THE IMPACT OF FREE PRIMARY EDUCATION ON PARTICIPATION OF GIRLS IN PUBLIC PRIMARY SCHOOLS. A CASE STUDY OF NAIVASHA CENTRAL ZONE OF NAIVASHA DISTRICT.

BY

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A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILMENT FOR THE DEGREE OF MASTERS IN EDUCATION. DEPARTMENT OF EDUCATIONAL MANAGEMENT, POLICY AND CURRICULUM STUDIES. KENYATTA UNIVERSITY.

Karanja, Winnie Mary
The impact of free primary education on

DATE: SEPTEMBER 2009
DECLARATION

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

Signature __________________________ Date __________________

WINNIE MARY THAARA KARANJA
E55/5430/03

This research project has been submitted for examination with our approval as the university supervisors.

Signature __________________________ Date 17/11/09

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Signature __________________________ Date 10/11/09

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Department of Educational Management, Policy and Curriculum Studies
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Nairobi – Kenya
DEDICATION

This research project is dedicated to my family members, my husband Solomon, daughters Joan and Sylvia and son Ronnie for their love, support and inspiration to excel and further my studies. They have been with me through this study with genuine love, encouragement and unwavering support.
ACKNOWLEDGEMENT.

I wish to acknowledge my profound gratitude to my supervisors Prof. Grace Bunyi and Prof. Jack Green for their invaluable guidance offered during the various stages of this study. Their wise counsel, encouragement and patience made it possible for this study to come to completion.

My great appreciation and indebtedness goes to all head teachers and class teachers of Naivasha Central Zone, who took part in the study without whose co-operation it would not have been possible to complete my research project. Deep appreciation is expressed to Hellen Maina the Area Education Officer at Naivasha Division and her entire staff for assisting me during the data collection exercise.

My very deep and heartfelt appreciation goes to my husband Solomon, daughters Joan and Sylvia, son Ronnie for their love, understanding and support during the time of the study. My mother, brothers and sister also deserve thanks for encouraging me all the time and standing by me; when the going seemed to be too tough. Finally to all my colleagues, friends and well-wishers whose co-operation and support enabled me to undertake this study.

I thank you all
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<th>Acronym</th>
<th>Description</th>
</tr>
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<tbody>
<tr>
<td>ADB</td>
<td>-</td>
<td>African Development Bank</td>
</tr>
<tr>
<td>AEO</td>
<td>-</td>
<td>Area Education Officer</td>
</tr>
<tr>
<td>CEF</td>
<td>-</td>
<td>Commonwealth Education Fund</td>
</tr>
<tr>
<td>EFA</td>
<td>-</td>
<td>Education for All</td>
</tr>
<tr>
<td>FAWE</td>
<td>-</td>
<td>Forum for African Women Educationists</td>
</tr>
<tr>
<td>FPE</td>
<td>-</td>
<td>Free Primary Education</td>
</tr>
<tr>
<td>GDP</td>
<td>-</td>
<td>Gross Domestic Product</td>
</tr>
<tr>
<td>GER</td>
<td>-</td>
<td>Gross Enrolment Rate</td>
</tr>
<tr>
<td>GCN</td>
<td>-</td>
<td>Girl Child Network</td>
</tr>
<tr>
<td>GOK</td>
<td>-</td>
<td>Government of Kenya</td>
</tr>
<tr>
<td>HIV/AIDS</td>
<td>-</td>
<td>Human Immunodeficiency Virus / Acquired Immunodeficiency Syndrome</td>
</tr>
<tr>
<td>IDRC</td>
<td>-</td>
<td>International Development Research Centre</td>
</tr>
<tr>
<td>MDG</td>
<td>-</td>
<td>Millennium Development Goals</td>
</tr>
<tr>
<td>MOEST</td>
<td>-</td>
<td>Ministry of Education, Science and Technology</td>
</tr>
<tr>
<td>NGO</td>
<td>-</td>
<td>Non Governmental Organizational</td>
</tr>
<tr>
<td>NCST</td>
<td>-</td>
<td>National Council For Science and Technology</td>
</tr>
<tr>
<td>NARC</td>
<td>-</td>
<td>National Alliance of Rainbow Coalition</td>
</tr>
<tr>
<td>STD</td>
<td>-</td>
<td>Sexually Transmitted Diseases</td>
</tr>
<tr>
<td>SAP</td>
<td>-</td>
<td>Structural Adjustment Programme</td>
</tr>
<tr>
<td>UNGEI</td>
<td>-</td>
<td>United Nations Girls Education Initiative</td>
</tr>
<tr>
<td>UNESCO</td>
<td>-</td>
<td>United Nations Education, Scientific and Cultural Organization</td>
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<tr>
<td>UPE</td>
<td>-</td>
<td>Universal Primary Education</td>
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Abstract

Education is meant to promote human dignity and offers equal opportunities and distribution of wealth. Education is a factor for bringing changes in individuals regardless of gender. Primary school education has remained high in the global agenda for education therefore its importance for economic and social development makes it a basic right for every child. Despite global knowledge about the importance of education to both boys and girls, gender disparity has been noted in enrolment of pupils in schools. Kenya launched a free primary education (FPE) in the year 2003 and the available data reveals that boys are enrolled in larger numbers than girls. The factors that cause this disparity have not been comprehensively reviewed. This study purposed to investigate the impact of FPE on the participation of girls in Naivasha division as well as to identify socio-cultural practices, economic and other factors affecting the girl child enrolment in primary schools in Naivasha. This was a cross-sectional study in which questionnaires were used to collect information on enrolments as well as taking information on factors affecting pupils’ education in schools and identify the challenges faced by teachers and parents/guardians in educating the students. In addition, data of enrollments in the different schools was taken from the schools records. The introduction of free primary education saw an increase in number of children enrolled in the sampled schools in Naivasha district by 7.7%. There were no gender disparities in the enrolment and the girls were slightly more than boys; 51% vs 49%. A number of factors were identified in this study to contribute to the children missing school; the main factors were schools fees and lack of schools accessories. The main factor that limited girl-children participation was pregnancy. Findings of this study recommends that for the benefits of free primary education to be realised, there is a need to improve socio-economic status of the parents or guardians responsible for educating children and the FPE should be coupled with free or subsided school accessories like books and uniforms.
CHAPTER ONE
INTRODUCTION

1.1 Background to the study

Education is meant to promote human dignity and afford equal opportunity and equal distribution of wealth. Primary school education has remained high in the global agenda for education therefore it’s importance for economic and social development makes it a basic right for every child. The primary school curriculum has the broad objective of imparting literacy, numeracy and manipulative skills and inspiring learners with the abilities of self-expression, logical thinking as well as provide a foundation for further education, training and work.

Many developed countries laid emphasis on primary education in early stages of development. Denmark for instance achieved Universal Primary Education (UPE) in 1914, Sweden in 1942 and in Japan 1842. Many countries of the world that have shown consistent annual growth in capital income almost 100% Primary Literacy levels. Economists have shown that there is a positive correlation between the level of Primary Education and economic growth. (East African Standard Feb. 8th 2005)

In part, the United Nations (UN) Charter Stated that everyone has a right to education. According to the declaration of Human Rights Article 28 of 1979, education should be at least free in the elementary and fundamental stage. UNESCO like other agents of UN attached particular importance to this section of the declaration of Rights of Child (UNESCO 2002)

Coombs (1968) noted that, in the early sixties, in the developing countries, many of which consisted of a sea of mass illiteracy, priority was given to Universal Primary Education(UPE) following the historic model of the developed countries where education pyramids had been built from the ground up. Hence Education Ministers of Africa, Asia and Latin America adopted the uniform goal towards attainment of UPE. In 1961, Ministers of Education of African member states, held the first conference in Addis Ababa –Ethiopia under the auspices of UNESCO to chart out plan for development of education for their countries just emerging from colonial rule. They resolved that all African Countries should strive to provide UPE by 1980. Developing countries were a long way from UPE goal and it was doubtful whether many countries would reach it by the year 2002, according to the UNESCO report in Kenya (2003)
The International Community has made a commitment to basic education and particularly in the 1990’s such as; the World Summit for children (1990), world conference on Human Rights 1993, the World Conference on Special Needs, Education Access and Quality (1994). The International Conference on population and development (1995), mid-term meeting of the International Consultative Forum in Dakar Senegal in the year 2000. The Government of Kenya was a signatory to the recommendation passed in the above conferences by virtue of being a UN member state.

The government of Kenya has since independence attempted amidst meager resources to provide UPE. This followed the realization at Independence that education was important for social and economic development. The attainment of UPE was first articulated in seasonal paper number 10 of 1965 on African socialism; when the government committed itself of eradicating ignorance, poverty and diseases as indicated in the Kenya Education Commission report (Republic of Kenya 1964).

In 1974, the Kenya Government declared Free Primary Education (FPE) from standard one to Four. The report of the National committee on Education objectives and policies (Gachathi Report of 1976) recommended –Universal Free Primary Education for the entire Primary cycle. Following this recommendation, the government abolished school fees in all primary schools. In 1978, these saw gross enrolment rations (GER) soar by over 100% in 1989 (Republic of Kenya, 1976). Similarly, the recommendations of the Presidential Working Party on Education, Training and Manpower for the next decade and beyond (Kamunge report 1968) and the subsequent Pessional Paper 6, the Government of Kenya formally embraced cost sharing in education. The policy shifted the burden of funding education to the parents and the community in the form of school levies and other expenses. This was in response to the recommendation by the donor community for Structural Adjustment Programmes (SAPs). The SAPs grossly affected the enrolment and hindered many children especially from economically marginalized groups from accessing education. This policy worked to the detriment of the UPE goals (East African Standard, 11th Jan. 2003).

In a report spelling out strategies for attainment of UPE (Preparation of a Country Assessment report 1990), the government of Kenya once again re-affirmed it’s commitment of achieving UPE. In the year 2001, parliament enacted the Children’s Act which came into force on 1st March 2002. This Act spelt the rights of all children and recognized that education is
Human Right that every child must enjoy and has to be protected by Law (Republic of Kenya 2003). The Children’s Act therefore, vested the responsibility of providing education on the government and parents. The enactment of the children’s Act by Parliament was of fundamental importance to education for the first time ever the government bound itself legally to ensuring access to education for every Child. It also bound the parents, by spelling out the consequences of non-enrolment. It’s the responsibility of the parents to ensure that all children of school going age are in school (Republic of Kenya 2003). It is within this Act that the Policy of the Kenyan new Government in providing education should be seen only that the ruling party made it a prime campaign issue during the 2002 general elections.

The launching of FPE programme in Kenya in January 2003 was a landmark policy decision by the new government. It also made serious it’s commitment by increasing the education budget by 17.4% to 79.4 billion with 5.6 billion specifically allocated to the FPE Programme. On launching the FPE programme, the Minister for Education Ho, Prof. Saitoti said the Programme was also in response to the World Conference on Education for All in Jomtien Thailand (1990) and the World Education Forum in Dakar Senegal in 2002. Daily Nation, (January 6th 2003). The Minister further noted that Kenya has had momentous achievement in education since independence, since the number of Primary Schools had increased from 6,058 to 17,600 in 2003. As stated in the Dairy Nation (6th January 2003). The introduction of FPE, the Gross Enrolment Ration (GER) rose to 89%.

Although education in Kenya is seen as a vehicle for achieving social equality and the nation ascribes to it, it has ratified many international agreements and conventions as well as developed several national policies, strategies and programmes, but achievement to gender parity in education has remained an elusive dream. Efforts to address gender disparities in education at policy level have remained largely superficial and un-coordinated despite the fact that Kenya signed the Dakar Framework of action in which one of the six goals focused on eliminating gender disparity in Primary and Secondary education by 2005, and achieving gender equality in education by 2015. One of the implications of these goals is that there has to be a political commitment and government must come up with viable education policies and strategies to achieve the EFA goals and targets.
There has been gender disparities in favor of boys at all levels of education system in Kenya (MOEST, 2003) The gender gaps in participation and achievement broadens as we progress from early childhood education to primary education, which takes different dimension in each region and district. This means that, gender disparities in participation, achievement and wastage in education are not homogenous in the different parts of the country. In most cases each region or province has a cluster of challenges rather than a single challenge but there are some regions where nearly each indicator shows disadvantaged in education, with specific negative inclination towards girls. This is revealed by the total enrolment of Primary Schools in Kenya from 1998 to 2002 which indicate 89.3% for boys and 88.2% for girls (Economic survey 2001 – 2002). This is also confirmed by the statistics obtained from the provincial education offices of Rift valley for year 2005, which showed the total enrolment in Primary Schools as 960,739 for boys and 906,380 for girls, GER of 51.5% and 48.5 respectively in Rift-valley Province

Table 1. Public School Enrolment by Class and Sex in Naivasha Central Zone (2000 – 2006)

<table>
<thead>
<tr>
<th>Std</th>
<th>B</th>
<th>G</th>
<th>B</th>
<th>G</th>
<th>B</th>
<th>G</th>
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<td>438</td>
<td>448</td>
<td>459</td>
<td>638</td>
<td>644</td>
<td>643</td>
<td>637</td>
<td>691</td>
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<td>2001</td>
<td>449</td>
<td>410</td>
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<td></td>
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<td>475</td>
<td>425</td>
<td>484</td>
<td>418</td>
<td>447</td>
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<td>2003</td>
<td>527</td>
<td>393</td>
<td>520</td>
<td>408</td>
<td>522</td>
<td>423</td>
<td>581</td>
<td>454</td>
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<td>546</td>
<td>324</td>
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<td>555</td>
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<td>443</td>
<td>675</td>
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<td>3,804</td>
<td>2,979</td>
<td>3,437</td>
<td>3,063</td>
<td>3,888</td>
<td>3,995</td>
<td>4,479</td>
<td>3,583</td>
<td>4,853</td>
<td>3,929</td>
<td>5,318</td>
<td>4,448</td>
<td>5,613</td>
<td>4,803</td>
<td></td>
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</tr>
</tbody>
</table>

Source: AEO's Naivasha

This gender disparity is also evident in Naivasha District, where a sample of the schools in Naivasha Central Zone showed that GER for boys was 55.3% and that of girls was 44.7% as indicated on table two below
Table 2 Malewa Public Primary School enrolment by Class and Sex (June 2003)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>22</td>
<td>9</td>
<td>18</td>
<td>21</td>
<td>14</td>
<td>12</td>
<td>9</td>
<td>17</td>
<td>122</td>
<td>55.3%</td>
</tr>
<tr>
<td>Girls</td>
<td>16</td>
<td>24</td>
<td>14</td>
<td>9</td>
<td>7</td>
<td>15</td>
<td>5</td>
<td>9</td>
<td>99</td>
<td>44.7%</td>
</tr>
<tr>
<td>Totals</td>
<td>38</td>
<td>33</td>
<td>32</td>
<td>30</td>
<td>27</td>
<td>27</td>
<td>14</td>
<td>26</td>
<td>221</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: AEO - Naivasha

Table 3. Malewa Public Primary School enrolment by Class and Sex (June 2004)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>26</td>
<td>19</td>
<td>15</td>
<td>17</td>
<td>24</td>
<td>14</td>
<td>14</td>
<td>11</td>
<td>140</td>
<td>53.4%</td>
</tr>
<tr>
<td>Girls</td>
<td>20</td>
<td>15</td>
<td>29</td>
<td>14</td>
<td>12</td>
<td>10</td>
<td>13</td>
<td>9</td>
<td>122</td>
<td>46.6%</td>
</tr>
<tr>
<td>Totals</td>
<td>46</td>
<td>34</td>
<td>44</td>
<td>31</td>
<td>36</td>
<td>24</td>
<td>27</td>
<td>20</td>
<td>262</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: AEO Naivasha

Table 4: Malewa Public Primary School enrolment by Class and Sex (August 2007)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Class 1</th>
<th>Class 2</th>
<th>Class 3</th>
<th>Class 4</th>
<th>Class 5</th>
<th>Class 6</th>
<th>Class 7</th>
<th>Class 8</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>29</td>
<td>25</td>
<td>18</td>
<td>17</td>
<td>19</td>
<td>16</td>
<td>16</td>
<td>18</td>
<td>178</td>
<td>54.1%</td>
</tr>
<tr>
<td>Girls</td>
<td>24</td>
<td>27</td>
<td>19</td>
<td>18</td>
<td>21</td>
<td>13</td>
<td>13</td>
<td>13</td>
<td>151</td>
<td>45.9%</td>
</tr>
<tr>
<td>Totals</td>
<td>53</td>
<td>52</td>
<td>37</td>
<td>35</td>
<td>37</td>
<td>29</td>
<td>29</td>
<td>31</td>
<td>329</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: AEO Naivasha

Table 5 Naivasha Day Public Secondary School enrolment by Form and Sex (2004)

<table>
<thead>
<tr>
<th>Sex</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
<th>Total</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>51</td>
<td>44</td>
<td>41</td>
<td>24</td>
<td>160</td>
<td>53%</td>
</tr>
<tr>
<td>Girls</td>
<td>24</td>
<td>51</td>
<td>35</td>
<td>29</td>
<td>141</td>
<td>47%</td>
</tr>
<tr>
<td>Totals</td>
<td>75</td>
<td>95</td>
<td>76</td>
<td>53</td>
<td>301</td>
<td>100%</td>
</tr>
</tbody>
</table>

Source: AEO Naivasha

With this evident of gender disparity, the researcher wished to investigate the impact of FPE on participation of girls in public schools of Naivasha District. The researcher wished to investigate the factors that hinder the enrolment of girls in Schools. The study concentrated on the main factors considered to be the most outstanding in hindering equity in gender enrolment in Naivasha District of Rift Valley Province. These factors range from social – cultural practices...
that may hinder children of certain ages to go to school, the opportunity cost of going to school, the distance covered to reach school, teacher community support, availability of facilities in schools, economic ability of parents to provide the basic needs and impact of HIV/AIDS among others. The researcher however was focused on the most prevalent problems affecting enrolment of girl child in Naivasha District.

1.2 Statement of the Problem.

Education as a fundamental human right is a Primary factor for bringing changes in individuals regardless of gender. In this regard education is seen as a basic need which facilitates developments and as a capacity building activity which sustains and accelerates development with a human focus. However, despite the launching of FPE in Kenya in year 2003, the available data reveals that boys have an edge over girls in terms of gross enrolments and transition rates in Kenya. The researcher therefore intended to carry out a study to establish the factors that hinder 100% participation of the girls into public primary schools in Naivasha District. The Daily Nation of March 2005 indicated that “Gender parity still elusive”

1.3 Purpose and objectives of the study

The purpose of this proposed study was to investigate the impact of FPE on the participation of girls in Naivasha Division. Secondly, researcher tried to look at factors that hinder gender equality in Public Primary Schools. Third, the researcher addressed the singled out problems which are social cultural practices, the opportunity cost and the economic abilities of parents or guardians to provide basic facilities and the impact of HIV/AIDS pandemic among others.

The study was focused on the following objectives:

2. To examine the gender balance in schools in Naivasha District
3. To uncover the critical non-school based factors causing in-equalities in access to and participation in public primary school in Naivasha District.
1.4 Research Questions

The following research questions were generated from the above statement of the problem:

1. What is the enrolment rate of pupils in Naivasha District by gender between 2002 – 2008, that is before and after implementation of FPE?

2. Is there any balance by gender in Naivasha District primary schools after the implementation of FPE in Kenya?

3. Which are the major factors affecting participation of girls in Naivasha District Public Primary schools?

1.5 Significance of the study

The study examined the impact of FPE on girls participation in Naivasha District. The study was therefore aimed at establishing the factors that contribute to gender inequalities in girls participation in public primary schools in the district. In addition, contributory factors that lead to these inequalities were addressed. This will help to reduce the gap in gender inequality in public primary schools.

The findings of the proposed study will provide the ministry of education Science and Technology with vital information on the factors leading to gender inequalities in public primary school even after the implementation of FPE in Kenya. It will also benefit the education planners in the ministry of education, as it will act in part as an evaluation report on the progress of implementation of FPE

The findings of this proposed study will also be useful to all stakeholders including the community, as it will shed light on the role of each in the implementation of the program. The study will finally form a base on which others can develop their studies.

1.6 Limitations of the Study

The following were the limitations of the proposed study:

1. The study limited itself to only one district that is Naivasha. Naivasha District being un urban and rural setting, it has its unique social, cultural and economic factors. Findings of this therefore may not tally a similar research carried in either an urban or rural settings.
The study was also limited by time. Lack of adequate time, thus the study was carried out within two months.

Some of the respondents were not willing to open up to give all the relevant information required for the study.

Inadequate funds to enable the researcher to move to various places in the District. And lastly, clearance from the work station was not granted by the head of the institution at all times.

1.7 Delimitation of the Study

The study confined itself to only public primary schools, though the implementation of FPE may have had an impact on the private schools also. Secondly, the pupils and teachers who were included in the sample were those in session in the respective institutions by the time of the study. Those absent were not included even though they could have interesting inputs.

Finally, there are many factors that hinder gender balance in accessing and participating in primary education but the researcher selectively focused on only a few of them, which were more relevant and applicable to Naivasha District, the region of the study.

1.8 Assumption of the Study

In the current study, the following assumptions were made:

1. That all respondents were co-operative and provided reliable responses.
2. That the researcher does not know the level of gender disparity in primary schools in the selected district.
3. That all the pupils selected for the study were the beneficiaries of FPE.
1.9 Definition of Central Terms

This section defines the operational terms used in this study.

Access: - Refers to availability of opportunity for Primary School and other educational institution to admit school age children and the willingness of these children to take up the opportunity and get enrolled.

Attitude: - Refers to positive or negative predisposition to think, feel perceive and behave.

Basic Education: - Refers to ministry of education package that every Kenyan must have for progressive existence in society. It includes pre-primary and primary education.

Cohort: - Refers to the group of students as they are traced from one class through the subsequent classes to the final year of the cycle.

Education stakeholders: - Refers to the education planners, parents, school sponsors, religious leaders, teachers and pupils.

Enrolment: Refers to the number of pupils who register as members of different grades at the beginning of the year.

Facilities: - Refers to Education amenities enjoyed by students that are key to their

Free Primary Education: - Refers to an education that involves no financial burden to the parents of the pupils. This means no fees or levies charged, there should be no hidden costs to hinder any pupil from benefiting.
**Primary Education:** Refers to the first eight years of formal learning in Primary School proceeding Secondary Education.

**Gender:** Refers to the social categorization of people as either male or female.

**Head Teacher:** Refers to Primary School manager or executive male or female with overall administrative responsibility over a school.

**Hindrance:** Refers to obstacles or problems which might prevent effectiveness in school enrolment of pupils.

**Primary Education:** Refers to the first eight years of formal learning in primary schools’ proceeding secondary education.

**Provision:** Refers to the supplying of education to the children who need it, or accessibility of education to the pupils.

**8.4.4.** Refers to the system of education currently followed in Kenya as recommended by the Mackay report, that is 8 years of primary education, 4 years in secondary and 4 years in University education.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter presents the review of the related literature. The presentation is divided into four sections as follows:

(i) Literature related to Gender Bias against Girl-Child
(ii) Literature related to participation of Girl –Child education in Kenya.
(iii) Literature related to strategies used to promote Girl-Child Education
(iv) Literature related to challenges facing efforts on provision of Girl –Child Education in Kenya

2.2 Literature related to Gender Bias against Girl –Child
The issue of gender inequality is one of those which are universally documented. Traditional attitudes, beliefs and practices as well as legal, religious and political institutions have heavily subscribed to the marginalization of women and girl child in particular. Kobogy (2001) stated that the educational opportunities for girls have tended to be lower at every level of education when compared with those of boys in African countries. This is particularly so because of traditional African believe which limits the women’s role in the society to the home.

Although there has been remarkable increase in enrolment among girls, it is evident that the proportion of one given level of education is greater than that of girls as shown in table 1. Report by UNDESCO (2000 P.13) notes that the education for girls remain a major challenge. Despite the International attention that it has received 60% of all children without access to primary education are girls. A report by UN team published in the Daily Nation April 12th 2003 P. 9 observed that in some black African states, the gender gap has widen in recent years.

According to FAWE (1997 P. 1-2) GIRLS EDUCATION IN Africa and elsewhere is plagued by a pedagogy of different by a way of educating boys and girls, men and women, rather than similarities. Such Pedagogy of difference starts at home and in the community. Girls are educated differently form boys because parents, relatives and neighbors perceive girls to be radically different form boys. They wrongly believe that
boys are more intelligent, more capable and more important. Girls therefore grow up believing that they are grossly inferior to boys.

The bias against education for girls has been attributed to a number of reasons. Mbithi (1981) argues that, there are greater demands made on girls by their families in connection with household duties such as fetching fireweed, drawing water and taking care of their young siblings. Such duties which boys do not perform can lead to girls dropping out of schools. Secondly, there are certain communities where early marriages are still practiced and which have had an influence of the drop out rate among girls (Mbithi 1981). In a paper presented to a seminar of “Education in pastoral area “ Katembu (1995) observed that female children in pastoral lands do not get equal opportunities in education. A good example is Garissa where G.E.R for boys was 38.4% while that of girls was 17%. According to Elimu Yetu Coalition (2003) Central Province, Coast and Nyanza Province where enrolment of girls still lagged behind. Mwaniki and Bwire (2003) referred to Prof. George Saitoti, the then Education Minister as regretting that, despite the increase in enrolment under the FPE, the gross enrolment rate for boys remained higher than that of girls with 106% against 104%. This is because parents perceive education of male children as having higher returns to the family compared to that of girls. Mwangi Wangethi (Daily Nation 8/3/05 p. 8) observed that gender parity is still elusive in Kenya. He stated that Women continued to be pushed to the fringes by ravages of poverty and other scourges like HIV/AIDS. Education opportunities for girls and women are still minimal compared to those for boys and men. Grave social Injustice – like inheritance, forced early marriages and domestic violence continue to be reported indicating that years of debate have not changed the social perception about women.

2.3 Literature related to previous focus of research on participation of girl–child Education

A number of empirical studies have been carried out on different aspects of girl–child education in Kenya in the last few years. This section shall review only a few researches and reports which are relevant to the research problem.
Studies conducted in developing countries and especially in Africa have confirmed that despite the growth in enrolment, primary sector still faces challenges relating to access, retention, equally, quality, relevance and financing. In many countries the sector is experiencing declining enrolments high drop-out rates, low transition and completion rates. There are also large inter-regional disparities in enrolment as well as gender variations. UNESCO'S Director General affirmed this by asserting that:-

"Nevertheless, millions of children around the world still fail to gain access to schooling and even larger numbers among those who do enroll leave prematurely, dropping out before the skills of literacy and numeracy have been properly gained. A majority of such are girls. As a result this scourge of illiteracy still effects more than 860 million adults, almost two thirds of whom are women”

(EFA Global monitoring report, 2003)

An International Conference of Girls Education held in Nairobi on July 23rd 2004 by FAWE, World Bank, UNICEF and the Common Wealth Secretariat revealed that African governments have taken a lead in pursuing Millennium Development Goals (MDGs) and the provision of intellectual financial and technical support as well as gathering support of implementing action towards policy reforms, capacity building and innovating intervention to address major obstacles in girls education.

Kenya has also adopted a policy of education for all, in collaboration with the other African governments, the partnership in promoting girl -child has led to changes and reforms of the education sector that seeks to include gender issues in education policies and plans including EFA Country Action Plans. The partnership also targets interventions such as introduction of strategies and measures dealing with constraints to girls education. Examples of such constrains include, re entry policies for pregnant girls, sanctions against gender violence, sexual misconduct and early marriage, provision of scholarships, school meals, educational supplies, water supply and sanitation facilities, creation of child friendly and gender responsive schools and training of teachers into gender responsive pedagogy. Free and compulsory basic education has also increased enrolment of girls. In an article to the Daily Nation Barasa (2004 June 24th) revealed that educating Girls Boost GDP
“Education for girls increases a country’s Gross Domestic Product, a study indicates, A world bank official in charge of education in Africa, Mrs Ruth Kagia, said the study, carried out in 65 countries, showed that if the number of girls in school is doubled, the G.D.P increases by one percent. She said that Kenya’s GDP had risen by only two percent for the last 10 years a figure that could have been higher if more girls had gone to school, the benefit of secondary education is between 15 and 25 percent. Primary education alone reduces fertility levels by half and Kenya is currently paying the price of the fertility levels by half and Kenya is currently paying the price of the fertility levels of the 1970’s during which numbers (population) outstripped available resources”.

The gender balance in education in Kenya like many African countries has not been achieved. The provision of education shows a lot of inequality targeting the worst performing group, the girl child.

Saronge (East African Standard 11/7/2003) says: High drop out rates in schools continues to dog the education with the worst hit being girls, according to economic survey report. The report says that the situation is such that by standard five, a third of both boys and girls enrolled in standard one will quit schools, with girls leading the pack.

Despite government effort to offer free and compulsory basic education, (Nation 24/06/2004) Samuel Siringi says:-Negative cultural practices had condemned 25.2 million girls in Africa to remain out of school. The figure represented 60 percent of the 42 million out of the school children in the continent. The negative practices of withdrawing them from classroom at the slightest excuse, thus keeping them at the yoke of illiteracy, high level of poverty in most African countries, which has pushed more girls than boys to engage in child labour, since most parents preferred to educate their sons rather than daughters. An estimate of 68 million children in Africa is engaged in child labour out of 211 million worldwide. HIV/AIDS is another element which has contributed to the deprivation of girl-child education in Kenya.

Daily Nation 23/6/04 wrote a report on an international conference on girls education in Africa held in Nairobi, stated that “FAWE and its National chapters identified various barriers to the advancement of girls education. HIV/AIDS is one such barrier. Available statistics show that young woman in the age group of 15-19 years and 20-24 years are two to three times more likely to contract HIV /AIDS than their male age mates. When a
family is affected by HIV/AIDS, it is the girl – child who is the first to drop out of school to provide the necessary care to ailing parents. Girls also head households where both parents have died.

2.4 Literature on Strategies used to Promote Girl –child Education

A consultative conference held in Nairobi Kenya by FAWE, World Bank, UNESCO, UNICEF, the Commonwealth Secretarial and ADB, started various strategies to promote girls education. First is the government good political will to eliminate constrains to gender equity and equality in education as manifested in the various initiative by governments to increase girl’s access and improve retention and performance. Second is the EFA Task Force initiative with significant potential to bring about major system wide reforms towards increased internal efficiency. Improved and sustainable life.

Third is the revitalization of the United Nation Girls Education initiative (UNGEI). The initiative provides a viable platform and framework for a wide range of partners at the country, level to harness good practices in girls education and to advocate for embedding them into the broader system reform processes.

*Daily Nation 24/06/04 - Samuel Observed that*

In Kenya more funds were being allocated to girls boarding schools compared to boys under the free primary education programme introduced last (2003).

*Odipo (East African standard 28/6/04) observes that “Women are a majority yet they are a minority” According to an ancient Chinese saying, women hold up half the sky. Presumably men hold up the other half but this saying cannot be very accurate, particularly with reference to a country like Kenya. Given the large, ever growing share of the responsibilities they carry for the welfare of their families, hold up more than half of our sky, yet we do not often see them out there in any particular sphere of life.

*Daily Nation, May 24th 2005 “special fund set up for girls education”, says the assistant Minister for Education Beth Mugo. “The fund is to enable girls to get quality education. Beth Mugo observed that denying children education violated their rights and parents who did not take their children to school to benefit from FPE risked being arrested and charged.*
2.5 Literature related to Challenges Facing Efforts on Participation of Girl-Child Education in Kenya.

Despite the government effort in provision of compulsory and free primary education, enrolment of girls in Primary schools is facing various challenges in an effort to achieve this; there's the early pregnancy of girl.

An article on East Africa Standard on June 22nd 2004 "the school send 15 pregnant girls home" fifteen girls have been expelled from a secondary school in less than six months due to pregnancy. The Head teacher revealed that there was a high drop out rate among female students due to pregnancies. The previous year, 12 girls dropped out of school because of pregnancies.

Another major challenge is the HIV/AIDS, Scourge which is killing adults and leaving the children without any financial security or protection in any aspect of life. A report by FAWE on protecting girls in schools from HIV/AIDS carried out a pilot project at Thika (July 2001- February 2002) their objectives were:-

(i) To create awareness on the importance of girls education.
(ii) Train and equip head teachers and teacher counseling in basic skills in counseling and in HIV/AIDS counseling.
(iii) Train and equip peer counseling in basic skills in HIV/AIDS counseling.
(iv) Create awareness on the impact of HIV/AIDS on the education, personal development of girls and boys for their future.
(v) Educate girls and boys on adolescent sexuality and reproductive health, STDs and AIDS.
(vi) Encourage boys and girls to speak out issues related to HIV/AIDS
(vii) Establish, peer counseling integrated schools.
(viii) Monitor and evaluate the performance of peer counseling clubs in targeted schools.

The programme helped the girls in the following ways;

- Girls learnt that their education is important and they should pursue it to the higher levels.
- Those trained as peer counselors gained positive knowledge, skills and attitude on HIV/AIDS and how it affects their future.
They learnt that they are more vulnerable to contracting HIV/AIDS.

Peer counselor trained, gained leadership and counseling skills which they used to counsel other pupils.

They established support groups in their schools for their residential areas.

The girls gained skills in discussion, problem solving and negotiation. They are more assertive, have more confidence and exhibits high levels of self-esteem.

Girls also gained leadership skills, which they use in organizing the HIV/AIDS peer counseling clubs.

Girls learnt that they have control about their future.

The project was easily replicable and cost effective, since many pupils could be reached through the establishment of HIV AIDS peer counseling clubs. This is also one of the recommendations of the 1999 Koech report, a major review of Kenya's education system.

Traditional way of handling girls is another challenge facing girl child. Makila M.T (1995) notes that though equality between boys and girls is preached the cultural outlook on the role of girls in our society still has a negative bearing on the self-image of the girls. Girls grow up with the idea that they are inferior to boys right from childhood, a girl is expected to take upon responsibilities at home than her brothers who may even be older.

Even if fees are abolished, the cost of clothing, shoes and textbooks is beyond the reach of poor families. EFA Global monitoring report (2003/4) summary report, gender and education for all, states that there is the justifiable fear of sexual harassment on long walks to schools or even at schools by male teachers or older students. Then the perception that education is of little value in society where girls are expected to marry early and remain with the narrow household circle. Yet most families have sent girls to schools when costs are reduced and quality is proved. There is also the need to hire more female teachers and train all teachers to have positive expectations towards girls. In Bangladesh for example, the government reserves 60 percent of teaching positions for women in primary schools, separate latrines, safe drinking water and free meals.
CHAPTER THREE

RESEARCH METHODOLOGY

3.1 Introduction

This chapter will deal with the description of the methods that were used to carry out the study. It is divided into five sections. These are design and locale of the study, target population and sampling strategies, research instruments, data collection procedures and data analysis techniques.

3.2 Design and Location of the Study

Research design is the arrangement of conditions for collection and analysis of data in a manner that aims to combine relevance to the research purpose with economy in the procedures. It’s therefore the conceptual structure within which research is conducted. It constitutes the blueprint for the collection, measurement and analysis of data (Orodho, 2004)

In this study, the researcher used a description of the state of affairs as it existed at present in this case; the researcher had no control over the variables. The researcher intended to find out the impact of FPE on participation of girls in public primary schools in Naivasha District.

The study was conducted in Naivasha Division of Nakuru District, Rift Valley Province. Naivasha is one of the sixteen divisions in Nakuru district, the others being Bahati, Mbogoini, Gilgil, Subukia, Rongai, Njoro, Keringeti, Lare, Mauche, Kamara, Olenguruoni, Kuresoi, Molo, Elburgon and Mau Narok. Gay (1992) observes that, factors such as familiarity to an area, limitations of time, effort and money may influence the researcher’s choice of a research locale. Moredith (1996) noted that carrying out research in a setting where you are known as a friend and colleague makes it easier than if one is regarded as an outsider with unknown motive. This also improves the ethical, legal and public relations in research. The researcher is a professional teacher in Naivasha district. These are the factors that have influenced the researcher to choose Naivasha district as the research locale.
3.3 Target Population and Sampling Strategies

The target population of a study is defined as all the members of a real or hypothetical set of people, events or objects to which the investigator wishes to generalize the results of the research study. (Borg and Gall 1996). Best (1998) defined the target population as any group of individuals who have one or more characteristics in common that are of interest to the researcher. In this study, the researcher targets the head teachers, class teachers and pupils in public primary schools in Naivasha district which is the area of interest.

According to the Information obtained from AEO, Naivasha district is composed of four education zones, namely Maiella, Longonot, Naivasha Central and Maraigushu. Maiella zone consists of 18 school, Longonot zone 13 schools and Naivasha Central zone consists of 13 schools and Maraigushu 16 schools. This brings to a total of 60 public schools. The researcher carried out a case study of Naivasha Central Zone which has 13 primary Schools and a total population of 8787 pupils and 13 Head teachers and 175 class teachers who formed the target population of the study.

In this study, the researcher used Gay’s (1992) suggestions on the selection of sample size. Gay suggested that for a descriptive study, at least 10% or more of the accessible population is enough. Therefore 10% of 13 head teacher and 10% of 175 class teachers and 10% of 175 class teachers and 10% of 8787 pupils gave a sample size of 2 head teachers, 17 class teachers and 87 pupils.

Purposive sampling procedure was used to obtain the head teachers, class teachers and the pupils. The researcher purposefully selected the subjects from Naivasha Central Zone to participate in the study. Class teachers of class eight and seven were selected because firstly, they are able to provide complete data on the cohort and they had more information about pupils progress and enrolment since they had interacted more with their pupils.

3.4 Research Instrument

The researcher made use of self-developed questionnaire to obtain the information from head teacher, class teachers and pupils. Questionnaires are the commonly used instruments to collect important information about the populations (Orotho 2004). Questionnaire was preferred because all those taking part in the study are
The researcher tried out the questionnaires constructed in the field to test their validly and reliability. Validity is the degree to which a test measures what it purports to measure, Borg and Gall (1989). The questionnaires were pre-tested to a selected sample, which were identical to the actual sample size of the study. The researcher took 1% of the entire sample size for piloting. Student’s selected in the field...
teachers and parents were given the questionnaires, and then they were collected later. After a period of three weeks, the researcher gave the same questions to the same number of sample size and scored the questions again.

The results from the field were similar after administering to different groups of pupils, teachers and parents. The researcher concluded that the instrument used were reliable. Reliability is the measure of consistency in trying to elicit similar responses every time it is administered (Orodho 2004).

3.6 Data Collection Procedure

Data were collected from the sampled schools. Prior to the collection of data, the researcher liaised with the supervisors and the head of department who processed a document that facilitated the issuance of a permit by the Ministry of Education Science and Technology the researcher therefore conducted the relevant authorities in the areas where the study took place. For this study, the researcher visited D.E.O Naivasha, public primary schools in Naivasha Central Zone and the headteachers of all the public primary schools where the researcher intended to carry out the study. The next step was collection of data from the respondent through the use of questionnaire as indicated in Appendix (C) and (D). The respondents were given enough time to fill and submit the instruments for collection and subsequent analysis of the data. Confidentiality was assured to all the respondents.

3.7 Data Analysis

The data collected by the use of the questionnaires was coded and entered in Microsoft excel. Data was exported and analyzed by InStat version 3.0 for windows statistical software (GraphPad Software, Inc., San Diego, USA). Data analysis was done using descriptive statistics as well as inferential statistics using chi square test and Fisher’s exact test where applicable. Results were presented in tables and figures.
CHAPTER FOUR
DATA ANALYSIS AND INTERPRETATION

4.1 Introduction

The purpose of the study was to analyze the impact of free Primary education on participation of girls in public primary schools in Naivasha District. This chapter presents the findings of the study and their interpretation in accordance to the research objective. The data was collected through the use of questionnaires to the head teachers, class teachers and the students who were the main respondents.

4.2 Enrolment of pupils Naivasha primary Schools between 2002 and 2008

Average annual enrolment rate of pupils’ from eight primary schools was taken from the records to evaluate the rate of enrolment before and after introduction of free primary education. There was a 7.7% increase in enrolment level in 2003 following introduction of free primary education in the eight schools studied. Milimani had the highest rate of enrolment with between 1255 pupils in 2002 to 2035 in the year 2008. Naivasha central and Naivasha DEB also had a high level of enrolment rate with over 1000 pupils in the year 2008. Malewa and Karai primary schools had the lowest rate of enrolment (Table 1).

In general as shown in Table 1, following introduction of free primary education in the year 2003, there was a steady increase in the number of pupils enrolled in the various primary schools sampled between year 2003 and 2006 after which there was a decrease in the number of enrolled pupils. This was in exception of Milimani primary where there was a positive linear trend in the number of enrolled pupils from 2002 to 2008.
Table 1: Enrolment of pupils in a sample Naivasha Schools between 2002 and 2008

<table>
<thead>
<tr>
<th>School</th>
<th>2002</th>
<th>2003</th>
<th>2004</th>
<th>2005</th>
<th>2006</th>
<th>2007</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Naivasha Central</td>
<td>1076</td>
<td>1176</td>
<td>1252</td>
<td>1350</td>
<td>1475</td>
<td>1461</td>
<td>1404</td>
</tr>
<tr>
<td>Naivasha DEB</td>
<td>718</td>
<td>823</td>
<td>881</td>
<td>1073</td>
<td>1206</td>
<td>1317</td>
<td>1102</td>
</tr>
<tr>
<td>Kabati</td>
<td>512</td>
<td>600</td>
<td>621</td>
<td>642</td>
<td>631</td>
<td>673</td>
<td>644</td>
</tr>
<tr>
<td>G.K. Prison</td>
<td>689</td>
<td>663</td>
<td>714</td>
<td>725</td>
<td>721</td>
<td>723</td>
<td>596</td>
</tr>
<tr>
<td>Karai</td>
<td>275</td>
<td>377</td>
<td>439</td>
<td>511</td>
<td>586</td>
<td>560</td>
<td>656</td>
</tr>
<tr>
<td>Malewa</td>
<td>195</td>
<td>221</td>
<td>262</td>
<td>288</td>
<td>313</td>
<td>310</td>
<td>282</td>
</tr>
<tr>
<td>Gituamba</td>
<td>489</td>
<td>560</td>
<td>583</td>
<td>642</td>
<td>709</td>
<td>660</td>
<td>653</td>
</tr>
<tr>
<td>Milimani</td>
<td>1255</td>
<td>1388</td>
<td>1444</td>
<td>1603</td>
<td>1846</td>
<td>2006</td>
<td>2035</td>
</tr>
</tbody>
</table>

Source DEO Naivasha

4.2.1 Overall enrolment by gender: Per year boys v/s girls enrolment

Table 1 shows the total enrolments of the pupils in the different years. There was an increase in enrolment from 2003 to 2007 and then a drop in the number of students enrolled in 2008 for both boys and girls. The number of girls enrolled were generally more than boys; 51% compared to 49% for boys for all the years, the difference was not significant ($x^2=2.340; P=0.8859$).

![Figure 1: Overall enrolment of boys and girls in all schools for the years 2002 to 2008](image)

Source: Based on Table 1
4.2.2 Enrolment in different classes per sampled school

In Naivasha central primary school there was no increase or decrease in the number of pupils graduating from one class level to another. However, it was observed that there was a slight increase in the number of enrolled pupils between 2002 and 2006 and then a reduction in the number of pupils in the subsequent years in all classes with exception of class 8 where the enrolment numbers were steady (figure 2A).

In Naivasha Central Zone, there was an increase in the number of enrolled pupils in each class from 2002 to 2006. This trend was observed in Malewa Primary School after which there was a slight drop starting 2006 (figure 2F) and Gituamba (figure 2G), an increase in 2007 and a decrease in 2008 in Naivasha DEB (Figure 2B) and G.K Prison primary school (figure 2D), and a steady linear trend in all classes up to 2008 in Milimani Primary (figure 2H). There was no general trend in each class in Karai and Kabati primary schools (Figure 2E and figure 2C respectively).
Figure 2: Pupils enrolment rates at different class levels between year 2002 and 2008 among the schools sampled. A - Naivasha Central; B - Naivasha DEB; C - Kabati; D - G.K. Prison; E - Karai; F - Malewa; G - Gituamba; H - Milimani
4.3 Levels of enrolment stratified by gender among the sampled schools

The study examined the rate of enrolment between boys and girls in different schools to evaluate the gender parity in school enrolment by comparing the number of boys and girls enrolled in each school between years 2002 to 2008.

In most schools in Naivasha generally the number of girls was slightly more than that of boys. In Naivasha central, the number of girls enrolled was higher than that of boys, which range between 50% and 54% as compared to 46% and 50% for boys. This variation in the number of girls and boys enrolled was however not statistically significant ($\chi^2=0.6540; p=0.9954$; figure 3).

![Figure 3: Rate of enrolment of pupils in Naivasha central](image)

In Naivasha DEB, the enrolment rate of girls was higher than that of boys and ranged from 53% (2002) and 49% (2004) as compared to that of boys ranging between 47% (2002) and 51% (2004). As shown in table figure 3, it was only in the year 2004 when the boys were more than girls. Despite these apparent differences, we did not observe any statistical significance in these figures ($\chi^2=0.4178$, $p=0.9987$; figure 4).
The number of boys in Kabati primary were more than girls in the all years examined except in year 2007 when girls were more 47% and 53% respectively. The percentage of boys’ enrolment to that of girls in the other years (except 2007) ranged from 48% and 52% respectively but there was no statistical significance in these differences ($\chi^2=1.017; P=0.9849$; figure 5).

Figure 6 shows the enrolment rate in G.K. prison primary school. Girls were generally more than boys in all years except the year 2008. Girls’ enrolment was highest in the year 2004 compared to that of boys (54% and 46% respectively) but these differences were not statistically significant ($\chi^2=0.9155, P=0.9886$).
In Karai primary school boys enrolled in the school were more than girls up to year 2004 but boys were more in the subsequent years. The difference was not statistically significant ($X^2=1.750$, $P=0.9412$; figure 7).

Boys were generally more than girls in Malewa school in all the years, the highest enrolment was 55% (males) and 45% (females) in the year 2003 when the free primary education was introduced. The rate of enrolment of girls was lowest during this year. The variation between boys to girls enrolment during the study period did not reach statistical difference ($X^2=0.6190$, $P=0.9961$; figure 8).
As shown in figure 9, girls were more in years 2002 and 2003 in Gituamba primary but boys were more in the subsequent years. There was no significant variation ($X^2=0.8800, P=0.9898$).

Girls were more than boys in Milimani primary in all the years assessed; however, the ratio of girls to boys was about 1:1, highest girl to boys enrolment rate was in year 2002 (52% to 48%). The variation was not statistically significant ($X^2=0.06863, P=1.0000$; figure 10).
The government, communities and households and other partners have been heavily investing in the education sector. This has increased educational opportunities for both girls and boys over the years. The number of primary schools in the country has increased steadily from 14,864 in 1990 to 19,129 in 2003 representing 35.7 per cent. Enrolment in absolute terms also went up from 5,392,319 to 7,208,100, being 17.6 per cent rise over the same period. The percentage of girls enrolled in primary schools, compared to boys, has on the whole held steady (48.7 per cent in 1990 and 48.6 per cent in 2003) at near parity in the same period. However, in absolute terms, the gender gap in favour of boys remained at more than 100,000. From the national data, between 1999 and 2002 boys were more compared to girls in Standards 1-4 (lower primary), and girls were more than boys in Standards 5 to 8 (upper primary). In 1999 girls were more in Standards 5 (50.2 per cent), 6 (50.3 per cent) and 7 (50.9 per cent). The same trend can be observed in the years 2000, 2001 and 2003. However, in the four years, fewer girls are enrolled in Standard 8 compared to boys, except in 2000 where there was gender parity. However, the trends in enrolment and completion of the primary school education in different regions in Kenya differ significantly and this may be linked to socio-economic factors. There is therefore a need to conduct studies in areas such as Naivasha where there is disparity in resource distribution.
Factors affecting participation of girls in Public Primary Schools

The researcher sampled 226 pupils from 9 schools in Naivasha Central Zone to determine how social economic affairs impact on access to education for both boys and girls. This included 135 girls and 91 boys, as shown on figure 11. The questionnaire attempted to capture data concerning family structure (single-parent or two-parent families), occupation of the parents, number of siblings per family, frequency of missing school days, reasons that make pupils stay away from school and whether the pupils believe that their parent exhibit any form of favouritism to one or more siblings in the family. Figure 12 shows the reasons that make children miss school days and school fees and lack of school items such as books, pens and uniforms topped the list.

Figure 11: Proportion of boys and girls attended various primary schools in Naivasha that were sampled.
Figure 12: Reasons that make pupils miss school days in Naivasha

We further categorized these reasons into financial and non-financial reasons, figure 13. Statistical analysis showed that there is no significant association between the reasons for missing school days and the gender of the pupil ($X^2$, $P=0.8852$, Odds ration 1.109, 95% confidence intervals 0.5778-0.02084).

Figure 13: Contribution of financial and non-financial reasons in denying boys and girls access to studies.

Table 2 below shows the relationship between the occupation of the parent and frequency at which their children miss school days. We found no statistical association between these two factors ($X^2$, $P=0.6566$). This observation further underlines the fact that children from all
families have an equal chance of being sent away from school regardless of the economic status of the parent.

Table 2: The relationship between the occupation of the parent(s) and the frequency at which their children are sent away from school.

<table>
<thead>
<tr>
<th>Frequency of being sent home</th>
<th>occupation of the parent(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Business</td>
</tr>
<tr>
<td>Once per term</td>
<td></td>
</tr>
<tr>
<td>17 (26%)</td>
<td>8 (28%)</td>
</tr>
<tr>
<td>≥2 times per term</td>
<td>29 (45%)</td>
</tr>
<tr>
<td>Once per year</td>
<td>2 (3%)</td>
</tr>
<tr>
<td>Declines</td>
<td>17 (26%)</td>
</tr>
</tbody>
</table>

It has been documented that in households where both parents are dead, the eldest child is often forced to drop out of school to attend to her or his siblings. To take care of the younger children and the home as a whole, boys marry so that the wife can take care of the children in place of the mother. The magnitude of this problem is however not precisely known. Most of the research tends to concentrate on the girl child. Evidence shows that high dependency rates diminish chances of schooling. In Malawi where the 0-14 year old age dependency rates are as high as 94%, transition rates are much lower than South Africa which has a higher enrolment and dependency ratio of 59% (DFID, 2005). In Kenya, the chances that a child will access schooling decrease with the number of children in the age cohort (Onsomu, et.al. 2006).

We analysed for the association between the number of siblings in a family and the frequency of being sent home from school, figure 14. We compared the proportion of boys and girls from families with more than 3 siblings sent home for one reason or the other against those with less than 3 siblings and found no statistical significant between the family size and possibility of missing school days. Similarly, boys and girls from any of the two types of families had equal probability of being sent home ($X^2$, $P=0.5865$, Odds ratio 1.487, confidence intervals 0.5577-3.96).
Figure 14: The proportion of boys and girls sent away from school in relation to the size of their families

Figure 15 represents the proportion of children from a single-parent family and those staying with the guardian that were sent home and those that were not. However, 38(70%) of children from single mother families compared to 9(16%) from guardian families are likely to be sent home. A higher proportion of children from father-only families are not likely to be sent home for various reasons. We did not however find a significance statistical association between the number of children coming from single father, single mother and guardian families who were sent home during the period of study ($X^2, P=0.4834$).

Figure 15: Proportion of children from single parent families who are sent away from school due to various reasons.
We therefore sought to analyze the proportion of children who feel that their parents exercise favouritism towards one or more of their siblings in all the three single family types: mother-only, father-only and those taken care by a guardian, figure 16. No children from mother-only families felt that there was any favouritism while the proportion of children who felt that there was a degree of favouritism and those who did not agree with this was equal among children from father-only and guardian-only families. However, statistical analysis revealed no significant difference between proportions of children with this contrasting opinion in all single family-types ($X^2, P=0.4834$).
Because Kenya is basically an agricultural economy with nearly half of its population living below the poverty line, economic growth in the past 15 years has been very limited, while population growth in contrast has been very rapid (Sanya, 2001). These two factors have precipitated into high unemployment rates and an increase in poverty levels. Poverty in the country manifests itself in the form of hunger, illiteracy, poor shelter, lack of access to basic education and drinking water, and minimum health facilities (Nafula, 2001). Poor households are unable to access basic services like food, education and health. Indeed, their ability to support and invest in their children education is very limited. A girl-child in such a household is more disadvantaged than the boy-child. It has generally been observed that where resources are scarce and the school demands for expenditures from a household, a girl-child is likely to be pulled out of school compared to the boy-child.

The researcher compared the proportion of boys and girls from all types of families (single and both), that felt that their families exercised some form of favouritism to one or more sibling as far as access to primary education is concerned figure 17. The proportions of boys and girls who felt that their parents were fair in assisting them access education were equal. Similarly, we did not find any significant difference between the proportion of boys
CHAPTER FIVE
DISCUSSION, CONCLUSION AND RECOMMENDATIONS

5.1 Introduction
This chapter highlights the major findings of the study obtained from the analysis made on the data collected and recommendations for possible actions are made and suggestions of areas for further research are also provided.

5.2 Summary of the findings
Kenya’s development challenges have for a long time been poverty, ignorance and disease. According to the National Development Plan (2002-2008), the development goals included the implementation of the eight Millennium Development Goals, among which is to “Achieve universal primary education” (CBS, 2002; UN, 2001). Basic education being the minimum education that every Kenyan must have for progressive existence in society is a crucial factor. It is well known that education has the capacity to improve the quality of life and to develop the intellectual capacity of a nation, which is a most valuable resource (CBS, 2002).

Education in Kenya has been based on an 8-4-4 system since the late 1980s, with eight years of primary education followed by four years of secondary school and four years of college or university. The primary education cycle in Kenya lasts eight calendar years. This is the longest time spent at one level of learning in Kenya’s education system. It is also a long period of one’s life span spent on learning at one level (Achoka et al 2007).
Primary education in government schools became free and compulsory in January, 2003. This free and compulsory policy required every child be taken to school. In spite of the introduction of free primary education, access to it education is still remains a pipe dream to many Kenyan children. Whereas the introduction of free primary education in year 2003 saw an increase in the enrolment, a sizeable number of children, especially girls still find themselves out of school owing to a number of reasons (Wangalachi, 2003). This study sought to assess the impact of free primary education on participation of girls in public primary schools in a sample of schools in Naivasha Central Zone Naivasha District.

5.2.1 Implication of FPE on student enrolment

The introduction of free primary education saw an increase in number of children enrolled in the sampled schools in Naivasha district by 7.7%. There were no gender disparities in the enrolment and the girls were slightly more than boys; 51% vs 49%. These results agree with the statistics records of Kenya’s female to male population ratios are 51 to 49%. Statistics from the Kenya’s Ministry of Education Science and Technology in 2003 indicated that gross enrolment rates (%) in primary schools by gender clearly show discrepancies between boys and girls and that girl-child enrolment at the primary school level in Kenya lagged behind that of the boy-child (CBS (2002b). Other reports on nomadic pastoralist communities indicate that in Garissa district, the enrolment of girls is just half that of boys. Results from this study contradicted these statistics. This may be explained by the fact that Naivasha is a peri-urban region and the parents have known the value of educating children and especially girl child.
5.2.2 Trends in school enrolment

There was no trend in class distribution of the pupils in our data and girls could be more than boys in some classes and the reverse is true. From the national data, between 1999 and 2002 boys were more compared to girls in standards 1-4 (lower primary), and girls were more than boys in Standards 5 to 8 (upper primary). In 1999 girls were more in Standards 5 (50.2 per cent), 6 (50.3 per cent) and 7 (50.9 per cent). The same trend can be observed in the years 2000, 2001 and 2003. However, in the four years, fewer girls are enrolled in Standard 8 compared to boys, except in 2000 where there was gender parity. Our data partially agreed with observations seen in the national record showing gender parity in enrolment in primary schools.

5.3 Factors that contribute to children missing schools.

A number of factors were identified in this study to contribute to the children missing school days, among them was lack of school fees, lack of school accessories such as books, pens and uniforms. This observation is interesting given that the free primary education had already been implemented at the time of our study. There is therefore a need to establish the linkage between social assistance and school attendance and completion. Evidence seem to suggest that social protection measures such as school fees abolition do not yield much impact unless all strategies to cushion the poor work in harmony and complement each other (Kaniki, 2007).

Results of this study did not find association between the reasons for missing school days and the gender of the pupil indicating that these factors affect all families regardless of their financial status and equally to both boys and girls. Both girls and
boys were reported as staying out of school mainly to getting into ‘bad ways’ and girls were also reported to drop out of school mainly due to pregnancy.

Occupation of the parents did not seem to contribute to children missing school and children of parents with different occupations were equally sent home for various reasons and as observed above, the major reason was school fees. Studies conducted elsewhere indicate otherwise. Manda et al (2006) show that high income levels increase the odds that a household ensure that their children attend school.

Conversely, families with low income levels (particularly in slum areas) will most probably only afford to take children to public primary schools where the costs are substantially low (especially in countries where there is free primary education). Such schools are unlikely to offer quality teaching. Thus pupils may not perform well enough to proceed to secondary schools (Otieno, 2003). Evidence also suggests a strong correlation between parent’s level of education and the likelihood of children attending school and the impact is greater where low education combines with low income. Findings by Onsomu et al (2006) indicate that the level of education of the household head (especially the male) increases the odds for a household’s decision to enroll a child in secondary school education. Arthur and Wendy (2003) reported that continuing students at post-primary level are less likely to be from low income families or families in which parents have less than high school education. This confirms the assertion that there is usually a good level of positive correlation between the parent’s level of education and that of the child.

The children, regardless of the family set up (mother only, father only or guardian) whether did not find favouritism towards other sibling of different gender,
however, girls from couple families believed that are favoured and that there is inequality in the support given to both of them. In general most children, and girls in particular, especially those in rural areas, fail to enroll in or to complete primary schooling because their parents do not value education. In most cases because the parents themselves are uneducated/illiterate. There is also a ‘myth’ among most illiterate parents that “boys are generally clever and hard working in school. Their minds are always in school. But girls like playing and when they mature they are difficult to deal with and they get pregnant”. The implication is that they should not be given the opportunity to go to school. Such ‘messages’ are demotivating to girls, who internalize them and in return end up believing that school, is not for them.
5.4 Conclusions of the Study

From the findings of this Study, the researcher drew the following conclusions:

1. Girl-child participation in the schools sampled were equal or better than those of boys

2. There was increase in enrolment levels in the schools for both genders after introduction of free primary education in the year 2003 up to 2007 after which there was a decline in level of children enrolment in the schools.

3. Factors found to contribute to children missing schools included schools fees and lack of schools accessories.

4. One of the major factors that affected girl-children participation and causing them to be away from schools was pregnancy.

5. Parents occupation did not affect the children participation in schools and children of parents with different occupations were equally sent home because of school fees

6. Girls from families with both parents, still perceive that boys are favoured by their parents.
5.5 Recommendations

1. For the benefits of free primary education to be realised, there is a need to improve socio-economic status of the parents or guardians responsible for educating children.

2. Free primary education should be coupled with free or subsided school accessories like books and uniforms.

3. In poor areas, it would be worth considering abolishing school uniforms since this is one of the items that make children miss school days.

4. Our study did not investigate the level of education among parents and this need to be considered in subsequent studies.

5. For a long time, most studies seek to understand the factors that affect the education of the girl-child. However, our study did not find significant differences in the enrolment of the girls at primary schools in Naivasha. In fact, girls were more advantaged in one or more aspects. There is therefore a need to now advocate for the education of the boy-child or advocate for equal opportunities in education.
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Dear Sir /Madam

RE: IMPACT OF FREE PRIMARY EDUCATION ON GIRL-CHILD ENROLMENT IN PUBLIC PRIMARY SCHOOLS IN NAIVASHA DIVISION

I am a Post graduate student at Kenyatta University pursuing a Masters Degree in Education Administration, planning and curriculum development. I am conducting research on the impact of Free Primary Education (FPE) on girl-child enrolment in Naivasha Division. Your school has been selected to participate in the study.

The questionnaires are designed for the purpose of this research only and all the responses will be treated with utmost confidentiality. Your cooperation will be highly appreciated.

Yours faithfully,
Dear Student,

I am a post-graduate student at Kenyatta University, pursuing a masters degree in education Administration. I am conducting research on the impact of Free Primary Education on girl-child enrolment in Naivasha Division. You have been selected as an appropriate respondent in the study.

This is not an exam but a questionnaire designed for the purpose of this research only and all the responses will be treated with utmost confidentiality. Your co-operation will be highly appreciated.

Thank you in Advance

Yours Faithfully
The Teacher's Questionnaire

This questionnaire has been designed for the purpose of collecting information on the impact of Free Primary Education (FPE) on girl child enrolment in Naivasha Division. Please fill in this questionnaire honestly, sincerely and accordingly. Yours responses will be treated with utmost confidentiality.

Tick or Fill Appropriately.

1. Gender: Male [ ] Female [ ]

2. Name of your school __________________________

3. Your position in the school
   a) Subject teacher [ ]
   b) Class teacher [ ]
   c) Deputy Head teacher [ ]
   d) Head teacher [ ]
   e) Others [ ] Specify __________________________

4. What is the total enrolment in the school ______________________ pupils.

5. How many boys __________________ How many are girls __________________

6. Are students sent home for any reason?
   a) Yes [ ]
   b) No [ ]

7. If yes, which reasons ________________________________

8. Whom do you think are sent home more than others?
   a) Boys [ ]
   b) Girls [ ]

9. Are there cases of students repeating classes?
   a) Yes [ ]
   b) No [ ]

10. If so, approximately how many boys ______ and how many girls ____ in each year.
11. In your own opinion, what reasons make students repeat classes?
   a) Poor performance [ ]  b) Parents influence [ ]
   c) Teacher influence [ ]  d) Others [ ] Specify_______

12. Are there cases of student drop-out of school?
   a) Yes [ ]  b) No. [ ]

13. To the best of your ability, estimate the proportion of dropout in your school.
   a) 1-10% [ ]
   b) 11-20% [ ]
   c) 21- 30% [ ]
   d) Over 30% [ ]

14. What do you think should be done to stop cases of pupils dropping out of school?

15. How can you describe the enrolment in your school after the implementation of FPE Programme?
   (a) High [ ]
   (b) Moderate [ ]
   (C) Low [ ]

16. Please give suggestions on the actions that could be taken by parents, teachers, pupils, local community and the government to ensure universal primary education is effectively implemented.
APPENDIX (D)

The Student's Questionnaires
This questionnaire been designed for the purpose of collecting information on the impact of Free Primary Education (FPE) on girl child enrolment in Naivasha Division.

Please fill in this questionnaire honestly, sincerely and accordingly. Do not write your name. Your responses will be treated with utmost confidentiality.

Tick or Fill appropriately

1. Gender Male [ ] Female [ ]

2. Name of your school __________________________

3. Class __________________________

4. What economic activity do your parent(s) / guardian do?
   a) Employment [ ]
   b) Big business [ ]
   c) Small business [ ]
   d) Small scale farming [ ]
   e) Zero grazing [ ]
   f) Nomadic pastoralist [ ]
   g) If others Specify __________________________

5. Are you sent home for any reason?
   Yes [ ] No [ ]
   If yes how often?
   a) Once per year [ ]
   b) Once per term [ ]
   c) Twice per year [ ]
   d) More than twice per term [ ]
   e) Twice per term [ ]

6. If yes, give the reasons for you being sent home __________________________

7. How many children are you in your family? __________________________
   Boys __________________________
   Girls __________________________

8. Are you all in the school?
   Yes [ ] No [ ]
9. How many boys are in the school _____ and how many girls are in the school _____

10. Why aren't they in school?

Specify ___________________________________________________________

11. Do you detect any favours for your brothers by your parents?

Yes [_____]  No [_____]  

12. If yes, why do you think such favours exist_________________________

13. Do you stay with both or your parents?

Yes [_____]  No [_____]  

14. If no, state whom you stay with

Father [_____]  Mother [_____]  Guardian [_____]  

15. If you stay with one parent or guardian, what happened to the mission parent or Parents?

a) Died after illness [_____]  b) Died due to old age [_____]  

c) Died after HIV/AIDS infection d) Not known [_____]  

e) Separated/Divorced[_____]  f) Others [_____]  

If others specify __________________________________________

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**APPENDIX (E)**

**Parent's Questionnaire:**

Please fill this questionnaire honestly, sincerely and accordingly.
Do not fill your name. Your responses will be treated with utmost confidentiality.

Tick or Fill appropriately.

1. **Gender:**  
   - Male [ ]  
   - Female [ ]

2. **Marital status**  
   a) Single [ ]  
   b) Married [ ]  
   c) Widowed [ ]  
   d) Divorced [ ]

3. **How many children do you have?**

4. **How many boys?**

5. **How many girls?**

6. **Are all your children in school?**  
   a) Yes [ ]  
   b) No [ ]

7. **If not, why are they not in school?** Specify

8. **What level of education are your children?**
   (a) **Lower Primary (Std 1-4)** How Many? Boys _____ Girls _____
   (b) **Upper Primary (Std 5 – 8)** How many? Boys _____ Girls _____
   (c) **Secondary schools**, how many? Boys _____ Girls _____
   (d) **Colleges**, How many? Boys _____ Girls _____
   (e) **Others**, how many? Boys _____ Girls _____

9. **Please give suggestions on the actions that could be taken to ensure universal primary Education is effectively implemented?**

---

Thank you for your participation.
This is to certify that WINNIE M. THAARA KARANJA REG. NO. E54/5430/03 who is a student in the Department has completed her coursework and examination in the area of Educational Administration. She is in the process of writing her project entitled: "THE IMPACT OF FREE PRIMARY EDUCATION ON PARTICIPATION OF GIRLS IN PUBLIC PRIMARY SCHOOLS. A CASE STUDY OF NAIVASHA CENTRAL ZONE NAIVASHA DISTRICT"

She requires a research permit to this end. Any assistance accorded her will be highly appreciated.
Following your application for authority to carry out research on 'The Impact of Free Primary Education on Participation of Girls in Public Primary Schools. A Case Study of Naivasha Central Zone Naivasha District'

I am pleased to inform you that you have been authorized to undertake your research in Naivasha District for a period ending 30 August 2009.

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

Upon completion of your research project, you are expected to submit two copies of your research report/thesis to our office.

Copy to:

The District Commissioner
Naivasha District

The District Education Officer
Naivasha District