FAMILY AND INSTITUTIONAL FACTORS CONTRIBUTING TO LOW PARTICIPATION OF GIRLS IN SECONDARY SCHOOL EDUCATION IN SIAKAGO DIVISION, EMBU COUNTY, KENYA

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E55/CE/11567/2008

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

AUGUST 2018
DECLARATION

I confirm that this research project is my original work and has not been presented in any other university/institution for certification. The project has been complimented by referenced works duly acknowledged. Where text, data, graphics, pictures or tables have been borrowed from other works – including the internet, the sources are specifically accredited through referencing in accordance with anti-plagiarism regulations.

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Supervisors' declaration: We confirm that the work reported in this project was carried out by the candidate under our supervision as University Supervisors.

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DEDICATION

I dedicate this research report to all education stakeholders in Siakago Division, Embu County, Kenya. My humble prayer is that this work will help bring forth the glory of the Mbeere girl child through education.
ACKNOWLEDGEMENTS

Special thanks to God who daily gives me the gift of inspiration and wisdom to move on. Much gratitude to my dear husband Edward who has encouraged me and supported my dreams. To my dear children who have been quite patient and understanding during my absence in the course of my study. Not forgetting all who contributed to the success of this research project in one way or another.

God bless you all.
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ABBREVIATIONS AND ACRONYMS

CBS: Central Bureau of Statistics.

CSA: Centre for Study of Adolescence.

DEO: District Education Officer.

DHS: Demographic and Health Surveys.

EFA: Education For All.

MDGs: Millennium Development Goals.

MICS: Multiple Indicator Cluster Surveys.

MOE: Ministry of Education.

NER: Net Enrolment Ratio.

OAU: Organization of African Unity.

PTA: Parents Teachers Association.

SPSS: Statistical Package for Social Sciences.

SSA: Sub Saharan Africa.

TFSE: Tuition Free Secondary Education.

UN: United Nations


USA: United States of America
ABSTRACT

This research was undertaken mainly to establish the factors influencing participation and completion of secondary school education among female students in Siakago Division, Embu County, Kenya. The study was aimed at finding out the enrolment and completion of female students in secondary schools in Siakago Division; and to explore the home, school, community and structural factors that affect participation female students in secondary schools in the Division. It also sought to find out possible capacity building measures that may contribute to the promotion of female education in the Division. This study was guided by Reconstructionism Theory. Literature has been reviewed on enrolment trends by gender; benefits of female education; female dropouts from secondary schools; factors influencing girl-child education; and constraints on female education in Kenya. The research design adopted for this study was descriptive survey and was conducted in Siakago Division, Embu County. The target population comprised 1,224 students, 92 P.T.A. members, 14 head teachers, 106 teachers in the 14 secondary schools in Siakago Division and the area District Education Officer. This study was carried out among a sample of 149 respondents comprising 113 girls in secondary schools, 17 teachers, 8 Principals, 10 PTA members and one DEO. Self-administered questionnaires were used to gather data from the head teachers and female students in secondary schools in Siakago Division. An interview schedules was used for the DEO. The developed research instrument was pre-tested using an identical sample from a mixed secondary school. Data collected from the field was analyzed using descriptive statistics. Statistical Package for Social Sciences (SPSS) computer software was used in data analysis and the results presented using frequency tables. Findings showed that poor school environment, family instability, poverty and community attitudes towards the education of girls strongly determined the extent to which girls participated in secondary school education. Findings led to the conclusion that girls' participation in secondary education is below the national average. It was recommended that education officials, parents, Ministry of Education, human rights organizations, development partners, teachers and the local area leaders have a clear understanding on the factors that influence participation of girls in secondary school education in Siakago Division. This will help initiate necessary conditions under which female education is planned and implemented at the local level for increased participation of girls.
CHAPTER ONE

INTRODUCTION AND CONTEXT

1.0 Introduction

This section outlines the background of the study, states the problem under study, gives the overall and specific objectives that the study set out to achieve and the research questions answered during the study. This chapter also provides justification for the current study, its assumptions, limitation and delimitations.

1.1 Background to the Study

Education is one of the most powerful instruments for reducing poverty and inequality and for laying the basis for sustainable economic growth and development. Eshiwani (1985) argues that education has an overriding influence on health, nutrition, fertility and production. UNESCO (2008) further observes that the benefits of extending education to the secondary level are great though basic education is generally perceived to provide the greatest social benefits. Due to the perceived importance of education in empowering individuals and creating social well being, there should be equal opportunities available to both boys and girls in an education system.

Studies have shown that education is one of the most important factors in shaping the future of women and girls and their families. World Bank (2002) observes that education has a positive influence on people and increases civic and political participation in addition to contributing to an early understanding of social justice. Evidence adduced by World Bank further shows that countries with higher secondary enrolment and smaller schooling gaps between boys and girls are more
likely to embrace democratic principles and practices. It is widely acknowledged
that improving access to education among girls is critical to elevating the socio-
economic and political status of women in the society. According to World Bank,
girl-child education raises economic productivity, reduces poverty and fertility rates,
lowers infant mortality, and improves health, nutrition and environmental
management. Girl-child education is therefore a critical component of socio-
economic development of rural economies in a country and if promoted, has the
potential of raising per-capita income for many rural households.

Globally, findings indicate that 60 per cent of secondary-school-age children go to
secondary school, yet only 29 per cent of secondary-school-age children in least
developed countries participate. UNESCO Institute for Statistics, Global Databases
(2011) based on administrative data of 2009 shows that gender parity has not been
reached at the secondary level. The same position is corroborated by UNICEF
Global Databases (2011) based on Multiple Indicator Cluster Surveys (MICS),
Demographic and Health Surveys (DHS) and other national household surveys of
2005–2010 which indicates girls lag behind boys in countries where enrolment is
relatively low, such as in Sub-Saharan Africa and South Asia. However, in Latin
America and the Caribbean and parts of Asia, girls are more likely than boys to be
enrolled in secondary school.

UNICEF Global Databases (2011) further observes that countries with a big
difference in the ratio of girls to boys at primary level often have a bigger difference
at secondary level. In those same countries, significantly fewer boys are in
secondary education, so the gap between total numbers of girls and boys enrolled in
each year group remains at about 3 million worldwide. In 104 countries boys and girls are equally enrolled, or girls' enrolment slightly exceeds that of boys. These territories are mainly found in South America, North America, Eastern Europe and Western Europe. Anomalies in these regions, where more boys go to secondary school than girls include: Peru, Guatemala, Bulgaria, Italy and Switzerland.

In many parts of the developing world, enrolment for both boys and girls in primary and secondary schools have increased significantly in recent years as governments respond to global priorities outlined in key policy framework documents such as the Millennium Development Goals (MDGs). According to Murphy and Carr (2007), there has been good progress in increasing the enrolment of girls and the gap between boys and girls is closing in some parts of the world. They observed that in Latin America and the Caribbean, the number of girls enrolled in school is almost the same as that of boys with a small and rapidly closing gap between them.

Global improvements in primary and secondary school participation have expanded the focus in education to improving access to both primary and secondary education in Sub-Saharan Africa. The UNESCO (2008) report notes that, although 2015 was the target specified by the MDGs and the Education for All (EFA) initiatives to achieve universal access to quality education, many countries especially those in Sub-Saharan Africa are far from reaching this goal. Yet education is widely viewed as a vital ingredient of the development process from both a local and international perspective. According to Huebler (2005), the challenges to secondary school participation are greatest in sub-Saharan Africa. Murphy and Carr (2007) concurs by stating that, in Sub-Saharan Africa, there are wide enrolment gaps between boys and
girls in certain countries with an average 16 percent of girls enrolled in secondary schools as compared to 28 percent of boys.

However, it is not lost in the minds of policy planners that girl-child education revolves around their enrolment in primary schools and transition to secondary schools. Perhaps, this is the reason why an education policy document by the Republic of Kenya (2005) recognizes that the growth of secondary education depends greatly on the primary to secondary level transition rates. In Kenya the introduction of Tuition Free Secondary Education in 2008 has led to an increase in enrolment rates for both boys and girls. At national level secondary school enrolment rose from 1.2 to 1.7 million pupils in 2010. Despite this however, more than 1 million children of school going age are still not attending school (MOE, 2010). The converse is true for developed countries. Transition rates in the developed countries are very high with countries like USA, Britain and Canada registering transition rates upwards of 85 percent (Murphy & Carr, 2007).

At the same time completion rates for girls remain lower than that of boys in most parts of the country. The Centre for the Study of Adolescence (CSA, 2008) reports that, although enrolment rates are higher for girls in some parts of the country, transition rates are also lower among girls than boys. In general, CSA notes that girls make up two-thirds of the population without access to education in Kenya and the literacy at higher levels among girls remains low compared to that of boys. According to CSA, while enrolment at primary level of education is almost the same for both boys and girls, the gaps starts to widen in secondary schools as more girls
leave school than boys in certain parts of the country. Data for secondary school enrolment in Siakago Division for the period 2006-2011 is presented in Table 1.1.

Table 1.1: Enrolment Data for Secondary Schools in Siakago Division

<table>
<thead>
<tr>
<th>Year</th>
<th>Boys</th>
<th>Girls</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>n</td>
<td>%</td>
<td>n</td>
</tr>
<tr>
<td>2006</td>
<td>899</td>
<td>53.45</td>
<td>783</td>
</tr>
<tr>
<td>2007</td>
<td>977</td>
<td>54.01</td>
<td>832</td>
</tr>
<tr>
<td>2008</td>
<td>1,143</td>
<td>56.36</td>
<td>885</td>
</tr>
<tr>
<td>2009</td>
<td>1,303</td>
<td>55.64</td>
<td>1,039</td>
</tr>
<tr>
<td>2010</td>
<td>1,325</td>
<td>54.57</td>
<td>1,103</td>
</tr>
<tr>
<td>2011</td>
<td>1,497</td>
<td>55.02</td>
<td>1,224</td>
</tr>
<tr>
<td>Total</td>
<td>7,144</td>
<td>55.02</td>
<td>5,866</td>
</tr>
</tbody>
</table>

Source: Ministry of Education, Mbeere North District (2012)

Table 1.1 indicates that enrolment of both boys and girls in various secondary schools in Siakago Division has been on the rise from 2006-2011. However, the average enrolment rate for the period under review for girls is 45.09 percent which is 10 percentage points lower than that of boys which stands at 54.91 percent. Enrolment rate for girls decreased from 46.55 percent in 2006 to a period low of 43.64 percent in 2008. However, it recorded a marginal rise in 2009 and 2010 to settle at 45.43 percent before reducing to 44.98 percent in 2011. On the other side, enrolment rate for boys increased marginally between 2006 – 2008 before recording a slight reduction in 2009 and 2010. However, the figure increased to 55.02 percent in 2011 which is higher than the average rate of enrolment for boys which stands at 54.91 percent in Siakago Division.
Overall, the rate of enrolment for girls is 10 percentage points lower than that of boys in secondary schools in Siakago Division. Statistics presented in Table 1.1 indicate that participation rate of girls in secondary education in Siakago Division keep plummeting. Furthermore, a low rate of girl-child participation rate in secondary education in the Division as shown in Table 1.1 goes against the national statistics which indicates that there are more female than male in the Country (Census Report, 2009). Hence, the ratio of male: female in secondary education in any region should be near 50:50 or biased in favour of the girl-child since they are the majority in the society. There is therefore the need to establish why there is fluctuating rate of participation of the girl-child in secondary school education in Siakago Division.

Whereas, Njau and Wamaihu (1998) conducted a study on the challenges facing female students in secondary schools in Kenya, the scope was national as opposed to regional and data obtained might not accurately represent the situation in Siakago Division. Moreover, the study was conducted more than a decade ago, and a lot has since changed in the administration and management of girl child education in the Country. Additionally, there is no recent study which has been conducted in the Division or the larger Mbeere North District to establish the factors influencing participation of girls in secondary education, hence the need for this study.

1.2  Statement of the Problem

Whereas the number of students enrolled in secondary schools in the Country has been on the rise since the introduction of Free Tuition Secondary Education in 2008, statistics presented in Table 1.1 (Ministry of Education, Mbeere North District,
2012) indicate that enrolment rate of girls in secondary schools in Siakago Division kept fluctuating over the period 2006 - 2011. Participation rate of girl-child in secondary education in the Division shows a plummeting trend, decreasing between 2006-2008, increasing marginally between 2009 and 2010 before taking a nosedive in 2011 as shown in Table 1.1. In 2011, enrolment rate for girls in various secondary schools in the Division was 44.98 percent which was lower than the average rate of 45.09 percent for the six-year period under focus. This implies a negative growth rate in enrolment for the year 2011.

Over the same period, the average rate of enrolment for girls in secondary schools in Siakago Division was 45.09 percent, 10 percentage points lower than that of boys, which stood at 54.91 percent. The 10 percent enrolment gap separating girls and boys in the Division is by any standards a wide margin. The low enrolment rate of girls in various secondary schools in the Division as shown in Table 1.1 is below the national expectation of near 50:50 for either of the sexes or a slight bias in favour of the girl-child given that females are the majority in the society as per the Population Census Report (2009). Low enrolment rate imply low participation and completion rates for girls in secondary schools in the study area. This poses a serious challenge to the achievement of gender equity and equality in secondary education in Siakago Division. It may also sink the Kenyan dream of ever achieving high literacy level for women in the country by 2015 and consequently places the country’s Vision 2030 in jeopardy. There is therefore the need to establish the factors influencing participation of girls in secondary education in the Division.
1.3  **Purpose of the Study**

The purpose of this study was to identify school, home, community and economic and structural factors that influence participation of girls in secondary school education in Siakago Division of Embu County.

1.4  **Objectives of the Study**

i)  To identify home-based factors influencing participation of girls in secondary school education in Siakago Division, Embu County.

ii) To establish school-based factors influencing the participation of girls in secondary school education in Siakago Division, Embu County.

iii) To find out the community-related factors influencing the participation of girls in secondary school education in Siakago Division, Embu County.

iv) To establish economic and structural factors that affect participation of girls in secondary school education in Siakago Division, Embu County.

v) To determine the interventions that may contribute to improved female students' participation in secondary school education in Siakago Division, Embu County.

1.5  **Research Questions**

i)  What are the home-based factors influencing girl-child participation in secondary school education in Siakago Division, Embu County?

ii) What are the school-based factors influencing the participation of girls in secondary school education in Siakago Division, Embu County?

iii) What are the community-related factors influencing the participation of girls in secondary school education in Siakago Division, Embu County?
iv) What are the economic and structural factors that influence participation of girls in secondary school education in Siakago Division, Embu County?

v) Which interventions should be put in place to help improve female students' participation in secondary school education in Siakago Division, Embu County?

1.6 Assumptions of the Study

This study assumed that:

i) The sample selected is representative of secondary school girls, teachers, Principals and PTA members in Siakago Division of Embu County.

ii) The challenges hindering effective participation of female students in secondary education are due to socio-economic, community, home and school-based factors specific to Siakago Division of Embu County.

iii) Respondents will be honest in their responses.

1.7 Limitations of the Study

This study employed purposive sampling at various levels in selecting a sample and it is likely that it is not representative of the entire population of secondary schools. Therefore findings may only be generalized to female students with similar characteristics to those under investigation.

1.8 Delimitations of the Study

The study limited itself to school, home, community and economic and structural factors in the area under study. On closed item instruments, the factors were selected by the researcher and hence the respondents were bound by the available options.
Additionally, the study did not aim to theoretically predict causal associations between variables. Other factors cited in the literature as responsible for poor participation of girls in secondary school education were also not studied.

1.9 Significance of the Study

The findings of this study may create a base line of data from which actions for expanding and retaining more female students in schools will be made possible. Studying these factors may also contribute to a better understanding of the conditions under which female education is planned and implemented and what is specifically needed to make a success out of the entire effort. Additionally studying the magnitude and reasons for the premature departure of girls from effective participation in secondary education, and the strategies adopted for overcoming the obstacles to retain girls in schools may enhance the knowledge about female education at the grassroots level and raise issues for further research in the area of female students’ participation in education.

1.10 Theoretical Framework

This study was guided by Social Reconstructionism Theory by Theodore Brameld (1904-1987) and George Counts (1889-1974). This theory emphasizes the addressing of social questions and a quest to create a better society and worldwide democracy. Reconstructionist educators focus on a curriculum that highlights social reform as the aim of education. The idea of social-reconstructionist education rests on a 19th century belief in the power of education to change society.

According to this theory, a system of public education that is aware of the findings of the behavioural sciences can bring about fundamental changes in the social and
economic structure of society. Both Brameld and Counts recognized the potential for either human annihilation through technology and human cruelty or the capacity to create a beneficent society using technology and human compassion. Further, education was the means of preparing people for creating this new social order. The education curriculum should therefore be a method of change and social reform for society. Furthermore, they see the schools as the solution to different social crisis. The Social Reconstructionist Theory of Education treats schools and teachers as major entities that are instrumental in directing social and cultural change. Reconstructionists believe that schools should lead in the renewal of culture and the resolution of social problems.

Social Reconstructionists advocate policies that have harmony with current partnership concerns for gender equity and equality, teacher education, teacher reflective practice, and broad social reform through culture analysis, policy critique and curriculum change. There are five goals for education in the Reconstructionist philosophy: to examine both the cultural heritage of the society and the rest of civilization; confront controversial issues such as gender inequality and equity and discuss them; dedicated to bringing about change within the society; examine the future and the possible future realities; and participation of both the students and the teachers in inter-culturalism. These goals are good and Reconstructionists are often seen as idealistic since their theory is based on a utopian society (Ornstein & Hunkins, 2004). Students spend the majority of their day with their teachers and therefore the impact that a teacher can have in one year of their life is great. However, teachers’ influence cannot completely erase a parent's influence. These goals could only be accomplished if the parents, the teachers, secondary school
institutions, local leaders and other Non-governmental organizations unite to fight for the plight of the girl child in the society.

This theory was used because it seeks to address high school dropout rates among female students in secondary schools in Siakago Division from a multi-pronged perspective. We need as a society to confront pertinent issues affecting the girl child such as early pregnancy, rape, insecurity, preferential treatment based on sex of a child, poverty, and teaching and learning resources. It is only by doing so that the girl child will be able to compete favourably with the male child in secondary schools. This theory therefore provides a good framework for a study on factors contributing to low participation and transition rate of female students in Siakago Division of Embu County.

1.11 Conceptual Framework

The study on factors influencing participation of girls in secondary education in Siakago Division requires investigating the economic, cultural, physiological and school factors that influence the educational outcomes, in this sense participation of girls in education in various secondary schools in the Division. Odaga and Heneveld (1995) have already attempted such an approach for Sub-Saharan Africa. Commonly, this approach is holistic since it attempts to capture interacting unique events using multiple methods. This interactivity means a two-way influence among events and not a cause-effective relationship.
Figure 1.1: Conceptual Framework: Factors Influencing Girls’ Participation in Secondary Education

Independent variables

School-Based Factors
- Learning Environment
- Teacher attitudes and teaching practices
- Distance from school
- Gender sensitive school facilities
- Curriculum and teaching-learning resources in schools
- Sexual harassment
- Forceful repetition of classes

Cultural, Home and Community-Based Factors
- Initiation ceremonies
- Security needs of girl child
- Pregnancy
- Religion
- Domestic Responsibility
- Preference for male students

Economic and Structural Factors
- Cost of Secondary Education
- Opportunity Costs
- Prospects of low economic return
- Family background of students
- Parental investment behavior

Governance and Institutional Factors
- Education for all
- Limited effect of women in development in the society
- Attitude towards female education
- Interventions put in place by the Government
- Relevance of secondary school curriculum to life conditions of female learners
- Presence of Girl role models

Dependent variable
(Source: Researcher)
The independent variables in this study are school-based factors; cultural, home and community-based factors; economic and structural factors; and governance and institutional factors which influences the participation of girls in secondary education in Siakago Division. The framework in Figure 1.1 indicates that there are two-way interactions or mutual influences among economic, cultural, school or structural and institutional/governance factors that influence school enrolment of female students which is the dependent variable.

The framework is based on the theory of non-equity and equality in secondary education between male and female students in the District. The objective is to change society to conform to the basic ideals of Education for All (EFA) or Millennium Development Goals (MDGs) of the country and to create a utopian society through education where male and female students have equal opportunity to education.

1.12 Operational Definition of Terms

Child
Any person under the age of 18 years.

Domestic labour
The domestic work undertaken by female secondary students while at home, under slavery-like, hazardous, or other exploitative conditions.

Gender equity and equality
The state of according equal opportunity to both sexes in secondary education.
<table>
<thead>
<tr>
<th>Term</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Low transition rate</td>
<td>Few students than those initially enrolled in form one class proceed to join institutions of higher learning.</td>
</tr>
<tr>
<td>School dropout rates</td>
<td>The rates at which female students leave secondary school institutions before completing the approved course for ordinary level education.</td>
</tr>
<tr>
<td>School participation</td>
<td>Principals' opinions concerning girls' enrolment and academic achievement</td>
</tr>
<tr>
<td>Socio-economic factors</td>
<td>Is an economic and sociological combined total measure of the experiences and position of residents of Siakago Division.</td>
</tr>
<tr>
<td>Subsidized Secondary Education</td>
<td>Government waiver of school tuition fees and other essential expenses outside the boarding cost in public secondary schools in Kenya.</td>
</tr>
<tr>
<td>Teaching-learning resources</td>
<td>These are the resources required to successfully run secondary school programs.</td>
</tr>
<tr>
<td>Transition rate</td>
<td>Promotion of children from secondary to institutions of higher learning after successfully going through secondary school education.</td>
</tr>
</tbody>
</table>
CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This section reviews thematically and methodologically different literature related to girl child education in Kenya. Specific emphasis is placed on the participation of girls in secondary education, importance of girls’ education, enrolment trends by gender, factors influencing girl-child education, cultural factors and violence against girls, school constraints, economic factors, and attitudes of parents towards girls’ education.

2.2 Participation of Girls in Secondary Education

Education is a fundamental human right and essential for the exercise of all other human rights. Normative instruments of the United Nations lay down international legal obligations for the right to education. These instruments promote and develop the right of every person to enjoy access to education of good quality, without discrimination or exclusion. Similarly, United Nations International Children Education Fund (UNICEF) in conjunction with United Nations Girls’ Education Initiative (UNGEI, 2010) in a study on *Journey to Gender Equality in Education* identifies education as a basic human right of all people, which assumes special importance for the marginalized members of the society. Consequently, international organizations such as the United Nations, UNICEF and World Bank are advocating for Education for All (EFA) as a basic human right to help fight poverty, narrow the gap between the poor and the rich and fight illiteracy in the world.
UNESCO (1995) is categorical that it is the role of various governments to fulfil their obligations, both legal and political, in regard to providing education for all of good quality and to implement and monitor more effectively education strategies. Consequently, in many parts of the developing world, enrolment for both boys and girls in primary and secondary schools have increased significantly in recent years as governments respond to global priorities outlined in key framework documents such as the Millennium Development Goals (MDGs). In order to achieve Education for All, a study by UNICEF & UNGEI (2010) identified girl-child education as a priority area that requires special attention by all the member states. This reinforces an earlier decision by UN to focus two of the eight MDGs on girls’ education.

2.2.1 Importance of Girls’ Education

A wealth of research over the last few decades has established that the benefits of female education are substantial. Previous studies both in developed and developing countries show that a girl’s education is important for the welfare of the family and future development. According to UNGEI & UNICEF (2010), educating girls has been shown to have multiplier effects in other aspects of their lives as well as that of their families and communities. The study established that education keeps girls in school and makes them less vulnerable to exploitation and abuse, among other things. It was also established that girls education, in particular, is known to help in reducing gender-based inequalities and violence against girls and women in the society. The study also found out that girl-child education has intrinsic benefits of fulfilling aspirations, improving life skills and social interactions, giving girls and women in a rather largely patriarchal societies, access to tools that have the potential to transform the quality of their lives.
Girls’ education, therefore, has the potential to empower marginalized and disadvantaged groups in the society, leading to power redistribution both within the family and beyond. Fagerlind and Saha (1989) reviewed research from 61 countries and concluded that the rates of return to the educational investment on women exceed that of men, particularly in developing countries. According to the study, the average return for all levels of education combined was 15 percent for women as compared to 11 percent for men. Herz, (1991) also indicate that selection-corrected returns to schooling for women often exceed those for men, especially at secondary schools.

The economic benefits of girl-child education have also been identified to include expansion of socio-economic opportunities and promoting meaningful participation of the people in governance issues. In Thailand, for instance, Herz (1991) reports that the corrected return for secondary education is about 25% for women and 8% for men. In Peru, the return to female education increase nation-wide when corrected for the selection bias, and corrected returns are higher for women than men at both secondary and higher education. They further note that the social returns to female education are high and exceed the returns to male education: female education improves children’s health, reduces the number of unwanted births and causes women to want smaller families. The potential for more productive labour, better health, and slower population growth all argue for more investment in female education.

Although there are differences among countries, the link between women’s education and fertility levels is also virtually universal (Murphy & Carr, 2007).
According to Demographic and Health Survey (KDHS, 2004), 40% of Kenyan adolescent girls without any education are either pregnant or have already become mothers. For those who have completed primary education, 26% are mothers compared to only 8% of those with secondary education or higher (Central Bureau of Statistics, 2007). It is therefore evident that women with higher levels of education have fewer children than those with lower or no education at all.

UNGEI-UNICEF (2010) concluded that there is a widely held international appreciation that no investment is more effective for achieving development goals than educating girls. Many countries have responded to the call to make the right of a girl-child to education a reality and have put in place policies and programs to enable them achieve this. The implementation of initiatives to achieve the MDGs have spurred expansion in education and resulted in increased investment in many countries. This notwithstanding, gender equity in school enrolment has remained a major challenge in most developing countries. According to UNGEI-UNICEF, nothing illustrates this better than the failure of many countries to attain a rather very important Millennium Development Goal (MDG) of eliminating gender disparity in primary and secondary education which was set to be realized by year 2005.

2.2.2 Enrolment Trends by Gender

Murphy and Carr (2007) observes that there has been good progress in increasing the enrolment of girls and the gap between boys and girls is closing in some parts of the world. In Latin America and the Caribbean, Murphy and Carr observes that the number of girls enrolled in school is almost the same as that of boys with a small and rapidly closing gap between them. The world average on Secondary NERs
shows that slightly more than half (58 per cent) of the secondary school-age children were enrolled in secondary schools in 2006, with 96 girls for every 100 boys (MoE, 2008). UNESCO (2008) reports that net enrolment ratio (NER) in secondary education in the Caribbean was 40 percent with 107 girls for every 100 boys in the year 2008.

In spite of this progress, a report by the United Nations Environmental Scientific & Cultural Organization (UNESCO, 2005) indicates that millions of children around the world are still deprived of the right to education and the result is one out of three children never see the inside of a classroom. A UNESCO Global Monitoring Report (2010) shows that enrolment of female pupils is generally lower than that of males globally. This can be illustrated by statistics on secondary NER in South and West Asia which is 45 percent with 86 girls for every 100 boys (UNESCO, 2008). According to UNESCO (2008) statistics, countries in Sub-Saharan Africa (SSA) continue to record the lowest secondary enrolment rates in the world. Of approximately 104 million secondary school-age children in the region, only one in four (25 per cent) were enrolled in secondary school in 2007. Of those, MOE (2008) observes that there were 83 girls only for every 100 boys.

The gaps in NERs between SSA and the world average stands at a whopping 33 percentage points. Statistics provided by UNESCO (2008) and MOE (2008) indicate that children, particularly girls, in SSA countries have the lowest opportunity to enrol in secondary school at their official age. Consequently, enrolment statistics in SSA countries is a critical challenge as compared with other regions in the world. The situation in Kenya is not different from those of other SSA countries. Murphy
and Carr (2007) observes that there are still wide gaps in certain countries with only 16% of girls enrolled in secondary school in Kenya compared to 28% of boys. Central Bureau of Statistics (CBS, 2007) shares a similar view when it states that the increase in enrolment notwithstanding, there are higher drop out and lower completion rates among girls especially in upper primary and secondary level in certain parts of Kenya. Between the ages of 16-20, CBS notes that only about 35 percent of girls are still in school compared to almost 50 percent of boys.

Secondary education in Kenya has been characterized by low girls’ participation rates, as attested by low transition rates, low gross enrolment rates and low net enrolment rates. MOE (2009) statistics for Secondary Enrolment by Gender and Province in Kenya, 2002-2008 show that in the year 2006, the total number of boys enrolled was 546,072 while that of girls was 484,008, in 2008, there were 746,513 boys enrolled and 635,698 girls. Public secondary school enrolment by gender and province for the period between 2005-2008 indicates that enrolment in public secondary schools grew from 845,544 students in 2004 to 1,211,114 in 2008, an increase of about 30 per cent (MOE, 2009). Introduction of Tuition Free Secondary Education (TFSE) resulted in higher enrolments in public schools by 18 per cent in 2008 as compared to 14 per cent in 2007. Yet, the ratio of the national population of men to women in Kenya is 49:51 (Republic of Kenya, 2010). It is therefore expected that the national gross enrolment in secondary schools in the country should be in favour of girls or almost equal to that of boys. This is evidenced in Table 2.1 which shows that, in all the years starting from 2002-2008, boys’ enrolment was higher than girls’ enrolment in the country.
Table 2.1: Gender Disparity by Province in Secondary Enrolment Rate from 2002 - 2008

<table>
<thead>
<tr>
<th>Province</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
<th>2009</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
<td>Boys</td>
<td>Girls</td>
</tr>
<tr>
<td>Coast</td>
<td>19.9</td>
<td>15.6</td>
<td>22.7</td>
<td>18.3</td>
<td>26.7</td>
<td>19.5</td>
<td>20.6</td>
<td>18.3</td>
</tr>
<tr>
<td>Central</td>
<td>47.0</td>
<td>50.6</td>
<td>42.4</td>
<td>46.4</td>
<td>44.8</td>
<td>45.1</td>
<td>42.6</td>
<td>42.8</td>
</tr>
<tr>
<td>Eastern</td>
<td>29.3</td>
<td>28.7</td>
<td>33.2</td>
<td>32.9</td>
<td>35.2</td>
<td>33.5</td>
<td>33.8</td>
<td>32.3</td>
</tr>
<tr>
<td>Nairobi</td>
<td>29.8</td>
<td>15.7</td>
<td>16.4</td>
<td>8.7</td>
<td>30.3</td>
<td>19.0</td>
<td>23.8</td>
<td>17.2</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>27.3</td>
<td>22.8</td>
<td>27.6</td>
<td>24.3</td>
<td>29.9</td>
<td>24.5</td>
<td>29.0</td>
<td>24.2</td>
</tr>
<tr>
<td>Western</td>
<td>27.6</td>
<td>27.3</td>
<td>28.3</td>
<td>29.5</td>
<td>31.9</td>
<td>29.0</td>
<td>32.2</td>
<td>27.1</td>
</tr>
<tr>
<td>Nyanza</td>
<td>34.2</td>
<td>25.2</td>
<td>32.4</td>
<td>28.6</td>
<td>31.9</td>
<td>23.1</td>
<td>35.8</td>
<td>26.3</td>
</tr>
<tr>
<td>NEP</td>
<td>4.8</td>
<td>2.7</td>
<td>14.0</td>
<td>6.1</td>
<td>6.1</td>
<td>3.0</td>
<td>6.4</td>
<td>3.2</td>
</tr>
<tr>
<td>Total</td>
<td>29.8</td>
<td>26.4</td>
<td>29.7</td>
<td>27.4</td>
<td>32.1</td>
<td>27.6</td>
<td>31.3</td>
<td>27.2</td>
</tr>
</tbody>
</table>

| GRAND TOTAL | 28.1 | 32.2 |
| TOTAL       | 28.5 | 29.8 | 29.3 | 33.7 | 35.7 | 38.9 |

Source: Ministry of Education (2010)
Gender disparities remain a prevalent challenge in almost all levels of education in the country. In Kenya's institutions of higher learning, women form a smaller percentage of students enrolled in public universities (Ngome, 2003). Female student enrolment stands at 30 percent for regular programs and 37 percent for self-sponsored programs; for instance in the 2007 student admission in public universities, only 36 percent (5,851) females were admitted into the regular programs while male student admissions to regular programs constituted 64 percent (10,300) [CBS, 2007]. The situation is similar in the more competitive faculties and departments and in the hard sciences, where Ngome established that female student participation is particularly very low.

Even with improvement in female academic performance in these institutions, degrees have been awarded for arts based subjects such as commerce, education and law. In more science and technically orientated disciplines such as engineering and architecture, male students continue to outperform their female counterparts (Ngome, 2003). For instance, female students were found to make up about 30 percent of total enrolments in the public universities, but only 10 percent of enrolments in engineering and technically based professional programs in the year 2007 (CBS, 2007). Technical and Science based institutions also record a lower female enrolment as opposed to males. According to CBS report, female enrolment constituted 44 percent of the total enrolment in Technical, Industrial, Vocational and Entrepreneurship Training (TIVET) institutes in 2007.

Similar trend was established in enrolment and registration in science and technical areas for females at the Kenya Polytechnic. For example, 52.4 percent of female
students enrolled in business studies compared to 5 percent enrolled in engineering courses (CBS, 2007). According to a study on *Gender Equity in Commonwealth Higher Education*, it was noted that a bias towards arts based disciplines in most East African institutions of higher learning can be attributed to; lack of role models, fear of mathematic-related courses and hostile attitudes towards females who showed an interest in non-traditional subjects such as agriculture, engineering and computing.

The female student population in the natural sciences across African public universities is consistently lower than that of male students (Tefera & Albach, 2004). Tefera and Albach concludes that the pattern appears to be a universal phenomenon around the world, though the proportion of the disparity across countries differs significantly. Murphy and Carr (2007) observe that gender disparities at the secondary level have special significance because they influence access to technical and higher education and other later-life opportunities and they are even more pronounced in technical and vocational education. Lack of access to secondary education is increasingly seen to constrain countries’ abilities to pursue effective economic growth and development strategies, which is leading governments and the funding community to place increased emphasis on the expansion of secondary education. There is therefore the need to establish the causes of this low participation of girls in secondary education in Siakago Division. A study needs to be done to establish the factors that have a negative impact on girls’ access to secondary education.
2.3 Home-based Factors Influencing Girls' Participation in Education

Generally, most households have been reported to have negative attitude towards educating girls, impeding on the education of girls. It has been reported that mothers favour education of male children because they provide for them old age insurance. Male education is therefore seen as insurance for old age as found out by Psacharopoulus and Woodhall, (1985). Eshiwani (1985) supported this view and noted that parents invested in educating boys who were believed to retain and provide continuity of their roles and responsibilities.

In families where there had been no protective cover of social security and pensioner provision, the son was the only protection the parents had against poverty, old age and other disabling circumstances, reason enough why they preferred boys for education. Okojie, Chiegwe and Okpokumu (1998) found out that many poor and large families preferred to educate boys for family continuity, headship of household and property inheritance, since girls married off and went away from home. This it could be assumed was a general trend in most communities in Kenya.

Girls had been seen as a source of productive labour force of another household when they marry off, while men, on the other hand were given maximum training in order to attain highest status as heads of families (UNESCO, 1995). Culture dictated that the future of girls was much dependent upon the success of their husbands, and therefore parents had no firm control over them. This was an excuse passed in denying girls higher education. Some studies had also suggested that in certain African countries where female education seemed to threaten male authority, the solution suggested was to make female education lower in quality and quantity than that of their male counterparts.
2.4 School Factors Influencing Girls' Participation in Education

The school also affects the survival of girls and perpetuates the gender gap in education. The working environment, distance to school, teacher attitudes and teaching practice, gender bias in curricula and classroom culture all affect female attainment and persistence in schools. Learning environments have been well recognized as inadequate in Sub-Africa due to the low level of economic development and poverty (Odaga & Heneveld, 1995).

Most learning institutions are in short supply of classrooms, facilities and learning materials. In many countries, teachers are paid relatively low salaries compared with other sectors or they are not paid regularly. The result is teacher absenteeism, lack of motivation or attrition. There are also conditions where schools and teachers are forced to search for alternative incomes from parents or to use student labour. This situation has had a negative impact on girls’ education, because it discouraged parents from sending girls to schools or shortens the time spent on teaching and learning.

Distance from school has been another deterrent for girls’ education in many countries in Africa. Odaga and Heneveld (1995) refer to a large number of studies in the region where it has been reported that the long distances girls (particularly rural girls) travel to school has two major problems: one relates to the length of time and energy children have to expend to cover the distance, often on an empty stomach, the other relates to the concern and apprehension parents have for the sexual safety of their daughters. The problem of distance from school also has implications for the motivation of girls to stay in school. In Guinea, studies show that close proximity of
schools had a positive motivating impact on girls’ participation in schools while in Mali, most girls stated that living far away from school and having to walk discourages them (MoE, 2002). It is therefore incumbent upon the present study to establish if distance from school is one of the factors which impact on girls’ education in Siakago Division.

Teacher attitudes and teaching practices have important implications for the success and persistence of girls in schools. Studies from several countries in Sub-Saharan Africa indicate that both female and male teachers believe that boys are academically better than girls (Anderson-Levett, Bloch & Soumare, 1994). In many countries there are indications that teachers paid more attention to boys than girls in the classrooms. Still in others there are conditions where boys are being given priority in the distribution of books and other learning materials. In Mozambique, there is little communication between pupils and teachers, and that the higher rate of failure for girls might be due to inequality of treatment (Palme, 1993). Although the promotion of female teachers has been recommended as a strategy to create role models for girls as well as for their safety, studies indicate no difference in low expectations of female students between male and female teachers (Odaga & Heneveld, 1995). However, studies from Uganda show that the largest gender-gaps in enrolment exist in poorer regions where the percentage of female teachers is low (World Bank, 1992).

Gender-sensitive and culturally appropriate school facilities have a great impact on school persistence of girls. Studies show that parents are unlikely to retain girls in school if they lack private lavatories, particularly after puberty (Herz, 1991).
According to Njau and Wamahiu (1998), it is rather embarrassing for adolescent girls to share toilets with boys, especially if they lack provisions to dispose used sanitary napkins.

Curricula, textbooks and learning materials are often related to girl dropouts in Sub-Saharan Africa. Studies refer to parental doubts as to the relevance of the curricula to their daughter’s life. They sometimes prefer more learning related to practical skills for sure employment and the daily life of students (World Bank, 1992). These studies also indicate the limited options available to girls within the present educational systems, the gender bias in subject choices as well as the negative and inaccurate presentation of female images in textbooks as push factors for girls from schools.

With reference to gender bias in subject choices, it is commonly reported that girls are often streamed out of the Sciences and Mathematics into the traditional ‘female’ subjects. In a study on the portrayal of girls and women in Kenyan textbooks, Obura (1991) reports that women and girls are nearly invisible in textbooks, even in agriculture where women are very productive and contribute much of the labour. A review of textbooks in Gambia shows that despite efforts to remove gender bias in schools books, the tendency to portray women in nurturing, passive roles in relation to men persists (Odaga & Heneveld, 1995).

Sexual harassment has been an issue of special concern since the mass rape of 75 schoolgirls in Kenya. Hallam (1994) indicates that there is a pandemic of sexual violence and harassment in educational institutions in Africa, and it is a real concern
for students, parents and school authorities. Male students are mostly identified as offenders and their acts include verbal abuses, cartooning, harassing, beating and raping. Anderson-Levett et al. (1994) report that in Guinea boys are very aggressive towards girls and that they used physical force, threatened and teased girls to silence them in the class. Teachers also prey on their female students, threatening to fail them, or publicly humiliate them, to prod them into sexual liaisons. Teachers are also reported to reward female students who ‘co-operate’, with grades and tuition waivers. During confrontations between students and state forces, it was reported that females have been raped by policemen and soldiers (Hallam, 1994). This study sought to investigate school factors impeding female students' participation in education in Siakago Division, Embu County.

2.5 Community-related factors influencing girls' participation in school

Nekatibeb (2002) considers customs, socio-cultural beliefs, pregnancy, practices, insecurity, girls’ expectations and other traditions as playing a major role in decisions to withdraw girls from school and their own decisions to drop-out of school. Nekatibeb further observes that initiation ceremonies still mark the transition from childhood to adulthood among communities in Sub-Saharan Africa. Evidence indicates that initiation creates a lot of confusion and dilemmas for girls. Ceremony schedules usually overlap with the school calendar and that leads to absenteeism and dropouts. Although, communities accept the girls as adults, teachers or schools continue to consider them as children. Sometimes, they may be punished for not participating in some activities which adults do not normally participate in. Initiated girls may also feel it is difficult to continue with education after passage to adulthood as the next step is expected to be marriage.
Nekatibeb (2002) found out that circumcision is another ritual that creates similar
dilemmas to those who pass through initiation ceremonies. According to Nekatibeb,
circumcised girls not only perceive themselves as adults, but also become negative
influences on their uncircumcised peers. They may become rude to teachers and
often reject schools as institutions for “children”. Gicharu (1993) reports that
frequent absenteeism and reduced performance leads girls to drop out from schools
and eventually marry. Together with the payment of bride price and early marriage,
circumcision functions to enhance the social status of teenagers and acts as a
mechanism for curbing female sexuality and premarital pregnancy. Due to emphasis
placed on female virginity before marriage, Njau and Wamahiu (1998) observe that
these practices were perceived to increase economic returns to the family through
bride wealth.

Njau and Wamahiu (1998) further indicate that the security and the needs for
physical safety or protection are traditions that often demand special concern for
girls’ privacy and social reputation. A World Bank (2007) study on Gender Equity
in Junior and Senior Secondary Education in Sub-Saharan Africa established that
multiple forms or fear of violence and harassment are silent and unspoken of barriers
that prevent adolescent girls from attending schools. The study found out that
violence against girls results in low enrolment and attendance of girls in schools,
high dropout rates, poor performance at school, unwanted teenage pregnancy, early
marriage, increased rates of HIV/AIDS in the 15-24 year old age group, fear of
victimization, loss of self-esteem, depression, anger, demoralization, poor
performance and other psychological trauma including risk of suicide. The study
also identified poor quality of teaching and low levels of teacher professionalism as
possible indicators of the presence of violence and abuse. Much of the violence goes unreported and the scale of the problem is largely underestimated, mainly because violence is used as a tool to impose male dominance and girls feel powerless to rebuke or complain (Action Aid, 2004; Human Rights Watch, 2001).

Gender violence in schools is a worldwide phenomenon, but some of the most dramatic current research comes from Sub-Saharan Africa, where it is becoming a serious concern. In urban Zimbabwe, half of all reported rape cases involved girls under the age of fifteen (World Bank, 2002). Among the causes cited by Zimbabwean girls were older men allowed access to school grounds, school boys forcing girls to have sex, being followed to school by men and teachers touching girls’ breasts (Kane, 1995; Leach & Machakanja, 2000).

Gender violence is still more common at the upper primary, lower secondary and secondary levels. Research in Zimbabwe on 112 girls at these three levels of the education system shows a peer group culture in which older men and boys prey on young girls, luring them into engaging in sexual activity with money, status symbols and promises of marriage. However, sexual abuse of younger girls is becoming increasingly common. One of the factors associated with and contributing to the spread of HIV/AIDS is the belief that sex with a virgin is a cure (Kane, 1995).

In cultures where female seclusion is practiced, the impact of that tradition on girl’s enrolment after puberty is substantial. Odaga and Heneveld (1991) indicate that in some rural areas of Mozambique families keep daughters out of schools after their first menstruation and initiation rituals. In some other areas, school distance from
home gives rise to issues of special concern for security. Adolescent girls may be victims not only of sexual harassment but also of abduction, after which they are forced to marry their abductors.

In many countries, Nekatibeb (2002) observes that a relationship has been found between late entry of girls to schools, frequent absenteeism and finally dropping out of school. Girls may start school at the age of 10, since the distance from school may be too long to allow small children without older siblings to walk on their own. At the age of 11 or 12 they are forced to leave school as their parents may be afraid of sexual harassment and abduction. Njau and Wamaihu (1998) indicate that schoolgirl pregnancy and the incidence of female dropout are closely related throughout Africa. Usually unplanned, these teenage pregnancies end the schooling of girls both through self-withdrawal and national pregnancy policies that encourages the expulsion of girls from the education system with little chance of re-entry after delivery.

Njau and Wamaihu (1998) argue that it is the societal responses to pregnancy rather than pregnancy per se that push girls out of school and hamper their opportunities for educational and career development. They note that in most African countries, school policies and practices are based on the mistaken assumption that the problem of premarital schoolgirl pregnancy is caused by the pregnant schoolgirls themselves, and to a lesser extent, by their parents. The tendency has been to portray the pregnant girls as easily susceptible to becoming pregnant while still in school and eventually dropping out.
Odaga and Heneveld (1995) indicate that the fear of pregnancy is another factor for parents to remove their children from schools. They refer to a study in Cameroon where Christian parents were found to marry off their daughters at puberty even if they have not finished primary school for fear of pregnancy. The health implications of teenage pregnancy are another reason for early dropouts. A study in Kenya undertaken by Youri (1994) showed that secondary school girls who had been pregnant were twice more likely to report poor health than those with no pregnancy history.

Appleton et al. (1990) and Odaga & Heneveld (1995) observe that religion is frequently associated with low female participation in schools. The reasons have to do with the fear of parents based on the assumption that western education promotes values and behaviour for girls that are contrary to cultural norms. Brock and Cammish (1994) imply that religion is a proxy for cultural views about appropriate female roles as there are examples among entrepreneurial Muslim communities, which invest their wealth in the education of their daughters. Christian communities also withdraw their daughters because they fear that formal schooling brings about non-traditional customs to girls. Particularly, the possibility of pregnancy among teenage girls and the economic responsibility for their adult daughters and grandchildren induces Christian parents to many off girls rather than keep them in schools.

Girls’ expectations of their school performance and career prospects play significant roles in their persistence at school. Odaga and Heneveld (1995) refer to studies in Malawi, Gambia, Sierra Leone and Kenya which show that both girls and boys have
low expectations of female achievements in school and of career prospects. Studies in Guinea and Zambia show that although primary school pupils showed few gender stereotypes in the first grade, by the fifth grade boys and girls subscribed to gender stereotypes that generally favoured boys and that girls internalized self-images of inferiority that finally leads to dropouts (Anderson-Levitt et al., 1994).

The socialization process which constantly presents a subservient wife and mother role for girls affect not only the self-image and performance of girls, but also their career aspirations. There are now several studies, which show that children in urban areas and male students articulated a wider range of career choices (including law, engineering and medicine), while children residing in rural areas, and female students, had a more limited range of career aspirations, teaching and nursing being the most popular. Girls tend to aspire to traditional ‘female’ occupations, particularly teaching and nursing, regardless of place of residence. Studies from Ghana and Malawi indicate lack of interest in school attendance among girls. In Mozambique lack of parental control has been emphasized as a reason for school absenteeism among girls (Odaga & Heneveld, 1995).

Chore time or the amount of time girls spend on chores and other productive activities such as marketing reduces the time and energy they spend in schools, affecting their success and persistence. In Guinea and Niger, girls are prominent in petty trading in border towns and spend much of their time away from schooling (Long & Fofanah, 1990). In Uganda, Nammuddu (1991) argues that poor performance of girls has relations with the greater demand on their time to perform household chores including fetching water and wood, cooking and the care of
younger siblings. A study of the community factors hindering female students' participation in education in Siakago Division was found to be urgent.

2.6 Economic and structural factors influencing girls' participation in education

The dropout of girls from schooling has been found to have links with socio-economic factors by several studies in Africa South of the Sahara. According to Odaga and Heneveld (1995) and Njau and Wamahi (1998), the most important of these factors include direct and opportunity costs of schooling, limited employment opportunities, socio-economic status, parental/family investment behaviour, the economic value of girls, rural/urban residence, and the level of parental education.

Direct schooling costs have been found to be the major reason parents offer for not educating girls or for removing them from the school. Apart from tuition which is now free under the Tuition Free Secondary Education Programme in all public secondary schools in Kenya, such costs include fees for registration and admission, examinations, boarding, school building fund, parent and school association fees, book rental, the cost of uniforms, the provision of furniture, extra tutorials and transportation. Reasons for the increasingly prohibitive cost of direct costs have been discussed from several perspectives.

Nejema (1993) argue that poverty and the fiscal crises which force families to cover shortfalls have a devastating impact on households and the education system as far as girls’ education is concerned. Kinyanjui (1993) and Namuddu (1994) and Palme (1993) link the severity of direct costs with the shift of educational costs to parents.
in the name of cost sharing. In Cameroon, Brock and Cammish (1994) found out that many secondary schools are private and charge fees. In general, several studies suggest that the direct costs or financial challenges hold back more girls than boys from schooling.

The opportunity costs of girls’ schooling are usually associated with resources/services lost due to sending the child to school. Odaga and Heneveld (1995) observes that child labour is indispensable to the survival of many rural households in Sub-Saharan Africa: agricultural work, domestic work (gardening, cooking, collecting firewood, fetching water among others) marketing as well as child care services are required from children, with girls demanded more than boys. The need for domestic labour has grown also with the rapid growth of urban centres in Sub-Saharan Africa. According to Odaga and Heneveld (1991), poor rural parents respond by sending their daughters into the domestic labour market in exchange for regular cash income. Dorsey (1989) refers to a Zimbabwean experience where the economic value of girls takes priority over education. In many Sub-Saharan African societies, the continuing importance of bride price, polygamy, adultery fines, and value accorded to marriage and motherhood depress the demand for female education.

Nekatibeb (2002) observes that the prospects of low economic return for girls reinforce dropout rates in Africa. Historically, according to Nekatibeb, formal education has been linked to employment, particularly in the civil service sector in many African countries. When families learn that women earn less than men or are excluded from the labour market due to economic policies, boys are sent to school
and girls are kept at home. Herz, (1991) reiterate that the legal or regulatory barriers to women’s participation in the labour market or policies that restrict women’s access to information and resources also help to perpetuate the tradition that girls stay home from school to do more domestic chores.

Njau and Wamahiu (1998) note that the lack of economic alternatives in the labour market even when girls complete schooling, is not only a factor influencing female students to dropout, but also one of the reasons for pregnancy. According to Njau and Wamahiu, many girls perceive marriage as an escape from family poverty, and mistakenly believe that pregnancy will help them to “hook” husbands for marriage. Nekatibeb (2002) reports that girls from better-off homes, who live in urban areas, and whose parents are better educated are more likely to enrol and remain in school longer than those from poorer homes and rural areas. Cammish and Brock (1994) and Davison and Kanyika (1992) state that the gender gaps in participation are wider in areas where overall enrolments are low.

Parental perceptions or investment behaviour concerning the relevance of girls’ education influences both the enrolment and persistence of female pupils in schools. Odaga and Heneveld (1995) indicate that the educational investment behaviour or decisions of most African families is based on gender-differentiation, birth-order and number of siblings. According to them, parents often consider that boys are a better investment than girls and that they are also better at school.

Davison (1993) indicates that parental decisions to educate boys are also influenced by patrilineal inheritance systems where boys are prime beneficiaries. According to
him, there is a strong belief among families that, once married, girls become a part of another family and the parental investment is lost. The view that other educational agencies are more efficient than formal education systems at preparing girls for life is another factor for keeping or sending girls to school. Apprenticeships in sewing or trading are still popular among parents who seek for their daughters to acquire some skills before marriage. Tied up with these tendencies, parents often give the excuse of lack of resources for not educating their daughters. Against this background, it was found important to investigate economic/structural impediments to female students participation in education in Siakago Division, Embu County.

2.7 Summary of Review of Related Literature

Girl-child education was identified as a priority area that requires special attention by all countries. Past research has established that the benefits of female education are substantial and include among others; education keeps girls in school and makes them less vulnerable to exploitation and abuse, help in reducing gender-based inequalities and violence against girls and women in the society and has the potential to empower marginalized and disadvantaged groups in the society, leading to power redistribution both within the family and beyond.

Even though there has been good progress in an attempt to increase enrolment of girls in secondary schools and reduce the gap between boys and girls in many countries of the world, countries in Sub-Saharan Africa (SSA) continue to record the lowest secondary enrolment rates in the world. Consequently, enrolment statistics in SSA countries is a critical challenge as compared with other regions in the world. Similarly, secondary education in Kenya has been characterized by low girls’
participation rates, as attested by low national transition rates, low gross enrolment rates and low net enrolment rates.

Reviewed studies indicate that possible causes could include: cultural factors and violence against girls, school constraints, economic factors, and attitudes of parents towards girls’ education. However, most of these studies were conducted outside Kenya. Hence, data generated from such studies may not accurately represent the actual situation in the current study location. Again, some of these studies were conducted more than two decades ago and data collected then may now be old, inaccurate and invalid. Furthermore, factors which affect girl-child education may be regional or even area specific and is thus dependent on socio-economic and cultural conditions of a particular region. Hence the need to conduct a study to establish the causes of this low participation rates of girls in secondary education in Siakago Division.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter outlines the methodology that was used in carrying out the study. It covers the research design, study area, target population, sampling procedure and sample size, instruments, validity of the instrument, reliability of the instrument, procedure for data collection, data analysis and findings.

3.2 Research Design and Locale

3.2.1 Research Design
The research design adopted for this study was descriptive survey because it allows the researcher to study phenomena that do not allow for manipulation of variables (Kombo & Tromp, 2006; Mugenda & Mugenda, 2003). This research design was found suitable for obtaining information on female participation, completion and constraints on female education in secondary schools in Siakago Division; constraints on female education; approaches to overcome constraints at different levels; constraints on female education in Kenya; and possible ways of mitigation.

3.2.2 Locale
The study was conducted in public Secondary Schools in Siakago Division of Embu County. Most families in the Division are poor and depend on the government’s Subsidized Secondary Education Program for educating their children. Siakago Division was chosen for the fact that no previous study has been conducted in the Division to investigate factors influencing participation of girls in secondary school.
education in the Division. Besides, the Division has not achieved gender parity in enrolment.

3.3 Population

The target population comprised 1,224 female students, the head teachers, teachers and the P.T.A members in 14 girls and mixed secondary schools in Siakago Division and the education officer, Siakago Division (Education Office, Siakago Division).

3.4 Sampling Techniques and Sample Size Determination

The researcher used stratified random sampling and purposive methods to select the schools that took part in the study by grouping all the 14 schools into boys, girls or mixed and whether day or boarding. This was to ensure that every segment of the population was represented in the sample. One girls’ boarding and two mixed boarding schools were purposively sampled because they had special characteristics, while five mixed day schools were randomly selected. The principals of the girls’ boarding and the mixed boarding schools were purposively selected while five from the eleven day schools were also selected by simple random sampling.

From each of the sampled 8 secondary schools representing 57% of the target population, 5 teachers were selected by simple random technique as follows: class teachers for Forms 1, 2, 3 and 4 and head of Guidance and Counselling Department (1 teacher per school) totalling to 40 teachers from the 8 selected schools. Class teachers and Guidance and Counselling teachers were purposely picked for this study because they are in close contact with the students and are more informed about the issues affecting students than other teachers in the school. In order to establish the views of
parents about the challenges their daughters face while undergoing secondary education. Three PTA members were purposively selected as follows: the chairperson of PTA and two class representatives for form 1-4 giving a total of 24 PTA members. Five female students were randomly selected from each form in the representative schools, giving a total of 160 students. Random sampling ensured equal representation. The study also sought to interview the area District Education Officer. Hence, a total of 214 respondents were sampled for the study.

<table>
<thead>
<tr>
<th>Category</th>
<th>Population</th>
<th>Sample</th>
<th>% sampled</th>
<th>Sampling technique</th>
</tr>
</thead>
<tbody>
<tr>
<td>Girls' boarding</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>Purposive</td>
</tr>
<tr>
<td>Mixed</td>
<td>2</td>
<td>2</td>
<td>100</td>
<td>Purposive</td>
</tr>
<tr>
<td>Day</td>
<td>11</td>
<td>5</td>
<td>45.45</td>
<td>Simple random</td>
</tr>
<tr>
<td>Principals</td>
<td>14</td>
<td>8</td>
<td>57.14</td>
<td>Purposive/Simple random</td>
</tr>
<tr>
<td>Teachers</td>
<td>109</td>
<td>40</td>
<td>36.69</td>
<td>Simple random</td>
</tr>
<tr>
<td>PTA members</td>
<td>92</td>
<td>24</td>
<td>26.08</td>
<td>Purposive</td>
</tr>
<tr>
<td>Students</td>
<td>1,224</td>
<td>160</td>
<td>13.07</td>
<td>Simple random</td>
</tr>
<tr>
<td>DEO</td>
<td>1</td>
<td>1</td>
<td>100</td>
<td>Purposive</td>
</tr>
</tbody>
</table>

### 3.5 Research Instruments

Self-administered questionnaires were used to gather data from the head teachers, teachers and students in secondary schools in Siakago Division. Questionnaires were preferred because they provided in-depth information from a big number of respondents in a short time (Kathuri & Pals, 1993). The questionnaires formed the basis of primary data and were used to collect both quantitative and qualitative data. For this study, the instrument was pretested on a sample of 20 female students from a mixed secondary school. This sample was not included in the final study. Pre-
testing was done to test instruments' validity and reliability. Content validity of the instrument was ensured through peer review.

A semi-structured interview was also used. This instrument contains main points related to girls' education that gave the respondent freedom to expound on his responses. In addition, secondary data was also used. This was gathered from official statistics, project reports, baseline studies, professional and academic journals, reference books, computerized databases and internet web-sites.

3.6 Data Collection

An approval letter was first obtained from the Graduate School of Kenyatta University. Another permit letter was also obtained from the District Education office in Mbeere North District which authorized collection of data from various secondary schools in the District. A prior visit to the sampled schools was organized in order to familiarize with the study location and to cultivate a positive research relationship with respondents.

Finally, research questionnaires were distributed to the respondents, who were assured of the privacy and anonymity of responses. Verbal consent was sought before respondents began participating in the study. They were given a week to fill in the required information. The researcher collected the telephone contacts of the respondents so as to be able to remind them of the deadline, minimising chances of forgetting. During that same week, the researcher visited each of the sampled schools for document analysis. The researcher finally collected the filled in questionnaires, and thanked respondents for cooperation.
3.7 Data Analysis

Data collected from the field was edited and checked for completeness and then coded and entered into the computer for analysis. The Statistical Package for Social Sciences (SPSS) was used for quantitative data analysis. This study was exploratory in nature and hence descriptive analysis methods were used for each objective. This took the form of percentages, means and frequencies. Tables and graphs were used to present the analyzed data and a detailed interpretation of the data given. Data from the interview with the DEO was analyzed thematically and presented based on research objectives.
CHAPTER FOUR

PRESENTATION OF FINDINGS, INTERPRETATION AND DISCUSSION

4.1 Introduction

This chapter presents the findings, interpretations and discussion according to the objectives. This study sought to:

i) Identify school-based factors influencing participation of girls in secondary school education in Siakago Division, Embu County.

ii) Establish home-based factors influencing the participation of girls in secondary school education in Siakago Division, Embu County.

iii) Find out the community-related factors influencing the participation of girls in secondary school education in Siakago Division, Embu County.

iv) Establish economic and structural factors that affect participation of girls in secondary school education in Siakago Division, Embu County.

v) Determine the possible capacity building measures that may contribute to improved female students' participation in secondary school education in Siakago Division, Embu County.

4.2 General and Demographic Information

4.2.1 General Information

The study employed questionnaires and a semi-structured interview schedule. The former were for students, teachers and school principals while the latter was for the DEO. Due to the tight school schedule, it was a challenge administering the questionnaire personally in all the schools. The researcher had to seek the assistance
of teachers in the respective schools to administer the instrument on her behalf. This dropped the expected sample from 160 to 113, that is, a 70.6% return rate. It was also difficult to get responses from teachers because they did not fill in at a go. The researcher had to leave the questionnaires and pick them at the teachers' convenience. Seventeen teachers responded to the instrument. The sample from PTA members was purposively derived due to the language used in the instrument. It was ensured that only those who could read and write in English were sampled. Ten PTA members and all head teachers respectively responded to the instrument. Finally, it was a challenge getting an appointment with the DEO due to the nature of his job.

4.2.2 Demographic Information

This study was carried out among a sample of 149 respondents comprising 113 girls in secondary schools, 17 teachers, 8 principals, 10 PTA members and one DEO from Siakago Division of Embu County. Only the demographic characteristics of the students were sought for the study. Higher numbers of the sample were from form one 31 (27.4%) while the least were form three students 25 (22.1%). However the numbers did not differ significantly. Almost a quarter of the sample did not have one of the parents. Most students had peasant parents and had a sibling in school 57 (50.4%). The results were presented in Table 4.1.
<table>
<thead>
<tr>
<th>Demographic factors</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Class</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Form 1</td>
<td>31</td>
<td>27.4</td>
</tr>
<tr>
<td>Form 2</td>
<td>26</td>
<td>23.0</td>
</tr>
<tr>
<td>Form 3</td>
<td>25</td>
<td>22.1</td>
</tr>
<tr>
<td>Form 4</td>
<td>30</td>
<td>26.5</td>
</tr>
<tr>
<td>NR</td>
<td>1</td>
<td>0.9</td>
</tr>
<tr>
<td><strong>Both parents alive</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>84</td>
<td>74.3</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>25.7</td>
</tr>
<tr>
<td><strong>Father's profession</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peasant farmer</td>
<td>35</td>
<td>31.0</td>
</tr>
<tr>
<td>Small scale business person</td>
<td>19</td>
<td>16.8</td>
</tr>
<tr>
<td>Large scale business person</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td>Other professions</td>
<td>23</td>
<td>20.3</td>
</tr>
<tr>
<td>NR</td>
<td>26</td>
<td>23.0</td>
</tr>
<tr>
<td><strong>Mother's profession</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Peasant farmer</td>
<td>46</td>
<td>40.7</td>
</tr>
<tr>
<td>House wife</td>
<td>18</td>
<td>15.9</td>
</tr>
<tr>
<td>Small scale farmer</td>
<td>17</td>
<td>15.0</td>
</tr>
<tr>
<td>Large scale farmer</td>
<td>7</td>
<td>6.2</td>
</tr>
<tr>
<td>Other professions</td>
<td>15</td>
<td>13.3</td>
</tr>
<tr>
<td>NR</td>
<td>10</td>
<td>8.8</td>
</tr>
<tr>
<td><strong>Siblings in school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Yes</td>
<td>57</td>
<td>50.4</td>
</tr>
<tr>
<td>No</td>
<td>54</td>
<td>47.8</td>
</tr>
<tr>
<td>NR</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Number of siblings in school</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>One</td>
<td>29</td>
<td>25.7</td>
</tr>
<tr>
<td>Two</td>
<td>12</td>
<td>10.6</td>
</tr>
<tr>
<td>More than 2</td>
<td>14</td>
<td>12.4</td>
</tr>
<tr>
<td>NR</td>
<td>58</td>
<td>51.3</td>
</tr>
</tbody>
</table>
4.3 Results of the Study

4.3.1 Girls' Participation in Secondary School Education

The study sought to find out the level of girls' participation in secondary school education in Siakago Division of Embu County. Participation was measured as average girls' enrolment compared to the national standard. The results are presented in Table 4.2.

Table 4.2: Average girls' enrolment for the period 2010-2012

<table>
<thead>
<tr>
<th>School</th>
<th>Enrolment</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>a</td>
<td></td>
<td>13</td>
<td>26</td>
<td>-</td>
<td>20</td>
</tr>
<tr>
<td>b</td>
<td></td>
<td>73</td>
<td>89</td>
<td>89</td>
<td>84</td>
</tr>
<tr>
<td>c</td>
<td></td>
<td>123</td>
<td>120</td>
<td>133</td>
<td>125</td>
</tr>
<tr>
<td>d</td>
<td></td>
<td>21</td>
<td>28</td>
<td>23</td>
<td>24</td>
</tr>
<tr>
<td>e</td>
<td></td>
<td>33</td>
<td>37</td>
<td>43</td>
<td>38</td>
</tr>
<tr>
<td>f</td>
<td></td>
<td>11</td>
<td>11</td>
<td>13</td>
<td>12</td>
</tr>
<tr>
<td>g</td>
<td></td>
<td>83</td>
<td>127</td>
<td>133</td>
<td>114</td>
</tr>
<tr>
<td>h</td>
<td></td>
<td>15</td>
<td>27</td>
<td>43</td>
<td>28</td>
</tr>
</tbody>
</table>

It was found out that most sampled schools suffered low enrolment of girls in the succeeding years. The average of each school was measured against the MoE estimates of 45 students per class. Girls' participation was also measured by the principals' rating of the success of girls' participation in their respective schools. Half the principals 4 (50%) indicated that girls performed poorly while a quarter 2 (25%) reported below average ratings. Equal numbers 1 (12.5%) reported satisfactory and very good ratings respectively. The findings show that school principals on average were not satisfied with the participation of girls in school.
These findings are consistent with both national and international findings concerning girls' enrolment at all levels of education. For instance, the findings corroborate UNESCO (2008) which reported that countries in Sub-Saharan Africa (SSA) continue to record the lowest secondary enrolment rates in the world. Additionally, data from Kenya (MOE, 2008; Ngome, 2003; Njau & Wamahiu, 1998) all support the assertion that the enrolment of girls in secondary schools is declining. The reasons given are due to the transition from primary to secondary schools across the country.

4.3.2 Influence of Home-based Factors on Girls' Participation in Secondary School Education

In addition to school-based factors, this study sought to determine which home-based factors played a role in inhibiting girls' participation in secondary school education. Student respondents were given a choice of options to choose from. The results were presented in Table 4.3.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Family instability</td>
<td>85</td>
<td>70.2</td>
</tr>
<tr>
<td>Domestic chores</td>
<td>26</td>
<td>21.5</td>
</tr>
<tr>
<td>Parental discrimination</td>
<td>18</td>
<td>14.9</td>
</tr>
<tr>
<td>Parental negligence</td>
<td>27</td>
<td>22.3</td>
</tr>
<tr>
<td>Parental attitudes to school</td>
<td>28</td>
<td>23.1</td>
</tr>
</tbody>
</table>

It was found out that family instability was overwhelmingly 85 (70.2%) cited as a reason for poor girls' participation in school. This usually involves family break up
due to parental separation or divorce, or insistent family squabbles that disorient the students. The notion that parents discriminate their children on the basis of gender as far as opportunities for education go was disputed by findings. A minority 18 (14.9%) of the respondents said that parental discrimination was an impediment. However, parental negligence, where parents did not take their parenting and educating functions seriously was cited by a few 27 (22.3%) of the respondents. Similarly, findings did not show that domestic chores impeded girls from participating in school as reported by 26 (21.5%) of respondents.

To further investigate the influence of home-based factors on girls' participation, the study sought the opinions of teachers. The results were presented in Figure 4.1.

![Figure 4.1: Teachers opinions of the influence of home-based factors](image)

Findings of the respondents' reports give interesting results. While student respondents found little effect of domestic chores on their participation, half 9 (52.9%) of teacher respondents found it a serious impediment. Similarly, teachers
did not consider family instability a serious impediment to girls' participation as only 6 (35.3%) registered their support. The place of parental negligence was underlined by 8 (47.1%) of teacher respondents.

To further corroborate the reports of students and teachers, the study sought the views of principals and PTA members. The results were presented in Table 4.4.

**Table 4.4: Principals and PTA Members' Opinions about the Influence of Home-based Factors**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Principals (n=8)</th>
<th>PTA (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Family instability</td>
<td>7</td>
<td>87.5</td>
</tr>
<tr>
<td>Domestic chores</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Parental discrimination</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Parental negligence</td>
<td>5</td>
<td>62.5</td>
</tr>
<tr>
<td>Parents' attitudes about schooling</td>
<td>3</td>
<td>37.5</td>
</tr>
</tbody>
</table>

One interesting finding was that an overwhelming number of principals 7 (87.5%) considered family instability as a big impediment to girls' participation. This is in congruence with students, and in contrast to teachers and PTA members 3 (30%). Principals 5 (62.5%), like teachers, found parental negligence to play an important role in poor girls' participation in school. In similarity to both students and teachers, principals and PTA members did not find parental discrimination as an important factor as reported by 2 (25%) and zero respondents respectively.

The reports of principals and PTA members were supported by the DEO who said that most girls were prevented from going to school or effectively participating in
school activities due to family instability, parental negligence and domestic tasks which increased the likelihood of absenteeism and dropout.

The findings of this study to a great extent support the findings of many studies in this area. Studies (Ballara, 1992; Eshiwani, 1993) show that parents have negative attitude towards educating girls hence impeding on their education. While mothers were found to favour education of male children because they provided for them old age insurance, the overall aim of educating boys was to retain and provide continuity of their roles and responsibilities.

**4.3.3 Influence of School-based Factors on Girls' Participation in Secondary School Education**

The task of this study was to identify the school-related factors contributing to poor girls' participation in secondary school education. Students were asked to rate whether the items indicated influenced their participation in education. Table 4.5 shows the opinions of students concerning school-based factors that impede girls' participation in education. Findings in Table 4.5 show that peer pressure 81 (66.9%) was the single most important predictor of whether or not girls participated in education. The learning environment 60 (49.6%) was also cited as an important impediment. The least likely reason for lack of girls' participation was the presence of gender sensitive school facilities. It appears that students perceived existing facilities as good enough for girls and that could not make a difference in girls' participating in school. It is important to note that distance from school 35 (28.9%) continues to be an impediment to girls' education. This is most evident for students who attended day schools.
Table 4.5: Students Opinions on Influence of School-based Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td>Learning environment</td>
<td>60</td>
<td>49.6</td>
<td>53</td>
<td>43.8</td>
<td>1.53</td>
</tr>
<tr>
<td>Teachers' attitudes</td>
<td>40</td>
<td>33.1</td>
<td>73</td>
<td>60.3</td>
<td>1.35</td>
</tr>
<tr>
<td>Distance from school</td>
<td>35</td>
<td>28.9</td>
<td>78</td>
<td>64.5</td>
<td>1.31</td>
</tr>
<tr>
<td>Gender sensitive school facilities</td>
<td>19</td>
<td>15.7</td>
<td>94</td>
<td>77.7</td>
<td>1.17</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>21</td>
<td>17.4</td>
<td>92</td>
<td>76.0</td>
<td>1.18</td>
</tr>
<tr>
<td>Repetition</td>
<td>23</td>
<td>19.0</td>
<td>90</td>
<td>70.4</td>
<td>1.20</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>81</td>
<td>66.9</td>
<td>32</td>
<td>26.4</td>
<td>1.71</td>
</tr>
<tr>
<td>Hatred, punishment</td>
<td>29</td>
<td>24.0</td>
<td>84</td>
<td>69.4</td>
<td>1.25</td>
</tr>
<tr>
<td>Favouritism</td>
<td>30</td>
<td>24.8</td>
<td>83</td>
<td>68.6</td>
<td>1.26</td>
</tr>
</tbody>
</table>

To further understand the problem, the study sought the opinion of teachers concerning school-related factors. The findings are presented in Table 4.6.

Table 4.6: Teachers' Opinions on Influence of School-based Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>Yes</th>
<th>%</th>
<th>No</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Poor learning environment</td>
<td>5</td>
<td>29.4</td>
<td>12</td>
<td>70.5</td>
</tr>
<tr>
<td>Distance from school</td>
<td>7</td>
<td>41.2</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td>Repetition/poor performance</td>
<td>7</td>
<td>41.2</td>
<td>10</td>
<td>58.8</td>
</tr>
<tr>
<td>Peer pressure</td>
<td>6</td>
<td>35.3</td>
<td>11</td>
<td>64.7</td>
</tr>
</tbody>
</table>

Findings of Table 4.6 confirm students' assertions concerning the role of the distance from school in hindering girls' participation. Seven (41.2%) of teacher respondents felt that distance from school affected girls' participation and so were an equal number 7 (41.2%) who felt that forced repetition of students when they performed poorly in school hindered school participation. This is an interesting finding
especially in light of MoE directives on forced repetition in an effort to increase retention.

Further evidence was sought from school principals and members of PTA. The findings were presented in Table 4.7.

Table 4.7: Opinion of PTA and Principals on Influence of School-based Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>Principals (n=8)</th>
<th>PTA (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Learning environment</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Teachers' attitudes</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Distance from school</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Sexual harassment in school</td>
<td>4</td>
<td>50</td>
</tr>
<tr>
<td>Forced repetition</td>
<td>2</td>
<td>25</td>
</tr>
<tr>
<td>Hatred/punishment</td>
<td>1</td>
<td>12.5</td>
</tr>
<tr>
<td>Favouritism by teachers</td>
<td>3</td>
<td>37.5</td>
</tr>
</tbody>
</table>

Findings in Table 4.7 support students' reports on the role of school environment in hindering girls' participation and partial support on the role of repetition of classes. The findings indicate that 6 (75%) of principals respondents felt that poor learning environment was an impediment. Equal numbers of respondents 4 (50%) reported that distance from school and sexual harassment in school respectively played a role in hindering girls' participation. Tellingly, all PTA respondents 10 (100%) reported that poor school environment played a major role in inhibiting girls' education. The findings were supported by the DEO who felt that distance from school for day scholars, forced repetition and students being sent away because of poor
performance played a distinct role in inhibiting girls' participation in education. This is in addition to poor teachers' attitudes towards students and corporal punishment. On the whole, these findings lend strong credence to several other studies. Odaga and Heneveld (1995) cited short supply of distance to school, classrooms, facilities and learning materials in addition to low teacher pay as contributors of poor learning environments. Other studies (Herz et al., 1991; Wangai & Wamahiu, 1998) have reported the strong influence of gender-sensitive and culturally appropriate school facilities. The findings show that schools lacking in private ablution facilities lose female students especially after puberty. This is because girls will require provisions to dispose used sanitary pads.

However, these findings did not find strong support for the assertion that sexual harassment is rife in schools and leads to lowered participation. Some studies (Hallam, 1994; Anderson-Levott et al., 1994) from Kenya and Guinea respectively argue that female students are the victims of sexual violence and harassment male students and teachers.

4.3.4 Influence of Community-related Factors on Girls' Participation in Secondary School Education

One major objective of this study was to identify the community-related factors that played a role in hampering girls' participation in secondary school education. Towards that end, student respondents were given a choice of options to find out their opinion. The findings were presented in Figure 4.2.
It was found out that early pregnancies 75 (62%) and lack of role models 51 (42.1%) were the two community-related factors that had the greatest influence on girls' participation in education. Contrary to popular belief, cultural attitudes concerning the place of girls in education was not rated highly by student respondents with only 22 (18.2%) positively identifying it as a factor.

According to teachers, only two community-related factors played a role in hampering girls' participation in secondary school education. The results were presented in Table 4.8.

Table 4.8: Teachers' Opinions of the Influence of Community-related Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Early marriage and pregnancy</td>
<td>7</td>
<td>41.7</td>
</tr>
<tr>
<td>Lack of role models</td>
<td>8</td>
<td>47.1</td>
</tr>
</tbody>
</table>
Almost equal numbers of teachers considered early marriages and pregnancies 7 (41.7%) and lack of role models 8 (47.1%) as related to poor participation of girls in secondary school education.

Opinion concerning the role of community-related factors was also sought from principals and PTA members. The findings were presented in Table 4.9.

<table>
<thead>
<tr>
<th>Factors</th>
<th>Principals (n=8)</th>
<th>PTA (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Early marriages</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Lack of role models</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Cultural attitudes</td>
<td>6</td>
<td>75</td>
</tr>
<tr>
<td>Early pregnancy</td>
<td>7</td>
<td>87.5</td>
</tr>
</tbody>
</table>

Findings of the study indicate that principals found community-related factors as playing a major role in impeding girls' education. Early pregnancy 7 (87.5%) was rated highest, while equal numbers of principals 6 (75%) found early marriages, lack of role models and cultural attitudes respectively to play a big role. The reports were corroborated by the DEO who indicated that cultural practices like Female Genital Mutilation (FGM) increased the likelihood of girls engaging in early marriages and pregnancies. The DEO also pointed to lack of role models as hampering girls' participation in secondary school education.

These findings support the objective concerning the role of community-related factors. Both Njau and Wamahiu (1998) and Youri (1993) report that early pregnancies are closely associated to school dropout among female students because
such students are expelled from school or simply withdraw from school due to lack of national pregnancy policies that do not encourage re-entry after delivery. The findings of this study also confirm that students' lack of role models to look up to is a hindrance to education. This is evident in other research that focuses on the development of gender stereotypes of pessimism. Odaga and Heneveld (1995) report that girls’ expectations of their school performance and career prospects play significant roles in their persistence at school. Such internalised self-images of inferiority lead to dropout.

### 4.3.5 Influence of Economic and Structural Factors on Girls' Participation in Secondary School Education

One objective of this study was to find out the influence of economic and structural factors in hampering girls' participation in school. Students were asked to pick out the factors they considered most culpable for the state of affairs from a list. The results were presented in Table 4.10.

**Table 4.10: Students' Opinions about the Influence of Economic and Structural Factors**

<table>
<thead>
<tr>
<th>Factors</th>
<th>Yes</th>
<th>No</th>
<th>Mean</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
<td>f</td>
</tr>
<tr>
<td>Poverty</td>
<td>84</td>
<td>69.4</td>
<td>29</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>26</td>
<td>21.5</td>
<td>87</td>
</tr>
<tr>
<td>Gender responsive policy</td>
<td>23</td>
<td>19.0</td>
<td>90</td>
</tr>
<tr>
<td>framework</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>77</td>
<td>63.6</td>
<td>36</td>
</tr>
</tbody>
</table>
Poverty was pointed out by the majority 84 (69.4%) of students as the major economic factor that contributed to poor participation in school. Lack of facilities was also identified by a large number of students 77 (63.6%).

Teachers were also asked to identify the economic and structural factors related to poor girls' participation in an open-ended item. Their responses were presented in Table 4.11.

Table 4.11: Teachers' Opinions about the Influence of Economic and Structural Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>Yes</th>
<th>No</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Poverty</td>
<td>14</td>
<td>82.4</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>8</td>
<td>47.1</td>
</tr>
</tbody>
</table>

Findings from Table 4.11 indicate that an overwhelming number of teachers 14 (82.4%) agreed that poverty was a major determinant of girls' participation in secondary school education. Almost half of the respondents 8 (47.1%) reported the influence of deprived facilities.

In a similar open-ended item, principals and PTA members were asked to identify economic and structural factors that retarded girls' participation in education. The results were presented in Table 4.12.
Table 4.12: Principals’ and PTA Members’ Opinions about Economic and Structural Factors

<table>
<thead>
<tr>
<th>Factors</th>
<th>Principals (n=8)</th>
<th>PTA (n=10)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
<td>%</td>
</tr>
<tr>
<td>Poverty</td>
<td>8</td>
<td>100</td>
</tr>
<tr>
<td>HIV/AIDS pandemic</td>
<td>3</td>
<td>37.5</td>
</tr>
<tr>
<td>Lack of facilities</td>
<td>6</td>
<td>75</td>
</tr>
</tbody>
</table>

In agreement with students and teachers, principals overwhelmingly cited poverty as a major factor. All 8 (100%) of the principals and half 5 (50%) of PTA members reported that poverty was a factor that limited girls' participation in school. Lack of facilities was also rated highly by principals 6 (75%) and PTA members 5 (50%).

Effects of the HIV/AIDS pandemic did not register as high as the other two factors. The DEO expounded on the influence of the factors by arguing that poverty led to problems in paying school fees and other levies which led to forced absenteeism. It was also explained that the challenge of HIV/AIDS led to increase of orphans and consequently to children-lead households. Such children cannot attend school concurrent with taking care of their siblings or sick parents.

The findings of this study place emphasis on the role of poverty in hampering girls' participation in secondary school education. This supports the findings of other studies. On the one hand, Njau and Wamahiu (1998) see early pregnancies as a response to limited employment opportunities and family poverty. Girls therefore perceive marriage as an escape from family poverty. On the other hand, Odaga and Heneveld (1991) see the influence of poverty through the need to support poor rural families. In such instances, girls are sent into the domestic labour market in
exchange for regular cash income. This is in addition to the prohibitive fees and other school levies that are unaffordable for many rural families.

4.3.6 Strategies to Remedy the Challenges

The final objective of this study was to identify possible interventions to the challenge of poor girls' participation in education. Principals, PTA members, teachers and the DEO identified the possible remedies to the problem. In a closed item, principals were supposed to identify such interventions. The findings were presented in Table 4.13.

Findings of the principals' reports show that most interventions are due at the community and policy-making level. It was the view of Principals that poverty remained a big challenge to education and thus suggested that the government improves the general economic strength of local people 7 (87.5%) in order for them to comfortably finance their daughter's education. In addition, a similar number of principals suggested that government increases facilities to increase enrolment of girls. It is noteworthy that very few principals thought that favouritism, sexual harassment and hatred, punishment and abusive language by teachers warranted any action.
Table 4.13: Principals' Opinions Concerning Strategies to Remedy Girls' Participation in School

<table>
<thead>
<tr>
<th>Strategy</th>
<th>Principals (n=8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>f</td>
</tr>
<tr>
<td>Parents to take full responsibility of daughters' education</td>
<td>5</td>
</tr>
<tr>
<td>Government to improve economic strength of Siakago</td>
<td>7</td>
</tr>
<tr>
<td>Change of parents' attitudes about girls' education</td>
<td>6</td>
</tr>
<tr>
<td>Community to discourage early marriage</td>
<td>6</td>
</tr>
<tr>
<td>Improve security situation</td>
<td>1</td>
</tr>
<tr>
<td>Building of more girls' schools to cut distances</td>
<td>6</td>
</tr>
<tr>
<td>Address HIV/AIDS to reduce child-headed homes</td>
<td>1</td>
</tr>
<tr>
<td>Ensure gender responsive legal and policy frameworks</td>
<td>3</td>
</tr>
<tr>
<td>Educate girls on negative attributes of peer pressure</td>
<td>6</td>
</tr>
<tr>
<td>Build more girls' schools to create more learning space</td>
<td>6</td>
</tr>
<tr>
<td>Increase family healthcare</td>
<td>3</td>
</tr>
<tr>
<td>Avoid overworking girls</td>
<td>5</td>
</tr>
<tr>
<td>Girls to change attitude towards education</td>
<td>3</td>
</tr>
<tr>
<td>Discourage parental discrimination</td>
<td>5</td>
</tr>
<tr>
<td>Eradicate girl-child labour</td>
<td>5</td>
</tr>
<tr>
<td>Improve gender sensitivity and learning environment</td>
<td>2</td>
</tr>
<tr>
<td>Teachers to avoid hatred, punishment and abusive language</td>
<td>1</td>
</tr>
<tr>
<td>Discourage teacher-pupil sexual relationships</td>
<td>4</td>
</tr>
<tr>
<td>Teachers to shun favouritism</td>
<td>0</td>
</tr>
<tr>
<td>Eradicate sexual harassment in schools</td>
<td>1</td>
</tr>
<tr>
<td>Address girls' sexuality issues and other inhibiting factors</td>
<td>4</td>
</tr>
<tr>
<td>Teachers to encourage girls to continue with education</td>
<td>5</td>
</tr>
<tr>
<td>Parents to offer encouragement and focused guidance</td>
<td>5</td>
</tr>
<tr>
<td>Improve teaching-learning facilities</td>
<td>7</td>
</tr>
<tr>
<td>Increase girls' enrolment</td>
<td>5</td>
</tr>
</tbody>
</table>
In an open-ended item, teachers were asked to suggest any possible remedies to the challenge of girls' participation in education. Their findings were presented in Table 4.14.

Table 4.14: Teachers' Opinions Concerning Interventions towards Girls' Participation in School

<table>
<thead>
<tr>
<th>Intervention strategy</th>
<th>f</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Provision of bursary</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Provision of boarding facilities</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Parents to change attitudes to education</td>
<td>2</td>
<td>11.7</td>
</tr>
<tr>
<td>Build more girls' schools to increase access</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Parents to take full responsibility over daughters' education</td>
<td>2</td>
<td>11.7</td>
</tr>
<tr>
<td>Government to improve economic strength of Siakago community</td>
<td>4</td>
<td>23.5</td>
</tr>
<tr>
<td>Parents and community be educated on importance of education</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Put in place Guidance and Guidance</td>
<td>5</td>
<td>29.4</td>
</tr>
<tr>
<td>Provision of basic facilities e.g. sanitary towels</td>
<td>3</td>
<td>17.6</td>
</tr>
<tr>
<td>Punishment to those who harass girls</td>
<td>1</td>
<td>5.8</td>
</tr>
</tbody>
</table>

Like the principals, teachers saw the problem of poor participation from the perspective of poverty. Their suggestions therefore included the need to increase bursary to students 5 (29.4%), the provision of boarding facilities 5 (29.4%), and the need to improve the economic strength of local people 4 (23.5%). Similar numbers
of teachers also conceived of interventions from the school level with suggestions to strengthen guidance and counselling in respective schools.

PTA members were asked in an open-ended item to give suggestions about possible remedies to the challenge of poor participation. The findings were presented in Figure 4.3.

Figure 4.3: PTA members' opinions concerning interventions towards girls' participation in education

Findings show that majority 7 (70%) saw the problem of poor participation as one that could be dealt with by parents. They suggested that parents take personal responsibility of their daughters' education. Additionally, half 5 (50%) of the respondents highlighted the need to educate parents about the importance of girls' education through barazas. The influence of guidance and counselling in schools did not register highly with PTA members.

The views of teachers, principals and PTA members were corroborated by the DEO who put forth a raft of measures that could prove useful in dealing with the
challenge of poor participation. The DEO suggested putting up more girls' schools and increasing the allocation of bursary to needy students. This would work towards increasing enrolment of girls in the Division.

He further suggested that parents need to be educated to have a positive attitude towards girls' education in addition to preaching against retrogressive cultural practices like early marriages and FGM.

At the school level, the DEO suggested that teachers desist from sending poor performers away or forcing them to repeat classes. This is in addition to teachers doubling their efforts for better performance. In the DEO's estimation, good academic performance from learners was going to be negatively correlated to dropout.
CHAPTER FIVE
SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction
This chapter deals with summary of main findings arranged in the order of objectives and conclusions made from the findings. Recommendations for policy and for further study are highlighted at the end of the chapter.

5.2 Summary
This study sought to investigate family and institutional factors contributing to low participation of girls in secondary school education in Siakago division, Embu County. Participation of girls in secondary school education was measured by principals' opinions concerning enrolment and academic achievement of girls in their respective schools. The study was done on a sample of 149 respondents.

It was found out that there is low enrolment of girls in secondary schools in Siakago Division of Embu County. The figures keep fluctuating below the national standard. In line with the first objective of the study, family instability was overwhelmingly cited as the home-based factor most responsible for poor participation of girls in education.

In line with the second objective of the study that sought to identify school-related factors that hindered participation, poor learning environment in schools, long distance to be covered to access school and peer pressure were ranked highest by principals, teachers and students. Class retention also emerged as a serious impediment to female students' participation in school.
It was also found out that premarital pregnancies, early marriages and lack of role models were community-related factors that hindered girls' participation in secondary school education.

Poverty was found to be a strong structural factor that seriously impeded girls' education. It also emerged that HIV/AIDS and lack of facilities arising out of endemic poverty were responsible for low participation of girls in education.

Finally, remediation of the challenge of girls' participation in education takes the form of policy intervention to deal with local people's poverty levels through economic empowerment and giving bursary to need students; increasing boarding school facilities to eliminate distance covered to school; and educating parents on the need to take personal responsibility of their daughters' education.

5.3 Conclusions

This work addresses missing links in the literature on girls' low participation in secondary school education. Drawing on Brameld and Count's Social Reconstructionism Theory, findings of this study take a bold step towards addressing girls' poor participation in education from a holistic perspective.

The study concluded that poor enrolment of girls in secondary schools is a challenge in Siakago Division of Embu County.

It was also concluded that the provision of a conducive learning environment is a necessary prerequisite for increased participation of girls in education. This can be achieved through provision of appropriate facilities in school and inculcating a friendly atmosphere in schools.
It was further concluded that family stability determines educational outcomes, whether in the form of parental divorce, separation, death or incessant squabbles in the home. This is compounded by an increase in children-led families due to HIV/AIDS. Such children cannot balance the need to be home keepers and students. Similarly, early marriages and pregnancies play a limiting role in keeping girls away from school.

Results of this study also indicate that family and community poverty pose a challenge for girls' participation in secondary school education due to their inability to pay fees and related school levies. A multi-disciplinary approach can help deal with the challenge of poor participation of girls in secondary school education.

5.4 Recommendations

5.4.1 Policy Recommendations

It is recommended that:

i) It is hoped that findings of this study will inform interventions from all stakeholders in order to stem under-enrolment of girls in secondary schools in Siakago Division.

ii) School administrators and teachers should create academically enabling environments in schools to promote students' involvement. Additionally, they should identify role models from within the community to interact with their students.

iii) Stakeholders in family counselling should find reasons and solutions to family instability due to separation and divorce.
iv) The central and county governments should work with stakeholders in the education sector to deal with the challenge of premarital pregnancies and early marriages.

v) The local community require economic empowerment to be able to deal with their children's education through the paying of fees and other school levies.

vi) The central and county governments should upgrade existing day schools to boarding status and increase the facilities therein.

5.4.2 Recommendations for Further Research

i) It is important to carry out a similar study among female students in secondary schools to control for many of the home and community-related factors like distance to school.

ii) This study is limited to girls yet the challenge of poor participation in education cuts across gender. It is therefore important to extend a similar study to boys.

iii) A study is required to understand the influence of similar factors in other geographical regions.
REFERENCES


APPENDICES

Appendix I: Head teachers' Questionnaire

Please feel free to answer the questionnaire as frankly as possible. Responses given herein will be used for the sole purpose of this research and will be treated with utmost confidentiality. Do not write your name in this questionnaire. Place a tick (√) on the appropriate choice which you think is the answer or more correct response to the question.

Part A: General Information

1. What is the current enrolment of girls in your school? ........................................................
                                                                                           ........................................................

   Kindly provide school enrolment figures for the last six years (Specify number of girls and boys)

   2006.................................................................................................................................
   2007.................................................................................................................................
   2008.................................................................................................................................
   2009.................................................................................................................................
   2010.................................................................................................................................
   2011......................................................................................................................................

2. In your own judgement, how do you rate the success of girls' participation in education in your school?

   Excellent   [  ]   Very good   [  ]
   Below average [  ]   Poor   [  ]
Part B: Participation of Girls in Education

In order to determine the factors impacting on girls’ participation in secondary education in Siakago Division, this study is seeking your honest opinion as follows:

1. In your own opinion, which of the following school-based factors influence girls’ participation and completion in your school?
   - Learning environment  [ ]
   - Teachers’ attitudes & teaching practices  [ ]
   - Distance from school  [ ]
   - Gender sensitive school facilities  [ ]
   - Sexual harassment in school  [ ]
   - Forceful repetition of classes  [ ]
   - Peer pressure  [ ]
   - Hatred/ punishment/abusive language used by teachers  [ ]
   - Favouritism by teachers  [ ]
   - Any other (Specify)  ........................................................................................................

2. Which of the following home-based factors influence girls’ participation and completion in secondary school?
   - Family instability  [ ]
   - Domestic chores  [ ]
   - Parental discrimination against the girl child  [ ]
   - Parental negligence  [ ]
   - Parents’ perception and attitudes towards schooling  [ ]
   - Any other (Specify)  ........................................................................................................

3. Which of the following community-related factors influence girls’ participation and completion in your secondary school?
   - Early marriages  [ ]
   - Lack of role models  [ ]
   - Cultural attitudes towards girl child education  [ ]
   - Girls’ sexuality issues and inhibiting factors  [ ]
   - Early pregnancy  [ ]
   - Any other (Specify)  ........................................................................................................
4. Which of the following Economic and Structural factors influence participation and completion of girls in your school?

- Poverty [ ]
- HIV/AIDS pandemic [ ]
- Lack of gender responsive legal and policy frameworks [ ]
- Lack of facilities [ ]
- Any other (Specify) ........................................................................................................

Section C: Strategies to remedy the Challenges

1. Please indicate if any of these issues would be appropriate interventions towards challenges facing participation of girls in education in Siakago Division. (Tick the appropriate response).

<table>
<thead>
<tr>
<th>Factors</th>
<th>Response</th>
</tr>
</thead>
<tbody>
<tr>
<td>Parents to take full responsibility of their daughters’ education</td>
<td></td>
</tr>
<tr>
<td>The government to improve economic strength of the people of Siakago Division</td>
<td></td>
</tr>
<tr>
<td>Parents should change their perception and attitude towards schooling and girls</td>
<td></td>
</tr>
<tr>
<td>The community should discourage early marriages involving young girls who are supposed to be in school</td>
<td></td>
</tr>
<tr>
<td>Improve the security situation in the Division to enable girls attend school without fear of attack or any kind of bad incidence</td>
<td></td>
</tr>
<tr>
<td>More girls schools should be built in the Division to ensure learners are able to move short distances to access school</td>
<td></td>
</tr>
<tr>
<td>Address the HIV and Aids Pandemic to reduce child headed households and care services given by young girls to the sick</td>
<td></td>
</tr>
<tr>
<td>Ensure gender responsive legal and policy frameworks</td>
<td></td>
</tr>
<tr>
<td>Educate girls on the negative attributes of peer pressure truancy</td>
<td></td>
</tr>
<tr>
<td>Educate girls on the consequences of early pregnancy</td>
<td></td>
</tr>
<tr>
<td>Build more girls schools to create more learning space</td>
<td></td>
</tr>
<tr>
<td>Work to ensure family stability by increasing family healthcare</td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Details</td>
</tr>
<tr>
<td>-----------------------------------------------------------------------</td>
<td>---------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>programmes and lowering the mortality rate in the Division</td>
<td></td>
</tr>
<tr>
<td>Avoid overworking girls with unnecessary domestic chores</td>
<td></td>
</tr>
<tr>
<td>Girls’ should be asked to change their attitude towards education</td>
<td></td>
</tr>
<tr>
<td>Parental discrimination should be discouraged to ensure gender</td>
<td>equity and equality in the family</td>
</tr>
<tr>
<td>Eradicate girl child labour in the Division so that many young girls</td>
<td>of school going age in gainful employment can return to school</td>
</tr>
<tr>
<td>Improve gender sensitivity and school learning environment</td>
<td></td>
</tr>
<tr>
<td>Teachers should avoid hatred/punishment/abusive language against girls</td>
<td></td>
</tr>
<tr>
<td>Teacher-pupil relationship and any other form of sexual relationships</td>
<td>must be discouraged in schools</td>
</tr>
<tr>
<td>Teachers should shun favouritism when dealing with students</td>
<td></td>
</tr>
<tr>
<td>Sexual harassment and abuse by teachers and boys should be</td>
<td>outlawed and eradicated in schools</td>
</tr>
<tr>
<td>Girls’ sexuality issues and inhibiting factors should be addressed</td>
<td>to avoid school dropouts</td>
</tr>
<tr>
<td>Offer good role models to girls so that they are encouraged to</td>
<td>continue with education in life</td>
</tr>
<tr>
<td>Teachers should strive to encourage girls to continue with their</td>
<td>education at all times</td>
</tr>
<tr>
<td>Parents should offer encouragement and focused guidance to their</td>
<td>teenage girls</td>
</tr>
<tr>
<td>Improve teaching-learning facilities in girls’ schools</td>
<td></td>
</tr>
<tr>
<td>Increase enrolment of girls in various schools in the Division</td>
<td></td>
</tr>
</tbody>
</table>
Appendix II: Questionnaire for Students

Please feel free to answer the questionnaire as frankly as possible. Responses given herein will be used for the sole purpose of this research and will be treated with utmost confidentiality.

Instructions:
(a) Do not write your name anywhere on this questionnaire
(b) Tick your answer as appropriate within the space provided

Section A: Personal Data

1. Your current class?
   - Form One [ ]
   - Form Two [ ]
   - Form Three [ ]
   - Form Four [ ]

2. Are both your parents still alive?
   - Yes [ ]
   - No [ ]

3. Give the profession of father
   - Peasant [ ]
   - Pastoralist [ ]
   - Small scale business person [ ]
   - Large-scale business person [ ]
   - Banker [ ]
   - Teacher [ ]
   - Engineer [ ]
   - Any other (Specify) ..............................................................................................................................

4. Give the profession of the mother
   - Peasant farmer [ ]
   - House-wife [ ]
   - Small scale business person [ ]
   - Large-scale business person [ ]
   - Banker [ ]
   - Teacher [ ]
   - Engineer [ ]
   - Any other (Specify) ..............................................................................................................................
If No in (3) above, then verify your parental position.

Child of a single parent [ ]
Total Orphan (Both parents are dead) [ ]
Orphan (One parent is dead) [ ]
If Partial Orphan, then name the living parent

5. Do you have any other brother(s) or Sister(s) in secondary school?
   Yes [ ] No [ ]
   If yes, how many are they?
   One [ ] Two [ ] More than two [ ]

Section B: Participation of Girls in Education

In order to determine the factors impacting on girls’ participation in secondary education in Siakago Division, this study is seeking your honest opinion as follows:

1. In your own opinion, which of the following school-based factors influence girls’ participation and completion in your school?
   Learning environment [ ] Distance from school [ ]
   Peer pressure [ ] Sexual harassment in school [ ]
   Gender sensitive school facilities [ ] Forceful repetition of classes [ ]
   Teachers’ attitudes & teaching practices [ ] Favouritism by teachers [ ]
   Hatred/ punishment/abusive language used by teachers [ ]
   Any other (Specify) ........................................................................

2. Which of the following home-based factors influence girls’ participation and completion in your secondary school?
   Family instability [ ] Domestic chores [ ]
   Parental discrimination against the girl child [ ]
   Parental negligence [ ]
   Parents’ perception and attitudes towards schooling [ ]
   Any other (Specify) ........................................................................
3. Which of the following community based factors influence girls’ participation and completion in your secondary school?

- Early marriages [ ]
- Lack of role models [ ]
- Cultural attitudes towards girl child education [ ]
- Girls’ sexuality issues and inhibiting factors [ ]
- Early pregnancy [ ]
- Any other (Specify) ...........................................................................................................

4. Which of the following Economic and Structural factors influence girls’ participation and completion in your secondary school?

- Poverty [ ]
- HIV/AIDS pandemic [ ]
- Lack of gender responsive legal and policy frameworks [ ]
- Lack of facilities [ ]
- Any other (Specify) ...........................................................................................................

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
Appendix III: Teachers' Questionnaire

Please feel free to answer the questionnaire as frankly as possible. Responses given herein will be used for the sole purpose of this research and will be treated with utmost confidentiality. Do not write your name in this questionnaire.

i) What are the school-based factors influencing girl-child enrolment and completion in your secondary school?  
..................................................................................................................
..................................................................................................................
..................................................................................................................

ii) What are the home-based and community-related factors affecting the participation of girls in secondary education in the school?  
..................................................................................................................
..................................................................................................................
..................................................................................................................

iii) What are the economic and structural factors that affect participation and completion of girls in your secondary school?  
..................................................................................................................
..................................................................................................................
..................................................................................................................

iv) Which practices and interventions should be put in place to help improve enrolment, retention and completion rates of female students in secondary school?  
..................................................................................................................
Appendix IV: Questionnaire for PTA Members

Please feel free to answer the questionnaire as frankly as possible. Responses given herein will be used for the sole purpose of this research and will be treated with utmost confidentiality. Do not write your name in this questionnaire.

i) What are the school-based factors influencing girl-child enrolment and completion in your secondary school?

ii) What are the home-based and community-related factors affecting the participation of girls in secondary education in the school?

iii) What are the economic and structural factors that affect participation and completion of girls in your secondary school?

iv) Which practices and interventions should be put in place to help improve enrolment, retention and completion rates of female students in secondary school?
Appendix V: Interview Schedule for the D.E.O

i) What are the school-based factors influencing girl-child enrolment and completion in secondary schools in Siakago Division?

ii) What are the home-based and community-related factors affecting the participation of girls in secondary education in the Division?

iii) What are the economic and structural factors that affect participation and completion of girls in secondary schools in Siakago Division?

iv) Which practices and interventions should be put in place to help improve enrolment, retention and completion rates of female students in secondary schools in the Division?
## Appendix VI: Work Plan

<table>
<thead>
<tr>
<th>Activity</th>
<th>Time frame</th>
</tr>
</thead>
<tbody>
<tr>
<td>Concept Paper Development</td>
<td>Oct-Dec 2011</td>
</tr>
<tr>
<td>Proposal writing</td>
<td>Jan-Sept 2012</td>
</tr>
<tr>
<td>Data collection</td>
<td>Oct – Dec 2012</td>
</tr>
<tr>
<td>Data analysis</td>
<td>Jan-March 2013</td>
</tr>
<tr>
<td>Report writing</td>
<td>April-July 2013</td>
</tr>
<tr>
<td>Report presentation</td>
<td>August 2013</td>
</tr>
</tbody>
</table>
## Appendix VII: Budget

<table>
<thead>
<tr>
<th>Activity</th>
<th>Amount (Kshs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Field work &amp; Travel expenses</td>
<td>40,000</td>
</tr>
<tr>
<td>Typing, Photocopy/Duplication/Stationery</td>
<td>20,000</td>
</tr>
<tr>
<td>Binding</td>
<td>20,000</td>
</tr>
<tr>
<td>Contingencies</td>
<td>8,000</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>88,000</strong></td>
</tr>
</tbody>
</table>
Appendix VIII: Letter of Introduction

Nyaga Silvia Muthoni,
P.O Box 43844 - 00100,
Nairobi.
Dear Respondent,

RE: RESEARCH STUDY
I am a Master of Education student at Kenyatta University presently carrying out a study on the topic ‘Factors influencing participation of girls in secondary school education in Siakago Division, Embu County, Kenya’.

It’s my humble request that you assist me by filling the questionnaire as correctly and honestly as possible or to avail yourself for a one-on-one interview on the said subject matter. Please be assured that the response from this study will be treated with utmost confidentiality and be used for academic purposes only.

Thanking you in advance for taking your time to participate in this study.

Yours sincerely,

Silvia M. Nyaga
M.Ed Student, Kenyatta University
Appendix IX: Research Approval Letter from Kenyatta University

KENYATTA UNIVERSITY
GRADUATE SCHOOL

E-mail: kubps@yahoo.com
dean-graduate@ku.ac.ke
Website: www.ku.ac.ke

P.O. Box 43844, 00100
NAIROBI, KENYA
Tel. 810901 Ext. 57530

Internal Memo

FROM: Dean, Graduate School
DATE: 23rd January, 2013

TO: Ms. Nyaga Silvia Mutioni
C/o Educ. Management, Policy & Curriculum Studies Department
KENYATTA UNIVERSITY

REF: E55/CE/11567/08

SUBJECT: APPROVAL OF RESEARCH PROPOSAL

This is to inform you that the Graduate School Board at its meeting of 16th January 2013 approved your M.Ed Project Research Proposal subject to “revising the title and show what girls are participating in. Avoid use of “Factors Influencing”

DAVID NJOROGE
FOR: DEAN, GRADUATE SCHOOL


Supervisors:

1. Dr. Norbert Ogeta
   KENYATTA UNIVERSITY

2. Dr. Jackline K.A. Nyerere
   KENYATTA UNIVERSITY

JMO/iwk
Appendix X: Research Authorization from NCST

REPUBLIC OF KENYA

NATIONAL COUNCIL FOR SCIENCE AND TECHNOLOGY

Telephone: 254-020-2213473, 2241349, 254-020-2673558
Mobile: 0713 788 787, 0735 404 245
Fax: 254 020-2213215
When replying please quote
secretary@ncst.go.ke

Our Ref: NCST/RCD/14/013/649

Date: 16th May, 2013

Silvia Muthoni Nyaga
Kenyatta University
P.O Box 43844-00100
Nairobi

RE: RESEARCH AUTHORIZATION

Following your application dated 29th April, 2013 for authority to carry out research on “Factors contributing to low participation of girls in secondary school education in Siakago Division, Embu County, Kenya.” I am pleased to inform you that you have been authorized to undertake research in Mbeere North District for a period ending 31st December, 2013.

You are advised to report to the District Commissioner and District Education Officer, Mbeere 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.

Said Hussein
FOR: SECRETARY/CEO

Copy to:

The District Commissioner
The District Education Officer
Mbeere District

“The National Council for Science and Technology is Committed to the Promotion of Science and Technology for National Development.”
Appendix XI: Research Permit

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss/Institution
Silvia Muthoni Nyaga
of (Address) Kenyatta University
P.O Box 43844-00100, Nairobi
has been permitted to conduct research in

Mbeere North
Location
Eastern
District
Province

on the topic: Factors contributing to low participation of girls in secondary school education in Siakago Division, Embu County, Kenya.

for a period ending: 31st December, 2013.

Applicant’s Signature

For: Secretary
National Council for Science & Technology

Research Permit No.: NCST/RCD/14/013/649
Date of issue: 16th May, 2013
Fee received: KSH. 1,000
Appendix XII: Research Authorization from District Education Officer

MINISTRY OF EDUCATION

Telegram:
Telephone: 068-21230
Fax: 068-21230
e-mail: deombeercnorth@gmail.com

District Education Office
Mbeere North District
P. O. Box 207-60104
SIKAKOGO

When replying please quote
Ref: MRE/N/EDU/ GA/E.12/60

Date: 11TH JUNE, 2013

TO WHOM IT MAY CONCERN

RE: SILVIA MUTHONI NYAGA

This is to confirm that the person under reference above has been authorized by The National Council for Science and Technology to conduct research in secondary schools in Siakago division. This office therefore has granted her permission to visit schools in the division and conduct her research as per the council’s authority letter.

Accord her necessary assistance for the same.

GIKONYO D.
FOR DISTRICT EDUCATION OFFICER
MBEERE NORTH DISTRICT