GIRL CHILD AND EDUCATION IN PUBLIC PRIMARY SCHOOLS IN
PIRRAR DIVISION IN TRANSMARA DISTRICT, NAROK COUNTY, KENYA

KIPTOO RICHARD MARITIM

E55/CE/11783/08

A RESEARCH PROJECT SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILLMENT OF THE REQUIREMENT FOR THE AWARD OF
THE DEGREE OF MASTER OF EDUCATION (PLANNING) OF KENYATTA
UNIVERSITY

OCTOBER, 2013
DECLARATION

This research project is my own original work and has not been presented for a degree or any other award in any university.

KIPTOO RICHARD MARITIM
REG. NO.: E55/CE/11783/08

This research project has been submitted for examination with our approval as the University Supervisors:

DR. J.K.A. NYERERE
Lecturer,
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University.

Ms. M. GITHOGORI
Lecturer,
Department of Educational Management,
Policy and Curriculum Studies,
Kenyatta University.

30-10-2013

01. 11. 2013

17/11/2013
DEDICATION

I dedicate this work to my Almighty God who gave me the physical and mental strength to undertake and accomplish this project in the prescribed period of time and my wife Nancy Maritim, my children; Jacklyne, Winnie, Naomy and Ezra for their patience and perseverance during the time I was unavailable for them and for their constant encouragement when I seemed to be battered and daunted by work.
ACKNOWLEDGEMENT

Special thanks to University supervisors; Dr. J.K.A Nyerere and Ms. M. Githogori who equipped me with the knowledge and practical skills for writing and completion of this research project. I would also like to thank all my colleagues particularly the 2010 Educational Planning class of Kenyatta University for their interaction with me equipped a lot in coming up with this research project and also my school Principal Mr. S.K. Korir for giving me permission to carry out my research work and all the heads of the schools where I carried out my research. Last but not least, I appreciate those who typed and bound this work.
ABSTRACT

Education was considered as a key to a country’s development. This was the reason why countries all over the world invested heavily in education. While it was true that primary education opportunities had continued to expand in Kenya, a significant number of girls were not completing their studies, despite the Free Primary Education offered. There have been alarming dropout rates of primary school girls in Pirrar Division, in Transmara District, Narok County. The factors that led to this had not been adequately investigated and well understood, hence to find out the factors affecting girls’ education. The study was based on the Agrarian Transformation of socio-cultural change. The purpose of this study was to determine the factors affecting girls’ education in primary schools. Three research questions were formulated to guide in this study. The objectives of the study were; to establish factors affecting the girls’ education in the division as well as to compare the enrollment of girls in primary schools and also to suggest possible solutions put in place by the government to safeguard the education of girls and suggest possible solutions against these factors. The locale of the study was Pirrar Division, Transmara District, Kenya. The study targeted public primary schools in Pirrar Division, Transmara District, Kenya, headteachers, teachers and pupils from these schools, Zonal Assurance Officers and District Quality Assurance Officer of Transmara District. The study targeted 32 schools in Pirrar Division with a population of 6,580 pupils, 259 teachers, 3 ZQASO and 1 DQASO. The sample of this study was 180 pupils, 27 teachers, 1 ZQASO and 1 DQASO. That was 9 schools out of 32 were selected for sampling. This study employed questionnaires and interview schedule as research instruments. Piloting of the research instruments was done in four schools to test the validity and reliability of research instruments. The researcher also consulted the supervisors’ expertise in research to approve the content validity of the instruments. Test-re-test method was used to determine the reliability of the instruments. The data collected was coded and analyzed according to opinions derived through statistics using Statistical Packages for Social Sciences and was presented in form of tables, charts and graphs. From the research findings among the factors that affect girls’ education are early marriages, poverty and child labour, cultural practices and beliefs and pregnancies. The study found out that the enrollment of girls was lower than that of boys between 2008-2012. The government has put in place education and sensitization, enactment of law, building of boarding schools, free primary education, use of health services and education of girls in the division. The study recommends that the government should enact law that make education for all school age children and use county governments in sensitizing citizens on the importance of education.
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ABBREVIATIONS/ACRONYMS

AEO - Area Education Officer
ALRMP II - Arid Lands Resource Management Phase II
DEO - District Education Officer
DPC - District Peace Committee
DQASO - District Quality Assurance Officer
FAWE - Forum for African Women Educationists
FGM - Female Genital Mutilation
GOK - Government of Kenya
GTZ - Germany International Agency
KCPE - Kenya Primary Certificate of Education
MDGs - Millennium Development Goals
NGOs - Non-Governmental Organizations
NSC - National Steering Committee
UN - United Nations
ZQASO - Zonal Quality Assurance Officer
CHAPTER ONE

INTRODUCTION

1.1 Background Information

Education is a fundamental right of every person, a key to other human right and the heart of all developments according to Educational For All, A Framework for Action, adopted by the World Education Forum Dakar Senegal, (2000). Through education people acquired knowledge, skills and attitude throughout education system necessary for sustainable economic growth and development (Woodhall, 1970). Education also develops skills and sense of aspiration, facilitates good planning and in most cases is associated with high private and social returns particularly for women as noted by Abagi (1994).

Education is a fundamental strategy for human resource development. The government and other stakeholders had invested over the years to expand and improve education at all levels (Dido, 1985). Education is at the centre of a country’s development agenda. Its influence on poverty reduction, inequality and economic growth was widely accepted internationally. Hence schooling is an important life process that strived to develop a person into a better being.

It is thus imperative for quality education opportunities to be provided at all levels (Kinyajui, 1982; Nkinyagi, 1980 & Sifuna, 1988). According to Education For All, a framework for action, adopted by the World Education Forum (2000), the heart of all development, the prerequisite for equity, diversity and lasting peace. Education occupies a central place in Human Rights and is essential and indispensable for the exercise of all
other human rights and for development, Article 26 of the UN’s 1984 Universal Declaration of Human Rights states that “everyone has the right to education”.

According to Woodhall (2007), education is a form of investment in human capital which yields economic benefits by increasing the productivity of people. Through education people acquire skills, knowledge and attitude throughout education system necessary for sustainable economic growth and development. Education also develops skills and sense of aspiration, facilitated good planning and in most cases was associated with high private and social returns particularly for women as noted by Abagi (1994).

USA Department of States Vicious Circles of Sexual Exploitation (2008) notes that education is the only social service in Kenya which had attracted so much public discussion in the recent years. The government and the general public believe that the nation’s overall development is inextricably tied to its education system. Issues that have been in the forefront of discussion are the falling standards of education and educational wastage (drop out and repetition). The dropout of girls in primary school was real, more so among the communities who still held to their traditional practices, and these had resulted in girls suffering from untold socio-economic problems of which some have resulted from forced early marriages. World Bank (2000), in its attempts to advance gender equality action since Beijing, had emphasized on the need to ensure equal access to education at the early stages, especially in developing country. Kane (2004) asserts that girls had been left unskilled and could not compete with their skilled male counterparts in the field or work, thus girl-child was forced to drop out of school at early stages, especially if they found it not conducive to their studies. The teenage sexual abuse
in some schools is high hence creating fear to primary school girls who decide to leave school altogether (Standard Report, 2008).

The teenage girls dropping out of primary school in Kenya was worrying issue since they all grew up into an adult population, without proper training or skills. With the unskilled population, especially where females were many, Kenya found it difficult to Millennium Development Goals (MDGs) for education as it had been adopted by world leaders in New York in September 2000 and their gender parity of this goal might be achieved by the year 2015 (Onniango, 2010).

This study was about girl child and education in public primary schools in Pirrar Division, Transmara District, Narok County. It focused on factors affecting girls’ education in Pirrar Division.

1.2 Statement of the Problem

The goals adopted by world leaders in New York September, 2000 stressed that in Education Millennium Goals, required countries in the world to provide a complete primary education for all children by the year 2015. This was intended to achieve gender parity for all levels of education, and in January 2003, 1.3 million new students were enrolled in Kenya’s primary schools (Flesh Man, 2005). However, it had been noted earlier that the dropout rates of girls among the African girls were much more than those of boys, as girls could be affected by circumstances such as the distance to school, class size, adequate sanitary facilities, school security and lunch programmes for those in areas with adverse conditions (Kane, 2004).
Nevertheless, there had been alarming dropout rates of primary school girls in Pirrar Division in Transmara District, though the Kenya’s Government had declared free primary education for all children on average 72% of girls’ dropout while 58% of boys’ dropout in Primary Schools. This among others was due to Female Genital Mutilation (FGM) and early marriages (GOK, Divisional Education Annual Report, 2009). However, despite stressing much on the dropout rates of girls in other part of Kenya and in Pirrar Division would be addressed, many girls dropped out of primary school continued to face some adverse socio-economic effects for the rest of their life. Girls remained unskilled and therefore were not able to compete for any job opportunities in the government and private sectors. In addition, the poverty level in the rural areas of Pirrar Division would be enhanced. Also the opportunities that would have otherwise been available for female students to advance academically in Pirrar Division would be hindered, meaning that the girls would not contribute to the improvement of the standards of living in the division. This in the long run made it difficult for the Pirrar Division to achieve gender parity in education.

1.3 Purpose of the Study

The purpose of this study was to investigate the pertinent issues on girl child and education. It looked at the factors affecting girl child education in Pirrar Division, Transmara District.

1.4 Objectives of the Study

The specific objectives of the study will be:-

i) To establish the factors affecting girls’ education in Pirrar Division, Transmara District.
ii) To find out the enrollment of girls in primary school in Pirrar Division, Transmara District.

iii) To assess mechanism put in place by the government to safeguard the education of girls in Pirrar Division, Transmara District.

1.5 Research Questions

The following questions will guide the study:-

i) What are the factors affecting girls’ education in Pirrar Division, Transmara District?

ii) What is the enrollment of girls in primary schools in Pirrar Division, Transmara District?

iii) What mechanisms have been put in place by the government to safeguard the education of girls in Pirrar Division, Transmara District?

1.6 Assumptions of the Study

The study will be based on the following basic assumptions:-

i) People’s social, cultural and economic activities enhance factors affecting education of girls and this influencing education of girls negatively in the division.

ii) All the participating head teachers would have stayed in the division long enough to have knowledge of factors affecting girls’ education in the division.

iii) That all respondents will be cooperative and honest in their responses.
1.7 Limitations of the Study

Orodho (2008) asserts that any research must have some boundaries and a researcher cannot do everything. He adds that limitations of the study referred to be constraints or drawbacks, both theoretical and practical that the researcher had little or no control even. The study covered all public primary schools: Pirrar Division in Transmara District and only 32 schools will be covered. The study investigated factors affecting girls’ education in public primary schools in Pirrar Division, Transmara District, Kenya. Private primary schools were not studied because they operate on different management structures. The study was limited in time, funds, type of samples and design issues covering 9 primary schools out of 32 public primary schools of Pirrar Division in Transmara District.

1.8 Delimitation of the Study

Transmara District comprised of five divisions but the study will be confined to only one division that was Pirrar.

1.9 Significance of the Study

The findings of the project study had both practical and theoretical implications for the future of girls’ education. The practical implications of the study was to make educational stakeholders identify economic factors, school based factors, community based factors and pupils based factors that affect girls’ education in primary schools.

The Ministry of Education was to benefit from the study for they got information on factors affecting girls’ education in the division and came up with strategies to help the girls in their education in the division.
Theoretically, the study was expected to contribute into the advancement of knowledge on factors affecting girls' education in schools and provoked research in this area by proposing further studies relating to girls' education.

1.10 Theoretical Framework

The research was based on the Theory of Agrarian Transformation and Socio-Cultural Change (Munyakho 1994). Agrarian Transformation and Socio-Cultural Change stated that countries with retarded economic growth were in general characterized by a large proportion of their population depending for its subsistence in agriculture. Therefore among the actions was intended to release the forces which initiated or accelerated the processes of economic growth, agrarian reform usually receives high priority. The proposition that capitalism and controlled socialism provided the best systems for developing an undeveloped economy was patently false, at least for an overpopulated economy and further that the intuition that led the agrarian to their double negation – not capitalism, not socialism – proved to have been surprisingly corrected. This theory examined the social, cultural, economic and environmental factors that imposed constrain and provision of formal schooling. Schooling was a catalyst of social change as well as being a wider process of socio-economic modernization. This theory was relevant to the study because the residents of Transmara depended on Agriculture for their livelihood. However, there was a problem in Agriculture and this theory led to aspect of improvement. Hence the theory was appropriate for the study.
1.11 Conceptual Framework

**Independent Variable**

- Early marriages.
- Poverty.
- Child labour.
- Cultural practices.
- Early pregnancies.
- Over age and late enrolment.
- Lack of role models.

**Dependent Variables**

- Dropouts/wastage.
- Adverse social economic effects.
- Lack of relevant skills.
- Low standards of living.

**Factors affecting Education**

- Law enactment.
- Education sensitization.
- Building of boarding schools.
- Health services.
- Provision of enough learning resources.
- Guidance and counseling.
- Funding.

**Mechanism to safeguard girl child education**

- High retention.
- Competition in job market.
- High standards of living.

Figure 1: The Conceptual Framework on Factors Affecting the Girls' Education in Primary Schools.

*Source: Researcher*
From the conceptual framework the factors that affect girl child education are: Early marriages, poverty, child labour, cultural practices, early pregnancies, over age and late enrolment and lack of role models. These factors contribute to dropouts or wastage, adverse social economic effects, lack of relevant skills and low standards of living. Proper mechanism put in place to safeguard the girl child education include: Law inactment, education sensitization, building of boarding schools, health services, provision of enough learning resources, guidance and counseling and funding. These results to: High retention, competition in job market and high standards of living.
1.12 Operational Definition of Terms

**Dropout**
- Go out of school before reaching high level in education.

**Education**
- Imparting of desirable knowledge, skills and attitudes to girls in primary schools.

**Gender Parity**
- Refers to the equal treatment given to both gender groups (male/female).

**Girl Child**
- Female children in primary schools.

**School**
- Refers to primary school.

**Teenage**
- Aged between 13-19 years.
CHAPTER TWO

LITERATURE REVIEW

2.1 Introduction

Borg (1989) states that, literature review in educational research provided one with means of getting a frontier in a particular field of knowledge. Unless one learnt what had been done by the other in one’s area of study, one might not developed a project that contributed to further knowledge that forms fundamental upon which all future work must had been built.

Orodho (2009) noted that the art and craft of literature review involves reading and evaluating reports of researchers as well as other similar reports and opinions that were related to the planned research projects. This section covers a review of the pertinent literature that was related to the problem under study. It entailed a review of literature on the crucial issues in the girl-child education. The section narrowed into the factors that affected girl-child education.

2.2 Factors affecting Girl-Child Education

According to Ocho (2005), the girl-child was a biological female offspring from birth to eighteen (18) years of age. This was the age before one became young adult. This period covered the crèche, nursery or early childhood (0-5 years), primary (6-12 years) and secondary (12-18 years). During this period, the young child was totally under the care of the adult who might be her parents or guardians and older siblings. It was made up of infancy, childhood, early and late adolescence stages of development. During this period, the girl-child was malleable, built and developed her personality and character. She was
very dependent on the significant others, those on whom she modeled her behaviour, through observation, repetition and imitation, her physical, mental, social, spiritual and emotional development started and progress to get to the peak at the young adult stage.

Education was the process through which individuals were made functional members of their society (Ocho, 2005). It was a process through which the young acquired knowledge and realized her potentialities and uses them for self-actualization, to be useful to her and others. It was a means of preserving, transmitting and improving the culture of the society. In every society education connoted acquisition of something goods, something worthwhile.

At a global level girls still lagged behind boys in secondary school participation with the net enrolment at 53 percent for boys and 48 percent for girls for the period 2005-2009 (UNICEF, 2011). Although girls lagged behind boys generally, their disadvantage was not wholesale. Girl disadvantage was highest in the least developed countries, particularly in a sub-Saharan Africa and South Asia. However, in the East Africa, Pacific and the Latin America and Caribbean regions, not attendance in secondary school was higher for girls then boys.

According to UNICEF (2011), one of the factors that affected girls’ education was early marriages because of this; UNICEF had started programmes that aim to educate girls directly about disadvantages of early marriage and offer incentives not to engage in it. For example in Bangladesh, the government had since 1994 been offering secondary school scholarships to girls who postpone marriage, while in India State of Maharashtra,
girls’ participation in a life-skills education course had been demonstrated to delay their 
marriage by a year.

Maundu (1998) wrote that studies conducted in Britain and in the United States of 
America during the 1960s and 1970 indicated that a Briton or American student’s social 
and economic background was more important in exploring his or her academic achievements than school characteristics and experiences.

Maundu (1996) further said that parents’ level of occupation and amount of possessions were parameters to measure student’s academic performance. Indeed in this case the students primary standards, lack of parental advice and poor economic background hindered students’ performance. It was always the girl who got sacrificed.

Research had shown that millions of girls did not have access to school despite concerted efforts to push the cause forward. Okeke, Nzewi and Njoku (2008) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children’s access to education in the UNICEF A-Field made up of Abia, Akwa Ibom, Anambra, Bayelsa, Benue, Cross River, Ebonyi, Enugu, Imo and River States of Nigeria.

According to World Bank (2003), more than 350 million people, over half Africa’s population, lived below the poverty line of one dollar a day. This implied that poverty, too, excluded children, including the girl-child, from school.

According to World Bank (2003), in Ethiopia, girls were sometimes abducted for marriage when they are no more than eight years. In West Africa, they were recruited from poor rural families to work as domestic servants in coastal cities or even
neighbouring countries. In Nigeria, it was very difficult to find a house help today. This was because there was awareness of the values of education, and so parents did not give out their children any more as house helps. When, His Excellency, the Honourable Minister of Education was the Executive Governor of Ebonyi state, he prescribed some punishment for any parents that gave out their children for house help, especially the girl-child. The story was different today in that state.

In South Africa, a recent report by Human Rights Watch warned that sexual violence and abuse were hampering girls’ access to education. In Afghanistan, they had simply been barred for school under the Taleban regime. According to Guttman (a UNESCO courier journalist), customs, poverty, fear and violence were the reasons why girls still account for 60% of the estimated 113 million out-of-school children, and majority live in sub-Saharan Africa and South Asia.

According to UNICEF Annual Report (2010), most of the factors that militated against the girl-child access to education were socio cultural. Many countries on the African continent rank among the poorest in the world. The on-going HIV/AIDS epidemics, overcrowding in cities, tribal warfare and despotic governments had contributed to the degeneration of the beautiful African land into a human rights catastrophe. At the centre of the devastating situation was the girl-child. The girl-children appear to be the most vulnerable and most undervalued members of the world society. In a region where many were struggling to get enough food and to stay alive, remained out of reach of the various violent rebel armies, and to care for those stricken with various diseases, a basic education, especially for girl children, was low on the list of priorities.
The right to education, which was a fundamental human right, was frequently denied to girls in some Africa countries. The then United Nations Secretary General, Kofi Annan, stated that in Africa, when families had made a choice, due to limited resources, of educating either a girl or a boy child, it was always the boy that was chosen to attend school. In Africa, many girls were prevented from getting the education entitled to them because families often sent their daughters out to work at a young age, so that they would get the additional income they might need to exist beyond subsistence level, and finance the education of sons.

It had been reported in BBC News (2006) that African patriarchal societal viewpoint favours boys over girls because they maintained the family lineage. Additional reasons why girls did not have adequate access to education in Africa included the fact that many had to stay at home to nurse relatives with HIV/AIDS. That their mothers were not educated was another reason that made them feel that their daughters did not need education. Furthermore, some families did not believe in education of girls. In Ethiopia child brides faced early pregnancy, responsibilities to their husbands, who were usually much older, to let them out of the house. In Uganda, Birungi (2008) cited the rampant fire in schools as examples of the gaps in implementation of the girl-child education. She noted that the previous year’s floods in eastern Uganda left many schools in disrepair and these were seen as forms of exclusion. Children in Bundibugyo District didn’t access schools during the raining season and ‘Government had done nothing to alleviate the problem’.

UNICEF (2003) reported that in Sub-Saharan Africa, the number of girls out of school each year had risen from 20 million in 1990 to 24 million in 2002. Of the 25 selected
countries studied, fifteen (15) were in sub-Saharan Africa. The criteria studied were: low enrolment rates for girls; gender gaps of more than 10 percent in primary education; countries with more than one million girls out of school; countries included on the World Bank’s Education For All Fast Track Initiative and countries hard hit by a range of crises that affect school opportunities for girls, such as HIV/AIDS and conflict. The fifteen countries included Chad, Nigeria, Sudan, Tanzania, Eritrea, Ethiopia and the Democratic Republic of Congo.

The world hit was Southern Sudan, which had been seriously affected by civil war for decades. UNICEF said to wait for an end to the conflict would be to dismiss the rights of generations of children. UNICEF noted that in the area, as few as 15 percent of primary school-aged children were in school and girls represented only one quarter of the number. By the time the upper primary level was reached, there were hardly any girls left in school and at the territory’s foremost secondary school, Rumbek, there was a solitary girl. Only 560 of the 8,000 teachers in Southern Sudan are women, which was merely seven percent (Nduru, 2003).

In rural, social and cultural patterns combined with relatively poor quality of schooling place girls, their education and development in a disadvantaged and vulnerable position. Girls bore the heaviest burden for household responsibilities, including care of sick parents and siblings, and were first ones to drop out of school. In Southern Eastern Nigeria more boys than girls drop out of school shown in Table 1, 2 and 3 below (data from UBEC, 2003). The drop-out syndrome was a function of some factors that distracted the boys from schools. These factors included: preference for a trade, quest for
money, parental decision, lack of employment opportunities, hawking/street trading, and long process of education and lack of counseling.

In South Africa, the enrolment of girls in schools had increased to 53% in secondary school. The intake and access to primary school has attained 100%. This implied that the girl-child at that level of education equal access to school as the boy-child. In a report by Asare (2009), National Programme Officer of the Ghana Education Campaign Coalition, he stated that the complexities in the challenges to attain gender parity in basic school enrolment, retention and completion, and appreciating that the existing quantity and quality defected in girls’ education, was a result of structural deficiency deeply rooted in policy and practice, was vital. He added that working to remove barriers to quality girls’ education should not only be seen as a statutory in fulfillment of girls’ right but a building block to sustainable development. In his opinion, the need for Government and Civil Society to collaborate to safeguard gender interests in basic education was immediate and imminent for Ghana to remain on track to achieve the Millennium Development Goals on education and gender.

In Kenya, girl-child education was elusive. Mwangi, (2004) wrote that a combination of poverty, disease and backward cultural practices continued to deny the girl-child her right to education. Even with the introduction of Free Primary Education, access to education was still remaining a wide dream to many Kenyan children. Despite the introduction of free primary education in the country which accounted for an increase in enrolment, a sizeable number of children, especially girls, still found themselves out of school owing to a number of reasons. These reasons were: demanded for their labour in the homes such
as assisting in looking after their young siblings; child marriage, doing house chores, death of mother, and looking after the sick member of the family.

Some of the girls were given to marriage against their wish and when they refused, they were threatened with death. The children were given to marriage at a tender age in quest of dowry from the husbands. But how much was the amount and for how long did it last? The girls lamented that because of the setbacks they still did not escape from poverty and their parents had nothing to show for the dowry received. Some parents justified the denial of girls of their right to education to prevent them from bringing shame to the family through early pregnancy. Yet others believed that women who were at the same level of education as the men were a disgrace to the community because more often than not, they will not get married and if they do, it will be to a foreigner. For such parents, early marriage was the best way to prevent this and at the same time preserved traditions (Mwangi, 2004).

2.3 Summary of Literature Review

The literature review had tackled issues related to the girl-child education as viewed by other researchers. It had looked the factors affecting girls' education globally in the African continent and in Kenya. At a global view, there was no big different between boys and girls especially countries in the world that differentiate between boys education and that of girls.

From the literature reviewed from African countries Kenya included shows that girls' education and that of boys, boys' enrolment in both primary and secondary education system was more than that of girls. Kenya was no different to this. This study therefore
was aimed at determining factors that affect girls’ education in Pirrar Division of Transmara District, Narok County, Kenya.

2.4 Gaps in Related Literature

From the literature review most studies focus their studies on factors affecting girl child education as early marriages, social economic background, poverty, child labour, sexual violence and socio-cultural factors. Indeed these are the factors that affect the girl child education. Studies vary in their areas of study on this pertinent issue of girl child education. Much has not been done in Narok County to ascertain the actual factors that affect the girl child education because this has been a concern in Kenya over two decades now.
CHAPTER THREE
RESEARCH METHODOLOGY

3.1 Introduction

The purpose of this study was to establish the factors affecting girls’ education in public primary schools in Pirrar Division of Transmara District. This chapter discussed the procedure and strategies that were used in the study. It focused on research design, study locale, study population, sampling procedure and sample, research instruments, piloting, data collection procedure and methods of data analysis.

3.2 Research Design

Descriptive survey design was used in the research. According to Fraenkel and Wallen (2000) survey involves asking a large group of people about a particular issue. A survey is a method of collecting information by interview or administering a questionnaire to a sample of individuals (Orodho, 2009). He argues that a survey is the most frequently used method of collecting information about people’s attitudes, opinions, habits or any of the variety of education or social issues. According to Mugenda and Mugenda (2004) surveys could be used to explain or explore the existing status of two or more variables. This design was applicable to the study in that it enabled the researcher to describe the nature of the existing conditions, identified the standards against which the existing conditions could be compared and determined the relationship that exist between the specified events under study (Orodho, 2009).
3.3 The Locale of the Study

The study was carried out in Pirrar Division, Transmara District, Kenya. The main economic activities of the district were small scale farming and small scale businesses. The district had many primary schools where essential facilities and services were missing. According to Singleton (1993), the idea setting for any study was one that was directly related to the researcher’s interest. He further argued that the ideal setting for any study should be easily accessible to the researcher and should be that which permits instant rapport with informants. The researcher identified the locale of the district among others because of its unsatisfactory educational development as studies on factors affecting girls’ education had not been carried out, hence need for the study.

3.4 Target Population

Borg and Gall (1998) defined population as all members of a real set of people, events or objects to which the researcher wished to generalize the results of the research. The targeted population of this study comprised of 32 public primary schools in Pirrar Division, Transmara District, Kenya. 32 head teachers, 259 teachers from every school, 6, 580 pupils from every school, 3 Zonal Quality Assurance Officers and 1 District Quality Assurance Officer of Transmara District constituted the targeted population for this study.
Table 3.1: Target Population of the Study

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>32</td>
</tr>
<tr>
<td>Teachers</td>
<td>259</td>
</tr>
<tr>
<td>Pupils</td>
<td>6,580</td>
</tr>
<tr>
<td>ZQASO</td>
<td>3</td>
</tr>
<tr>
<td>DQASO</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6,875</strong></td>
</tr>
</tbody>
</table>

*Source: DEO Transmara*

3.5 Sampling Techniques

Orodho (2008) argued that a complete enumeration of all items in the population was known as census inquiry which was not practical since it involved enormous amount of money, time and human resources. Only a few items from the population were selected for a study. Gay (1992) ascertains that for a survey designed a sample of at least 20 percent was justifiable for the study. According to Gay and Airasian (2003) for descriptive studies, a sample size of 10-20% of the population is a good representation for a study. Systematic sampling used to select 9 primary schools out of the 32 public primary schools. Convenience sampling was used to select 3 teachers and 20 pupils from every school, ZQASO and DQASO sample selection technique based on purposive sampling technique. The entire sample size yielded 218 respondents for the study.
Table 3.2: Sampling Matrix Table of the Proposed Study

<table>
<thead>
<tr>
<th>Respondents</th>
<th>Population (N)</th>
<th>Sample (n)</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head teachers</td>
<td>32</td>
<td>9</td>
<td>28.1</td>
</tr>
<tr>
<td>Teachers</td>
<td>259</td>
<td>27</td>
<td>10.4</td>
</tr>
<tr>
<td>Pupils</td>
<td>6,580</td>
<td>180</td>
<td>2.7</td>
</tr>
<tr>
<td>ZQASO</td>
<td>3</td>
<td>1</td>
<td>33.0</td>
</tr>
<tr>
<td>DQASO</td>
<td>1</td>
<td>1</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Source: DEO Transmara

3.6 Research Instruments

The data collection instruments included questionnaires prepared for head teachers, teachers and pupils. Semi-structured interview schedules used for collecting data from ZQASO and DQASO.

3.6.1 Questionnaires

A questionnaire was an instrument used to gather data, which allowed measurements for or against a particular viewpoint (Orodho, 2009). He added that a questionnaire had the ability to collect a large amount of information in a reasonably quick space of time. Mugenda and Mugenda (2004) recommended the use of questionnaires as the most commonly used instruments in social science research. They added that well organized questionnaires were advantageous because the respondents found their way around with ease and that they were easy to code.
3.6.1.1 Teachers’ Questionnaires

Questionnaires were considered ideal for collecting data from teachers because they individually recorded and interpreted these instruments. The questionnaires were used to collect information of factors that affected girls’ education in public primary schools, to find out the enrolment of girls in primary schools in the division, to assess the mechanisms put in place by the government and to suggest possible solutions and recommendations that may safeguard the education of the girls in the division.

3.6.1.2 Pupils’ Questionnaire

The study used matrix questionnaires on Likert Scale to collect pupils’ views on factors affecting girls’ education in the division. These were the types of questions that share the same set of response categories (Orodho, 2009), hence the respondent was unlikely to miss answering any of them and that they were easier to analyze and compare responses given to different items hence appropriate for pupils.

3.6.2 Semi-Structured Interview Schedules

Orodho (2009) defined an interview schedule as a set of questions that an interviewer asked when interviewing respondents. He added that an interview scheduled made it possible to obtain the data required to meet the specific objectives of the study and that they were used to standardize the interview situation so that interviewers can ask the same question in the same manner. He further argued that semi-structured interviews were based on the use of an interviews were based on the use of an interview guide and notes that “However the exact order and working of the questions varied from respondent to respondent, the interview might still follow leads and new topics that arose in the
course of the interview, but the interview guide was a set of clear instructions concerning
the main questions to be asked or topics to be probed”. In such interviews some
structured questions were asked together with some open-ended ones while note taking
will be done during the interviews because when responses were noted as the interview
progress, it facilitated data analysis since the information was readily accessible and
already classified into appropriate categories by the interviewer (Mugenda and Mugenda,
2004).

3.6.2.1 Head Teachers’ and ZQASO’s Interview Schedule

Semi-structured interview schedule were considered appropriate for collecting of data
from the ZQASO as informed respondents. Semi-structured interview schedules gathered
information on factors affecting girls’ education in the division, finding the enrolment of
girls in primary schools in the division, assessing mechanisms put in place by the
government to safeguard the education of girls in the division and suggestions and
recommendations that safeguarded the education of the girls in the division.

3.6.3 Depth Interview Guide

According to Orodho (2009), depth interviews intensively investigated a particular topic.
The purpose was to gain as complete and detailed understanding as possible of the topic
at hand. Depth interviews involved semi-structured interview guides, and assumed
enough prior explanation of the topic to know the relevant questions relating to the topic
to be investigated.
3.6.3.1 Depth Interview Guide for DQASO

Depth interview guide were used to collect data from the DQASO as an informed specialist. Depth interview guide for DQASO were used to gather information on factors affecting girls' education in the division, finding the enrolment of girls in primary schools in the division, assessing mechanisms put in place by the government to safeguard the education of girls in the division and suggestions and recommendations that might safeguard the education of the girls in the division.

3.7 Pilot Study of Instruments

According to Mugenda and Mugenda (2003), pilot study was the pre-testing of the research instruments in the field to randomly selected subjects to determine the validity and reliability to the research instruments. A pilot study was carried out to four randomly selected schools which were excluded from the actual study. According to Orodho (2009), a number in the pre-test should be small, about 1 percent of the entire sampling size.

3.7.1 Validity of Research Instruments

According to Mugenda and Mugenda (2003), validity was the degree to which results obtained from the analysis of the data actually represent the phenomenon under study. Validity was the extent to which the instrument measures what it was designed to measure (Weirsma, 1995). Validity therefore had to do with how accurately the data obtained in the study represents the variables of the study. Orodho (2008) ascertains that content validity was the degree to which empirical measure or several measures of the concepts accurately measured the concept. He further argued that content validity is a
non-statistical method used to validate the content employed in the questionnaire. Gay (1992) argued that content validity was established by an expert. In order to ensure that the instruments measured what they were intended to measure, two (2) experts in the area from the Faculty of Education, Kenyatta University, were consulted who perused through the instruments and gave their comments on the face validity. Comments made were incorporated in the instruments to refine them.

3.7.2 Reliability of the Research Instruments

Reliability refers to consistence of measurement thus the extent to which the results were similar over different forms of the same instruments or occasions of data collection and the extent to which measures were free from error (McMillan and Schumucher, 2009). The researcher used test-re-test method to determine the reliability of the research instruments. The developed questionnaires were administered twice at an interval of one week to head teachers and teachers of four pilot schools that were not included in the research. Interviews were conducted in the pilot schools to SMC. The scores of each administration were recorded separately. Pearson’s Product Moment Formula was used to calculate the correlating coefficient between the tests. The formula for calculating Pearson’s coefficient of correlation coefficient was as given below;

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

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

3.8 Data Collection Techniques

An introductory letter form Kenyatta University was got and a permit sought from National Council for Science and Technology. An introductory letter from the District Education Officer (DEO) was given. Consequently appointment was booked. The researcher booked appointments with sampled schools through head teachers to visit and administer questionnaires. Filled questionnaires were collected after a week from the time of administration. At the same time the researcher booked appointments with ZQASO and DQASO. Semi-structured interviews were conducted and results recorded by the researcher on a paper.

3.9 Data Analysis Techniques

Collected raw data were sorted and edited. Questionnaires were organized and classified according to responses. The questions were coded for purposes of allocations of the magnitude of what were measured. The coded data was entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Quantitative data on factors affecting girl child education were analyzed from tables and graphs through descriptive statistics using frequencies and percentages. Qualitative data was analyzed by arranging them according to the research questions and objectives. Data was analyzed and recorded using frequency distributions and percentages as Borg and Gall (1983) argued, the most used and understood standard proportion was the percentage.
CHAPTER FOUR
DATA ANALYSIS, PRESENTATION AND DISCUSSION

4.1 Introduction

This chapter deals with the presentation and analysis of data gathered from the study on factors that affect girls’ education in Pirrar Division of Transmara District, Narok County, Kenya. The objectives of the study were to establish the factors affecting girls’ education in the division, to find out the enrolment of girls in primary school in the division, to assess mechanism put in place by the government to safeguard the education on girls in the division and to suggest possible solutions and recommendations that may safeguard the education of girls in the division. The analysis is based on data gathered from the respondents’ interviews, school and district records and discussions of major investigations under pertinent research questions. Different tools were used to gather the data; questionnaires and interview schedules. A total of two hundred and sixteen (216) copies of questionnaires consisting of close-ended and open-ended items were distributed to the selected respondents, one hundred and eighty (180) given to sampled pupils, twenty seven (27) to teachers and nine (9) to head teachers, two (2) interview schedules were administered to DQASO and ZQASO respectively. All copies of questionnaires 216 and 2 interview schedules were properly filled and returned representing 100% of responses. The first part of this chapter presents descriptions about the respondents and background. Next, the main data have been treated under each of the objectives raised in chapter one, and finally major investigations have been discussed under pertinent research objectives.
4.2 Background Information

From the study, different gender of teachers was considered. Table 4.1 represents these data.

Table 4.1: Gender Information of the Respondents

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>20</td>
<td>74.07</td>
</tr>
<tr>
<td>Female</td>
<td>7</td>
<td>25.93</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the Table 4.1 above, the ratio of male to female teachers is higher. The male were 20 a percentage of 74.07% while female teachers were 7 a percentage of 25.93%. It is evident from the study that there are more male teachers as compared to female teachers.

Connwall, Harrison and Whiteheed (2007) argue that different literatures give specific attention to questions on policy enactment or strategies state negotiations with regard to gender but are considerable literature exist on how difficult it is to translate general prescriptions on gender equality policies into practice.

The study considered the religious affiliate of the respondents. Table 4.2 below represents the data.

Table 4.2: Religious Affiliation of the Respondents

<table>
<thead>
<tr>
<th>Religion</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christian</td>
<td>27</td>
<td>100.00</td>
</tr>
<tr>
<td>Muslim</td>
<td>0</td>
<td>00.00</td>
</tr>
<tr>
<td>Traditions</td>
<td>0</td>
<td>00.00</td>
</tr>
<tr>
<td>Total</td>
<td>27</td>
<td>100.00</td>
</tr>
</tbody>
</table>
It was also realized that all the sampled teachers (27) were Christians a percentage of 100%. As employees of the government, public school teachers are subject to the Establishment Clause of the first Amendment and thus required to be neutral concerning religion while carrying out their duties as teachers (Religion Clauses of the First Amendment to the US Constitution, 1981).

The study sought to find out the age brackets of the respondents. Table 4.3 below represents the information.

**Table 4.3: Age of Respondents**

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>21 – 30</td>
<td>5</td>
<td>18.52</td>
</tr>
<tr>
<td>31 – 40</td>
<td>12</td>
<td>44.44</td>
</tr>
<tr>
<td>41 – 50</td>
<td>8</td>
<td>29.63</td>
</tr>
<tr>
<td>51 – 60</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The teacher respondents were of varied age brackets with most of them falling at age bracket of 31 – 40 (12) teachers a percentage of 44.44%, followed by age bracket of 41 – 50 with 29.63% who were 8 in number, then age bracket 21 – 30 with 5 teachers a percentage of 18.52% with least sampled teachers coming from age bracket 51 – 60 a percentage of 7.41%. According to Esther Duflo, Pascaline Dupas and Michael Kreamer (2012), in their paper School Governance, Teacher Incentives and Pupil-Teacher Relations; Experimental Evidence from Kenyan Primary Schools, the average age of teachers in Kenya is 42 years.
The study revealed that the work experience of the respondents. Table 4.4 below shows the work experience of the teachers.

Table 4.4: Work Experience of Teachers

<table>
<thead>
<tr>
<th>Years of Service</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 4</td>
<td>4</td>
<td>14.81</td>
</tr>
<tr>
<td>5 – 9</td>
<td>7</td>
<td>25.03</td>
</tr>
<tr>
<td>10 – 14</td>
<td>3</td>
<td>11.11</td>
</tr>
<tr>
<td>16 – 20</td>
<td>11</td>
<td>40.74</td>
</tr>
<tr>
<td>20 and above</td>
<td>2</td>
<td>7.41</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>27</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The researcher also sought to get their work experience. Many of the teachers (11), a percentage of 40.74% had served as teachers for a period of between 16 – 20 years. The teachers who had served for a period of between 5 – 9 years were 7 a percentage of 25.93% while 1 – 4 years were 4 a percentage of 14.81%. It was also realized few teachers 3 had served for a period of between 10- years a percentage of 11.11% and 2 teachers had served for a period of 20 years and above having a percentage of 7.41%.

Gaining work-experience is essential as well as helping one to make up his/her mind. It is an important asset when it comes to initial teacher application. It enhances one’s employability (Capgemini, Media and Analyst, 2013).

The study included head teachers in the study. Their demographic information involved their gender, religion, ages, work experience and the professional qualifications. These data were as presented on table 4.5 below.
From Table 4.5 above, 100% of the head teachers were Christians. According to Religion Clauses of the First Amendment to the US Constitution (1981), public schools may not inculcate nor inhibit religion. They must be places where religion and religious convictions are treated with fairness and respect.

The study sought to find out the gender of the head teachers. Table 4.6 below represents the information.

From Table 4.6 above, male head teachers were 9 a percentage of 100% all being Christians. Stewart (2008) have drawn attention in which societies, like Kenya and South Africa, characterized by marked inequalities between groups, perpetuates these inequalities over generations and how various forms of violence are implicated in horizontal inequalities. These inequalities are cross-cut by internal division of gender and age.
The researcher sought to find out the age brackets of the head teachers. Table 4.7 below shows the information.

**Table 4.7: Age of the Head Teachers**

<table>
<thead>
<tr>
<th>Age Bracket</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>31 - 40</td>
<td>3</td>
<td>33.33</td>
</tr>
<tr>
<td>41 - 50</td>
<td>3</td>
<td>33.33</td>
</tr>
<tr>
<td>51 - 60</td>
<td>3</td>
<td>33.33</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

It was realized that their ages were between 31 - 60 years with age bracket 31 - 40, 41 - 50 and 51 - 60 with a frequency of 3 each percentages of 33.33% each for each age bracket. Stewart (2008) have drawn attention in which societies, like Kenya and South Africa, characterized by marked inequalities between groups, perpetuates these inequalities over generations and how various forms of violence are implicated in horizontal inequalities. These inequalities are cross-cut by internal division of gender and age.

The study sought to find out the work experience of the head teachers. Table 4.8 below represents the data.
Table 4.8: Work Experience of the Head Teachers

<table>
<thead>
<tr>
<th>Work Experience</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 – 4</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td>5 – 9</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td>15 – 19</td>
<td>2</td>
<td>22.22</td>
</tr>
<tr>
<td>20 – 25</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td>25 – 30</td>
<td>3</td>
<td>33.33</td>
</tr>
<tr>
<td>30 and above</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Many head teachers (3) a percentage of 33.33% had a work experience of between 25 – 30, 2 head teachers with work experience between 15 – 19 with a percentage of 22.22% while work experience between 1 – 4, 5 – 9, 20 – 25 and 30 and above had a frequency of 1 each with percentage of 11.11% respectively. Teachers from Pirrar Division have high work experience between 25 – 30 years. Gaining work-experience is essential as well as helping one to make up his/her mind. It is an important asset when it comes to initial teacher application. It enhances one’s employability (Capgemini, Media and Analyst, 2013).

The researcher sought to find out the head teachers’ level of qualification. Table 4.9 below represents the information.

Table 4.9: Head Teachers’ Level of Qualification

<table>
<thead>
<tr>
<th>Qualifications</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>P1</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td>ATS 4</td>
<td>2</td>
<td>22.22</td>
</tr>
<tr>
<td>ATS 2</td>
<td>5</td>
<td>55.56</td>
</tr>
<tr>
<td>Job Group M</td>
<td>1</td>
<td>11.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>9</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>
It was also realized that of these sampled head teachers 5 a percentage of 55.56% were ATS 2, 2 were ATS 4 a percentage of 22.22% while 1 each were P1 and Job Group M a percentage of 11.11% respectively. According to Education Encyclopedia State University.com, (2013) they argue that under the Kenya Government Policy to provide in-service for primary school teachers, the Ministry of Education collaborated with universities to create in-service and distance learning programs for teachers to continue to teach while taking classes. This initiative has become a permanent feature of teacher training in Kenya rendering many teachers acquiring higher qualifications from the P1 that they trained for.

Notably the researcher sought to find out the ages of the pupils. The Table 4.10 below represents these data.

**Table 4.10: Age of the Pupils**

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>17</td>
<td>4</td>
<td>2.22</td>
</tr>
<tr>
<td>16</td>
<td>11</td>
<td>6.11</td>
</tr>
<tr>
<td>14</td>
<td>72</td>
<td>40.00</td>
</tr>
<tr>
<td>13</td>
<td>46</td>
<td>25.56</td>
</tr>
<tr>
<td>12</td>
<td>20</td>
<td>11.11</td>
</tr>
<tr>
<td>11</td>
<td>3</td>
<td>1.67</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From Table 4.10 above, many pupils 72 were aged 14 years a percentage of 40%. The oldest children were 4 aged 17 years a percentage of 2.22% while the youngest were 3
with age 11 having a percentage of 1.67%. The target school age population for pre-
primary school is 3-6 years, primary 6-13 years and secondary 14-17 years (IIEP, 2004).

The study sought to find out the gender of the pupils. Table 4.11 below represents the
data.

**Table 4.11: Gender of the Pupils**

<table>
<thead>
<tr>
<th>Gender</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>80</td>
<td>44.44</td>
</tr>
<tr>
<td>Female</td>
<td>100</td>
<td>55.56</td>
</tr>
<tr>
<td>Total</td>
<td>180</td>
<td>100.00</td>
</tr>
</tbody>
</table>

From the Table 4.11 above, many of the sampled pupils’ respondents, 100 of them a
percentage of 55.56% were female, while 80 percentage of 44.44% were male. From the
findings, there are more boys than girls enrolled in schools. Lewis and Lockheed (2007)
have argued that there is high correlation between high levels of endolinguistics
fragmentations and discrimination against girls from certain groups entering school,
possibly because policies supporting girls, access to school have not been tailored to
particular groups or antidiscrimination rules have not been put in place.

The study sought to find out the religious affiliations of the pupils. Table 4.12 below
shows the information.
Table 4.12 Religious Affiliations of Pupils

<table>
<thead>
<tr>
<th>Religion</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Christians</td>
<td>179</td>
<td>99.44</td>
</tr>
<tr>
<td>Muslims</td>
<td>1</td>
<td>0.56</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>180</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

The study found out that 179 a percentage of 99.44% were Christians while 1 was a Muslim a percentage of 0.56%. According to Religion Clauses of the First Amendment to the US Constitution (1981), public schools are sometimes asked to accommodate students with special religious needs or practices. Sensitive and thoughtful school officials may easily grant many of these requests without raising constitutional questions. Muslim students for example may need a quite place at lunch or during break to fulfill their prayer obligations during the school day.

The study included Educational Officers in which DQASO was male, aged 51 years, ATS 1 qualification with work experience of 26 years. The ZQASO was female, aged 51 years, graduate with a work experience of 27 years.

4.3 Head Teachers Suggestions on Factors Affecting Girls’ Education in the Division

The study sought to establish factors affecting girls’ education in the division. In the head teachers’ questionnaires an item was included that investigated the factors affecting girls’ education in their schools. In response to this question, the head teacher gave various factors as shown in Table 4.13.
Table 4.13: Head Teachers Suggestions on Factors Affecting Girls’ Education in the Division

<table>
<thead>
<tr>
<th>Factors</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriages.</td>
<td>9</td>
<td>23.68</td>
</tr>
<tr>
<td>Poverty and child labour.</td>
<td>6</td>
<td>15.79</td>
</tr>
<tr>
<td>Overage and late enrolment.</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Female Genital Mutilation.</td>
<td>4</td>
<td>10.53</td>
</tr>
<tr>
<td>Pregnancies.</td>
<td>5</td>
<td>13.16</td>
</tr>
<tr>
<td>Cultural Practices and Beliefs.</td>
<td>6</td>
<td>15.79</td>
</tr>
<tr>
<td>Lack of role model.</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td>Child labour.</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>Peer influence.</td>
<td>1</td>
<td>2.63</td>
</tr>
<tr>
<td>Child unfriendly environment.</td>
<td>2</td>
<td>5.26</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>38</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From Table 4.13 above early marriages was cited as one of highly contributing factor affecting girls’ education in the division with a frequency of 9, a percentage of 23.68%. Poverty, child labour and cultural practices/beliefs also dominated as among the factors affecting girls’ education in the division with frequencies of 6 each and percentage presentation of 15.79%. It was evident that among other factors included pregnancies with 13.16%, female genital mutilation 10.53%, overage and late enrolment and lack of role models with 5.26% respectively. Child labour and peer influence were recorded with 2.63% each. According to UNICEF (2011), one of the factors that affect girls’ education is early marriages. Maundi (1998) in his studies conducted in Britain and in the United States of America indicates that a Briton or American student’s social and economic background is more important in exploring his or her academic achievements than school characteristics and experiences.
Items were included in the teachers’ questionnaires of Likert’s Five (5) points scale rating with very high, high, low, very low and uncertain to find out factors affecting girls’ education. Table 4.14 below shows the teachers’ opinion.

Table 4.14: Teachers’ Opinion on Factors Affecting Girls’ Child Education

<table>
<thead>
<tr>
<th>Statement</th>
<th>Very High</th>
<th>High</th>
<th>Low</th>
<th>Very Low</th>
<th>Uncertain</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>Repetition</td>
<td>5</td>
<td>18.52</td>
<td>5</td>
<td>18.52</td>
<td>15</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>3</td>
<td>11.11</td>
<td>7</td>
<td>25.93</td>
<td>7</td>
</tr>
<tr>
<td>Poor resources</td>
<td>6</td>
<td>22.22</td>
<td>7</td>
<td>25.93</td>
<td>8</td>
</tr>
<tr>
<td>School demands</td>
<td>4</td>
<td>14.81</td>
<td>3</td>
<td>11.11</td>
<td>9</td>
</tr>
<tr>
<td>Income</td>
<td>4</td>
<td>14.81</td>
<td>3</td>
<td>11.11</td>
<td>10</td>
</tr>
<tr>
<td>Family size</td>
<td>10</td>
<td>37.04</td>
<td>9</td>
<td>33.55</td>
<td>4</td>
</tr>
<tr>
<td>Opportunity cost</td>
<td>5</td>
<td>18.52</td>
<td>5</td>
<td>18.52</td>
<td>5</td>
</tr>
<tr>
<td>School fees</td>
<td>4</td>
<td>14.81</td>
<td>5</td>
<td>18.52</td>
<td>7</td>
</tr>
<tr>
<td>Death</td>
<td>1</td>
<td>3.70</td>
<td>1</td>
<td>3.70</td>
<td>4</td>
</tr>
<tr>
<td>Early marriages</td>
<td>11</td>
<td>40.74</td>
<td>11</td>
<td>40.74</td>
<td>3</td>
</tr>
<tr>
<td>Labour</td>
<td>4</td>
<td>14.81</td>
<td>6</td>
<td>22.22</td>
<td>9</td>
</tr>
<tr>
<td>Attitudes</td>
<td>2</td>
<td>7.41</td>
<td>4</td>
<td>14.81</td>
<td>18</td>
</tr>
<tr>
<td>FGM</td>
<td>4</td>
<td>14.81</td>
<td>6</td>
<td>22.22</td>
<td>6</td>
</tr>
<tr>
<td>Boy-child reference</td>
<td>4</td>
<td>14.81</td>
<td>9</td>
<td>33.33</td>
<td>5</td>
</tr>
<tr>
<td>Peer influence</td>
<td>9</td>
<td>33.33</td>
<td>10</td>
<td>37.04</td>
<td>2</td>
</tr>
<tr>
<td>Absenteeism</td>
<td>9</td>
<td>33.33</td>
<td>5</td>
<td>18.52</td>
<td>10</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>7</td>
<td>25.93</td>
<td>5</td>
<td>18.52</td>
<td>8</td>
</tr>
</tbody>
</table>

From Table 4.14 among the factors affecting girls’ education that the teachers rated highest included early marriages rated highly and high by 81.48% of the respondents, family sizes and peer influence were rated highly and high by 70.37% each while absenteeism was rated high and highly by 51.85% of the respondents. Okeke et al.
(2008) identified child labour, poverty and lack of sponsorship, quest for wealth, bereavement, truancy, broken home, engagement of children as house helps, as factors or the clog in the wheel of children’s access to education. The teachers rated low and very low attitudes by 77.78%, school demands 74.07% and income status of parents by 70.37%, death 55.56%, opportunity cost 40.74 among others. These findings oppose BBC News (2006) that mothers who are not educated makes them feel that their daughters do not need education furthermore, some families do not believe in education for girls.

From the pupils’ questionnaires, items were included that were to establish factors affecting girls’ education. Likert’s Five (5) points scale with Strongly Agree, Agree, Uncertain, Disagree and Strongly Disagree was used. The pupils’ opinions were coded as follows;

Table 4.15: Pupils Opinion on Factors Affecting Girls Education

<table>
<thead>
<tr>
<th>Question</th>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
<td>%</td>
<td>Freq.</td>
</tr>
<tr>
<td>Repetition</td>
<td>33</td>
<td>18.33</td>
<td>92</td>
<td>51.11</td>
<td>6</td>
</tr>
<tr>
<td>Work</td>
<td>12</td>
<td>6.67</td>
<td>30</td>
<td>16.67</td>
<td>5</td>
</tr>
<tr>
<td>Indiscipline</td>
<td>49</td>
<td>27.22</td>
<td>78</td>
<td>43.33</td>
<td>3</td>
</tr>
<tr>
<td>Poor resources</td>
<td>25</td>
<td>13.89</td>
<td>50</td>
<td>27.78</td>
<td>1</td>
</tr>
<tr>
<td>early marriages</td>
<td>28</td>
<td>15.56</td>
<td>104</td>
<td>57.78</td>
<td>8</td>
</tr>
<tr>
<td>Jobs</td>
<td>17</td>
<td>9.44</td>
<td>36</td>
<td>20.00</td>
<td>6</td>
</tr>
<tr>
<td>FGM</td>
<td>37</td>
<td>20.56</td>
<td>76</td>
<td>42.22</td>
<td>8</td>
</tr>
<tr>
<td>Favouritism</td>
<td>21</td>
<td>11.67</td>
<td>30</td>
<td>16.67</td>
<td>6</td>
</tr>
<tr>
<td>Poverty</td>
<td>30</td>
<td>16.67</td>
<td>45</td>
<td>25.00</td>
<td>6</td>
</tr>
<tr>
<td>Preference</td>
<td>15</td>
<td>8.33</td>
<td>48</td>
<td>26.67</td>
<td>12</td>
</tr>
<tr>
<td>school levies</td>
<td>21</td>
<td>11.67</td>
<td>35</td>
<td>19.44</td>
<td>10</td>
</tr>
<tr>
<td>Peer influence</td>
<td>44</td>
<td>24.44</td>
<td>41</td>
<td>22.78</td>
<td>7</td>
</tr>
<tr>
<td>Pregnancy</td>
<td>58</td>
<td>32.22</td>
<td>96</td>
<td>53.33</td>
<td>5</td>
</tr>
<tr>
<td>Truancy</td>
<td>38</td>
<td>21.11</td>
<td>76</td>
<td>42.22</td>
<td>11</td>
</tr>
</tbody>
</table>
From Table 4.15 above, the pupils were of the opinion that girls benefit from giving to school by 93.89%. It was evident that, pregnancies lead to girls' dropout of school taking 85.56% of the pupils' opinion. The pupils also ascertained that most girls drop out of school due to early marriages by 73.33% of the respondents. Notably among the factors that affect girls' education included indiscipline with 70.56% of the respondents, repetition, by 69.44% of the respondents and truancy by 63.33% of the respondents. It was also realized that the pupils were not of the opinions that too much work, girls dropping out a school to look for work, boys being favoured than girls and a lot of school levies results to girls dropping out of school affects girls' education with 73.89%, 67.22%, 68.33% and 63.33% of the respondents respectively. Education is a fundamental right of every person, a key to other human rights. The heart of all development, the prerequisite for equity, diversity and lasting peace (Education For All, A Framework For Action, adopted by the World Education Forum - Dakar Senegal 26-28 April, 2000).

The researcher sought to find out from DQASO and ZQASO on factors affecting girls' education in the division. Among the factors were given included, high rates of early marriages of school girls in the division. They noted that due to traditional beliefs many parents saw girls as a source of dowry for their families hence accepting them to get married. The educational officers were quick to note that child labour was also a contributing factor as many parents opted for girls to work as maids, hawking and involving them in house chores hence affecting their education. Notably the officers pointed out that, cultural practices like female genital mutilation affected the girl child. The other factors that were included were lack of accommodation, overage and lack of proper access to education as among the factors that affect girls' education in the
division. Kinyanjui, 1982; Nkinyagi, 1980 and Sifuna, 1988 argued that it is imperative for equality education opportunities to be provided at all levels. Education is a fundamental right of every person, a key to other human rights.

4.4 Enrollment of Girls in Primary Schools in the Division

The study sought to find out the enrollment of girls in primary schools in the division. Items were included in the head teachers’ questionnaires as well as the DQASO and ZQASO interview schedules to give out the enrollments.

From the sampled 9 schools, enrollment for the previous 5 years (2008-2012) was obtained. Their totals for every sex were calculated for each consecutive year. Figure 4.1 shows the enrollment of pupils in the sampled 9 schools.

![Figure 2: Enrollment of Girls in Primary Schools in the Division](image-url)
Figure 2 enrollment of children in the sampled schools from figure 4.1, it is evident that the enrolment of girls in all the years was lower than that of boys. There is no systematic sequence increase or decrease of the girls' enrollment as in 2008 there were 2116 girls increasing to 2203 girls in 2009 then decreasing to 2035 in 2010 again increasing to 2110 in 2011 to 2229 in 2012. The drop of girls in primary school is real, more so among the communities who still hold to their traditional practices, and these has resulted in girls suffering from untold socio-economic problems of which some have resulted from forced early marriages. Girls had been left unskilled and could not compete with their skilled male counterparts in the field or work, this girl-child is forced to drop out of school at early stages especially if they find it not conducive to their studies (Kane, 2004).

4.5 Mechanisms Put in Place by the Government to Safeguard the Education of Girls in the Division

Items were included in the teachers' and head teachers' questionnaires, DQASO and ZQASO interview schedules which sought to assess mechanisms put in place by the government to safeguard the education of girls in the division. In response to these questions, respondents gave the following mechanisms as indicated in Table 4.16.
Table 4.16: Mechanisms Put in Place to Safeguard Education of Girls in the Division

<table>
<thead>
<tr>
<th>Mechanism</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education and Sensitization.</td>
<td>20</td>
<td>22.22</td>
</tr>
<tr>
<td>Enactment of Law.</td>
<td>28</td>
<td>31.11</td>
</tr>
<tr>
<td>CDF/Bursaries.</td>
<td>3</td>
<td>3.33</td>
</tr>
<tr>
<td>Building of Boarding Schools.</td>
<td>10</td>
<td>11.11</td>
</tr>
<tr>
<td>Provision of Books/Facilities/Resource Centres.</td>
<td>4</td>
<td>4.44</td>
</tr>
<tr>
<td>Health Services and Sanitary Towels.</td>
<td>7</td>
<td>7.78</td>
</tr>
<tr>
<td>Building of Rescue Centres.</td>
<td>3</td>
<td>3.33</td>
</tr>
<tr>
<td>Free Primary Education.</td>
<td>8</td>
<td>8.89</td>
</tr>
<tr>
<td>Equity and Equality in Schools.</td>
<td>2</td>
<td>2.22</td>
</tr>
<tr>
<td>Guidance and Counselling.</td>
<td>2</td>
<td>2.22</td>
</tr>
<tr>
<td>Promotion of Child Friendly Schools.</td>
<td>1</td>
<td>1.11</td>
</tr>
<tr>
<td>Role Modeling.</td>
<td>1</td>
<td>1.11</td>
</tr>
<tr>
<td>Stopping of Repetition.</td>
<td>1</td>
<td>1.11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>90</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From Table 4.16 there are various measures that have been put in place by the government in order to safeguard education of girls in the division. The government has enacted laws taking 31.11% of the responses. The government has also educated and offered sensitization to the people of the division on the importance of girl child education supported by 22.22% of the responses given. Remarkably the government has built boarding schools in order to accommodate and retain girls in schools supported by 11.11 of the responses given. Noteworthy other responses given on the mechanisms put in place by the government to safeguard girls’ education includes funding girl child through bursaries and constituting development funds by 3.33 of the responses, provision
of FPE by 8.89% of the responses, provision of health services to the girls and sanitary towels by 7.78%, provision of books/facilities and building of resource centres by 4.44% of the responses among others. Education is a fundamental strategy for human resource development that the government and other stakeholders have invested the years to expand and improve education at all levels (Dido, 1985). Education occupies a central place in Human Rights and is essential and indispensable for the exercise of all other human right and for development, Article 26 of the UN’s 1984 Universal Declaration of Human Rights states that everyone has the right to education.

4.6 Possible Solutions and Recommendations that may safeguard the Education of Girls in the Division

In this study, the researcher intended to find out the possible solutions and recommendations that may safeguard the education of girls in the division from the respondents. In response to this question, the findings were as indicated in Table 4.17.
Table 4.17: Possible Solutions and Recommendations to Safeguard Education of Girls in the Division

<table>
<thead>
<tr>
<th>Solutions/Recommendations</th>
<th>Frequency</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Enactment of Law.</td>
<td>22</td>
<td>21.36</td>
</tr>
<tr>
<td>Education/Sensitization/Seminars.</td>
<td>26</td>
<td>25.24</td>
</tr>
<tr>
<td>Health Facilities and Sanitary Towels.</td>
<td>7</td>
<td>6.80</td>
</tr>
<tr>
<td>FPE/FSE.</td>
<td>6</td>
<td>5.83</td>
</tr>
<tr>
<td>Increase Boarding Schools</td>
<td>13</td>
<td>12.62</td>
</tr>
<tr>
<td>Building of Rescue Centres.</td>
<td>5</td>
<td>4.85</td>
</tr>
<tr>
<td>Income Generating Activities.</td>
<td>2</td>
<td>1.94</td>
</tr>
<tr>
<td>Women Empowerment.</td>
<td>3</td>
<td>2.91</td>
</tr>
<tr>
<td>Funding Girls/Bursaries.</td>
<td>4</td>
<td>3.88</td>
</tr>
<tr>
<td>Guidance and Counselling.</td>
<td>6</td>
<td>5.83</td>
</tr>
<tr>
<td>Mentoring and Role Modeling.</td>
<td>7</td>
<td>6.80</td>
</tr>
<tr>
<td>Equality and Equity in Schools.</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td>Equity in Job Distribution.</td>
<td>1</td>
<td>0.97</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>103</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

From the data in Table 4.17, 25.24% of the solutions and recommendations given suggest that educating, sensitizing and provision of seminars to the population would help in safeguarding girls’ education in the division. As suggested this could be done through education to discourage negative cultural practices like FGM and early marriages. The respondents also noted that sensitization and education could be done by creation of awareness through mass media, seminars and workshops. Enactment of law featured by 21.36% of the responses collected. This could be done by curbing FGM and use of provisional administration in arresting culprits. Increasing the number of girls’ boarding schools was also highly suggested by 12.62% of the responses given. In addition to these
other responses suggested include provision of FPE and FSE 5.83%, provision of health facilities 6.80%, building of rescue centres 4.85%, guidance and counselling 5.83%, mentoring and role modeling 6.80%. Education develops skills and sense of aspiration, facilities and planning and in most cases; it is associated with high private and social returns particularly for women (Abagi, 1994). Appropriate measures should be taken as teenage girls dropping out of primary school in Kenya is a worrying issue since they all grow up into an adult population, without proper training or skills (Onniango, 2010).

According to UNICEF (2011), at a global level, girls still lag behind boys in school participation with the net enrollment of 53 percent for boys and 48 percent for girls for the period 2005 – 2009. It is also important to note that research has shown that millions of girls do not have access to school despite concerted efforts to push the cause forward (Okeke, Nzein and Njoku, 2008). But governments should realize that it is imperative for equality education opportunities to be provided at all levels (Kinyanjui, 1982; Nkinyagi, 1980 and Sifuna, 1988).
CHAPTER FIVE
SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction

This chapter presents the summary of the study on the factors that affect girls' education in Pirrar Division of Transmara District, Narok County, Kenya. It also deals with the conclusions, recommendations of the study and suggestions for further research. This is based on the following:

i) To establish factors affecting girls’ education in the division.

ii) To find out the enrollment of girls in primary schools in the division.

iii) To assess mechanisms put in place by the government to safeguard the education on girls in the division.

iv) To suggest possible solutions and recommendations that may safeguard the education of girls in the division.

The problem statement was well stated and the literature review was well researched.

5.2 Summary of Research Findings

The findings of the study are as follows:

5.2.1 Factors affecting Girls’ Education in the Division

The study revealed that the majority of respondents with a frequency of 9 representing 23.68% early marriage as one of the highly contributing factors affecting girls’ education
in the division. Poverty, child labour and cultural practices/beliefs were also dominated as among the factors affecting girls' education by 6 respondents representing 15.97%.

Other factors cited in included early pregnancies which represent 13.16% of the responses. Female Genital Mutilation representing 10.53% of the respondents, overage and late enrollment, lack of role models and child unfriendly environment had 5.26% each of the respondents. Child labour and peer influence had the lowest percentage of 2.63% each. This combination of factors adversely affects girls' education in the division.

5.2.2 Enrollment of Girls in Primary Schools in the Division

In response to the item seeking enrollment of girls in primary schools in the division, the findings revealed that in the five years studied that is 2008 to 2012, there is a low girl enrollment than boys. There is no regular sequence in which increase or decrease of girls is concerned in all the five years. For example, in (i) 2008 the enrollment was 2235 boys and 2161 girls, (ii) in 2009 there was 2240 boys and 2203 girls, (iii) in 2010 the boys enrollment was 2181 while that of girls was 2035, (iv) in 2011 the enrollment of boys was 2244 while that of girls was 2110, (v) 2012 is the year that showed the highest girl enrollment of 2229 but still it was lower than that of boys which was 2332. Generally in all the five years, boys' enrollment is higher than that of girls. This problem is associated with factors such as traditional practices.
5.2.3 Meantmeas put in place by the Government to Safeguard the Education of Girls in the Division

In order to assess the mechanisms put in place by the government to safeguard the education of girls in the division, the following items were included:-

i) Law enactment. This item received the highest response of 31.11%. This shows that if laws are enacted the number of girls enrolling in schools will increase.

ii) Another item that was included was educational sensitization. This received a 22.22% of the responses.

iii) Building boarding school was another item. This received 11.11% of the responses. With boarding schools, girls will have a conducive learning environment which solves the problem of dropout.

iv) Other mechanisms put in place included free primary education which had 8.89% response, health services and sanitary towels with 7.78% response, provision of books and other facilities with 4.44% response. Funding through bursaries and building rescue centres with 3.33% each, equity and equality and guidance and counseling services taking 2.22% each. The least response came form the items on promotion of child friendly schools, role modeling and stopping of repetition which had 1.11% each.
5.2.4 Possible Solutions and Recommendations that may Safeguard the Education of Girls in the Division

Among the solutions that received the highest response were education of sensitization and seminars and law enactment with 25.24% and 21.36% responses respectively.

Increasing boarding schools is another possible solution which received 12.62%. Other possible solutions given were as follows: mentoring and role modeling, health facilities and sanitary towels with 6.8% each, free primary education and guidance and counselling with 5.83% each. Funding girls’ education through bursaries 3.88%, building rescue centres 4.85%, women empowerment 2.91%, income generating activities 1.94%. Quality and equity received a 0.94% each.

In summary girls’ education in Pirrar Division is affected by all the factors shown by the researcher’s analysis. This analysis has shown the extent at which the girls’ education is affected and has also given possible solution if put in place can help in increasing enrollment and completion rate of girls in primary schools in Pirrar Division.

5.3 Conclusion

The study was set out to investigate the factors affecting girls’ education in Pirrar Division of Transmara District, Narok County. The study revealed several factors affecting girls’ education in the division. Some of such factors were; early marriages, poverty and child labour, pregnancies, cultural practices and beliefs, overage and late enrollment among others. Possible solutions were also given.
5.4 Recommendations

These are the recommendations made from the study:-

i) The government should enact laws that make education compulsory for all school age children and put a penalty to parents and any person who prevents school age children from going to school.

ii) The government should build rescue centres to accommodate girls who are victims of early marriages and female genital mutilation.

iii) Residents of Pirrar Division should come up with mentorship programmes and role modeling from successful women from the region. This will mentor and encourage girls to enroll in education.

5.5 Suggestions for Further Research

i) Given the research on factors affecting girls’ education was carried in Pirrar Division of Transmara District, Narok County, there is need to conduct a similar research in other parts of the country to find whether these factors relate to those in Narok County.

ii) There is need to carry out research in other levels of education such as secondary schools to investigate whether they cut across the other levels of education.

iii) Apart from factors affecting girls’ education, a research should be carried on factors that influence girls’ education to enhance girl child education.

iv) A research should be carried out to see if the recommendations are made to this study have been taken into account.
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APPENDICES

Appendix I: Students’ Questionnaire

PART A: DEMOGRAPHIC INFORMATION

Age: ........................................ Gender: ......................................................

Class: ..............................................................................................................

Religion:

Christian □  Traditionist □

Muslim □  Others (specify) .................................................................

PART B: FACTORS AFFECTING GIRLS’ EDUCATION

Below are some factors that affect girls’ education in your school. Please respond to them by ticking in the box provided.

1. Repetition can make one drop out of school.

   Strongly Agree □  Agree □  Strongly Disagree □

   Disagree □  Uncertain □

2. Too much work at school will lead to one drop out of school.

   Strongly Agree □  Agree □  Strongly Disagree □

   Disagree □  Uncertain □

3. Indiscipline pupils often drop out of school.

   Strongly Agree □  Agree □  Strongly Disagree □

   Disagree □  Uncertain □
4. Poor learning resources and facilities will lead one to drop out of school.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

5. Most girls drop out of school due to early marriages.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

6. Girls drop out of school to look for work.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Girls benefit from going to school.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

8. Female genital mutilation is one of the reasons that make girls to drop out of school.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

9. Boys are favoured than girls.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Uncertain</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

10. Most girls from poor families do not complete school.

    | Strongly Agree | Agree | Uncertain | Disagree | Strongly Disagree |
    |----------------|-------|-----------|----------|------------------|
    |                |       |           |          |                  |
11. When children are many in a family girls are denied schooling.

- Strongly Agree □
- Agree □
- Uncertain □
- Disagree □
- Strongly Disagree □

12. Most girls opt for other activities instead of schooling.

- Strongly Agree □
- Agree □
- Uncertain □
- Disagree □
- Strongly Disagree □

13. A lot of school levies results to girls dropping out of school.

- Strongly Agree □
- Agree □
- Uncertain □
- Disagree □
- Strongly Disagree □

14. Peer influence may lead to school dropout.

- Strongly Agree □
- Agree □
- Uncertain □
- Disagree □
- Strongly Disagree □

15. Pregnancy has led to girls dropout of school.

- Strongly Agree □
- Agree □
- Uncertain □
- Disagree □
- Strongly Disagree □

16. Truancy amongst girls leads to school drop out.

- Strongly Agree □
- Agree □
- Uncertain □
- Disagree □
- Strongly Disagree □
Appendix II: Teachers’ Questionnaire

PART A:

1. Age: ..............................................

2. Gender:  Male  Female  

3. Years of service.
   1-4 years  5-9 years  10-14 years  
   16-20 years  Above 20 years  

4. Religion:
   Christian  Muslim  Traditionist  
   Others (specify) ................................

PART B: FACTORS AFFECTING GIRLS’ EDUCATION

How do you rate the following factors in affecting girls’ education in your school. Please indicate as below.

Very high  -  1  Very low  -  4
High  -  2  Uncertain  -  5
Low  -  3
### School Based Factors

<table>
<thead>
<tr>
<th>Inquiry</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Repetition</td>
<td>1 2 3 4 5</td>
</tr>
<tr>
<td>Indiscipline</td>
<td></td>
</tr>
<tr>
<td>Poor learning resources and facilities</td>
<td></td>
</tr>
<tr>
<td>School demands</td>
<td></td>
</tr>
<tr>
<td>Income status of parents</td>
<td></td>
</tr>
<tr>
<td>Family size</td>
<td></td>
</tr>
<tr>
<td>Opportunity cost</td>
<td></td>
</tr>
<tr>
<td>School fees</td>
<td></td>
</tr>
<tr>
<td>Death</td>
<td></td>
</tr>
<tr>
<td>Early marriages</td>
<td></td>
</tr>
<tr>
<td>Labour</td>
<td></td>
</tr>
<tr>
<td>Attitudes</td>
<td></td>
</tr>
<tr>
<td>Female genital mutilations</td>
<td></td>
</tr>
<tr>
<td>Boy-child reference</td>
<td></td>
</tr>
<tr>
<td>Peer influence</td>
<td></td>
</tr>
<tr>
<td>Absenteeism</td>
<td></td>
</tr>
<tr>
<td>Pregnancy</td>
<td></td>
</tr>
</tbody>
</table>
PART C:
Mechanisms put in place by the government to safeguard girls’ education in the division.

1. According to your opinion which mechanisms has the government put in place to safeguard girls’ education in the division?

2. What are the possible solutions to the factors affecting girls’ education?
Appendix III: Interview Schedule

1. Age: ......................................................................................................................

2. Gender: .................................................................................................................

3. Position: .................................................................................................................

4. Work experience: ....................................................................................................

5. Qualifications:

   P1  □  ATS4  □  ATS3  □  ATS2  □
   ATS1  □  Graduate  □  Others (specify) ...............................................................

6. What is the enrolment of the school for the last 5 years?

<table>
<thead>
<tr>
<th>Year</th>
<th>2008</th>
<th>2009</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Girls</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

7. Which are the factors that affect girls’ education in the division? ..........................

   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
   ..........................................................................................................................
8. What mechanisms has the government put in place to safeguard the education of girls in the division?

9. According to your opinion what are the possible solutions to factors affecting girls’ education in the division?
## Appendix IV: Study Time Line

<table>
<thead>
<tr>
<th>No.</th>
<th>Activity</th>
<th>Responsibility</th>
<th>Duration</th>
<th>Remarks</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Development of research problem</td>
<td>Researcher</td>
<td>1-2 weeks</td>
<td></td>
</tr>
<tr>
<td>2.</td>
<td>Literature search</td>
<td>Researcher</td>
<td>3-4 weeks</td>
<td>Read a lot of literature source on the issues under investigation.</td>
</tr>
<tr>
<td>3.</td>
<td>Write research proposal</td>
<td>Researcher</td>
<td>1-2 weeks</td>
<td></td>
</tr>
<tr>
<td>4.</td>
<td>Further literature search and writing up research proposal</td>
<td>Researcher</td>
<td>1 week</td>
<td></td>
</tr>
<tr>
<td>5.</td>
<td>Sampling of respondents</td>
<td>Researcher</td>
<td>1-2 weeks</td>
<td></td>
</tr>
<tr>
<td>6.</td>
<td>Pre-testing and adjustment of instrument</td>
<td>Researcher</td>
<td></td>
<td></td>
</tr>
<tr>
<td>7.</td>
<td>Data collection</td>
<td>Researcher</td>
<td>1 month</td>
<td></td>
</tr>
<tr>
<td>8.</td>
<td>Data analysis</td>
<td>Researcher</td>
<td>2 month</td>
<td></td>
</tr>
<tr>
<td>9.</td>
<td>Report writing</td>
<td>Researcher</td>
<td>1 week</td>
<td></td>
</tr>
</tbody>
</table>
## Appendix V: Budget

<table>
<thead>
<tr>
<th>Item</th>
<th>Amount (Kshs.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transport</td>
<td>30,000</td>
</tr>
<tr>
<td>Airtime</td>
<td>10,000</td>
</tr>
<tr>
<td>Internet</td>
<td>15,000</td>
</tr>
<tr>
<td>Typing</td>
<td>40,000</td>
</tr>
<tr>
<td>Binding</td>
<td>40,000</td>
</tr>
<tr>
<td>Photocopying</td>
<td>40,000</td>
</tr>
<tr>
<td>Subsistence</td>
<td>50,000</td>
</tr>
<tr>
<td>Data analysis</td>
<td>50,000</td>
</tr>
<tr>
<td>Stationery</td>
<td>40,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>315,000</strong></td>
</tr>
</tbody>
</table>
NCST/RCD/14/013/182

Richard Maritim Kiptoo
Kenyatta University
P.O.Box 43844-00100
Nairobi.

RE: RESEARCH AUTHORIZATION

Following your application dated 18th February, 2013 for authority to carry out research on “Girl child and education in public primary schools in Pirrar Division in Transmara District, Narok County, Kenya,” I am pleased to inform you that you have been authorized to undertake research in Transmara District for a period ending 30th June, 2013.

You are advised to report to the District Commissioner and the District Education Officer, Transmara District before embarking on the research project.

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

Copy to:

The District Commissioner
The District Education Officer,
Transmara District.
APPENDIX VII: THE MAP OF TRANS-MARA DISTRICT SHOWING THE STUDY AREA

Source: Survey of Kenya Satellite Image 1994