

**SELECTED SOCIOCULTURAL PRACTICES AND LEARNERS'
ENROLMENT IN HOME SCIENCE: A CASE OF POKOT CENTRAL SUB
COUNTY SECONDARY SCHOOLS, KENYA**

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DECLARATION

Declaration by the Candidate

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DEDICATION

To my beloved father, Paul and mum, Grace who have invested in my education, gave me moral support, encouraged me and prayed for me to get nothing less but the best.

ABSTRACT

Home Science education is an interdisciplinary area of study which applies science and arts so as to achieve better, healthier and happy homes. In the last five years there has been a decrease in the learners' enrolment in Home Science in secondary schools of Pokot Central Sub County. This trend of low enrolment has contributed to the challenges facing the community like nutritional deficiency and disorders, domestic strife and broken family relationships. The study sought to establish how the selected socio-cultural practices affect learners' enrolment in Home Science using a case of secondary schools in Pokot Central Sub-County. Specifically, the study assessed effect of gender roles, initiation rites, community's perceptions as well as teenage marriage on learners' enrolment in Home Science. The study sheds light to education stakeholders on the effect of socio-cultural practices on learner enrolment in Home Science. The researcher utilized socio-cultural theories which suggest that social norms and interactions of people living in a given area affect those peoples' individual behavior and choices. The interaction of learners with their social and cultural environment affects the choice of Home Science subject. The study adopted descriptive design which was suitable in gathering relevant information from a target population of 5079 respondents consisting of 4982 learners from secondary schools, 1 Sub-County Director of Education, and 72 local leaders. Stratified and simple random was used on teachers and students, whereas purposive sampling technique was used in the selection of the sub county director of education and the local leaders. The researcher utilized questionnaires to collect data from teachers and learners, focused group discussions for local leaders. The researcher used interview schedule to collect data from Pokot Central SCDE. Reliability of the instruments was ascertained by conducting a pilot study on 35 learners and two teachers. The results were analyzed and used to compute an acronbach index that yielded an acceptable value of 0.887 for the instruments. The collected data was analyzed using descriptive statistics; frequency counts and percentages while inferential statistics utilized multiple regressions. The SPSS computer program version 22 was used in the analysis and data presented on bar graphs. The results of the study showed that gender roles, was major contributor to low enrolment in Home Science in secondary schools in Pokot Central by 67.1%. The study recommended that concerted efforts by local leaders, Ministry of Education, parents and other stakeholders of education should make effort to stamp out retrogressive socio-cultural practices to boost enrolments in not only Home Science but also in other subjects in schools. Education managers and planners may use the results in coming up with policies and management strategies that will boost enrolment rates in Home Science.

TABLE OF CONTENTS

DECLARATION	II
DEDICATION	III
ABSTRACT	IV
TABLE OF CONTENTS	V
LIST OF TABLES	VIII
LIST OF FIGURES	IX
LIST OF ABBREVIATIONS AND ACRONYMS	X
ACKNOWLEDGEMENT	XI
CHAPTER ONE	1
INTRODUCTION	1
1.1 Introduction.....	1
1.2 Background of the Study	1
1.3 Statement of the Problem.....	3
1.4 Purpose of the Study.....	4
1.5 Objectives of the Study.....	4
1.6 Research Questions.....	5
1.7 Justification of the Study	5
1.8 Significance of the Study	6
1.9 Assumptions of the Study.....	6
1.10 Scope of the Study	7
1.11 Limitations of the Study	7
1.12 Delimitation of the study	8
1.13 Conceptual Framework.....	8
1.14 Theoretical Framework.....	10
1.15 Operational Definitions of Terms.....	12
1.16 Chapter Summary	14
CHAPTER TWO	15
LITERATURE REVIEW	15
2.1 Introduction.....	15

2.2 Gender Roles and Enrolment in Home Science	15
2.3 Community Perceptions and Enrolment in Home science	17
2.4 Initiation Rites and Enrolment in Home science	19
2.5 Teenage Marriage and Enrolment Rates in Home science	21
2.6 Chapter Summary	23
CHAPTER THREE	24
RESEARCH METHODOLOGY	24
3.1 Introduction.....	24
3.2 Research Design	24
3.3 Study Area	24
3.4 Target Population.....	25
3.5 Sample Size	26
3.6 Sampling Technique	26
3.6.1 Stratified Sampling	27
3.6.2 Purposive Sampling	28
3.6.3 Simple Random Sampling	29
3.7 Data Collection Instruments	29
3.7.1 Questionnaire	30
3.6.2 Interview guide	31
3.7.3 Focus Group Discussion Guide	31
3.8 Validity of the Instrument.....	32
3.9 Reliability of the Instrument.....	33
3.10 Data Analysis.....	33
3.11 Ethical Considerations	34
3.12 Chapter Summary	35
CHAPTER FOUR	36
DATA ANALYSIS, PRESENTATION AND INTERPRETATION	36
4.1 Introduction.....	36
4.2 Questionnaire Rate of Return	36
4.3 Demographic Data for the Respondents	38
4.4 Results Analysis Interpretation and Presentation	39

4.5 Community’s Perceptions and Enrolment in Home Science.....	47
4.6 Initiation Rites and the Learner’s Enrolment Rate in Home Science.....	54
CHAPTER FIVE	60
SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS	60
5.1 Introduction.....	60
5.2 Summary on Findings.....	60
5.3 Conclusion	62
5.4 Recommendations.....	64
REFERENCES	65
APPENDICES.....	70
Appendix I: Table for Determination of Sample Size	70
Appendix II: Letter of Consent.....	71
Appendix III: Introductory Letter	72
Appendix IV: Students’ Questionnaire.....	73
Appendix V: Girls’ Questionnaire on Effect of Gender Role on Enrolment in Home Science	75
Appendix VI: Questionnaire for Teachers.....	77
Appendix VII: Focus Group Discussion for Local Leaders on Initiation Rites	80
Appendix VIII: Interview schedule for Sub County Director of Education on Teenage Marriage and Enrolment in Home Science.....	81
Appendix IX: Distributions of Learners per School.....	82
Appendix X: Research License	83
Appendix XI: The Map of Pokot Central Sub-County.....	84
Appendix XII: Similarity Report	85

LIST OF TABLES

Table 4.1: Questionnaires Rate of Return.....	37
Table 4.2: Demographic Data for teachers and learner Respondents.....	38
Table 4.3: Boys opinions on gender roles and enrolment in Home science.....	40
Table 4.4: Girls Opinions on Gender Roles and Learners' Enrolment in Home Science	44
Table 4.5: Community Perceptions and Enrolment in Home Science	48

LIST OF FIGURES

Figure 1.1 Conceptual framework	9
Figure 4. 1. Boys' Opinions on effect of Gender Roles on enrolment in Home Science	43
Figure 4.2: Girls' Opinions on Gender Roles and on enrolment in Home Science.....	46

LIST OF ABBREVIATIONS AND ACRONYMS

BOM	: Board of Management
EFA	: Education for All
FAWE	: Forum for African Women Educationists
FGM	: Female Genital Mutilation
HSE	: Home Science Education
KICD	: Kenya Institute of Curriculum Development
MoE	: Ministry of Education
NESP	: National Education Sector Plan
NCCS	: National Council of Children Services
SCDE	: Sub county Director of Education
SPSS	: Statistical Package for Social Sciences
TVET	: Technical Vocational Education and Training
UNICEF	: United Nations International Children's Fund
UNESCO	: United Nations Educational Scientific and Cultural Organization

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CHAPTER ONE

INTRODUCTION

1.1 Introduction

This chapter covers background of the study, statement of the problem, purpose, objectives of the study, research questions, justification, significance, assumptions, scope, conceptual frame work, theoretical frame work and operational definition of terms.

1.2 Background of the Study

Home science education is a strategic development because more educated individuals are healthier, participate more in the formal labor market, earn higher levels of income, have few children and marry at the right age (World Bank Group, 2017). According to MHRD (2014) government report, the percentage enrolment in various disciplines at graduate level in education indicated that Science had more students (25%) enrolled than in Home Science (0.25%) in the year 2014-15. Moreover, increasing the educational level of girls has had an encouraging influence upon economic growth since 2003 (UNESCO, 2004).

In African countries, girls tend to do better at key competency tests and participate better in basic education than boys especially in secondary schools due to much reforms in rural areas, despite the social and cultural patterns (UNESCO 2013). Plan international (2012) reported that, 33% of the children in Senegal and 30% of the children in Mali identified early pregnancy as a one o the major factors contributing to girls school dropout rate. In Tanzania, child bearing for adolescence is very high in Mtwara as statistics show that 35.5% of adolescence had started child bearing in

Mtwara compared to 6% country wide as projected by the Tanzania National Bureau of statistics in 2014.

In Kenya, the 8-4-4 system of education the curriculum review and recommendations implemented in 1985 made Home Science compulsory to all pupils at primary but optional at secondary school level (Wangari, 2015). Moreover, after the education system took effect, Home science was offered in all the classes in girl schools, but girls, had to choose between Home Science and other subjects in school curriculum when they reached form three (Iregi 2015). Among boy schools, only a few offered Home Sciences in form one and two, and by form three, nearly all boys stopped taking the subject Nyangara etal (2010).

Further, Chelagat A, Kisilu K &Were G. (2019), observed that students attitude towards Home Science in Elgeyo Marakwet county affects enrolment in Home Science subject at secondary school level. Mugenda 1995 as cited by Wahome (2015) argues that this trend made Home Science a subject for girls only and hence accounts for the situations in secondary institutions and at the university level where only a few men have graduated with a Bachelor of Education degree in Home Science (Wahome2005). Enrolment in Home Science education has remained low for girls and boys in Pokot central sub county secondary schools despite its relevance in imparting knowledge and ideal home life skills for a balanced lifestyle (SCDE Pokot central report 2020).

Home Science contributes to improvement of the quality of a person's life, family relationships and community resources which ultimately results to national development (Bisht 2021). However, the number of learners enrolled for all the

subjects and the number of girls and boys who enrolled for Home Science KCSE examination in the last five years were as follows; out of 1246 total number of candidates, only 11 girls and 0 boys in 2016 enrolled for home science, In 2017 out of 1329 candidates only, 17 girls and 0 boys registered for the subject. 23 girls and 0 boys chose the subject in 2018. Out of 1457 candidates in 2019 only 12 girls 0 boys enrolled for home science. And out of 1485 candidates 9 girls and 0 boys took the subject in 2020 as compared to the overall KCSE national figure of approximately 15,000 students who enrolled for Home Science in the year 2020 (Sub County Director of Education Pokot Central,2020). This low enrolment trend of girls and boys in Home Science has affected the quality of living and that is why the researcher intends to establish how the selected sociocultural practices affect learners' enrolment in Home Science in Pokot Central Sub County secondary schools.

1.3 Statement of the Problem

In the last five years there has been a decrease in the learners' enrolment in Home Science subject in Pokot Central Sub County secondary schools. The number of learners enrolled for all the subjects and the number of girls and boys who enrolled for Home Science KCSE examination in the last five years has remained low. The challenges facing the Pokot community like nutritional deficiency and disorders, domestic strife and broken family relationships may not be addressed with continued low enrolment rates in the learning area of Home Science. High enrolment in Home science will impart knowledge, skills attitudes and competencies that promote better and healthy family functioning systems and improved standard of life for most homes in the Pokot community

The National Education Sector Plan (NESP) 2015 showed that the learning activities that best expose a learner's abilities included those of Home Science which is not a reality to a learner in Pokot central secondary school education. Hence the researcher intends to investigate the selected sociocultural practices and learners' enrolment in Home Science in Pokot central sub county secondary schools, Kenya

1.4 Purpose of the Study

The study sought to establish how the selected the socio-cultural practices affecting learners' enrolment in Home Science subject in Pokot Central Sub-County secondary schools.

1.5 Objectives of the Study

The objectives of the study were;

- i. To establish how gender roles affect learners' enrolment in Home Science in Pokot Central Sub-County secondary schools, Kenya.
- ii. To find out which community's perceptions affect learner's enrolment in Home Science in Pokot Central Sub-County secondary schools, Kenya.
- iii. To examine how initiation rites affect learner's enrolment in Home Science in Pokot Central Sub-County Secondary schools, Kenya.
- iv. To investigate how teenage marriages affect learners' enrolment in Home Science in Pokot Central Sub-County secondary schools, Kenya.

1.6 Research Questions

The following are research questions that guided the study:

- i. How does gender role affect learners' enrolment in Home Science in Pokot Central Sub-County Secondary schools, Kenya?
- ii. Which community perceptions affect learners' enrolment in Home Science in Pokot Central Sub-County secondary schools, Kenya?
- iii. How does initiation rite affect learners' enrolment in Home Science in Pokot Central Sub-County secondary schools, Kenya?
- iv. How does teenage marriage affect learners' enrolment in Home Science in Pokot Central Sub-County secondary schools, Kenya?

Null Hypothesis

H₀₁: Gender roles and community's perceptions have no statistical association with learners' enrolment rates in Home Science education in Secondary schools of in Pokot Central Sub-County.

1.7 Justification of the Study

This study shall promote a healthy society and better family functioning systems and improved standard of life for most homes in the Pokot community. Home Science subject's relevance in the curriculum is learner acquisition of knowledge, skills attitudes and competencies which lead to the achievement of national goals of education for all learners. The effects of selected sociocultural practices on enrolment of learners in Home Science if addressed will increase enrolment in Home Science.

This study suggests strategies that can be employed by stakeholders in education to improve the enrolment of learners in Home Science subject in Pokot Central Sub County secondary schools.

1.8 Significance of the Study

The findings of the study shall create a major impact on future enrolment of learners in Home Science education in West Pokot. Increased enrolment of students in Home Science may lead to growth and development of the subject. This shall solve existing Home Science teacher shortages in schools, if the responsible stakeholders shall play their part of implementing the observations made by the researcher. The study sheds light to education stakeholders such as the ministry of education on effect of selected sociocultural practices on learner enrolment in Home Science in Pokot central sub county. Theoretically, the study leads to the advancement of knowledge on effect of sociocultural practices and learners' enrolment in Home Science in secondary schools hence may act as a basis for further research to academicians and scholars.

1.9 Assumptions of the Study

The researcher assumed that respondents used in the study were suitable and cooperated to give correct information that shows true reflection of the situation. The researcher also assumed that all the secondary schools that were to form the samples size were available at the time of data collection. The researcher assumed that respondents would be available at the time of data collection despite the Corona pandemic.

1.10 Scope of the Study

The researcher focused on selected sociocultural practices and learner enrolment in Home science in Pokot Central Sub-County secondary schools, Kenya. The researcher studied gender role, teenage marriage, initiation rites and community perceptions as the selected sociocultural practices affecting learner's enrolment in Home Science in Pokot Central Sub County secondary schools.

The participants in this study were the learners, teachers, local leaders and the sub county director of education from Pokot Central Sub County. The study was carried out between the years 2020 to 2022.

1.11 Limitations of the Study

The study dwelt on secondary school in Pokot central sub county which is a rural area. Therefore the results may not be generalized to all secondary schools including the urban schools. The study mainly used questionnaire for its data collection which have a ceiling and floor effect but it was minimized by interview schedules and focused group discussions.

The language of the study area was another barrier to the study as well as the Pokot culture which do not allow women to address local leaders or speak before men in a gathering. The researcher therefore sought the services of a male interpreter who understands the language and the culture of the catchment area. This was very useful especially when administering the group discussion guide to the local leaders.

1.12 Delimitation of the study

The researcher is a teacher of a different descent, hence sought the services of an interpreter who understood the Pokot culture and the catchment area. The research trained a research assistant who assisted in the collection of data which made the work to be done within the prescribed time.

There were areas that even the motor bike could not access hence the researcher had to walk for long distances to access the schools with poor road network especially those located on steep hills.

1.13 Conceptual Framework

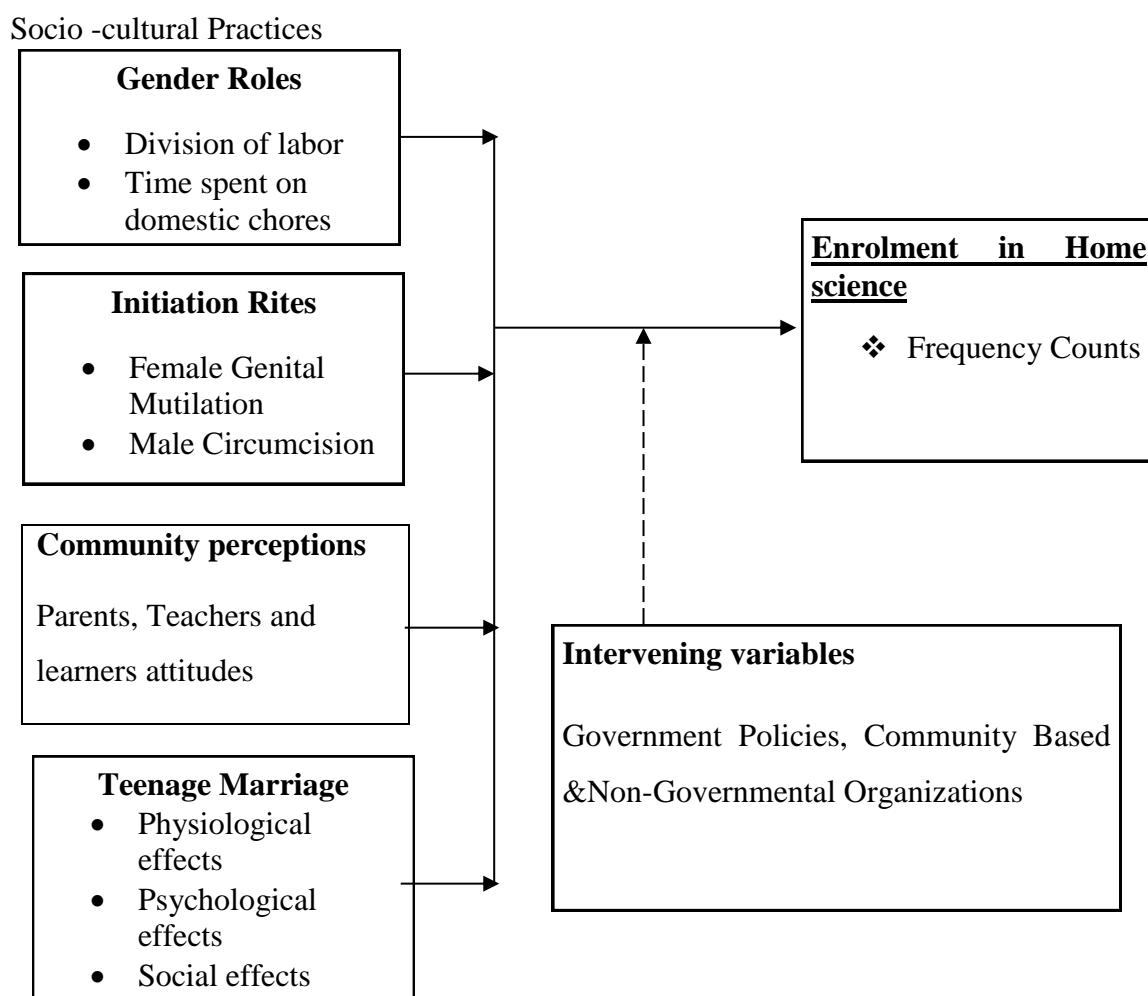
The study on selected sociocultural practices and enrolment in Home Science subject in of Pokot Central sub county secondary schools had three variables on the conceptual framework. The selected sociocultural practices were the independent variables and these included; gender roles, whose indicators were division of labor and time spent on domestic chores, the second variable was initiation rites whose indicators were FGM and male circumcision, the third variable was community's perceptions of learners, teachers and parents and the fourth variable was teenage marriages whose indicators were the physiological, psychological and social effects which the researcher opined that it has affected enrolment in Home Science subject as measured by the frequency counts, percentages and the multiple regression analyses in the study. Hence enrolment in Home Science was the dependent variable.

The researcher examined how the selected sociocultural practices affect enrolment in Home science in Pokot Central Sub County secondary schools However, enrolment in

Home Science education is not only affected by the selected socio cultural practices but also by the intervening variables such as government policies, Community Based Organizations, Non-Governmental Organization and political activities as conveyed in the framework. Government policies on curriculum review guidelines and the existing educational policies may affect the enrolment in Home Science. These variables have not been investigated in the study as conveyed in the conceptual framework.

INDEPENDENT VARIABLES

DEPENDENT VARIABLE



Source: Author, 2022

The figure 1.1 *Conceptual frame shows the effects of selected sociocultural practices and enrolment in Home Science subject.*

1.14 Theoretical Framework

The researcher based the study on social constructivism, social cognitive and social learning theories. The theories suggest that social norms or beliefs and social interactions of people living in a given area affect those peoples individual behavior. Social norms are unwritten expectations regarding appropriate behaviors within particular social groups (Cislaghi & Heilse, 2014). Socio- cultural practices have some of these rules that affect a child's behavior in the achievement of educational outcomes. Social norms define the roles that children of a certain gender have and spell out their expectations as well as the kind of relationships they form (King & Windrop, 2015).

1.14.1 Social Constructivism

Social constructivism denotes that gender is best understood through a cultural perspective (Kuika, 2013). Social constructivism is one of the three main schools of thought in constructivist Theory of education. Lev Vygotsky, a Russian psychologist and philosopher in 1930s is associated with social constructivism theory and has been supported by many educational social constructivism theorists like Kenneth Gergen and John Dewey. The theorist emphasizes on the influence and social context in learning and supports a discovery model of learning. The most basic principle behind social constructivism is that knowledge is got through social interaction and is the result of social processes. The social interaction developed within social contexts affects decision making of girls and boys as they grow into adults. The social process between the girls and boys at home and at school influence behavior and role definition. Home Science subjects' low enrolment rates deny most learners an

opportunity to construct useful knowledge on resource and home management, food and nutrition, current trends in fashion and design, and family relations.

1.14.2 Socio Cognitivism Theory

This theory focuses on how people think over time. Human thoughts shape attitudes, beliefs and behaviors, that is to say mental processes are involved in learning and knowing and how the mind organizes experiences in Bandura, 1977 as cited by Murunga (2014). Albert Bandura the theorist behind the theory acknowledges the role of the environmental conditions as influencers on learning. The teachers, parents and leaders attitudes serve as environmental inputs for learners. Social norms create incentives that guide peoples' attitudes and behaviors outside the accepted social boundaries unless formal and informal systems of social sanctions. Initiation rites and teen marriages for both genders are guided by the social norms of a group of people who live together. In the traditional education system girls and young women were taught how to cook food, take care of the children, husbands and animals, and how to dress by the elderly women in seclusion during initiation. However, education has undergone new trends from informal traditional learning to formal classroom instruction for acquisition of knowledge, skills and attitudes. Home Science is the main learning area in the educational curriculum where boys and girls can construct proper attitudes and perceptions that befits the current lifestyle. Therefore there is need to address the socio cultural practices that affects enrolment of learners in Home Science subject.

1.14.3 Socio Learning Theory

In the model of social-cultural perspective, Albert Bandura postulates that reality is formed by a social consensus and is based on social interaction. For the knowledge to be the truth, it must match the social consensus and be functional Bandura, 1977 as cited by Murunga (2014). The boy child's rites of passage and roles are mostly defined by what the father does in the household as well as the girl child behave and identify her roles by what the mother does in the home.. The social taboos like those against allowing unmarried women not to make marriage choices and decisions hinders achievement of knowledge, skills, values and attitudes taught in Home Science thus fail to enroll in the subject.

The socio learning theory is built on what the community knows based on their cultural expectation as women and men. The environment of a child plays a crucial part in a learners' choice of chores at home which may also be reflected on choice of subjects like Home Science. The social set up of teachers, students, parents and leaders on issues of culture affect female and male learners in career and subject choices especially in Home Science.

1.15 Operational Definitions of Terms

Community Perceptions

This refers to the learnt dispositions that influence the choice of home science subject. The opinions and views held by Pokot community about Home Science subject were measured by the frequency counts and percentages.

Enrolment refers to the number of learners taking the Home Science subject in secondary schools in Pokot central sub-county, Kenya.

Gender role can be defined as socially constructed chores that are accepted and identified as for males or females in the Pokot community that affect enrolment in Home science.

Home Science refers to a area of study that imparts knowledge, skills and attitude that improves the quality of life for an individual, family and community. Also known as home economics or domestic science this learning area is relevant to the needs of individuals, families and the community of Pokot central. Low enrolment in the learning area is thought to be as a result of some selected sociocultural practices.

Initiation rites refer to a stage in the life of girls and boys in the traditional African community done to move them from childhood to adulthood. It involves circumcision of girls and boy in Pokot Central Sub- County and this effect in the choice of Home science subject.

Sociocultural practices are a combination of social and cultural factors. They include issues that arise as a result of people's way of life and which affect their values and behavior patterns in subject choices and career development. They include early marriage, initiation rites, gender roles and community perceptions as the selected practices affecting enrolment in Home Science in Pokot community.

Teenage marriage refers to any marriage carried out with a person below the age of 18 years. This practice poses a challenge to learners in the choice of Home Science subject and career development.

Secondary school is a school funded by the government and provides secondary education after primary school and before higher education in Pokot Central Sub-

County. The school can be a day and boarding or boarding school with single gender or both that require teach Home science subject.

1.16 Chapter Summary

This chapter dealt with a discussion on the global, regional and Kenyan background information on the effects of sociocultural practices on low enrolment in Home Science subject. In addressing the statement of the problem, the researcher sought to establish how the sociocultural practices affect the enrolment in Home Science as the purpose of the study. The objectives and the research questions were developed to guide the study. The study is meant to inform relevant education stakeholders on how sociocultural factors affect enrolment in Home science subject so that they come up with possible measures for learners to benefit from the skills and knowledge acquired in the learning area. Operationalised definition of terms used in the study and also discussed the theoretical framework. The researcher applied the socio-cultural theories and specifically singled out social constructivism, social cognitive and social learning theories in its discussions. The theories aimed at suggesting that socio cultural practices; gender roles, initiation rites, community's perceptions and teenage marriage as factors affecting learner enrolment rate in Home Science.

CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

This chapter covered review of the independent variables in the study; gender roles, initiation rites, community perceptions and teenage marriage as the socio-cultural practices affecting enrolment in Home Science.

It has also presented the chapter summary.

2.2 Gender Roles and Enrolment in Home Science

Gender role denotes socially identified characteristic, responsibilities and needs connected to being men and women in a given time as a member of a specific community. Plan international (2012) argues that ingrained beliefs about girl's role as a care giver, a mother and a household worker influence perceptions of girls education as well as their life and subject choices especially in Home science. Moreover, Mohammed, Mberia & Muturi (2017) in a study made use of observation lists and observed that traditional sex role stereotypes and expectations by the parents and community disadvantage girls because they are expected to perform most domestic chores than boys having them exhausted with no time for conducting their studies and homework and those girls mostly feel culturally out of place as they do not want to compete with boys particularly in mixed gender schools. Similarly, Juma and Enosi (2014) found out that that these roles hinder girl student academic performance especially in day schools where learners are asked by their parents to drop out of school and help them with household chores.

Ndunge, (2013) argues that the concept of gender parity is theoretical because genders biases are still being seen in some communities hence deny certain roles and effective participation of male and female in the management of home. Moreover, gender sensitization has not challenged the attitudes of male supremacy, for example in Kenya primary school curriculum, all subjects are compulsory for all pupils but immediately after primary a few subjects are made optional to choose and preferences immediately become apparent. According to Maina et al (2018) observed that enrolment in Home Science Education in secondary schools is mostly composed of girls with a few boys since the implementation of the 8.4.4 systems of education. Moreover, Oruonye (2012) in a study argues that educational bias against girls and low earning power of adult women form a vicious cycle perpetuating discrimination against girls and women in households and societies. Further observed that the socio-cultural set up in most parts of Taraba states in Nigeria encourage education for males in favor of the females who are expected to perform various domestic chores at home like cooking, fetching water and child care.

Achoka, Nafula & Oyoo (2013) found out that the stereotypic gender role dispositions tended to favor male children against girls. This contradicts with the argument that male supremacy is advocated in many cultures in terms of inheritance of homestead, property and control of family resources (Ndunge, 2013). Moreover, Sifuna (2005) noted that many girls are not ambitious or interested in school because of societal and parental expectations that their primary roles are to be wives and mothers. They are socialized to believe that Home science education is not required to fulfill these roles. The gender division of labor is a reflection of the overall community's expectations of

gender roles and this societal perception leads to overburdening girls with domestic chores leaving them with little time to study (Saya, et al 2017). However, Juma, et al (2014) in a study on cultural factors affecting academic achievement in Kisumu East, Kenya reported that parents believed that the success and failure of girls depend on their husbands but not on formal education.

In addition, a study on perceptions students on Home Science education for degree programmes revealed that, some student respondents strongly agreed that Home Science is more related to cooking and is more suitable for female than male students (Jitumoni et al 2016). However, Ndunge (2013) argues that boys and girls should base their career choices on their needs, preferences and aptitudes and not on gender roles. According to, Aminga et al 2018, more male students should be encouraged to join Home Science teaching profession especially in tertiary and high learning institution as it will encourage more male learners to choose the subjects.

2.3 Community Perceptions and Enrolment in Home science

According to Oxford Advanced Learner's Dictionary of Current English 9th edition, perceptions mean the way that someone thinks or feels about something or somebody. In a study on attitude of students towards Home Science majority of respondents 47% agreed that Home Science is interesting and useful because whatever they learn from Home Science course, they apply in their daily life situation (Jitumoni et al, 2016).

Sifuna (2005), observed that the patriarchal attitudes which assigned inferior status and roles to women played a major role in society attitude that education is less important for females in most African countries. As a result, boys and girls grow up as

they are socialized differently with girls being taught one set of values in Home science and boys another, they are taught skills and assigned duties in accordance with traditional gender specific division of labor (Ndunge, 2013). Furthermore, Sempele (2019) observed that, the domestic work including cooking, cleanliness, care of children is presented as women's work in the traditional set up and inappropriate for men. These ideas of what constitute appropriate gender role extend into depictions of Home science subject for boys and girls (Ndunge, 2013).

In addition, Chelagat, Kitainge & Were, (2019) argue that negative attitude towards Home science subject may lead a student to have no interest in it and when such a subject is made optional by the teachers, many students would avoid such a subject. Moreover, in another study by Abwao, (2017) on Influence of Classroom Practice of Home Science Employability among the Youth in Kakamega County, it was noted that, teachers have an active role in influencing student's choice of Home Science. Teachers transmit skills, knowledge, principles, practices and attitudes to students (Maina, et al 2018). Chelagat et al, (2019) in a study on determinants of enrolment in Home Science subject in secondary schools of Elgeyo Marakwet revealed that the level of interest in Home Science subject was high since interest of the students was aroused through practical activities done in the laboratories. However, this contradicts with other findings in a research study on factors militating inclusion of Home Science in boys schools that indicated that a good number of male students did not like the idea of studying Home Science at all (Maina et al 2018).

2.4 Initiation Rites and Enrolment in Home science

UNICEF(2017), observed that at least 200 million girls and women living today may have been subjected to female genital mutilation across 30 countries in Africa, Asia and the middle East today where FGM is concentrated, with 300Million remaining at risk of the procedure each year According to UNICEF, (2003) indicates that factors such as hygiene, social acceptance, marriage ability, preservation of virginity and fidelity, reduction of female sexual desires and enhancement of male sexual pleasure may play a role in influencing girls to engage in FGM in remote areas. The demographic and health survey conducted on national samples in Kenya, demonstrate a reduction in FGM/C to 27 percent in 2009 from 32 percent in 2003 and from 38-40 percent in 1998(KNBS, 2010). Moreover, the prevalence of female genital mutilation varies in ethnic groups in Kenya, high prevalence was found in the Somali tribe 97%, Kisii 96%, Kuria 96% Maasai 93% and Pokot 85%, while low prevalence was established among the kikuyu, Kamba, Turkana and Luhya tribes (UNICEF 2017).

Home science knowledge empowers one to take intelligent decisions regarding personal life and the use of available materials and resource (Elimu Net 2021). Female genital mutilation tends to impact negatively on academic achievement of girl student (Chiuri & Kiumi, 2011). Moreover, UNICEF (2017) observed that FGM and child marriage have adverse effects on girls' sex and reproductive health including obstetric fistula development during adolescent and social consequences for example school dropout and subsequent lower educational attainment and lack of decision making ability of girls on girl's sexual reproductive health.

According to Berg and Denison (2011), the initiation ceremony takes long in preparation; for such reasons like being taken to seclusion for counseling before real initiation; such behaviors bring absenteeism from school as girls who perform Female Genital Mutilation get health related complications such as excess bleeding forces them not to go to school regularly. In a study done by the girl child network (2004) respondents from Kerio, Mandera, Nyeri and Transmara districts noted that girls fail to enroll in certain subjects like Home science in school due to FGM since after the girls undergo the ritual they feel that they are old and ready for marriage and others simply drop from school and stay at home.

Pokot central leaders challenged the government to speed up the process of reopening schools during COVID 19 pandemic to reduce the rising cases of FGM and early forced marriages. Furthermore, prevalence rate of FGM in Pokot Central Sub-County stands at 74% more than national figure of 21% (Lochakapong, 2020). According to Kakai,(2020), despite the government policies, NGO sensitization to fight FGM and teenage marriage, illiteracy levels and ignorance among girls and women have jeopardized efforts to fight a successful war on FGM in West Pokot, since the remote villages which are worst hit. Halder et al (2017) revealed that FGM was common and popular among the Pokot since it brings the social recognition of an adolescent or adult female to be eligible for her marriage, the community fight to maintain the custom since it represents prestige and identity that is their responsibility to keep, though the practice contained many health dangers as seen by girls in the Pokot community.

2.5 Teenage Marriage and Enrolment Rates in Home science

According to Wahome (2005) Home Science education in secondary school aims at assisting persons and families to make intelligent decisions concerning aspects of family life, for example social ethical aspects of family relations, child development, health, resources and housing.

Molosiwa and Moswela, (2012) noted that teenage pregnancy among school going girls is an international crisis which affects the socio-economic wellbeing of societies and families as it remains a cause of female drop out from school. In a survey done by Plan international (2012) reported that, 33% of the children in Senegal and 30% of the respondent children in Mali identified early pregnancy as key factor in girls dropping out of school. This situation is not different in communities where socio cultural ties are still strong; women are face discrimination such that they are mostly seen as objects for marriage in their early ages. In Giriama community, Mwambui (2005) revealed that girls are booked and married while they are still young denying them opportunity to access skills and knowledge taught in Home science and that there are widespread beliefs that a women's place is in the kitchen.

Cases of early forced marriage of female children with elderly rich men remain common practice across Pokot Community (Das, Harun & Halder, 2015). In addition Wodon et al (2017) noted that when girls are forced to marry someone who is older than herself and the husband dies, chances of such girls becoming widows at an early age.. Furthermore, Pokot central leaders during COVID 19 pandemic noted the rising teenage pregnancies where prevalence rate of teenage pregnancies is at 29% more than the national figure of 18% (Lochakapong, 2020). The art of family living in traditional

education was one of the key areas taught by women to young girls and women on how to care and look after their families but today it is covered only in Home Science education (Wahome 2005).

Nowadays married teenage girls from poor families are in danger to sexual activities (Kaufman et al 2011). Home Science education in secondary school curriculum is the only discipline which teaches about the home and family empowering the girl child for career development (Abwao, 2017). Moreover, Nyangara et al (2010) reported that Home Science is a pre vocational subject in secondary school curriculum made to provide the learners with knowledge and skills that lead to self-employment. Limangura (2008) in a study on the impact of socio-cultural factors on dropout rate among secondary girls in Pokot Central considered home and school-based factors, as the independent variables, the researcher pointed out that poverty and early marriages are home based factors that influence transition of girls. This study aims to explore the effect of socio-cultural practices on learner's enrolment in Home Science education. The emerging issue of teenage marriage among families within Pokot Central necessitated the researcher into this study on relationship between teen marriage practice and learner's enrolment in Home science.

Home Science offers opportunity to espouse one's ability to take up tasks and develop leadership qualities required for responsible citizenship, identify the importance of nutritious food in healthy living, necessitates one to sort out personal and family problems and find out solutions for instance self-employment, empowers one to take intelligent decisions in regards to personal life and the use of materials and resources (Elimu Net 2021). Several research studies have employed cross sectional survey and

expo facto research design to denote influence of socio-cultural factors on learners' participation in education. None of these studies have been conducted in Pokot Central Sub County to establish the low enrolment in participation in Home science subject. This study was conducted in this region for the purposes filling this gap.

Specifically, the study has assumed descriptive research design to examine effect of gender roles, initiation rites community perceptions and teenage marriage on learners' enrolment in Home Science subject in a rural cultural set up of Pokot Central Sub-county. This study fills these gaps for the purposes of comparing and contrasting the results of their studies and this one.

2.6 Chapter Summary

This chapter presents empirical review on selected sociocultural practices and learner enrolment in Home Science education. The areas discussed includes gender roles on learners' enrolment rates in Home Science, initiation rites on learners' enrolment in Home Science, community perceptions on learners' enrolment in Home Science and teenage marriage on learners' enrolment in Home Science in Secondary schools.

CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter describes the research design and methodologies used in conducting the study. The areas covered includes: Research design, Study methodology, Study area, Target population, Sampling procedures, Sample size, Research variables, Data collection instruments, Validity and Reliability. It has also covered Data collection procedures, Ethical considerations and Chapter summary.

3.2 Research Design

According to Sesford (2007) descriptive research is the collection of quantifiable data from a population for the purpose of description and identification or verification that may point out existing relationships between socio-cultural practices within the social system and learner's enrolment in Home science secondary education.

3.3 Study Area

The researcher carried out the study in Pokot Central Sub County which is located in West Pokot County Kenya. Pokot Central Sub County borders Turkana County and Baringo County on the eastern part. This is one of the four sub counties existing j in west Pokot County endowed with hidden treasures like gold, elephant reserves, mineral water, livestock, honey, sweet mangoes, traditional medicine and many others. It is a semi-arid area surrounded with various hills and mountains. Kogh is the tallest mountain which is populated and where most farming activities of maize, onions,

sorghum and vegetables is done due to the favorable temperatures around the mountain.

The lower land of the mountain is mostly used for pastoral activities, mining and farming of mango fruits together with the seasonal rivers by irrigation (Hellen 2005). Moreover, Ogolla, (2015) notes that the accumulation of harsh climatic condition, cultural practices, difficult terrain and poor infrastructure has left the area trailing in education and development.

Among the available secondary schools are mixed gender boarding/day and separate or single gender boarding schools. Most learners and teachers come from the same sub county.

3.4 Target Population

Target population is the population the researcher wants to study (Mugenda and Mugenda 2003). The target population composed of 5079 from 24 schools, 6 locations and one Sub County Director of Education. This includes 24 teachers, 4982 learners, 72 local leaders and a one sub county director of Education.

The Sub County Director of Education and teachers were useful in the study since they are educational managers and as such have the responsibility of monitoring and supervising Home Science curriculum implementation in schools. The chiefs and village elders represented the views of parents and the community in the study. Learners were useful in responding to the pertinent issues raised in the study as they are the key consumers of Home Science education. The researcher targeted Form 2 and Form 3 learners since the study mainly focused on the learners in secondary schools learners who are vulnerable to influence from gender roles, initiation rites,

community's perceptions along with teenage marriages as selected socio-cultural practices in Pokot Central Sub-County.

3.5 Sample Size

Sample size refers to the selection of a subset from within the target population to estimate the characteristics of the whole population (Dillman, Smithy & Christian, 2009). Pokot Central Sub County consists of single sex and mixed gender secondary schools. The number and the sample size for the various categories of respondent were summarized as follows.

Table 3.1: Number and Sample Size for the Various Categories of Respondents

Respondents	Accessible Population (N)	Sample Size (n)
Local leaders	72	59
Learners	4982	351
Teachers	24	24
Sub County Director of Education	1	1
Total	5079	425

Source: Researcher

3.6 Sampling Technique

Sampling is the selection of a subset of individuals from within a statistical population to estimate characteristics of the whole population (Mugenda, 2003). The accessible population constituted 5079 people. Sampling techniques that were used to select a sample of 425 respondents were: purposive sampling, stratified sampling and simple

random sampling were useful in this study. The table of determination of sample size by (Krejcie R. V, Morgan D.W, 1970) was also useful in drawing the number of learners to take part in the study. School's population sample size was made reference on the table for determination of sample size in **appendix1**, which was calculated using the formula by (Morgan & Krejce 1970) as it is easy to use in determining a sample size from a larger a target population (Cohen & Manion 2009)

$$S = X^2 NP (1-P) + d^2 (N-1) + X^2 P (1-P)$$

S = required sample size

X^2 = the table value of Chi Square for one degree of freedom at the desired confidence level of 3.841.

N= the population size

P= the population proportion assumed to be so since this would provide maximum sample size

3.6.1 Stratified Sampling

This type of sampling is used when the population embraces a number of distinct categories, the frame can be organized by these categories into separate strata. Each stratum is then sampled as an independent sub-population, out of which individual elements can be randomly selected (Robert, 2014). This sampling technique is important to the researcher because the study population consisted of various characteristics that were under study. This technique was applied to the learners after using the table for determination of sample size in **appendix 1**. The researcher used

this technique to select the gender of learner in mixed schools and also in choosing the form 2 and form 3 learners in the 24 schools, then, the researcher realized strata 10% of from each school according to Mugenda, 2000. The population of learners was then randomly chose through balloting. The list of the population of learners in form 2 and form 3 is as shown in **appendix IX**: Distribution of learners per school.

3.6.2 Purposive Sampling

Purposive sampling is a technique that allows the researcher to use cases that have the required information with respect to the objectives of the study (Mugenda and Mugenda, 2009). According to Kumar, R. (2011), purposive sampling is a simple design to use in the selection of the cases the researcher thinks are best equipped with the relevant information based on the issue under study.

The researcher used purposive sampling to select a group of local leaders, the Sub County Director of Education and the teachers from the community in Pokot central Sub County who were rich in information/ able to communicate, well informed and willing to participate in the study. Local leaders were purposively selected since the chiefs and village elders are well acquainted with information on the community socio cultural practices, the sub county director was a well-informed respondent on matters enrolment and the effects of socio cultural practices on education. The teachers interact with learners and the parents both in school and at home.

The steps followed in purposive sampling were as recommended by Identifying the research problem , followed by determining the suitable information that could answer the research question, then identified and selected the informants based on the stated qualities (Tonglo D.C 2007). This yielded a sample of 59 participants from a

population of 72 local leaders. Twenty four teachers were also purposively sampled, one teacher for each school that participated in the study. Purposive sampling was used to collect qualitative data in achieving a depth of information that was relevant in answering the research question on effect of initiation on enrolment in Pokot Central Sub County.

3.6.3 Simple Random Sampling

In a simple random sample (SRS) of a given size, all such subsets of the frame are given an equal probability (Mugenda et al 2003). Here any given pair of elements has the same chance of selection as any other such pair and this minimizes bias and simplifies analysis of results. This technique treated each respondent in a specific category with similar chances of being selected. Balloting simple random sampling was used to identify the learners in form two and form three, male and female learners. The ballots were made by labeling them numbers depending on the number of learners in form 2 and in form 3. This sampling technique yielded quantitative data that was used to answer the research questions on gender role and enrolment of learners in Home Science in Pokot Central Sub County.

3.7 Data Collection Instruments

The researcher used questionnaire, interview guide and focus group discussion guide were used to collect relevant data. The instrument were relevant as the information that was not captured by the questionnaire, it was captured by the other instruments. This enabled the researcher to gather adequate and in-depth information from the respondents. The instruments were also piloted to ascertain their validity and reliability.

3.7.1 Questionnaire

A questionnaire is a research instrument consisting of a series of items and other prompts for the purpose of gathering information from respondents (Mellenbergh, 2008). The study employed a questionnaire as the main data collection instrument from the teachers and learners. The questionnaire for the learners and teachers comprised of two sections as shown in **appendix III, IV and V**. The first section consisted of open ended items on personal information especially on; type of school, age and sex while the second section covered attributes on gender role that influence enrolment in Home science which the researcher used to explore the opinions of the learners. Items were scored on a five point likert scale as strongly agree, agree, undecided, strongly disagree, and disagree. The questionnaire for both girls and boys had the same structure.

The researcher distributed questionnaires containing open and close ended items to teachers and learners who were required to write a statement or put a tick against the suitable options provided in the questionnaire. Questionnaire were used because items are arranged according to specific objectives of study hence study oriented, they are also easy to manage; each item is followed by alternative answers and it is less expensive to use concerning the duration (Mugenda et al 2003). The numerical scale presents a series of statements which a respondent selects one as best reflecting the situation (Kothari, 2004). The use of scales included items and statements being followed by different levels of potential responses. The respondents then indicated the scales that reflect the degrees of their opinions.

3.6.2 Interview guide

An interview guide is a list of topics, themes, or areas to be covered in a semi structured interview. This is normally created in advance of an interview by a researcher and is constructed in such a way as to allow flexibility and fluidity in topics and areas that are to be covered, the way they are to be approached with each interviewee (Mason, 2013). The interview guide contained six areas as shown in **appendix VII**, on effect of teenage marriage on enrolment in Home science. The researcher made a visit to the office after prior booking of an appointment and used an interview guide to collect data from the Sub-county Director of Education. The interview guide allowed the researcher to; freely interact with the respondent, thereby probing for detailed information about effect of teen marriages on learner enrolment rates in Home Science in secondary schools of Pokot Central Sub-county.

3.7.3 Focus Group Discussion Guide

This is a tool of data collection used to collect data from many people at a time with the investigator as the moderator in a session (Mason, 2013). According to (Kumar R.2011), a group size of approximately between 8-10 people is suitable in focus group discussion as it allows people to share their views freely and without fear. The researcher therefore formed six focus group discussions were formed used to collect views from local leaders using a focus group discussion guide as indicated in **appendix VI**. Four groups were use for the study where as two groups were used for pilot study. Local leaders were organized in these groups as per their locations and the research assistant served as the moderator during the exchange of views effect of initiation rites on enrolments in Home Science. Responses were written concurrently

while sharing views on effect of initiation rites on enrolment of learners in Home Science subject.

Pilot testing was done out on 35 learners were chosen from the accessible population where, a boy and a girl from mixed gender schools, as one learner was picked from a single gender schools. Two teachers; one from a mixed gender school and another from a single school gender were utilized for the pilot study. The list of schools that participated in the study is as indicated in **appendix IX** The researcher also used two focus group discussions of 18 local leaders. These respondents who took part in the pilot study were exempted from the main study. The results of the pilot study were analyzed and used to compute Acronbachs alpha index after half split technique was used. The reliability index obtained in this study was 0.87 meaning the instrument as reliable for data collection.

3.8 Validity of the Instrument

Validity refers to the extent to which a research instrument measures what is supposed to measure (Orodho, 2005). The instruments used were evaluated for face and content validity. The judgment that an instrument is measuring what it is supposed to measure is primarily based upon the logic between the research questions and the objectives of the study (Kumar, R. 2011). Huck (2000) records content validity is done by expert judgment. This was ensured by the guidance of the University appointed supervisors who scrutinized the items in the research instruments adequately. The suggestions were incorporated into the instruments. Proper and accurate responses increased the validity of the study.

3.9 Reliability of the Instrument

According to Mugenda, (2003) reliability is the degree to which a research instrument can produce consistent results after repeated trials. Reliability of the instruments was ascertained through a pilot study. The pilot study had 35 learners, 2 teachers and 18 local leaders of similar characteristics to the actual sample which were exempted from the actual study. Two focus group discussions were held in two locations as teachers and learners were given questionnaire to fill from every school and Cronbachs alpha index calculated after split half technique was used. The reliability index obtained in this pilot study was 0.87 meaning that the instruments were reliable for data collection. Reliability of an instrument being the consistency of an instrument in measuring what it is intended to measure was established by first ensuring internal consistency approach followed by carrying out a pilot study. According to Katou, (2018), argues that a questionnaire is considered reliable if it's computed Cronbach's Alpha coefficient is greater than 0.70. The independent variable on gender roles was subjected to reliability test using SPSS version 22.

The researcher trained a research assistant from the local community on data collection procedures. This enabled the researcher to get the right views of the local leaders.

3.10 Data Analysis

Analysis of data is a process of inspecting, cleaning, transforming, and modeling data to identify useful information, suggesting conclusions, and supporting decision making (Hollerstein, 2008).The researcher collected the opinions of the respondents using a four point likert scale in the questionnaires and presented the data using

frequency counts and graphical illustrations to determine the extent to which the independent variables affect the dependent variables. Whereas data from the focus group discussions and interview guide were reported verbatim in chapter four. The data from the questionnaires produced quantitative data which was analyzed using frequency counts and multiple regression models. The data from the focus group discussion and interview guide enabled the researcher to collect qualitative data which was analyzed by creating themes and sub themes. The main theme for the focus group discussion was effect of initiation rites on enrolment in Home science. The sub themes the researcher use to analyze the opinions of the local leaders to determine the effect were; behavior of girls and boys involved in Female Genital Mutilation and Male circumcision, the effect of FGM and male circumcision on Home Science enrolment, initiation rites promoting early marriage and the effect on Home Science enrolment, measures to take to curb the low enrolment.

3.11 Ethical Considerations

Ethics in research refers to rules for conduct that make the difference between acceptable and unacceptable behavior (Resnik, 2011). Researcher sought permission from NACOSTI, Ministry of Education Pokot Central Sub County and the respondents as shown in **appendix III and X**. The researcher carried out a pre-visit to the schools to seek consent from the school principals' and to establish good rapport with the respondents. This helped the researcher to administer the research instruments with ease as the respondents were familiar with the researcher during the pilot study and the main study. Names of the respondents were not given during data collection for confidentiality purpose. Information given was handled with utmost confidentiality

and used for academic purposes only. A thank letter was also given to the respondents to appreciate them in giving the required information as shown in **appendix II**.

3.12 Chapter Summary

This chapter describes the research design and methodology used in the study. It includes the study area, target population, sampling technique and sample size, data collection procedure and instruments like the questionnaires, interview guide, and focus group discussion. It also included validity and reliability of the research study, data analysis techniques and presentation procedure as well as the ethical considerations that the researcher employed when carrying out the investigation.

CHAPTER FOUR

DATA ANALYSIS, PRESENTATION AND INTERPRETATION

4.1 Introduction

This chapter identifies the results of the study on the how gender roles; community's perceptions, initiation rites and teenage marriages affect learners' enrolment in Home Science in Pokot Central Sub-County. The study specifically sought answers on the how gender roles; initiation rites, community's perceptions and teenage marriages affect learners' enrolment in Home Science in Pokot Central Sub-County Secondary schools. The results have been analyzed in form of frequency counts, percentages and a multiple regression done. The results have been presented on bar graphs and tables and discussed as per the objectives after the questionnaires' rate of return, and demographic data. Both qualitative and quantitative analysis approaches were used in data analysis, thus reflecting the descriptive design. Data for the study was collected from four sub-samples of respondents: teachers, learners, local leaders and sub county director of education Pokot Central Sub County.

4.2 Questionnaire Rate of Return

The study used questionnaire so as to collect data from the teachers and learners. A focus group discussion guide was used to get information from the local leaders. Interview schedules were used to collect data from the Sub County Director of Education.

Table 4.1: Questionnaires Rate of Return

Respondents	Questionnaires Issued	Questionnaires Returned	Questionnaires Return rate
Learners	351	350	99.7%
Teachers	24	20	83.3%
Total	375	370	98.7%

Source: Field Data, 2022

Analysis of the Questionnaires' return rate showed that 350 questionnaires out of 351 questionnaires issued to students were filled and returned. This represented 99.7% return rate. One student from a mixed day school was sick and did not complete filling the instrument. Twenty questionnaires out of twenty four questionnaires given to teachers were filled and returned translating to 83.3% return rate. Four teachers were attending a meeting so as to address emerging security issue. However according to Kothari (2008) an over 70% return rate of research tools is an acceptable rate for survey studies in social sciences. A 99.7% and 83.3% return rate therefore were acceptable for this study since they were beyond the acceptable threshold.

Data was collected in twenty four secondary schools out of which ten schools were mixed day secondary schools. SPSS version 22.0 software was used to analyze the raw data. An interview schedule was conducted for the Sub County Director of Education while a focused discussion group conducted for the local leaders and information recorded appropriately by researcher and the research Assistant. This data was then organized into themes and sub themes for analysis.

4.3 Demographic Data for the Respondents

This section presents demographic data for learners and teachers in the 24 schools that participated in the study.

Table 4.2: Demographic Data for Teachers and Learner Respondents

	Variables	Frequency	Percent	Valid Percent
Gender of:- learners	Boys	164	46.9	46.9
	Girls	186	53.1	53.1
Teachers	Males	8	40.0	40.0
	Female	12	60.0	60.0
Age of Students	14-16	109	31.1	31.1
	17-19	238	68.0	68.0
	Above 20	3	.900	.900
Class	Form 2	246	70.3	70.3
	Form 3	104	29.7	29.7

Source: Field Data, 2022.

Table 4.2 above shows the demographic data of the learners and teachers. The sampled learner population which participated in the study comprised of form two and forms three classes. The analysis showed that (46.9%) of the respondents were boys compared to (53.1%) girls. A ratio of 46.9:53.1 (Boys: Girls) represents a fair distribution of gender disparity in schooling system in Kenya.

The researcher sampled out 10 male teachers and 14 female teachers to avoid the notion that Home science is a feminine subject, but those who took part in the study were 8 male and 12 female teachers.

This study revealed that out of the sampled 351 learners (31.1%) were between 14-16 years, (68%) were between 17-19 years and only (0.9%) were 20 years and above. Most learners involved in the study were above 15 years hence the population was suitable for study, According to the Kenyan Constitution 2010, a child is defined as anyone in the age group of between 1 to 15 years (GoK Constitution, 2010). In addition, Erikson's (1968), fifth stage of human development postulates that most learners who fall in the age bracket of 17-19 years get entangled in the crisis stage of identity versus role confusion. This group of learners depends heavily on advice from elders, teachers and their parents. The researcher targeted learners in this bracket because the study mainly focused on the learners in secondary schools who are vulnerable to influence of the selected socio-cultural practices in Pokot Central Sub-County.

The study revealed that (70.3%) learners were from form 2 and were the most compared to those in form 3 who were (29.7%). This could be due to the subject being compulsory in some schools in form two but in form three they were few because it becomes an optional subject hence few learners choose to pursue it.

4.4 Results Analysis Interpretation and Presentation

The first objective of this study sought to establish how gender roles affect learners' enrolment in Home Science in Secondary schools in Pokot Central Sub-County. The indicators of gender roles were division of labor and time spent on domestic chores. In order to find out how these indicators affect the learners' low enrolment in Home Science as a subject of study, the researcher sought from the learners their opinions on how the indicators swayed their choice of the subject using a five point Likert scale

indicated as:- SA (Strongly Agree), A (agree), DA (Disagree), SD (Strongly Disagree) and UD (Undecided). However there were no responses given on undecided. Other responses were analyzed using frequency counts, percentages and presented on tables and bar graphs.

Table 4.3: Boys Opinions on Gender Roles and Enrolment in Home Science

Gender Attributes	Frequency of Responses for Male Learners								Total
	SA	%	A	%	D	%	SD	%	
Home Science as a subject only enables girls to know their roles and responsibilities in their daily lives.	28	17.0%	31	19.0%	65	39.6%	40	24.4%	164
Stereo typed roles in our community have affected enrolment in Home Science in schools	81	49.4%	50	30.5%	15	9.1%	18	11.0%	164
Home Science is a science applied in the home hence relevant for girls	53	32.3%	50	30.5%	26	15.9%	35	21.3%	164
To improve enrolments in Home Science, the subject should be taught as an elective subject in all boys schools	50	30.5%	50	30.5%	30	18.3%	34	20.7%	164
Home Science is a subject for girls who are assigned more house hold chores than boys at home	50	30.5%	61	37.2%	36	22%	17	10.4%	164
Home Science is not a suitable subject because as a male I do tasks outside our home	57	34.8%	63	38.4%	22	13.4%	22	13.4%	164
Parents and teachers assign us roles based on our gender	70	42.7%	31	18.9%	30	18.3%	33	20.1%	164
Boys should enroll for Home Science as they spend a lot of time on tasks outside the home	112	68.3%	23	14.0%	11	6.7%	18	11.0%	164

The analysis in above table 4.3 above shows that most of the boys 105 (64%) of the boys either strongly disagreed or disagreed that they have not enrolled in studying Home Science as a subject because it enables boys to know their roles and responsibilities in their daily lives. Whereas 59 (36%) either strongly agreed or agreed, meaning that the boy's choice of Home Science as a subject in schools is highly influenced by their roles and responsibilities in their daily lives. The society perceives Home Science as a subject for girls and women only and that it does not require one to go to school to study it (Serem, 2010). This could be the reason why the boys do not enroll in Home Science.

On whether stereo typed roles in the society affect enrolment in Home Science in schools, majority of the respondents 131 (79.9%) boys either strongly agreed or agreed consented to this statement while 33(20.1%) did not agree. Sifuna (2015) noted that many girls enroll in Home Science because of societal and parental expectations that their primary roles are to be wives and mothers at home. However, in the modern society men and women are sharing roles especially on child care and resource management.

On whether Home Science is applied in the home another majority 103(62.8%) were in agreement that they did not enroll in studying Home Science as subject because it was a science applied in the homes hence relevant to girls only as 61 (37.2%) either agreed or disagreed . Home Science is not only applied in the home but also in the industry and other areas. According to Ode, Babayeju & Obalowu (2013) attributed this notion to teachers who do not stress the importance of Home Science to an individual, community, family and for national development when teaching the subject in secondary schools.

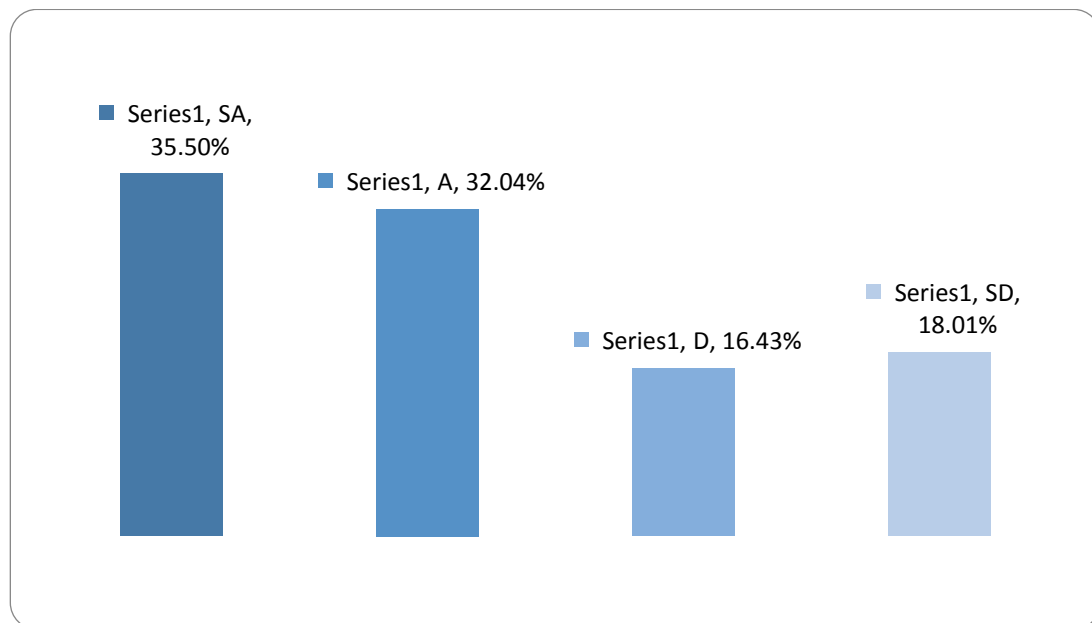
On another gender role attribute (61%) of the learners strongly agreed or agreed that to improve enrolment in Home Science, the subject should be taught as an elective subject in all boys' schools as 64 (39%) disagreed or strongly disagreed. However, Maina et al (2018) observed that enrolment in Home Science education in secondary schools is largely composed of girls with a few boys since the implementation of the 8.4.4 systems of education. This implies that there are some male learner who wish to enroll in the subject but since it is not taught in those schools, they are forced not to choose it which contributes to low enrolment. Furthermore, Chelagat, Kitainge & Were, (2019) noted that any negative attitude towards a subject may lead a student to have no interest in it and when such a subject is made optional many students would avoid such a subject totally. The few students who disagreed may be affected by the socio cultural practices Home Science subject should therefore be considered to be a compulsory subject in the secondary curriculum.

A similar (73.2%) male learners either strongly agreed or agreed that they had not enrolled in studying Home Science as a subject because as males they do tasks outside their homes. Whereas 44 (26.8%) declined. Another 101(61.6%) either strongly agreed or just agreed that they had not enrolled for Home Science because their parents and teachers assign them roles based on their gender roles. Only 63 (38.4%) failed to agree. According to Ndunge, (2013), the concept of gender biases is still being seen in some communities hence deny certain roles and effective participation of male and female in the existing opportunities. When girls and boys are assigned roles without any biasness in gender it will create interest in boys especially in carrying out household chore which may create positive attitude in the male learners in choosing Home Science which will boost enrolment.

Another 135 (82.2%) boys agreed that boys should not enroll for Home Science as they spend a lot of time on tasks outside the home. While 19 (7.8%) boys did not agree with this construct.

From the analysis, it is evident that male learners generally either strongly agreed or agreed that gender role affect the enrolment rates of learners in Home Science in Secondary Schools of Pokot Central sub-County. The data collected did not have undecided responses and views from the boys. This indicates that the learners had some opinions to share on enrolment in Home Science.

In order to establish how gender roles affect learners' enrolment in Home Science in Secondary schools of Pokot Central Sub-County, the researcher computed and presented the boys views using SPSS Version 22 and the results presented in bar graph as shown in figure 4.1



Source: Field data, 2022

Figure 4.1 Boys' Opinions on Effect of Gender Roles on Enrolment in Home Science

The analysis shows that boys generally strongly agreed or agreed that gender roles affect enrolment in Home Science by 67.54%.

Table 4.4: Girls Opinions on Gender Roles and Learners' Enrolment in Home Science

Gender Attributes	Frequency of Responses for female students								
	SA		A		D		SD		Total
Home Science as a subject enables me to know my roles and responsibilities in my daily lives.	50	26.9%	50	26.9%	30	16.1%	56	30.1%	186
Gender roles in our community have influenced me to enroll for Home Science education in my school	77	41.4%	55	29.6%	32	17.2%	22	11.8%	186
Home Science subject is a science applied in the home hence relevant for girls	70	37.6%	55	29.6%	30	16.1%	31	16.7%	186
It is important that Home Science as a subject be taught as an elective subject in all girls schools	50	26.9%	61	32.8%	36	19.4%	39	21.0%	186
Home Science is a subject for girls who are assigned more house hold chores at home	63	33.9%	79	42.5%	22	11.8%	22	11.8%	186
Home Science as subject because mainly puts emphasis on tasks in homes	72	38.7%	60	29.6%	32	17.3%	22	11.8%	186
Parents and teachers assign me roles basing on my gender	55	29.6%	55	29.6%	32	17.3%	44	23.7%	186
All girls should enroll for Home Science as they spend a lot of time on house chores	50	26.9%	61	32.7%	36	19.4%	39	21.0%	186

From analysis in table 7 above, 100 (53.8%) girls said Home Science as a subject enabled them to know their roles and responsibilities in their daily lives. This implies that most girls enroll in Home science because their roles and responsibilities as

mothers, cooks at home, revolve around the knowledge acquired in Home Science. Plan international (2012) argues that entrenched assumptions about girl's roles as care givers, mothers, brides and household workers influence perceptions of the value of girls education as well as their life and subject choices especially in Home science. However, 86 (46.2%) of them did not agree with this statement meaning some girls just liked the subject or enrolled in it or career development.

Another 132 (71.0%) girls thought that gender roles in Pokot Central Community have affected learners' enrolment rate in Home Science secondary schools. However, a few 54 (29.0%) did not agree. According to Sempele, (2018), background knowledge in a discipline is believed to improve learner's interest and may encourage learners to enroll that subject. However Maina et al (2018) noted that enrolment in Home Science Education in Secondary Schools is largely composed of girls with a few boys since the implementation of the 8.4.4 systems of education.

Similarly, 125 (67.2%) female learners observed that Home Science subject talks about a science used in the home hence relevant for girls in secondary education. This agree with Jitumoni & Nithyeshree (2016) the researchers noted that majority of the respondents; 47% agreed that Home Science is interesting and useful because whatever they learn from Home Science is applied in their daily life situation. However, 61 (32.8%) did not consent. This implies that not all girls enroll in the subject so as to apply the skills acquired.

The analysis showed that majority 111 (59.7%) of the girls suggested that it was important if Home Science as a subject was taught as an elective subject in all schools.

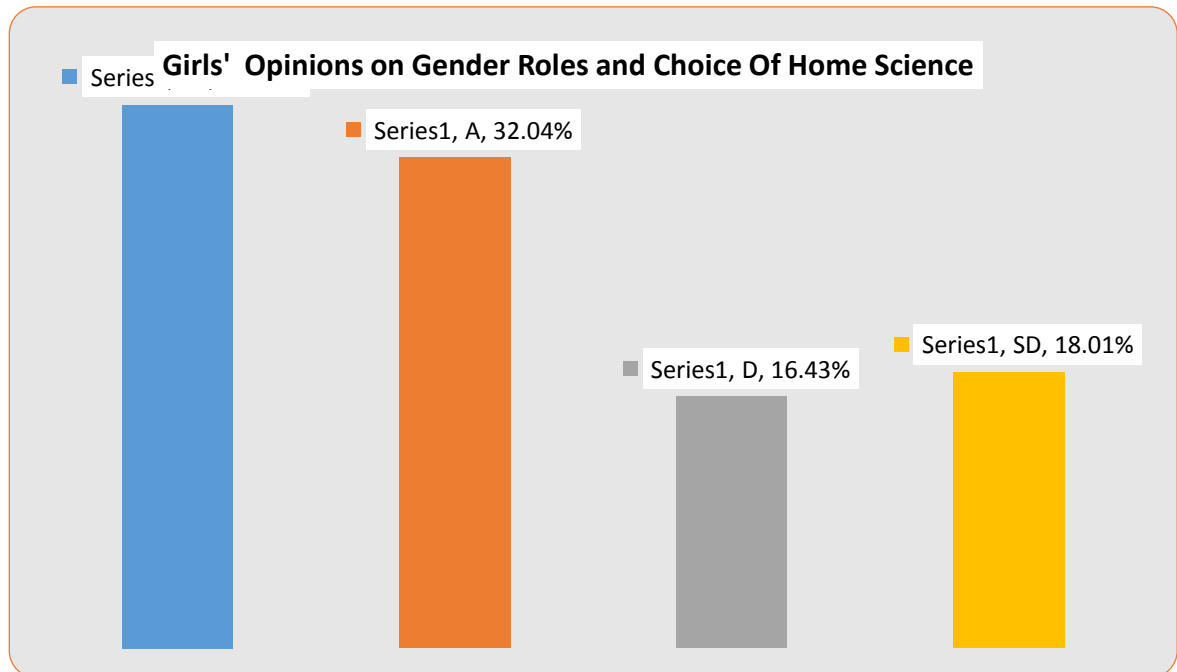
Only 75 (40.3%) dissented. This is so due to the fact that there are several subjects in the curriculum or possibly not all girls have the interest in studying it.

Table 4.4 indicates that 142 (76.4%) girls either strongly agreed or agreed accepted that Home Science put emphasis on tasks in homes. Some 44 (23.6%) girls did not agree. On whether parents and teachers assign girls roles based on their gender, 111 (59%) either strongly agreed or agreed that this basis had a bearing on their choice of the subject while 76 (41%) disagreed. However, Ndunge (2013) argued that boys and girls should base their career choices on their needs, preferences and aptitudes and not on gender roles or tasks assigned to the parents.

Similarly, 111(59.6 %) either strongly agreed or agreed that all girl should enroll in Home Science because they spend a lot of time on household chores as 75 (40.4%) declined. Mberia & Muturi (2017) observed that traditional sex role stereotypes and expectations by the parents and community disadvantage girls because they are forced to perform most domestic chores than boys having them exhausted with no time for doing their studies, this is suitable for girls who should enroll for Home Science as they spend a lot of time on household chores.

In general, girls opined that gender roles have a great influence on their choice of Home Science in their schools. This phenomenon has affected enrolment in Home Science secondary schools in Pokot Central Sub- County.

The researcher also computed the girls' views using SPSS Version 22 and presented the results on a bar graph as shown in figure 4.2 Figure



Source: Field data, 2022

4.2: Girls' Opinions on Gender Roles and their Choice of Home Science

The analysis shows that Girls generally agreed that gender roles influence their enrolment in Home Science by 67.54%.

4.5 Community's Perceptions and Enrolment in Home Science

The second objective of this research was Community perceptions. The indicators of this variable were perceptions of parents, teachers and learners. Teachers were needed to respond to the questionnaire on effect of community's perceptions about choice of Home Science subject. Their opinions were analyzed using a five point likert scale as:

- SA (Strongly Agree), A (agree), UD (undecided) DA (Disagree). SD (Strongly

Disagree). However, there were no responses on undecided and out of the 24 teachers who were supposed to respond to the questionnaire only 20 teachers participated in the study. The responses were analyzed in frequency counts and percentages and interpreted as shown on table 4.5.

Table 4.5: Community Perceptions and Enrolment in Home Science

Community's perception that:-	Frequency of Responses for Teachers								
	SA	%	A	%	D	%	SD	%	Total
Home Science teaches about home and family this has affected enrolments rates in Home Science in secondary schools	6	30.5%	7	37.2%	5	22.0%	2	10.3%	20
The community believes that one does not need Home Science education to have a healthy functioning family	6	30.5%	7	37.2%	5	22.0%	2	10.3%	20
Parents believe that home science teaches about home and family alone	14	68.3%	3	14.0%	1	6.7%	2	11.0%	20
Home Science is a subject suitable for girls in the community	9	42.7%	4	18.9%	4	18.0%	3	20.2%	20
Male guardians in West Pokot County secondary schools perceive Home Science as not important subject for boys.	6	30.5%	6	30.5%	4	18.3%	4	20.7%	20
Teachers from the community usually discourage male students from choosing Home Science in secondary schools	7	34.8%	8	38.4%	3	13.4%	2	13.4%	20
The general views of the community is that Home Science is not a best subject for their sons	7	33.5%	7	33.5%	4	19.5%	2	13.5%	20

Analysis in table 4.5 suggested that 13 (67.7%) of the teachers either strongly agreed or just agreed that Home Science teaches about home and family. This perceptions has

affected the subject's enrolment in secondary schools. About 7 (32.3%) disagreed with this suggestion. Jitumoni et al, (2016) observed that Home Science is the only subject that prepares one for home, family and career development. This perception has greatly influenced the rate of enrolments in Home Science education in secondary schools.

A similar 13 (67.7%) number of teachers seemed to suggest that West Pokot Community believe that one does not need Home Science education to have a healthy functioning family although 7 (32.3%) of them disagreed.

On another attribute 13 (61.6%) said that community perceive that Home Science is a subject suitable for girls. This has reduced boys' enrolment rates of Home Science in secondary schools. Only 7 (38.4%) teachers did not agree with the suggestion. According to Serem, (2010) who observed that the society perceives Home Science as a subject for girls and women only and that it does not even require one to study it. This agrees with the findings in a research study on factors militating inclusion of Home Science in boys schools that indicated that a good number of male students did not like the idea of studying Home Science at all (Maina et, 2018). Girls have a positive attitude towards enrolling in Home Science where as boys have a negative attitude in enrolling in the subject.

More than 12 (70.0%) teachers, parents and guardians suggested that Home Science is not important subject for boys. They report that this belief has greatly affected enrolment rates in the subject in West Pokot County secondary schools. A few 8 (30.0%) were in disagreement.

Another 17 (82.3%) teachers reported that Parents from the community have advised their male children not to choose Home Science subject in secondary schools. About 3 (17.7%) were of the contrary opinion. A majority 15 (73.3%) affirmed that teachers from the community usually discourage male students from choosing Home Science in secondary schools because it is feminine in nature, only 5 (26.8%) resented. Over 14 (67%) were of the view that Home Science is not a best subject for their sons as 6 (33%) disagreed). In addition, Jitumoni et al (2016) revealed in a study that, some student respondents strongly agreed that Home Science is more related to cooking and is more suitable for female than male students. This perhaps could be the reason why the subject is seen as a feminine subject. However in most homes today, men are sharing role with women especially cooking, child care and laundry. Therefore male learners should be encouraged to enroll in Home Science to get proper skills on how to carry out some of the tasks effectively.

In general the teachers agreed that the parents, teachers and learners perceptions are a major determinant of choice of Home Science in Pokot Central Secondary Schools.

HO₁: Gender roles and community's perceptions have no statistical association with learners' enrolment in Home Science in Secondary schools in Pokot Central Sub-County.

In order to establish the how gender roles and community's perceptions affect learner's enrolment in Home Science in Secondary schools in Pokot Central Sub-County, a multiple regression analysis was conducted. SPSS version 23 was used to code, enter and compute the measurements of the multiple regressions as required.

According to, Valluri, (2012) asserts that a coefficient of determination describes how a change in the outcome variable is explained by the change in the explanatory

variables. In this study, the outcome variables were gender roles and community's perceptions identified as division of labor, time spent on domestic chores, perceptions of parents, teachers and learners themselves measured on a likert scale. Whereas the explanatory variables are the enrolment in Home science measured in percentages. The researcher used the following multiple regression model to determine the level of association between gender roles together with community's perceptions and enrolment in Home science.

$$Y = \beta_0 + \beta_1X_1 + \beta_2X_2 + \beta_3X_3 + \beta_4X_4 + \varepsilon$$

Where:

Y = Enrolment in Home science measured in percentages

β_0 = the regression constant

β_1 to β_4 = the regression coefficients

X_1 = Division of labor

X_2 = Time spent on domestic chores

X_3 = perceptions of Parents and Teachers measured on a five point likert scale

X_4 = perceptions of learners measured on a five point likert scale

ε = margin of error

Table 4.6 Model Output

Model	Coefficients				
	Unstandardized Coefficients		Standardized Coefficients		
	<i>B</i>	Std. Error	<i>B</i>	T	Sig($p \leq 0.05$)
Constant	1.138	0.22	0.201	4.018	.001
Division of labor	0.122	0.32	0.176	6.233	.003
Time spent on domestic chores	0.121	0.42	0.210	5.547	.001
perceptions of Parents and Teachers measured on a five point likert scale	0.212	0.44	0.288	5.302	.002
perceptions of learners measured on a five point likert scale	0.222	0.37	0.131	3.223	.000

Outcome Variable: Enrolment in Home Science measured in percentages

Explanatory Variables: Division of labor, Time spent on domestic chores, perceptions of Parents, Teachers and learners measured on a five point likert scale

Precision (*e*): $p \leq 0.05$.

The analysis from the multiple regressions model in table 4.6 thus showed:-

$$Y = \beta_0 + \beta_1 X_1 + \beta_2 X_2 + \beta_3 X_3 + \beta_4 X_4 + e$$

Became

$$Y = 1.138 + 0.122X_1 + 0.121X_2 + 0.212X_3 + 0.222X_4 + .001$$

From the established equation of the model, accounting for all the other factors constant at zero, the extent to which Division of labor, Time spent on domestic chores, perceptions of Parents, Teachers and learners themselves have affected the enrolment rates in home science education is 81.6% (1.816 above the optimal value by 0.816).

The findings also revealed that with all the other explanatory variables held constant, a unit variation in Division of labor, could lead to a 0.122 or 12.2% change in enrolment in Home science.

Similarly, a unit variation in time spent on domestic chores could lead to a 0.121 or 12.1% change in enrolment in Home Science. Whereas a unit variation on Parents and Teachers perceptions could lead to a 0.212 or 21.2% change in the change in enrolment in Home Science. The model also shows that a unit variation in Teachers perceptions could lead to 0.222 or 22.2% change in the change in enrolment rates in Home science.

Therefore the Null Hypothesis that gender roles and community's perceptions have no statistical association with learners' enrolment in Home Science in Secondary schools of in Pokot Central Sub-County was rejected.

Table 4.7 Regression Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1a	0.788	0.626	0.709	0.2811

b. Predictors :< enrolment in Home Science>.

Okiro, K. & Ndungu, (2013) noted that R^2 , as the coefficient of determination is used to test the goodness of fit of the model. R^2 measures the proportion or percentage of the total variation in the outcome variable explained by the explanatory variables. The value of R^2 usually lies between 0 and 1 and if R^2 value is 1 there is a perfect fit while R^2 value 0 indicates that there is no association between outcome variable and the explanatory variables.

The four explanatory variables that were considered namely division of labor, time spent on domestic chores, perceptions of parents, teachers and learners perceptions of learners accounted for only 70.9% of the reasons why there was low enrolment in Home Science in the schools in Pokot Central Sub County as represented by the value of R^2 in the table above. This notes that other factors not under study may be responsible for the remaining 29.1% not accounted for.

4.8 ANOVA

Table 4.8 ANOVA of the Regression

	Model	Sum of Squares	df	Mean Square	F	Sig.
1	Regression	2.531	3	1.388	7.723	.000
	Residual	1.319	44	2.451		
	Total	3.85	57			

Source: Field Data, 2023

The significance value is 0.000 which is less than 0.01. Therefore the model is statistically significant in predicting how division of labor, time spent on domestic chores, perceptions of parents; teachers and learners had affected the enrolment in Home Science in the schools.

4.6 Initiation Rites and the Learner's Enrolment Rate in Home Science

The third objective of this research was to examine how initiation rites influence learner's enrolment rate in Home Science in secondary schools in Pokot Central Sub-County. The indicators of the initiation rites were female genital mutilation and male circumcision. To find out how these indicators affect the learners' enrolments in Home Science, the researcher held four focused group discussions with chiefs and

the village elders from the Community surrounding the study schools using an a focused group discussion guide and their discussions recorded verbatim. The information was organized in one theme and four sub themes. The main theme was effect of sociocultural practices while the four subthemes were; behavior of the initiates, effect on enrolment in Home Science, teen marriage and initiation rites, then analyzed as follows:-

On the common sociocultural practices in this community one of the groups reported that;

‘The common cultural practices that youths participate in this community include but not limited cattle rustling, traditional wedding and burial ceremonies’.

Another group indicated that;

‘The school going children of between 9-15 years must undergo either Female Genital Mutilation or Male Circumcision before getting married’. According to the Kenyans constitution any one below 15 years of age is a child. Female Genital Mutilation and male circumcision is done by the decision of the parents. This is against the children rights and it should stop.

The other two group’s opinions were in agreement with the first group. According to

On rating the behavior of the initiates after undergoing the rituals, one of the groups reported that; ‘Most of the initiates get married immediately’ as girls are booked by their kinsmen’. Girl Child Network (2004) reported that girls from Kerio, Mandera, Nyeri and Transmara districts fail to enroll in some subjects as Home science in school due to FGM because after the girls undergoing the FGM they feel that they have become old and mature for marriage and others simply leave school and stay at home.

While two groups further reported that; 'most girls drop out of school to partake duties of motherhood and most get married thinking that Home Science knowledge is taught by traditional circumcisers during the ritual. Those girls who go back after circumcision are more interested in the subject as they cover part of the concepts during the ritual'.

Another group reported that; 'The teachings given by the career givers during the ritual affect their perceptions on their social life. Some of the initiates after the ritual feel they are adequately prepared husbands and wives'. The teachings offered during initiation are misleading the learning process. In this modern era of innovation and technology even the learning approaches have changed hence proper direction should be sought by the care givers especially in their teachings to the initiates.

On effect of initiation rites on Home Science enrolment, they reported that;

'For those who managed to come back, reports from schools indicate that their perceptions towards Home Science changed. Most boys dropped the subject. They claim the subject is feminine in nature. Some girls have also shunned the subject since they say it is limiting them in the world of employment. 'The teachings given by the career givers during the ritual affect their perceptions during selection. Boys especially those not interested in the subject prefer to take pure sciences'.

This indicates that most male learners have no knowledge about the available career opportunities in Home Science. Abwao (2017) observed that, it is sad to note that although more men are training as nutritionists, extension workers, hoteliers and small-scale businessmen in Home Science related activities, Home Science is still viewed as a female domain.

‘ to some extent especially after passing through the ritual where girls and boys are taught their responsibilities by elderly men and women, most boys tend to drop the subject whereas a few girls who wish to be identified by their responsibilities as mothers to be, pursue the subject’. Some girl may not go back due to the effects Female genital mutilation tends to impact negatively on academic achievement of girl child (Chiuri & Kiumi, 2011).

‘Those who come back after circumcision do assume that they have already covered it during the ritual hence some avoid it assuming that they have been taught at home during the ritual’. According to Berg and Denison (2011), observed that, during the initiation ceremony girls and boys are taken to seclusion for counseling before the actual initiation; such acts cause absenteeism from school as girls who undergo FGM experience health complications for instance excess bleeding which forces them not to attend school regularly.

On teenage marriages and initiation rites they reported that; ‘Most of the initiates get married immediately after the rite of passage leading to low enrolment rates in Home Science and other subjects especially in this region.

Child Network (2004) observed that girls fail to enroll in some subjects as Home science in school due to FGM since after the girls undergoing the FGM ritual they proceed drop out of school and stay at home.). UNICEF (2017) observed that FGM and child marriage have adverse effects on girls’ sex and reproductive health including obstetric fistula development during adolescent and social consequences such as school dropout and subsequent lower educational attainment and lack of decision making ability of girls on girl’s sexual reproductive health.

4.7 Teenage Marriages and Learners' Enrolment in Home Science

The fourth objective of this study was to determine how teenage marriages affect learners' enrolment rate in Home Science Secondary Schools of Pokot Central Sub-County. The indicators of this variable were physiological, psychological and social factors that affect the students' choice of Home Science. The opinions of the Sub County Director of Education were sought and the report recorded verbatim. The main theme was how teenage marriage affects on enrolment and the sub themes were the psychological, social and physiological effects.

The respondent reported on how the teenage marriage affects enrolment in Home Science:

‘Traumas and stress from miscarriages have affected enrolments in Home Science education in secondary schools in Pokot Central County’.

‘These children fail to enroll back for lessons in schools after delivery. This practice has affected enrolments in not only Home Science education but also in all subjects in secondary schools in Pokot Central Sub County’. Some girls shy away from their friends who fear to associate with them thinking they may be affected with the same. According to Limangura H. (2008) observed that teenage marriage is one of the home based factors influencing transition of girls in secondary schools.

On physiological effects, the respondent reiterated that;

Birth related complications for instance delayed healing and excessive bleeding traumatizes teenage mothers. This contributes high dropout rates in schools. Some may even end up dying as a result of excessive bleeding and failure to provide adequate diet that leads healing.

While on psychological effects the respondent reported that;

'Stigmatization and Lack of Concentration in class after delivery have led to high dropout rates of Home Science learners from secondary schools in Pokot Central sub County'

On social effects the respondent indicated that;

'Teenage pregnancies and marriages have led to high school dropout rate that have impacted negatively on enrolments in Home Science education'.

'Most learners affected with teenage marriages, find it challenging in attending school due to attention needed by their sibling and other household chores. The pressure of motherhood, lack of child care options and stigma make it unlikely that young mothers return to school after giving birth hence reduce the enrolment in Home science (Plan international 2012).

The researcher sought the opinions of the respondent on how learners' enrolment in home science in schools can be promoted and the respondent said;

'there should be concerted efforts by the local community leaders, the clergy and parents to encourage school going children from the community to choose Home Science education as this subject is key in their day today life activities'. However, according to Abwao (2017), gender stereotyping in preferences for courses by boys and girls is likely to be overcome if it can be shown that available career chances in Home science have the potency to benefit both genders and in the case of boys, deliberate steps are taken to show examples of males who have succeeded in careers traditionally considered as a preserve for female.

CHAPTER FIVE

SUMMARY OF FINDINGS CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter makes summaries of findings, draws conclusions and recommendations on how; gender role, initiation rites ,community perceptions and teenage marriages have affected enrolment in Home Science secondary schools in Pokot Central Sub County.

5.2 Summary on Findings.

The objective of this study sought to establish how gender roles affect learners' enrolment in Home Science in secondary schools of Pokot Central Sub-County. This study established that 67.54% of the learners were in agreement that division of labor and time spent on domestic chores are great determinants of the choice of Home Science in Pokot Central Secondary Schools.

The second objective of this research was to find out which community's perceptions affect learner's enrolment in Home Science in secondary schools of Pokot Central Sub-County. The indicators of these variables were perceptions of parents, teachers and learners themselves. The opinions of the teachers were sought on these variables. Teachers were required to respond to the questionnaire on community perceptions about choice of Home Science subject. The results of their opinions suggested that parents, teachers and learners perceive Home Science education as feminine in nature and a science domiciled at home. Teachers affirmed that the community's perceptions

on *Home Science* education are actually a major drawback on choice of the subject in Pokot Central Secondary Schools.

The multiple regression models was used to determine the level of association between gender roles together with community's perceptions and enrolment in Home science. The four explanatory variables that were considered namely division of labor, time spent on domestic chores, perceptions of parents, teachers and learners perceptions of learners accounted for only 70.9% of the reasons why there was low enrolment in Home Science in the schools in Pokot Central Sub County. Therefore the Null Hypothesis that gender roles and community's perceptions have no statistical association with learners' enrolment rates in Home Science in Secondary schools of in Pokot Central Sub-County was rejected.

The third objective of this research study was to examine initiation rites affect learners' enrolment rates in Home Science in Secondary schools of Pokot Central Sub-County. The indicators of this variable were female genital mutilation and male circumcision. The researcher held focused group discussions with chiefs and village elders from the Pokot central Community in their various office locations using an open-ended interview guide. Their discussions revealed that the common cultural practices that youths participate in the community included female genital mutilation, male circumcision, cattle rustling, traditional weddings and burial ceremonies.

The respondents noted that the learners who come back after undergoing the FGM and male circumcision that their perceptions towards Home Science changed significantly. Most boys dropped the subject. They claimed that the subject is feminine in nature and therefore doesn't suit them. Some girls also shunned the subject because they said that

it was limiting them in the world of employment. Whereas boys drop the subject a few girls who wish to be identified by their responsibilities as mothers to be, pursue the subject. They suggested FGM should be completely stamped out but male circumcision be conducted during the school holidays. The care givers should provide the right teachings about gender roles to promote interest in Home Science in both boys and girls

This research also investigated how teenage marriages affect learners' enrolment in Home Science in Secondary schools of Pokot Central Sub-County. To have an insight of how this type of marriage affects Home Science enrolment, the opinions of the Sub County Director of Education were sought. The SCDE observed that birth related complications traumatize teenage mothers. This stigmatization leads to high dropout rates in schools. They fail to enroll back for lessons in schools after deliveries.

The respondent observed that this practice has affected enrolments in not only Home Science education but also in all subjects in secondary schools in West Pokot County. Stigmatization and Lack of proper counseling of the young mothers contribute to lack of concentration in class after deliveries. Moving forward, civic education should be mounted in local *Barazas* so as to inculcate the importance of stamping out teenage marriages. This would consequently improve enrolments in schools thus boosting the choice of not only Home Science education but also other subjects.

5.3 Conclusion

This study concludes that sociocultural practices; gender role, community perceptions, initiation rites and teenage marriages affect enrolment in Home Science. The results of the first objective which sought to establish how gender roles affect learners'

enrolment rates in Home Science in Pokot Central Sub-County Secondary schools, established that learners generally were in agreement that division of labor and time spent on domestic chores are greater determinants of Home Science enrolment in Pokot Central secondary schools. The researcher concluded that division of labor and time spent on domestic chores has adversely affected enrolment of learners in Home Science subject.

The results of the second objective showed that the community perceives Home Science as feminine in nature and a science domiciled at home. The researcher concluded that community perceptions are major contributors to low enrolment rates in Home Science.

Local and community leaders affirmed that the common cultural practices that youths participate in the communality were female genital mutilation, male circumcision, cattle rustling, traditional wedding and burial ceremonies. They observed that learners who come back to schools after undergoing FGM and male circumcisions change their behaviors substantially. The researcher therefore concludes that initiation rites in the community are another major drawback to discipline and enrolment in secondary schools in Pokot Central Sub-County Secondary schools.

The fourth objective, the researcher investigated how teenage marriages affect learners' enrolment in Home Science in Pokot Central Sub-County Secondary schools. The researcher found out that teenage marriages contribute heavily to low enrolment rates in Home Science education and other learning areas. The researcher concluded that teenage marriage is a major factor contributing to low numbers of learners choosing to study Home Science education in schools in this region.

5.4 Recommendations

The researcher therefore made the following recommendations;

- ❖ Gender roles should not be the basis of assigning learners tasks to perform either in schools or at home. Tasks should be assigned to any child irrespective of gender for mastery of skills, development of attitudes and competencies.
- ❖ The notion that Home Science is feminine and a science for home managers should be demystified through concerted efforts of local leaders, teachers, parents and other stakeholders of education. Learners should be properly counseled and guided to avoid basing on their culture in the choice of Home Science.
- ❖ The education the initiates get from their care givers ought to be investigated and appraised appropriately. The community leaders should organize dialogue for awareness on the harmful consequences of FGM on young school going girls.
- ❖ Civic education should be put in chiefs' *Barazas* to exucate community members on the need to have their children study Home Science education.
- ❖ Home Science Association should be formed and be vibrant in promoting advocating for the development of the subject.
- ❖ Proper exposure guidance and counseling should be done by the teachers, parents and the community leaders so that learners benefit.
- ❖ The researcher also recommends that more study should be done on how to change the perception of Home Science as a subject for girls.

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APPENDICES

Appendix I: Table for Determination of Sample Size

Determination of Sample size from a given population (Krejce Robert V, Morgan Daryle W, 1970) Education and Psychological Measurements

“N” is the population size

“S” is the sample size

N	S	N	S	N	S	N	S	N	S
10	10	100	80	280	162	800	260	2800	338
15	14	110	86	190	165	850	265	3000	341
20	19	120	92	300	169	900	269	3500	341
25	24	130	97	320	175	950	274	4000	351
30	28	140	103	340	181	1000	278	4500	351
35	32	150	108	360	186	1100	285	5000	357
40	36	160	113	380	181	1200	291	6000	361
45	40	180	118	400	196	1300	297	7000	364
50	44	190	123	420	201	1400	302	8000	367
55	48	200	127	440	205	1500	306	9000	368
60	52	210	132	460	210	1600	310	10000	373
65	56	220	136	480	214	1700	313	15000	375
70	59	230	140	500	217	1800	317	20000	377
75	63	240	144	550	225	1900	320	30000	379
80	66	250	148	600	234	2000	322	40000	380
85	70	260	152	650	242	2200	327	50000	381
90	73	270	155	700	248	2400	331	75000	382
95	76	270	159	750	256	2600	335	100000	385

Krejce Robert V, Morgan Daryle W, 1970)

Appendix II: Letter of Consent

JOSEPHINE MUKIRE.
PO BOX 1125-30100
ELDORET.

Dear Respondent,

Thank you very much for your cooperation in giving the relevant information during the field study on selected sociocultural practices and learner enrolment in home science.

The information that you provided will be valuable in making possible investigations on the learner's low enrolment in the schools of Pokot central

The information you provided has been treated with at most confidentiality

At the best, thank you.

Yours sincerely

Josephine Mukire

Researcher

Appendix III: Introductory Letter

JOSEPHINE N. MUKIRE,
UNIVERSITY OF ELDORET,
DEPARTMENT OF CENTRE
FOR TEACHER EDUCATION
P.O. BOX 1125-30100,
ELDORET

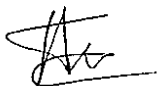
Dear Respondent,

RE: RESEARCH STUDY.

I am a student in the school of Education, university of Eldoret carrying out a research on effect of socio cultural practices on learner enrolment in Home science education in Pokot central sub county, Kenya.

I shall appreciate if you kindly answer the attached questions as directed. The information you give will be treated with utmost confidentiality and will be used solely for the purpose of the study.

Yours Faithfully,



JOSEPHINE NASIMIYU MUKIRE

Appendix IV: Students' Questionnaire

Dear Student,

Please feel free to answer the items.

Responses to the items will be treated with utmost confidentiality. Do not write your name anywhere on this paper. Put a tick in the brackets () on the appropriate responses.

SECTION A: PERSONAL INFORMATION

1) Indicate Type of your school

Mixed Day () Mixed Day Boarding () Boarding ().

2) Indicate your age by ticking in one of the age brackets

10-13 years () 14-16 years () 17-19 years () above 20 years ()

3) Indicate your sex; Male () Female ().

4) Indicate your class Form 2 () Form 3 ()

SECTION B:

Gender Roles and Enrolment in Home Science

Fill in by ticking on the right option.

KEY: SA- *Strongly Agree*, A – *Agree*, UD-*undecided* SD - *Strongly Disagree*, D – *Disagree*

Give your views about the effect of **gender roles** on **enrolment** in Home Science education by ticking appropriately inside the box.

Questionnaire for Boys on Gender Roles and Enrolment in Home Science Education

No	Attributes	SA	A	UD	SD	D
a)	. Home Science as subject only enables girls to know their roles and responsibilities in their daily lives.					
b)	Stereo typed roles in our community have affected enrolment in Home Science education in schools					
c)	Home Science subject is a science applied in the home hence relevant for girls only					
d)	To improve enrolments in Home Science education, the subject should be taught as an elective subject in all boys schools					
e)	Home Science is a subject for girls who are assigned more house hold chores than boys at home					
f)	Home Science subject is not suitable as a male i do tasks outside our home					
g)	Parents and teachers assign us roles basing on our gender which affects our choice of the subject.					

Appendix V: Girls' Questionnaire on Effect of Gender Role on Enrolment in Home Science

Dear Student,

Please feel free to answer the items.

Responses to the items will be treated with utmost confidentiality. Do not write your name anywhere on this paper. Put a tick in the brackets () on the appropriate responses.

SECTION A: PERSONAL INFORMATION

1) Indicate Type of your school

Mixed Day () Mixed Day Boarding () Boarding ().

2) Indicate your age by ticking in one of the age brackets

10-13 years () 14-16 years () 17-19 years () above 20 years ()

3) Indicate your sex; Male () Female ().

4) Indicate your class Form 2 () Form 3 ()

SECTION B:

Gender Roles and Enrolment in Home Science

Fill in by ticking on the right option.

KEY: SA- *Strongly Agree*, A – *Agree*, UD –*Undecided*, SD - *Strongly Disagree*, D – *Disagree*

Give your views about the effect of **gender roles** on **enrolment** in Home Science education by ticking appropriately inside the box.

No	Attributes	SA	A	UD	SD	D
a)	Home Science as subject enables me to know my roles and responsibilities in my daily lives.					
b)	Gender roles in our community have influenced me to enroll for Home Science education in my school					
c)	Home Science is a science applied in the home hence relevant for girls					
d)	Home Science as a subject be taught as an elective subject in all girls schools					
e)	Home Science is a subject for girls who are assigned more house hold chores at home					
f)	Home Science as subject mainly puts emphasis on tasks in homes					
g)	Parents and teachers assign me roles basing on my gender					
h)	All girls should enroll for home science as they spend a lot of time on house chores					

THANK YOU

Appendix VI: Questionnaire for Teachers

Dear Sir/Madam,

Am a student at the University of Eldoret, undertaking a Master's degree in Home Science education. This questionnaire is meant to assist me conduct research on effect of socio-cultural practices on learners' enrolment rates in Home Science education in secondary schools. Kindly assist by responding to all the items contained herein. The confidentiality of the information you was provide, will be adhered to strictly. DO NOT indicate your name anywhere on this questionnaire.

SECTION A: BACKGROUND INFORMATION

Type of your school

Mixed Day () Mixed Day Boarding () Boarding ().

Indicate your gender. (Tick where applicable). Female (), Male ()

SECTION B

Community's perception and Enrolment in Home Science Education

Fill in by ticking on the right option appropriately.

KEY: SA- *Strongly Agree*, A – *Agree*, UD-*Undecided*, SD - *Strongly Disagree*, D – *Disagree* A – Agree

No	Attributes	SA	A	UD	SD	D
1	Students do not enroll for Home Science because they think that the subject only enables them to know their roles and responsibilities in their daily lives.					
2	Students do not enroll for Home Science					

	because they think that the subject only enables them to know their roles and responsibilities in their daily lives.					
3	Students do not enroll for Home Science because the subject is all about cooking, cleaning and child care.					
4	Stereo typed roles in Pokot community have affected enrolment rates in Home Science education					
5	Students do not enroll for Home Science because it is a science mainly applied in the home					
6	To improve enrolments in Home Science education, the subject should not be taught as an elective subject					
7	Students do not enroll for Home Science because they perceive it as a subject for girls and women as home managers					
8	Students do not enroll for Home Science because it is a subject for girls who are assigned more house hold chores than boys at home					
9	Male students do not enroll for Home Science because they mainly do tasks outside					

	their home					
10	Students do not enroll for Home Science because their parents and teachers assign them roles basing on their gender					
11	Boys should not enroll for Home Science as they don't spend a lot of time on house chores					

THANK YOU

Appendix VII: Focus Group Discussion for Local Leaders on Initiation Rites

- 1) What are the common cultural practices in this community?
- 2) Are there girls and boys in your community that you know that have undergone the FGM and Male Circumcision? If yes, how can you rate their behavior after undergoing the rituals?
- 3) Do you believe that FGM and Male Circumcision affect learners' enrolment rates in Home Science? Please explain more.
- 4) Do you identify any significant difference in general attendance between girls who have undergone FGM and boys who have undergone male circumcision and those who have not in Home Science?
- 5) How do FGM and Male Circumcision facilitate dropping of Home Science in the school?
- 6) Are early marriages linked to initiation rites? And how do these affect enrolments in Home Science?
- 7) Do we have cases of those girls who come back to enroll in Home Science after undergoing FGM? If yes, what makes them come back?
- 8) What challenges do you encounter as community leaders in trying to ensure students choose Home Science within the institution?
- 9) In your own opinion, what do you think can be done to minimize the adverse effects of these practices that hinder learners enrolment rates in schools?

THANK YOU

Appendix VIII: Interview schedule for Sub County Director of Education on Teenage Marriage and Enrolment in Home Science

- 1) Have traumas and stress from miscarriages affected enrolment rates in Home Science education in secondary schools in West Pokot County? Probe further.
- 2) Birth related complications can traumatize teenage mothers. Do these contribute to enrolments in Home Science education in schools? Probe further.
- 3) In which ways do you think stigmatization and lack of concentration in class after deliveries have led to high dropout rates in secondary schools in West Pokot County
- 4) Teenage pregnancies and marriages have led to high school dropout rates. Please comment.
- 5) Single motherhood has not only affected enrolments in Home Science education but also other subjects. Please comment
- 6) In which ways can enrolment rates in schools be promoted early marriages notwithstanding?

THANK YOU

Appendix IX: Distributions of Learners per School

Serial No.	Name of School	N	n=10%N	%age	Valid %age	Cum. %age
1.	Chesta Girls Secondary School	210	21	4.9	4.9	4.9
2.	Lomut Mixed Secondary School	264	26	5.1	5.1	10.0
3.	Chesombur Boys Secondary School	180	18	3.7	3.7	13.7
4.	Masol Secondary School	200	20	4.3	4.3	18.0
5.	Kaghuk Mixed Day secondary School	170	17	4.9	4.9	22.9
6.	Paroo Mixed Day Secondary School	180	18	3.7	3.7	26.6
7.	Cheptuluel Boys Secondary School	249	24	4.3	4.3	30.9
8.	Cheptuluel Girls Secondary School	260	26	4.6	4.6	35.5
9.	Annet Mixed Day/Boarding Boys Secondary School	170	17	3.4	3.4	38.9
10.	Father Leo Girls Secondary School	192	19	4.3	4.3	43.2
11.	Sigor Mixed Day/Boarding Secondary School	160	16	3.1	3.1	46.3
12.	Kokworitit Boarding Secondary School	170	17	4.9	4.9	51.2
13.	Tamkal Secondary School	240	24	4.0	4.0	55.2
14.	Marich Pass Mixed Secondary School	160	16	4.6	4.6	59.8
15.	Kim Mixed Secondary School	195	19	4.3	4.3	64.1
16.	Chemtolokoty Secondary School	270	27	3.4	3.4	67.5
17.	Nyangaita Secondary School	200	20	3.4	3.4	70.9
18.	Weiwei Boys Secondary School	281	28	3.7	3.7	74.2
19.	Seker Mixed Secondary School	220	22	3.4	3.4	77.6
20.	Sangat Secondary School	170	17	4.9	4.9	82.5
21.	Endow Secondary School	178	17	4.3	4.3	86.8
22.	Mtelo Girls Secondary School	194	19	4.0	4.0	90.8
23.	Nyarpat Mixed Secondary School	165	16	4.6	4.6	95.4
24.	Solion Mixed Secondary School	186	18	4.6	4.6	100.0

Source: Field Data, 2022

Appendix X: Research License


REPUBLIC OF KENYA


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Ref No: 327074 Date of Issue: 25/February/2022

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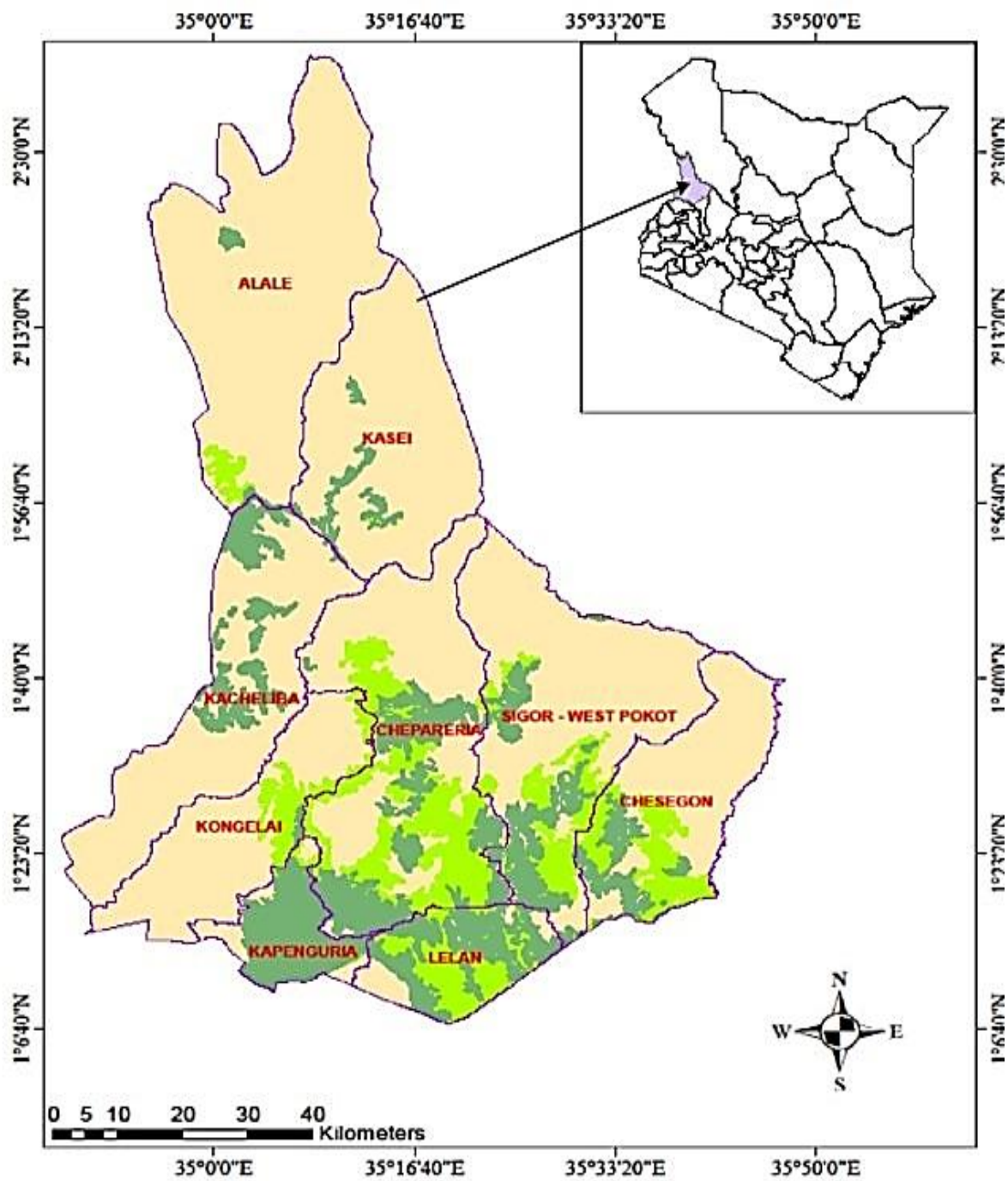
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Appendix XI: The Map of Pokot Central Sub-County



Appendix XII: Similarity Report