.....
.....

12 In your opinion does family size affect parent involvement in girls' academic and learning process?

.....
.....

Objective 3. School partnering with parents and its effects on retention of girls

12. Do parents partner with the school administration?

.....
.....

13. If YES, indicate the FOUR major ways which parents partner with the school administration.

.....
.....

Thank you for your time and participation

APPENDIX V: AUTHORIZATION LETTER FROM NACOSTI



NATIONAL COMMISSION FOR SCIENCE, TECHNOLOGY AND INNOVATION

Telephone: +254-20-2213471,
2241349, 310571, 2219420
Fax: +254-20-318245, 318249
Email: secretary@nacosti.go.ke
Website: www.nacosti.go.ke
When replying please quote

9th Floor, Utalii House
Uhuru Highway
P.O. Box 30623-00100
NAIROBI-KENYA

Ref: No.

Date:

14th July, 2015

NACOSTI/P/15/3721/7051

Arthur Wanganya Kadima
Kenyatta University
P.O Box 43844-00100
NAIROBI.

RE: RESEARCH AUTHORIZATION

Following your application for authority to carry out research on "*Strategies to enhance retention of Girls in public secondary school in Kaloleni District Kilifi County Kenya,*" I am pleased to inform you that you have been authorized to undertake research in Kilifi County for a period ending 31st December, 2015.

You are advised to report to the County Commissioner and the County Director of Education, Kilifi County before embarking on the research project.

On completion of the research, you are expected to submit two hard copies and one soft copy in pdf of the research report/thesis to our office.


SAID HUSSEIN
FOR: DIRECTOR-GENERAL/CEO

Copy to:

The County Commissioner
Kilifi County.

The County Director of Education
Kilifi County.

APPENDIX VI : PERMIT FROM NACOSTI

THIS IS TO CERTIFY THAT:
MR. ARTHUR WANGANYA KADIMA
of KENYATTA UNIVERSITY, 0-50102
MUMIAS, has been permitted to conduct
research in Kilifi County

Permit No : NACOSTI/P/15/3721/7051
Date Of Issue : 14th July, 2015
Fee Received :Ksh 1,000

on the topic: STRATEGIES TO ENHANCE
RETENTION OF GIRLS IN PUBLIC
SECONDARY SCHOOL IN KALOLENI
DISTRICT KILIFI COUNTY KENYA

for the period ending:
31st December, 2015



Applicant's
Signature

Director General
National Commission for Science,
Technology & Innovation