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Original Article

Sanitary Pads as a Catalyst for Empowerment: Their Role in Enhancing Girls' Academic Performance in Ainamoi Sub-County Public Primary Schools in Kericho County, Kenya

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Keywords:

Provision of Sanitary
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Performance.

The study investigated the impact of formative assessment management techniques on trainee academic performance in national examinations within TVET institutions in Western Kenya. Grounded in social cognitive theory, constructivism, and the diffusion of innovation theory, it involved a target population of 406 respondents, including principals, deputy principals, registrars, examination officers, and heads of academic departments across 29 public TVET institutions in the region. Using stratified, purposive and simple random sampling procedures 200 respondents were selected. Data collection was conducted by use of questionnaires and interviews and analyzed by way of descriptive and inferential statistics. The findings revealed strong correlations between effective management techniques and formative assessment scores, underscoring their predictive value for academic success. The study concludes that implementing structured formative assessment management techniques significantly enhances trainee performance in final examinations. It advocates for comprehensive strategies to support trainees, improve learning experiences, and achieve better academic outcomes, emphasizing the critical role of formative assessment management techniques in fostering academic excellence in TVET institutions.

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INTRODUCTION

Teenage years for young girls have their own challenges emotional, psychological and financial. This is a stage girls develop towards womanhood and it marks the onset of menstrual periods that comes with its challenges. The provision of sanitary pads in schools is an initiative aimed at addressing period poverty and promoting menstrual hygiene among students globally. It plays a very important role in teenage girls' basic education worldwide. The provision of menstrual products is aligned with Sustainable Development Goals (SDGs), particularly goals related to health, education, and gender equality. Period poverty can negatively affect health, academic performance, and participation in society, highlighting the importance of government intervention and comprehensive education on menstrual health. Across Europe, various countries have implemented policies to make sanitary pads and other menstrual products available in schools, recognizing the importance of menstrual equity for education and gender equality. Several initiatives have been launched to tackle this problem, with varying levels of implementation depending on the country. Scotland became the first country in the world to make menstrual products freely available in public places, including schools, as part of the Period Products Act of 2021. This policy ensures that students do not miss school due to a lack of access to menstrual hygiene products, supporting educational equity and reducing stigma. In England, a government program introduced in 2020 provides free sanitary products to schools and colleges. Similarly, in Wales, free menstrual products are distributed in schools to combat period poverty and support young people from low-income families.

The provision of sanitary pads also Enhanced Emotional Well-being and Self-Confidence among the girls. Access to menstrual products improves girls' self-confidence and reduces anxiety related to menstruation. Systematic reviews have shown that girls with proper sanitary resources are less likely to feel ashamed or distracted by their menstrual needs, which fosters better engagement in the classroom (Benshaul-Tolonen et al., 2023). According to UNESCO (2014), the availability of sanitary pads reduces School Dropout Rates. The report highlighted that a lack of menstrual hygiene products

is one of the key factors contributing to higher dropout rates among adolescent girls in developing countries. By providing sanitary pads, schools can help retain girls who would otherwise drop out due to menstrual-related challenges, thereby enhancing their educational continuity and potential for academic success.

Sumpter and Torondel (2013) conducted a systematic review of menstrual hygiene management interventions and their impact on educational outcomes. They found that while short-term improvements in attendance were more commonly documented, the long-term provision of sanitary products is likely to improve academic outcomes as it prevents missed instructional time and encourages continued engagement in education. This leads to long-term academic benefits.

The Kenya government initiated over the years to provide free sanitary pads to girls in both primary and secondary schools. The Basic Education Act of 2017 mandated the government to provide free, sufficient, and quality sanitary pads to all girls enrolled in public schools. According to the Basic Education Act (2017), it requires the Ministry of Education to provide free, sufficient and quality sanitary towels to every girl child registered and enrolled in a public basic education institute who has attained puberty. The ministry was expected to provide nine packets of sanitary towels annually to girls which translates to one packet per month for the period they are in school. However, while this was a positive step, challenges remain in ensuring consistent supply and distribution across all regions. The allocation of sanitary towels to primary schools was to be based on the school's enrolment data of girls in classes 6, 7 and 8 (MOE, 2022).

Several non-governmental organizations (NGOs), community groups, and international agencies actively participate in providing sanitary products to school girls. Organizations like Zana Africa, Plan International, and the Girl Child Network focus on distributing pads, educating girls about menstrual health, and addressing social stigmas surrounding menstruation. The private sector has also stepped in to support the initiative, with some companies partnering with the government or NGOs to help manufacture and distribute affordable sanitary

products. Local social enterprises, such as EcoPads and other reusable pad manufacturers, work on providing sustainable menstrual products.

Purpose of the Study

To establish Sanitary Pads as a Catalyst for Empowerment and the Role in Enhancing Girls' Academic Performance in Ainamoi Sub-County Public Primary schools in Kericho County, Kenya.

Research Objective

To establish the influence of the provision of sanitary pads on Teenage girls' Academic Performance in Ainamoi Sub-County Public Primary Schools in Kericho County, Kenya.

Research Hypothesis

There is a positive relationship between Sanitary Pads as a Catalyst for Empowerment and Enhancing Girls' Academic Performance in Ainamoi Sub-County Public Primary schools in Kericho County, Kenya.

LITERATURE REVIEW

Sivakami, M et al (2018) carried out a study in India on the Effect of menstruation on girls and their schooling, and facilitators of menstrual hygiene management in schools: surveys in government schools in three states. This study revealed that More girls (mean age 14.1 years) were informed about menstruation before menarche in model schools than in regular schools. Girls reported menstruation affected school attendance and concentration and was associated with pain and fear of stain or smell. About 45% of girls reported using disposable pads in both model and regular schools, but only 55% and 29% of pad users reported good disposal facilities, respectively ($P < 0.001$). It was further reported that absenteeism during menstruation was significantly lower in Tamil and Maharashtra compared to Chhattisgarh, and halved in model compared to regular schools. Pain medication in school and the use of disposable pads were associated with lower absenteeism and inadequate sanitary facilities with higher absenteeism during menstruation.

Fazal et al. (2023) carried out a study on Knowledge, Attitudes, and Practices Regarding Menstrual

Hygiene among Girls in Ghizer, Gilgit, Pakistan. The study found that more than half of the participants had a poor level of knowledge and practices and negative attitudes towards menstrual hygiene. This could be due to many cultural and social factors associated with menstrual hygiene.

A study was done by Hossain, et al (2021) in Rural Bangladesh on Association between Menstrual Hygiene Management and School Performance among School-Going Girls. This study involved 499 secondary school girls in rural Bangladesh and found that good menstrual hygiene management (MHM), including the use of sanitary pads, was significantly associated with better academic performance. The study revealed that the odds of achieving good academic results increased 5.7 times with good MHM. Shrestha, et al. (2022) did a study in Nepal on the Impact of Menstrual Hygiene Practices on Education. This research analysed the effects of menstrual hygiene resources, including pads, on girls' school attendance and performance. It found that inadequate MHM resources led to absenteeism, which negatively impacted academic achievements.

A study done in Tamil Nadu, India found that providing free or subsidized sanitary pads improved girls' school attendance and reduced discomfort during menstruation. Interventions often paired the provision of pads with education on menstrual health, leading to better knowledge and reduced stigma (UNESCO, 2014). While in Bangladesh a project providing menstrual products in rural schools reported improvements in attendance and academic performance for girls. However, challenges included cultural taboos and insufficient teacher training on addressing menstrual health (UNICEF, 2015).

Sommer, et al. (2016) report on the Menstrual Hygiene Management in Schools. A Summary Report from Asia and Africa". This broader review included findings from several Asian countries, highlighting the relationship between the provision of menstrual products and reduced absenteeism, which correlates to better academic performance. These studies underscore the critical role that access to sanitary pads and related hygiene education plays in supporting the educational advancement of adolescent girls in Asia.

A study in Ghana by Montgomery et al. (2012) found that providing sanitary pads and menstrual education reduced absenteeism by as much as 50% among adolescent girls. Studies show that lack of access to menstrual products contributes to school absenteeism, as girls may miss school during their menstrual period.

Hennegan and Montgomery (2016), conducted a study in Uganda to demonstrate a link between menstrual management interventions and reduced absenteeism, showing that access to sanitary products led to an increase in days attended and positively influenced girls' engagement with education. Programs that combine sanitary pad provision with menstrual education show more positive outcomes than those offering products alone. While a randomized controlled trial in Uganda provided sanitary pads and reproductive health education. Results indicated improved attendance and a small improvement in academic performance, suggesting that the combination of resources and education supports better learning outcomes (Wilson et al., 2014).

Providing sanitary products can also impact girls' focus and engagement at school, which are critical for academic performance. A study done in Kericho by Ngeno, (2019) on the influence of Free Secondary Education on Academic achievements established that Family responsibilities were another factor that affects academic performance in secondary schools. It further revealed that the girl child is affected most making it hard for them to come to school regularly and perform well. This is an indication that girls bear a lot of responsibilities in the family affecting their academic performance.

Theoretical Framework

Liberal Feminism Theory

Liberal feminism is a conventional perspective of the three gender theories. It stems from the idea that women must obtain equal opportunities and equal rights in society (Acker 1987, Stromquist 1990a, Phillips 1987). Stereotyping and discrimination have created a situation where women have less chance of education, fewer career opportunities, and other social dimensions in society. It argues for better

allocation of resources so that women can obtain a fair share of educational opportunities. Three major points of focus in the discourse of liberal feminism are 1) equal opportunities; 2) socialization and sexual stereotyping; and 3) sexual discrimination (Acker 1987:423). This functionalist view enforces the idea that schooling is meritocratic and that success in it depends primarily on the motivation and the intellectual ability of the individual. Therefore this view of feminism does not aspire to change society; rather it aims at improving the situation within the present system, i.e. Western industrialized society (Stromquist 1990a). School and education are considered to be positive and good, and improvements are to be made within the existing system. Strategies include attempts to increase access, such as promotion of 'good practice', e.g. The Equal Opportunities Commission (Acker 1987) and training to change the attitudes of teachers and pupils/students (Weiner 1986). Liberal feminism is based on the assumption that schooling is positive and improves women's welfare. Social evolution is assumed and the state is perceived as a benevolent actor which provides services and goods for the benefit of the people (Stromquist 1990a). Gordon (1996) argues that the state has perpetuated the educational inequality by legislation and educational policy and practice both during the colonial and independent Zimbabwe. Liberal feminism was criticized for ignoring patriarchy, power and the systematic subordination of women (O'Brien 1983, Weiner 1986, Acker 1987) as well as the effects of race and class (Arnot 1982, Acker 1987). Socialist feminism attempts to address some of these problems. This study found the theory relevant since it focused on the provision of sanitary pads in Kenyan primary schools to retain the girl child in school. By providing the sanitary pads it is a way of liberating the girls to access education without distractions like the boys. This theory was also relevant to this study on the provision of sanitary pads on teenage girls' academic performance.

Conceptual Framework

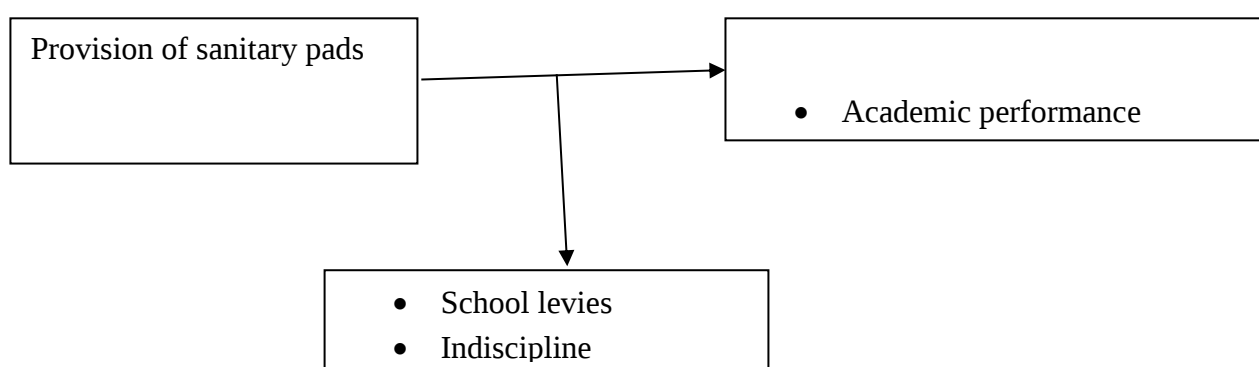
Education is a form of investment in human capital that yields economic benefits and contributes to a country's future wealth by increasing the productivity capacity of its people (Woodhall,

2004). Retaining the girl child in school is very important because they will be able to be better leaders, workers and mothers. For these to be achieved the government came up with an intervention by providing sanitary pads to reduce absenteeism, repeater rate, dropout and improve academic performance. Therefore, the conceptual framework was based on the concept of investment choices advanced by Psacharopoulos and Woodhall (1985). Thus the study adapted the concept to make

it suitable for this study. Creswell, (2002) states that where there is no appropriate theory a conceptual framework can be developed based on the available data that presupposes the relationships and consequently a conceptual framework is formulated. The independent variable was the provision of sanitary pads while the dependent variable was retention, repeater, dropout and academic performance in school.

Figure 1: Conceptual Framework Showing the Sanitary Pad as an Independent Variable and Girl Child Retention as a Dependent Variable in Kericho County, Kenya.

Independent Variable Dependent variable



This conceptual framework helped to focus on independent variables and dependent variables. The independent variable was sanitary pads while retaining girls, academic performance was the dependent variable. The students before the provision of sanitary towels were used as a control group. The other group used was after the provision of sanitary towels. The girl child's academic performance was done before and after the provision of sanitary towels.

RESEARCH METHODOLOGY

Ex post facto, descriptive, correlational and mixed-method research designs were used in this study. *Ex post facto* research design seeks to discover possible causes of behaviour, which has already occurred and cannot be manipulated (Gall, at el. 2007). For the purpose of this study, the *ex-post facto* research design allowed the researcher to get all the relevant information on absenteeism among the primary girls in class eight before and after the provision of sanitary pads in Ainamoi Sub-County, Kericho County. This was done through the use of relevant

documents like school registers. Comparative Research design is used together with historical research to compare people's experiences of different societies, either between times in the past or in parallel situations in the present (Creswell, J.W, 2009). This was also adopted in the study. The descriptive survey research design involves a careful description of education phenomena and reports the way things are. The descriptive survey is able to explore the relationship between variables in their natural setting as they occur (Leedy & Ormrod, 2005). The design was appropriate because it allowed the use of questionnaires and interview schedules as research instruments for collecting data at a given point in time.

The study was in the form of quantitative and qualitative research. The Study population consisted of 686 teenage girls and 99 headteachers. The sample size was 20 headteachers and 140 teenage girls. Data was collected using questionnaires, focus group discussions, interview schedules and document analysis. The questionnaires and interview schedules were given to the school

headteachers to give information on the amount of money spent on sanitary pads and the academic performances of the teenage girls since they are the custodians of the records. The headteachers were therefore able to produce the documents for analysis. These documents included cash registers and examination results from the Kenya National Examination Council (KNEC). Focus group discussions were used to get information from the 140 sampled girls. Seven girls were selected from each of the 20 schools to participate in the focus group discussion.

Quantitative data was analyzed using descriptive and inferential statistics. This is the information that was

given by the 20 headteachers through the questionnaires and interview schedule. While qualitative was analyzed using themes and sub-themes. Qualitative data was mainly what was given by the girls during focus group discussions and the interviews with the headteachers.

PEARSON CORRELATION COEFFICIENT

Correlation coefficients (r) were therefore interpreted to determine the influence of the provision of sanitary pads on the dependent variables in terms of direction and strength of relationship. Elfson, Runyon and Haber's (1990) interpretation guideline was adopted (Table 1).

Table 1: Interpretation of Pearson Correlation Coefficients (r)

Strength of the relationship	Positive (+)	Negative (-)
Weak/low/small	0.01 – 0.30	0.01 – 0.30
Moderate/ medium	0.31 – 0.70	0.31 – 0.70
Strong/high	0.71 – 0.99	0.71 – 0.99
Perfect relationship	1.00	1.00
No relationship	0.00	0.00

From Table one (1) it can be observed that Pearson (r) between + or - 0.01 – 0.30 is a weak/low/small relationship, between + or - 0.31 – 0.70 is a moderate/medium, while the relationship between + or - 0.71 – 0.99 is a strong/high relationship. A perfect relationship is where it is positive or negative 1.00 while 0.00 means there is no relationship. The coefficient of determination R^2 is the square of the Pearson r which tells how much of the variance is accounted for by the correlation which is expressed in percentages while the other remaining percentage could be due to other factors (Leedy & Ormrod,

2005). This was adopted in the interpretation of Pearson (r) and coefficient of determination R^2 in this study.

RESEARCH FINDINGS

Return Rate of the Questionnaire

The respondents in this study included primary school headteachers and class (8) eight girls' prefects.

The return rate of the principals' questionnaire was as shown in Table 2

Table 2: Return Rate of the Headteachers Questionnaire Used for Data Collection (n=20)

Respondents	Issued	Number Returned	Percentage (%)
Headteachers	20	20	100
Totals	20	20	100

From Table 2 it can be observed that all school headteachers returned the questionnaire as required. The rate of return for the questionnaires was 100%. This data on return rates helps to justify the validity of the data that was used in this study and the new knowledge generated.

Demographic Characteristics of the Respondents

The respondents in this study included primary school headteachers. Their demographic characteristics are shown in Table 3.

Table 3: Headteachers' Gender and Headship Experience (n=20)

Demographic characteristics	Frequency (f)	Percentage (%)
Gender		
Male	12	60
Female	8	40
Total	20	100
Headship Experience in years		
5	1	5
6-10	5	25
11-15	9	45
16-20	5	25
Total	20	100.00

Table 3 indicates that out of all the 20 (100%) school headteachers involved in the study, 12 (60%) were male while 8 (40%) were female. This shows fewer female teachers are appointed school headteachers in Ainamoi Sub-County, Kericho County. This is in agreement with the study carried out in a sampled number of schools in Kenya by (Bosire *et al* 2009) where it was indicated that out of the 30 sampled school Principals, 22 (79%) were male while 6 (21%) were female. The school principals' leadership experience was also indicated and one (5%) had headship experience between 5 years, 5 (25%) had an experience of 6-10years, 9 (45%) had an experience of 11-15 years while 5 (25 %) had an experience of 16-20 years.

From the findings in Table 3, most school headteachers had headship experience of 6 years and above. This shows that they had enough experience in school management and they were able to give the relevant information on the influence of the provision of sanitary pads on girls' dropout rate in school. They were also better placed given that the data required dated back to the year 2012 which required experience in school administration.

Effects of Provision of Sanitary Pads on Primary Schools Girls' Academic Performance.

The study reveals further that sanitary pads had an effect on girls' academic performance.

Table 4: Cost Incurred by the Government per School in Ainamoi Sub-County, Kericho County Indicated by the Headteachers (n=20)

Costs of sanitary pads Kenya Shillings (KSH)	Schools	
	Frequency (f)	Percentage (%)
501-1000	2	10
1001-1500	9	45
1501-2000	4	20
2001-2500	3	15
2501-3000	2	10
Total	20	100

Table 4 indicates the cost incurred by the government per school for all the class 8 girls' that were used for the study. The cost per packet used was KSH50 as given by school headteachers. The costs were multiplied by the number of girls to get the total cost incurred by the government per school.

The cost was high for schools with more girls. The schools that the government used amount ranging from 501 to 1000 were 2 (10%), between 1001 to 1500 were 9 (45%) and a range of 1501 to 2000 were 4(20%). While between 2001 to 2500 and 2501 and 3000 were 3 (15%) and 2 (10%) respectively.

Table 5: Mean Score of Girls per School Before and After Provision of Sanitary Pads as Indicated by the Headteachers (n=20)

	Before the provision of sanitary pads		After the provision of sanitary pads	
	Frequency (f)	Percentages (%)	Frequency (f)	Percentages (%)
150-200	4	20	0	0
201-250	10	50	5	25
251-300	2	10	8	40
301-350	4	20	7	35
Enrolment	20	100	20	100

Table 5 indicates the mean score of girls per school before and after the provision of sanitary pads in Ainamoi Sub-County, Kericho County. The schools with a mean score from 150 to 200 were 4 (20%) while after they were none. From 201 to 250 before provision was 10 (50%) schools while after provision it was 5 (25%) schools. The schools

between a mean score of 251 to 300 were 2 (10%) before while after it was 8(40%). Above 301 there were 4(20%) while after provision it was 7(35%). Based on the above findings it is evident that academic achievements among the girls after the provision of sanitary pads have really improved.

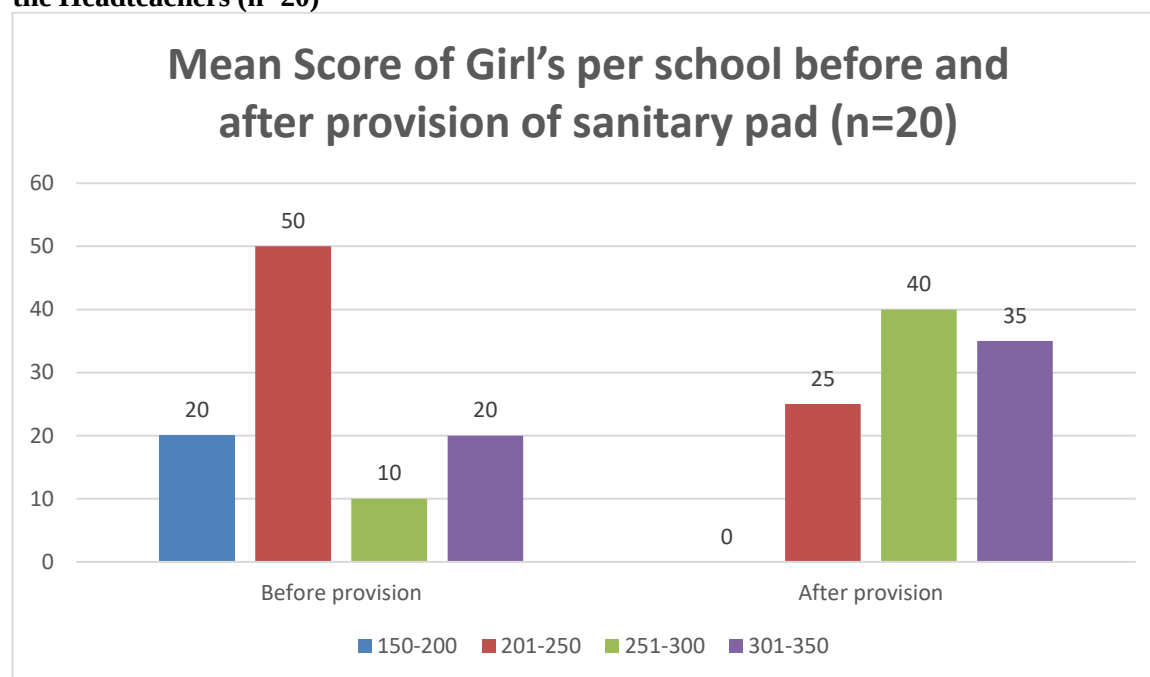
Figure 2: Mean Score of Girls per School Before and After Provision of Sanitary Pads as Indicated by the Headteachers (n=20)

Figure 2 Mean Score of girls per school before and after provision of sanitary pad (n=20). The mean score of girls is indicated by the colours above per school before and after the provision of sanitary pads in Ainamoi Sub-County, Kericho County. The schools with a mean score from 150 to 200 were 4 (20%) while after they were none. From 201 to 250 before provision was 10 (50%) schools while after provision it was 5 (25%) schools. The schools between a mean score of 251 to 300 were 2(10%) before while after it was 8(40%). Above 301 there were 4(20%) while after provision it was 7(35%). It

is evident in the graph that academic achievements among the girls after the provision of sanitary pads have really improved.

The findings on the costs incurred per school in Table 4 and Academic achievements in Table 5 were correlated further using Pearson Product Moment Correlation to get the effect of sanitary pads on academic achievements. The Pearson correlation interpretation is presented in Table 1 while the correlation matrix is presented in Table 5

Table 6: Pearson Product Moment Correlation (r) Sanitary Pads and Academic Performance Among the Girls in Ainamoi Sub-County, Kericho County (n=20)

		KCPE performance	Costs incurred
KCPE Performance	Pearson Correlation	1	.771**
	Sig. (2-tailed)		.000
	N	20	20
Costs incurred	Pearson Correlation	.771**	1
	Sig. (2-tailed)	.000	
	N	20	20

** . Correlation is significant at the 0.01 level (2-tailed).

Table 6 indicates that there is a positive strong significant relationship with a coefficient of 0.771 between the amounts incurred on sanitary pads and Academic Achievements in Ainamoi Sub-County, Kericho County. According to Elfison, Runyon and Haber (1990); Leedy and Ormrod (2005) guideline Correlation coefficients (r) interpretation. The coefficient of determination R^2 is the square of Pearson's r which tells how much of the variance is accounted for by the correlation which is expressed in percentages (Leedy & Ormrod, 2005). To account for the effect of sanitary pads on Academic Achievements Pearson's r was squared. The coefficient of determination $R^2 = 0.594$ which meant that sanitary pads influenced dropout rate. It accounted for 59.44% of the variation in Academic performance. The provision of sanitary pads indicates that it plays a big role in teenage girls' academic performance. This concurs with UNESCO (2014) which reveals by providing sanitary pads, schools can help retain girls who would otherwise drop out due to menstrual-related challenges, thereby enhancing their educational continuity and potential for academic success.

Focus Group Discussion and Interview Findings

During interviews and focus group discussions, it presented itself clearly that a lack of sanitary pads leads to poor performance. This concurs with the study done by Benshaul-Tolonen et al., 2023 which revealed that girls with proper sanitary resources are less likely to feel ashamed or distracted by their menstrual needs, which fosters better engagement in the classroom. This leads to better academic performance. It is also in agreement with UNESCO 2014. Where it found that by providing sanitary pads, schools can help retain girls who would otherwise drop out due to menstrual-related

challenges, thereby enhancing their educational continuity and potential for academic success. It concurs with the study done in Nepal by Shrestha, et al. (2022). This research found that inadequate provision of sanitary pads led to absenteeism, which negatively impacted academic achievements. It also concurs with the study done in Rural Bangladesh by Hossain, Sarker & Khan (2021). This study involved 499 secondary school girls in rural Bangladesh and found that good menstrual hygiene management (MHM), including the use of sanitary pads, was significantly associated with better academic performance. It further revealed that the odds of achieving good academic results increased 5.7 times with good MHM. Sommer, et al. (2016) are also in agreement that the critical role of access to sanitary pads and related hygiene education plays in supporting the educational advancement of adolescent girls in Asia. It also concurs with the study done in Bangladesh by UNICEF, (2015) revealed that a project providing menstrual products in rural schools reported improvements in attendance and academic performance for girls.

The study further revealed other factors during interviews and focus group discussions that influence teenage girls' academic performance in Ainamoi Sub-County Public primary schools in Kericho County. Absenteeism by the girls when they lack sanitary pads or because of other reasons was mentioned highly as the factor leading to academic performance. The students felt that due to the lack of sanitary pads before the girls used to be absent during some days in a term. However, after provision, there was a great improvement because most girls were able to attend classes with minimal disruptions. Others indicated that because of other factors at home they don't come to school regularly. This concurs with the study done by Sumpter and

Torondel (2013) the long-term provision of sanitary prevents missed instructional time and encourages continued engagement in education. This leads to long-term academic benefits. It is also in agreement with the study done in Ghana by Montgomery et al. (2012) found that providing sanitary pads and menstrual education reduced absenteeism by as much as 50% among adolescent girls. It is also in line with the study by Shrestha, et al. (2022) which found that inadequate MHM resources led to absenteeism. Hennegan and Montgomery (2016), conducted a study in Uganda to demonstrate a link between menstrual management interventions and reduced absenteeism, showing that access to sanitary products led to an increase in days attended and positively influenced girls' engagement with education. A similar study was also done in Uganda by Wilson et al., (2014) Results indicated improved attendance and a small improvement in academic performance, suggesting that the combination of resources and education supports better learning outcomes. This also concurs with the study done by UNESCO, (2014) in Tamil Nadu, India which found that providing free or subsidized sanitary pads improved girls' school attendance and reduced discomfort during menstruation. While in Bangladesh UNICEF, (2015) revealed that a project providing menstrual products in rural schools reported improvements in attendance and academic performance for girls. This is in agreement with the current study. It also concurs with the study done by Sivakami, M. et al., (2018) which revealed that providing pain medication in school and use of disposable pads were associated with lower absenteeism and inadequate sanitary facilities led to higher absenteeism during menstruation. The study by Hossain, et al (2021) in Rural Bangladesh on Association between Menstrual Hygiene Management and School Performance among the School-Going Girls. Revealed that including the use of sanitary pads, was significantly associated with better academic performance. Shrestha, et al. (2022) did a study in Nepal on the Impact of Menstrual Hygiene Practices on Education. This research analysed the effects of menstrual hygiene resources, including pads, on girls' school attendance and performance. It found that inadequate sanitary pads

led to absenteeism, which negatively impacted academic achievements.

Low self-esteem was also mentioned. The girls also revealed during their group discussions that lack of sanitary affects greatly their self-esteem. This concurs with the study done by Benshaul-Tolonen et al. (2020) in Kenya found that girls with consistent access to menstrual products were more likely to report higher self-esteem and focus in school, factors which are indirectly linked to academic improvement. Providing sanitary products can also impact girls' focus and engagement at school, which are critical for academic performance. A study by Benshaul-Tolonen et al. (2020) in Kenya found that girls with consistent access to menstrual products were more likely to report higher self-esteem and focus in school, factors which are indirectly linked to academic improvement. While the study done by Ngeno, (2018) shows that providing sanitary pads reduces menstruation-related absenteeism, as many girls miss school due to lack of access to menstrual products. A study in Kenya noted that girls who received pads had higher attendance and more consistent participation in school activities.

Engaging in early sexual activities. Due to the lack of sanitary pads, the girls can engage in sexual activities so that they are able to purchase the sanitary pads. This was mentioned that some girls engage in sex activities to be able to get money to buy sanitary pads. The girls because of the struggles to get basic needs some being sanitary pads end up with desperate measures to be able to get what they require. This has led to these girls engaging in sexual activity to get more to buy these items.

Poverty was also mentioned as among the factors contributing to poor academic performance in public primary schools in Ainamoi Sub-County in Kericho County. The girls miss school because they go seeking employment to support their families. This concurs with the study done in Kericho by Ngeno, (2019) on the influence of Free Secondary Education on Academic achievements which established that Family responsibilities affect the girl child most making it hard for them to come to school regularly and perform well. This is an indication that girls bear a lot of responsibilities in the family affecting their academic performance. This is an indication that

poverty greatly affects the girls more because they are forced to provide for the family when they are still very young.

CONCLUSION

The provision of sanitary pads influences teenage girls' academic achievement positively and strongly with a coefficient of 0.771. This means that the provision of sanitary pads influences academic performance positively. The coefficient of determination R^2 was 0.594 which indicated that it accounted for 59.44% of the variation in teenage girls' academic achievement.

Recommendation

With regard to the finding Provision of sanitary pads influences teenage girls' academic achievement positively and strongly with a coefficient of 0.771. The coefficient of determination R^2 was 0.594 which indicated that it accounted for 59.44% of the variation in teenage girls' academic achievement. The study recommended that government schools continue providing sanitary pads and also ensure that the allocated money is improved so that teenage girls' academic performance will improve.

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