THE INFLUENCE OF SOCIO-CULTURAL AND SOCIO-ECONOMIC FACTORS ON GIRLS’ ACCESS TO AND PARTICIPATION IN PRIMARY EDUCATION IN MERTI DISTRICT, ISIOLO COUNTY, KENYA

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E55/CE/22843/2010

A RESEARCH PROJECT SUBMITTED TO THE DEPARTMENT OF EDUCATIONAL MANAGEMENT POLICY AND CURRICULUM STUDIES IN PARTIAL FULFILLMENT OF REQUIREMENT FOR THE AWARD OF THE DEGREE OF MASTER OF EDUCATION OF KENYATTA UNIVERSITY

NOVEMBER, 2014
DECLARATION

I declare that this project is my original work and has not been presented in any other university/institution for consideration of any certification.

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This project has been submitted for review with our approval as University supervisors

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DEDICATION

This project is most dedicated to the Almighty God for giving me the strength to study and undertake this project. I also wish to dedicate this work to my Dad, Duba Wario and My wife Batula Huka for encouraging me throughout the programme and my children; Buke, Duba and Diramu for their prayers, encouragement and support.
ACKNOWLEDGEMENTS

I am greatly indebted to my supervisors; Dr. Joseph Mungai and Mrs. Lilian Boit for their professional guidance and encouragement throughout the task. I wish to express my gratitude to my fellow colleagues Mr. Hirbo Daigo, Willy Koech and Paul Muthoka for their support. My gratitude also goes to Mr. Benjamin Nyambali who typed my draft and Wycliffe Bisonga who typed my final copy.
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<td>DEO</td>
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<td>EFA</td>
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<td>UNESCO</td>
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ABSTRACT

Education is a key to a country’s development. This is the reason why countries all over the world invest heavily in education. In spite of this commitment, low girls’ access and participation in education remains an obstacle to realizing an ideal equality and universality of primary education in Merti district. The purpose of the study is to investigate the influence of socio-cultural and economic factors on girls’ access and participation in primary education in Merti district. The research design of the study is descriptive survey design. The study involved a sample of 300 pupils (150 males, 150 females) from upper class, 10 headteachers (male) 40 teachers (20 males, 20 females) and 30 parents (15 males and 15 females). It also comprised the District Education Officer. The data was collected through questionnaires administered to pupils, interview schedules for headteachers and District Education Officer. A focus group discussion was undertaken with the sampled teachers and parents. The data was analyzed through qualitative and quantitative approaches. The research findings show that community’s attitude towards girls’ access to education has gradually changed but complete support for girl child education is still lacking. The researcher recommends a sensitization programme be conducted on the significance of the girl child education to the community. It is also recommended that government should enforce laws to deal with perpetrators of early and forced marriages. It is further recommended that boarding schools be constructed to take care of girls from pastoral communities. It is also recommended that government formulate policies that address gender imbalances in acquisition of education among pastoral communities.
CHAPTER ONE

INTRODUCTION

1.1 Background of the Study

The impetus for addressing declining education participation was desired in Jomtien in the 1990 “World declaration on education for all”. Nations of the World renewed the call to universalise education. The Dakar Conference of 2000 reviewed developments in achieving Universal Primary Education (UPE) in African continent. It sets as one of the EFA goals “eliminating gender disparities in Primary and Secondary Schools by 2005, and achieving gender equality in education by 2015. This was further endorsed by the MDG. Among other “things they set targets to ensure that by 2015, children everywhere, boys and girls alike completed a full course of primary schooling”.

While acquisition of formal education has resulted in cultural alienation in most communities it has been analysed that the impact is more profound on pastoralist communities. (Kräti 2001 and Sifuna 2005). According to MOE (2010), nomadic pastoralist are dependant on their school age children for herding animals and undertaking other household chores which are important for their survival. Nomadic pastoralists require flexible education delivery modes that take into account their children’s work at home; that which schedules outside nomadic working time and at the same time transfer learning to the home steads. Therefore, nomadic communities believe that formal schooling leads to alienation from their lifestyle and threatens their basic survival. It is because of this embedded fear that children are kept out of school. School curriculum has been biased to agricultural and urban lives thereby contributing little practical knowledge to children from pastoralist areas. Schooling has deskilled
these populations and introduced aspirations that are not congruent to pastoral life. Some retrogressive cultural practices continue to be propagated. Early marriage and Female Genital Mutilation (FGM) impede girl’s education in pastoralist communities. After circumcision, girls face lower social restraints. They may engage in sexual activity since they are now considered to be ‘women’. After FGM, the resultant pattern is pregnancy, school drop out and eventually early marriage.

Education is universal as per the constitution of UNESCO (2009) which embraces the idea of equality of education opportunity without regard to race, sex, economic, social or any other distinction (Pedersen, 2010). According to UNESCO (2010), everyone has the right to education and should be equally accessible to all on the basis of capacity by every appropriate means. World Bank (2008) emphasizes that increasing girls’ participation in education improves family nutritional practices, proper hygiene and management of their households. King and Hill (2007) affirm that female literacy leads to better health and education, reduced infant mortality, higher earnings, reduced fertility rates and improved quality of life for all nations. The World Bank (2008) has also asserted that education of girls is one of the best development investments a country can make. While many countries have made progress towards achieving gender equalities in education, Hyde (2007) observes that girls continue to face obstacles that impede their path to learning. According to sessional paper No. 1 of 2005, despite the introduction of Free Primary Education by the government, regional and gender disparities exist in the arid and semi arid lands and the slums. However, the greatest challenge still remains in bridging the gap between boys and girls.
## CHERRAB SCHOOL ENROLMENT

<table>
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<th>2005</th>
<th>2007</th>
<th>2009</th>
<th>2011</th>
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<td></td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>Merti Boarding Girls</td>
<td>99</td>
<td>200</td>
<td>43</td>
<td>320</td>
</tr>
<tr>
<td>Merti Muslim</td>
<td>293</td>
<td>148</td>
<td>298</td>
<td>208</td>
</tr>
<tr>
<td>Lakole (mobile)</td>
<td>10</td>
<td>20</td>
<td>30</td>
<td>22</td>
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<td>Saleti</td>
<td>72</td>
<td>70</td>
<td>99</td>
<td>82</td>
</tr>
<tr>
<td>Korbesa</td>
<td>162</td>
<td>142</td>
<td>177</td>
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</tr>
<tr>
<td>Biliqi</td>
<td>36</td>
<td>37</td>
<td>67</td>
<td>51</td>
</tr>
<tr>
<td>Malka Gallla</td>
<td>107</td>
<td>92</td>
<td>118</td>
<td>107</td>
</tr>
<tr>
<td>Ade warabesa</td>
<td>41</td>
<td>37</td>
<td>56</td>
<td>24</td>
</tr>
<tr>
<td>Dadacha Besa</td>
<td>156</td>
<td>122</td>
<td>171</td>
<td>152</td>
</tr>
<tr>
<td>Dololo Dakiye</td>
<td>27</td>
<td>28</td>
<td>57</td>
<td>43</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>1003</td>
<td>896</td>
<td>1116</td>
<td>1159</td>
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</table>

*Source: District Education Office*

### 1.2 Statement of the Problem

Education is considered to be a basic right and a basic need. Education for All (EFA) and Global Monitoring Report (UNESCO 2005), note that being literate adds value to a person’s life which can be instrumental in the pursuit of development at personal, family and community levels. A child deprived the right to quality primary education is deprived not only as a child, but is also handicapped for life. Unless given access to educational opportunities as a youth or an adult, they will remain with poverty.
In recent decades the massive expansion in Kenya’s education provision had left behind the northern Kenya where more than 70% of the population continued to live on, and move across the rangelands. There was only a limited acceptance of the idea that girls had an equal right to education. Only one in five girls was in school. Research from Oxfam GB pointed out that inequality in providing education between the pastoral areas and the rest of the country was the biggest obstacle towards achieving Education for All (EFA) and education that was equal for boys and girls. There is a deep gender bias in pastoralist communities that meant girls are not seen to have the same right to education as boys. Education authorities blame cultural traditions for high rates of girls not attending schools. The reluctance of pastoralists to send their children to school was based on sound and practical problems rather than prejudice. Education was not irrelevant to pastoralists: they recognised education as a way of investing in options of income. There is no gender equality unless public policy develops effective ways to challenge existing and prevailing attitudes.

While there is no dispute that education improves the living standards of the individual and economic development in totality, education of girls in Northern Kenya and Merti District in particular is becoming difficult. According to the National Development plan (1997 – 2001), the arid and semi-arid districts in particular are the most affected by poor enrolment. The enrolment rate was 32% for females against 68% for males. As such, impressive ratio 51-49 realized nationally has not eliminated gender disparities and retention of pupils in primary schools regionally (Daily Nation, 1998, April 8). Given this scenario, there is need for in-depth investigation on impact of socio-cultural and economic factors on girls’ access and participation in schools especially among the pastoralist communities. This study therefore will investigate the
impact of socio-cultural and economic factors affecting girls’ access and participation in primary education in Merti District.

1.3  **Purpose of the Study**

The purpose of this study is to investigate the influence of socio-cultural and socio-economic factors on girls’ access and participation in primary education in Merti District.

1.4  **Objectives of the Study**

i) To investigate the influence of socio-cultural factors on girls’ access and participation in primary education in Merti District.

ii) To find out the influence of parents’ socio-economic status on girls’ access and participation in primary education in Merti District.

iii) To find out the extent to which parents level of education influence girls’ access and participation in primary education in Merti District.

1.5  **Research Questions**

i) What are the socio-cultural factors that influence girls’ access to and participation in Primary education in Merti District?

ii) How does parents’ socio-economic status influence girls’ access and participation in primary education in Merti District?

iii) To what extent do parents’ level of education affect girls’ access and participation in primary education in Merti District?
1.6 Significance of the Study
The study will help the Ministry of Education to address gender disparities in the provision of primary education in the district and advise the curriculum planners Kenya Institute of Curriculum Development (K.I.C.D) to develop curriculum that is friendly to the girl child and adopt strategies to increase the access and participation of girls in primary education. The study will also create awareness to all stakeholders about the socio-cultural and economic factors that hamper girls’ access and participation in primary education in Merti District. The study will also enrich the data bank on girls’ access to and participation in primary education.

1.7 Theoretical Framework
This study is based on theoretical model of learning by Viyagun (1984) which emphasizes equal rights to education irrespective of age, sex, ethnic, socio economic and regional origins and equal access to different types and levels of education. The argument is that children should have equal treatment in school in terms of teacher behaviour, teacher–learner relationships and interactions. Davis (1994) observes that the theory points out the need to develop strategies that can remove barriers that exclude girls’ from accessing and participating in education. The theory is found relevant to the study because it emphasizes the equal participation of both boys and girls in education despite a series of gender disparities in the provision of primary education in Merti District.
1.8 Conceptual Model of Girls’ Access to and Participation in Primary Education

The model was conceptualized by the researcher to assist in identifying the answers to the research questions in the study. The model will show the relationship between the various socio-cultural and socio-economic factors that affect girls’ access to and participation in primary education in Merti District.

Figure 1.1 Conceptual Framework

<table>
<thead>
<tr>
<th>Socio-economic Factors i.e.</th>
<th>Socio-cultural Factors</th>
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<tr>
<td>home environment, parent’s income, education of parents, family size, Resource availability and allocation</td>
<td>Early marriage</td>
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<td>Teenage pregnancies</td>
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<td>Religious attitudes/values</td>
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<td>Preference for boys</td>
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<td>Low parental expectation for girls</td>
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<td>Girls’ low self-esteem</td>
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Teaching-learning process
Furniture (Desks, Lockers)
Library
Dormitory
Class size
SCHOOL
Teaching-learning resources e.g. textbooks

GIRLS` ACCESS AND PARTICIPATION

DEPENDENT VARIABLE

EXTRANEOUS VARIABLES

INDEPENDENT VARIABLE
1.9 Limitations of the Study

i) Merti is a District with bad roads thus the researcher will encounter transport problems due to the bad terrain and sometimes lack of means of transport in Cherrab Division.

ii) Time and financial resources is a great constraint to the researcher because the study will involve travelling long distances.

1.10 Delimitations of the Study

i) There are several factors that influence girls’ access and participation in primary education but this study will only focus on the socio – cultural and socio – economic factors influencing girls’ access to and participation in primary education in Merti District.

ii) The study limits itself to the administrative Division of Cherrab of Merti District.

1.11 Assumptions of the Study

In this study, the following assumptions will be made;

i) Respondents will give honest, bias-free and accurate information.

ii) The target population will be homogeneous.
1.12 Definitions of Operational Terms

Girl’s participation- Refers to the chances and opportunities girls have for entering and completing their primary education. It also include actual participation in the school such as being a leader i.e prefect, club leader etc. as well as pupils engagement in class which would encourage them to inquire and ask questions for clarification.

Access- Refers to the right to and opportunities available for the girls to enter and complete primary education.

Socio-economic factors – Refer to an individual’s, or a family’s, ranking on a hierarchy according to its access to or control over some combination of valued commodities such as wealth, power, and social status.

Socio-cultural factors- Refer to a set of beliefs, customs and practices that girls are to be home makers, support and mann the family.

Enrolment – Refers to the number of pupils who get admitted to school at all educational levels as measured by the total number of pupils at school irrespective of their age in Gross Enrolment (GE)

Gender- Refers to socially constructed characteristics of men and women
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

The concept of ‘gender equality in education’ follows the UNESCO (2003) interpretation, which refers to the notion of boys and girls experiencing the same advantages or disadvantages in attending school, receiving teaching methods, curricula, and academic orientation, and producing equal learning achievements and subsequent life opportunities.

The study focuses on influence of socio-cultural and socio-economic factors on girls’ access and participation in Merti District which continues to lag behind and register lower level of participation compared with those of boys. The access to primary education has been skewed in favour of boys (Akijakin, 2005), thus constraining the access by the girls due to a number of factors. These factors that have impeded the move towards gender balance in access to education include socio-economic and socio-cultural factors.

Akijakin (2005) study relates with this study as he observed that due to home and school based factors among others, the girl child had disproportionate access to education as compared to boys. Noor (2003) in his studies in North Eastern Province also observed that the boy child was favoured in accessing primary education. Korir (2000) and Wachira (2001) also observed in their studies that poverty, school levies and increasing costs of education had caused school dropouts and non-enrolment. This agrees with this study which points out education costs as one of the factors that hinder girls in accessing education in Merti District. Commonwealth (2007) cites
socio-economic and cultural factors as barriers to girls’ access to education. Poverty being one of the factors affecting access of FPE, girls’ education provides the key to stronger role for women in the fight to eradicate poverty. Fighting poverty brings about improved health and welfare of the family on a large scale, hence the need to bridge the gap between the boys and girls in education (Danida, 2008).

Nomadic pastoralism is an ancient form of livelihood. It is said to be the most efficient use of the dry lands such as Arid and Semi Arid Lands (ASAL) of Kenya. The ASAL constitutes about 84% of the total land and populated by about 20% of Kenya’s population (GOK 2007). Pastoralism is practiced in 75% of ASAL (Mugo J, Ogwenyi, Z and Ruto, J. (2009); Krätli, 2001). Nomadic pastoral communities that rely primarily on their animals as a source of livelihoods largely populate these regions. Collectively, these areas constitute the most marginalized parts of the country (Mugo et al, 2009). The economic contribution to Kenya, of the ASAL is significant, contributing to about 50-70% of the total livestock production (GOK, 2006). In terms of agriculture, pastoralism contributes about 50% of the total agriculture GDP (IIED, 2004). Large parts of the ASAL such as Northern Kenya attract the lowest and poorest service delivery. Pastoralism has not benefited favorably from both the process and outcome of policy development. Usually, they are ignored and even when they are considered, pastoralism is viewed with skepticism. In this regard, development planners have tried to change pastoralism, establishing exit strategies that are clothed in language of legislation and policy. The United Nations Development Programme-UNDP (2009) argued, “Pastoralists have been ill-served by development policies and actions so far, since planners have almost without exception
tried to convert the pastoralists into something else, judged more modern, more progressive and more productive”.

In Kenya, pastoralists have been marginalized by government policy. The colonial structure considered pastoral livelihood as not being useful to the colonial enterprise, wasteful and administratively disturbing. Further, the pastoralists were not considered as industrious as the agricultural communities (GOK/ALRMP, 2004). The colonial government thus concentrated on areas that maintained the extractive nature of the colonial political economy. The independent governments continued with the policy of marginalization. Sessional Paper No. 10 of 1965 on African Socialism and its Application to Planning in Kenya provided the economic blue print for Kenya’s post independence development. This blue print disturbingly stated as a policy the government would invest in regions that were considered most productive. Sadly, the ASAL were not considered “productive” and was thus largely ignored. Government policy has concentrated on making attempt at sedentarization of pastoralist population, which adversely affect pastoralist livelihoods (GOK, 2006). With regards to education, the policy has targeted an increase in education. The policies were favorable to the needs and interests of those leading a sedentary and urban life.

However they proved inappropriate to Kenya’s pastoral districts. The consequence was the resulting low levels of educational enrollment, survival and achievement among pastoralists. The general education policy establish a fate accompli, in the sense that it becomes a “trade-off, that nomadic parents and children have to make between acquiring formal education through the school system, and the fundamental, informal learning about their own cultural, social and economic world available to
them as members of the complex social networks of nomad life” (GOK, 2010a; 7).
FAWE (1996) notes that participation in education is associated with significance improvement in the family welfare, health of children and their education lower fertility rates, increased opportunities for formal self-employment and it remains a powerful tool for empowering people to increase the participation in decision making and other aspects of development. Hertz (2006), King and Hill (2007) argues that in comparison sustained impact of female education on economical growth is higher than those of males. Similarly, UNDP (2006) and World Bank (2008) said that countries with larger gender gap in education have lower economic production significantly influenced by the girls’ lower participation in education. Murard (2009) notes that illiteracy among women in sub-Saharan Africa was 53% compared to 34% for men in 1995. The situation is worse in the rural areas where majority of illiterate population is found. However, Odaga and Heneveld (2006) assert that the promotion of women participation remains a daunting task in the region.

In Kenya, during independence, the enrolment ratio of boys and girls was 66% and 34% respectively. However, girls’ participation rates have steadily increased. Today there is no significant difference between the enrolment of boys and girls (Eshiwani 1993). This is a general picture at a national level however the situation is different for and in specific region in the country especially where majority of the poor are found. Data have shown that there are number of districts in which girls comprised less than 45% of primary school enrolment. According to Chege and Sifuna (2005) in about twelve districts, girls accounted for less than 37% of the total particularly ASAL districts.
Abagi (2005) observed that enrolment rates specifically for girls are very low in arid and semi-arid areas, urban slums and marginal areas with low agricultural potential. In addition, there has been numerous policy statements aimed at improving girls’ access and participation which includes increasing funds targeted at financially poor pupils especially girls, re-entry of teenage mothers to school after delivery and increasing boarding facilities for girls among others. Masinjila (2009) however notes that despite these articulated policies, the attainment on girls` access and participation has been minimal.

Literature reveals that there is multiple factors’ influencing girls `access and participation. For one to participate in education there are several factors which comes to play. Odaga and Heneveld (2006) observed that this operates within the home, society and the school system. Access and participation in education is determined by several factors vis-à-vis socio-cultural, and socio-economic factors.

2.2 Determinants of Access to Education by Girls

The factors inhibiting girls’ access to education are discussed under the following headings:-

i) Socio- cultural factors

ii) Socio-economic factors

2.2.1 Socio - Cultural Factors

The Role of Religion

Islam maintain a patriarchal value system, they hold stereotypical views about women. Most Muslim communities do not encourage female education, Muslim
women are not encouraged to pursue formal education beyond the Quran (islamic education), they are often placed in seclusion and not allowed to lead public lives. There are stereotypical attitudes about the role of women in the Muslim culture and the assumption that a woman’s place is in the home. In most Muslim communities/states, female enrollment and completion rates are very low.

For Northern districts like Wajir, Garissa, Isiolo, Marsabit, and Mandera that are largely Muslim, formal education was generally shunned, not because the concept was alien to those communities, but more so due to its association with christianity. The relative success of alternative provisions of education like the Dugsi and Madrassa in Northern Kenya lend credence to the argument that formal education provision can succeed if enshrined within the religious and cultural conceptions of a people. Juma (1994) affirms Muslims have always been suspicious of western education because it is seen as threat to the Quranic education system, male and female roles as well as ethical and moral issues. There is a conflict between timing for the learning of the Quran which is from 6 to 11 years as opposed to primary school enrolment age of 6 to 14 years. The community prefers islamic education for the girls because they fear that western education promotes values often regarded as religious edicts. Thus the school is perceived as the instrument for the spread of non-muslim ideology and culture. According to Juma, (1994) there are some religious guidelines which include mixing of sexes, dress code and movement of girls and women from one place to another that cannot be easily accommodated in modern schools. In Islam, a girl is not supposed to be in company of any other male apart from her blood relatives. As a result mixing of boys and girls in curricula and co-curricula activities undermines Islamic teachings and this discourages parents from
enrolling their daughters in school. In view of these, according to UNICEF (2007) parents can not spare time to keep watch over the daughters when they are enrolled in school thus they would rather have daughters stay at home which hinder their primary education.

**Household Division of Labour**

Girls were overburdened with household duties. They were more involved with domestic chores as girls were more useful at home than boys. Child labour is detrimental to girls’ enrollment. Culture describes domestic roles for Girls. Domestic chores such as cooking and cleaning the house which take up a lot of time are assigned to girls. Girls therefore have little time for study or home work. According to Chabuad (1970) household chores affects school work more particularly the education of girls who are overwhelmed by a burden of work at home and at school. Wamahiu (2006) asserts that girls become helpers to their mother at an early age to gradually internalize their roles and disadvantages.

**Traditional values and practices**

African societies are characterized by gender inequality between males and females. The ideological foundation for gender inequality is their patriarchal structure. Patriarchy is defined as “a set of social relations with a material base that enables men to dominate women” (Cain et al, 1979, cited in Koenig and Foo, 1985). It is a system of stratification and differentiation on the basis of sex which provides material advantages to the males while simultaneously placing severe constraints on the roles and activities of females (Koenig and Foo, 1985). Social roles are classified as superior or inferior and bases of clasification include age and sex. Patriarchy also conditions the spatial segregation of men and women, the male space consists of the
public domain while the female space consists largely of the household and its immediate environs. Women’s activities are largely confined to the household or the female sections of family compounds. Thus women are expected to get married and care for their families, formal education is not regarded as a prerequisite for being a wife and mother. On the other hand, boys who are expected to be future household heads are favoured in access to education. Education is seen as enhancing their abilities to earn good income which will enable them to care for their families and aged parents. Girls are regarded as strangers or temporary members of the household as they will be married and leave their families. Investing in their education is considered a waste as it is the husbands’ families that reap the benefits of such education.

**Low Parental Expectations for Girls**

Many parents, especially illiterate parents, have low academic expectations for their daughters. Some believe that education is for boys only, others think that boys like studying more than girls, that boys are more brilliant than girls and perform better than girls. Parents’ and teachers’ perceptions of adult roles for girls-their marital and maternal obligations to their families-make them believe that girls do not require much formal education as these roles do not require going to school. White (2007) observed that traditionally girls are viewed to be inferior and therefore discriminated upon right from birth. The parents fear losing honour, prestige and bride price due to effect of schooling. Emongole (2005) argues that formal education of girls is even viewed with suspicion as a threat to morality. In this regard, girls education is given less attention than that of boys. Therefore, the girls is socialized to be a self sacrificing person desired for biological reproduction and service to others in the family.
**Girls’ Low Self-esteem**

According to Juma (1994), girls have low academic aspirations among ethnic groups where girls had internalized sex-role expectation for women. Many female pupils have internalized self-images of academic inferiority conveyed by parents and teachers. Low self esteem by female pupils because of internalization of cultural attitudes which regard women as inferior sex affect girls’ beliefs in themselves and their behaviour. Okojie (2001) observe that many girls are not ambitious or interested in school because of societal, including parents and teachers expectations that their primary roles are to be wives and mothers. They are socialized to believe that formal education is not required to fulfil these roles. As a result, many girls suffer from low self esteem and lack of confidence leading to their withdrawal from school by parents. According to Sifuna (2005), patriarchal attitudes which assigned inferior status and roles to women played a major role in societal attitude that education is less important for females in most African countries. On the part of girls themselves, internalization of sex roles expectations reduced girls’ self esteem and academic ambition.

**Teenage Pregnancy and Early Marriage**

Teenage pregnancy is a major cause of girls drop out from school. Teenage pregnancy is due to factors such as inadequate parenting, breakdown in moral standards, lack of sex education by pupils, leaving children unsupervised for long periods. While the north continues to enjoy environments secured from cultural and enviromental pollution, some retrogressive cultural practices continue to be propagated. These practices are often cushioned in proverbs and sayings. A local saying among the Gabra community that ranks “God first, then man, then camel and lastly a girl” can explain why it is difficult for livestock, which are ranked higher than a girl to be sold
to support her education. The metaphor in the Somali saying “A girl is like a vegetable” has been used to support early marriage. The allusion to a perishable commodity, vegetables, can have several interpretations; they ripen fast, are perishable. This proverb is often used to justify early marriage. Juma (1994) argue that undue emphasis on marriage and motherhood result in undue pre-occupation of girls with marriage which inhibit them from developing imagination, initiative and independent thought. According to Maleche (2009), this pre-occupation makes girls lose interest and hence drop out of school.

Among most communities, marriage means that a daughter becomes part of husband’s family. Odaga and Heneveld (2006) argue that this weakens the parental incentive to educate the girl often worrying about wasting resources on girls’ education because her marriage benefits the husband’s family. He reiterates that in the same token educating a girl is like “watering somebody else tree”

**Preference for Boys** - Patriarchal attitudes lead to preference by parents for boys’ education for the following reasons:

- Sons become future heads of households, they inherit property and ensure continuity of the family. Education prepares them to perform these functions

- Daughters are temporary members of the family, Invest in girls’ education is seen as benefiting the husbands’ families. they get married and move to their husbands’ homes while boys remain in the family.

- Boys are expected to care for their parents in their old age and assist in caring for their siblings (Sifuna 2005)
It is evident that girls’ participation in education is greatly affected by the socio-cultural factors prevalent in the society. These factors include cultural practices, religious beliefs and nomadic lifestyle, therefore, Nomadic pastoralists require an education design and delivery package that is compactible with the cultural practices, religious beliefs and nomadic way of life.

2.2.2 Socio-Economic Factors

Parental education/occupation

Appleton (2008) found that parental education enhanced their contribution towards the children’s progress in school equally for both boys and girls. Educated parents are highly expected to instil a positive view of schooling among the children. According to Abagi (2005), girls from household with low education and limited resources are more disadvantaged than boys from the same background as a result parents often prioritize basic family need and boys education to that of girls. This may lead to the deduction that parents with high level of education, better occupation and large resources are more willing to educate both their sons and daughters.

Psacharopoulos and Woodhall (2005) argue that the effect of poverty on education are direct, in that poor families find it difficult to pay fees but even free primary education imposes substantial burden through earnings foregone and out of pocket expenses for clothes, travels and books. It is likely that children from poor families are not provided with adequate materials and opt not to be enrolled in school, if enrolled there are likely to drop out of school as compared to those from well off families.
According to Abagi and Khasian (2005) parents generally favour the education of the male children when confronted with limited opportunities and resources for the provision of education.

**Family socio-economic status**

According to Okojie (2001), girls from poor households were less likely to be enrolled and more likely to be withdrawn from school because of inability to pay fees or buy textbooks and uniforms. They also had higher absenteeism rates as they were often sent home to collect fees or money for other school requirements. Girls were usually discriminated against by parents when a choice has to be made, they are withdrawn in times of economic hardship in the family. Poverty was also associated with a home environment that was not conducive for study.

**Household Study Environment**

Okojie (2001) argues the learning environment at home was often not conducive for study especially in poor households, large families and poor neighbourhoods. Factors that disturbed study at home include noise, household duties, visitors, watching video films and television, proximity of bars, eating places and shops and the attendant noise, houses that were too close to each other. All these made study at home very difficult. Other factors include lack of electricity or pipe-borne water or a borehole. Lack of portable water meant that girls had to spend time fetching water. According to Graham-Brown (2006) children whose homes provide a stimulating environment, full of physical objects, magazines and other learning materials are more motivated to participate in education as compared to children from poor families. Girls from poor families are worst affected (World Bank 2008)
**Family Size/Composition**

Sifuna (2005) affirm that girls are discriminated against in large households, the larger the number of children of school age, the lower the chances of enrolling girls and the higher female dropout rate. Earlier born daughters are often kept at home or withdrawn from school to care for younger siblings. According Okojie (2001) parents refuse to allow their daughters to participate in education because of domestic responsibilities. Child care and domestic responsibilities tie girls down and prevent them from accessing school or compelled to drop out.

Studies have revealed that socio – economic factors namely parental level of education occupational income largely affect children participation in education especially for the girl child. Educated parents are more likely to contribute to their children education than those who are uneducated. Similarly, child labour hampers children participation in education particularly the girls who undertake numerous house chores. Therefore, there is need to reduce the amount of domestic chores for girls at home.

2.3 **Summary of Literature Review**

The study will attempt to address the socio-cultural and socio-economic factors that influence girls’ access and participation in primary schools from arid areas not fully covered in the studies discussed hitherto. The literature review has shown that pupil from arid and semi-arid areas face challenges in the education process especially girls at primary level of education. Some of the challenges attributed to socio-economic factors include family size, parent occupation, family composition and family economic status. A gap exist regarding girls who enroll into primary schools and yet they are either withdrawn or drop out despite government intervention of free primary education. Therefore the study will provide in-depth investigation on factors influencing girls access to and participation in primary education in Merti District.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

3.2 Research Design

This study will adopt the descriptive survey design. This design is ideal for gathering information regarding people’s behavior, feelings and opinion about educational issues (Kombo, 2006). It is also used to determine the reasons or causes for the current status under study (Mugenda, 1999). The research design will attempt to explain the reasons and sources of the observed events, characteristics and correlations. In this research design, the researcher has no control of the independent variables which are socio-cultural and socio-economic because they have already occurred and are not manipulable. The researcher will take the effect (access to and participation) and examined the data to establish the causes, relationships or associations and their meanings. This study will investigate how the independent variables will influence the dependent variable.

The study combined both qualitative and quantitative approaches because no one method is adequate in looking for solutions to causal problems as stated by Mwiria and Wamahiu, 1995; “a mixture of both quantitative and qualitative designs may be appropriate because many educational issues have both qualitative and quantitative aspects.”

3.3 Locale of the Study

The study is carried out in Cherrab Division, Merti District is in Eastern province of Kenya. It borders Wajir to the North, Garissa to the East, Marsabit to the West and
Isiolo to the South. It has 3 divisions, it is plain land with sparse vegetation. The district lies within the Sahelian Climate Region which is characterized by long dry spells and short rains and is categorized as ASAL. The district has an annual precipitation of 250 – 300mm and temperature range of about 30 to 35 degree Celsius. Pastoralism is the dominant activity a part from irrigation based subsistence farming along river Ewaso Nyiro. The inhabitants are Borana who profess Islamic religion with few Christians’. Female illiteracy is very high among all the population with exception of the central division which is slightly better.

3.4 Target Population

The target population refers to all the members of real or hypothetical set of people, events or objects to which we wish to generalize the results of our research (Borg and Gall 1977). The total population for this study is 381 respondents which consist of 300 pupils, 10 head teachers, 40 teachers, 30 parents and it will also comprise the District Education Officer.

3.5 Sample and Sampling Procedures

Gay (1992) suggests that at least 10% of the population is a good representation where the population is large and 20% where the population is small. He observes that a researcher selects the sample due to various limitations that may not allow researching the whole population drawn. The percentage used in this study is 20%. A multi-stage sampling strategy is used in the study. It involves application of both probability and non-probability approaches at various stages of sampling. The schools in Merti were divided into three strata (Chari, Central and Cherrab). The researcher purposively selected 10 schools (non-probability method) from Cherrab zone. The 10
head teachers of the ten selected schools were purposively selected. For teachers, from each of the 10 selected schools, 4 teachers were selected through stratified random sampling while considering gender balance. 30 Pupils were selected from each school totaling to 300, they were stratified according to gender and then randomly sampled for the study. In each classes, the pupils were divided into two groups of male and female thus sampling done by stratification. Each group was asked to sit in a separate column and count themselves loudly and distinctly (boys and girls). After the count, five boys and five girls were picked from each class using systematic random sampling technique. A suitable sample fraction was used to select only five boys and five girls depending on the class enrolment for example in a class of 30 boys and 15 girls, a sample fraction of 5 would be used to pick five boys. Starting from the boy number 2, every 5th boy would be chosen, giving the boys occupying positions 2,7,12,17 and 22nd. For the 15 girls, a sample fraction of 3 would be used to choose five girls starting from the girl occupying position 2, every 3rd girl would be selected, thus girls occupy positions 2,5,8,11 and 14th. The total per class who were chosen are ten. From each of the school sampled, 3 parents were randomly sampled with gender consideration.

<table>
<thead>
<tr>
<th>Category of respondents</th>
<th>Number of respondents</th>
</tr>
</thead>
<tbody>
<tr>
<td>Headteachers</td>
<td>1x10 schools</td>
</tr>
<tr>
<td>Teachers</td>
<td>4x10 schools</td>
</tr>
<tr>
<td>DEO</td>
<td>1x1</td>
</tr>
<tr>
<td>Parents</td>
<td>3x10 schools</td>
</tr>
<tr>
<td>Male pupils</td>
<td>15x10 schools</td>
</tr>
<tr>
<td>Female pupils</td>
<td>15x10 schools</td>
</tr>
<tr>
<td>Total number of respondents</td>
<td></td>
</tr>
</tbody>
</table>

= 381
Table 3.2: Sample size

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Target population</th>
<th>Sample size</th>
<th>% of sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pupils</td>
<td>300</td>
<td>156</td>
<td>30</td>
</tr>
<tr>
<td>Teachers</td>
<td>40</td>
<td>34</td>
<td>15</td>
</tr>
<tr>
<td>Headteachers</td>
<td>10</td>
<td>10</td>
<td>15</td>
</tr>
<tr>
<td>Parents</td>
<td>30</td>
<td>27</td>
<td>15</td>
</tr>
<tr>
<td>DEO</td>
<td>1</td>
<td>1</td>
<td>15</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>381</strong></td>
<td><strong>228</strong></td>
<td></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

Orodho (2008) define research instruments as tools for collecting data. The study utilized various instruments which included questionnaire for pupils, interview schedule for head teachers and District Education officer and focus group discussion for parents and teachers. Walker (2006) observes the use of questionnaires offers considerable advantages in administration and presents an even stimulus to large numbers of people simultaneously, providing the investigator with a relatively easy accumulation of data.

Interview was preferred as a device for data collection because it is a social encounter and respondents are willing to respond in a socially acceptable or desirable way (Wiersman, 1985) The focus group discussion for teacher-parents was a guided discussion. This instrument was chosen because it is appropriate for soliciting information in the shortest time possible (Mikkelson, 1995).
The most commonly used instruments are questionnaires, interview schedules, observational forms and standardized tests (Mugenda and Mugenda, 1999). The focus group discussion was used since it is the best for obtaining data on group attitudes and perception to bring to the fore the problems they encounter and suggest possible solutions (Mwiria and Wamahiu, 1995). This study is a social science research and used questionnaire for pupils, interview schedule for the head teachers and District Education Officer and focus group discussion for the teachers and parents. It used secondary data such as district educations records. The researcher will administer questionnaire to the selected pupils to gain information concerning their parental levels of education, parental occupation and the pupil’s opinion on the socio-cultural and socio-economic factors that influence their access to and participation in primary education. The interview with the head teacher and District Education Officer centres on the various socio-cultural and socio-economic factors that influence girls’ access to and participation in primary education. The interview supplement the questionnaire because it normally gives an opportunity for in-depth data collection by ensuring the researcher comes face to face with the respondents (Bell, 1993). Through such an interactions, the respondents express their opinions, views and ideas in a friendly manner while the researcher probes for adequate elaboration of issues.

The study involved holding of focus group discussion with teachers and parents. This method is appropriate because focus group respondents are encouraged to talk among themselves so that discussion could unfold among the participants rather than between researcher and the respondents (World Bank, 2000). By following their discussion, the researcher gets to understand in-depth information on the socio-cultural and socio-economic factors that influence girls’ access to and participation in primary education in Merti District.
A pilot study was undertaken at Mata-Arba primary school. It helps in testing the validity and reliability of the instruments. It also helps in facilitating speedy administration of the questionnaire, ease of eliciting responses from the respondents and the completeness and the variety of information obtained (Sommer and Sommer, 1971). The objective of the pilot study is to refine the instruments so as to obtain accurate information which reflects an integrated picture of the situation under investigation.

3.7 Validity

According to Orodho (2005), validity refers to the extent to which an instrument measures what is supposed to measure. The instruments were evaluated for content validity that is the extent to which the questionnaire contents which include the use of appropriate vocabulary, sentence structure and whether the questions are suitable for the intended respondents.

The instruments were scrutinized by the supervisors to determine where the items in the instruments adequately address the objectives of the study.

3.8 Reliability

Reliability is a measure of-retest the degree to which a research instrument yields consistent results. (Mugenda and Mugenda, 2003). The test-retest technique was employed to establish reliability of the instruments. The developed questionnaires were given to a few identical subjects. Their responses were scored manually. The same questionnaires were administered to the same group after two weeks. The responses were scored manually; a comparison between the two was made. The
respondents elicited similar responses. Pearson’s Product Moment Formula was used to calculate the correlating coefficient between the tests as given below;

\[
r = \frac{N\sum XY - \sum X\sum Y}{\sqrt{[N\sum X^2 - (\sum X)^2][N\sum Y^2 - (\sum X\sum Y)^2]}}
\]

Where;

\( r \) = Pearson’s Coefficient of Correlating Coefficient

\( N \) = The number of respondents completing questionnaire

\( X \) = The scores of the first administration

\( Y \) = The scores of the second administration

The researcher got a correlation coefficient of 0.9. According to Orodho (2008), a coefficient correlation \( (r) \) of about 0.75 and above is considered high enough to judge an instrument as reliable.

3.9 Ethical Issues

The researcher will guarantee the respondents that the information being collected will be for the purpose of the research and will be kept confidentially by so doing; the researcher will intend to solicit the full co-operation of the respondents to achieve successful collection of data.

3.10 Data Collection Procedures

The data in this study will be collected through questionnaire, interview schedules and focus group discussions. The researcher sought research permit from the Ministry of Education before proceeding to the field for data collection. The researcher visited the randomly selected schools to make appointments and develop a rapport after
getting a letter of introduction from the District Education Officer. The respondents were visited on agreed dates and the correct instruments will be used to collect data. The researcher will administer questionnaire to the pupils, clarify items where need will arise. The interview schedule for head teachers and District Education officer will be conducted. The teachers and parents will be engaged through focus group discussions. One research assistant is deployed during the study. He is inducted on interview skills, probing and research ethics. The research assistant is useful since he is well versed with the terrain and also provided company and security where the researcher has to walk long distances to reach the schools.

3.11 Data Analysis

Data analysis in Descriptive survey studies involved a variety of descriptive and inferential statistics. The SPSS programme from MS windows was used to analyze questionnaires. This study used frequencies and percentages because they easily communicate the research findings to the majority of the readers (Gay, 1992). Frequencies will show the number of times a response occurred or the number of subjects in a given category. Percentages was used to compare the sub-groups that differ in proportion and size. Ambajo (1997) said that a combination of low parental education, low income and large family size catalyzed low participation of girl child in education programmes.

The data from the interviews was read paying particular attention to comments, ideas and concerns from the respondents. The field notes will be edited, coded and written based on content and analyzed deductively.
CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS AND DATA

ANALYSIS

4.1 Introduction

The chapter deals with the presentation and analysis of data collected from the study factors that limit the girls’ access to and participation in primary education in Merti District, Cherrab Division; Isiolo County, Kenya. The research findings present the result of the study which was analyzed quantitatively and qualitatively. The objectives of the study were:

i) To investigate the influence of socio-cultural factors on girls’ access and participation in primary education in Merti District.

ii) To find out the influence of parents’ socio-economic status on girls’ access and participation in primary education in Merti District.

iii) To find out the extent to which parents’ level of education influence girls’ access and participation in primary education in Merti District.

The analysis is based on data gathered from the respondents. Questionnaires, interview schedules and focus group discussion guides were used to collect the data. A total of three hundred and eighty-one questionnaires were distributed to the selected respondents; 300 given to the sampled pupils, 40 teachers, 10 head teachers and 30 parents. Interview schedule with head teachers and District Education Officer (DEO) and focus discussion with teachers and parents.
4.2 Demographic information for respondents

The tables below display the distribution of interviewed respondents according to gender.

Gender of the respondents

Table 4.1: Gender for the pupils

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>Girls</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
</tr>
</tbody>
</table>

It is observed from Table 4.1 that the number of female pupils was equal to the number of their male counterparts. This was done through selection of equal number of males and females from the ten sampled schools in the study.

Gender for teachers

Table 4.2: Gender for Teachers

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>Female</td>
<td>15</td>
<td>37.5</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100</td>
</tr>
</tbody>
</table>

In this table 4.2 it is noted that there were more male teachers than female teachers. This was occasioned by the fewer number of female teachers in the sampled schools.
Gender for Head teachers

Table 4.3: Gender of the Head teacher

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Female</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>10</td>
<td>100</td>
</tr>
</tbody>
</table>

In Table 4.3 it is clear that the sampled schools have male head teachers with no female headteacher. The headteachers of the schools were purposively selected.

Gender of parents

Table 4.4: Gender of parents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>66.7</td>
</tr>
<tr>
<td>Female</td>
<td>10</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

In Table 4.4, the distribution of parents was in favour of males.

4.3 Socio-cultural factors affecting Girls’ access to and participation in primary education

The research question posed to respondents was: What are the socio-cultural factors affecting girls’ access and participation in primary education in Merti District? The respondents were required to explain the extent to which various socio-cultural factors influence girls’ access and participation in primary education. Table 4.5 present the pupils views to the questions asked.
Table 4.5: Pupils’ respondents on issues acting Girls’ access and participation in primary education.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Very Great</th>
<th>Great</th>
<th>Very Little</th>
<th>Little</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>FGM Circumcision</td>
<td>70</td>
<td>150</td>
<td>30</td>
<td>50</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>23.3%</td>
<td>50%</td>
<td>10%</td>
<td>16.7%</td>
<td></td>
</tr>
<tr>
<td>Nomadic lifestyle</td>
<td>50</td>
<td>70</td>
<td>90</td>
<td>30</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>16.7%</td>
<td>23.3%</td>
<td>30%</td>
<td>30%</td>
<td></td>
</tr>
<tr>
<td>Quranic schools</td>
<td>150</td>
<td>30</td>
<td>60</td>
<td>20</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>50%</td>
<td>10%</td>
<td>20%</td>
<td>20%</td>
<td></td>
</tr>
<tr>
<td>Early marriage</td>
<td>30</td>
<td>50</td>
<td>120</td>
<td>40</td>
<td>300</td>
</tr>
<tr>
<td></td>
<td>10%</td>
<td>16.7%</td>
<td>40%</td>
<td>33.3%</td>
<td></td>
</tr>
</tbody>
</table>

This table 4.5, it is evident that Quranic schools had the greatest negative effect on girls’ access to and participation in primary education as 50% of the pupil viewed it as having the greatest effect. Whereas the remaining 10% viewed it having great effect. In subsequent questions, pupils’ response was clear in that quranic schools had negative impact on girls’ education.

The finding is in agreement with the study by Chege and Sifuna (2005), who asserts that Somali people prefer Islam education for their daughters as their fear that western education adulterates the girls’ moral standing.

The pupils viewed female circumcision as an obstacle to girls’ education. The response was given by 23.3% of the pupils who said that the practice had a very great negative effect on girls’ participation in education while 50% said the that the practice had a great negative effect on girls’ education. The pupils did not find nomadic lifestyle as having much effect on girls’ participation in education as over 30% stated that it had very little impact while only 16.7% stated that the lifestyle has great effect. A similar situation in pupils opinion on early marriage is only 16.7% saw it as having
great negative effect on girls’ education. 33.3% of the pupils stated that early marriage had little effect on girls’ education while another 40% stated that it had very little effect. The overriding factor here is that pupils do not consider early marriage as having negative effects on girls’ participation in primary education.

The responses from DEO interview seem to disagree with those of pupils in that when asked to state how strongly he was in agreement or disagreement whether cultural practices such as female genital mutilation, early marriage Quranic schools, nomadic lifestyle and gender preference had negative effects on girls’ participation in primary education. The DEO agrees that female genital mutilation, early marriage, nomadic lifestyle and gender preference had negative effect on girls’ access and participation in primary education but stated that Quranic schools had no effect on education. This view contradict that of pupils who affirm that Quranic schools and Female Genital Mutilation as having very great negative effect on girls’ participation in education. The pupils found nomadic lifestyle and early marriage as having very little negative effect. It may be possible that pupils are socialized by the parents and society to accept early marriage and nomadic lifestyle as a way of life and thus regard them positively.

Teachers claim that some religious practices affected learning in the school setting and specifically learning for girls. The teachers stated that study groups could not be formed that includes both sexes as this was discouraged by religion which make it difficult for girls to mix and interact with boys in academic work. They advanced the nature of dressing by girls ascribed by religion prohibit girls participation in physical
education lessons that require attire that is discouraged by religion. In fact, the girls become passive players in the lessons and co-curricular activities.

The teachers and parents were asked of their opinion about the effect of Female Genital Mutilation on girls’ participation in education. In their attempt to respond to the question, all teachers rejected the practice and gave the effect of the practice of girls’ education as increase in dropout rates, increase in early marriages and it reduced female participation in education. This table 4.6 illustrates teachers’ views on the effect of cultural practices on girls’ access to and participation in education.

<table>
<thead>
<tr>
<th>Response category</th>
<th>Number of teachers(40)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Increase in drop out rates</td>
<td>36</td>
<td>90</td>
</tr>
<tr>
<td>Early marriage</td>
<td>30</td>
<td>75</td>
</tr>
<tr>
<td>Stigmatization</td>
<td>25</td>
<td>62.5</td>
</tr>
<tr>
<td>Poor material health</td>
<td>28</td>
<td>70</td>
</tr>
<tr>
<td>Poor academic performance</td>
<td>38</td>
<td>95</td>
</tr>
</tbody>
</table>

It can be adduced from Table 4.6 that poor academic performance has the great negative effect accruing from FGM on girls’ participation in education. This view was advanced by 95% of teachers. The study revealed that girls felt mature and ready for motherhood after the initiation process hence tend to ignore their class work as they look forward to being married early. The other effect was increase in dropout rate by girls which was supported by 90% of the teachers. It was found that while some girls’
dropped out of school to get married, some dropped out on their own volition, in anticipation for marriage even if there is no such arrangement in place. Other effects include early marriage as revealed by 75% of the respondents, poor maternal health was identified by 70% of the respondent whereas 62.5% supported stigmatization of girls as a negative effect on girls’ participation in education. The parents were in support of female circumcision. The table 4.7 shows their responses on whether girls should undergo the practice or not.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>25</td>
<td>83.3</td>
</tr>
<tr>
<td>No</td>
<td>5</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>30</td>
<td>100</td>
</tr>
</tbody>
</table>

It is deduced that many parents supported female circumcision. 83.3% of the parents encourage the practice among the girls therefore the practice of female circumcision is still fully promoted by the community.

Parents were also asked if girls should be betrothed and married at an early age. Among those interviewed 60% did not agree with it, giving their opinion such as ‘it denies them the right to education’, ‘early marriage does not help the girl’ and ‘early marriage is a cause of many domestic problems’. On their part, teachers viewed that traditional practices like bride price and early marriages have major negative effects on girls’ participation in primary education.
Headteachers were asked to identify home-based factors that influence girl access and participation in primary education. Several views were given like cultural, socio-economic and religious factors. Socio-cultural and religious factors given by headteachers are given in table 4.8.

Table 4.8: Headteachers’ views on factors affecting girls’ education

<table>
<thead>
<tr>
<th>Factors</th>
<th>Proportion of respondents(10)</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>FGM</td>
<td>9</td>
<td>90</td>
</tr>
<tr>
<td>Religious requirements</td>
<td>7</td>
<td>70</td>
</tr>
<tr>
<td>Domestics chores</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>Nomadic lifestyle</td>
<td>6</td>
<td>60</td>
</tr>
</tbody>
</table>

In this table 4.8, it is clearly found that factors affecting female participation in education the most is early marriage and performing domestic chores by girls. It was agreed upon by all ten respondents interviewed that Female Genital Mutilation was picked by 90% of the headteachers. Nomadic lifestyle was found to be affecting girls’ education the least in the opinion of the headteachers. The opinion shared that by 60% of the respondents whereas, 70% of them opted for religion requirements as one of the obstacles. These factors were all said to have negative effect in the participation of girls’ in primary education.
4.4 Socio-economic factors affecting girls’ access to and participation in primary education

A number of variables pertaining to the socio-economic factors which influence girls’ access to education was a significant aspect of the study. The research question: To find out the influence of parents’ socio-economic status on girls’ access and participation in primary education in Merti District was asked to sought the response of pupils, teachers and parents as discussed below.

4.4.1 Parental level of education

The respondents (pupils) were asked to indicate the highest level of education attained by their father and mothers. Their views were summarized

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Father</th>
<th></th>
<th></th>
<th>Mother</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
<td>%</td>
<td></td>
<td>No</td>
<td>%</td>
<td></td>
</tr>
<tr>
<td>No formal education</td>
<td>100</td>
<td>33.33</td>
<td>150</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Primary</td>
<td>120</td>
<td>40</td>
<td>100</td>
<td>33.33</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Secondary</td>
<td>75</td>
<td>25</td>
<td>50</td>
<td>16.67</td>
<td></td>
<td></td>
</tr>
<tr>
<td>University</td>
<td>5</td>
<td>1.67</td>
<td>0</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>300</td>
<td>100</td>
<td>300</td>
<td>100</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The study had established that majority of pupils have parents who never went to school at all. Among those who had attended school, a good number had attained primary level of education with few who had secondary and university education. It
can be argued that from the data in Table 4.9 parents who attained education at primary level sent their children to school while those who never went to school did not send their children to school and if indeed they do so they do not complete the full cycle of education. This fact can be adduced from the data in that there are more educated fathers than mothers in all levels of education. In addition, the number of mothers without formal education is higher than those of fathers, a clear indication that female participation in education is lower than that of males. This scenario is highlighted in figure 4.1 for clarity.

Figure 4.1 Level of Education

4.4.2 Girls’ Educational Aspiration

To find whether parental level of education affected the aspiration of girls’ education, the pupils were asked to specify the level of education they aspire for. The responses are tabulated in Table 4.10.
Table 4.10: Girls’ education aspirations
Respondents (300) pupils

<table>
<thead>
<tr>
<th>Level of education</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>200</td>
<td>66.67</td>
</tr>
<tr>
<td>Secondary</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>University</td>
<td>25</td>
<td>8.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The pupils’ response indicate that 66.67% of girls wish to terminate their education at primary level for certificate while 25% of girls wish to continue to the secondary level and 8.33% aspire to reach the university level.

4.4.3 Effect of parental education on Girls’ educational aspiration

The pupils were asked yet to rate their parental education as a key factor that influence girls’ education. 66.67% of the respondents viewed it has having very great effect on girls’ education whereas 3.33% see it as having great effect. 16.67% said it had a little effect on education of girls. This response is shown in Table 4.11

Table 4.11: Effect of parental education on Girls’ Education.

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very great</td>
<td>200</td>
<td>66.67</td>
</tr>
<tr>
<td>Great</td>
<td>10</td>
<td>3.33</td>
</tr>
<tr>
<td>Little</td>
<td>20</td>
<td>6.67</td>
</tr>
<tr>
<td>Very little</td>
<td>50</td>
<td>16.67</td>
</tr>
<tr>
<td>Undecided</td>
<td>20</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
Pursuant to Table 4.11, most pupils’ said that parental level of education has greater effects on girls’ education. If at least one of the parents is educated then there is higher preference for the daughter getting educated as opposed to the situation if none of the parents is educated.

### 4.4.4 Parents’ occupation

The pupils were asked to outline the occupation of both their parents. The results are tabulated in the table 4.12

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Housewife</td>
<td>200</td>
<td>66.67</td>
</tr>
<tr>
<td>Business woman</td>
<td>50</td>
<td>16.67</td>
</tr>
<tr>
<td>No response</td>
<td>50</td>
<td>16.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From this table 4.12, it is clear that mothers of most pupils were housewives hence unemployed as attested by 66.67% of the respondents while 16.67% reported the occupation of their mothers as business women. The rest of the pupils decline to respond to the question given. This indicates that most of the parents of pupils studied were not earning their living from education. In a situation where 50% of the mothers have not attained formal education, this is bound to discourage daughters from accessing and participating in education.
The study found out that most of the fathers of pupils studied were mainly livestock keepers, few are business men. For clear illustration the responses were highlighted in table 4.12

### Table 4.12: Pupils’ Responses on Fathers’ occupation

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>10</td>
<td>3.33</td>
</tr>
<tr>
<td>Businessmen</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Livestock keepers</td>
<td>140</td>
<td>46.67</td>
</tr>
<tr>
<td>Jobless</td>
<td>70</td>
<td>23.34</td>
</tr>
<tr>
<td>Religious leaders/maalim</td>
<td>20</td>
<td>6.67</td>
</tr>
<tr>
<td>Policemen</td>
<td>10</td>
<td>3.33</td>
</tr>
<tr>
<td>Teachers</td>
<td>20</td>
<td>6.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>300</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

From the illustration in 4.12, most pupils had parents whose economic activity does not require much formal education. The livestock keepers with 46.67% while 23.34% of the pupils had fathers who are jobless. Only 10% of pupils had fathers whose occupation needed a considerable level of education like policemen (3.33%) and teachers (6.67%). It is significant to note that while in the total population the percentage of jobless men is greatest, the responses from the pupils was comparatively small. This parents who are jobless do not send their children to school.
4.4.5 Domestic Chores

The research sought to identify the kind of duties pupils perform while at home and the amount of study time the pupils had. The study sought to specifically determine whether boys perform as much domestic task as do the girls. Their responses depicted that girls perform vast array of domestic chores thus affecting their access and participation in education. Large proportion of pupils 76.7% of the pupils claim that girls perform more duties while 23.3% responded that the boys perform more duties than girls.

The same view was supported by the responses from parents which affirm that girls spend more time performing domestic duties than boys. Majority of parents (60%) mentioned girls as performing more duties while 33.33% said boys perform more duties. A further 6.67% decline to respond to the question. The results of the research are as shown in table 4.13.

Table 4.13 Pupils’ and Parents’ views on Who Does more Domestic Duties.

<table>
<thead>
<tr>
<th>Gender Category</th>
<th>No</th>
<th>Percentage</th>
<th>No. Of Parents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>43</td>
<td>27</td>
<td>70</td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td>107</td>
<td>123</td>
<td>230</td>
<td>18</td>
</tr>
<tr>
<td>No response</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
<td>150</td>
<td>300</td>
<td>30</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pupils respondent proportion (total 300)</th>
<th>Parents (total 30)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No</td>
</tr>
<tr>
<td></td>
<td></td>
</tr>
<tr>
<td>boys</td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>43</td>
</tr>
<tr>
<td>Girls</td>
<td>107</td>
</tr>
<tr>
<td>No response</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>150</td>
</tr>
</tbody>
</table>
From this illustration, both pupils and parents agreed that girls performed more duties than boys. The row for gender refers to the gender that respondents viewed to be performing more task rather than the gender of the respondents. Pupils (77%) agreed that girls perform more domestic chores, a view echoed by 60% of parents. The information gathered can be presented as follows for ease of clarity.

**Figure 4.2 Pupils response on Who Performing more Domestic Duties**

<table>
<thead>
<tr>
<th>Percentage of domestic duties</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>23%</td>
<td></td>
<td></td>
</tr>
<tr>
<td>77%</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Figure 4.2 asserts that the proportion of pupils who agreed that girls perform more duties was much higher than those who thought boys more engaged in domestic duties. This is in reference to Carr, Pholen and Gladwell (2005) who says where girls are enrolled in schools, there is seemingly never ending tasks for girls compared to boys had negative implications for their education. The girls never seem to have adequate time to concentrate on their studies as they are bogged down by domestic chores most of the time. The similar response by the parents on the same issue are tabulated in figure 4.3.
The parents were in support of pupils’ view that girls perform more domestic duties than boys. This is a clear evidence that if there is any homework to be done, boys will have enough time to do it while the girls will have little time.

4.4.6 Activities pupils do at home

The pupils were asked about the nature of activities they undertake at home after school to determine if these activities would affect their learning and/or education in totality. The pupils’ response was summarized in Table 4.14
Table 4.14: Pupils’ Opinion on Activities Boys undertake after school

<table>
<thead>
<tr>
<th>Duties</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Homework</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>Playing games</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>Going to the market</td>
<td>75</td>
<td>25</td>
</tr>
<tr>
<td>Watching TV</td>
<td>150</td>
<td>50</td>
</tr>
<tr>
<td>Fetch water</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>Watering Crops</td>
<td>30</td>
<td>10</td>
</tr>
<tr>
<td>Attending madrassa instruction</td>
<td>180</td>
<td>60</td>
</tr>
<tr>
<td>Reading books</td>
<td>150</td>
<td>50</td>
</tr>
</tbody>
</table>

The pupils identified list of duties performed by boys. The list included their leisure activities like playing games and watching TV. This implies that boys have very little domestic chores to perform and have enough time to engage in leisure activities. The major task of boys is to attend madrassa instruction although it is not a duty per se it is a religious commitment for every parent to take their children to madrassa irrespective of their gender. Other duties performed by boys are reading books (50%), performing homework (40%) which assists them in academic performance and fetching water (40%) when girls are fully occupied by other household chores. They are also sent to the market. Therefore, boys seem to have little domestic work to perform.

For the girls, they have a vast array of domestic duties to perform when they return from school. The table 4.15 illustrate the activities girls perform after school.
Table 4.15: Girls’ Responses on Activities they do after school

<table>
<thead>
<tr>
<th>Duties</th>
<th>Frequency</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assisting in home duties</td>
<td>180</td>
<td>60</td>
</tr>
<tr>
<td>Do homework</td>
<td>90</td>
<td>30</td>
</tr>
<tr>
<td>Help siblings in their homework</td>
<td>60</td>
<td>20</td>
</tr>
<tr>
<td>Perform daily prayers (5 times)</td>
<td>120</td>
<td>40</td>
</tr>
<tr>
<td>Care for young siblings</td>
<td>225</td>
<td>75</td>
</tr>
<tr>
<td>Milking the shoats</td>
<td>90</td>
<td>30</td>
</tr>
<tr>
<td>Cooking</td>
<td>240</td>
<td>80</td>
</tr>
<tr>
<td>Washing clothes/utensils</td>
<td>240</td>
<td>80</td>
</tr>
<tr>
<td>Cleaning the house</td>
<td>180</td>
<td>90</td>
</tr>
<tr>
<td>No response</td>
<td>120</td>
<td>40</td>
</tr>
</tbody>
</table>

The response in Table 4.15 depicts that girls start the day early even before going to school. Therefore it is certain that girls are more involved in household duties than boys and are quite overwhelmed; leaving little time for them to do homework, revise their academic work. Hence girls are overburdened by domestic chores allocated to them by their parents; leave them with little to time to undertake their academic work therefore reducing their participation in education. This finding is in agreement with a study by Tan (1985), who found that girls are expected to contribute to child care and other household chores at much earlier age.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter provides the summary of the research findings, discusses them and draws conclusions based on the findings. The chapter also presents recommendations which will help the government, teachers, parents and other stakeholders both on policy addressing gender imbalance in girls’ access to and participation in primary education and on further research that needs to be conducted so as to eliminate or reduce low participation of girls’ in primary education. The research sought to identify the influence of socio-cultural and socio-economic factors on girls’ access to and participation in primary education in Merti District. The findings of the research are summarized and presented below based on the research objectives.

5.2 Summary of the major findings
The data analysis obtained from the respondents depicted that there are several socio-cultural and socio-economic factors that continue to influence girls’ access to and participation in primary education in Merti District. The findings show that Socio-Cultural factors pose a greater influence on girls’ access and participation in primary education. Despite the society change of attitude towards girls’ education, there are retrogressive cultural practices that impede girls’ education in Merti District. Such practices include FGM, early marriages, child labour, teenage pregnancies and parents’ level of education.
5.2.1 Socio-Cultural Factors Affecting Girls’ participation in Education

It can be noted that Quranic education (Madrassa or Dugsi) has major negative influence on the participation of girls in primary education. Parents prefer taking their daughters to Madrassa for moral nourishment as compared to secular education which they believe spoils the girl’s moral. The study reveals that FGM, early marriages and betrothal of girls are major obstacles to girls’ education. FGM affects girls’ education because those who have undergone these rites perceive themselves as adults and despise those who are uncircumcised. This makes them perform poorly in examinations hence terminating their education. Early marriage is also a challenge. Parents prefer to marry off their daughters than letting them participate in education because they value dowry as a source of income. There is an element of gender stereotype when it comes to division of labour, girls are allocated more duties than seriously affect their academic work.

5.2.2 Socio-Economic factors

Most parents have little or no formal education. This implies that low level or lack of education affect girls’ education. Most parents are not in a position to provide basic requirements, assist children in their homework and monitor their progress in education. The economic background of parents in Merti District contributes to the declining number of girls in school. This is attributed to poverty level in the community where majority of people depend on GOK foods and relief foods from donors. The research shows that in situation where funds are scarce, the preference for payment of school levies is automatically given to the boy child.
5.2.3 Parents’ level of education effect on girls’ access to and participation in primary education

The parents’ level of education is a significant factor that hinders or promote girls’ access to education. The parents’ level of education and income is a major determinant of access and participation of girls in primary education. The educated parents are able to provide schools needs, guide and assist people in doing their homework as well as monitor their progress in education and buy textbook for the pupils to advance their education. Uneducated does not attach value to education and are ignorant of what their children are taught in schools. They do not see monetary returns especially for girls, this is the reason they value marriage because they get returns from dowry.

5.3 Conclusions

The conclusions arising from the findings of the research that sought to find out the influence of Socio-Cultural and Socio-Economic factors on girls’ access to and participation in primary education in Merti District were summarized below:

The pastoral community of Merti District give more preference to Quranic schools than the secular schools thus there is low enrolment of girls in primary education. The study revealed that traditional sex role stereotypes and expectations by the community disadvantage girls because they are forced to perform most domestic chores than boys leaving them exhausted and with no time for doing their studies and homework.

It is imperative to note that parents’ level of education affects girls’ access to education because some parents are ignorant about education and reluctant to send
girls to school. Further the research found out that religious beliefs and dress code affected girls’ access to and participation in primary education in Merti District. In terms of perception towards girls’ education, the study concluded that some of the local community contribute to girls not being in school because girls are booked for early marriage and some parents use their daughters as a source of wealth through getting dowry. Girls look after cattle and do domestic chores while boys go to school. Fellow pupils especially girls themselves feel culturally out of place as they do not want to compete with boys particularly in a mixed gender schools.

The study reveals that poor academic background and poor performance at primary level has greatly contributed to parents’ developing low morale in girls’ education. The lack of female teachers as cited by the respondents in the study is a challenge. The number of female teachers was of great concern because girls lack role model and this demotivates them resulting in poor transition of girls from primary schools to secondary schools in the district.

5.4 **Recommendations**

The findings reported in this study have a number of implications for the Policy makers, head teachers, teachers, parents and other stakeholders in the education sector hence the following recommendations may help improve girls’ access and participation in Primary education in Merti District:

i) There is need for educating parents and community at large on the importance of girl-child education. The education should be based on the economic and social benefits of girls’ education against the dowry which they value more.
ii) The government in joint collaboration with Non-Governmental Organizations like Merti Integrated Development Programme (MID-P) and Women Pastoral Network should initiate programmes and projects that are sustainable and which can empower the community socially and economically so as to support their children’s education.

iii) The government should strengthen the basic adult literacy programmes in ASAL. These programmes could assist parents to recognize the value of formal education and in turn discard the out dated cultural practices that hamper girls’ access and participation in primary education in Merti District.

iv) There is need for gender sensitization to change division of labour and involve males in the performance of household duties to give girl-child a fair chance to access education.

v) The government should take stern measures against parents who force their daughters to marry and enforce the child Right Bill by prosecuting parents who still practice FGM especially to the young girls in schools.

vi) The government through the Ministry of Education implements policies to ensure gender parity and enroll back girls who dropped out of school due to pregnancy.

vii) There is need to strengthen guidance and counseling in the schools. The school should create an enabling environment for girls to access and participate in education. Also train girls to be assertive in their demand for equality in provision of quality education.

viii) There is need to sensitize the community through awareness campaigns on health consequences of FGM on girl child and early marriage.
ix) There is need to establish and expand the existing boarding schools to accommodate girls to rescue them from doing household duties and instead assist them to concentrate on their education.

5.5 Recommendations for Further Research

i) This study was limited to primary schools in Merti. It would be valuable to undertake research in secondary schools to find out whether similar problems existed.

ii) There is need to conduct research on classroom ethnographies to investigate classroom dynamics and the interplay of the formal and hidden curriculum and how they influence female access, performance and survival at various levels of the education system.

iii) A study should be carried out to investigate how females/girls respond to guidance and counseling programmes in schools.
REFERENCES


FAWE, (2010). Send a Girl child to school Nairobi: FAWE

FAWE,(2010). Fawe news VOL 5 No.11 Nairobi: FAWE.


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APPENDICE

APPENDIX 1

Questionnaire for Primary School Pupils

The purpose of this questionnaire is to collect information about problems in primary education in Merti District to come up with possible solutions.

A. DEMOGRAPHIC DATA

Name:Class:______________________________

Division:_________________________ Age:_________________________ Gender:____

B. SOCIO – CULTURAL FACTORS

1. How many children are there in your family?
   a) Boys ________________ Girls ________________

2. How many of your brothers have completed schooling?
   a) Primary ________________
   b) Secondary ________________
   c) College ________________
   d) University ________________

3. How many of your sisters have completed schooling?
   a) Primary ________________
   b) Secondary ________________
   c) College ________________
   d) University ________________

4. How many of your brothers/sisters never went to school?
   a) Brother ________________
   b) Sisters ________________
5. How many of your brothers and sisters have dropped out of school?

<table>
<thead>
<tr>
<th></th>
<th>Sisters</th>
<th>Brothers</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Primary</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>Secondary</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
<tr>
<td>College</td>
<td>[ ]</td>
<td>[ ]</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

Please give reason for this

6. How often do you come late for school? (tick appropriate box)

  a) Always [ ]
  b) Sometimes [ ]
  c) Never [ ]

State some of your reason(s) for coming late for school?

How long does it take you to get to your school?

  a) 30 minutes or less [ ]
  b) About 1 hour [ ]
  c) More than 1 hour [ ]

7. Where do you normally take your lunch during school days?

  a) I return home [ ]
  b) I bring my lunch [ ]
  c) The school provides the lunch [ ]

8. Do your parents assist you in your homework?

  a) Always [ ]
  b) Sometimes [ ]
  c) Never [ ]
9. What are some of the domestic works you perform at home?
   a) ________________________________________________________________
   b) ________________________________________________________________
   c) ________________________________________________________________
   d) ________________________________________________________________
   e) ________________________________________________________________

10. Between girls and boys who performs more domestic work?
    a) Girls [ ]
    b) Boys [ ]

11. What are the things that occupy you at home and interferes with your studies?
    ________________________________________________________________
    ________________________________________________________________
    ________________________________________________________________
    ________________________________________________________________

12. What level of education do you want to achieve?
    a) Certificate [ ]
    b) Diploma [ ]
    c) University [ ]

C. SOCIO – ECONOMIC FACTORS

1. What is the level of education of your parents?
   a) Mother primary [ ] Secondary [ ] University [ ]
   b) Father primary [ ] Secondary [ ] University [ ]
2. What is your parents’ main occupation(work)?
   a) Mother ____________________________
   b) Father ____________________________

3. Is your father
   a) Alive [ ]
   b) Dead [ ]

4. Is your mother
   a) Alive [ ]
   b) Dead [ ]

5. Do your parents own livestock?
   a) Yes [ ]
   b) No [ ]

   If yes what animals are kept?
   i) Camels Yes [ ] No [ ]
   ii) Cows Yes [ ] No [ ]
   iii) Goats Yes [ ] No [ ]
   iv) Sheep Yes [ ] No [ ]
   v) Donkey Yes [ ] No [ ]

   Others (specify) ____________________________

   How much do they earn from the sale of these animals ________________

6. Do your parents have any other source of income?
   i) Yes [ ] ii) No [ ]
7. How would you rate the effect of the following socio-economic factors on girls’ access to education

<table>
<thead>
<tr>
<th>Factors</th>
<th>Very great</th>
<th>Great</th>
<th>Little</th>
<th>Very little</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Household chores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Poverty</td>
<td></td>
<td></td>
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<tr>
<td>Parental education</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Family size</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
APPENDIX II

Questionnaire for Head Teachers

A. DEMOGRAPHIC DATA

1. Sex
   a) Male [   ]
   b) Female [   ]

2. Professional
   a) What are the current teacher establishments in your school?
      i) Male______________________________
      ii) Female __________________________
      iii) Total __________________________
   b) What are their qualifications

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Male</th>
<th>Female</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Graduate</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Diploma</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>ATS</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P 1</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>P 2</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

3. Name of the school ______________________________

4. What is the current enrolment by gender in your school? Please give comment on the situation ______________________________
B. SOCIO-CULTURAL FACTORS

5. Do parents come to school when invited? Yes [ ] No [ ]
   If no, give reasons why? ________________________________

6. Use the 5 point scale given below to answer the following questions.
   
   Highest (5 points)  Low  (2 points)
   Higher (4 points)  Lowest (1 point)
   High   (3 points)
   
   How do you rate the following factors to have negative effects on girls’ primary education?

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Marriage</td>
<td>[ ]</td>
</tr>
<tr>
<td>House hold chores</td>
<td>[ ]</td>
</tr>
<tr>
<td>High poverty level</td>
<td>[ ]</td>
</tr>
<tr>
<td>Teenage pregnancy</td>
<td>[ ]</td>
</tr>
<tr>
<td>Cost of education</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

7. Do you think the community around has an interest in girls’ education?
   Yes [ ] No. [ ]
   If no, why do you think that it does not have an interest in girls’ education?
   ________________________________
   ________________________________
   ________________________________
   ________________________________
8. What are the socio–cultural factors that affect girls’ access to education in your school?
   i) ______________________________________________________________________
   ii) ______________________________________________________________________
   iii) ______________________________________________________________________
   iv) ______________________________________________________________________
   v) ______________________________________________________________________

9. What is the drop out situation in your school? Please give details for every class by gender______________________________

10. What school–based factors do you think hamper girls’ access and participation in primary education?
    ______________________________________________________________________

11. In your opinion, what can be done to improve girls’ access and participation in primary education?
    ______________________________________________________________________
    ______________________________________________________________________

ECONOMIC FACTORS

12. How does financial situation contribute to girls’ access and participation in your schools?
    ______________________________________________________________________
    ______________________________________________________________________

13. (a) How is a levies payment by parents in your school?
    High [ ]  Average [ ]  Low [ ]
(b) If levies payment is low, what do you think has contributed to this?

__________________________________________________________________________

__________________________________________________________________________

14. (a) Does family economic background contribute to declining number of girls in your school? Yes [ ] No [ ]

(a) Please explain

__________________________________________________________________________

__________________________________________________________________________

15. How does parents’ education level affect girls’ access and participation in primary education?

__________________________________________________________________________

__________________________________________________________________________
APPENDIX III

Parents’ Focus Group Discussion Guide

(Purpose made clear)

Tick One

Male [ ] Female [ ]

Location ____________________________ Occupation ____________________________

Marital Status: Single [ ] Married [ ] Divorced [ ] Widow [ ]

Is your family polygamous? Yes [ ] No [ ]

If yes, how many co – wives are there?

A. Socio – Economic Background

1. Did you attend school? [ ] Yes [ ] No.
   If yes, what level of education?
   Primary [ ] Secondary [ ] College [ ] University [ ]

2. What is your husband’s/wife’s income? Formal employment salary ______
   livestock keeping [ ] Business [ ]

3. Do you own livestock? Yes [ ] No [ ]
   If yes what animals are kept and in what numbers ________________________

4. How many children do you have?
   i. Boys ____________________________
   ii. Girls ____________________________
   iii. Total ____________________________
5. Of your children, how many are still in primary school?
   i) Boys 
   ii) Girls 
   iii) Total 

6. How many went to school but dropped out of primary school?
   i) Boys 
   ii) Girls 
   iii) Total 
   What are the reasons?

7. How do you pay for your children’s school expenses? 

B. Socio – Cultural factors

8. Do your children help in the household chores?
   i) What duties do your girls perform?
   ii) What duties do your boys perform?

9. Between the boys and girls who spends more time in doing the household duties?
   i) Boys [ ] ii) Girls [ ]
   Please give details

10. If you did not have enough money to educate all your children, which of the children you prefer to educate? Tick one
    i) Boys [ ]
    ii) Girls [ ]
Please explain your reason for the case ______________________________

11. Taking girls to school spoils their morals values and cultural ethics. Do you agree with the following statements?
   i) Yes, I agree [ ]
   ii) No, I disagree [ ]
   iii) I don’t know [ ]
   Give reasons ________________________________________________

12. Girls should be betrothed and married at an early age? Do you agree with the following statements?
   i) Yes, I agree [ ]
   ii) No, I disagree [ ]
   iii) I don’t know [ ]
   Give reasons ________________________________________________

13. It is considered a risk for girls to be sent to schools that are far away? Do you agree with the following statements?
   i) Yes, I agree [ ]
   ii) No, I disagree [ ]
   iii) I don’t know [ ]
   Give reasons ________________________________________________

Thank you for your cooperation
APPENDIX IV

Teachers’ Focus Group Discussion Guide

(Purpose of the study made clear)

Division: ____________________________

School: ____________________________

1. Number of teachers in attendance
   i) Male [ ]
   ii) Female [ ]
   iii) Total [ ]

2. What is the enrolment ratio of boys to girls in?
   i) Lower Primary (Std 1-4) ____________________________
   ii) Middle primary (Std 5-6) ____________________________
   iii) Upper primary (Std 7-8) ____________________________

   Give reason for these ratios? ____________________________
   ____________________________________________________________________________

3. Are there children of school going age within the community who are not enrolled in the schools? i) Yes [ ] ii) No [ ]

   Why is this the case? i) Between boys and girls who are the most affected? __
   ____________________________________________________________________________
   ____________________________________________________________________________

   Please explain the reasons ____________________________
   ____________________________________________________________________________
4. a) What is the drop out rate for boys in your school?

0 – 25% [ ]  26 – 75% [ ]  76 – 100% [ ]

Explain the reasons _______________________________________

b) What is the drop out rate for girls in your school?

0 – 25% [ ]  26 – 75% [ ]  76 – 100% [ ]

Explain the reasons _______________________________________

5. a) In your opinion, what are the household factors that influence access to and participation of girls as compared to boys in the community?

_________________________________________________________________

_________________________________________________________________

b) How does the performance of household chores affect girls in primary education?

_________________________________________________________________

_________________________________________________________________

6. What are your views about girls in relation to boys as regards:-

i) Academic achievements ________________________________

ii) Involvement in school leadership ________________________________

7. How supportive is the community towards girls’ formal education? Give comment on moral and material support___________________________
8. How does female circumcision affect girls’ access to and participation in primary education?

9. What are the effects of traditional practices like bride price and early marriage on girls’ participation in primary education?

10. Do parents normally resist sending girls to school?
   i) Yes [ ]
   ii) No [ ]
   Give reasons

11. How Islamic beliefs like seclusion and dress affect girls’ participation in primary education?

12. In your view, what can be done to improve girls’ access and participation in primary education within the community?

Thank you for your cooperation
APPENDIX V

Interview Schedule for District Education Officer

1. How many schools are there in your district? _______________________

2. What is the enrolment of boys and girls in primary schools in the district? __
______________________________________________________________

3. What is the teacher - pupil ratio in the primary school? ____________
______________________________________________________________

4. How does this affect girls’ access and participation in primary school? _____
______________________________________________________________

5. Are there any girls’ boarding school(s) in the District? Yes [    ] No [    ]
how many? ______________

6. How strongly do you agree or disagree with effect on girls’ access and participation in primary education?

Table I: Effect of cultural factors on girls’ access to education

<table>
<thead>
<tr>
<th>Cultural practice</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female Genital Mutilation</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Early marriage</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Quranic schools</td>
<td></td>
<td></td>
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<td></td>
<td></td>
</tr>
<tr>
<td>Nomadic life style</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Gender preference</td>
<td></td>
<td></td>
<td></td>
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</tr>
</tbody>
</table>
7. How strongly do you agree or disagree with the following socio-economic factors and their effect on girls’ Access to education.

**Table II: Effect of socio-economic factors on girls’ access to education.**

<table>
<thead>
<tr>
<th>Practice</th>
<th>Strongly agree</th>
<th>Agree</th>
<th>Disagree</th>
<th>Strongly disagree</th>
<th>Undecided</th>
</tr>
</thead>
<tbody>
<tr>
<td>Domestic chores</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Dowry (income to the family)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Child labour</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Parent’s income</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cultural values</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. In your view, what measures should be taken to improve girls’ access to and participation in primary education in your district.

*Thank you for your co-operation*
APENDIX VI

Timetable

<table>
<thead>
<tr>
<th>Month Period</th>
<th>Task Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Jan – Feb. 2013</td>
<td>Reading/collecting information</td>
</tr>
<tr>
<td>Mar – May 2013</td>
<td>Writing and typing the proposal</td>
</tr>
<tr>
<td>Jan. – Aug. 2013</td>
<td>Correcting and typing the proposal</td>
</tr>
<tr>
<td>Sep. – Dec. 2013</td>
<td>Correcting and submitting the final proposal</td>
</tr>
<tr>
<td>Jan-April 2014</td>
<td>Correcting and submitting final proposal</td>
</tr>
<tr>
<td>May-Aug 2014</td>
<td>Sampling of respondents, Pre-testing and adjustment of instrument</td>
</tr>
<tr>
<td>Sept – Oct. 2014</td>
<td>Data collection and analysis</td>
</tr>
<tr>
<td>Oct – Nov. 2014</td>
<td>Drafting research report and making corrections</td>
</tr>
<tr>
<td>Nov. 2014</td>
<td>Typing and binding of the research project</td>
</tr>
<tr>
<td>Dec. 2014</td>
<td>Submission of the research project</td>
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## APPENDIX VII

### Budget

<table>
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<th>ITEMS</th>
<th>AMOUNT</th>
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<td><strong>1. Computer</strong></td>
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<td>Typing/proposal writing</td>
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<td>Typing the final report</td>
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<td>Photocopying questionnaire</td>
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<td><strong>2. Stationery</strong></td>
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<tr>
<td>Writing materials</td>
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<td>Duplication papers</td>
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<td>Pens</td>
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<td><strong>3. Traveling expenses</strong></td>
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<td>Pre - testing</td>
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<tr>
<td>Administrator questionnaires</td>
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<td>Contact supervisor</td>
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<td><strong>4. Accommodation and food</strong></td>
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<tr>
<td><strong>5. Binding expenses</strong></td>
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<td>Final project binding</td>
<td>6,000</td>
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<tr>
<td><strong>6. Computer for data analysis</strong></td>
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<tr>
<td><strong>TOTAL AMOUNT KSH.</strong></td>
<td>91,700</td>
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