SOCIO – ECONOMIC, CULTURAL AND SCHOOL BASED FACTORS AFFECTING THE ASPIRATION FOR HIGHER EDUCATION OF SAMBURU GIRLS IN SECONDARY SCHOOLS, SAMBURU DISTRICT

BY

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A THESIS SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTER OF EDUCATION IN EDUCATIONAL ADMINISTRATION

KENYATTA UNIVERSITY
JULY, 2003
DECLARATION

This thesis is my original work and has not been presented in any other University/Institution for a degree or any other award.

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DEDICATION

This Thesis is dedicated with a lot of respect and appreciation to my parent and to the memories of my late Father, Icregen Iekalgitele, whose efforts in educating me have resulted in this work.
ACKNOWLEDGEMENTS

I would like to express my profound thanks and sincere appreciation to all the persons and organizations who have contributed to the success of this study. First and foremost, I would like to thank my supervisors Prof. J. Olembo and Dr. Festus Muchira for professional guidance, patience, encouragement and fruitful suggestions towards the completion of this study.

I take this opportunity to thank the entire members of the department especially Dr. Mse (Chairman), Dr. Gateru, Dr. Onyango and Dr. Malusu among others. My colleagues, M. G. Mbeche, M. Anne, Wangenge G. P. Mwangi, G. Njenga, Murage and K. Asembo for friendliness, academic advice and comforting company.

I also take this opportunity to thank in a special way Dr. Marco Zacchera whose unprecedented concern, generosity and commitment in financial support facilitated this study to become a reality. I am equally thankful to my uncle Benedict Orbora and my friend Jacob Naikellele for their moral and financial support they offered for the completion of this study.

I sincerely thank Kenyatta University for offering me a partial scholarship to undertake this programme. My gratitude goes to headteachers, teachers, parents and students who participated in this research. A Special vote of thanks is given to Miss Njeri Mungai and Mr Nyori Goko for their commendable work in typing the thesis. To my relatives and friends, I am indebted for the support, encouragement and assistance.
ABSTRACT

Female education is recognized as a critical pathway in promoting social, political and economic development. In Kenya, in spite of the progress made in narrowing the gender gap in education at the primary level, still some parts of the country especially the arid and semi-arid areas record low female participation in primary education leading to a wider difference in secondary and post-secondary institutions. Low girls' participation in secondary and tertiary education in these areas not only deprives them of opportunities but also sustains the gender gap in leadership, business and professional fields.

Therefore the purpose of this study was to investigate and identify the socio-economic, cultural and school based factors that affect the aspiration for higher education of Samburu girls in secondary schools in Samburu district. The study also investigated the strategies used by the school administration and stakeholders to tackle the factors that influence girls' aspiration for higher education in Samburu district.

This study was guided by feminism theory by utilizing social feminism ideology. According to Adamson, Briskin and Mcphail (1988), social feminist recognized that the exploitation and oppression of women are rooted in the structural of patriarchal capitalist. They believed that sexism is deeply ingrained in the social relation of patriarchal capitalist that a fundamental transformation is necessary to bring a social change.

The research was carried out in Samburu district, in Kenya, in Rift Valley Province. Out of the nine secondary schools in the district, the three girls' schools were purposively selected. The study involved 120 girls out of the population of 256 Samburu Secondary schoolgirls, 18 teachers, 3 headteachers and 15 parents. Data was collected through Questionnaires administered to students, interviews with parents and headteachers, focused group discussions with teachers, and previous examination records from 1998 – 2000.

The data obtained from questionnaires and previous examination records was tabulated and analysed using simple descriptive statistic. Data obtained from interviews and focused group discussions was analysed qualitatively in a narrative form.
The findings of this study shows that:-

- Samburu secondary school girls have educational aspiration, which is not affected by the low level of formal education and economic status of their parents.

- Cultural practices such as circumcision, forced marriages, betrothal, pregnancies, and high value attached to bride wealth and the community’s negative attitude towards female education affect the aspiration for higher education of Samburu girls in secondary schools.

- There are a number of factors operating within the school that affect aspiration for higher education of Samburu girls in secondary school in Samburu district. These include; poor condition of boarding facilities, kitchens, inadequate teaching facilities; lack of libraries, inadequate and ill-equipped laboratories, insufficient reference and text books, lack of female teachers and frequent transfer of teachers.

- The school administration and other stakeholders especially the Catholic church, the Christian Children’s Fund and the County Council play a major role in tackling some of the socio-economic, cultural and school based factors that affect girls educational aspiration. Some of their programmes includes: payment of school fees for girls from poor families, financial assistance extended to schools for maintenance and operation cost, re-admission of girls who drop out due to pregnancies and educating the community through seminars and barazas on the importance of girls’ education.

Based on the findings, the following recommendations emerged.

- The community has to be sensitised through education to abandon those cultural practices like betrothal and forced marriages that inhibits the advancement of girls for higher education.

- The government, in collaboration with the non-governmental organisations, should initiate programmes and projects that are sustainable, which should empower the community socially and economically.
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<td>------------------------------------------------------------------</td>
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<tr>
<td>UNICEF</td>
<td>United Nations Children Emergency Fund</td>
<td></td>
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<tr>
<td>FAWE</td>
<td>Forum of African Women Educationists</td>
<td></td>
</tr>
<tr>
<td>GOK</td>
<td>Government of Kenya</td>
<td></td>
</tr>
<tr>
<td>ILO</td>
<td>International Labour Organization</td>
<td></td>
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<tr>
<td>WB</td>
<td>World Bank</td>
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<td>ASAL</td>
<td>Arid and Semi-arid Lands</td>
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<tr>
<td>IPAR</td>
<td>Institute of Policy Analysis and Research</td>
<td></td>
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<tr>
<td>UNESCO</td>
<td>United Nations Education, Scientific and Cultural Organization</td>
<td></td>
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<td>KAARC</td>
<td>Kenya Alliance for Advocacy on Children's Rights</td>
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<tr>
<td>C.C.F.</td>
<td>Christian Children Fund</td>
<td></td>
</tr>
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<td>MoE &amp; HRD</td>
<td>Ministry of Education and Human Resource Development</td>
<td></td>
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<tr>
<td>GER</td>
<td>Gross Enrolment Ratio</td>
<td></td>
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<tr>
<td>K.C.S.E.</td>
<td>Kenya Certificate of Secondary Education</td>
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<tr>
<td>K.C.P.E.</td>
<td>Kenya Certificate of Primary Education</td>
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CHAPTER ONE

1.0 BACKGROUND TO THE STUDY:

1.1 Introduction

In spite of the efforts made by the African countries to increase female educational opportunities, girls’ and women’s access to education remains limited in several sub-Saharan African countries (Odaga and Heneveld, 1995). Over 26 million girls in the region, most of whom reside in the rural areas are out of school either due to non-enrolment or drop-out (UNICEF, 1997). Drop-out rates are noted to be high in countries like Guinea Bissau (9.3%), Malawi (13.5%), Ethiopia (16.7%), Rwanda (17.1%) and Cape Verde (18.6%) (Hartner and Heneveld, 1993). This situation has resulted in higher female illiteracy and has disadvantaged them in employment and decision making positions. In support of this view, Forum for African Women Educationalists (FAWE 1994) states that:

Only 32% of African women as opposed to 63% of men participate in the labour force, the 32% women workforce tend to cluster in lower ranks of unskilled and semi-skilled workers, clerks, copy typists, secretaries and nurses (FAWE, 1994, 28).

The need to educate women comes from the recognition of their crucial role in society. They give birth to children and play major roles in the implementation of family planning programmes (Juma, 1994). Research shows that the education of women enables them to manage their households better by applying improved nutritional practices and observe high standards of hygiene (World Bank, 1998; Juma, 1994; Obonyo, 1994). As a result, such is achieved in terms of reduced infant mortality, fall in fertility, better health and education of their children, increased efficiency in management of agricultural food and environmental resources among others (King and Hill, 1993; Davidson and Kanyuka, 1992; FAWE, 1992). Education of women is therefore important because it has a direct link to the economical, social and political development of a country. Hence, African countries can only address the critical problems affecting overall development by investing in girls’ education.
Educational policies in Kenya are based on the philosophy of African socialism spelt out in Sessional Paper No. 10 (Republic of Kenya, 1965). The philosophy calls for political equality, human dignity, social justice and equal opportunities for all citizens among others. Although major strides have been made in education towards this end, where the government has made substantial effort in the expansion of primary and secondary schools leading to tremendous increase of student enrolment, the overall situation reveals that females are disadvantaged at all levels of education in terms of access, participation, completion and performance (Republic of Kenya, a 1997).

In recognition of the importance of female education, the government has improved girls education through affirmative action in the expansion of facilities to enable them to study science and technical subjects and implemented a policy to allow girls who drop-out due to pregnancy to continue with education. These and other efforts had yielded benefits with girls enrolment rate increasing from 41% in 1988 to 47% in 1997 at the secondary school level (Republic of Kenya, 1999). Nevertheless, in spite of these measures there are hurdles that have continued to hinder girls’ effective participation in education at all levels.

This is illustrated in Tables 1.1 and 1.2 that show the enrolment and completion rate of boys and girls at each stage of the education process. Fewer girls than boys enrol and complete each stage. Further, the proportion of girls enrolling in and completing each education cycle declines steadily. The cumulative effect of this is reflected in the drastically reduced enrolments of girls at the undergraduate level in the universities, where they constitute less than one third of the total student population.

<table>
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<th></th>
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<tbody>
<tr>
<td>Primary Education</td>
<td>50.7%</td>
<td>49.2%</td>
<td>50.6%</td>
<td>49.4%</td>
<td>51.0%</td>
<td>48.9%</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>52.9%</td>
<td>47.0%</td>
<td>53.3%</td>
<td>46.7%</td>
<td>52.7%</td>
<td>47.1%</td>
</tr>
<tr>
<td>University Education</td>
<td>72.0%</td>
<td>28.0%</td>
<td>70.8%</td>
<td>29.2%</td>
<td>69.5%</td>
<td>30.5%</td>
</tr>
</tbody>
</table>

Table 1.2  Completion rates of girls and boys in Primary and Secondary Education in Kenya

<table>
<thead>
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<th>Education Level</th>
<th>Completion rates from 1997 - 1999</th>
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</thead>
<tbody>
<tr>
<td>Primary Education</td>
<td>51.6%</td>
</tr>
<tr>
<td>Secondary Education</td>
<td>54.0%</td>
</tr>
</tbody>
</table>


Although sex difference in enrolment has diminished at the primary school level, a wider gap still exists as learners move to secondary and university levels. This is observed in the Master Plan on Education and Training 1997-2010, which notes that:

Girls constitute 49.5% of primary, 46% of secondary and 28% of the university students (Republic of Kenya, 1998, 26-27).

The university participation rate is low because of high dropout, absenteeism and low retention of girls at the secondary school level (Gachukia, 1994). Girls’ enrolment at secondary education stands at 46%. Although this is encouraging, this figure is not evenly distributed all over the entire country (Republic of Kenya, 1998). Some parts of the country, especially the arid and semi arid areas are not only experiencing low female participation in education but also the provision of educational opportunities in general are low. This is attributed to the economic and political development in the country that traces their origin to the colonial system. Despite the government’s effort in promoting education in these areas by building boarding facilities, providing free milk and introducing school feeding programmes (Republic of Kenya, 1970-1974,1979-1983), there has been slow response to these incentives and these areas have continued to lag behind in education in terms of participation and performance. However, considerable progress has been made recently in school attendance for boys, nevertheless, educating girls has been less acceptable due to cultural and economic factors hence widening regional disparities. Thus a comparison of district female gross enrolment ratio shows regional disparity. For instance, Nyeri which is not within the arid and semi arid areas records 32% while Mandera records 2.1%, Wajir 2.2%, West Pokot 11.1%, Narok 10.9%, Samburu 7.1% Turkana 6.4% and Marsabit 5.0% in the arid and semi-arid areas (Republic of Kenya, 1999, 74).
In Samburu District, which is the focus of this study, the gender gap in secondary schools is too wide. According to Samburu District Development Plan (1999), girls constitute only 32% of the student population while a large number 68% were boys. High drop out rate after completion of primary school and the negative cultural attitude towards girls education, absenteeism and low academic performance among other factors were cited as major obstacles facing girls’ education in the district (Republic of Kenya, 1999). Subsequently, the trend is even worse at the tertiary level. Apart from the socio-economic and cultural factors that hamper girls’ education progression, low academic achievement attributed to a greater extent to low girls’ participation in higher education in the district, for instance, in terms of examination performance, statistics from the District Education Office show that only thirty four girls out of three hundred and seventy eight who have sat for the Kenya Certificate of Secondary Education for the last three years attained grade C plus and above. This therefore means that few girls proceed to higher education. As result of low participation of girls in secondary education and poor examination performance, girls from Samburu District, as Gachukia (1994) points out, are disadvantaged in higher education especially at the university level.

A survey carried out during the 1999 National census gives a general picture of female education in Samburu District. The survey shows that 68% of the total population have no formal education and out of this percentage, females account for 39.4%. For those who participated in formal education, the situation of females gets worse as they moved up the education ladder where the number of those who had attained upper primary and secondary education dropped drastically. At higher education, this number declined to less than one percent (0.05%) especially at the university level (see Table 1.3).
Table 1.3: Population by Sex, 5 Years and above, and the highest level of Education Completed by the people of Samburu District since Independence

<table>
<thead>
<tr>
<th>Gender</th>
<th>No formal education</th>
<th>Pre-primary</th>
<th>Std 1-4</th>
<th>Std 5-8</th>
<th>Form 1-4</th>
<th>University</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Male</td>
<td>32,304</td>
<td>28.6</td>
<td>1,763</td>
<td>4.2</td>
<td>7,212</td>
<td>6.4</td>
</tr>
<tr>
<td>Female</td>
<td>44,534</td>
<td>39.4</td>
<td>3,735</td>
<td>3.3</td>
<td>5,262</td>
<td>4.7</td>
</tr>
<tr>
<td>Total</td>
<td>76,838</td>
<td>68.0</td>
<td>8,498</td>
<td>7.5</td>
<td>12,474</td>
<td>11.1</td>
</tr>
</tbody>
</table>

(Source, 1999, Population & Housing census, Volume II, Socio-economic Profile, P. 62)

According to Samburu District Development Plan, out of 6543 girls who enrolled in primary schools, only 468 proceeded to secondary education (Republic of Kenya, 1999). Subsequently, as shown by Table 1.3, out of 1852 girls who had secondary education, a small number, (sixty-seven) have university education. The Master plan on Education and Training (1997), shows a declining trend nationally as girls move up the education hierarchy. This is worse in Samburu district as reflected in Table 1.3, which shows a declining trend as girls move up the education ladder. At the University level, girls' participation is too low 0.05% and this is a clear indication that there are certain factors that affect girls' aspirations for higher education in the district.

1.2 Statement of the problem

Education is a basic human need because it equips people with the fundamental knowledge, skills, value and attitudes that enhance their capacity to change their willingness to accept new ideas (Noor, 1981). But women especially in the less industrialised countries and in the rural areas have been disadvantaged in education and by extension in employment on the basis of gender, which infringes on their fundamental human rights and career development.

In Kenya, despite the progress made in narrowing the gap of gender participation in primary education, some parts of the country especially the arid and semi arid areas still record low female participation in primary education leading to wider gender differences in secondary and post secondary institutions. This situation has sustained the gender gap hence marginalizing women in the arid and semi arid areas by excluding them from key positions in the community, business and professional fields.
Low girls' participation in secondary and tertiary education in arid and semi-arid areas such as Samburu district may be contributing to their lack of aspiration for career development. This poses a challenge to economic, social and political development in the district. In the light of this, it was the interest of the researcher to investigate and identify what socio-economic, cultural and school-based factors affect the aspiration for higher education of Samburu girls in Samburu secondary schools and the strategies used to tackle these factors in a bid to promote girls' desire for higher education in Samburu district in Kenya.

1.3 The purpose of the study

The purpose of this study was to investigate and identify the socio-economic, cultural and school-based factors that affect the aspiration for higher education of Samburu girls in secondary schools in Samburu district. Secondly, the study investigated the strategies used to tackle these factors in a bid to make recommendations on the necessary measures that need to be undertaken by educational officers, teachers, community leaders, and parents to address the problem.

1.4 The objectives of this study were to:

1) Identify the socio-economic factors that affected the aspiration for higher education of Samburu girls in secondary schools.

2) Identify the cultural factors that affected the aspiration for higher education of Samburu girls in secondary schools.

3) Identify the school-based factors that affected the aspiration for higher education of Samburu girls in secondary schools.

4) Find out the strategies used to promote the desire for higher education among Samburu girls in Secondary Schools.

5) Make recommendation that could inspire greater aspiration for higher education for Samburu girls in secondary schools in Samburu District.

1.5 Research questions

The following questions guided the study:

1) What were the socio-economic factors that affected the aspiration for higher education of Samburu girls in secondary school?
2) What were the cultural factors that affected the aspiration for higher education of Samburu girls in secondary school?

3) What were the school-based factors that affected the aspiration for higher education of Samburu girls in secondary school?

4) How was the school administration tackling some of the negative factors that affected the aspiration for higher education of Samburu girls in Secondary School?

5) What strategies were used to promote the desire for higher education of Samburu girls in Secondary School?

1.6 Significance of the Study

There has been a growing concern about the plight of women in the sub-Saharan Africa particularly in the rural areas. Women are under-represented in education and employment. The low female literacy rate in Kenya especially in the arid and semi arid areas like Samburu district is one of the major obstacles for development. The high maternal and child mortality rate, shortage of food and common out dated cultural practices like female genital mutilation are precipitated by female low educational participation. This study is therefore useful in generating practical knowledge on girls’ education that should assist policy makers and implementers in designing more meaningful intervention strategies that would inspire girls for higher education.

Secondly, the study could be useful in sensitising school administrators, community leaders, parents and other stakeholders on the need for guiding both girls and boys fairly on the educational aspiration and career prospects as they prepare to join the world of work.

Lastly, the study could serve as a useful source of reference for the future researchers interested in basing their studies in other localities of the arid and semi arid areas on the various aspects of girls’ education.

1.7 Basic Research Assumptions

Samburu Secondary School girls have low aspiration for higher education due to;

- High level of poverty among their parents, thus they are unable to meet higher education cost.
- Lack/low level of formal education of their parents.
- Little value attached to formal education by the parents.
- The negative impact of strong cultural practices and beliefs.
- Insufficient/lack of teaching facilities in girls’ secondary schools.
- Under staffing of teachers in secondary schools.
- Lack of intervention programmes to promote female education in the district.

1.7 The scope and limitations of the study

The study focussed on the three girls’ secondary schools in Samburu district, namely; Moi Girls, Kisima Girls, and St. Theresa. These schools were selected for the study because the researcher was interested in finding out whether or not Samburu girls in secondary school had aspiration for higher education and what socio-economic, cultural and school based factors affect their desire for the tertiary education. The study was limited to Samburu girls in the selected secondary schools, their parents and the head teachers and teachers of the same schools.

The researcher selected Samburu District because of personal interest in the stated problem and his understanding of the language and culture of the Samburu people. This facilitated a good rapport between him and the respondents. Kane (1995) notes that the ideal research is one that is directly related to researchers interest and that which allows development of immediate rapport. Financial resources limited the researcher from covering other girls’ secondary schools in districts that fall within the arid and semi arid areas.

Another major problem that faced this study was the measurement of aspiration levels; nevertheless, studies of these nature have often asked the students what level of education they desired to attain (Obonyo 1994, Kibera 1993 and Aswani 1991) among others. A lot of fantasies, unrealism and insincerity are reflected in the way these questions are answered because in some cases students may indicate a certain level of educational attainment, which makes their choices unrealistic. Thus it becomes very difficult to evaluate the answers given in terms of realism. However, since we cannot infer aspiration of the students because of their behaviour due to limited time, the researcher had to rely on the veracity of students’ responses.
1.8 Theoretical framework

This study is guided by feminism theory by utilizing social feminism ideology. The emergency of feminism theory was as a result of industrial revolution, which created structural change in the method of production and social relationship (Meena, 1992). The feminism theory highlighted women exploitation and oppression by putting sexuality, reproduction and patriarchal ideologies the centre of their political arena (Grimshaw, 1986). Feminism theory adopted four approaches, liberal, radical, social and Marxist. The liberal feminism advocated for women political equality with men but their reform approach to change gender inequality intended to perpetuate the status quo (Meena, 1992). This led to the emergence of radical feminism that demanded for total separation between men and women; their approach was very radical in nature, hence led to emergence of social and Marxist feminism. Although the Marxist feminist ideology was the most recent, their reform approach is more relevant to European women because they advocate for economic equality between men and women without addressing social structural order that has disadvantaged African women. It is on the basis of this information that this study utilizes the social feminism ideology.

According to Adamson, Briskin and Mcphail (1988) Socialist feminism recognized that the exploitation and oppression of women are rooted in the structure of patriarchal capitalism. They believed that sexism is deeply ingrained in the social relation of patriarchal capitalist that a fundamental transformation is necessary to bring about social change (Adamson, Briskin and Mcphail, 1988).

According to John Stuart Mill who is among the first feminist thinkers as noted by Rendall (1985: 286), women had been brought up from their early years to believe in submission, in yielding, in living for others and in being attractive to men. In support of this view, Jogger (1983:134) observes that one’s experience in life depends on her/his sex and gender assignment from birth to death. Socialist feminism therefore is of the view that as long as society prescribes gender roles and social penalties for those who deviate from them, no meaningful choice exist for either gender. Further, they challenge such gender roles and social penalties and seek to dismantle them and create a just society. The socialist feminism challenges the social, economic and cultural ideologies, which legitimises and sustains the subordination of women in a holistic manner (Adamson, Briskin and Mcphail, 1988).
Gender discrimination in education and gender typing education had been considered a factor which constraints women's participation in education particularly in institutions of higher learning (Mbilinyi, 1991). When it comes to science and technology related subjects, women are further marginalized because of the socialization process, which assigns certain roles to them and others to men, a factor which affects the career aspiration of both sexes (Meena, 1992: 12). Further, Meena (1992) noted that, culturally determined ways of defining women and men and their roles in a given society shape gender specific opportunities and constraints. These, according to her, influence the manner in which the society orders its relation of production and the distribution of resources including education that results in gender difference. According to her, women are allocated less resource compared to men. As a result, especially in education, they are disadvantaged due to inappropriate teaching facilities, for example, insufficient reference and textbooks, gender biased textbooks, poorly constructed classrooms, ill-equipped laboratories, lack of water and electricity, crowded dormitories and toilets. These factors coupled with cultural practices, which are still common in some African communities, like early marriages, female circumcision, and negative parental attitudes toward female formal education could lead to low female educational aspiration. In addition, socio economic status of the families could greatly aggravate the situation.

According to Kibera (1993), children from high economic status have higher educational aspirations compared to those from lower economic status. She reveals that, education of the parents greatly influences educational aspirations of their children. This argument is in agreement with the literature which indicated that children from high economic status families are more likely to remain in school longer than those from poor homes (Davidson and Kanyuka 1992, Lockheed 1990). Poor parents prefer to use their limited resources to educate their sons rather than daughters because they believe that boys' education would yield economic returns when they complete and get jobs, hence benefit the family. On other hand, rich parents encourage their children of both sexes to attain higher levels of education.

Socialist feminists perspective according to Nzomo(1995) expound that African women are the most exploited, the poorest, and the most susceptible to sickness and fatigue. All these are due to the inequities in the social system and also due to African women subordination to a
patriarchal order. This patriarchal supremacy is expressed in a diverse range of cultural and traditional norms and practices.

In the context of this study, constraints female faced in education advancement is largely a function of patriarchal system which institutionalised gender hierarchies and promote gender inequities, this coupled with retrogressive socio-cultural values and attitude that are so oppressive to women are some of the hurdles facing girls higher educational aspiration, thus, a conceptual framework is developed from the social feminism ideology by highlighting the socio-economic, cultural and school factors that affect the aspiration for higher education of girls in secondary school.

1.9 Conceptual Framework

On the basis of the foregoing social feminism theoretical background, it is important to show a framework of the various socio-economic, cultural and school based factors that affect girls’ educational aspirations. A model of three broad variables is developed (as illustrated in figure 1.1). The variables shown on top of the model comprise the school-based factors. These include; lack of teaching facilities, poor learning resources and teaching environment, gender biased textbooks, negative attitude of teachers towards girls’ education and lack of role models (female teachers). The variables shown on the left of the model entail various cultural factors e.g. negative family attitude towards female education, early marriages and bride price, initiation and pregnancies. The variables on the right comprise the socio-economic factors, namely; poverty, direct school cost and level of education of the parents.
Cultural Factors
- Family attitudes toward female education
- Initiation
- Early marriages and bride price
- Pregnancies

School Related Factors
- Lack of teaching facilities
- Teachers attitude towards girls education
- Gender bias in teaching
- Poor learning/teaching environment
- Gender biased textbooks
- Lack of role models (female teachers)

Socio-Economic Factors
- Poverty
- Direct school cost
- Level of father's education
- Level of mother's education

1.10 Summary of the Conceptual Framework
The access to higher education is a ladder to social mobility but the socio-cultural expectation of girls and the priority given to their future roles as mothers has a strong negative bearing on their aspiration for higher education. According to Mulopo (in Juma 1994:38) the future roles of a girl as defined by a typical African Society would be such that a girl would be a mother, housewife and housekeeper. These roles at best only would require a minimum level of education. Due to the continuing importance of institutions such as bride price, polygamy and adultery fines, the economic value of girls, particularly in rural areas are high thus making girls important sources of income for their families. This reduces the demand for female education (Odaga and Heneveld, 1995: 13). In addition, negative attitudes towards girls permeate the
classroom and manifest themselves in gender discrimination attitude in textbooks content, the
teaching process and the peer culture (FAWE, 1992).

Literature also shows that related factors like curriculum, teachers’ attitude, security and physical
facilities among others result in low female basic education participation in Sub-Sahara Africa
limiting female access to higher education (Odaga and Heneveld, 1995).

1.11 Definition of terms

**Education Aspiration**: A desire to obtain various levels of education, for example Diploma,
University Degree e.g. Masters and Doctorate Degree.

**Gender Role**: Constitute culturally and socially determined set of behaviour and personality
characteristics expected of a person on the basis of sex.

**Socio-Economic Factors**: The combination of social and economic factors, more specifically to
income and social life of the society.

**School Factors**: The identifiable condition that affects girls’ academic achievement in school

**Cultural Factors**: Cultural customs, beliefs and practices that influence girls’ education.

**Ideology**: Ideas based on cultural, socio-economic and political theories.

**Theory**: A system of ideas explaining cultural, political and economic activities based on
general principles.

**Qualitative**: These include designs, techniques and measures that do not produce discrete
numerical data; it is data in form of words and phrases.

**Quantitative**: These include designs, techniques and measures that produce discrete numerical
or quantifiable data.
This study is organized into five chapters.

Chapter one includes the background of the study, the statement of the problem, purpose and objectives of the study, assumptions and significance of the study, theoretical conceptual framework and definition of the key terms used. In Chapter Two, Literature relevant to the study is reviewed where gaps are identified, thus providing justification for this study. Chapter Three presents the descriptions of the area under study and the methodology adopted, which includes the research design, population and sampling procedures, the research instruments, the data collection and analysis procedures.

Chapter Four presents the analysis and the findings of the study, and lastly Chapter Five includes summary of the major findings, conclusions and recommendations for policy makers and for further research.
2.0 LITERATURE REVIEW

2.1 Introduction

Female participation in education has been identified as one of the most significant development challenges facing the sub-Saharan Africa (Gachukia, 1992). Generally, the enrolment rate of girls remains lower than that of boys, their drop-out and absenteeism rates are higher and their achievement and performance is poor particularly in mathematics and sciences (Eshiwani, 1982; King and Hill, 1993). This chapter reviews literature on women education in Africa and specifically in Kenya by focusing on factors that influence girls’ aspiration for higher education. The chapter begins by reviewing literature on women education. Secondly, it focuses on the various factors that influence girls’ aspiration for higher education. These will include socio-economic, cultural and school based factors.

2.2 Women education

Education broadens an individual’s perspective and sharpens his or her intellect about the world including an awareness of all the social, cultural, economic and political forces influencing one’s existence (FAWE, 1992). As Kaboji (1997) notes, it is therefore impossible for women to participate fully in national development if educational opportunities for them are restricted by economic, social and cultural attitudes of an individual and the society in general. Consequently, Kibera (1993) points out that limited education and gender biased education among women leads to their inequitable representation in most of the important sections of the society, such as employment, politics and other decision-making organs. Similarly, ILO (1982) clarifies that inequality in education mainly affects the job placement and promotion of women, which in turn minimizes their economic and political empowerment besides their participation in development.

Education in most parts of the world continues to display gender disparities particularly arising from high drop out rates, lower achievement and under representation of females in mathematics, sciences and technical courses (Eshiwani, 1985; FAWE, 1996). The situation is even worse in the rural areas. According to FAWE (1994), 26 million of African girls, most of whom reside in the rural areas are out of school, either having never attended or having dropped out of the
education system. Therefore promotion of women education is perhaps the most daunting challenge in the region (Odaga and Heneveld, 1995). This has been echoed in the various international meetings. For instance, the World Conference on Education For All (Inter-Agency Commission, 1990), stressed the need for removal of obstacles that hamper girls’ and women’s education. Similarly, the plan for action of the fourth world conference on women (FAWE, 1995) strongly endorsed girls’ education by re-affirming, among other things, that women’s rights are human rights and attention must be paid to the immediate development of girls both as children and as tomorrows’ women.

Although enrolment of girls at primary level of education has increased significantly throughout Africa, this trend is not reflected at all levels of education (Hugh and Mwiria, 1985). Similarly, FAWE (1994) notes that education in Africa is characterized by inequalities, which get worse as girls move up the education ladder. Enrolment of girls tends to drop from one level to another because of the economic, social, cultural and religious phenomena. Nevertheless, very few studies have been done to illustrate how and to which extent this aspect affects girls’ educational aspirations.

In Kenya, the government attaches great importance to education, and this is shown by the heavy financial expenditure, which favours the education sector compared to other social service sectors (Republic of Ke, 1998). This is noted by Bargetuny (1999) who states that”

The government allocated substantial parts of its budget to education. By 1972, 5.3% of the country G.N.P was devoted to public education. Free primary education was introduced in 1974 and enrolment in Primary school increased to 100%. The population in secondary schools rose from 3% to 12% in 1979 (Barngetuny 1999: p5).

In its quest to provide quality and relevant education that addresses gender and regional inequality, the Kenya government has continuously reviewed the education sector. This is shown in various government commissions and reports: for instance, the Kamunge Report, a report of the presidential working party on education and manpower training for the next decade and beyond (1989), a commission of inquiry into education system in Kenya (Koecch, 1999), and the master plan of education 1999 – 2010 (1998) among others. These documents register the
governments’ commitment in promoting gender and regional equality through formal education. Despite this emphasis, the overall situation reveals that females are disadvantaged at all levels of education in terms of access, participation, completion and performance (Republic of Kenya, 1997). Further, while FAWE (1996) confirms that there has been great improvement in girls’ enrolment at primary education, the problem of drop out before completion is still common and only the fortunate few continue to study in secondary schools and universities. This situation is more pronounced in the arid, semi arid, urban slums and the marginal rural areas with low agricultural potential (Abagi, 1998).

Regarding disparities between districts, Ministry of Education and Human Resource Development (MOE & HRD) statistics as recorded in the Master Plan on Education and Training (1998) show that in 1993, Gross Enrolment Ratio in rural district ranged from 34.2% in Nyeri (in Central Province) to 9.7%, 6.8% and 5.9% in Garissa, Wajir and Mandera (all in NE Province) respectively. Female G.E.R, in NE Province is as low as 2.1% in Mandera, 2.2% in Wajir and 3.8% in Garissa. Other districts’ with low female G.E.R include Kilifi 11.5%, Kwale 11.1%, West Pokot 10.7%, Samburu 7.1% and Marsabit 5.0% (Master Plan on Education and Training, 1998, 74). Gender imbalance in education poses a major challenge to the Kenya government. This problem can only be addressed by conducting research of which findings would be used to develop sound policies.

Literature reveals that there are a multiplicity of factors influencing girls’ education leading to low participation and lack of aspiration for higher education. These factors operate within the home, the school and the society (Odaga and Heneveld, 1995; King and Hill, 1993; FAWE, 1997). Therefore, various studies have highlighted various factors like socio-economic, cultural and school-based among others as the main variables influencing girls’ participation in education. Kibera (1993) reveals that most secondary students irrespective of gender desire for University education and training for a job, however, secondary students attending different categories of schools e.g. private/public, national/district and schools located in specific geographical regions have different career and educational aspirations.

These findings suggest that one of the factors, which should not be overlooked in educational planning, is the socio-economic and cultural practice of the people and their geographical setting.
Thus there is a need to carry out an in depth investigation of these factors in different localities and individual ethnic groups because each group has a unique way of life.

2.3 Socio-economic factors influencing female education

Demand for education is governed by a number of socio-economic factors. These include income, parental level of education, occupation and family size among others (Odaga and Heneveld, 1995; King and Hill, 1991). The increasing prohibitive cost of schooling is the major reason parents find that schooling is beyond their means (Graham Brown, 1991). For many parents who cannot afford the high cost of education, their children drop out of school and work to supplement household budget. This situation is worse for the girls child who becomes the first victim to drop-out of school due to the boy child preference in a situation of reduced resources (Republic of Kenya, 2001). This is not surprising given the prevailing economic crisis faced by most African countries. For instance the 1999 economic survey shows that female population in secondary schools declined slightly from 47.1% in 1997 to 46.7% in 1998 due to economic problems faced in the country (Republic of Kenya, 1999). When decisions are made because of financial constraints, girls are more likely to be held back or be withdrawn from school (Psccaropoulus and Wood hall, 1985).

The introduction of cost sharing in education, among other sectors, has placed a heavy financial burden on parents (Kinyanjui, 1995). While the government provides for teachers' salaries, curriculum, bursaries and inspection among others, the parents and the communities are expected to put up and maintain physical structures such as classrooms, toilets and workshops, provide teaching materials including textbooks, stationery, tools and equipment for practical subjects and to meet indirect costs like provision of uniforms, private tuition charges and examination fees (Abagi, 1998). Cost sharing policy has made education less attractive for the poor and has disadvantaged girls most. According to FAWE (1996), cost sharing is one major problem that excludes girls especially those from poor families in the arid and semi arid areas from the formal education system as it forces parents to prioritise who is to be sent to school and for how long. Similarly, direct charging of fees at the university level has limited most parents from sending their daughters to the universities believing that they will be better occupied doing something else, as they prepare for marriage (FAWE, 1994).
Parents' level of education and nature of their occupation have an impact on girls' education, career and professional development. Parents who have attained high formal education appreciate education for their daughters and they often encourage them to acquire educational qualifications either equivalent to or above their own. A study by Juma (1994) reveals that Taita Taveta District which is inhabited by a high proportion of parents who are educated and are in salaried employment and business has a high population of girls in school compared to Kwale which is inhabited by a large number of illiterate parents. Similarly a study by Gnyango (2000) shows that Nginyang division of Baringo district had more illiterate parents and subsequently low female participation in education.

A study by Aswani (1991) reveals that there is a significant relationship between parental level of education and the pupils educational aspiration. High parental level of education favoured high education aspiration of the respondent. For instance, for the fathers who did not have any formal education at all, 87.5% of the respondents showed low educational aspiration. This group of respondents according to Aswani, wished to terminate their education at secondary school level. There was also a significant relationship between the mother's level of education and their children's educational aspiration. For the mothers who had attained a high educational level, their children educational aspiration is high; For example out of the 58 respondents who indicated that their mothers had secondary education, 67.2% displayed high educational aspiration, while only 32.8% had low educational aspiration; Out of the 59 respondents whose mothers had attained post secondary education, 76.3% showed high educational aspiration.

According to Krauss (1964) when a working class mother holds a non-manual job and she has college training while her husband completed high school only, their children tend to have college aspiration. The reason for this is that mothers encouraged their children for higher education attainment and by doing so, attempt to realise their mobility aspiration through their children. This strength is common with children of Western countries and may be different in Kenya because most mothers in rural Africa have no formal education, thus have little influence on their children educational aspiration.

Generally men in Kenya, whether educated or not, are expected to be role models for their children. The status of women is subservient to that of men regardless of their socio-economic
status. Although Aswani focuses on the socio-economic factors that influence educational aspiration, she doesn’t consider the school based factors; In addition, her study was carried out in the urban area and more so at primary school level.

According to Kibera (1994), educational aspirations and career expectations are influenced by the categories of schools and the geographical setting. Thus, socio-cultural (ethnic) and geographical settings are crucial elements that should not be overlooked when considering student educational plans.

As has been argued, economic status of the parents determines female education participation and aspiration for higher education. According to Kibera (1993) children with parents in high and middle socio-economic status aspire for university education compared to those with low socio-economic status who preferred jobs immediately after completion of secondary education. This is confirmed by literature that children especially from better off homes are more likely to enrol and remain in school longer than those from poor homes (Davidson and Kanyuka, 1992; Lockheed, 1990). Because of the limited resources, poor parents often prioritise basic family needs and boys’ education rather than that of girls because they believe that boys’ education would yield economic return when they complete school.

In respect to the family size, it has been established that children from small families have higher educational levels when compared with children from large families. The parents of small families give more time and attention to each child. In addition, parents are able to give children the necessary material support to enable them to complete school with better grades. On the other hand, children from large families receive less individual attention and other resources from the parents. Given both a preference for boys’ education and higher costs for girls, the daughters in large families are less likely to be sent to school than sons (King and Hill 1991). It therefore follows that, family size is a significant factor for the education of the children and more so for the girls.

Egsmose (1981) carried out an investigation on the aspiration of Kenyan schoolgirls with regard to educational training and choice of occupation and careers. The purpose of her study was to investigate the attitudes of the 13 – 16 year old school girls in Kenya in regard to their aspiration for education and to compare this to that of boys with the same economic and cultural
background. The study was conducted in Nyeri District, Central Province of Kenya. The findings of this study showed that, the girls had quite high aspirations although relatively low compared to that of boys. It was also noted that aspiration of the girls was generally too high in view of the actual possibilities. For example, a great majority of them expected to complete secondary education and continue their education at a higher level. From the sample, only 0.4% expected standard seven to be their last class while 1/5 of them aimed at stopping after form four. Egsmore, therefore concluded that both educational and career aspiration of the young girls were unrealistically too high considering the chances available for higher education among girls.

In this study, Egsmore was simply interested in the aspiration of the 13-16 years old girls irrespective of their level of education. She made no attempt to analyse the factors that have influenced the formation of their aspiration.

In a subsequent study, Kariuki (1976), made an investigation of parental and occupational influence on student educational and occupational aspiration. In that study, Kariuki was interested in finding out how parental factors namely; the fathers' and mothers' educational levels and occupations were related to the formation of the student's educational and occupational aspirations. The sample of the study consisted of two hundred secondary school students of form one and four picked from three schools. Two of these schools were in the rural areas of Kiambu district and one in the outskirts of the City of Nairobi. The educational aspirations of the students were elicited by asking the students the level of education they would like to attain after school certificate examination. The respondents were cautioned to be realistic about their future and the chances that may be available for furthering their education. The findings of the study indicated that educational aspirations of the respondents were related to their parental education. These results are consistent with those of other researchers like (Obonyo 1994) and (Aswani 1991).

It is however, important to note that most of these studies were done in urban areas and those from rural areas were conducted among the sedentary communities. This still justified a study of this nature to be carried out in a rural area and more specifically among the pastoralist
communities; This is in accordance to Kibera’s findings that educational aspiration depends on
the ethnic and geographical settings of the location of the school (Kibera 1994).

In another study, Linsday (1981), made an exploration of career aspirations of Kenya women;
the purpose of the study was to analyse the relationship between the socio-economic status of the
family, ethnicity and female career aspiration. The findings from this study showed that,
High socio-economic status of the family allows female students opportunity to attend high
levels of education and prepare for professional careers. “The professional class constitutes less
than 5% of the total Kenyan population and farmers and unskilled workers constitute nearly 30%
yet students with professional parents represented over 50% of this sample. This appears to
confirm the contention that females from higher socio-economic background are more likely to
pursue formal education than females from poor background (Linsday 1981: 37).

Beside the direct cost, parents are reluctant to retain their daughters in school due to high
opportunity cost as compared to boys. This is well stated by Odaga and Heneveld (1995)

Child labour is indispensable to the survival of some household and
schooling because it represents a high opportunity cost to those
sending children to school. When it comes to childcare, girls are
more likely to be involved than boys. With the rapid rate of growth
in urbanization, the demand for domestic labour in urban areas has
also increased, resources poor rural household have responded by
sending their daughters into domestic labour market in exchange
for regular cash income. This draws young girls away from school
(Odaga and Heneveld, 1995, 17)

In poor families, child labour is often crucial to the income or survival of the household,
especially in the rural areas (Lockheed, 1991). On the overall, direct cost and demand for girls’
domestic labour forms major reasons for girls’ low participation in education limiting their
aspirations for higher education.

2.4 Cultural factors
Cultural expectations of the girls and the priority given to their roles as mothers and wives have a
strong negative bearing on their educational opportunities. Cultural customs and beliefs
influence girls’ decision to enrol in school, and withdraw from school. It also influences their
own decision to drop out and their grade level attainment (Odaga and Heneveld, 1995). Cultural
factors centred on aspects which reflect the traditional division of labour and unequal training opportunities which require women to conform to what is considered suitable feminine work, occupation and attitude towards girls’ education.

In their analysis of the educational situation of the Kenya girl-child, Wamahiu, Nyaggah, and Opondo (1992) explained the disadvantage suffered by the girl child with reference to the gender role ideology that pervades their learning environment, both at home and at school. According to them.

The gender role ideology with its built authoritarian helps to enhance disparate phenomena such as child abuse, violence against women and girls in and out-side the school. School pregnancies, negative female self image and consequently lower self-esteem, poor access, survival, performance, educational and career aspiration of girls, poor resource in the school and gender insensitive curriculum are factors that had disadvantaged female in education. (Wamahiu, Nyaggah, and Opondo, 1992, 97).

The gender role ideology derives from the different perception of gender roles and status by societal members with females being perceived as passive, submissive to male authority, physically and intellectually inferior to men. Female destiny is perceived to relate primarily to marriage and child bearing, her productive role and autonomy are downplayed.

Literature shows that some communities hold a negative view towards educated girls. For example, in Chad, some parents believe that schools push girls to prostitution, make them unfaithful to their husbands and make them difficult to be controlled by parents (Odaga and Heneveld, 1995). In a study by Abagi (1995), parents interviewed in Siaya District feared that their daughters could get pregnant or fail to get husbands due to “unbecoming” behaviour as an outcome of their education. Gitau (1985) notes that girls’ education is curtailed because early marriages are most preferable for their numerous advantages in the sight of some parents. This includes avoidance of early pregnancies while in school and acquisition of bride wealth among others.

Besides beliefs, cultural practices also curtail girls’ aspiration for higher education. For example, initiation ceremonies are still important in some communities. It is through these.
practices that girls graduate into womanhood (Odaga and Heneveld, 1995). After such rites, girls may be forced into early marriage, and in cases where they pursue education; this project becomes irrelevant to them (FAWE, 1997). Once girls are circumcised, they perceive themselves as adults. On returning to school, they have a negative perception of their uncircumcised peers. They are rude towards uncircumcised teachers, especially female teachers, and they become in disciplined. This leads to a sharp decline in their academic performance and they are likely to drop out (Wamahiu and Umbima, 1994).

A study by Onyango (2000) in Baringo district shows that most girls who underwent the rite of circumcision did not come back to school. They got married and the few who came back to school did not stay long before dropping out. Marriage was valued for the dowry paid and most parents feared that their daughters would get pregnant while at school and miss husbands and dowry.

Literature also reveals that religion, especially Islam, is associated with low female participation in schools. Some Muslim parents prefer Islamic education for their daughters as they fear that western education promotes values and behaviour that are contrary to cultural norms (Brock and Cammish, 1991).

In view of the literature cited, cultural beliefs and practices among the various communities hamper girls' education in many ways. While there have been a number of studies on this subject, there is still need for in-depth study to investigate and understand the influence these cultural practices have on girls' aspiration for higher education in different ethnic groups in the affected areas.

2.5 School based factors

Research on the impact of school-based factors on female education provides some insights into the way schools perpetuate the gender gap in education. The school environment, teacher attitude, lack of female teachers and the gender bias, learning materials all affect female performance and attainment (Odaga and Heneveld, 1995). Considering the school environment, Hertz (1991) argues that girls have special needs for physical protection, hence the parents may be obliged not to send their daughters to school unless it is safe and well equipped with facilities.
During a survey carried out by UNESCO (1979) in South East Asian countries, it was observed that inability to pay fees, purchase books, equipments and clothes compels parents to invest in the education of their boys whom they see as a source of future family support in preference to their daughters, whose economic contribution could be to a different household (UNESCO, 1979). The inappropriate school facilities for example, poor sanitation, lack of water and electricity affect girls’ performance (Wamahiu, 1995). This view is supported by Kibera (1993) who observes that majority of students who pass well and qualify to be admitted to the universities and other post secondary institutions come from well-equipped and staffed schools.

Barngetuny (1999) states that:

Those communities that scored high literacy rates are likely to have good, better-equipped schools and have responded well to the era of cost sharing. The rest are poorer and are engrossed in non-supportive culture where the need for education is not a priority. In these communities --- schools are left solely to be financed by the government despite its limited resources. In poor communities; females’ education suffers most” (Barngetuny, 1999, 16).

Research shows that a curriculum is a focal point of discrimination against girls (Oda and Heneveld, 1995). Stereotypes in the textbooks and other educational materials discourage girls’ active participation, limiting their educational aspiration. According to Obura (1991) the images that textbooks portray are very powerful in shaping young minds, as they are the key academic stimulus. The gender-based messages are directly transmitted (Kasente 1996). For instance, women and girls are invisible in textbooks, even in agriculture where women are very productive and contribute much of the labour (Obura, 1991). This implies that women are discouraged by the male favoured curriculum to aspire for higher education and this disadvantages their participation in post – secondary education.

Teachers’ attitude, behaviour and teaching practices have the most significant implication for female persistence and academic achievement. Teachers’ attitudes towards their female students are a reflection of the broader societal biases about the role of women in society and the academic capacity of girls (Davidson and Kanyuka, 1992). In classrooms in Kenya, Malawi and Rwanda, teachers pay more attention to boys than to girls (Oda and Heneveld 1995). In Zimbabwe, there is some gender discrimination by secondary school teachers, with boys receiving more attention by being given priority in the distribution of schoolbooks and other learning materials (Brown – Graham, 1991).
A study by Gichuki (1990) on the causes of primary school drop out in Othaya – Nyeri district shows that lack of psychological care and encouragement, especially from teachers has a great adverse effect on pupils’ achievement which is a major cause of drop outs. This implies that teachers attitude towards their female students may lead to lack of aspiration for higher education. This situation can be rectified by recruitment and training of female teachers because as Herz (1991) notes, the shortage of female teachers is usually worse in rural areas. This is often caused by such conditions as poor roads and limited transport, which may especially restrict women mobility. Shortage of female teachers can inhibit girls’ school attendance and retention particularly at the secondary school level (Herz 1991). Literature shows that female teachers are more sensitive to girls’ unique problems, which may not be effectively handled by male teachers (Odaga and Heneveld, 1995; King and Hill, 1991).

Somerset (1971) presented a paper on the educational aspiration of the 4th form students in Kenya. He indicated that educational aspiration of students strongly correlates with their school performance. Students who want to continue their education to high school or university tended to have better marks than those who want to leave school after school certificate examination. He argued that the students’ experience seems to affect both their expectation and their aspirations. He, therefore concludes that

Reality factors are important in determining the aspiration which fourth form students have for further education. Students understand clearly that selection for form five is severe and that the chances of further education hinge upon their academic achievement not merely ability, but also school quality and a student’s background affects the student’s aspiration (Somerset, 1971.5).

In this study, Somerset highlights the influence of school type and student’s performance on his/her educational aspiration; He, however, does not consider the socio-economic and cultural background of the student as factors likely to have an effect on his/her aspiration. The school receives a child who is already halfway moulded by the home; we would therefore not be justified to look at the influence of school on a child in isolation of the home. The home background of the child needs to be incorporated in such a study because it forms the background of the child’s total being.
However, studies have been done concerning the school-based factors; it is still important to investigate some of the factors in depth in order to establish what influences girls’ aspirations for higher education.

2.6 Summary

A study by Kibera (1993) shows that female secondary school students have lower educational aspiration and expectation than male secondary school students. The reason is that female students like to train for jobs. This study does not give reasons why female student lack the aspirations for higher education, which could have put them in better position with regard to job opportunities. As a result of this limitation, this study focused on socio-economic, cultural and school-based factors that influence girl’s aspiration for higher education.

Studies have been done on the factors that influence girls’ participation in primary education. For example, Juma (1994) observes that socio-economic factors, which include poverty, parental level of education and economic status of the parent among others, are the major constraints of female education in Kwale and Taita Taveta districts. Similarly, Onyango (2000) argues that there is low participation of females in primary education due to cultural factors like early marriages, initiation, and bride price and family attitude toward education. These studies show that these cultural factors contribute to low participation in primary education but they do not highlight whether girls have aspiration to further their education irrespective of the cultural constraints.

Although Aswani (1991) analyses on the socio-economic background of the Nairobi primary school pupils as a factor influencing their educational aspiration, she does not consider the school based factors: Esgmose (1981), was simply interested in the aspiration of the 13 – 16 years old student irrespective of their level of education. She makes no attempts to analyse the factors that have influenced the formation of their aspiration.

Most of the studies on educational aspiration have taken place in urban areas and very little is known about the influence of socio-economic and cultural context of the pastoralists communities on girls educational aspiration. Further, what are commonly addressed in the arid and semi-arid areas are issues on girls under representation in enrolment and participation. As a
result of this gap this study by use of descriptive survey design, which combines both quantitative and qualitative methods, identified and investigated in depth socio-economic, cultural and school based factors that influence Samburu secondary school girls’ aspiration for higher education in Samburu district and recommends necessary interventions.
CHAPTER THREE

3.0 METHODOLOGY

3.1 Introduction

This chapter provides the procedure, which was followed in conducting the study. The study set out to investigate factors affecting Samburu secondary school girls aspiration for higher education. The aspects discussed in this chapter include location of the study, research design, sample and sampling procedure, instrumentation, data collection procedures and data analysis techniques.

3.2 Location of the study

Samburu District is situated in the Northern part of the Rift Valley. It is bordered by five districts in the Rift Valley and the Eastern Province. To the North West is Turkana District, Marsabit District to the North East, Isiolo District to the East, Laikipia District to the South and Baringo District to the west. Samburu District lies between latitude 0°40 and 2°50 North of the equator and longitude 36°20 and 38° east of the meridian. It lies within the semi-arid areas of the country. The total area of the district is approximately 20,826 sq km (Republic of Kenya, 1997: 4) see appendix on page 97.

The general altitude in Samburu District ranges between 1,000m to 2,000m above the sea level. Rainfall in the district follows an erratic pattern varying significantly both in time and space. The district however, experiences short and long rains. The driest months are January and February. The long rainy season falls in the months of March, April and May while the short rainy season occurs in October, November and sometimes extend to December (Republic of Kenya, 1995: 5).

The mean annual temperature is 24 C°. Samburu District falls within the ASAL region whose soil development is greatly influenced by the rock type and topography. The soil in most areas apart from few highlands and mountains are generally low in organic matter due to low density of plant life and fast microbial activities. They have low fertility and inherently shallow, permitting only a limited capacity of water storage. The type of soil ranges between clay, loam,
sandy and stony and this has led to open grassland with stunted shrubs type of vegetation on the low land (Republic of Kenya, 1997: 16).

The main ethnic communities inhabiting Samburu District are the Samburu, Turkana, Kikuyu and a few Somalis. The Samburu people are the majority followed by the Turkana. The Samburu are the main inhabitants of the district explaining why it is named after them. The Turkana are concentrated at Baragoi division while Kikuyu people reside in the urban centres especially in Maralal, the district headquarters. Somalis reside in all the trading centres.

The Samburu and Turkana peoples have a great attachment to livestock keeping which form their major source of traditional food, prestige and status. It was only recently when a few Samburus living at the highland of Lorrkoke started engaging in mixed farming. Otherwise pastoralism is still the most prominent land use in the district occupying more than 90% of the Samburu people in the rest of the range land (Republic of Kenya, 1997: 18). Traditionally, the Samburus had developed a cultural system characterized by a high level of adaptation to the semi-arid type of habitat. This adaptation has recently worsened considerably due to serious environmental degradation as a result of overgrazing, human population and the introduction of new methods of land use patterns. Although this is the case, the Samburu still desire to maintain their tradition of keeping large herds and flocks (Were, 1986).

The traditional education system of the Samburu produced a highly disciplined and thoroughly structured society through the instrumentality of a segmentary kinship system and a well-developed age-group system. The Samburu had lived under the jurisdiction of a decentralized political system composed of small groups of elders in each residential settlement, who were acknowledged as the society’s wisest members and therefore qualified to rule (Edwar, 1982: 423). This is why Samburu elders do not value formal education because they feel that it produces misfits, dependants and people without self-confidence who fit neither into the village system nor into the city system (Were, 1986: 43).

Women’s tasks in a Samburu culture are many and varied. They include milking the cows, fetching water of which they sometimes walk over long distances using donkeys, cooking, gathering firewood, looking after children, putting up traditional houses and making clothing and
jewellery (Were, 1986: 83). The Samburu parents according to Edwar (1982) feel that a girl should be at home learning the skills required to be a competent wife and mother in a pastoral "Manyatta" and be ready to assume that adult role at about the age of fifteen (15) when she would be married. Such cultural practices and many others have led to low girls’ participation in primary education leading to high dropout and low enrolment. It is because of this that there is a need to carry out an investigation on secondary school girls to identify socio-economic, cultural and school based factors influencing their aspiration for higher education.

3.3 Research design

This study adopted a descriptive survey design utilizing both qualitative and quantitative approaches. A descriptive research aims at getting information that describes a situation, behaviour, attitude of individual and the community (Kane 1995). For this study, descriptive research was appropriate because it sought to find out the factors associated with certain occurrences and outcome of behaviour. This is in line with the purpose of the study, which led to the investigation and identification of socio-economic, cultural and school based factors affecting Samburu secondary school girls’ aspiration for higher education in Samburu District.

The rationale for adopting a survey design is that it is useful in gaining insight into the general picture of a situation without utilizing the entire population (Travers, 1969) since the researcher did not study the whole population. This design method therefore was suitable for this study.

This study also utilized an interview guide, focused group discussions and observation, which formed the core of the qualitative aspect. There was also the use of questionnaire, which catered for the quantitative part. A qualitative strategy enabled the researcher to collect data in the actual context in which the phenomenon occurs (World Bank, 2000). This implies that it provided a detailed description of social, economic and cultural perception within a given context (World Bank, 2000). This approach was appropriate because it guided the researcher to get detailed information, which was unlikely to be obtained from other methods (Kane, 1995). In addition to the Qualitative Method, the researcher used quantitative approach that has the advantage of getting responses on the same question from a larger number of people and this can be quantified in order to make appropriate conclusions (World Bank, 2000).
This study employed quantitative method using a questionnaire to get information from a relatively larger number of secondary school girls under the study. These reasons therefore formed the basis for adopting a descriptive survey study utilizing both quantitative and qualitative approaches. This is because the researcher anticipated that the combination of both designs was the most appropriate method of obtaining exclusive and accurate information of the various socio-economic, cultural and school based factors affecting Samburu secondary school girls’ aspiration for higher education.

3.4 Target population

The target population was Samburu secondary schools, parents, students, teachers and head teachers in those schools. Three girls secondary schools i.e. St. Theresa's, Moi-Girls and Kisima and the above mentioned category of people were targeted because the researcher was interested in investigating and identifying the socio-economic, cultural and school based factors that affect the aspiration for higher education of Samburu girls in secondary schools.

3.5 Sample and sampling procedures

The sample of this study was derived from secondary schools in Samburu District. There were nine secondary schools in Samburu district at the time of this study. The district had five boys, three girls, and one-mixed secondary schools. This study set out to investigate and identify socio-economic and school based factors that affect aspirations for higher education of Samburu girls in secondary schools. The secondary schools that had girls were included in the study sample. The mixed school was used for piloting and therefore could not be included in the sample.

The population of secondary school girls in the three single sex girls' schools was four hundred and eighty and out of that number, there were two hundred and fifty two Samburu girls. First a purposive sampling was used to get Samburu girls, and then a simple random technique was used to select one hundred and twenty students. Proportionate sampling was done to select Samburu girls in each of the three schools. As a result, 37, 40 and 43 girls were selected in Kisima, Moi AIC and St. Theresa's schools respectively to represent Samburu girls in the study. This constitutes 25% of the total number of Samburu female students in the three schools which was large enough compared to 10% recommended by Gay 1976 ia (Mugenda and Mugenda 1992) for a study of this nature.
Random sample was chosen so that all Samburu girls from form one to four had an equal chance of being included in the study (Word Bank, 2000). Head teachers of the three schools were included in the study. This was so because they were executives of their schools thus they were more conversant with factors that affect girls’ aspiration for higher education. A total of eighteen teachers were purposively sampled from the same schools for the focused group discussions. In selecting teachers, gender and the duration of teaching in their respective schools are considered. Those who had served for more than three years were sampled because the researcher believed that the long stay had earned them enough knowledge on the issues under investigation. Also fifteen parents were conveniently sampled for the study where an interview was arranged for them. These included ten men and five women among them one widow. In this case the researcher inquired from the students who had filled the questionnaire where their parents could be located, it was difficult but the researcher was able to locate them. Convenience sample was chosen because of the anticipated difficulty in getting the parents easily due to poor infrastructure and the cost involved. The above-discussed sampling procedures yielded the following groups of respondents.

**Figure 3.1 Sample structure**
3.6 Research Instruments

The study utilized a mixture of instruments as suggested by Kane (1995). This included observation schedule, interview guides, questionnaire and documentation. A multi method approach is useful in dealing with the unforeseen circumstances that arise in field research (Sommer and Sommer, 1991). For opinions and attitudes, questionnaires and interviews are very efficient (World Bank, 2000). The multi-instrumentation approach was appropriate to this study, which investigated the various factors that influenced girls' aspiration for higher education in Samburu district.

3.6.1 Questionnaire:
In this study, it was important to get information from the students. The main concern was the socio-economic, cultural and school based factors that affect their educational aspiration. To this end, the questionnaire was administered to the selected students to give information pertaining to their parental levels of education, parental occupations and the students' own levels of education aspiration; the cultural and school based factors that affect their aspiration. Both closed and open-ended questions were used to allow as much flexibility as possible in terms of responses. The use of questionnaire was preferred because it saves time and allows collection of data from a large group of people; further, they are also less costly, easy to quantify and appropriate in summarizing the results (Kane, 1995, World Bank, 2000, Sommer and Sommer, 1991).

3.6.2 Interview and Focused Group Discussion
The interview with the head teachers centred on the various socio-economic, cultural and school based factors that affected girls' educational aspiration in their schools. On the other hand, interviews with parents focused on the socio-economic, and cultural practices and norms that influenced negatively the desire for the level of education their daughters should attain and their perception on the investment in girls' higher education. An interview was used to supplement the questionnaire because it normally gives an opportunity for in-depth data collection by ensuring that the researcher comes face to face with the respondent (Bell, 1993). Through such an interaction, the respondents express their views and ideas in a friendly manner while the researcher probes for adequate elaboration of issues.

The study also involved holding focused group discussions with the teachers. A guide was used for this purpose. This method is appropriate because focus group respondents are encouraged to
talk among themselves so that discussion could unfold among the participants rather than between researcher and the respondents (World Bank, 2000). By following their discussion keenly, the researcher was able to understand in depth information on the various socio-economic, cultural and school based factors that affected girls’ aspiration for higher education in Samburu District.

3.6.3 Observation:
When the researcher visited the selected schools to administer questionnaires, and conduct interviews, the researcher also observed some of the key learning facilities like laboratories, teaching materials, equipment and desks. This enabled the researcher to make his own conclusions on the observable school factors that could reinforce the information obtained from a questionnaire and interviews on the school based factors which influence girls’ aspiration for higher education.

3.6.4 Documentation:
The researcher obtained information from school files containing the historical external examination results. These were analysed to show academic performance of the students in the national examination. This enabled the researcher to identify the general trend in their academic performance hence conclusions were made on girls’ aspiration for higher education.

3.7 Pilot Study
A pilot study was undertaken at Kirisia Secondary School, which is the only mixed secondary school in the district. It helped in testing the validity and reliability of the instruments. It also helped in facilitating speedy administration of the questionnaire, ease of eliciting responses from the respondents and the completeness and variety of information obtained (Sommer and Sommer, 1971). The objective of the pilot study was to refine the instruments so as to obtain accurate information, which reflects an integrated picture of the situation under investigation.

3.8 Data Collection Procedures
After getting a research permit from the Ministry of Education Headquarters, the researcher proceeded to the field. The researcher paid a courtesy call on the Samburu District Commissioner to deliver a copy of the letter of introduction from the Ministry of Education, thereafter visited District the Education office to get a letter of introduction to the Head teachers
of the selected schools. Visits were made to the selected schools. During the initial visit, the researcher explained the purpose of the study to the head teachers and made appointments. On the agreed dates, the researcher visited different schools using the appropriate instruments.

Interviews with the head teachers and the focussed group discussions were conducted in the schools. Interviews took place in the offices of the headmistresses while focused group discussions were held in the staff rooms with the teachers. A total of 18 teachers participated in the focused group discussions as opposed to the 12 proposed. This number increased because some teachers were curious and interested to air their views on the subject matter, thus the researcher thought it wise to accommodate them.

The focused group discussion took place during lunch break in Kisima school and at 4.00 p.m. after classes at Moi – AIC and on Saturday at St Theresa’s school. The focused group discussion took a duration of 1½ hours. The headmistresses of the three schools instructed the researcher to administer questionnaires on Saturday afternoon so that the programme does not interfere with the normal learning process. During the agreed date, the researcher personally administered questionnaires to the selected students in the school halls; items were clarified to the students. The researcher read the questions loudly, one after the other for the students to give necessary answers. In most cases the researcher was present to give assistance to students who sought further guidance. The questionnaires were collected on the same day.

For interview with the parents, the researcher inquired from the students who filled the questionnaires about the location of their homes. Those parents who could be reached were selected for interview. Convenient appointments were arranged for the actual interviews. In most cases, the husbands who are the heads of the household were interviewed. Since English is not widely spoken, Kiswahili was frequently used. However, for parents who could not understand or speak Kiswahili, interviews were conducted using Samburu language, in which the researcher is fluent.

The researcher encountered a number of problems during the study. There was a problem of getting means of transport to certain areas where parents lived. The researcher had to walk long distances and sometimes postpone the interview after reaching homes and finding out that
parents were already gone for their daily activities. Another, problem was that parents did not keep time, as agreed. Initially, parents were very suspicious and were withholding information. However, the problem was overcome through the local leaders, especially councillors and chiefs who assisted by explaining to them the researcher's purpose. Therefore, their doubt was cleared and the study went on smoothly.

3.9 Data Analysis

In this study, analysis involved both quantitative and qualitative methods. The quantitative data mainly came from the closed ended items in the questionnaires. This data was coded, edited before being tabulated and analysed using frequencies and percentages. This method was chosen because it easily communicates the findings to the majority of readers in a simplified form. It also gives a quick visual impression of the quantifiable variables (Mugenda and Mugenda 1999).

The information obtained from the interviews and focused group discussion constituted the bulk of the qualitative data. These data were edited and presented in narrative form that was discussed within each theme involving extensive quotations to capture the perceptions of various respondents. On the basis of the discussion, conclusions were then drawn. Qualitative analysis supplemented the descriptive statistical analysis for the provision of a comprehensive report. The data collected from past examination results was categorised, tabulated and then converted into percentages.
CHAPTER FOUR

4.0 DATA PRESENTATION AND ANALYSIS

4.1 Introduction

The purpose of this study was to investigate and identify the socio-economic, cultural and school based factors that affect the aspiration for higher education of Samburu girls in Samburu district secondary schools.

The study also sought to identify the strategies employed by head teachers, teachers, community leaders, parents and other stakeholders in promoting girls’ education in the district. This chapter presents the analysis of the survey carried out in the three single sex girls’ secondary schools in Samburu District.

The analysis of data is based on the following research questions.

a. What were the socio-economic factors that affected the aspiration for higher education of Samburu girls in Samburu secondary schools?

b. What were the cultural factors that affected the aspiration for higher education of Samburu girls in Samburu secondary schools?

c. What were the school – based factors that affected the aspiration for higher education of Samburu girls in Samburu secondary schools?

d. How was the school administration tackling some of the negative factors that affected the aspiration for higher education of Samburu girls in secondary schools?

e. What were the strategies used to promote the desire for higher education of Samburu girls in Samburu secondary schools?
4.1 What were the socio-economic factors that affected the aspiration for higher education of Samburu girls in Samburu secondary schools?

A number of variables pertaining to the socio-economic factors were important in measuring the parental ability to meet the basic household's needs and provision of other services. Students' socio-economic background was an important aspect of this study. This could furnish the reader with information in educational context against students' education aspiration in relation to their parents' level of education and occupation. Indeed, it is at home where students nurture and build their aspiration of whatever kind as they undergo socialization process.

4.2.1 Parental level of Education

Respondents through a questionnaire were asked to indicate the highest level of education attained by their parents, both mothers and fathers. Their responses were summarized in table 4.1 below.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Father</th>
<th>Mother</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>Never went to school</td>
<td>57</td>
<td>70</td>
<td>127</td>
</tr>
<tr>
<td>Lower Primary</td>
<td>7</td>
<td>9</td>
<td>16</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>25</td>
<td>28</td>
<td>53</td>
</tr>
<tr>
<td>Form Two</td>
<td>5</td>
<td>1</td>
<td>5</td>
</tr>
<tr>
<td>Form Four</td>
<td>7</td>
<td>2</td>
<td>9</td>
</tr>
<tr>
<td>Form Six</td>
<td>5</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>Post Secondary Certificate</td>
<td>6</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>Post Secondary Diploma</td>
<td>3</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>University Degree</td>
<td>3</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>TOTAL</td>
<td>119</td>
<td>119</td>
<td>238</td>
</tr>
</tbody>
</table>

Information in Table 4.1 shows that the majority 53.4% of the parents never went to school at all. Among those who attended school, 22.3% had upper primary education while 3.8% had form four level of education with only 2.9% and 1.3% of the parents having attained post-secondary diploma and university education respectively. On the overall, mothers lagged behind in education compared to fathers. As indicated, 58.3% of the mothers never went to school compared to 47.9% of the fathers, subsequently, 1.7% of the mothers against 5.9% of the fathers had attained form four level of education. Further it is indicated that while 2.5% of the fathers
had university education, none of the mothers attained this level of education, hence, women are more disadvantaged in educational attainment compared to their male counterparts.

Table 4.2 Parental Level of Education by School

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Kisima</th>
<th>ST. Theresa’s</th>
<th>Moi - AIC</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mother</td>
<td>Father</td>
<td>Mother</td>
<td>Father</td>
</tr>
<tr>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>---</td>
<td></td>
<td>---</td>
<td></td>
</tr>
<tr>
<td>Never went to School</td>
<td>28</td>
<td>75.7</td>
<td>21</td>
</tr>
<tr>
<td>Lower Primary</td>
<td>3</td>
<td>5.4</td>
<td>4</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>6</td>
<td>16.2</td>
<td>7</td>
</tr>
<tr>
<td>Form I</td>
<td>-</td>
<td>-</td>
<td>1</td>
</tr>
<tr>
<td>Form IV</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Form VI</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Post Secondary Certificate</td>
<td>1</td>
<td>2.7</td>
<td>2</td>
</tr>
<tr>
<td>Post Secondary Diploma</td>
<td>-</td>
<td>-</td>
<td>3</td>
</tr>
<tr>
<td>University Degree</td>
<td>-</td>
<td>1</td>
<td>1.7</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>100.0</td>
<td>37</td>
</tr>
</tbody>
</table>

Statistics in Table 4.2 indicate that 56.7%, 46.5% and 42.5% of fathers at Kisima, st. Theresa’s and Moi-AIC schools respectively lacked formal education.

On the other hand 75.7% mothers in the sample at Kisima, 48.8% St Theresa’s and 55% Moi – AIC school respectively never went to school. On the overall, mothers lagged behind in education progression as compared to fathers. As indicated, 5.4% at Kisima School, 9.3% and 7.5% at Moi- AIC and St. Theresa’s schools respectively had lower primary education, whereas fathers in the same school had 8.1%, 7.0%, and 5.0% lower primary education respectively. Those who completed upper primary education were 16.2%, 23.3% and 30% mothers at Kisima, St. Theresa’s and Moi – AIC schools respectively, whereas 18.9%, 18.6% and 22.5% fathers in the same schools completed upper primary education respectively.

The mothers in the sample who completed secondary education were very few, 2.3% at St. Theresa’s and 2.5% at Moi-AIC had attained form four level of education compared to fathers 5.4%, 7.0%, 7% who completed this level of education. The post secondary certificate education was attained by fewer mothers, on the overall, 4.7% at St. Theresa’s and 2.7% at Kisima had this
level of education compared to fathers 7.3% and 10% at St Theresa and Moi-AIC schools respectively. This trend continued even at higher levels of education showing 7.0% and 2.5% mothers at St Theresa and Moi – AIC while none at Kisima School compared to 7% and 2.7% fathers at St Theresa’s and Kisima schools had post-secondary diploma education.

The implication of these findings shows that majority of mothers in the sample of the three schools had no formal education and the women’s number was higher compared to that of men. Very few parents in the sample had got university education and these were 1.7% men only at Kisima. This scenario tends to support Samburu district development plan (1997 – 2001) and the National census of 1999 that shows that majority 68.09% of the population of Samburu District men and women have no formal education: This information also supports findings of Junta (1992) and Onyango (2000) that revealed a small number of female participation in tertiary institutions especially at the university level in Kwale, Taita Taveta and Baringo District.

In arid and semi-arid areas, women are disadvantaged in access, enrolment and participation not only in tertiary education but also in all other levels of education. This is partly the reason why districts that fall within the semi-arid and arid areas in Kenya like Samburu are lagging behind in development. This is in line with the assertion of Barngetuny who states that:

The most backward areas in Developments are also the most backward in female education. (Barngetuny, 1999.5)

4.2.2 Girls’ Educational Aspirations
In order to establish whether parental low or lack of formal education affected the aspiration for higher education among Samburu secondary school girls, respondents through a questionnaire were asked to indicate the level of education they wished to attain. Their responses are summarized in the Table 4.3
### Table 4.3 Education Aspirations Among Samburu Secondary School Girls by School

<table>
<thead>
<tr>
<th>Level of Education Aspired</th>
<th>Moi - AIC</th>
<th>Kisima</th>
<th>St. Theresa’s</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>Form Four</td>
<td>1</td>
<td>2.5</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Post Secondary Certificate</td>
<td>3</td>
<td>7.5</td>
<td>7</td>
<td>18.9</td>
</tr>
<tr>
<td>Post-Secondary Diploma</td>
<td>6</td>
<td>15.0</td>
<td>6</td>
<td>16.2</td>
</tr>
<tr>
<td>University</td>
<td>30</td>
<td>75.0</td>
<td>24</td>
<td>64.9</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

When examining students’ educational aspiration, the researcher was interested in the level of formal education the respondents desired to attain in each school for the sample. An analysis of 120 responses indicated that majority 119(99.2%) of the students wanted to continue with post-secondary education. Thus, 71.6% students registered their desire to go to the University while 19.3% and 8.3% wanted to have post-secondary certificate and diploma education respectively. A small fraction 0.8% wished to terminate their education at form four.

Examination of specific data from the three schools as shown by Table 4.3 indicated that 75% of the respondents from Moi - AIC school wished to have university education as compared with 64.9% and 74.4% at Kisima and St. Theresa’s respectively. Those students who were interested in attaining post-secondary diploma education were 15%, 16.2% and 25.6% at Moi - AIC, Kisima and St. Theresa’s respectively. Also, 7.5% and 18.9% of the respondents at Moi-AIC and Kisima wished to have post-secondary certificate education while respondents in the sample of St Theresa’s had no interest for this level of education. Subsequently, 2.5% Moi - AIC respondents wished to terminate their education at form four while there was none at Kisima and St. Theresa’s schools. On the basis of this statistic, conclusion can therefore be drawn that most Samburu girls in secondary schools in Samburu district have aspiration for higher education.
In order to establish whether low level or lack of fathers' formal education affects educational aspiration of the respondents, a cross-tabulation was done as illustrated by Table 4.4, to give a clear picture. Out of the 57 (47.9%) respondents in the study sample who indicated that their fathers' never went to school, none wanted to terminate their education after form four, 1 (1.8%) were interested to attain post-secondary certificate education, 11 (19.2%) wished to attain post-secondary diploma while the majority 45 (79%) indicated their aspiration for the university education. For the 7 (5.9%) respondents in the sample who indicated that their fathers had lower primary education, none indicated interest to terminate their education at form four, 2 (28.6%) were interested to have post-secondary certificate while 1 (14.2%) indicated their aspiration for the post-secondary diploma whereas 4 (57.2%) wished to go to the University.

In the same sample, 25 (21%) of the respondents indicated that their fathers had upper primary education and none of those respondents were interested in terminating their education at form four, 5 (20%) aspired for post-secondary certificate education, 5 (20%) aspired for post-secondary diploma education, while 3 (60%) were interested in university education. 5 (4.2%) respondents in the sample indicated that their fathers had form two level of education, 1 (20%) were interested in post-secondary education and 4 (80%) wished to go to the university.

In the study sample, 7 (5.9%) respondents indicated that their fathers had form four level of education and none of them showed interest in terminating education at form four, 1 (14.3%) were interested in post-secondary certificate education, 2 (28.6%) wished to have post-secondary diploma, while 4 (57.2%) were aspiring to go to the university. Out of the 5 (4.2%) respondents in
the sample who indicated that their fathers had form six level of education, 1(20%) wanted to terminate their formal education after form four, 1(20%) wished to attain post-secondary diploma education while 3(60%) were aspiring to go to the university.

In the sample, 6(5%) respondents indicated that their fathers had post-secondary certificate of education, hence 2(33%) wanted to have a post-secondary diploma level of education while 4(67%) wished to attain university education. Further, in the same sample 4(3.4%) respondents in the sample indicated that their fathers had post-secondary diploma education and 1(25%) of them aspired for post-secondary diploma education while 3(75%) wished to have university education. Lastly, out of the 3(2.5%) respondents in the sample who indicated that their fathers had university education and all 3(100%) of them were aspiring for the university education.

4.5 Mothers level of Education against respondents Educational aspiration

<table>
<thead>
<tr>
<th>Mothers' level of education</th>
<th>No.</th>
<th>%</th>
<th>Form four</th>
<th>Post-secondary certificate</th>
<th>Post-secondary diploma</th>
<th>University</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Never went to school</td>
<td>70</td>
<td>58.3</td>
<td>1</td>
<td>1.4</td>
<td>4</td>
<td>5.7</td>
<td>14</td>
</tr>
<tr>
<td>Lower Primary</td>
<td>9</td>
<td>7.6</td>
<td>1</td>
<td>11.1</td>
<td>1</td>
<td>11.1</td>
<td>7</td>
</tr>
<tr>
<td>Upper Primary</td>
<td>28</td>
<td>23.5</td>
<td>4</td>
<td>14.3</td>
<td>7</td>
<td>25.0</td>
<td>17</td>
</tr>
<tr>
<td>Form Two</td>
<td>1</td>
<td>0.8</td>
<td></td>
<td></td>
<td>1</td>
<td>100.0</td>
<td>1</td>
</tr>
<tr>
<td>Form Four</td>
<td>2</td>
<td>1.7</td>
<td></td>
<td></td>
<td>2</td>
<td>100.0</td>
<td>2</td>
</tr>
<tr>
<td>Form Six</td>
<td>2</td>
<td>1.7</td>
<td></td>
<td></td>
<td>1</td>
<td>50.0</td>
<td>1</td>
</tr>
<tr>
<td>Post-Secondary Certificate</td>
<td>4</td>
<td>3.4</td>
<td></td>
<td></td>
<td>1</td>
<td>25.0</td>
<td>3</td>
</tr>
<tr>
<td>Post-Secondary Diploma</td>
<td>3</td>
<td>2.5</td>
<td></td>
<td></td>
<td>3</td>
<td>100.0</td>
<td>3</td>
</tr>
<tr>
<td>University</td>
<td>-</td>
<td>-</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 4.5 shows a cross-tabulation of mothers' level of education and respondents' educational aspiration. In the sample, 70(58.3%) of the respondents indicated that their mothers had no formal education and out of these, 1(1.4%) wanted to end their formal education after form four, 4(5.7%) were interested in post-secondary certificate, 14(20%) aspired for post secondary diploma while 51(72.9%) were aspiring for university education. Out of 9(7.6%) respondents in the sample who indicated that their mothers had lower primary education, 1(11.1%) wished to
have post-secondary certificate education; and 1(11.1%) aspired for post-secondary diploma education while 7(77.4%) had university education aspiration.

Among the 28(23.5%) respondents in the sample who indicated that their mothers had upper primary education, 4(14.3%) wanted to attain post-secondary certificate education, 7(25.0%) aspired for post-secondary diploma and 17(60.7%) indicated that they wanted to go to the university. One (1) respondent in the sample indicated that her mother had form two level of education but she was interested in university education. Further, 2(1.7%) respondents in the sample indicated that their mothers had form four level of education and all 2(100%) of them aspired for university education. Likewise, 2(1.7%) respondents in the sample indicated that their mothers had form six level of education; one was interested in post-secondary certificate education while the other was interested in post-secondary diploma education.

Out of the 4(3.4%) respondents in the sample who indicated that their mothers had post-secondary certificate education, one (1) aspired for post-secondary certificate education while three (3) aspired for university education. Three respondents in the sample indicated that their mothers had post-secondary diploma education and 3(100%) had aspiration for university education. No respondent from the sample indicated that her mothers had university education.

The relationship between parental level of education and students' educational aspiration was found by other researchers like Eshiwani (1990), Aswani (1991), and Obonyo (1994) to be positively significant. Thus, this study confirms that high parental level of education favoured high educational aspiration; for instance, for the fathers who attained university education, 100% of the respondents showed aspiration for university education. Similarly, for the mothers who had post-secondary education, 100% of the respondents — wished to attain the university education.

Nevertheless, an interesting finding for this study is that majority of the respondents whose parents had no formal education showed high educational aspirations. For instance, for the fathers and mothers who did not have any formal education at all, 99% and 72% of the respondents respectively showed high educational aspirations. This revelation is inconsistent with findings of Aswani (1991) and Obonyo (1994) who attributed lack of formal education or
limited formal education to be a factor that affects children’s educational aspiration. According to them such parents do not understand the value of education, therefore, they could not inspire and motivate their children to pursue formal education. Educated parents on the other hand, mostly those with secondary and post-secondary education were not only able to provide the necessary requirements at school but they also emphasised the importance of education. Although this is true, Aswani (1991) and Obonyo (1994) fail to recognise the dynamic changes with time that evolve in a particular society through exposure. Currently, besides the importance attached to education in our society due to numerous social and economic benefits, it also enables an individual to move up the socio-economic hierarchy.

4.2.3 Reasons advanced by girls for the level of education they aspired

Students were asked to give reasons why they wished to attain the various levels of education they indicated, their responses were summarised in Table 4.6, which show the percentage of all issues mentioned by respondents in each level of education aspired for.

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Reasons</th>
<th>Respondents</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form Four</td>
<td>To get a job immediately</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>1.0</td>
<td>0.8</td>
</tr>
<tr>
<td>Post – Secondary Certificate</td>
<td>To train for the job</td>
<td>8</td>
<td>6.7</td>
</tr>
<tr>
<td></td>
<td>Help parents after getting a job</td>
<td>6</td>
<td>5.0</td>
</tr>
<tr>
<td></td>
<td>Parents are able to finance up to this level</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>24</td>
<td>19.2</td>
</tr>
<tr>
<td>Post – Secondary diploma</td>
<td>Gain more knowledge and skills</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Improve my family social economic status</td>
<td>9</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Get a better paying job</td>
<td>10</td>
<td>8.3</td>
</tr>
<tr>
<td></td>
<td>Family able to pay to this level</td>
<td>5</td>
<td>4.2</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>27</td>
<td>22.5</td>
</tr>
<tr>
<td>University Education</td>
<td>Make a history as the first female to go to the University.</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td></td>
<td>Enhance chances of securing a better paying job.</td>
<td>52</td>
<td>43.3</td>
</tr>
<tr>
<td></td>
<td>To gain more knowledge and skills</td>
<td>3</td>
<td>2.5</td>
</tr>
<tr>
<td></td>
<td>Improve the socio-economic status of the family &amp; community</td>
<td>10</td>
<td>7.5</td>
</tr>
<tr>
<td></td>
<td>Acts as a role model to others</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td></td>
<td>Advice from parents</td>
<td>2</td>
<td>1.7</td>
</tr>
<tr>
<td>Sub-total</td>
<td></td>
<td>69</td>
<td>57.5</td>
</tr>
</tbody>
</table>
As illustrated in table 4.6, it is evident that students aspire for a particular level of education mainly because they feel that their parents are able to finance, they can secure a good job and improve their socio-economic status among other reasons. Majority 70 (57.5%) of the respondents indicated that they were interested to continue and attain a university degree while 27 (2.5%) and 24 (19.2%) wished to attain a post-secondary diploma and post-secondary certificate education respectively. The reason they advanced included, gaining more knowledge, improve the socio-economic status of their families, act as role models, secure better paying jobs and improve their parents' financial position. Termination of education after form four was mentioned by one (1) respondent in the sample of the schools indicating that she wanted to get any type of a job she may secure upon completion of form four.

In the same manner, data gathered through interview and focused group discussion revealed that the Samburu community was gradually changing their negative perception toward girl's formal education, especially those that had settled around the urban centres. This was elaborated by a teacher in a focused group discussion who pointed out that:

This is the time this community has realized the importance of education especially those people who live within the vicinity of urban set up. They have seen the benefit of girls who are educated because they are working, employed, earning and thus support their families. (Teacher, Kisima).

This issue was again brought to the attention of the researcher during the interview with a male parent who explained that.

Before, we the Samburu believed that by educating girls we were wasting resources, but currently, we have changed our attitude; I, personally value education and I am educating children of both sexes so that they can help themselves in future (parent, Kisima School).

Another male parent who had a daughter at St. Theresa's school had this to say.

It is even better to educate girls than boys because girls are more sympathetic and helpful. Recently there was an old man who died and his daughters are the ones who gave him a decent burial (Parents, St Theresa's school)

Lastly, a female parent who had a daughter at Moi - AIC, Said,
I am really struggling to educate all my children irrespective of gender" (parent, AIC Moi).

The evidence adduced from the parents, head teachers and teachers shows that the Samburu people who reside within the vicinity of commercial centres have changed their attitude towards education in general and girls' education in particular. They have now seen the benefits of education especially in this era where traditional modes of production are being replaced by modern economy: The implication of this is that although majority of parents in the study sample are illiterate, they still encourage their children to pursue formal education and that is why majority of the students respondents wished to attain university education. There may be other factors rather than students parental education that have influenced these findings. For instance, pupils from poor home background may be motivated to get out of the poor conditions of living, since it has come to their realization that education is the only key to socio-economic uplift and to a successful life. They may strive for higher education that may lead them to gainful employment.

4.2.3 Occupation of the Parents

Occupations being an important variable of the socio-economic background, students were asked to state their parental occupation. This information has an important bearing on this study since occupation is an important determinant of the parents' ability to contribute towards the physical development of schools amid this era of cost sharing where parents bear the burden of paying fees, purchase learning materials and other equipment for the schools, besides incurring the cost for higher education for their children. Parents with high income are able to equip schools within their jurisdiction and educate their children to higher level of education.


Table 4.1 Fathers' Occupation by School

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Kisima</th>
<th></th>
<th>St Theresa's</th>
<th></th>
<th>Moi - AIC</th>
<th></th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Business</td>
<td>5</td>
<td>13.5</td>
<td>4</td>
<td>9.3</td>
<td>1</td>
<td>2.5</td>
<td>10</td>
</tr>
<tr>
<td>Herder</td>
<td>6</td>
<td>16.2</td>
<td>5</td>
<td>11.6</td>
<td>10</td>
<td>25</td>
<td>21</td>
</tr>
<tr>
<td>Teaching</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>4.7</td>
<td>4</td>
<td>10</td>
<td>6</td>
</tr>
<tr>
<td>Military</td>
<td>1</td>
<td>2.7</td>
<td>6</td>
<td>14.0</td>
<td>4</td>
<td>10</td>
<td>11</td>
</tr>
<tr>
<td>Casual Labourer</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2.5</td>
<td>1</td>
</tr>
<tr>
<td>Mixed farmers</td>
<td>11</td>
<td>29.7</td>
<td>12</td>
<td>27.9</td>
<td>10</td>
<td>25</td>
<td>33</td>
</tr>
<tr>
<td>Civil Servant</td>
<td>5</td>
<td>13.5</td>
<td>10</td>
<td>23.2</td>
<td>4</td>
<td>10</td>
<td>19</td>
</tr>
<tr>
<td>Others</td>
<td>9</td>
<td>24.4</td>
<td>4</td>
<td>9.3</td>
<td>6</td>
<td>15</td>
<td>19</td>
</tr>
<tr>
<td>TOTAL</td>
<td>37</td>
<td>100</td>
<td>43</td>
<td>100</td>
<td>40</td>
<td>100</td>
<td>120</td>
</tr>
</tbody>
</table>

Examining the data from the three schools, table 4.7 shows that 13.5%, 9.3% and 2.5% in the sample of respondents' fathers in Kisima, Theresa and Moi - AIC were engaged in business activities. Those whose occupation is herding were 16.2%, 11.6% and 25% in the sample of Kisima, St Theresa and Moi - AIC respondents' fathers respectively. For the teaching profession, 4.7% and 10% of the respondents indicated their fathers were teachers while there was none from the sample at Kisima School. Fathers in the military services were 2.7%, 14.0%, and 10% at Kisima, St Theresa's and Moi - AIC schools respectively. No fathers at Kisima and St Theresa's were casual labourers. However, 2.5% fathers at Moi-AIC school were casual labourers. Mixed farming seemed to be the dominant occupation of the fathers because 29.7%, 27.9% and 25% of the respondents' fathers at Kisima, St. Theresa's and Moi- AIC were engaged in this activity. Fathers in civil service were 13.5%, 23.2% and 15% at Kisima, St. Theresa's and Moi - AIC schools respectively.
Table 4.8 Mothers’ Occupation by School

<table>
<thead>
<tr>
<th>Occupation</th>
<th>Kisima</th>
<th>St Theresa’s</th>
<th>Moi - AIC</th>
<th>Grand Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Business</td>
<td>3</td>
<td>9</td>
<td>4</td>
<td>16</td>
</tr>
<tr>
<td>No.</td>
<td>3.1%</td>
<td>8.9%</td>
<td>10%</td>
<td></td>
</tr>
<tr>
<td>Herder</td>
<td>0</td>
<td>-</td>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>No.</td>
<td>-</td>
<td>-</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>Teaching</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>-</td>
<td>-</td>
<td>2.3%</td>
<td></td>
</tr>
<tr>
<td>Casual Labourer</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>6</td>
</tr>
<tr>
<td>No.</td>
<td>5.4%</td>
<td>2.3%</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>Farmers</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>9</td>
</tr>
<tr>
<td>No.</td>
<td>5.4%</td>
<td>2.3%</td>
<td>7.5%</td>
<td></td>
</tr>
<tr>
<td>Housewife</td>
<td>29</td>
<td>25</td>
<td>26</td>
<td>80</td>
</tr>
<tr>
<td>No.</td>
<td>78.4%</td>
<td>58.2%</td>
<td>75.7%</td>
<td></td>
</tr>
<tr>
<td>Nursing</td>
<td>-</td>
<td>-</td>
<td>2</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>-</td>
<td>-</td>
<td>4.7%</td>
<td></td>
</tr>
<tr>
<td>Others</td>
<td>1</td>
<td>1</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>No.</td>
<td>2.7%</td>
<td>2.3%</td>
<td>-</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>43</td>
<td>40</td>
<td>120</td>
</tr>
</tbody>
</table>

Table 4.8 shows that 8.1%, 20.9% and 10% of the respondents’ mothers in Kisima, St. Theresa’s and Moi – AIC 7.5% of the mothers schools respectively were engaged in business. In the sample of Moi – AIC were herders while there were none at Kisima and St. Theresa’s schools. Mothers in the teaching profession were 2.3% and 2.5% at St. Theresa’s and Moi – AIC schools respectively. Casual labourer mothers were 5.4%, 2.3% and 7.5% in Kisima, St Theresa’s and Moi- AIC schools respectively. Majority 80(66.6%) of the mothers were housewives and there were 78.4%, 58.2% and 65% at Kisima, St. Theresa’s and Moi-AIC schools respectively.4.7%mothers were nurses at St Theresa’s.

Table 4.9 Distribution of Economic Activities of Parents of the Respondents

<table>
<thead>
<tr>
<th>Economic Activity</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Arable Farming – Food</td>
<td>66</td>
<td>29.7</td>
</tr>
<tr>
<td>crop</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cash crop</td>
<td>18</td>
<td>8.1</td>
</tr>
<tr>
<td>Livestock Keeping</td>
<td>101</td>
<td>45.5</td>
</tr>
<tr>
<td>Business</td>
<td>37</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>222</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority (83.3%) of the parents were engaged in livestock keeping and subsistence farming. The main occupation of the Samburu people is livestock keeping although they are changing gradually by adopting arable farming. The common food crops grown are maize, beans and sukuma wiki and the main cash crop is wheat. Although the Samburu people are engaged in arable farming, still a fairly large number 45.5% are livestock keepers.
Table 4.10 Land Ownership of Parents of the Respondents

<table>
<thead>
<tr>
<th>Land Ownership</th>
<th>Response</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private</td>
<td>26.0</td>
<td>21.7</td>
</tr>
<tr>
<td>Communal</td>
<td>93.0</td>
<td>77.5</td>
</tr>
<tr>
<td>No Response</td>
<td>1</td>
<td>0.8</td>
</tr>
<tr>
<td>Total</td>
<td>120</td>
<td>100</td>
</tr>
</tbody>
</table>

Majority (77.5%) of the Samburu live under the communal land ownership system. As shown in table (4.10), a small percentage (21.7%) of the respondents own private land.

This observation is in line with information from Samburu District Development plan 1997 – 2001 that pastoralism is the main economic activity in the district. Peasant farming, housewifery and casual labour reflect a low socio – economic status and consequently low financial support to children’s education. This situation is made worse by natural calamities like drought or diseases and sometimes man engineered catastrophes like cattle rustling which sweeps large numbers of these animals reducing the households to beggars. Although parents have low economic status, Samburu girls in the study sample have aspiration for higher education, this is contrary to the finding of Aswani (1991) that show a positive relationship between parental occupation and their children’s educational aspirations and that of Kibera (1994) which revealed that children from low economic status homes have low education aspiration and vice versa.

Despite high educational aspiration displayed by Samburu girls in the study sample, it is evident from the Samburu district development plan 1997 and the national census of 1999 that few female attained post-secondary education in Samburu district. This was mainly attributed to poverty, negative parental attitude toward girls’ education and a value attached to their livestock.

These issues were brought to the attention of the researcher in this study during interviews with parents, teachers and head teachers. A male teacher from St. Theresa’s had this to say:

Lack of resources in the community is a major constraint to children’s education especially now that two thirds of the population hardly meets their basic needs because of long persistent droughts and cattle rustling that had reduced their stock. They cannot therefore pay tuition fee, leave alone meeting other educational expenses. Majority have enrolled their children in school but left them under the mercy of Consolata Missionaries, the County Council and other charitable organizations like Christian Children Fund. (Teacher, St Theresa’s).

A second teacher from the same school pointed out that:
Lack of school fees leads to early marriages because those parents who are unable to educate their daughters see marriage as the other alternative. (Teacher, St Theresa’s).

Similarly, a female teacher from Kisima School explained that

Girls whose parents are poor are very uncomfortable in school because they lack money to purchase some of the essential items. This affects their performance in class” (Teacher, Kisima).

In acknowledging low value attached to female education as the main hindrance to girls’ education in the district, especially among the Samburu people who live far away from commercial centres: the headmistress of St. Theresa’s had this to say:

The parents of these girls are not supporting their daughters’ education, especially the fathers: In fact, they only prefer marrying them off but their mothers are concerned although they are illiterate. They are the ones who come when called upon to discuss education matters during school Parents’ Days. (Head teacher, St. Theresa’s).

A Female teacher from St Theresa’s concurred with her colleagues and explained that;

In this community, livestock is valued more than anything else. Somebody with many herds of cattle, sheep and goats is not ready to take his children to school” (Teacher, St. Theresa’s).

On the same note, another teacher asserted that:

Parents withdraw their daughters out of school so that they can take care of their livestock that is regarded as a better investment than their education (Teacher St. Theresa’s).

A focused group discussion with teachers from Moi – AIC emphasized that parents were not willing to educate their daughters; in the opening remarks, one teacher asked.

Is it that the parents are unable to pay fee or they are unwilling to pay? (Teacher, Moi – AIC)
Another teacher in answering this question explained that:

Many girls drop out of school not necessarily because the parents are unable to pay fees, but because they are unwilling to pay. Their parents have many cows, but they can’t sell even one for their daughters’ education” (Teacher, Kisima)

Another teacher elaborated that:

The Samburu people believe that educating a girl is rather unnecessary. They fear that girls’ pursuance of higher education will make them big-headed and their chances of marriage would be ruined” (Teacher, Moi- AIC).

A parent summarized the sentiments of the others by pointing out that:

Girls’ education is not valued among the community and those who enrolled their children in school are the poor group. The rich are still very rigid and conservative. It is not that they don’t value girls’ education but they have negative attitudes towards education in general. (Parent, Kisima)

However, another parent asserted that:

I wish to educate my children, both boys and girls to the university but I’m poor. So I leave their destiny to God”. (Parent, Maralal).

Although information elicited from focused group discussion and interviews indicate that socio-economic status of the parents affects educational aspiration of the girls. Majority of the girls 86 (71.6%) desire to go to the university so that they earn themselves a chance of securing a better job, hence improve the status of their parents

The findings of this study show that the poor families among the Samburu community are the ones who enrol their children in school while the rich ones value their livestock more than education. In spite of high educational aspiration displayed by Samburu girls in secondary schools, it is imperative that poverty hampers their access to higher education. Those parents who are unable to meet educational demand of their daughters and on the other hand, their daughters could not secure financial assistance from the non-governmental organisation or well-wishers, the only alternative for such parents is to marry off their daughters. Subsequently, it was argued in the focus group discussion mostly by the teachers of Kisima School that those girls
whose parents are poor are uncomfortable in school because they lack money to purchase some of the essential items, thus, this affected their performance in class and ultimately their final examination performance limiting their access to higher education.

The implementation of structural adjustment programme has really affected the educational participation of children from poor families because apart from paying fees, they were expected to put up school buildings, buy and maintain school facilities, buy books, school uniform and other related educational materials. Such financial commitments coupled with the struggle to feed and offer shelter to the children become costly to poor parents and the alternative as unanimously agreed by most teachers who participated in focus group was early marriage.

Majority 86 (71.6%) of the student respondents had a high educational aspiration irrespective of their parental low level of education and social status. This is contrary to the findings of Aswani (1990) that low parental level of education leads to low educational aspiration of their children, but it does confirm that high parental level of education exhibited high educational aspiration of their children. This study also confirms that high socio-economic status of the parents leads to high educational aspiration of their children but it contradicts other studies (e.g.) Obonyo (1994) and Kibera (1990) that low socio-economic status of the parents led to low educational aspiration; This study shows that the respondents displayed high educational aspiration irrespective of their parental socio-economic status.

This observation is in line with Foster (1977) and Heyneman’s (1979) assertion that lack of significant influence of socio-economic status on students educational aspiration and expectation in less industrialized economies unlike in the industrialized economies is attributed to the fact that social stratification as measured by parental level of education and type of occupation held by parents has not solidified. A study carried by Aswani in (1990) in Nairobi proved these scholars wrong when she established a positive significant relationship of the parents’ level of education and occupation on students’ educational aspiration This is not the case in Samburu district where traditional structures are still intact with a high rate of illiteracy characterized by traditional pastoralist modes of production.
4.3 Socio – Cultural Practices

In this section, the study mainly focused on socio-cultural practices, norms, beliefs and attitudes as they relate to educational aspiration for girls. Cultural expectations of girls and the priority given to their roles as mothers and wives have a strong negative bearing on their educational aspiration. Cultural customs and beliefs influence girls’ decision to drop out of school and their grade level attainment.

Besides beliefs, cultural practices also curtail girl’s educational aspiration, for example, initiation ceremonies are still important in some African communities. It is through these practices that girls graduate into womanhood: After such rites, girls may be forced into early marriages. These practices therefore hinder educational aspiration for the communities which are strongly bound by their traditional customs.

In order to establish major cultural practices that affect girls' educational aspiration, the researcher through a questionnaire asked the students to indicate the most significant cultural factors that affect girls desire for higher education. Their responses were summarized in the table 4.1.

Table 4.11 Reasons advanced by students on cultural practices that affect Samburu girls’ aspiration for higher education.

<table>
<thead>
<tr>
<th>Reason</th>
<th>No.</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Forced Marriages</td>
<td>34</td>
<td>28.3</td>
</tr>
<tr>
<td>Pregnancies</td>
<td>12</td>
<td>10.0</td>
</tr>
<tr>
<td>Parental negative attitude toward Education</td>
<td>30</td>
<td>25.0</td>
</tr>
<tr>
<td>Circumcision</td>
<td>18</td>
<td>15.0</td>
</tr>
<tr>
<td>Engagement</td>
<td>26</td>
<td>21.7</td>
</tr>
<tr>
<td>TOTAL</td>
<td>120</td>
<td>100.0</td>
</tr>
</tbody>
</table>

From Table 4.11, a larger proportion 34 (28.3%) of the respondents indicated that forced marriages are a common cultural practice that hinders girls’ educational aspiration. This may imply that parents value dowry more than education. Apart from forced marriages, 12(10%) of
the respondents indicated that girls get pregnant and drop out of school, on the other hand 30(25%)of the respondents indicated parental negative attitude on formal education while 26(21.7%) indicated engagement (betrothal) as another cultural factor that had limited Samburu secondary girls aspiration for higher education: These views were supported by parents, head teachers and teachers in an interview and a focus group discussion:

For instance, A male teacher from St. Theresa’s argued that:

Girls are married immediately after they complete form four. Most parents would prefer a quick return in terms of dowry. Highly educated girls may embarrass their parents because they choose husbands for themselves. They can even elope with young men from other communities to the disappointment of their parents. This is a total loss to their parents and relatives (Teacher, St Theresa’s).

On the same point a male teacher from Moi – AIC emotionally said that

I have witnessed cases where girls are removed out of school to be married, but it has been too difficult to pursue the matter because even leaders support the practice (Teacher, Moi – AIC).

In stressing the importance of the marriage institution, a male parent argued that:

Our community strictly adheres to collective responsibility where your brothers, cousins and other close relatives negotiate your daughter’s marriage and agree on the dowry payment without consulting you. They only come and inform you that we have agreed that your daughter will be married to so and so. This happened to my daughter who is in form two studying at Kisima Girls, but I stood firm and rejected their proposal because I want my daughter to continue with her education (parents).

A female parent reacting on the same point emotionally testified on women’s position in Samburu community with regard to marriage. She said:

The Samburu people see a woman like property. She is not consulted in any matter pertaining to her daughters’ marriage. In fact my daughter is in Secondary school but her fate depends on the elders. They can marry her off upon completion. My wish is to see her go to college but I have no powers over her. (Female, Parent).

From the above explanation, it is evident that marriage, either forced or otherwise, is still a strong traditional practice. As such, higher education is seen to disrupt this noble practice. The information adduced from the students, teachers and parents indicated that marriage has a
negative impact on female education: Thus it is an inhibiting factor towards girls' educational aspiration in the district.

Engagement is another cultural practice mentioned by 26(21.7%) of the respondents as an impediment towards girls' educational aspiration. This statistic is supported by the sentiments of the headteachers interviewed and teachers' focused group discussion.

The headmistress of St Theresa's explained that.

Girls are engaged while they are still in school. Those girls who have been doing quite well, start performing poorly. Sometimes the girls are afraid to go home for holidays because they are afraid to get pregnant or be married. (Headmistress St. Theresa's).

On the same point, a male teacher from Moi – AIC said that:

Engagement is a common practice for the Samburu people, some girls are engaged but they are shy to reveal it. This practice has negative effects on education because one cannot serve two masters (Teacher, Moi – AIC).

This assertion affirmed the sentiment of Elijah Otiende, an Action Aid Samburu District Community Education Mobilizer who was reported as saying that:

Among the Samburu of Northern Kenya, the disruption of girls' education was so common that education managers in the district are unable to bridge formal education with cultural considerations. Girls are assigned men they have to marry immediately they turn 15 years; Although this practice was previously regarded as an honour, today it has become a major draw back to the provision of education and the retention of girls in the school system (Daily Nation, August 21 2000).

Another cultural aspect mentioned by 30(25%) of the respondents was parental negative attitudes towards education. Samburu families, according to an interview with the parents, tend to send only one or two of their children to school. The rest remained behind to herd their livestock or assist with domestic chores. In such circumstances; there was a strong preference to educate boys over girls because of quick benefits derived from girls when they are married off at a younger age. This is elaborated by a male parent who said that:
I took my daughters to school because I was not blessed to get a son, but when they complete form four, if they get husbands I will be happy (male, parent).

Parental involvement in school affairs was low due to ignorance and illiteracy. The Headmistress of St. Theresa’s had this to say.

The parents are not supportive at all, when called upon to discuss their children’s performance and discipline only few turn-up (Headmistress, St, Theresa’s).

On the same note, the Headmistress of Moi – AIC, reported that,

When we want to meet the parents, we give letters to students during holidays so that they read for them” (Headmistress Moi- AIC).

Thus, her sentiments support statistical information in table 4.1 on page 39 that majority 127(53.3%) of the parents lacked formal education, hence could not read or write.

In conclusion, although Samburu girls in secondary schools displayed high aspiration for higher education, they still face strong cultural challenges. This is highlighted by Samburu District development plan (1997) that attributes low female formal education participation to early marriages and negative community attitudes towards girls’ education. It is also in agreement with a study carried out by Onyango (2000) that revealed numerous cultural constraints to girls’ education in Baringo district. Such cultural practices include circumcision, child marriages and pregnancies. Other studies like the one of Abagi (1995) and various FAWE reports carry the same message. A factor that has emerged in this study which had not been highlighted by previous studies is girl betrothal (engagement): This practice affects girls’ psychologically leading to low performance in examinations, hence low education advancement.

4.4 School Based Factors
In this sub-section, a number of school- based factors are discussed. The aspects given attention are previous examination result for the three schools studied, adequacy, inadequacy and availability of learning resources and staffing.
4.4.1 Previous Examination Results

Performance in National examinations in the three schools was analysed as shown in the table 4.12. Focus was on the K.C.S.E. examination results for the three years from 1998 to 2000. The results were categorized in three groups. Grade A to C+, C to D+ and D to E. Grade A and C+ was used in this study because candidates who scored these grades in the K.C.S.E. examination are the ones who are considered to have met the university admission requirements and can also join other post - secondary diploma institutions. Therefore, those candidates had a better chance for higher education.

The candidates who scored C to D+ grade also met the requirement for certificate course admission. This category therefore qualifies for certificate colleges. The last category which is D to E cannot qualify for admission in any certificate college unless commercial ones that don’t consider qualification, as much

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Moi AIC</th>
<th>%</th>
<th>Kisima</th>
<th>%</th>
<th>St. Theresa</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>A to C+</td>
<td>1</td>
<td>3.4</td>
<td>-</td>
<td>-</td>
<td>7</td>
<td>19.4</td>
</tr>
<tr>
<td>C to D+</td>
<td>17</td>
<td>58.6</td>
<td>11</td>
<td>36.7</td>
<td>28</td>
<td>76.6</td>
</tr>
<tr>
<td>D to E</td>
<td>11</td>
<td>38.0</td>
<td>19</td>
<td>63.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>TOTAL</td>
<td>29</td>
<td>100.0</td>
<td>30</td>
<td>100.0</td>
<td>35</td>
<td>100.0</td>
</tr>
</tbody>
</table>

With regard to K.C.S.E performance as shown in table 4.12, ST Theresa’s secondary school shows good performance compared to the other two schools in the sample. In 1998, out of 29 candidates who sat for K.C.S.E at Moi- AIC school, 1(3.4%) attained grade A to C+, 17(58.6%) attained grade C to D+ and 11(38%) attained grade D to E while at Kisima schools, out of the 30 candidates, none attained grade A to C+, 11(36.7%) attained grade C to D+ and 19(63.3%) attained grade D to E where as at ST Theresa’s school, out of 35 candidates, 7(19.4%) attained grade A to C+, 28(77.6%), attained grade C to D+ and none attained grade D to E. This showed good performance by St. Theressas as compared to the other two schools.
In 1999, out of the 32 candidates who sat for K.C.S.E at Moi-AIC school, 1 (3.1%) attained grade A to C+, 26 (81.3%) attained grade C to D+ and 5 (15.6%) attained grade D to E. At Kisima School, out of the 29 candidates, none attained grade A to C+, 19 (65.5%) attained grade C to D+ and 10 (34.5%) attained grade D to E. In St Theresa’s school out of the 36 candidates, 8 (22.2%) attained grade A to C+, 28 (77.8%) attained grade C to D+ whereas none attained grade D to E. Also St Theresa’s students performed fairly well compared to Moi AIC and Kisima just like in 1999.

In the year 2000, out of 37 candidates who sat for K.C.S.E at Moi – AIC, 1 (2.8%) attained grade A to C+, 24 (68.6%) attained grade C to D+ and 10 (26.2%) attained grade D to E. At Kisima School, out of 37 candidates, 3 (8.1%) attained grade A to C+, 18 (48.6%) attained grade C to D+ and 16 (43.3%), attained grade D to E, while at St Theresa’s School out of 37 candidates, 16 (43.3%) attained grade A to C+ and 21 (56.7%) attained grade C to D+ whereas none attained grade D to E. This implies that St. Theresa’s school students performed better than the other two schools.

### Table 4.13 National Examination Performance By School in the year 1999

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Moi AIC</th>
<th>Kisima</th>
<th>St. Theresa</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>A to C+</td>
<td>1</td>
<td>3.1</td>
<td>-</td>
</tr>
<tr>
<td>C to D+</td>
<td>26</td>
<td>81.3</td>
<td>19</td>
</tr>
<tr>
<td>D to E</td>
<td>5</td>
<td>15.6</td>
<td>10</td>
</tr>
<tr>
<td>TOTAL</td>
<td>32</td>
<td>100</td>
<td>29</td>
</tr>
</tbody>
</table>

### Table 4.14 National Examination Performance By School in the year 2000

<table>
<thead>
<tr>
<th>GRADES</th>
<th>Moi AIC</th>
<th>Kisima</th>
<th>St. Theresa</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>%</td>
<td>No</td>
<td>%</td>
</tr>
<tr>
<td>A to C+</td>
<td>1</td>
<td>2.8</td>
<td>3</td>
</tr>
<tr>
<td>C to D+</td>
<td>24</td>
<td>68.6</td>
<td>18</td>
</tr>
<tr>
<td>D to E</td>
<td>10</td>
<td>28.6</td>
<td>16</td>
</tr>
<tr>
<td>TOTAL</td>
<td>35</td>
<td>100.0</td>
<td>37</td>
</tr>
</tbody>
</table>
4.4.2 Students’ level of Educational aspiration in view of their own individual performance in class and their school performance in previous national examination.

In order to establish whether students’ performance in class and their school performance in previous K.C.S.E examination affect the aspiration for higher education of Samaru girls in secondary schools, students were asked to indicate the level of education they aspire to by considering their own performance in class and their schools previous performance in K.C.S.E examination. Their responses are summarized in table (4.13).

4.4.3 Table 4.13 Level of Education the students aspire in comparison to their Performance in Class and Schools Performance in the previous Kenya Certificate of Secondary Education (K.C.S.E)

<table>
<thead>
<tr>
<th>Level of Education</th>
<th>Student Educational Aspiration Compared to their Performance in Class and Schools Performance in K.C.S.E.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Kisima</td>
</tr>
<tr>
<td>---------------------</td>
<td>--------</td>
</tr>
<tr>
<td></td>
<td>No.</td>
</tr>
<tr>
<td>Form Four</td>
<td>3</td>
</tr>
<tr>
<td>Post Secondary Certificate</td>
<td>22</td>
</tr>
<tr>
<td>Post Secondary Diploma</td>
<td>8</td>
</tr>
<tr>
<td>University Degree</td>
<td>4</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
</tr>
</tbody>
</table>

With regard to the individual schools, 3(8.1%) of the respondents at Kisima and 5(12.5%) at Moi- AIC schools wished to terminate their education at form four while none of the respondents at St Theresa’s school wished to terminate their formal education at this level. Similarly, Majority of the respondents 22 (59%) at Kisima School indicated that they hoped to attain post secondary certificate education compared to 15(37.5%) and 3(7%) of Moi – AIC and St Theresa’s schools respectively.

As shown in Table 4.13,8(21.6%) of the respondents at Kisima school indicated their aspiration for the post – secondary diploma education as compared to 16(40%) at Moi – AIC and 22(51.2%) at St Theresa’s schools. It is clear that there is a wide variation of students
educational aspiration in the three schools: Majority 18(41.8%) of the respondents at St Theresa’s aspired for university education in view of their performance in class and school performance in national examination compared to 4(10.8%) and 4(10%) at Kisima and Moi – AIC respectively. This information seems to give a clear picture on girls’ education aspiration because the question asked previously on the same tended to give unrealistic information since majority 75%, 64.9% and 74.4% of the respondents at Moi AIC, Kisima and St Theresa respectively desired for university education (see table 4.3) compared to statistics in table 4.13 which showed a larger proportion 51.2% of the respondents at St. Theresa’s schools who indicated their desire to complete secondary education and continue for university education compared to 10.8% and 10% of the respondents at Kisima and Moi – AIC schools respectively who aspired this level of education. Thus, the information adduced from the respondents on the level of education they desire to attain, seems to correlate with the three school national examination performance as indicated in Table 4.12, 4.13 and 4.14 respectively where St. Theresa’s performance is high compared to the other two schools. This is in support of an observation in Somerset (1991) that secondary school students assess their performance in relation to that of other students in the same class and school and the status of their school in relation to other secondary schools in the country. It can be inferred that students do in fact estimate their academic potential and set their expectation for further education mainly from their position in class, academic achievement, and status of their school in relation to others in a district, province or nation.

4.4.5 Educational Facilities

This study, found out that the three schools had a lot of variation in provision of learning facilities: For instance, St. Theresa’s school had good spacious dormitories while both Kisima and Moi AIC had congested dormitories: In terms of Library facilities, St. Theresa’s had a good well equipped and organised library with all sorts of literature ranging from social sciences to hard sciences books, articles and journals. Kisima and Moi – AIC secondary schools had no library at all. They had a book store instead. This information is reinforced in Tables 4.14 and 4.15.
In establishing the status of laboratories and other facilities in the sampled schools, the researcher through a Questionnaire asked the respondents to rate the condition of those facilities in their respective schools. According to table 4.14, at Moi – AIC school, none of the respondents indicated that the condition of laboratories and facilities were very poor, 1(2.5%) indicated poor, 12 (30%) fair, 14(35%) and 13(32.5%) respectively, indicated good and excellent facilities. At Kisima school, 2(5.4%) indicated very poor, 3(8.1%), poor, 19(51.3%)fair, 7(18.9%) good and 6(16.2%) excellent. At St Theresa’s school, none of the respondents indicated very poor, 3(7%) poor, 4(9.3%) fair, 12(30.2%) and 23(53.5%) indicated good and excellent respectively. The implication of this trend shows that St. Theresa’s had well-equipped laboratory followed by Moi-AIC and lastly Kisima School. Statistics in table 4.13 on page 60 shows that majority (41.8%) of St. Theresa’s respondents showed a university education aspiration and this correlates to 44.2% of those who indicated that the availability of laboratories facilities were excellent, whereas a small percentage (16.2%) of the respondents at Kisima indicated that the availability of laboratories facilities were excellent, few (10.8%) girls according to the information on table 4.13 aspired for university level of education. The implication from this finding was that the status of laboratories facilities affects educational performances, which ultimately lead to high or low educational aspiration.
With regard to the availability of textbooks and learning materials in the schools sampled, respondents' ratings are shown in Table 4.15: At Moi – AIC school, 1 (2.5%) of the respondents indicated the availability of textbooks and learning materials as very poor, 1 (2.5%) poor, 18 (45%) fair, 17 (42.5%) good, and 3 (7.5%) excellent respectively. At Kisima School, 2 (5.4%) indicated very poor, 13 (35.1%) poor, 16 (43.2%) fair, and 6 (16.2%) good but none indicated excellent, while at St. Theresa’s, none indicated very poor, 1 (2.3%) poor, 10 (23.2%) fair, 13 (30.2%) good, and 19 (44.2%) excellent respectively.

It is also evident that the availability of textbooks and learning materials had an impact on learners' aspiration for higher education. This information tends to correlate to that in Table 4.13 which indicates that majority of St. Theresa’s respondents aspire for the university education compared to the sample of Kisima and Moi – AIC schools who aspire for post-secondary certificate and post-secondary diploma respectively.

Table 4.18 Rating on the Commitment and Effectiveness of Teachers by the Respondents

<table>
<thead>
<tr>
<th>Commitment and effectiveness of teachers</th>
<th>Moi - AIC</th>
<th>Kisima</th>
<th>St Theresa's</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>No.</td>
<td>%</td>
<td>No.</td>
</tr>
<tr>
<td>Very Poor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Poor</td>
<td>-</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Fair</td>
<td>2</td>
<td>5.0</td>
<td>1</td>
</tr>
<tr>
<td>Good</td>
<td>8</td>
<td>20.0</td>
<td>14</td>
</tr>
<tr>
<td>Excellent</td>
<td>30</td>
<td>75.0</td>
<td>22</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>37</td>
</tr>
</tbody>
</table>
To elicit information concerning the commitment and effectiveness of teachers, respondents rated the teachers on a five-point scale, table 4.16. Shows that none of the respondents at Moi – AIC indicated very poor and poor, 2(5%) fair, 8(20%) and 30 (75%) good and excellent respectively. At Kisima school none of the respondents in the sample indicated very poor and poor, 1(2.7%) fair, 14(37.8%) good and 22 (59.5%) excellent whereas at St Theresa’s school 2(4.6%) of the respondents indicated very poor, 4(9.3 %) poor, 10(23.3 %) fair, 17(40.5 %) good and 10 (23.3%) excellent respectively. The implication for this is that most teachers in the sampled schools were committed and effective to their work according to their respondents because they complete the syllabus in time, they are punctual and ready to assist weaker students’.

### Table 4.19: Physical Facilities and Resources as Observed by the Researcher

<table>
<thead>
<tr>
<th>Schools</th>
<th>Electricity</th>
<th>Water</th>
<th>Classrooms</th>
<th>Dormitories</th>
<th>Kitchen (DH)</th>
<th>Library</th>
<th>Lab</th>
<th>Playing Field</th>
</tr>
</thead>
<tbody>
<tr>
<td>ST. Theresa</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Satisfactory</td>
<td>Good</td>
<td>Good</td>
<td>Available</td>
<td>Available (and good)</td>
<td>Satisfactory</td>
</tr>
<tr>
<td>Kisima</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Satisfactory</td>
<td>Good but congested</td>
<td>Good</td>
<td>Insufficient</td>
<td>In-sufficient</td>
<td>Good</td>
</tr>
<tr>
<td>MOI- AIC</td>
<td>Adequate</td>
<td>Adequate</td>
<td>Satisfactory</td>
<td>Congested</td>
<td>Inadequate</td>
<td>Insufficient</td>
<td>Good</td>
<td>Good</td>
</tr>
</tbody>
</table>

Apart from information collected from interviews and questionnaires, the researcher also independently noted through a checklist on the observable physical facilities and learning resources in the sampled schools. The three schools as shown in table 4.17 had adequate electricity and water: The availability of desks in three schools was generally fair, classrooms were in good condition and a library was available and sufficient at St Theresa’s school but Moi- AIC and Kisima schools had insufficient libraries. Laboratories were available in the three schools but only well conditioned and equipped at St Theresa’s compared to Moi – AIC and Kisima schools which had an ill – equipped laboratory. All the three school in the sample had good playing grounds.

Although the three schools had good boarding facilities, they are congested except St. Theresa’s school. Kitchens were in good condition at St. Theresa’s and Kisima except Moi – AIC school where meals were cooked in an old dirty small kitchen and the students ate their meals standing...
in the open or in the school hall. To elaborate the foregoing discussion, a teacher at Kisima School pointed out that:

Lack of teaching facilities like textbooks and laboratories is a major constraint facing girls in this school and that is why they perform poorly (Teacher, Kisima).

On the same point the headmistress of Kisima, said that:

We have only one laboratory; the home science laboratory is incomplete (Head teacher, Kisima).

On the basis of the information adduced from students and teachers, it is clear that Moi-AIC and Kisima schools lacked adequate teaching facilities compared to St Theresa’s. The two schools recorded low academic performance. Thus, conclusion that can be deduced from this comparison is that adequate teaching facilities and good learning environment positively correlate with performance. This is in line with the finding of Eshiwani (1985) that insufficient teaching facilities and poor learning conditions negatively affect student performance, which ultimately hinder their access to the next level of education. Since university admission is based on merit, most girls from poorly equipped schools like Kisima and Moi-AIC may not get access to university education because of their performance.

4.4.6. Staffing

Teachers are an important source of knowledge, socialization and inspiration in school. They have great impact on the educational aspiration and performance of their students. They are the models whose values are transmitted consciously or unconsciously to students. Table 4.20 shows teacher qualifications by sex and school.

Table 4.20 Academic Qualifications and Gender Distribution of Teachers by School

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Kisima F</th>
<th>Kisima M</th>
<th>Moi AIC F</th>
<th>Moi AIC M</th>
<th>St. Theresa's F</th>
<th>St. Theresa's M</th>
</tr>
</thead>
<tbody>
<tr>
<td>Masters</td>
<td>-</td>
<td>-</td>
<td>1</td>
<td>8.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>B. Ed</td>
<td>2</td>
<td>27.3</td>
<td>1</td>
<td>8.3</td>
<td>5</td>
<td>41.6</td>
</tr>
<tr>
<td>B.A/ B.Sc</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>-</td>
<td>2</td>
</tr>
<tr>
<td>Diploma</td>
<td>3</td>
<td>27.3</td>
<td>1</td>
<td>8.3</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>45.4</td>
<td>3</td>
<td>24.9</td>
<td>5</td>
<td>41.6</td>
</tr>
</tbody>
</table>
In this study, gender imbalance in staffing was more noticeable in the three schools in the study sample. Female teachers constitute 45.4%, 24.9% and 41.6% of the number of teachers in Kisima, Moi – AIC and St. Theresa’s, whereas male teachers account for 54.6%, 75%, and 58.4% at Kisima, Moi-AIC, and St Theresa’s respectively.

Female teachers are not only role models to girls but also play an important role in guiding and counselling them. A male teacher from Moi- AIC school noted that:

"Lack of role model is an issue of concern. It is only recently that we were given a female teacher (Teacher, Moi – AIC)."

Most of the teachers in the three schools who participated in a focused group discussion acknowledged that lack of role model was a major factor inhibiting girl’s education aspiration in the district. Teachers also mentioned other school based factors that contributed to low educational aspiration and poor performance among Samburu Secondary Schools girls.

Their sentiments are quoted as follows:

"This school has been employing incompetent and unqualified teachers. Before, school leavers were employed to teach ——. It is only now that the school employed graduate teachers because TSC has not been employing teachers. The moment we get other opportunities, we will leave this place because the remuneration is not encouraging (Teacher, St. Theresa’s)."

Another issue aired by a teacher at Kisima girls is that:

"Change of administration has really affected this school because we had four headmistresses since 1998 (Teacher, Kisima)."

A mathematics teacher from Kisima voiced his desperation and frustration by saying that:

"I am really discouraged because the students in this school show no signs of improving their mathematics performance. They keep on scoring “E” every year. I feel like quitting here and go to a better school" (Teacher, Kisima)."

Teachers at Moi – AIC blamed the administration for admitting students who fail Kenya Certificate of Primary Education Examination. For instance, one Teacher noted that:
The school admits third-rate pupils, the left over, those who get less than 250 marks. In fact it is purely our effort that makes them perform fairly well in K.C.S.E. (Teacher, Moi – AIC).

A second teacher emotionally argued that:

There is a lot of external interference. This affects us especially those who come out of the district. This pressure demoralizes us and we feel there is no reason to concentrate our energies and efforts to help people who see us as enemies (Teacher, Moi - AIC).

From the foregoing discussion, it seems that apart from lack of facilities there are other school-based factors like change of management, attitude of student towards subjects like mathematics that affect educational aspiration of the girls in Samburu District.

This information shows that respondents were giving the right information when asked the level of education they hoped to attain in view of their performance in class and their school performance in National examination. A larger proportion 18(41.3 %) of the respondents at St. Theresa’s indicated that they wished to pursue higher education; more specifically university education while majority 15 (37.5 %) and 16(40%) from Moi – Alc and 22(59.5 %) and 8(21.6%) at Kisima schools aspired for post – secondary certificate and post – secondary diploma education. This reveals that the quality of a school determines educational aspiration of the students in Samburu district. It is evident for example that St Theresa’s school was well staffed with good equipment and favourable learning environment. This reaction confirms the findings of other researchers like Somerset (1971) who argue that educational aspiration of the students strongly correlates with their school performance in previous national examination and their own individual performances in class. It is against this premise that students who aspire for university education tend to have better marks than those who wished to leave school after school certificate examination.

4.5 Strategies used by the school administration to tackle the socio-economic, cultural and school based factors that affect girls education aspirations.

In order to devise strategies in tackling a problem, the concerned people first have to identify the problem. From the findings of this study, cultural and school based factors featured as the main hindrance of girls education in Samburu district. It is imperative that the school administration is aware of these factors and that they try all they can to address the situation. From this study,
majority 15(83.3%) of the teachers interviewed agreed that the school administration is playing a
critical role in promoting and sustaining girl’s education. A St Theresa’s school teacher pointed out that: -

The school identifies very poor girls and assists them to get sponsorship from well wishers from Italy. Most of our students are sponsored, parents only struggle to raise money for their fares to school and back home during holiday (Teacher, St. Theresa’s).

On the same note another teacher from Kisima School explained that

The school does not send home those girls who lack fees (Teacher, Kisima).

This is confirmed by the headmistress who says:

I don’t send girls who lack school fees away; in fact, I appeal for assistance from Christian Children Fund and the Catholic Church and they most of the times respond positively. (Headmistress, Kisima).

The implication of this is that parents’ poverty does not affect secondary education participation of their daughters especially at St Theresa’s and Kisima Schools because the school administration has taken the responsibility of soliciting for funds from other sources for the education of their students. This is an initiative of the incumbent headmistresses of St Theresa’s and Kisima schools, respectively.

The findings of this study show that engagement, marriage and pregnancies are the main constraints to girls educational aspirations in Samburu district. Teachers, head teachers and parents were asked how they are solving this major problem.

In a focused group discussion, a teacher at St Theresa’s explained.

The headmistress stresses on the negative cultural practice that affects girls’ education during Parents Days (Teacher, St Theresa’s).

A second teacher elaborated that:

The headmistress sends messages to sponsors who are the parish priests to announce during church services on the effects of engagement and marriage on girls educational performance. (Teacher St. Theresa’s).
A third teacher elucidated that:

The school administration intervenes when a girl is withdrawn from school for marriage by informing the authority. (Teacher, St Theresa’s).

It seems that the school administration of St Theresa’s was fighting some of the hurdles facing girls education like marriages unlike the case at Moi-AIC which seems to be doing nothing as indicated by a teacher in that school in a focus group discussion as reported on page 56 of this study.

From the study findings, marriage is a common cause of low aspiration among Samburu Secondary Schools girls. Parents may not want their daughters to continue with further education because of the high value they attach to the institution of marriage, they even withdraw them from school. The headmistress of St. Theresa’s school explained that:

The community really values marriage because of the dowry, but they fear to withdraw girls out of school because of the pending legal return. But immediately the girls complete they are married off, and this is beyond our control. (Headmistress, St. Theresa’s school).

One parent confirmed that engagement is common in the community and explained that:

I will not allow my daughter to be married before completing form four but thereafter, she can be married because it is good to have a husband (parent, St Theresa’s school).

The school administration seems to be doing a lot in encouraging their students to pursue higher education. Majority of teachers in the focused group discussion pointed out that the school invites role models [women who have been successful in different fields] to talk to their students.

For instance a teacher from Kisima said:

The school invites professionals to come and talk to the girls on career choices (Teacher Kisima)

These sentiments were supported by the headmistress who explained that:

We do a lot of motivation we invite schools like Nakuru High for debate (Headmistress Kisima)

On the same note the Headmistress of Moi – AIC said:

We have a good counselling department. (Headmistress, Moi – AIC).
By pointing out that there is a shortage of female teachers, the headmistress of Moi - AIC elaborated that:

It is my desire that we should have more female teachers but the problem is that, this is a hardship area; thus female teachers are not interested to come (Headmistress Moi - AIC).

Despite social, economic, cultural and school based factors that affect negatively the aspiration for higher education of Samburu girls in secondary schools, the school administration in the sampled schools had taken drastic measures to improve performance and secondary education participation. For instance St Theresa's school emphasised on quality and they admitted girls who had good marks in Kenya Certificate of Primary Education (K.C.P.E). Kisima and Moi - AIC admitted girls with lower marks because they are interested in promoting girls' secondary education participation and access. Table 4.21 shows K.C.P.E examination results of the respondents in the sampled school.

Table 4.21 K.C.P.E. Examination Results of the Respondents from 1997 to 2000

<table>
<thead>
<tr>
<th>POINTS</th>
<th>SCHOOL</th>
<th>Moi - AIC</th>
<th>Kisima</th>
<th>ST. Theresa</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>NO.</td>
<td>%</td>
<td>No.</td>
<td>%</td>
</tr>
<tr>
<td>30 to 45</td>
<td>20</td>
<td>50.0</td>
<td>27</td>
<td>73.0</td>
</tr>
<tr>
<td>45 to 55</td>
<td>18</td>
<td>45.0</td>
<td>10</td>
<td>27.0</td>
</tr>
<tr>
<td>55 &amp; above</td>
<td>2</td>
<td>5.0</td>
<td>-</td>
<td>-</td>
</tr>
<tr>
<td>Total</td>
<td>40</td>
<td>100.0</td>
<td>37</td>
<td>100.0</td>
</tr>
</tbody>
</table>

A teacher from Moi - AIC who argued that the school admits student with low K.C.P.E marks confirmed the figures in Table 4.21

In order to improve on performance, Kisima and Moi - AIC offer extra tuition during holiday. Parents are also invited especially during Parents Days to meet with the teachers and all students to discuss academic matters. The three headmistresses, when interviewed, explained in common that they offer remedial teaching to weaker students, and assist them to form discussion groups. Further headmistress of Kisima School had this to say:
I am trying to organize some educational tours; For instance, I am organizing a trip to Kenyatta and Moi - universities for these girls to go and witness for themselves graduation ceremonies because they have never seen one (Headmistress, Kisima).

Pregnancy was another major factor that affected girls educational aspirations and participation. The headmistresses of the three schools visited pointed out that pregnancy was a major issue though they accepted back those girls who got pregnant. A teacher from Kisima School confirmed that:

The school admits girls who have given birth, and also those who have dropped out from other schools due to pregnancies. We assume nothing happened and we give them a lot of attention and counseling. We also talk to other schools within the district to accept our girls who get pregnant if they don’t want to come to our school. (Teacher, Kisima).

In promoting girls’ education in Samburu district, it is not only the school administration that was playing a pivotal role, there are other educational stakeholders like the Catholic Mission, the local authority and non-governmental organizations. Most of them welcomed the establishment of the Educational Providers Forum in 1998 as a way of bringing together key stakeholders to discuss and come up with a practical intervention. In a focused group discussion, the Catholic Mission featured as the key stakeholder in the education sector since 1959. It builds most of the primary and secondary schools and continues to sponsor only bright pupils and devoted to the Catholic faith as from pre-unit to the university level through the payment of school levies, and by providing textbooks. Other non-governmental organizations have been assisting but minimally. Their main focus is primary education: Christian Children Fund has been actively involved in the education sector but it has shifted its focus to early childhood and primary school children away from secondary and university students. However, it can still assist secondary schools by providing funds on request from the school administration.

The local authority was mentioned as a major educational provider in the district. It sponsors secondary, college and university students.

In conclusion, therefore, although girls are disadvantaged in terms of education especially tertiary education in Samburu district, the stakeholders are putting a lot of effort in promoting girls’ education but a lot still needs to be done.
CHAPTER FIVE

5.0 SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

The purpose of this study was to investigate and identify the socio-economic, cultural and school based factors that affect the aspiration for higher education of Samburu Secondary Schools girls: Secondly the study also investigated the strategies used by the school administration and other stakeholders in tackling these factors, in a bid to promote girls education in Samburu district. The study was guided by the following research questions:

i. What were the socio-economic factors that affect the aspiration for higher education of Samburu girls in secondary schools in Samburu district?

ii. What were the cultural factors that affect the aspiration for higher education of Samburu girls in secondary schools?

iii. What were the school based factors that affect the aspiration for higher education of Samburu girls in secondary schools?

iv. How was the school administration tackling some of the negative factors that affect the aspiration for higher of Samburu girls in secondary schools?

v. What were the strategies used to promote the desire for higher education among Samburu girls in Secondary schools?

In order to find answers to the above stated questions, various methods were used to collect both qualitative and quantitative data. These included interviews, focused group discussions, questionnaires and documentation analysis. Fieldwork was conducted in May and June, 2001. From the analysis of the data collected the following findings emerged.
5.2.0 Summary of Major Findings

5.2.1 Socio-Economic Factors

Most parents have little or no formal education. The implication of low level or lack of formal education is that most parents are not in a position to assist, guide and monitor their children’s education progress, but in the contrary this has no relation to an educational aspiration of the respondents. This therefore implies that illiteracy and semi illiteracy does not affect educational aspiration of Samburu girls in secondary schools.

Pastoralism is the main economic activity for the majority of the families. Women were mostly disadvantaged because the majority are housewives. The Samburu community, being predominately pastoralist is disadvantaged by weather and man-made disasters, this implies the community has been made poor due to insecurity as a result of frequent cattle rustling; beside the effects of drought. Further, three quarters of the district is dry and the only fertile area, which is Loroki Plateau, had been adjudicated and half of it taken by “politically correct” people. Because of these conditions, most of the parents are unable to meet educational expenditure of their children, thus they have left them under the mercy of the Catholic Church and the Christian Children fund.

This study also revealed that the educational aspiration of the students does not correlate with the occupation of the parents. Thus parental occupation does not affect educational aspiration as shown by other studies. This is because most girls in primary and secondary school are sponsored by the Catholic Mission, Christian Children Fund and the County Council.

Many parents are illiterate and attach little value to education. They are ignorant of what their children are taught in school and do not see monetary returns especially for girls; this is why they value marriage because they get returns from dowry. However, the community’s attitude towards education is changing gradually, especially the younger generations and those live around the urban/commercial centres. The implication for this gradual change has positive influence on the educational aspiration of the secondary school girls in the community.
5.2.2 Cultural Factors

Various forms of cultural values, norms and practices are still cherished among the Samburu community. In this study, circumcision, marriages and engagement are the major hindrances of girls’ educational aspiration. Most girls are engaged while still in school and this practice makes them loose concentration and reluctant in their studies leading to poor performance; Hence, many terminate their studies after form four.

Most of the Samburu girls are married immediately they complete form four irrespective of their examination performance. Parents prefer to marry them off than letting them to pursue higher education because of the fear of losing dowry on the belief that highly educated girls become rebellious and they either stay unmarried or marry people from other tribes denying the family the bride price. Most of the Samburu men employed in the military, teaching and watchmen in urban centres prefer to marry girls who have attained form four level of education. It is due to this cultural practice that girls are deprived tertiary education.

Circumcision also affects girls’ educational aspiration because those girls who are circumcised perceive themselves as adult and despise their uncircumcised colleagues and teachers. This makes them perform poorly in examinations thus terminating their education after form four.

5.2.3 School Based Factors

A number of factors operating within the school environments affect the educational aspiration of Samburu Secondary school girls. This includes poor conditions of boarding facilities, kitchens and lack of playgrounds.

Consequently, inadequate teaching facilities like libraries, inadequate and ill-equipped laboratories, insufficient text books, reference books and teachers aids featured as the major factors limiting higher educational aspiration among students at Kisima and Moi-AIC schools. Lack of female teachers as role models also contributes to low educational aspiration. Most female teachers from other parts of the country do not want to be transferred to Samburu district due to insecurity and difficult living conditions. Those who can accept to work there are the local women but few have attained high education.
There is also a lot of external influence and this de-motivated teachers thus affecting their effectiveness and efficiency; This coupled with frequent transfer of teachers, affects student's educational aspiration.

5.2.4 How is the school administration tackling the socio-economic, cultural and school based factors that affect negatively on secondary school girls' aspiration for higher education?

The school administration seems to be doing a lot to promote girls' educational participation and inspiration for higher education. This study reveals a number of strategies employed by the school to address the negative socio-economic, cultural, and school based factors that affect girls educational aspiration. These are as follows:-

- Girls are educated on the negative effects of engagement and advised to discard the practice.

- Parents, through local leaders and during Parents Days are also advised to stop female genital mutilation and engagement of their daughters while in school because it affects their performance. They are also made aware of the benefits of female education and advised to encourage their daughters to aim at post-secondary education.

- The three schools also have strong counselling departments and they invite role models on termly basis to come and talk to girls on career choice.

- St Theresa's school administration intervenes when their students are withdrawn from school to be married off by informing the authorities to take legal action against the concerned parties.

- Girls who have dropped out of school due to pregnancies are re-admitted.

- Students from poor families are assisted to get scholarships from N.G.Os, well-wishers and the Samburu County Council.
Girls who scored lower marks at K.C.P.E. examination are admitted to Kisima and Moi- AIC schools. This is one way of increasing girls' educational participation at Secondary level.

As a result of insufficient facilities and low K.C.P.E entry point, Kisima and Moi- AIC schools provide extra-tuition for their students on Saturdays and during school holidays.

The administration also appeals for financial assistance from N.G.Os. especially the C.C.F. and the Samburu County Council for the operation and maintenance costs of the schools.

Those students who perform well are highly motivated. They are given prizes and taken for tours. At Kisima school, the only girl who ever attained grade B- in the year 2000 K.C.S.E since the inception of the school was assisted to get a scholarship to study at St. Lawrence University in the United State of America.

It seems that the strategies used by the school administration have effect on student educational aspiration and that is why most of them are aspiring for the university education.

5.2.5 Strategies used to promote higher education among Samburu secondary school girls are as follows.

Religious, political and Non-governmental Organisations hold open-air meetings (barazas) to advocate and mobilize the community to change their attitude towards formal education for girls.

The Catholic Mission and the Samburu County Council provide financial support to school by paying tuition fees for the girls and also organise fundraising so that the school can purchase learning equipment.
5.3 Recommendations

The findings reported in this study have a number of implications for the policy makers, implementers and stakeholders in the education sector; thus, the following recommendations may help improve girls' educational aspiration in Samburu District.

1. There is a need to educate the Samburu society through public *barazas*, school Parents Days and national holidays celebrations by the political leaders, civil servants, religious leaders, education officers and women role models, on the negative cultural practices like engagements and forced marriages that have limited girls' educational advancement. There is also a need to educate the community on the economic and social benefits of girls' education vis-a-vis the dowry which they very much value.

2. The government in collaboration with non-governmental organisations should initiate programmes and projects that are sustainable and which can empower the community socially and economically so that they can support their children's education instead of leaving them under the mercy of the Catholic Church, the county council and C.C.P whose sponsorship are not sustainable.

3. The government, in collaboration with the stakeholders and the management committees of Kisima and M. I - AIC school, should construct libraries and expand the dormitories and kitchens.

4. The school authority should arrange for public lectures and seminars for the girls so as to enlighten them more on educational opportunities: Through public seminars the girls can be guided on broader educational perspectives. Female and male speakers who are gender sensitive should be invited to come and give talks on various issues: In addition, there should be seminars for teachers so as to keep them informed on the emerging educational policies.

5. The government should strengthen adult literacy programmes in the arid and semi-arid parts of the country. This programme could assist parents recognize the value of formal education and in turn abandon the out dated cultural practices that affect girls educational aspiration.
6. The government should take tough measures against parents who force their daughters to marry and enforce the recently enacted Child Right Bill by prosecuting parents who still practice female genital mutilation especially to young school girls.

**Recommendations for Further Research**

- The present study was limited to the experiences of girls currently in secondary schools. It would be valuable to undertake similar research by sampling the females who have already completed secondary schools and were unable to pursue further education; their experience may give a comprehensive understanding of the problem under investigation.
- There is a need to undertake a study on the effects of socio-economic and cultural factors on students’ performance of both sexes in districts occupied by the pastoralist communities.
- There is a need to carry out a study on how the effectiveness and efficiency of schools administration affect to students’ performance and aspiration in the arid and semi-arid areas of Kenya.
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APPENDICES

APPENDIX I

QUESTIONNAIRE FOR SECONDARY SCHOOL GIRLS

The purpose of this questionnaire is to collect information about the various problems that affect girls’ aspirations for higher education so that proper intervention programmes can be devised.

Dear Student,

This is not to test you but to help us understand problems concerning girls’ aspirations for higher education. The answers will be treated with utmost confidence. For this reason; do not write your name on the questionnaire.

Fill the spaces provided.

1. Give the name of your school ...........class................Division......................
   District .................Province..............................................

2. a. How old are you?.........................................................
   b. When were you born? ................................................

3. Indicate with a tick if your parents are alive and (x) if not alive.
   [ ] Father   [ ] Mother

(b) What is (or was) the major occupation of your parents?
   (a.) Father............. (b.) Mother..............

4. What is (or was) your father’s highest level of education (tick one)
   (a.) Never went to school [ ] (b.) Lower primary [ ]
   (c.) Upper primary [ ] (d.) Form II [ ]
   (e.) Form IV [ ] (f.) Form VI [ ]
   (g.) Post secondary certificate [ ]
   (h.) Post Secondary Diploma [ ]
   (i.) University degree. [ ]

5. What is (or was) your mother’s highest level of education (tick one)
   (a.) Never went to school [ ] (b.) Lower primary [ ]
   (c.) Upper primary [ ] (d.) Form II [ ]
   (e.) Form IV [ ] (f.) Form VI [ ]
   (g.) Post secondary certificate [ ]
   (h.) Post Secondary Diploma [ ]

85
(i.) University degree

6. (a.) Do your parents own land? yes [ ] No [ ] No. of Acres 
   (b.) If yes, what do your parents grow on the land?
      (i.) Cash crops Yes [ ] Which ones ............................................
      (ii.) Food crops Yes [ ] Which ones ............................................

7. (a.) Do your parents keep animals on the land? yes [ ] No [ ]
   (b.) If yes, which ones among the following do they keep? Please tick and also indicate how many.
      Dairy cattle [ ] Number
      Beef [ ] Number
      Goats [ ] Number
      Sheep [ ] Number
      Others (specify) [ ] Number

8. (a.) Do your parents own business(es)?
      Yes [ ] No [ ]
   (b.) If yes, which business(es)? .................................................

9. (a.) How many children are there in your family? ..............
   (b.) In your family, what is the position of your birth? Please tick one.
      1st [ ] 2nd [ ] Other specify ............................................

    a). 30 points and below. [ ]
    b). 30 points to 45 points. [ ]
    c). 45 points to 55 points. [ ]
    d). 55 points and above. [ ]

11. What is the highest level of education you would like to attain?
    [ ] Form IV [ ] First Degree
    [ ] Post Secondary Certificate [ ] Masters Degree
    [ ] Post Secondary Diploma [ ] Doctorate Degree (PhD)

   a. What are the main reasons for the level of education that you desire? List from the most important.
13. Considering your performance in class, and in view of academic competition in the country, what level of education do you actually hope to attain? Tick only one.

<table>
<thead>
<tr>
<th>Option</th>
<th>Ticked</th>
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<tbody>
<tr>
<td>Form IV</td>
<td></td>
</tr>
<tr>
<td>Post Secondary Certificate</td>
<td></td>
</tr>
<tr>
<td>Post Secondary Diploma</td>
<td></td>
</tr>
<tr>
<td>Bachelors Degree</td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td></td>
</tr>
<tr>
<td>Doctorate Degree (PhD)</td>
<td></td>
</tr>
</tbody>
</table>

14. What would your parents want you to do most after K.C.S.E.? (Tick one).

<table>
<thead>
<tr>
<th>Option</th>
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</tr>
</thead>
<tbody>
<tr>
<td>Look for a job</td>
<td></td>
</tr>
<tr>
<td>Get married</td>
<td></td>
</tr>
<tr>
<td>Go to self-employment</td>
<td></td>
</tr>
<tr>
<td>Assist them at home</td>
<td></td>
</tr>
<tr>
<td>Go for training (Specify)</td>
<td></td>
</tr>
<tr>
<td>Go to the university</td>
<td></td>
</tr>
</tbody>
</table>

15. What level of education do your parents aspire you to attain?

<table>
<thead>
<tr>
<th>Option</th>
<th>Ticked</th>
</tr>
</thead>
<tbody>
<tr>
<td>Form IV</td>
<td></td>
</tr>
<tr>
<td>Post Secondary Certificate</td>
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</tr>
<tr>
<td>Post Secondary Diploma</td>
<td></td>
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<tr>
<td>Bachelors Degree</td>
<td></td>
</tr>
<tr>
<td>Masters Degree</td>
<td></td>
</tr>
<tr>
<td>Doctorate Degree (PhD)</td>
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</tbody>
</table>

16. Most girls' in Samburu District do not want to pursue higher education because they are interested in marriage after completion of secondary school. (tick appropriate box below)

<table>
<thead>
<tr>
<th>Option</th>
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</thead>
<tbody>
<tr>
<td>Strongly agree</td>
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</tr>
<tr>
<td>Agree</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td></td>
</tr>
<tr>
<td>Disagree</td>
<td></td>
</tr>
</tbody>
</table>

17. Are there cultural factors that influence Samburu girls' desire for higher education? YES [ ] NO [ ]

If yes, which ones.

18. (a) Do you know of any Samburu girl who passed well and was selected to go to the university but [ ] sed? Yes [ ] No

(b) If yes, give reasons.

19. How would you rate the availability of the following types of services and resources in your school?
20. What affects your studies within the school? (Write in order, starting with the most serious)

Thank you very much for answering the questionnaire. Your assistance and cooperation is highly appreciated.
APPENDIX 2

INTERVIEW GUIDE FOR HEAD TEACHERS

PURPOSE TO BE EXPLAINED.

1. Name of school---------------------------------------------

2. When was the school started?-------------------------------

3. How many teachers does the school have?
   (i) Males ________   (ii) Females __________

4. How many students does the school have? Girls ________ Boys ________

5. How many students do you have in Form IV class? Girls ________ Boys ________

6. What would you aspire for your students to do after K.C.S.E. (only one response).
   (a). To look for a job
   (b). Go for post secondary certificate college.
   (c.) Go for post secondary diploma college.
   (d). Go to the university.
   (e). Go and help the parents at home.

7. How are you preparing them towards this end? --------------

8. Does the school have adequate facilities?
   (a) Workshops, yes [ ] no [ ] (b) Laboratories, yes [ ] no [ ] (c) Equipment, yes [ ] no [ ]
   (e) Teachers, yes [ ] no [ ]

9. Would you say that students in this school are interested and have aspiration for higher education? Yes [ ] no [ ] if yes give reasons?---------------------------------------------

10. What is the school doing to ensure that students pass well?
    -----------------------------------------------------------------------------

11. What are you doing to motivate your students to perform well so as to realize the aspiration for higher education? ------------------------------------------

12. What are some of the cultural factors that influence or not influence girls’ aspiration for higher education? -----------------------------------------------

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13. What are some of the socio-economic factors that influence or not influence girls’ aspiration for higher education?

14. What are some of the school-based factors that influence or not influence girls’ aspiration for higher education?

15. What strategies have you employed to develop girls’ interest for higher education?

16. How are you tackling some of the negative factors that influence girls aspiration for higher education?

17. Does the community support you toward this end?

18. Are there other social groups or NGO’s that work in collaboration in promoting girls’ education?

19. What are their programmes?

20. (a) How many girls so far in this school have joined the university in the previous 4 years? 1996 _______ 1997 _______ 1998 _______ 1999 _______

(b) If low, why is the number low? (Indicate reasons)

Thank you for your cooperation.
APPENDIX 3

TEACHERS FOCUS GROUP DISCUSSION GUIDE

PURPOSE TO BE EXPLAINED.

1. Teachers’ attendance, male: ______________ female: ______________
2. Name of school ____________________________ date ______
3. What are the most significant economic barriers that cause girls to drop out of school? ____________________________
4. What are the cultural factors that affect, negatively or positively girls’ aspiration for higher education in your school?
5. What are the school based factors that affect, negatively or positively girls’ aspiration for higher education in your school?
6. What are the socio economic factors that affect, negatively or positively girls’ aspiration for higher education?
7. What communication links exist between school, parents and the community in encouraging academic success and good performance for girls in secondary school towards higher education?
8. How does the community view girls’ education in general and higher education in particular?
9. Who are the most important community leaders, and social groups that play active roles in promoting education?
10. How are they promoting girls’ education and higher education in particular?
11. What is the school administration doing to tackle cultural, socio-economic and school based factors that influence negatively girls’ aspiration for higher education.

Thank you for your cooperation.
APPENDIX 4

INTERVIEW GUIDE FOR PARENTS:

1. Name of the parent (optional).
2. Name of the school your daughter is studying.
3. What is the aim of sending your daughter(s) to school?
4. How far do you want your daughter to pursue education?
   - [ ] Form IV
   - [ ] Post Secondary Certificate
   - [ ] Post Secondary Diploma
   - [ ] University Degree
5. Why?
6. Who do you prefer to go to the university?
   (a). Daughter __________
   (b). Son __________
7. Give reasons.
8. Are there cultural factors that influence your decision on level of education your daughter should attain?
9. Are there economic factors, which influence positively or negatively your desire to have your daughter attain higher level of education?
10. Are there family or personal reasons that influence positively or negatively your decision for your daughter to acquire higher education?
11. What is your view towards girls’ education?
12. Do leaders promote girls’ education in Samburu?
13. Are there any NGOs or social groups that play an active role in promoting girls’ education in Samburu? If there are, how are they going about it?

Thank you for your cooperation.
APPENDIX 5

OBSERVATION CHECK-LIST

1. School facilities
   (i) Laboratories Available Condition
   (ii) Library Available Condition
   (iii) Books Available Adequacy
   (iv) Classes Available Condition
   (v) Desks Available Condition
   (vi) Dormitories Available Condition
   (vii) Playing grounds Available Condition

2. Availability of
   (a) Electricity Available Adequate inadequate
   (b) Water Available Adequate inadequate

3. School programmes
   (a) Time they begin and end classes
   (b) Games
   (c) Preps
   (d) Others.
APPENDIX 6

NATIONAL EXAMINATION GRADING SCALE

<table>
<thead>
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<th>GRADES</th>
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<tr>
<td>A-</td>
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<tr>
<td>E</td>
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</tbody>
</table>
APPENDIX 8: A MAP OF KENYA SHOWING THE LOCATION OF SAMBURU DISTRICT

APPENDIX 9

RESEARCH PERMIT

The Reverend Father 
Rev. Fr. Peter M. M. 

of (Gender) UNIVERSITY

has been permitted to conduct research in

on the topic: "FACTORS INFLUENCING ASPIRATION TO HIGHER EDUCATION AMONG SECONDARY SCHOOL GIRLS IN SAMBURU DISTRICTS"

For a period ending 30th June 2004