

**PERSISTENCE OF PRIMARY SCHOOL TEENAGE GIRL'S ABSENTEEISM DURING
MENSTRUATION PERIOD IN MALUMA ZONE IN KITUI COUNTY, KENYA**

BY

KINGESI CATHERINE MUTHEU

BEDA/112/03848

**A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATION
MANAGEMENT AND CURRICULUM STUDIES AS PARTIAL FULFILMENT OF
THE REQUIREMENT FOR A DEGREE OF BACHELOR OF EDUCATION (ARTS) OF
MOUNT KENYA UNIVERSITY**

SEPTEMBER 2015

ABSTRACT

Some studies have shown that about one in ten school-age African girls do not attend school during menstruation. This suggests that girls are forced to be absent during their period and thereby lose critical learning time. On average, about four days per month can be lost, which can add up to five hundred and twenty eight days of schooling across the years that a girl should be in school. The researcher aimed at analyzing the persistence of primary school teenage girl's absenteeism during menstruation period in Maluma Zone in Kitui County. The tools for data collection was questionnaire and interview guide. The target population was eighty teachers and five hundred girls in all schools in Maluma Zone. The study used descriptive survey design because it can give elaborate results compared to other designs. The sample size was ten teachers of whom four were male and six were female and thirty standard eight girls in the sampled schools in the Zone. Teachers were purposively sampled while the pupils were sampled through simple random sampling following the class attendance register where the first three girls were picked in order. Interviews were sampled through questionnaires and interview focus group. Data was presented by use of frequency tables that involved simple percentages and bar. This addressed the three research questions formulated to guide the study. The research was guided by ecological theory by Bronfen Brenner's (1979) which suggests that a person's surroundings including their home, school, work, church, neighborhood, culture and government have an influence on the way a child develops. The implication of this theory to the study in relation to teaching and learning ensured the researcher remains within the stated objectives.