

**FACTORS AFFECTING GIRLS' PARTICIPATION IN PRIMARY
EDUCATION
IN GARISSA COUNTY, KENYA**

**BY
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**A PROJECT REPORT SUBMITTED TO THE SCHOOL OF EDUCATION IN
PARTIAL FULFILMENT FOR THE REQUIREMENTS FOR THE AWARD
OF
MASTER OF EDUCATION (M.ED) DEGREE OF
KENYATTA UNIVERSITY**

JUNE 2012

DECLARATION

This is my original work and has not been submitted for any other degree in any University.

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DEDICATION

This project is dedicated to the Almighty Allah for giving me the mental and physical strength to study and undertake this project within the stipulated time.

ACKNOWLEDGMENTS

First, my profound gratitude and appreciation is to my supervisors; Dr. Libese, and Mrs. Catherine Wanjau for their professional guidance and encouragement. A lot of thanks also goes to the entire Department of Educational management, policy and Curriculum studies, Kenyatta University. My appreciation is also to Ms. Eslie Atieno for typing my work.

My special tribute also goes to my beloved wife Amina Amin Abdullahi and our lovely children: Hamza, Ridhwan, Hudhaifa, Rayyan, Ruwaidha and Rawdha for their patience, understanding and encouragement.

For those who in one way or the other participated and contributed to the success of this study, but are not mentioned by name herein, your contributions were most important and kindly accept this as recognition of your efforts.

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List of Abbreviations and Acronyms

ASAL	Arid and Semi Arid Lands
CEDAW	Convention on the elimination of all forms of Discrimination against women
SMC	School Management Committee
DEO	District Education Officer
FAWE	Forum for African women Educationists
GER	Gross enrolment rate
GOK	Government of Kenya
KANU	Kenya African National Union
MOE	Ministry of Education
PDE	Provincial Director of Education
UNESCO	United Nations Education Scientific and Cultural Organization.
UNICEF	United Nations Children Fund
WCEA	World Conference on Education for All

ABSTRACT

Female education, especially at primary school level, is increasingly being realised to provide immense social and economic benefits for the developing countries. However, the participation of girls in education is more often constrained in these countries. As a result, gender gap persists in education despite the research evidence that girls' formal education is the key determinant of women's involvement in development for the above nations. In Kenya, the government has articulated its commitment to providing Primary Education for all its school age children. In spite of this commitment, low female participation in education remains a draw back to realising an ideal equality and universality of primary education. Garissa District is still lagging behind as far as girls' participation in primary education is concerned. Therefore the objectives of the study were socio-cultural, socio-economic, school based factors and School Management Committees' attitudes affecting girls' participation in Primary Education in Garissa District. The study adopted descriptive survey research design utilizing both qualitative and quantitative approaches. The population targeted by the study included pupils, teachers, head teachers and members of School Management Committees (SMC) of public primary schools in Garissa District, as well as the District Education Officer. The study used questionnaires, focus group discussions, interview schedules and observation checklist as research tools. The head teachers and pupils were given questionnaires to fill, while focus group discussion was used for teachers. The members of SMC and DEO were subjected to interviews to extract information relevant to the study. The researcher carried out piloting of the research instruments in a few selected schools to establish their validity and reliability before the actual administration. Quantitative data was analyzed using descriptive statistics that included the mean, mode and percentages. Qualitative data was analyzed through thematic discussion and triangulation for comparison of related information emanating from different respondents, and explaining the similarity or difference in views. Data of both types were presented in the form of tables and Excel computer program used to draw graphs for clearer view. Quranic education was found to be one of the major drawbacks of female participation in primary education, since more preference is given to Quranic schools than secular education. Socio-cultural practices such as female circumcision was also found to play a major role in reducing female participation in education. Most girls as well as the society at large view girls who had undergone the ritual as ready for marriage. This reduced female's concentration in their studies. The study recommends that the community in the study locale should be sensitized on the importance of educating girls and treating children of both genders equally. Further, more boarding schools should be constructed in order to cushion the girls from the nomadic way of life that is the way of life of their community. Girls are usually extracted from school whenever their parents shift from one place, thereby greatly affecting their studies, some of who never go back to school.

CHAPTER ONE

1.0 Introduction

This first section of the proposal deals with analyzing the study in these divisions; background of the study, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, limitations and delimitations of the study, assumptions of the study, theoretical/conceptual frameworks and finally Operational definition of terms.

1.1 Background of the study

Globally, Basic Primary Education is recognised as a fundamental Human Right. Education is universal as per the constitution of UNESCO (2009) which embraces the idea of equality of education opportunity without regard to race, sex, economic, social or any other distinction (Perdesen 2010). Kenya places considerable effort on education in promoting economic and social development after the achievement of independence in 1963 (Ochieng 2009). This resulted in the rapid expansion of education system to provide qualified persons for the growing economic and to undertake some reforms to reflect the aspirations of an independent state (Court and Ghai 2008). Education plays a critical role in socio-economic development of a country and it also improves human capabilities. Education accelerates economic growth through the knowledge and skills development. It makes the individuals to be more confident, aware and active and it is also considered an economic good (Ranson 2009). According to UNESCO (2010) states that everyone has the right to education and should be made equally accessible to all on the basis of capacity by every appropriate means.

World Bank (2008) emphasizes that increasing girls' participation in education improves family nutritional practices, proper hygiene and management of their households. According to King and Hill (2007) female literacy leads to better health and education, reduce infant mortality, higher earnings, reduced fertility rates and improved quality of life for all nations. Female illiteracy is a drawback to agreed policy and also contravenes the Convention on the Elimination of all forms of Discrimination Against Women (CEDAW) article 2 of 1979 which condemns discrimination against women in all forms. The World Conference on Education for All held in Jomtien, Thailand in 1990 acknowledged that education is a fundamental right for all people, including children, youth and adults. It singles out education of girls and women as deserving urgent priority. The conference therefore, recognized the disadvantaged situation of the girl child in education and declared that there was need to ensure access and improve the quality of education for all girls and women and remove every obstacle that hampers their active participation.

The World Bank (2008) has also noted that education of girls is one of the best development investments a country can make. While many countries have made progress towards achieving gender equality in education, Hyde (2007) observes that girls continue to face obstacles that impede their path to learning.

The strive towards universal primary education has led to increase in enrolment of girls in most countries over the recent years, FAWE (2010) notes that, still nearly 3 out of 10 girls aged 6-11 years are not in school compared to 1 out of 10 boys globally. FAWE (2010) observed that in Africa, the figures are much lower

particularly in Somalia, Mali, Liberia and Ethiopia where 7 out of 10 girls are not in school. According to UNICEF (2007) this clearly shows the distinct gender disparities in education and vulnerability as the major reasons for low participation of girls in school. In most developing countries, far more boys are educated than girls.

UNESCO (2008) notes that even the few girls who are enrolled in school are in danger of dropping out than boys. Global statistics show that 77 million girls are out of school as compared to 55 million boys. World Bank (1998) argues that, especially in Sub-Saharan Africa, girls' low participation is quite evident. UNICEF (1997) further observes that over 26 million girls in the region, most of who reside in rural areas are out of school either due to non-enrolment or drop out and the figure is expected to increase to 36 million by the year 2000.

The government of Kenya articulated the goal of Universal Education immediately after independence in the KANU manifesto of 1963 and was also emphasized in the Kenya Education Commission Ominde Commission in 1964. Therefore, Kenya recognizes that education is a basic human right and a powerful tool for human resource and national development. The Sessional paper No. 10 of 1965 and subsequent policy documents have reiterated the importance of education in eliminating poverty, disease and ignorance. The government is committed to ensuring the right of every child to education through its ratification of the Convention on Rights of the child in 1990 and hence the commitment to Education for All.

The government has made substantial efforts to achieve wider distribution of opportunities with a great concern at primary school level. This is evident in massive expansion at primary level and tremendous increase in the number of pupils enrolled over the years.

The introduction of Free Primary Education (FPE) in 2003 resulted in an increase of enrolment of children from 5.9 million in 2002 to 7.2 million in primary schools in 2004 (GoK 2002-2007). Apart from Free Primary Education (FPE) the government has offered various intervention measures which include; school feeding programme, providing additional support to low cost boarding school in arid and semi-arid areas. According to Sessional Paper No.1 of 2005, despite these interventions by the government, regional and gender disparities exist, especially in the arid and semi arid and other pockets of poverty areas especially slums.

However the biggest challenges still remain in closing the gap between boys and girls, as shown by the Table 1.1 below.

Table 1.1 Primary school gross enrolment percentages by gender and province 2006

	<i>Coast</i>	<i>Central</i>	<i>Eastern</i>	<i>Nairobi</i>	<i>Rift Valley</i>	<i>Western</i>	<i>Nyanza</i>	<i>North Eastern</i>	<i>Mean</i>
Boys	79.6	96.3	91.7	61.6	87.7	102.6	93.9	32	89.4
Girls	66.9	100.1	96.1	52.9	85.6	104.6	91.9	16.8	88.2
mean%	73.3	98.2	93.3	56.9	86.6	103.4	92.9	24.8	88.8

Source: GOK National Development Plan 2002-2007

The enrolment rate of boys in North Eastern Province at 32 percent shows clearly the disparity as compared to the national rate of 89.4 percent. The situation is even worse for girls who are at 16.8 percent compared to the national rate of 88.2 percent. The government of Kenya in an effort to cater for pastoralists in North eastern Province introduced boarding schools, however, it is observed that these facilities remain grossly under utilized especially for girls as shown in the Table 1.2 below:

Table 1.2 Number of boarders in the primary school in North Eastern province 2009

<i>District</i>	<i>No. of schools</i>	<i>Capacity</i>	<i>No. of boarders</i>		<i>Total</i>
			Boys	Girls	
Garissa	11	2300	800	120	920
Wajir	16	2600	1000	150	1150
Mandera	24	2550	1160	95	1255
Ijara	1	160	150	0	150
Total	52	7610	3110	365	3475

Source: PDE office, North Eastern 2009

The number of girls' boarders is 365 in the province representing 10.5% of the total enrolment. Garissa district has 120 girls as boarders representing lower 13.0 percent of total boarders in the district. According to the PDE's office, UNICEF African Child Education Initiative has provided boarding facilities such as mattress, beds, nets and sheets to boost enrolment in selected boarding schools especially for girls but with little success. Despite various government intervention measures, the participation of girls in primary education in Garissa remains low, therefore there is need to find out the factors affecting girls' participation in primary education in Garissa District.

1.2 Statement of the problem

On the basis of the proceeding background, it is evident that despite international and national commitment to providing basic education to all children, Garissa district in Garissa County is still lagging behind. Garissa district Development Plan of 1997 states that the number of primary school age girls (6-14 years) who have not gone to school is 77.79 percent. Enrolment of girls is even very low at higher level. FAWE (2009) observes that out of all the girls who enrol in standard one only 34 percent complete standard eight as compared to 70 percent of boys.

When the national Gross Enrolment Rate (GER) increased to 107.4% in 2006 with the implementation of free primary education policy the GER for the nomadic pastoralists remained below 50% with some districts recording as low as 20.6% (Ministry of Education, 2010). This shows that the cost of education is not the only factor contributing to low participation of nomadic communities in education, but there other unique factors.

Taking the above indicators into consideration, girls' low participation in primary education in Garissa district is quite worrying. However, there is little information, if anything to go by about the various factors contributing to the above situation. So the question is; what are the factors affecting girls' participation in Primary Education? Therefore this study intends to investigate the factors affecting girls' participation in primary school education in Garissa District.

1.3 Purpose of the study

The study seeks to determine the various factors affecting girls' participation in primary education in Garissa district.

1.4 Objectives of the study

The objectives of the study are:

- i) To identify the socio-cultural factors affecting girls' participation in primary education in Garissa District.
- ii) To find out the socio-economic factors affecting girls' participation in primary education in Garissa District.
- iii) To identify school based factors affecting girls' participation in primary education in Garissa District.
- iv) To determine School Management Committees' attitude towards girls' primary education in Garissa District.

1.5 Research Questions

In order to address the objectives, the study was guided by the following research questions.

- i) What are the socio-cultural factors affecting girls' participation in primary education in Garissa District?
- ii) What are the socio-economic factors affecting girls' participation in primary education in Garissa District?
- iii) What are the school based factors affecting girls' participation in primary education in Garissa District?

- iv) What are the School Management Committees' attitudes towards girls' primary education in Garissa District?

1.6 Significance of the Study

The study intends to assist head teachers, education officers at all levels who are concerned with policy making and planning to formulate gender responsive policies and set strategies in place while putting into consideration the unique socio-economic/cultural and school based factors affecting girls' participation in primary school education in Garissa District.

The study intends to inform all stakeholders (provincial administration, local leaders, parents, teachers, pupils) about the socio-cultural and economic factors that hinder girls' participation in primary school education in Garissa District. The study may not only increase awareness in the selected locality but also serve as useful source of reference for future in other areas with similar problems on the various aspects of girls' education.

1.7 Assumptions of the Study

The research study assumed that all respondents would cooperate and provide reliable responses; social-cultural factors have an influence on school enrolment and that the government supports education of children of either gender equally, without discriminating either of them.

1.8 Limitations of the Study

- i) Garissa is a vast district with bad roads leaving the researcher to encounter transport problems due to the bad terrain.
- ii) The research will involve quite a lot of expense because it will require travelling extensively in Central and Sankuri divisions in Garissa District.

1.9 Delimitations of the Study

- i) The study limits itself to two administrative divisions of Central and Sankuri divisions of Garissa district.
- ii) The study confines itself to pupils, Head teachers, School Management Committees (SMCs) and teachers in the public primary schools. Pupils and teachers included in the sample will be those in session in the respective schools at the time of the study.
- iii) Factors affecting girls' participation in primary education are many and varied. New factors are constantly coming up as more and fresh pressures and demands are made. Therefore, it is not possible to identify and study all the factors that affect girls' participation in primary education.

1.10 Theoretical framework

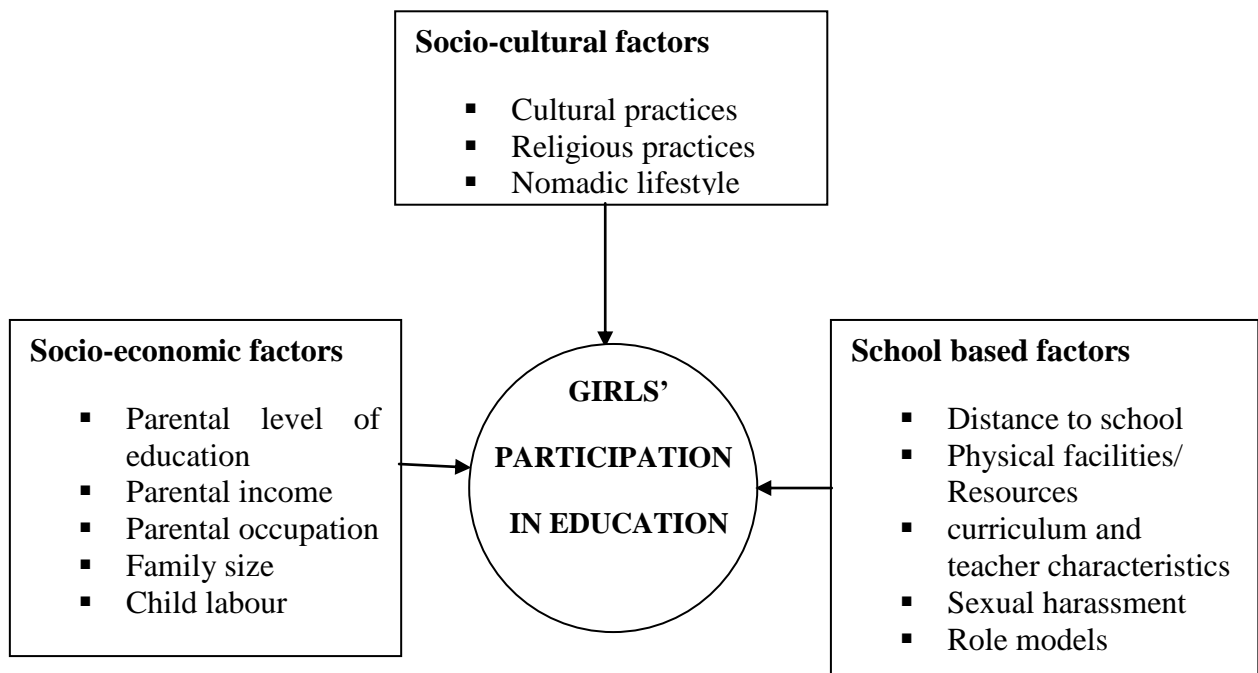
This study was based on the liberal feminism theory. Asembo (2003) observes that this theory is a gender theory based on egalitarianism. The liberal feminism theory argues that merit and not birth should be the basis for social advancement and achievement. Education is seen as essential in the realization of an egalitarian society. It emphasizes on equal participation of all children in education regardless of sex or gender. Davies (1994) observes that the theory points out the need to develop

strategies that can remove barriers that exclude girls from participating in education. The theory is found relevant to the proposed study since it emphasizes the equal participation of both boys and girls in education despite series of gender disparities in the provision of primary education in Garissa District.

1.11 The Conceptual frame work

These factors affecting female participation in primary education are interrelated as in the following Figure 1.1

Figure 1.1: The Interrelationship between Factors Affecting Girls’ Education



Source: Modified by researcher from Guhad (2003)

The conceptual understanding of this study is that several factors interact to affect girls’ participation in primary education. The factors may be divided into three broad

categories, which include socio-cultural factors, socio-economic factors and school based factors. If the factors are favourable, girls' participation in primary education is enhanced. However, where the factors are not favourable, girls' participation in primary education is greatly limited. The conceptual understanding of this study is that several factors interact to affect girls' participation in primary education. The factors may be divided into three broad categories, which include socio-cultural factors, socio-economic factors and school based factors. If the factors are favourable, girls' participation in primary education is enhanced. However, where the factors are not favourable, girls' participation in primary education is greatly limited.

This study is guided by among others, the gender role ideology and investment theory. According to White (2007) gender role constitutes culturally and socially determined set of behaviour and personality characteristics expected of a person on the basis of sex. These roles are imparted through family socialization and further reinforced in avenues such as school. Under this theory, gender forms the single most important criterion governing production and distribution of resources. However it is inherent that the roles assigned to female gender are narrowly defined. For instance, girls are expected to be good wives and mother only confined within domestic sphere. Throughout their lives, girls and women are seen as subordinates and their activities including education, often viewed less important.

Wamahiu (2006) and Odaga and Heneveld (2006) argue that the situation of girls' education show that their disadvantage and discrimination start even before birth with

parental and societal attitude stress the value of sons over daughters. Therefore, this ideology is the root cause of gender discrimination in education.

Both socio-cultural and socio-economic consideration combines to put girl's participation in education at a disadvantage. These include parental level of education, occupation, family size, cost of education, traditional division of labour; female circumcision, early marriage and negative insensitive learning and teaching resources, inappropriate facilities, and fewer role models among others facilitate the girls' disadvantaged position. There are various factors independently and/or interdependently influence girls' participation in education. Socio-cultural, socio-economic and school based factors are all interrelated and all play diversified roles which can hinder or facilitate participation of girls in primary schools.

Educated parents with high income understand the value of education and its benefit to the child thus they enrol their children in school regardless of sex. They avail relevant textbooks and ensure completion of their education. In cases where the parents are not educated the girl child may be disadvantaged and the situation becomes worse when the family is experiencing financial difficulties, the boys would be taken to school while the girls remains at home.

1.12 Definition of Operation Terms

Enrolment: Refers to the number of pupils who get admitted to school at Primary level of education as measured by the total number of pupils at school irrespective of their age i.e. Gross Enrolment (GE).

Girls' Participation: Refers to the chance and opportunities girls have for entering and completing their education cycle.

Gender: Refers to social or cultural construction or representation of being a male or female.

Socio-economic: Refers to a combination of social and economic practices that either limit or enhance girls' participation in primary school education.

Socio-cultural: Refers to a combination of social and cultural practices that either limit or enhance girls' participation in primary school education such as traditional values, early marriage, and circumcision among others.

School based factors: Refers to the conditions inherent in school that either limit or enhance the involvement of pupils in primary education such as availability of School place, teacher's attitude, and security in school among others

CHAPTER TWO

REVIEW OF RELATED LITERATURE

2.1 Introduction

This chapter reviews the available literature concerning education of girls. The chapter starts by reviewing trends of participation in primary education by gender before looking at the socio-cultural factors affecting female education. The chapter also reviews information regarding Socio-economic effects on female education and school based factors affecting participation of girls in education in general and primary education in particular.

2.2 Trends of Participation in Primary Education by Gender

FAWE (1996) notes that participation in education is associated with significant improvement in the family welfare, health of children and their education, lower fertility rates, increased opportunities for formal self employment and it remains a powerful tool for empowering people to increase their participation in decision making and other aspects of development. Herz (2006), King and Hill (2007) argue that, in comparison sustained impact of female education on economic growth is higher than those of males. Similarly, UNDP (2006) and World Bank (2008) say that countries with larger gender gap in education have lower economic production significantly influenced by their girls' lower participation in education.

FAWE (2007) notes that education in most parts of the world continue to display gender disparities particularly arising from higher drop out rates, lower achievement and under- representation of females in mathematics, science and technical courses.

According to World Bank (2008) 77 million girls of school going age are not in school as compared to 52 million boys. Women's wages are only 60-70% of men's wages while it is them who spend more time on paid and unpaid work than men. Further, women are less likely to be in higher position of responsibility and have little access to credit facilities. According to UNDP (2006) and World Bank (2008) all these are significantly influenced by their lower participation in education. Murard (2009) notes that illiteracy among women in Sub-Saharan Africa was 53% compared to 34% for men in 1995. The situation is worse in the rural areas where majority (illiterate) population is found. However, Odaga and Heneveld (2006) assert that the promotion of women participation remains a daunting task in the region.

There has been strive in various forums to advance female participation in education for instance the World Conference on Education for All, stressed the need for the removal of obstacles that hamper girls and women education (Jomtein, 2010). Further, the Plan of Action of the Fourth World Conference on Women (Beijing 1995) strongly endorsed girls' education. It reaffirmed among other things the recognition of women rights as human rights and immediate development of girls' education.

In Kenya, at independence, the enrolment ratio of boys and girls was 66% and 34% respectively. However, girls' participation rates have steadily increased. Today there is no significant difference between the enrolment of boys and girls (Eshiwani 1993). This is a general picture at national level however the situation is different for and in specific areas or regions in the country especially where majority of the poor are

found. Data have shown that these are a number districts in which girls comprised less than 45 percent of primary school enrolment. According to Chege and Sifuna (2005) in about twelve districts, girls accounted for less than 37 percent of the total, particularly ASAL districts.

Abagi (2005) observes that enrolment rates particularly for girls are very low in arid and semi arid areas, urban slums and marginal rural areas with low agricultural potential. In addition, there have been numerous policy statements aimed at improving girls' participation. This include increasing funds targeted at financially poor pupils especially girls, re-entry of teenage mothers to school after delivery and increasing boarding facilities for girls among others. Misingila (2009) however notes that despite these articulated policies their attainment on girls' participation has been minimal.

Literature reveals that there is multiplicity of factors influencing girls' participation. But according to Kasente (2010), little has been done partly due to lack of in-depth understanding of how the diverse factors operate to influence girls' participation. For one to participate in education there are several factors which come into play. According to Odaga and Heneveld (2006), these operate within the home, the society and the school system.

Psacharopoulos and Woodhall (2005) observe that broadening access to school is not just a matter of increasing school. School participation is an interaction of supply and demand and learning process. Supply refers to both the availability and quality of

school facilities, materials and teachers. Demand on the other hand is based on decision that parents make concerning the opportunity of schooling and the influence of such factors. Participation in education is determined by several factors namely: socio-cultural factors, socio-economic factors and school based factors.

2.3 Effects of Socio-Cultural Factors on Girls' Education

Education of girls is largely affected by the socio-cultural factors dominant in the society. According to PDE-NEP (2006) the deciding factor that makes education unattractive to nomadic populations is the design and delivery of education package that is largely insensitive to culture of the people.

2.3.1 Cultural Practices

Socio-cultural beliefs, attitudes and practices dominant in our society have gender differentiated effects on boys and girls. According to Abagi (2005), studies of the education of girls show that their disadvantaged position and discrimination emanates from parental and patriarchal societies' attitudes which stress the value of sons than their daughters. As a result, girls education is given little or no attention while that of boys is regarded as being very important since they are expected to be breadwinners, heirs, professional persons and leaders of the society. Thus, the girl is socialized to be a self sacrificing person desired for biological reproduction and service to others especially her family. By contrast boys are much valued, wanted and favoured.

According to Wamahiu (2006), girls become helpers to their mothers at an early age and gradually internalize their roles and disadvantages. White (2007) argues that traditionally girls are viewed to be inferior and therefore discriminated right from

birth. This statement is certified by the Somali saying “*Naag wa Caruur raat weyn*” which means a woman is a child with big foot prints, depicting women as inferior and lowly thinking like a small child.

According Somali community, girls who have gone to school are considered disobedient, less submissive, more promiscuous and stubborn. A survey carried out by UNICEF (2007) in six districts: Nairobi, Baringo, Mombasa, Garissa, Kwale and Kisumu established that among the Somalis a girl should not be exposed to western education as she would become promiscuous. The parent decision as to whether to enrol girls and for how long in school could be affected by such prejudices.

Chege and Sifuna (2005) observe that Somali society believe that western education leads to certain unacceptable innovations which alter accepted views held by male members of the society about the ideal wife and bring about change in the prescribed roles of women. Emongole (2005) observes that formal education of girls is even viewed with suspicion as a threat to morality. The parents fear losing honour, prestige and bride price due to the effect of schooling.

According to Maleche (2009), even normal conversation about girls and gossip does not encourage girls to develop high aspirations for education. The illiterate parents fear that their daughters would be alienated from the traditional cultural way of life after schooling and would therefore be exposed to risks such as early pregnancies and loss of virginity.

Guhad (2003) observes that girls' access to school and retention is also hampered by cultural practices such as female genital mutilation and betrothal which dictate the inferior place of the girl in the society. The type of female genital mutilation called infibulations is meant to control the girls' sexual activity, prevents promiscuity and preserves virginity. Parents would therefore greatly be discouraged to enrol their daughters in school for fear that they might lose their virginity which would mean shame loss of dignity and pride for parents. Betrothal, payment of bride price and preparation for marriage closely follow initiation ceremony. Girls are modelled to be good wives, house makers and mothers from betrothal. Juma (1994) argues that this undue emphasis on marriage and motherhood results in undue preoccupation of girls with marriage and inhibit them from developing imagination, initiative and independent thought.

According to Maleche (2009), this preoccupation makes girls lose interest and hence drop out of school. Among most communities marriage means that a daughter becomes part of her husband's family. Odaga & Heneveld (2006) argue that this weakens the parental incentive to educate the girl child often worrying about wasting resources on girls' education because after marriage the husband's family is the one to benefit. He adds that in the same token some see educating a girl as "*watering somebody else tree*".

2.3.2 Religious practices

According to Juma (1994) Muslims have always been suspicious of western education because it is seen as a threat to the Quranic education system male and female role as

well as ethical and religious systems. There is a conflict between timing for the learning of the Quran which is supposed to be from 6-11 years and primary enrolment age (6-14 years). Among the Somalis school is perceived to be the instrument for the spread of non-Muslim ideology and culture with regard to girls' education in particular.

Chege and Sifuna (2005) observe that most Somalis prefer Islamic education for their daughters as they fear that western education promotes values, norms often articulated as religious edicts. Islam encourages the search for knowledge even as far as China. Though this is the case, according to Juma (1994) there are some religious guidelines such as mixing of sexes, dress code and movement of girls and women from one place to another that cannot be easily accommodated in modern schools.

According to Islam, a girl is not supposed to be in the company of any other male except her blood relatives. Therefore mixing of boys and girls in curricula and co-curricula activities contravenes the Islamic rules and this greatly discourages parents from enrolling their daughters in school. As a result according to UNICEF (2007) parents cannot spare the time to keep watch over their daughters when they are enrolled in school, therefore they would rather have their daughters stay at home, hence hindering them to access school.

According to Islamic tradition, loss of virginity and pregnancy outside wedlock is seen as a failure on the part of the father to provide proper moral upbringing of his daughter. Guhad (2003) argues that due to this, a father would rather give his

daughter in marriage before her first menstruation even if she is not sexually developed rather than take her to school.

2.3.3 Nomadic lifestyle

According to PDE NEP (2006) the deciding factors that make education unattractive to nomadic population are the design and delivery of the education packages that are largely insensitive to their culture and the negative attitudes and behaviours towards pastoralists as a group by the sedentary population. The nomadic pastoralist communities generally view as being irrelevant what children learn in schools.

According to MOE (2010) nomadic Pastoralists are dependant on their school age children for herding animals and undertaking other household tasks which are important for their survival. Nomadic pastoralist require flexible education delivery modes that take into account their children's work at home; that which schedules outside nomadic working time and at the same time transfer learning to the homesteads. Therefore, nomadic communities believe that formal schooling leads to alienation from their lifestyle and threatens their basic survival. It is because of this embedded fear that children are kept out of school.

It is evident that girls' participation in education is greatly affected by the socio-cultural factors prevalent in the society. These factors include cultural practices, religious beliefs and nomadic lifestyle. Therefore, nomadic pastoralists require an education design and delivery package that is compatible with their cultural practices, religious beliefs and nomadic way of life.

2.4 Effects of Socio-Economic Factors on Girls' Education

The demand for education is governed by a number of socio-economic factors within the family. Literature reveals that the family characteristics greatly determine the child participation in education especially for girls.

2.4.1 Parental level of education occupation and income

Indicators such as parental level of education, particularly the mother, occupation, income among others play an important role in the provision of education to the children. Appleton (2008) found that parental education enhanced their contribution towards their children's progress in school equally for both boys and girls. Parents who are educated are highly expected to impart a positive view of schooling among their children. Juma (1994) argues that education experience and outlook of parents is transmitted to their offspring. Studies show that there is a direct relationship between parental level of education and girls' enrolment and retention in school. This is due to the fact that educated parents with high income are able to provide their children with conducive home environment, provide all necessities of school hence encourage participation of girls in school because they understand value of education and benefits to the child. According to Tyler (2007) educated parents enrol their children in school, encourage them to study by availing relevant books and ensure completion of education cycle.

According to Abagi (2005) girls from households with low education and limited resources are more disadvantaged as compared to boys from same background. In such cases parents often prioritize basic family needs and boys' education is the

chosen than that of the girls. This may lead to the conclusion that parents with a higher level of education; better paying occupations and larger amount of resources are more willing and able to ensure that both their sons and daughters are educated. On the other hand uneducated parents are often disadvantaged and least able to appreciate and support their children's education especially girls.

Eshiwani (2001) argues that education is viewed as an investment; hence the lack of employment after the completion of education has decreased interest in schooling. Therefore, the region with most employment opportunities and greater agricultural activities, especially of cash crops are also the regions of great educational progress and proportionally greater participation of women in primary education.

According to National development (2002 – 2007) majority of the population of Garissa District are unskilled, 80% of the labour force comprise of people who are illiterate and skilled only in nomadic livestock production. Women constitute 49% of the labour force, a majority of who are illiterate and largely home makers.

Psacharopoulos and Woodhall (2005) argue that the effect of poverty on education are direct, in that poor families find it difficult to pay fees but even free education imposes substantial burden through earnings foregone and out of pocket expenses for clothes, travels and books.

According to Abagi and Khasian (2005) parents generally favour the education of their male children when confronted with limited opportunities and resources for the provision of education.

According to Graham – Brown (2006) children whose homes provide a stimulating environment, full of physical objects like books, magazines and other learning materials are more motivated to participate in education. It is likely that children from poor families are not provided with adequate educational materials and opt not to enrol in school and if enrolled they are likely to drop out of school than those who are from better families. Girls from poor families are worst affected.

2.4.2 Child labour

UNICEF (2009) observes that child labour is another predominant factor which affects participation of children in school, especially girls. Children labour is often critical to the income or survivals of households of poor families in Garissa district especially the pastoralists. Odada (2008) states that “...many parents who have limited resources choose to invest in boys or have the children stay at home to provide the much needed labour or sell things from the road side stalls.”

Tan (2006) argues that girls are expected to contribute to child care and other household chores at much earlier age than boys. Juma (1994) agrees that they are sometimes taken away from school to help in the home, nurse babies, clean the house, fetch water and firewood, cook food and milk cows.

Maleche (2009) observes that heavy household duties and long distance from school results in physical and mental exhaustion which makes learning uninteresting and ineffectual. This means that girls waste a lot of time in the household chores while boys remain in school learning.

Abagi (2005) and MOE (1996) observe that, as the household poverty level rises, labour provided by children becomes more crucial for the family survival. Child labour is increasingly employed in domestic activities, agriculture and petty trade in rural and urban Kenya. Parents have continued to send their children particularly girls into the labour market mainly as domestic workers in urban areas. Lockheed and Verspoor (2010) argue that children from poor families are less apt to enrol in school. They attributed this to child labour in order to provide for the family. In pastoralist communities girls sell milk, firewood and other items the whole day, sleeping late and waking up earlier than boys (UNICEF, 2007). This could be one reason why girls cannot be taken to school and even when they are enrolled they would be too exhausted due to overworking, leading low participation of girls in primary education.

Studies have revealed that socio-economic factors such as parental level of education, occupation and income greatly affect children participation in education especially for the girl child. Educated parents with stable incomes are more likely to contribute to their children education than those who are poor and uneducated. Similarly child labour greatly hampers children participation in education, particularly the girls who undertake numerous house chores.

2.5 Effects of School Based Factors on Girls' Education

Pupils' ability to learn is heavily influenced by the school environment. Odaga and Heneveld (2006) argue that factors such as proximity of the school to home, appropriateness of physical facilities, lack of female teachers among others influence girls' participation in school.

2.5.1 Distance to School

According to a study carried out in six focus districts i.e. Nairobi, Baringo, Mombasa, Garissa, Kwale and Kisumu by UNICEF (2007), the proximity and access to primary school is a pre determining factor to child participation in school. In arid and semi arid areas, the distance between schools is far and the educational delivery systems are often incompatible with the lifestyle of the nomadic people. In fact, the distance between the school and home affects girls more than it affects boys since parents are more concerned about their girls' security than boys', hence parents are discouraged from sending their daughters to school situated at far away places, or even boarding schools. Herz (2006) observes that in Ghana and Egypt researchers have found that long distances to primary schools deter girls' enrolment but not boys'.

In a situational analysis UNICEF/GOK (2008) found that long distance to school from home makes access difficult for some pupils especially girls. According to the National Conference of Education for all (1992) long distance to school particularly in ASAL areas discourage girls' from participation as compared to boys. This is because of problem associated with girls' safety such attack by wild animals, poor and bushy roads, and insecurity among others.

2.5.2 Physical Facilities/Resources

According to Kathuri (2005), it is generally agreed that education facilities have a direct bearing on the participation and performance of learners. Similarly GoK (2005) observes that poor primary school infrastructure is one of the major barriers to improving access to primary education in Kenya.

Providing educational opportunities to all Kenyan children is the central to government plan for Economic Recovery Strategy (ERS) and Poverty Reduction Strategy Paper (PRSP). These policy documents indicate that one of the governments highest priorities in the medium and long term to ensure affordable and equitable access to education through several strategies including collaboration with private sector, NGO's and development partners in the provision of additional educational facilities. Therefore the government realizes that facilities are crucial in order to improve access in primary education.

Wamahiu (2006) observes that learning occurs more easily when order prevails, facilities are clean and good in repair and the materials are adequate for all.

2.5.3 Curriculum

A curriculum must be designed in the light of the major trends and development within the society and it must also reflect the major social and cultural needs of the society.

Bishop (2008) argues that an education system goes a stray when it has no relevance to society. Sometimes the curriculum over emphasizes formal academic achievements rather than functional skills.

Juma (1994) found out that rigidity of the school curriculum which prevents adjustment to socio cultural and socio-economic needs of the people, retard participation of girls in primary school. In addition, stereotypes in the text books and other educational materials may discourage girls' active participation. Murard (2009) argues that this is because images of females are considerably few and if any unattractive than those of males in text books. Odaga and Heneveld (2006) note that text books portray women in passive and powerless roles reinforcing negative stereotype. This is the school's promotion and reflection of women low status.

Maleche (2009) and Eshiwani (2001) note that inefficient teaching, lack of knowledge of the subject matter and lack of commitment of teachers makes the girls to lose interest in learning and look forward to marriage.

2.5.4 Role models

Lack of female teachers as role models affects girls' participation in education. Juma (1994) noted that the lack of female teachers to act as role models retard girls participation in primary education. Girls require female teachers to confide in and emulate them. In addition, parents worry about sexual safety of their daughters in an environment dominated by male teachers

The school environment greatly affects the participation of children in education. Factors such as distance to school, appropriateness of physical facilities, availability of role models among others affect girls' enrolment and retention in school.

2.6 Summary

The reviewed literatures have elaborated on various socio-cultural and economic factors affecting girl's participation in primary school education. Kasente (2010) and Juma (1994) noted that it is evident the issues require more investigation and this would provide insight on how gender disparity in the school system can be rectified.

CHAPTER THREE

RESEARCH METHODOLOGY AND DESIGN

3.1 Introduction

This chapter provides a description of the procedures that were followed in conducting this study. Specifically it focuses on research design, locale of the study, target population, sample and sampling procedures, research instruments, data collection procedures and method of data analysis.

3.2 Research Design

This study used descriptive survey research design utilising both qualitative and quantitative approaches. As supported by Sundeep(2008) who state that a mixture of both quantitative and qualitative design may be appropriate because many educational issues have both qualitative and quantative aspects.

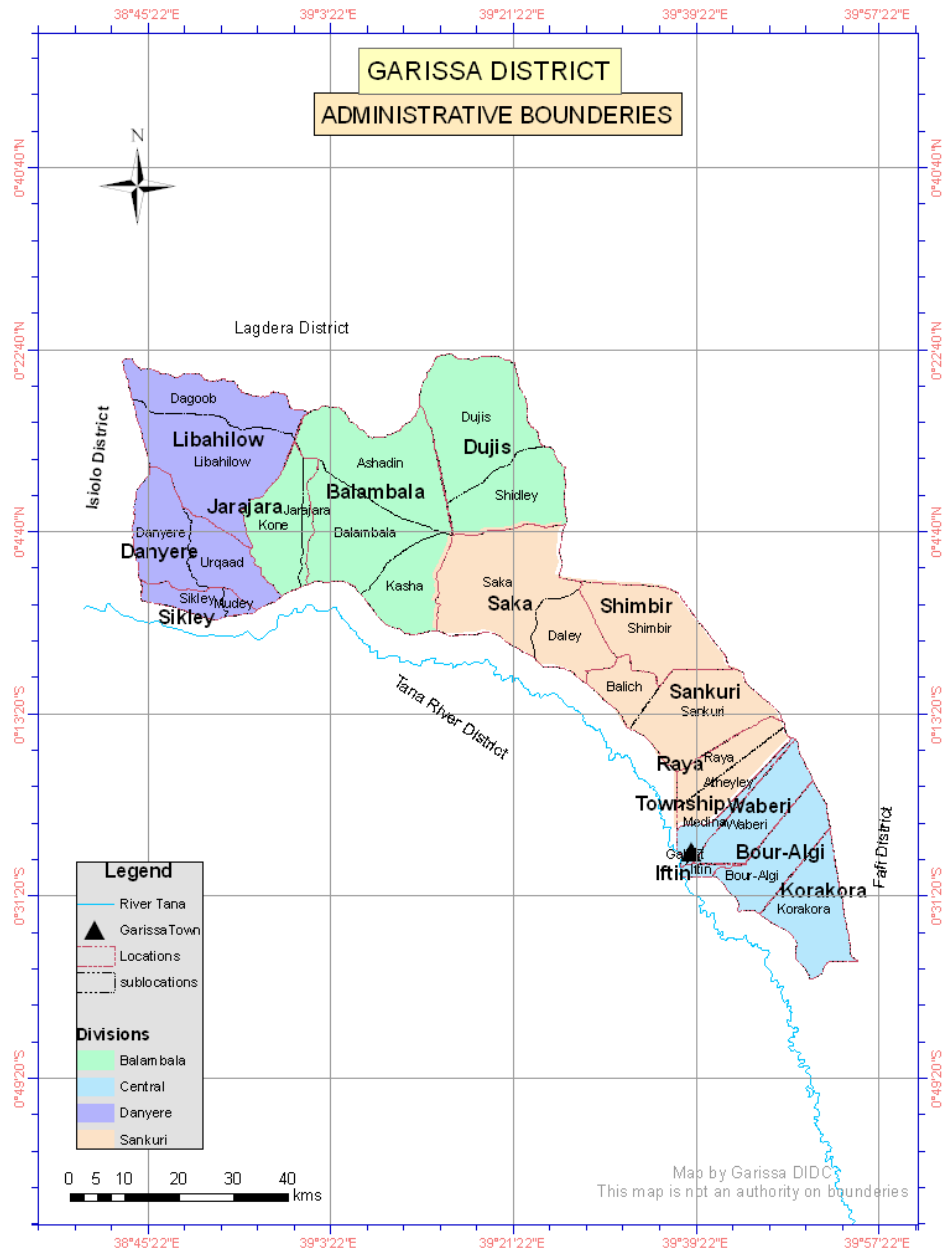
Kombo (2006) that descriptive studies of the survey nature can be used not only for purpose of description, but also for the determination of relationship between variables at the time of the study. According to Orodho (2008) descriptive research study is designed to obtain pertinent and precise information concerning the status of phenomena and where possible to draw valid general conclusion from the facts discovered.

Against this background, the design is appropriate and in consonance with the purpose of the study, that is to obtain exhaustive and accurate account of the various factors affecting girls' participation in primary school education in Garissa District.

3.3 Locale of study

The study was carried out in two divisions in Garissa District. The divisions were Central Division and Sankuri Division. The following figure depicts the boundaries of Garissa District.

Figure 3.1 Garissa District Administrative Boundaries



Garissa district is in North Eastern Province of Kenya it only now covers Dujis constituency after creation of Ijara, Fafi and Lagdera out of what was once larger Garissa.

It covers 5,657 kilometres. It borders Lagdera district to the north, Fafi, and, Ijara to the south and Isiolo to the west. It has 4 divisions. It is plain land with sparse vegetation.

The district lies within the Sahelian climate region which is characterised by long dry spells and short rains and is classified in terms of aridity as 100% ASAL. It is prone to flooding during the rainy seasons which come in March-April and October-December. The district has annual precipitation of 300mm and temperatures are quite high, ranging from 30-35c.

Pastoralism is the dominant activity apart from irrigation based subsistence farming along river Tana. The majority of the inhabitants are Somalis who profess Islamic religion. Female illiteracy is proportionally very high among all the populations in all divisions in Garissa except central which is slightly better.

3.4 Target Population

The study targeted all members of SMCs, head teachers, teachers, pupils of the primary schools in Garissa District and the District Education Officer. The research considered only public primary schools. The population of the target groups were as follows:

- 33 head teachers of the public primary schools
- 11,146 boys and 6,796 girls totalling 17,947 pupils.
- 297 teachers in 33 primary schools
- 198 members of school management committees (SMC) of all the primary school

3.5 Sampling and Sampling procedures

At the time of the study, Central division had 26 primary schools with enrolment of 8,856 boys and 5,825 girls. This gives a total of 14,681 pupils. On the other hand Sankuri division has 7 primary schools with an enrolment of 1,152 boys and 480 girls totalling 1,632 pupils. Mugenda and Mugenda (1999) suggest that for descriptive studies, at least 10% of the target population should be selected for a study.

A multi-stage sampling strategy was used in study. This involved the application of both probability and non- probability approaches at various stages of sampling. This is according to Patton (2009) who argues that it is possible to combine both probability and non- probability sampling in one design whenever sampling is done in stages.

To start with, the schools were divided into two strata (Central and Sankuri divisions). The researcher purposively selected 10 schools (non-probability method) from the two divisions representing 30% of the total population, with 7 schools drawn from Central Division and 3 schools from Sankuri Division. These figures were taken so as to reflect the actual proportion of schools in Central Division to those in Sankuri Division. Since Central Division had 78% of the primary schools, the seven schools selected represented a 70% of schools selected, a fair proportion considering that taking higher number than this from Central Division would be rather biased against schools in Sankuri division.

All head teachers of the ten selected schools were purposively selected and included in the study sample. This represented 30% of the total population of head teachers in the two divisions studied.. For teachers, from each of the 10 selected schools, 4 teachers were selected through stratified random sampling while considering the gender balance making a total of 40 which represents 13% of the total population for focussed Group discussions.

30 pupils were selected from each school totalling to 300, they were stratified according to gender and then randomly sampled for the study. Specifically class six, seven and eight pupils were selected on the basis that they are able to handle the questionnaires more adequately. Also they fit well for this purpose because the research reveals gender disparity is more prominent in the upper primary classes where fewer girls than boys are enrolled.

In each of the classes, the pupils were divided into two groups of male and female, hence sampling by stratification. Each group was asked to sit in a separate column and asked to count themselves loudly and separately (boys and girls). After the self head count, five boys and five girls were selected from each class using systematic random list sampling method. A suitable sample fraction was used to ensure that only five boys and five girls were selected from each of the classes depending on the total enrolment of each class and strata. For instance, in a class with 20 boys and 15 girls, a sample fraction of 4 would be used to select five boys. Starting from e.g. the boy number 2, every 4th boy would be

taken, giving rise to the boys occupying positions 2, 6, 10, 14 and 18th. For the 15 girls, a sample fraction of 3 would be used to select five girls. Starting from the girl occupying, say position 2 (anyone from 1 to 3), every 3rd girl would be picked, giving rise to the girl occupying positions 2, 5, 8, 11 and 14th girl. The total number of pupils per class were therefore ten. Eventually, 30 pupils were selected from each of the 10 schools sampled, giving a total of 300 pupils for the study.

From each of the school sampled, two members of school management committee were randomly selected with gender consideration making a total of 20. This represents 10% of the total population since each school has a maximum of 10 members of school management committee.

Table 3.1 Summary of Respondents

Category of respondents	Number of respondents
Head teachers	1X10 schools= 10
Teachers	4X10 schools= 40
DEO	1X1= 1
Members of SMC	2X10 schools= 20
Male pupils	15X10 schools= 150
Female pupils	15X10 schools= 150
Total number of respondents	371

3.6 Research Instruments

In order to explore the question on factors that affect girl's participation in primary education in Garissa District, the views of pupils, head teachers, teachers, D.E.O. and school management committees were sought. Orodho (2008) define research instruments as tools for collecting data. The study utilized various instruments. These included questionnaire for pupils and head teachers, interview schedules for SMC, focus group

discussions for the teachers and an observation checklist for observing the physical environment of the school. Questionnaires were preferred in the study because all the respondents are literate. Interview schedule were used for SMC because most of the committee members are not literate. Focused group discussions were used for teachers. According to Kombo (2006) interview schedules are the most suitable instruments for conducting research as they enable the researcher to get information without omission or distortion of facts. However, according to Orodho (2008) when the study sample is large, it is difficult and very expensive to conduct interviews and other instruments such as the use of questionnaires and focused group discussion become necessary. Nkapa (2007) states that the use of questionnaires is a very popular method of data collection in education and behavioural sciences in general, due to the relative ease and cost effectiveness with which they are constructed and administered to large samples. Walker (2006) observes that the use of questionnaires offers considerable advantages in administration, and presents an even stimulus to large numbers of people simultaneously, providing the investigator with a relatively easy accumulation of data.

Content analysis was used for this study. This included use of secondary data such as provincial data bank and district education office records as well as pupils' attendance registers from their respective schools.

3.7 Piloting of Research Instruments

Researchers agree that the random sampling for piloting instrument should depend on the size of the sample ranging from 1% to 10% depending on the sample size according to

Mugenda and Mugenda (1999). The instruments were pre-tested before they are given to the respondents. The pre-test was done in two schools which are not included in sample of schools for the study. This helped to test reality on the ground and thereafter the instruments would be modified accordingly. The data obtained from the piloting were analysed to see whether the suggested methods of analysis were suitable for the study. The procedures used in pre-testing the instruments were identical to those that were used during the actual study.

3.8 Validity

Sundeeep (2008) define validity as the accuracy and meaningfulness of the inferences which are based on research results. In other words validity is the degree to which results obtained from the analysis of the data actually represents the phenomena under study. The instruments for this study were validated through application of content validity, which is determined by expert judgement. Patton (2009) identified that content validity is a matter of judgement by the researcher and professionals, and has no specific formula for determination. This study therefore established validity of the instruments by seeking views of colleagues, other lecturers who are not the researcher's supervisors, as well as through expert advice by discussions with researcher's supervisors, observations, comments and suggestions by the same.

3.9 Reliability

Lovel and Lawson (2008) observes that reliability is a measure to which a research yields consistent result on data after repeated trials. The test-retest technique was employed to establish reliability of the instruments. The developed questionnaires were given to a few identical subjects. Their responses were scored manually. The same questionnaires were administered to the same group after two weeks. The responses were scored manually; a comparison between the two was made.

A Pearson's product moment formula for test-retest was used to compute the correlation co-efficient in order to establish the extent to which the questionnaires are consistent in eliciting the same responses every time the instrument is administered. A correlation co-efficient of 0.8 was obtained and the instrument accepted as being reliable.

3.10 Data Collection Procedures

The data in this study was collected by use of questionnaires, focused group discussions and interview schedules. The researcher first sought research permit from National Council for Science and Technology in the Ministry of Higher education before going to the field for data collection. The researcher visited the sampled schools to make appointments and develop a rapport after getting a letter of introduction from the District Education Office. The researcher guaranteed the respondents that the information collected would be used for purpose of the research and would be kept confidentially. By

doing so, the researcher intended to solicit the full cooperation of the respondents to achieve successful collection of data.

The researcher requested the head teachers to help him talk to pupils and teachers in respective schools so that they cooperate when the study instruments was being administered to them. Then, the researcher gave questionnaire to the head teacher. The researcher then made arrangement with the head teacher when to come back to administer instruments to pupils, teachers and members of SMC. The researcher visited each school on the date agreed with the head teacher, administered the instruments and collected them at the agreed time. The researcher also accessed relevant documents from secondary sources for more information.

3.11 Data analysis

Data collected included both qualitative and quantitative data. The quantitative data mainly came from the closed items in the questionnaire. This category of data was analysed using descriptive statistics including mean, mode and percentages. They were also tabulated for a clearer picture the situation at hand. Qualitative information was analysed through thematic discussion of issues arising from the study, and discussion of the content within the themes. A triangulation of issues emanating from different respondents on similar issues was performed to determine their convergence and divergence. In both categories of data, graphs were generated using SPSS computer program to provide figures that could easily be discerned.

CHAPTER FOUR

PRESENTATION OF RESEARCH FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study, analyses the data and discusses the results of such analysis. The findings are presented according to the research objectives. The analysis was done by considering each of the research questions emanating from the objectives, presenting the results of the study on that particular question and then discussing the results. The results were presented in frequency tables, percentages and using graphs. Qualitative data were categorized into themes and the major views reported. The objectives of the study were:

- i) To identify the socio-cultural factors affecting girls' participation in primary education in Garissa district.
- ii) To find out the socio-economic factors affecting girls' participation in primary education in Garissa district.
- iii) To establish school based factors affecting girls' participation in primary education in Garissa district.
- iv) To determine School Management Committees' attitude towards girls' primary education in Garissa district

4.2 Demographic Information of the Respondents

Gender of the respondents

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

Table 4.1 Gender of the Pupils

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Boys	150	50
Girls	150	50
Total	300	100

From the Table 4.1, it is observed that the number of female pupils was equal to that of male pupils. This was ensured through selecting equal number of males and females from each of the ten schools studied.

Gender of Teachers

The following Table presents the distribution of teachers by gender

Table 4.2 Gender of Teachers

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	25	62.5
Female	15	37.5
Total	40	100

From Table 4.2, it is observed that there were more male teachers in the study than their female counterparts. This was necessitated by the smaller number of female teachers in

the schools. The study therefore chose a teacher distribution by gender that was similar to the actual distribution in the population.

Gender of Head teachers

Table 4.3 Gender of the Head teachers

Gender	Frequency	Percentage
Male	8	80
Female	2	20
Total	10	100

From Table 4.3, it is evident that the number of male head teachers was much higher than that of female head teachers. This gender distribution of head teachers is much lower than that of teacher distribution by gender. The head teachers of schools in the study were purposively selected.

Gender of SMC Members

The following Table 4.4 presents the distribution of SMC members by gender.

Table 4.4 Gender of the SMC Members

<i>Gender</i>	<i>Frequency</i>	<i>Percentage</i>
Male	15	75
Female	5	25
Total	20	100

Like the head teachers, the distribution of SMC members by sex was in favour of the males. Only 25% of the SMC members were females, an indication that there were very few female decision makers in primary schools.

4.3 Socio-Cultural Factors Affecting Girls' Participation in Primary Education

The first research question was: What are the socio-cultural factors affecting girls' participation in primary education in Garissa district? This question was posed to virtually all respondents in the study. The respondents were asked to describe the extent to which various socio-cultural factors affected girls' participation in primary education. The following Table 4.5 presents the pupils' responses to this particular question.

Table 4.5 Pupils Opinions on Issues Affecting Girls' Education

Factors	Very Great effect		Great effect		Little effect		Very Little effect		Total	
	No.	%	No.	%	No.	%	No.	%	No.	%
Circumcision	180	60	40	13.3	60	20	20	6.7	300	100
Nomadic lifestyle	0	0	50	16.7	0	0	250	83.3	300	100
Quranic schools	225	75	75	25	0	0	0	0	300	100
Early Marriages	54	18	0	0	123	41	123	41	300	100

From Table 4.5, it is observed that Quranic schools had the greatest effect on the girls education as 75% of the pupils viewed it as having very great effect, while the remaining 25% viewed it as having great effect. In subsequent question, the pupils were clear that Quranic schools had negative effect on girls' education. This finding is agrees with the study by Chege and Sifuna (2005), who found that Somalis prefer Islamic education for their daughters as they fear that western education adulterate the girls' moral standing.

This view was followed by female circumcision as an impediment to female education. The view was given by 60% of the pupils who said that the practice had very great negative effects on girls' education, while a further 13.4% said that the practice had great negative effects on girls' education.

From Table 4.5, it is observed that the pupils did not find nomadic lifestyle as having much effect on girls' education, as over 83% stated that it had very little effect, while only 16.5% stated that the lifestyle has great effect, and none for very great effect. A similar situation ensued with respect to early marriage, in which only 18% saw it as having great negative effects on girls' education. 41% of the pupils stated that early marriage had little effect on girls' education while a further 41% stated that it had very little effect. The overriding factor here is that pupils do not consider early marriage as having negative effects on girls' participation in primary school education.

The responses from DEO interview seem to disagree with those of the pupils. Asked to state how strongly he was in agreement or disagreement whether cultural practices - Female Genital Mutilation, Early marriage, Quranic schools, nomadic lifestyle and gender preference had a negative effect on girls' participation in primary education, the DEO stated that he strongly agreed on all except that Quranic schools had negative effect on girls' participation in primary education. This implies that, according to the district education officer, the cultural factors Female Genital Mutilation, Early marriage, nomadic lifestyle and gender preference had negative effects on girls' education, but the Quranic schools had no effect on it. This is contrary to the pupils' opinion, who viewed Quranic schools and female circumcision as having very great negative effects on female participation in education. The pupils found very little negative effect on the on girls' participation in education by nomadic lifestyle or early marriages. It may therefore be possible that pupils are socialized by their parents/society at large to accept early

marriage and nomadic lifestyle as an important way of life and therefore regard them positively.

Teachers stated that some religious practices affected learning in class in general and girls learning in particular. The teachers stated that study groups could not be formed that includes both boys and girls as this was discouraged by religion. This made it hard for girls to interact with boys in academic work. Further, due to the nature of dressing ascribed by religious teachings, girls cannot participate in some physical education lessons that require attire that is discouraged by religion. As such, the girls became passive players in circumstances where participants had to wear as little clothing as possible, especially during physical exercises.

The teachers and SMC members were asked to give their views on the effects of female circumcision on girls' participation in education. In their response, all teachers rejected the practice, and gave various negative effects of the practice. These effects, according to the teachers, include increase in dropout rates, increase in early marriages and stigmatisation as the negative effects of female circumcision, and viewed the practice as unnecessary as it reduced female participation in education. The following Table 4.6 shows teachers views regarding the effect of cultural practices on girls' participation in primary education.

Table 4.6: Teachers' Views on Effect of FGM on Girls' Education

Responses Category	Number of teachers (total 40)	Percentage
Increase in dropout rates	34	85
Early marriages	30	75
Stigmatization	24	60
Poor maternal health	27	67.5
Poor academic performance	37	92.5
Total	20	100

From Table 4.6, it is evident that poor academic performance was the greatest negative effect of some of the cultural practices (specifically FGM) on girls' participation in education. This view was identified by 92.5% of teachers. The study found that girls felt mature and ready for marriage after the initiation process, and therefore tended to ignore their class work as they looked forward to being married soon. This effect was closely followed by increase in dropout rates of girls. This view was given by 85% of the teachers. It was found that while some girls dropped out of school to get married off by their parents, some dropped out of school on their own volition, in anticipation of married life even though no specific marriage arrangements had been done. Other effects including early marriage was identified by 75% of the respondents, poor maternal health was identified by 67.5% of the respondents while 60% identified stigmatization of girls as a negative effect on girls' participation in education.

On the other hand, majority of SMC members were in support of female circumcision. The following Table 4.7 depicts their responses on whether girls should undergo the practice or not.

Table 4.7 SMC's Response on Whether Females should be circumcised

Responses	Frequency	Percentage
Yes	16	80
No	4	20
Total	20	100

From Table 4.7, it is clear that majority of the SMC members supported female circumcision as given by the number of those in favour of the practice. Majority (80%) of the SMCs members supported the practice. From this finding, it is clear that female circumcision is still supported by the community, though the teachers feel that this practice negatively affects the girls' participation in primary education and should therefore be discarded.

Members of the SMC were also asked whether girls should be betrothed and married at an early age. Of those interviewed, 75% did not agree with it, giving such statement like 'early marriage does not help the girl', 'it denies them the right to education' and 'early marriage is a cause of many domestic problems'. The teachers, on the other hand, pointed out that traditional practices like bride price and early marriages have major negative effects on girls' participation in primary education.

Head teachers were asked to identify home-based factors that influence girls' participation in primary education. Several combinations of factors were identified, ranging from cultural, socio-economic and religious factors. Socio-cultural and religious factors given by the head teachers are illustrated in the following Table 4.8.

Table 4.8: Head Teachers Views on Factors Affecting Girls' Education

Factor	Proportion of respondents (total 10)	
	No.	Percentage
Early marriage	10	100
FGM	9	90
Religious requirements	7	70
Domestic chores	8	80
Nomadic lifestyle	6	60

From Table 4.8, it is evident that the factor that affects female participation in education the most is early marriage. This sentiment was identified by all the head teachers studied. The factor was identified by virtually all the ten respondents studied. It was followed by female genital mutilation, which was identified by 90% of the head teachers. Nomadic lifestyle was found to be affecting girls' education the least, in the opinion of the head teachers. The sentiment was expressed by 60% of the respondents, while 70% of them identified religious requirements as one of the impediments. These factors were all said to negatively affect the participation of girls in primary school education.

4.4 Socio-Economic Factors Affecting Girls' Primary School Education

The second research question was: What are the socio-economic factors affecting girls' participation in primary education? This question was posed to pupils, SMC members and teachers. A number of factors were considered in this respect. Data emanating from these factors are discussed in the following sections.

4.4.1 Parental level of education

The objective was to find out whether parental level of education, occupation and income had any influence on girls participation in primary education. The pupils were asked to state the highest levels of education attained by their parents from the level of Primary school, Secondary school or University education. The study found that that majority of the pupils had parents who had acquired primary education making 67% and 60% for mothers and fathers respectively. Also 10% and 17% mothers and father had attained secondary education respectively. A few (3.3% and 10.0%) of the mothers and fathers respectively went up to university level. 20% of the pupils had mothers with no formal education while 13.3 % of pupils had fathers without formal education had never attended school. This is depicted in the following Table 4.9.

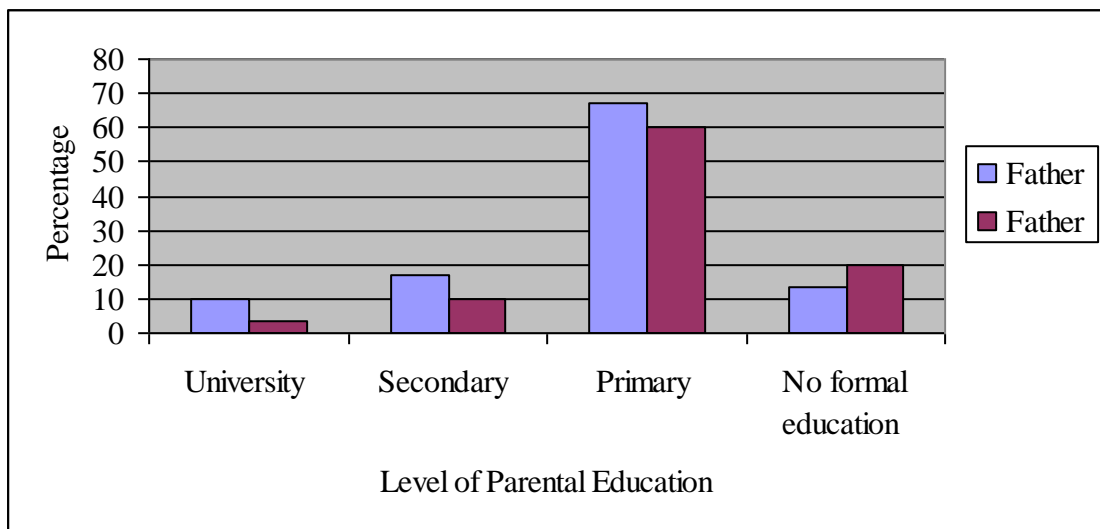
Table 4.9 Parental Level of Education

<i>Level of education</i>	Number of respondents (total 300 pupils)			
	Father		Mother	
	<i>Number</i>	<i>Percentage</i>	<i>Number</i>	<i>Percentage</i>
University	30	10	10	3.3
Secondary	51	17	30	10
Primary	201	67	180	60
No formal education	40	13.3	60	20

From Table 4.9, it is observed that majority of the children had parents who had acquired primary education. This was followed by pupils whose fathers had had secondary education, but while children whose parents had no formal education came third. It is also notable that some of the pupils had parents with university level of education.

From Table 4.9, it can be argued that parents who had acquired formal education up to at least primary school sent their children to school, while majority of those with no formal education did not send their children to school. This is discernible by the fact that while there are more parents without formal education in the general population of the study location, their children are very few in schools. It is therefore reasonable to conclude that parents without formal education do not send their children to school. This situation is presented in the following figure for greater clarity.

Figure 4.1: The Highest Level of Education of Pupils' Parents



From Figure 4.1, it is clear that majority of the parents of pupils studied had primary level of education. It is also observed that there are more educated fathers than mothers in all levels of education. Further, the number of mothers without formal education is higher than that of fathers, an indication that indeed, female participation in education is lower than that of males

4.4.2 Effect of Parental Education on Girls' Education

The pupils were further asked how they would rate the parental education as a factor that influences girls' education 66.7 % of the pupils said that it had a very great effect on girls' education, while 3.33% said it had a 'great' effect. A few of the pupils (16.67 %) said it had a little effect on education of the girls. Generally Majority (70.0%) of the pupils said parental education had an effect on girl's education. This is in agreement with This finding is similar to that found by Appleton (1995), who found that parental education enhanced parents' contribution towards their children's progress in school. However, Abagi (1991) found that girls from households with low education and limited resources are more disadvantaged as compared to boys from similar background.

4.4.3 Socio-Economic Factors Affecting Girls' Participation in Education

Although it is generally believed, and supported by evidence that nomadic way of life

Table 4.10: Effect of Parental Education on Girls' Education

Response	Frequency	Percentage
Very great	200	66.67
Great	10	3.33
Little	20	6.67
Very little	50	16.67
Undecided	20	6.67
Total	300	100

From Table 4.10, it is observed that most pupils said that the parental level of education has major effects on girls' education. If at least one of the parents is educated then there

are high chances of the daughter getting educated as compared to the situation if none of the parents is educated.

4.4.4 Parents' Occupation

The pupils were asked to state the occupation of both of their parents separately. The results are provided in the following Table 4.11.

Table 4.11: Pupils' Response on Their Mother's Occupation

<i>Occupation</i>	<i>Frequency</i>	<i>Percentage</i>
Business woman	50	16.7
Housewife	200	66.7
No response	50	16.7
Total	300	100

From Table 4.11, it is observed that the mothers of most of the pupils were housewives and therefore unemployed. This response was provided by 66.7% of the respondents, with only 16.7% of pupils reporting occupation of their mothers as business women, while the rest did not respond to the question. This implies that most of the parents of pupils studied were not earning their living from education directly. Given that 10% of the mothers were reported to have attained secondary education with a further 3.3% having acquired university education, the situation is bound to discourage daughters who view their educated mothers as not being of much use to the family as their education is not putting any food onto the table.

The study found that most of the fathers of pupils studied were mainly businessmen, with the most common kind of business given being that of being shopkeepers. A large proportion of fathers were also described as ‘heads of families’, a term that could be taken to imply that their source of income was not quite discernible by the pupil. For a clearer view of this the results are presented in the following Table 4.12.

Table 4.12: Pupils’ Responses on Their Father’s Occupation

Occupation	Frequency	Percentage
Army	10	3.33
Banker	5	1.67
Businessman/shopkeeper	140	46.67
Doctor	10	3.33
Farmer	10	3.33
Jobless	65	21.67
Religious leader	20	6.67
Teacher	30	10
No response	10	3.33
Total	300	100

As seen from Table 4.12, only a total of 18.33% of pupils had fathers whose occupation required a considerable level of education. These were banker at 1.67%, doctor at 3.33%, and teacher at 10%. It therefore follows that most pupils had parents whose economic activities did not require much formal education, with 46.67% of them being described as businessmen/shopkeepers. However, it is important to note that 21.67% of the pupils had fathers whose occupation they described simply as jobless. While in the total population the percentage of jobless men is the greatest, the number of pupils who described their fathers as jobless was comparatively small. This implies that many such parents (fathers) who are jobless do not send their children to school, otherwise the proportion of pupils from such families would have been proportional to the number in the population.

4.4.5 Child labour

The study sought to determine the kind of duties pupils perform while at home and the amount of study time each gender of pupils had. In particular, the study sought to determine whether boys perform as much domestic work as do the girls, or if there was some discrepancy in the duties of each. Their responses showed that the girls perform more domestic work and therefore affecting their participation in education. Majority (76.7%) of the pupils said that girls perform more duties while 23.3% viewed the boys as performing more duties than the girls. This view was reinforced by the responses from SMC members (parents) which show that the girls spend more time performing domestic duties than boys. Majority of the members of the SMCs (65%) mentioned girls as performing more duties while 25 % said boys performed more duties. A further 10% did not respond to the question. The results of the study in this respect are presented in the following Table 4.13

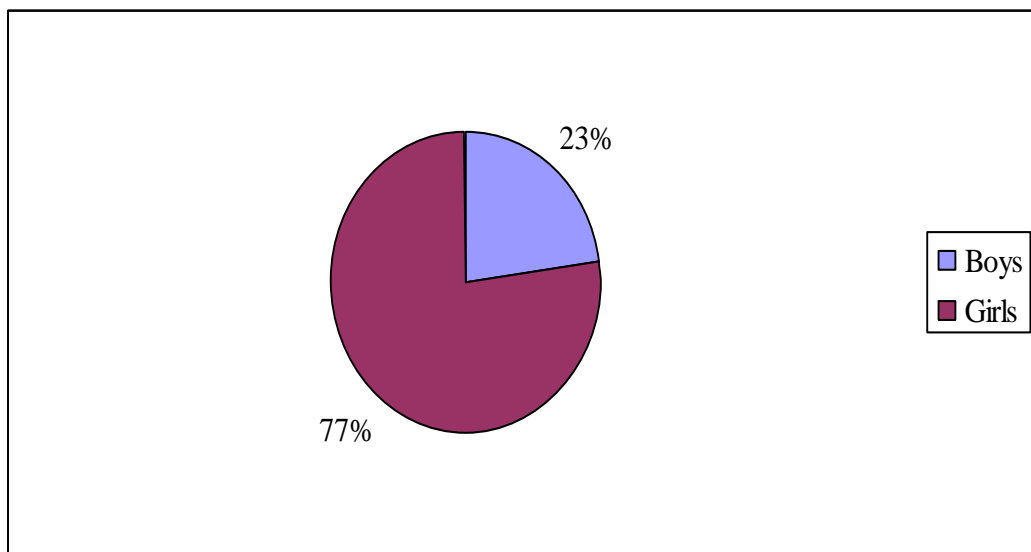
Table 4.13: Respondents' Views on Who Does More Domestic Duties

<i>Gender category</i>	Pupils respondent proportion (total 300)						SMC members (total 20)	
	<i>No.</i>			<i>Percentage</i>			<i>No.</i>	<i>%</i>
	<i>Boys</i>	<i>Girls</i>	<i>Total</i>	<i>Boys</i>	<i>Girls</i>	<i>Total</i>		
Boys	43	27	70	28.7	18	23	5	25
Girls	107	123	230	71.3	82	77	13	65
No response	-	-	-	-	-	-	2	10
Total	150	150	300	100	100	100	20	100

From Table 4.13, it is observed that both pupils and parents (SMC members) agreed that girls performed more duties at home than boys. Note that the row for gender refers to the

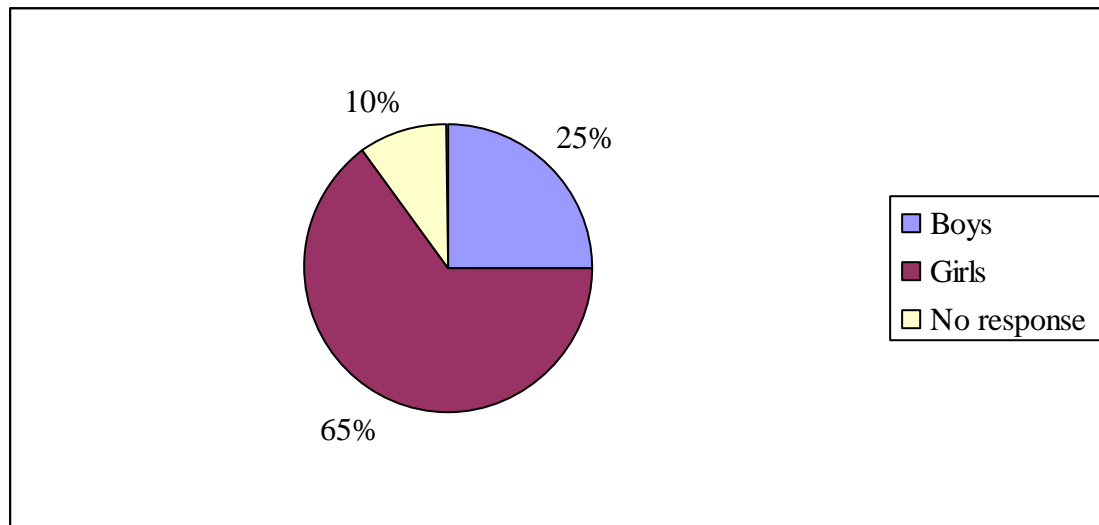
gender that the respondents viewed to be performing more work, rather than the gender of the respondents. Pupils (77%) stated that girls perform more domestic chores, a sentiment supported by 65% of SMC members. The above information is further presented in the following figures for more clarity.

Figure 4.2: Pupils View on Who Performs More Domestic Duties



From figure 4.2, it is clear that the proportion of pupils who stated that girls perform more duties was much higher than those who thought that boys were engaged in more duties than girls. The responses of the SMC members on the same issue are presented in Figure 4.3 below.

Figure 4.3: SMC Members View on Who Does More Work



From Figure 4.3, it is clear that the SMC members were in agreement with the pupils that girls perform more duties at home than boys. This indicates that if there is any homework from school to be done, boys will have more time to do it while the girl will have little time for the exercise.

4.4.6 The Nature of Activities Pupils Engaged In

The study sought to find the exact nature of activities that pupils engaged in at home in order to determine the extent to which girls and boys were engaged while at home. The pupils were asked about the activities they engaged in at home after school in order to gauge whether the list of duties would interfere with pupils' learning, exercise or education in general. The following Table 4.14 presents results of this enquiry.

Table 4.14: Pupils' Views on Activities Boys Take Part In After School

<i>Duties</i>	Frequency	<i>Percentage</i>
Cook food	90	30
Studying Madrassa, learning	180	60
Reading my book	150	50
Homework	120	40
Playing games	150	50
Going to the market	75	25
Fetching water	120	40
Watching TV	150	50
Watering crops	30	10
Decorating the house	30	10

From Table 4.14, it is observed that not only did pupils provide duties performed by boys, but included their leisure activities such as playing games, watching TV. Since the question asked pupils to state the activities they personally engage in after school, the result is a reflection of what the boys actually do at home after school. From Table 4.14, it is observed that the “duty” performed by the greatest number of boys is studying Madrassa, a religious school that all Muslim pupils must undergo whether male or female. The boys respondents (60%) gave this as their “duty” after school, though this is not even a duty in the sense of domestic activities. Another 50% of boys indicated “reading their books” as an activity they engage in after school and another 50% stated their duty as “play games”. Basing on these leading three “duties” alone, it is clear that boys have very little domestic work to perform at home, and can therefore engage in such kind of leisure activities. Another 40% of boys perform their homework, a factor that

advances their education. The only real domestic duties that boys performed were fetching water, a factor identified by 40% of them, while a further 30% participated in cooking food. The boys (25%) stated that they go to the market, presumably when sent by their parents, 10% participate in decorating the house while a further 10% water their crops. In general, it can be inferred that most boys have little domestic activities after school, and can therefore engage in leisure activities or do their homework, a factor that enhances learning.

In contrast, the girls' hands were literally full after school. It is as if home duties had been spared for them to do once they returned from the school. The following Table 4.15 presents the nature of domestic duties that girls engage in after school.

Table 4.15: Girls' Responses on Activities they do After School

<i>Duties</i>	No. of respondents	<i>Percentage</i>
Assist my parent	180	60
Do my homework	90	30
Assisting our young siblings to do homework	60	20
Pray 5 times a day	120	40
Cooking	240	80
Washing clothes and utensils	240	80
Looking after young ones	225	75
Cleaning the house	180	90
Taking care of goats	90	30
No response	120	40

From Table 4.15, it is quite clear that girls appear to start their day after school a whopping 90% of girls clean their houses, 80% wash clothes and utensils, 80% perform cooking and a further 75% take care of the young ones. It is therefore quite obvious that girls are over involved in doing domestic activities, leaving very little room for them to revise, or perform exercises given at school. It is therefore reasonable to conclude that by the time she completes all these chores, the girl is too tired to do her homework and, even if she does, she may not concentrate much and may not therefore perform well in it. Only 30% of the girls stated identified doing homework as a duty, while 20% assist their younger siblings in doing their homework. It is important to note that the percentage of girls who do their homework is quite small; an indication that the girls are over engaged in domestic chores and therefore can't get time for their homework. Thus, the girl is overburdened by domestic activities allocated to them by their parents; leave them with little time to engage in academic activities, thus reducing their participation in education in general. This finding conforms to a study by Tan (1985), who found that girls are expected to contribute to child care and other household chores at much earlier age than boys. Juma (1994) adds that girls are sometimes taken from school to help in the home.

4.5 School Based Factors Affecting Girls' Education

The third research question was: What are the school based factors affecting girls' participation in primary education? This question was posed to the DEO, pupils, teachers and head teachers. In particular, the DEO was asked his opinion regarding the effect of some school based factors on girls' education in primary school. In his response, the

DEO ‘strongly agreed’ that teacher-pupil ratio, stigmatization and curriculum have major effects on girls education, adding that other factors such as education policy and leadership style also had effects on girls education. further, the DEO stated that the enrolment of boys and girls is 10,338 and 7,620 respectively with a teacher-pupil ratio is 1:58 , a ratio that is considerably high resulting in less attention given to slow learners in class. Other factors whose responses were taken into account are discussed in the following subsections.

4.5.1 Distance to School

Pupils were asked to state an estimate of the time they take to walk to school one way.

The results for this enquiry are presented in the following Table 4.16.

Table 4.16: Distances Travelled By Pupils from Home to School

Time taken to school	Boys		Girls		Total
	Number	Percentage	Number	Percentage	
30 minutes or less	80	53.33	90	60	170
About one hour	30	20	30	20	50
More than one hour	10	6.66	0	0	10
Nil distance (boarder)	30	20	30	20	60
Total	150	100	150	100	300

From Table 4.16, it is evident that most pupils walk for 30 minutes or less to school, given that over 53% of boys and 60% of girls travel this distance. A further 20% of both boys and girls travel for about an hour and less than 7% of boys travel for more than an hour. No girl travelled for more than an hour, while 20% of both boys and girls were boarders. The distances travelled to school are considered manageable. As such, there is

evidence that the distance girls (or even boys) travel to school does not pose much problem to girls' participation in primary education. This finding is contrary to that of Herz (1991), who found that long distances from home to school in Ghana and Egypt deterred girls' enrolment. According to UNICEF (1998), the proximity and access to primary education is a predetermining factor to child participation in school.

The distances given by pupils were corroborated by the teachers during a focused group discussion by them, as well as by the head teachers. In particular, the teachers stated that majority of pupils came from the immediate environment, with the pupils coming from the farthest distance travelling for up to one hour. This being the case, these distances is quite manageable, especially considering that a very small proportion of pupils travelled for more than an hour. Hence, distance is not a factor that affects girls' education in the locality studied. This is probably due to the fact that most schools studied were within Garissa Township and some in the outskirts of the town. The area has many schools and pupils go to the nearest school to them. The only school studied that was located in a rural division, Sankuri Division, had boarding facilities and therefore pupils from far off places could have been boarders.

4.5.2 Teacher Characteristics

The head teachers were asked to provide the academic qualification of their staff. Qualifications of the staff establishment in the schools studied are presented in the following Table 4.17.

Table 4.17: Academic Qualification of Teachers

Qualification	Male (%)	Female (%)	Total
Graduate	15.56	8.89	24.5
Diploma	11.11	6.67	17.8
S1	2.22	0	2.22
P1	24.44	20	44.4
P2	2.22	8.89	11.1
P3	0	0	0
P4	0	0	0

From Table 4.17, it is observed that in general, the schools studied had highly qualified teachers, with a considerable number of them being graduates. In general, there were more than 24% graduates, 17% diploma holders, over 2% S1, over 44% P1 and over 11% P2 teachers. There were no single P3, P4 or untrained teachers. In general, the teaching staff in schools studied had the required minimum qualification (P1), with about half of them having higher qualifications. There were only 11.1% P2 teachers. Maleche (2009) and Eshiwani (1983) note that inefficient teaching, lack of knowledge in the subject matter and lack of commitment of teachers makes girls lose interest in learning, these situations were not present in the studied schools.

4.5.3 Role Models

The study sought to find if female pupils had any females who had undergone education and were in any position that they could emulate. To start with, the study considered that role models that would influence the participation of girls in school are those who have completed school at various levels of education in their respective families. As such, the

pupils were asked to state the number of their sisters who had completed various levels of education. The results were as in the following Table 4.18.

Table 4.18: Girls with People with Various Levels of Education in their Families

No. of siblings	Primary		Secondary		College		University	
	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>	<i>Frequency</i>	<i>%</i>
0	170	56.67	180	60	210	70	230	76.67
1	40	13.33	20	6.67	60	20	40	13.33
2	50	16.67	60	20	20	6.67	0	0
3	20	6.67	40	13.33	0	0	0	0
4	10	3.33	0	0	10	3.33	10	3.33
5	0	0	0	0	0	0	10	3.33
6	10	3.33	0	0	0	0	0	
7	0	0	0	0	0	0	10	3.33
Total	300	100	300	100	300	100	300	100

The message from Table 4.18 is that majority of the pupils did not have a sister who had completed any level of education, as indicated by 56.67% who had no sister past primary school, 60% without a sister past secondary school, 70% without a sister past college and 76% without a sister who had studied up to university level of education. This shows that completion rates for girls were low. It was found that at least 2 sisters had completed at these levels. This rate is very low compared to that of the composition of families by gender, in which most families have the number of girls being higher than that of boys, at the bracket of 3 and above. In general, there are very few children with sisters who have completed secondary education, a factor that robs the girls of a role model to emulate. This finding agrees with that of Juma (1994), who observed that the absence of females in visible positions to act as role models negatively affected girls' participation in

primary education. Female teachers in schools can serve as examples to girls and therefore help in influencing the participation of girls in primary education. Juma (1994) also stated that the mere fact of having female teachers in school could be a motivating factor on its own, as the teacher act as role models to the girls. The studied schools had a total of 40 teachers, 15 (37.5%) of whom were females while the remaining 25 (62.5%) were males. The female teacher distribution was also fairly reasonable, since there was at least one female teacher in each school. One school had three female teachers; three others had two female teachers each while the remaining six schools had one female teacher each. One of the schools with two female teachers was located in Sankuri Division while the other two with two female teachers was located in Central Division. This female teacher distribution among the ten studied schools can be said to have been fair. It is therefore reasonable to conclude that the girls had role models in female teachers, but had very few other role models in the surrounding environment.

4.5.4 Physical Facilities in the School

The general situation of physical facilities was determined through observation by the researcher. The study found that some physical facilities impact negatively towards the overall friendliness of the school environment to the female pupils. In two cases, schools were found to lie in open fields with no proper fence around the school. There were footpaths throughout these schools, an indication that the schools were used as passages to some places. This contributed to reduced security in the school which has an effect of the pupils feeling insecure while in the school. This situation was found in three of the

ten schools studied. In another case, there was a foot path running right next to the building housing several classes. The path and the building ran parallel to each other. The path was so close that a passerby could call out the name of a pupil he/she may be interested in that was in one of the classes. Though both schools had wire fencing, the fence, foot path and classes were very close to each other. This created a sense of insecurity to the pupils inside the classes, as explained by pupils during their discussion with the researcher. Cases of disruption of lessons by the passersby were reported by the classes along the path. Through observation, a case was found where a girls' toilet was positioned just behind a male dominated staffroom. The toilet was positioned such that whenever a girl wanted to go to the toilet, she had to pass near the staffroom to and from the toilet. Considering the girls' natural need for privacy in all matters relating to their bodies, they would not like their teachers and more so the male teachers, to even imagine what she was going to do in the toilet or how she would do it. In this particular case, it was found that the girls shunned this particular toilet, preferring instead to relieve themselves in the bush. This sentiment was expressed by the head teachers, and corroborated by pupils themselves. This in itself increases the girl's feeling of insecurity as one can never know what would happen to her in the bush, especially given that the girl has to go deeper to ensure that no one sees her. The girl would resort to avoid going for such relief especially during class time. Such pupil is likely to be very uncomfortable in class and would not concentrate in her studies, thus failing to grasp what is being communicated to her during a learning session. In general, the physical position and

school internal set-up had some contributions towards warding of prospective learners from schools.

4.6 School Management Committees' Attitudes towards Girls' Education

The fourth research question was: What are the School Management Committees' attitudes towards girls' primary education? This question was mainly posed to the SMC members since in this study they played the role of parents as, in most cases, members of SMC are also parents in the school. They are therefore members of the society from where the pupils are drawn. The SMC members were asked about their preferences if confronted with a choice between educating boys or girls, especially if they did not have enough money to educate all their children. Most of them, 70%, said that they would prefer to educate boys compared to 30% who mentioned girls. Asked to state the reasons for their response, most of those in favour of the boys said that boys would in future help the family, while girls would be married off and so will not be part of the family. Besides, they also said that girls' capability for education is low compared to that of boys. Those in favour of educating girls said that girls are better than boys when you educate them, with some parents stating that boys are more prone to drug abuse and general antisocial behaviour than girls.

Members of the School Management Committee members were in favour of educating boys rather than girls and even stated that education interferes with the girls' moral behaviour. Asked their view regarding a statement that education spoils girls' moral

behaviour, the SMC members had the following responses as depicted in the following Table 4.19.

Table 4.19: SMC Members' Views on Negative Moral Effects of Educating Girls

Response	Frequency	Percentage
Yes (I agree)	10	50
No (I disagree)	9	45
I don't know	1	5
Total	20	100

From Table 4.19, it is observed that there was no conclusive decision on whether educating girls negatively affects their moral behaviour. There was near parity between those in favour of the sentiment and those opposed to it, with a paltry 5% not being sure of the situation. Those who agreed just stated that girls are taught immoral things in school without elaborating, an indication that the sentiment could not necessarily be based on any observed behaviour. SMC members (50%) said the girls learn bad manners in school without stating any kind of bad manners observed. The 45% who did not agree said that education is important to the girl child and builds her future. As such, there is no conclusive attitude that can be attributed to members of the society with regard to their attitude towards educating girls.

CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.1 Introduction

This chapter gives the summary of the research findings, discusses them and draws conclusions based on the findings. The chapter also provides recommendations both on policy as well as on further research that needs to be carried out in order to eliminate, or at least reduce, most of the factors responsible for low participation of girls in primary school education. The chapter starts by giving the summary of the research findings and discusses each of the findings as they are mentioned. It then provides the conclusion based on the findings, and finally provides policy recommendations and recommendations for further research as the final section of the report.

5.2 Summary and Discussion of the Findings

On the basis of the objectives of the study, the study found the following under the various objectives of the study:

5.2.1 Socio-Cultural Factors Affecting Girls' Participation in Education

Quranic education, commonly referred to as Madrassa or *Dugsi*, has major negative effects on the participation of girls in primary school education. Parents preferred taking their daughters to such schools for moral nourishment as opposed to secular education for academic nourishment.

Female circumcision (FGM) is one of the greatest impediments of girls' education in the study location, yet the practice has vast support in the community. SMC members (80%) supported the practice, while 60% of the pupils said that (FGM) had very great negative effects female participation in primary education.

Majority of the SMC members do not support early marriage of girls, citing it as a cause of many domestic problems. However, the practice is still rampant since those who do not support the practice are the elites of the society, who are fewer than those in favour of the practice. It therefore affects female participation in primary education by reducing their number in schools.

Although it is generally believed and supported by research that nomadic way of life negatively affects girls education due to the disruption of learning as parents move to new places, yet they can't leave their daughters behind, the pupils do not consider nomadic way of life as having negative effects on girls' participation in primary school education. This implies that the children are socialized early in life to accept the practices as a way of life of their communities. However, adults, especially educated adults like teachers and DEO, are aware of the negative effects of the two on girls' education.

5.2.2 Socio-Economic Factors Affecting Girls' Participation in Education

Parental level of education affects female participation in education. Most parents with little or no formal education do not send their children to school. The number of children

whose parents did not have any formal education was quite few in the pool of pupils studied. This situation affected boys as much as the girls.

Parental occupation has no effect on education of girls or children in general. In the study, most pupils (46.67%) had parents who were either businessmen or women, or were jobless or housewives (21.67%), giving a combined percentage of 68.34%. A very small number (less than 10%) of pupils had parents with formal employment in such areas as army, bankers, or doctors. However, the number of children whose parents had formal employment reflected the number of such parents in the society. This implies that both categories of parents were adequately represented by their pupils in school. Hence, parental occupation does not affect the child's education.

Child labour is one of the greatest impediments to education of girls. Girls perform duties normally assigned by the society to their mothers. The girl does not even find time to perform her homework. Since girls do not get time to perform their homework, their performance dwindles with time. The situation discourages the girl who eventually drops out of school.

5.2.3 School Based Factors Affecting Girls' Participation in Education

Distance from or to school is not a factor affecting girls' education in the locality studied. The study found that majority (60%) of girls travelled for up to 30 minutes, a few others travelled for up to one hour while the rest were boarders. These distances are quite

manageable, besides there being other schools nearer to those pupils who travelled for over 30 minutes to school in primary schools.

Availability of physical resources, as well as the set up of some of the physical facilities in schools is detrimental to the girls. Some schools did not have adequate physical resources necessary for effective teaching and learning, a situation that militates against education of all pupils, but more so on the girls. For instance, a case was found where girls' toilet was placed near the staffroom, which discouraged girls from using it.

Teacher quality has no effect on female participation in education since all schools studied had qualified teachers, 24.5% of whom were graduates, 17.8% Diploma holders, 2.2% S1 and 44.4% being P1 teachers. Only 11.1% of the teachers had P2 qualification, and none below this level. However, teacher distribution was not all that uniform, a factor that would equally affect girls' education as much as it would affect boys' education.

5.2.4 School Management Committees' Attitude towards Girls' Education

SMC members were found to prefer educating their sons to girls. They viewed girls as people with homes elsewhere, whose education will benefit other families where they will get married to, while boys would benefit the parents' families. As such, faced with the option of educating one of the two, most parents educated their sons. This parental negative attitude towards girls' education greatly affected girls' enrolment in schools and when they did, a minor incident may lead to pulling the girl from school.

Female pupils lack role models within the home to emulate. Most girls had no sibling within the family with various levels of education. The only role models the girls could look up to were their teachers, though there were only 37.5% of female teachers in the school studied. Besides, the female teachers were only role models by virtue of being the pupils' teachers. There was nothing specific to show that the pupils considered the female teachers as their role models, apart from the fact that the teachers were available in school.

5.3 Conclusion

From the research findings enumerated above, it is evident that girls' participation in primary education in Garissa is bedevilled by many impediments. The impediments range from the societal culture and beliefs, general parental attitude towards female education, societal biases towards duties of females in the home as well as some factors that operate within the school. Despite the removal of school fees from public schools following the introduction of free primary education, the stated issues still impede optimum female participation in education. Girls tend to be socialized to be passive in society and even those who enrol in school do not put much effort in their studies as the society rates her capacity as a mother to be more important than any other capacity that she may possess. As such, to improve girls' participation in primary education, the gateway to any future education, there should be more concerted efforts to sensitize the community as a whole on the importance of girls education as a whole. Otherwise, any measures taken to make the school environment more female friendly may not yield much impact if the

community does not change its perception regarding the role of the girl in a family setup. Measures to improve female participation in education should therefore emanate from the family level.

5.4 Recommendations

On the strength of the main findings and conclusions outlined in the previous sections, a number of recommendations are made, aimed at increasing girls' participation in primary education in Garissa District. The recommendations are grouped into two categories- policy recommendations and recommendations for further research.

5.4.1 Policy Recommendations

- (i). The community should be encouraged to discard female circumcision, and more so its symbolic meaning. The practice makes the girl and the rest of the people around her believe that she is mature and ready for marriage after the event, a situation that diverts the attention of the girl from education.
- (ii). More boarding primary schools for girls should be started, or the existing ones be provided with boarding facilities in order to cushion the girls from the effects of nomadic life of their parents. The study found that parents do not want to leave their daughters behind when migrating to other settlements, but would leave their sons with relatives to continue learning. The case would be different if the girl is left in boarding schools as there would be enough security for the girl and parents would be confident enough to leave them.

- (iii). There is need to sensitize the general population about the need to send all children to school, and discourage against early marriage of the girls. At the moment, a number of parents do not support early marriage, but their stand seems to be overshadowed by the vast majority that is either in support of it, or are not decided.
- (iv). There is need to reduce the amount of domestic chores that school going girls should be performing at home after school. The study found that girls are overburdened so much that they do not have time to even perform their assignments given at school. As such, this may also require sensitization since a third party cannot control duties given by parents to their daughters. In other words, girls should be given more free time to perform their homework and have leisure time for play as much as boys are given time.
- (v). Primary schools invite prominent or fairly successful women to school periodically to show girls that women can excel as much as men can do. There are very few role models for girls, a situation that tends to reinforce societal misconceptions of female weaknesses.
- (vi). There should be efforts to improve the economic capacity of the local population to enable them afford to educate all their children. At the moment, many households are not economically endowed, and many cannot send all their children to school. Under such circumstances, it is the female children who are not sent to school. This is because, despite the free primary education, there are other requirements that parents must provide to their children such as uniform and

stationery. Those who cannot provide them to all their children do not send all of them to school, and girls are the obvious options for removal from school.

- (vii). School authorities should consider the location of girls' toilets. The toilets should be located in places in which they do not have to encounter other members of the school such as teachers or even their male colleagues. Girls need privacy so they should be provided with it.

5.4.2 Suggestions for Further Research

This study was carried out in a two divisions only of an expansive district. There were more schools within the urban centre of Garissa than rural ones. As such, the study may not reflect the situation in the far flung parts of the district. In order to make get more inclusive information, it would be necessary to conduct a similar study covering all divisions in the district.

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Appendix 1: Questionnaire for Primary School Pupils

The purpose of this questionnaire is to collect information about various problems in primary education in Garissa District so that possible solutions may be identified.

Name of School_____Class_____

Division_____Age_____

_____Gender_____

A. SOCIO-CULTURAL FACTORS

1. How many children are there in your family?

a) Boys_____ b) Girls_____

2. How many of your brothers have completed

a) Primary School_____

b) Secondary School_____

c) College_____

d) University_____

3. How many of your sisters have completed

a) Primary School_____

b) Secondary School_____

c) College_____

d) University_____

4. How many of your brothers and sisters never went to school

a) Brothers_____

b) Sisters_____

Please give reason (s) for this_____

5. How many of your brothers and sisters started school but later dropped out of primary school?

a) Brothers_____

b) Sisters_____

Please give reason for this_____

6. (i) How often are do you come late in getting to school (tick appropriate box)

a) Always []

b) Sometimes []

c) Never []

(ii) State some of the reasons for being late school_____

7. How long does it take you to get to school?

a) 30 minutes or less []

b) About 1 hour []

c) More than 1 hour []

d) I am a border []

8. Where do you normally get your lunch during school days?

a) I return home for lunch []

b) I bring my own lunch []

c) The school provides lunch []

d) I don't eat lunch []

9. Do your parents help you in your home work?

a) Always []

b) Sometimes []

c) Never []

10. What types of lighting do you normally use during homework at home?

a) Electricity []

b) Kerosene lamp []

c) Firewood []

d) Sunlight []

Other

(s)

Specify_____

11. What are some of the domestic duties you perform at home?

- i) _____
- ii) _____
- iii) _____
- iv) _____
- v) _____

12. Between girls and boys who performs more domestic work?

- i) Girls [] (ii) Boys []

13. What are the things that occupy you at home and keep you away from studying?

B. SCHOOL BASED FACTORS

14. What are the things that interfere with your studies within school? (Write in order starting with the most serious).

- i) _____
- ii) _____
- iii) _____
- iv) _____

15 a) By giving your honest opinion about the effect on girls' participation in education, rate the following statements against very great, great, high, little, very little and undecided

Table I: Effect Socio-Cultural Practices On Girls' Education

Activity/Effect	Very great	Great	Little	Very little	Undecided
Circumcision					
Nomadism					
Quranic school					
Early marriage					

C. SOCIO-ECONOMIC BACKGROUND

1. What is the level of education attained by your

a) Mother Primary [] Secondary [] University []

b) Father Primary [] Secondary [] University []

2. What is your parents' main occupation (work)?

a) Mother

b) Father

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

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

5. a) Do your parents own livestock?

i) Yes []

ii) No []

b) If yes what animals are kept?

i) Camels Yes [] No []

ii) Cows Yes [] No []

iii) Goats Yes [] No []

v) Donkey Yes [] No []

v) Others (specify) _____

c) How much money do they earn from the sale of these animals? _____

6. Do your parents have any source of income?

i) Yes []

ii) No []

If yes, state the source and approximate amount of income.

7. How would you rate the effect of the following socio-economic factors on girls' education?

Table II: Effect of Socio-Economic Factors on Girls' Education

Factor	Very great	Great	Little	Very little	Undecided
Home chores/Child Labour					
Poverty					
Parental Education					
Family size					

Thank you for your cooperation.

Appendix 2: Questionnaire for Head Teachers

Division _____

School _____

Gender a) Male [] b) Female []

1. a) What are the current teacher established in your school?

i) Male _____ ii) Female _____ total _____

b) What are their qualifications?

Table III: Teachers' Qualification per School

QUALIFICATION	MALE	FEMALE	TOTAL
Graduate			
Diploma			
S1			
P1			
P2			
P3			
P4			
Untrained			

2. What is the current enrolment by gender in your school? Please give the breakdown

3. Please comment on the above situation

4. Are there cases of irregular attendance of pupils in your school?

If so, what are the reasons?

Boys _____

Girls _____

5. What is the dropout situation in your school? Please give a breakdown of cases in every class by gender.

6. In your opinion, what are the major reasons that lead to:-

a) Boys dropping out of school

i) _____

ii) _____

iii) _____

b) Girls dropping out of school

i) _____

ii) _____

iii) _____

7. What are the home- based factors that influence girls' participation in primary education as compared to boys?

8. What school based factors do you think hamper girls' participation in primary education as compared to boys?

9. In your view, what can be done to improve girls' participation in Primary education?

Thank you for your cooperation.

Appendix 3: Teachers Focus Group Discussions Guide

Division_____

School_____

Number of teachers in attendance

i) Female_____

ii) Male_____

iii) Total_____

1. What is the enrolment ratio of boys to girls in?

a) Lower Primary (STD 1-4) _____

b) Middle Primary (STD 5-6) _____

c) Upper Primary (STD 7-8) _____

How do you explain these ratios?

2. Are there children of school group age within the community who are not enrolled in the school?

Why is this case?

3. a) Between boys and girls who are most affected?

b) Why

4. a) i) What is the drop out rate for boys in your school?

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

ii) What are the reasons for the situation?

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

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

ii) What are the reasons for the situation_____

5. Generally, what are the household factors that influence participation of girls as compared to boys in the community?_____

6. What school based factors do you think affect girls' participation relative to boys?

7. Specifically, what are your views about girls in relation to boys as regards their

i) Participation in class activities? _____

ii) Academic achievements? _____

iii) Involvement in school leadership? _____

8. How supportive is the community towards girls' formal education? Comment on moral and material support? _____

9. How does female circumcision affect girls' participation in primary education?

10. What are the effects of traditional practices such as bride price and early marriage on girls' participation in primary education? _____

11. a) Do parents normally resist sending girls to school?

i) Yes [] ii) No []

b) If yes, state the reasons for this resistance _____

12. How do Islamic Beliefs such as seclusion and dress affect girls participation in primary education? _____

13. How does the performance of household chores affect girls' education?

14. In your view, what can be done to improve girls' participation in primary education within the community?

Thank you for your cooperation.

Appendix 4: Interview Schedule for SMC Members

Division_____

Gender

a) Male []

b) Female []

Marital Status

a) Single [] b) Married [] c) Divorced []

1. Did you ever attend school: i) Yes [] ii) No []

If yes what is the highest level of education that you attained?

a) Primary School []

b) Secondary School []

c) University []

2. Did your husband/wife attend school?

i) Yes [] ii) No []

If yes, what is the highest level of education?

a) Primary School []

b) Secondary School []

c) College []

d) University []

3. What is your main occupation? _____

Your husband/wife occupation_____

4. Do you own livestock? i) Yes [] ii) No []

If yes what animals are kept and what numbers?

5. What is

a) your monthly income (Ksh) _____

b) Your husband/wife income (Ksh) _____

6. How many of your children are in school /learning institution currently?

Primary: Sons _____ Daughters _____

Secondary: Sons _____ Daughters _____

Colleges: Sons _____ Daughters _____

University: Sons _____ Daughters _____

7. How many never went to school at all

Sons _____ Daughters _____

What reason(s) led to this?

8. How many went to school but dropped out

Sons _____ Daughters _____

Why is this the case?

9. What are the domestic duties performed by your children

a) Boys i) _____

ii) _____

iii) _____

b) Girls i) _____

ii) _____

iii) _____

10. In your family who spends more time in doing these duties between boys and girls?

11. If you did not have enough money to educate all your children, which of the children would you prefer to educate between boys and girls?

a) Boys [] b) Girls []

Please explain your reasons for this

12. In your opinion do you think girls should be circumcised?

- i) Yes [] ii) No []

Please give reasons

Do you agree with the following statements?

13. Taking girls to school spoils their moral values and cultural ethics

- i) Yes (I agree) []
ii) No (I disagree []
iii) I don't know []

Give reason(s) for your answer

14. Girls should be betrothed and married at early age

- i) Yes (I agree) []
ii) No (I disagree []

iii) I don't know []

Give reason(s) for your answer

15. In your opinion, how can girls' participation in primary education be improved?

Thank you for your co-operation.

Appendix 5: Interview Schedule for District Education Officer

1. How many schools are there in the district? _____
2. What is the enrolment of boys and girls in primary schools in the district?
3. What is the teacher -pupil ratio?
4. How does this affect girls’ participation in school?
- 5 Are there any girls’ boarding schools in the district? Yes [] No []
- 6 How strongly do you agree or disagree with the following cultural practices and their effect on girls’ primary education

Table IV: Effect of Cultural Factors on Girls’ Education

Cultural Practice	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
Female Genital Mutilation					
Early marriage					
Quranic schools					
Nomadic lifestyle					
Gender preference					

- 7 How strongly do you agree or disagree with the following school based factors and their effect on girls’ primary education

Table V: Effect of School Based Factors on Girls' Education

School based Factor	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
Education policy					
Teacher-Pupil Ratio					
Stigmatization					
Curriculum					
Leadership style					

8. How strongly do you agree or disagree with the following Socio-Economic factors and their effect on girls' primary education

Table VI: Effect of Socio-Economic Factors on Girls' Education

Practice	Strongly Agree	Agree	Disagree	Strongly Disagree	Undecided
Domestic Chores					
Dowry (Income to the family)					
Child Labour					
Parents income					
Cultural Values					

9. In your own opinion what measures should be taken to improve girls' participation in primary education in your district.

Thank you for your co-operation

Appendix 6: School Observation Checklist

Observe and describe the general school facilities as follows:

1. The school compound set-up in terms of relative locations of classes with offices, staffrooms, libraries, source of water etc.
2. Record the no. of pupils in classes
3. Observe the general class lay out in terms of space, ventilation, possibility of leaking during rainfall, chalk board, furniture, wall charts if any etc.
4. School safety and security in terms of school fence, watchman at gate, possibility of fatal attack among pupils themselves etc.
5. Presence of water in the school, safety for drinking purposes etc
6. Presence or absence of toilet facilities, their level of maintenance, gender sensitivity in terms of location relative to other places.
7. Distance of the school from main settlements, and the school's accessibility from the settlements

Appendix 7: Research Permit

PAGE 2

PAGE 3

THIS IS TO CERTIFY THAT:

Prof./Dr./Mr./Mrs./Miss.....IBRAHIM ABDULLAHI

of (Address)KENYATTA UNIVERSITY
.....BOX 43844 NAIROBI

has been permitted to conduct research in

.....Location,

.....GARISSA District,

.....NORTH EASTERN Province,

on the topic.....FACTORS AFFECTING GIRLS'

PARTICIPATION IN PRIMARY EDUCATION
IN GARISSA DISTRICT, KENYA.

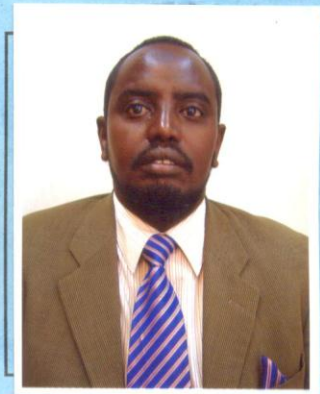
for a period ending.....31ST OCTOBER, 2011

NCST/RRI/12/1/SS-011/574

Research Permit No.....

Date of issue.....10/5/20

Fee received.....KSHS. 1000



Applicant's
Signature

Secretary
National Council for
Science and Technology