

**FACTORS INFLUENCING GIRL-CHILD PARTICIPATION IN
SECONDARY EDUCATION IN NYAHURURU DIVISION,
LAIKIPIA DISTRICT**

BY

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DECLARATION

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DEDICATION

This study is dedicated to my late mother who was a great inspiration to me for my further studies. She used to encourage me saying “for you my daughter, the sky is the limit”

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I am very grateful to Kenyatta University for giving me the opportunity to take my Masters in Education (M.ED) course.

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God bless you all.

ABSTRACT

The main problem of this study is that despite the crucial role that education plays in human development, the girl child's participation in secondary education is lower than that boy in Nyahururu Division of Laikipia District. The transitional rate for girls is 48.5% while that of boys is 51.5%. Factors leading to this problem have not been adequately explored. The purpose of this study is to investigate the factors influencing girl child's participation in secondary education in selected secondary schools in Nyahururu Division of Laikipia District.

The study adopted a descriptive research design and the population size was 1534 which included teachers and girl students. A sample size of 10% was drawn for both the teachers and students from the population; a systematic sampling technique was used to select the respondents.

Data were collected by use of questionnaire method which had both closed and open ended questions. Data were analyzed using descriptive statistics including frequency tables and percentages.

The findings established that both family and school related factors hinder girl child from accessing and completing secondary education. The main factors hindering secondary education were lack of school fees due to poverty, lack of moral support from family members.

There was also discrimination by parent as compared to boy child. Girls are also overworked at home and therefore lack time to concentrate on studies. The other factor influencing girl-child education include teachers' poor attitude to female students which negatively affects girl-child education.

The findings of the study recommend that to improve girl-child participation in secondary education, both teachers and parents should avoid gender discrimination.

The girl-child should be given the opportunity to education to be able to exploit her inborn talents for self development and that of the society.

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ACRONYMS AND ABBREVIATIONS

AIDS	-	Acquired Immune Deficiency Syndrome
CRC	-	Convention on the Rights of the Child
EFA	-	Education for All
E.O	-	Education Office
ESAR	-	Eastern and Southern Africa Region
FAWE	-	Forum for African Women Educationalists
GER	-	Gross Enrolment Ratio
GOK	-	Government of Kenya
HIV	-	Human Immuno Virus
KCPE	-	Kenya Certificate of Primary Education
MOEST	-	Ministry of Education Science and Technology
TIQET	-	Totally Integrated Quality Education and Training
UN	-	United Nations
UPE	-	Universal Primary Education
UNESCO	-	Nations Educational Scientific and Cultural Organization
WERK	-	Women Educational Researchers of Kenya.

CHAPTER ONE

INTRODUCTION

1.1 Background to the study

The transformative power of education as a key to societal development has been acknowledged worldwide (Donald Kisilu Kombo, 2005). Education has a major role to play in social, economic and political aspects of human development. It is also through the use of education that the environment has been transformed into a better place to live in. To enhance rapid human development, it is necessary that one acquires education. Education has therefore become a basic human need. Basic education has for some time remained high in the global agenda for education. Its importance in economic and social development makes it a basic right for every child, boy and girl alike.

According to the Convention on the Rights of the Child Article 28 of 1979, every child has a right to education and the state has a duty to ensure that primary education is free and compulsory to all children. The state also has a duty to encourage different forms of secondary education accessible on the basis of capacity of the individual. Article 28 of the Convention on Rights of a child spells out the aims of education in the society. Education aims at developing the Child's personality, talents, mental abilities to the fullest so that the individual and the society benefits. Education fosters respect for the child's parents, his/her cultural identity, language, values and cultural background. Education creates a sense of identity, belonging and also a sense of direction, which is necessary in a growing individual.

Many developed countries laid great emphasizes on basic education in their early stages of human development, for in stance Denmark achieved universal primary education (UPE) in 1914, Sweden in 1942 and Japan in 1842. Many countries of the world that have shown consistent annual growth in capital income are almost at 100% basic literacy levels. Economists have shown that there is a positive correlation between the level of education of the people and economic growth of the country (East Africa Standard Feb.8th 2005).

According to the declaration on Human Rights Article 28th of 1979 education should be free at elementary and fundamental stages to allow easy access by all.

UNESCO, an agent of UN, attached a lot of importance to this section of the declaration on the rights of the child. World conferences on education, for instance the world conference on education for all in Jomtein, Thailand in 1990, and world education forum, Dakar, Senegal 2002, were a clear manifestation of the realization by international community of the strategic role that education plays towards the achievement of sustainable development. The goals and targets of the international conferences on education were: -

- (a) Achieve 50% improvement in levels of adult's literacy especially that of women by year 2015.
- (b) Ensuring that by year 2015 all children particularly girls will have access to and complete free and compulsory basic education of good quality.
- (c) Achieve equitable access to basic and continuing education for all.
- (d) Eliminating gender disparities in both Primary and secondary education by the year 2015.

The global situation before the Jomtein Conference of 1990 indicated that the girls and women were the minority in terms of access to education. There were fewer girls and women who had access to education than were boys and men. Out of 100 million children 60 million were girls having no access to primary and secondary education, likewise out of 90 million, two thirds (2/3) of illiterate adults were women.

Kenya as a nation realized the important role that education plays in development of the society. At independence the government realized that education is necessary for social and economic development of the country. Kenya attempted to provide Universal Free Primary Education (UPE) amidst meager resources was first articulated in the sessional paper No. 10 of 1965 on African Socialism, when the government committed itself to eradicating ignorance, poverty and disease, as was stated in the Ominde Report of 1964. To eradicate the vices it was noted that education had a major role to play. People need education to be able to critically look at issues.

Educated people know how to take care of themselves and therefore, fall sick less often. Healthy people can engage in productive economic activities to create wealth.

In view of the above, the government of Kenya has heavily invested in education of its citizens. The heavy investment in education by the government is well demonstrated in the country's annual budget where education sector alone takes more than one third (1/3) of the national budget.

As a nation, Kenya is committed to the provision of education to all in an attempt to achieve gender parity in education. This has been clearly demonstrated by her participation in the world conference on education; in Jomtein Thailand in 1990 and subsequent endorsement of education for all (EFA) Declaration made in Dakar, Senegal in the year 2000.

Since Jomtein conference of 1990 several strategies and education programmes have been put in place in an attempt to achieve gender parity in education in Kenya. Some of these programmes on gender parity include the national conference on education for all held in Kisumu in 1992 and in the 1994 national symposium on education of the Girl- Child in Machakos. One major resolution was the adoption of a policy on re-entry. The policy permitted pregnant girls to come back to school after giving birth. (MOE, 1994).

However, despite the various national policies and the signing of international agreements, gender disparities still persists in the Kenya education system. Efforts to address gender disparities in education at policy level have remained largely superficial and uncoordinated despite the fact that Kenya as a nation signed the Dakar frame work of action in which one of the goals was to eliminate gender disparity in primary and secondary education.

There has been gender disparity in favour of boys almost at all levels of education systems in Kenya (M.O.E: 2003). The gender gap in access, participation and achievement broadens as we progress from early childhood education to primary and secondary education. This is revealed by the economic survey, 2001 – 2002 which shows that enrolment in primary school in Kenya from 1998 to 2002 was 89% boys and 88% girls.

Provincial education office, Rift valley year 2005 statistics show that the total enrolment for boys in the primary school was 960, 739 while that of girls was 906, 380. This translates to 51.5% and 48.5% respectively. With the evidence of gender disparity, the researcher wishes to investigate the major factors that hinder the girl child access to secondary education in Nyahururu Division.

From the District Education Office Laikipia District year 2008 statistics on school enrolment indicate that there are gender gaps in education in terms of access to education. Out of 20954 pupils in primary school boys are 51% while 49% are girls.

In Nyahururu Division Education Office the statistics on enrolment that indicate fewer girls than boys enroll in schools. In secondary schools 54.3% are boys while girls are only 45.7%. The low enrolment for girls in the division is illustrated by the enrolment of three secondary schools taken randomly as below.

Table 1.1 Enrolment of girls compared to that of boys.

School	Boys	(%)	Girls	(%)	Total
Igwamiti	220	56.2	171	43.8	391
Laikipia High	237	79	63	21	300
Munyaka	181	53.7	154	46.3	335

Source: Education office, Nyahururu Division-Enrolment statistics (2008)

Boys' enrolment in secondary school in Nyahururu Division has remained higher than that of girls over the years as shown below.

Table 1.2 Enrolment by Gender over the years

Year	2005	2006	2007	2008

Male	63%	58%	54.3%	51%
Female	37%	42%	45.7%	49%

Source: Education office, Nyahururu Division- Enrolment Statistics (2008)

With the above evidence of gender disparity, it is important to investigate factors that influence girl child participation in secondary education in the division.

1.2 STATEMENT OF THE PROBLEM

Education is considered to be a basic human right and a basic need for all. This is because of the crucial role it plays in the human development. Despite the many benefits accruing from formal education and the government efforts to provide equal opportunities to all, there has been low access to and poor participation in education by the girl child in Nyahururu Division. For instance of the total enrolment 10,004 students in secondary schools in Nyahururu Division in 2007 5,432 (54.3%) were boys while 4,572 (45.7%) were girls.

However no study has been carried out in Nyahururu Division to confirm or refute the claim of gender disparity in secondary education in favour of boys. This study would therefore fill this gap and give suggestions on how to address this critical challenge in the government efforts to enhance access to education among girls.

1.3 OBJECTIVES AND THE PURPOSE OF THE STUDY

Based on the problem, the purpose of the study is to investigate the factors influencing girls' access to and participation in secondary education in Nyahururu Division in Laikipia District.

1. To establish the influence of the family on girls participation in secondary education in Nyahururu Division of Laikipia District.
2. To investigate whether the school environment hinder girls' participation in secondary education in Nyahururu Division.
3. To suggest ways of improving girl child participation in secondary education in Nyahururu Division.

1.4 RESEARCH QUESTIONS

1. What family related factors cause girls not to transit from primary education to secondary education?
2. What family related factors cause girls to drop out of secondary education?
3. What family related factors cause girls to perform poorly in school?
4. What school related factors cause girls not to transit from primary school to secondary school?
5. What school related factors cause girls to drop out of secondary education?
6. In what ways can girl child participation in education be improved in the study area?

1.5 SIGNIFICANCE OF THE STUDY

The findings and recommendation of the study will be of great significance to various stakeholders involved in the campaign for the promotion of girl-child access to education in that they will get to know the main problems facing the girl-child education hence prepare to face the challenge head on. It is hoped that the findings will benefit the Ministry of Education, Education planners, teachers' parents and the whole of Kenyan society in general. It will be possible to appreciate the problems facing girl-child education in the society and prepare to design ways of facing the challenges, whether social, economic or cultural in nature in order to make it possible to the girl child to access education. This will ensure that gender disparity is reduced. As indicated by MOE Strategic Plan (2006-2011) it is only through education for all, that a wide range of benefits, such as increased growth, enhanced productivity across sectors, increased individual earnings, enhanced democracy and good governance, could be achieved to enhance development for the country.

1.6 LIMITATIONS OF THE STUDY

1. The study was conducted in one division of Laikipia district and focused on girl child education in this specific area. Therefore the results may not be easily generalized.
2. The findings of the study covered only one level of girl child education, secondary education and not any other.
3. Only a few schools were sampled for this study.

1.7 DELIMITATION OF THE STUDY

The study confined itself to only public secondary schools in Nyahururu Division though private school would have had valuable contribution to the study.

The study also focused on the students and teachers who were present at the time of the sampling session in the respective institutions. Those absent were not included even if they could have had interesting input.

Finally there are many factors that influence girl education but the researcher selectively focused on a few of them which were relevant and applicable to Nyahururu Division, the area of study.

1.8 ASSUMPTIONS OF THE STUDY

The researcher made the following assumptions

1. That the economic status of the parents, cultural values and traditional practices and the school environment have the most influence on access to education among girls.
2. That the girl child is an important part of the society and that everyone in society would desire / wish to eradicate all obstacles to her education so that she can participate adequately in the development of the country.
3. That all respondents gave their honest opinions on the questions asked.

1.9.0. THEORITICAL FRAMEWORK

The classical, liberal and social Darwinism assert that each person is born with a given amount of capacity which to a large extent is inherited and cannot be substantially changed. Thus the education systems should be designed so as to remove barriers of any nature be it economical, social, gender or geographical, that prevent a person from taking advantage of inborn talents which accelerate a person to social promotion.

Liberal progressivist, Horace Mann, termed education as the “Great Equalizer”. Gender does not count, if given equal opportunities in education, achievement are determined by inherited capabilities of the individual.

Social Darwinism Theory emphasizes that every citizen should be given, through education, the social status which entitle him/her to inherited aptitude (Organization for economic cooperation and Development). This theory observes that the provision of formal equity and access to education by putting everybody on the “Scratch” guarantee that the outcome is justified. The result of this equal access to education can document who deserves the price because the achievements are determined by inherited capabilities and not by arbitrary conditions like economic status or gender of the individual.

Classical Liberal Theory states that social mobility will be promoted by equal opportunity to education.

The roots of this theory can be traced to writers such as Rouseau (1712-1778) who claimed that the “natural” statesman were born equal and personal qualities should not jeopardize social equity so long as society rewards people according to status. Thus the writer of the American Declaration of Independence claimed that all people are created equal i.e. born with the same moral and political rights. It follows from the belief that social institutions such as educational should in some way attempt to treat people equally regardless of gender and economic status. By making primary education free and secondary education affordable to all children regardless of gender and social classes, it is hoped that the handicaps or barriers to education have been removed.

In developing countries, where inequality of education provision is severe due to gender biasness, it is desirable to pursue the goal of equal distribution of educational opportunities for all gender.

In Kenya, the government has made primary education free to all and greatly subsidized secondary education in a bid to enhance access to education. However, social barriers, high poverty levels and bad cultural practices are the main barriers to girl education in Kenya. These theories were found relevant to the proposed study because social discrimination, economic status and gender bias impact negatively to girl-child participation in secondary education.

1.9 CONCEPTUAL FRAMEWORK

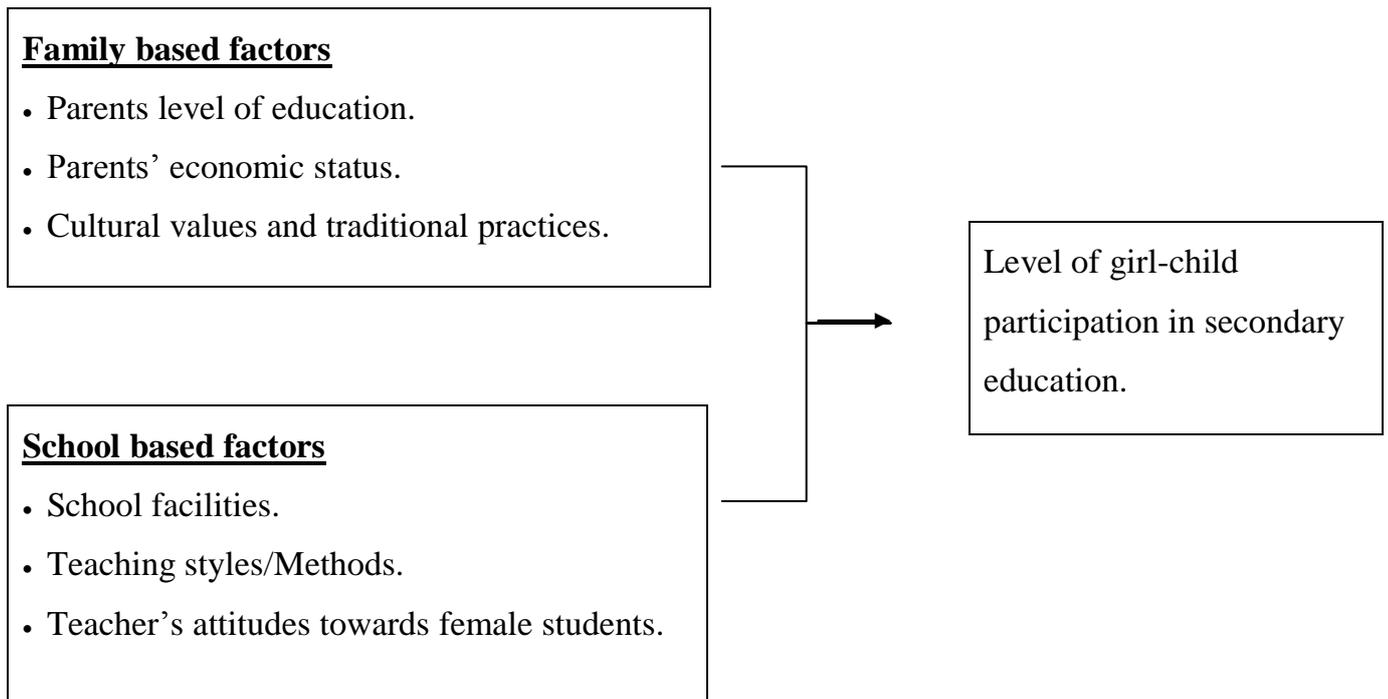
The concentration of this study is that both family based factors and school based factors influence girl child participation in secondary education.

Family related factors that influence girl child education include parents' level of education, parents' economic status and cultural values and practices.

The school based factors that affect girl education are the teachers' attitude to female students, status school facilities, and the teaching styles.

When the above factors are favourable to girl child education, the level of girl child participation in secondary education is high and vice versa as illustrated below.

Fig 1.1 Factors influencing girl-child education in Secondary school.



DEFINITION OF OPERATIONAL TERMS

1. Access- refers to availability of opportunity to secondary education and other educational facilities.
2. Attitude- refers to positive or negative pre-disposition to think, feel, perceive and behave
3. Basic education- refers to the Ministry of Education package that every Kenyan must have for progressive existence in the society. It includes pre-primary, primary and secondary education.
4. Enrolment- refers to the number of students who register as learners in a school.
5. Facilities- refer to education amenities enjoyed by students at school.
6. Gender- socially learned pattern of behavior and psychological or emotional expressions.
7. Hindrance- refers to the obstacles or problems which prevent the girl-child from accessing education.
8. Provision- refers to supply of education to the children who need it.
9. Socialization-the way one is brought up in the ways of the society values.

CHAPTER TWO

LITERATURE REVIEW

2.1 INTRODUCTION

This chapter focuses on the literature related to the girl-child access to education in Africa generally and Kenya in particular. Specifically, it will look into factors that influence girl-child education in terms of accessibility to education, retention in school and completion of education. The Literature review on the girl- child education will be examined under the following sub-topics:-

- Focus on previous deprivation of Girl-child education.
- Strategies for improving girl-child access to education in Kenya.
- Challenges facing girl -child education.

2.2 FOCUS ON PREVIOUS DEPRIVATION OF GIRL-CHILD EDUCATION

Girl- child education in Africa and in Kenya has for a long time been plagued by a pedagogy of differences, by way of education that stresses on the differences and not the similarities between boys and girls. This type of education places the boy on a superior platform to that of the girl.

The problems of the girl-child education start right at home. It is at this level in the community that girls are educated differently from boys. The parents, siblings, relatives and even the neighbours perceive girls to be radically different from boys. They wrongly believe that, boys are more intelligent, more capable, more responsible and therefore more important to the society than girls. Although both girls and boys are brought up together at home and in the community the girls are forced to grow up differently through this oppressive socialization. They are not given the same opportunities as boys to prove their potentials. As a result the girls grow up believing that they are grossly inferior to boys just because they are girls. As gender bias prevails in the society girl-child education will continue to suffer social discrimination.

According to Tischels (1986) the term 'gender' may be defined as the socially learned pattern of behaviour and psychological or emotional expressions of attitudes, that distinguishes male and female in the society. Such behaviour is learnt through socialization in the society and in school. This socialization has affected the girl-child in terms of access to education, completion and achievement. The girls are made to feel inferior to boys and less important than boys in the society. Girls will therefore not be willing to go for those things that are believed to be for boys. They will not strive to outshine the boys in anything including education in case they get ex-communicated in the society because of going against the norms.

Those girls that behave differently are ridiculed and laughed at in the society and this makes them uncomfortable and therefore unwilling to compete effectively with boys. Previous research in the field of education has made revelation to the effect that for many years the girl-child has been deprived of her right to adequate education through gender socialization.

A survey, international study of evaluation of Education achievement (IEA) by Comber & Kelves of 1973 show a glaring gender gap in favour of the boy-child in many countries of Western and Eastern Europe, Asia and North America. The boy-child continues to perform better than the girl-child academically in terms of enrolment, retention, completion and achievements.

A similar study in African countries, portrayed a similar situation where girl-child is overshadowed by the boy-child as regards education performance. In Kenya, Eshwan 1984 and Kinyanyui, 1987 came up with a picture of inadequate girl-child education in terms of enrolment, retention and completion. The number of girls who join school in class one is obviously lower than that of boys and of those girls who join school only a few complete school life. For various reasons some girls drop out of school while the boys continue learning and complete school.

Girls are also displayed as under-achievers in many African countries. Recent research by Montel et al of 1997 carried out across African countries revealed that more boys are achievers at higher levels compared to girls. The percentages range from 37 % in Ghana to 44 % in Tanzania, gender influences the academic performance in favour of boys. The girl-child's participation in education faces other challenges some of which are culturally tailored to meet the cultural and social expectations of the community and not that of individual girl-child. This attitude towards the girl-child by the society deprives her of equal chances in education to those of boys.

The Boys are treated with more dignity and seriousness and are given most of the chances in education. Family funds will be geared towards boy education. Where poverty strikes leading to scarcity of funds in the family, the girl-child is sent home to work so as to assist the parents in raising funds to educate her brother. This situation compromises the girl-child education.

2.3 STRATEGIES OF IMPROVING GIRL-CHILD EDUCATION IN KENYA.

In view of the global problems of gender disparities in the field of education and the many opportunities that the girl-child is denied in education and human development, world conferences have been held to address the issue of girl-child education. The universal declaration on human rights of 1948, the world conferences on education for All, in Jomtein, Thailand of 1990 and the world education Forum, Dakar, Senegal of 2000, are all in response to the gender gap in education opportunities.

In response to Dakar Declaration of April 2000, Education for All, girl-child education was placed at the centre of E.F.A. agenda and UNICEF was announced as the main agent in the new initiative. The most urgent was to ensure access to and improve the quality of education for girls and women, and to remove every obstacle that hampers their active participation in this field. There was need to eradicate all gender stereotyping to facilitate maximum participation by girls in education. In this agenda UNICEF was guided by the C.R.C. principles, that recognize education as non alienable right, an important right that

facilitate access to all the other rights as well as an essential tool for empowerment and development of the individual and the community.

UNICEF support to EFA focuses on girl-child education as a strategic point of entry. The initiative by UNICEF aimed at various achievements that would improve on girl-child education. The main focus was on the following:-

- (a). Increased enrolment and completion rate for girls.
- (b). Reduction of drop outs and repetition rates among girls.
- (c). Significant in reducing and eventually eliminating the gender gap in the enrolment and completion at primary and secondary education.
- (d). Ensuring that all the girls attain defined levels of learning.
- (e). Promoting quality learning environment for girls.

The above steps are necessary, because they provide for the right-based and friendly approaches to the girl-child in terms of access to education and would enhance maximum development of their potentials. If the learning environment is friendly and gender sensitive then the girl would be motivated to go to school to enroll and to take up educational opportunities that are rightfully theirs. This would improve access, participation and performance of girls in school. Since Jomtien conference of 1990 several regional networks and programs have been put in place to achieve gender parity. such programs, and strategic activities included the national Symposium on Education of the girl-child held in Machakos in 1994. One major landmark of the meeting held in Machakos was the adoption of a policy on re-entry. This policy permitted pregnant girls back into the school system after delivery (MOE, 1994). It is a government policy that any girl who breaks her school life due to pregnancy would be allowed to resume studies after delivery, this, fully implemented and if the girls take advantage of the policy, would reduce gender parity.

The other program is by FAWE which has set up centers of excellence at Kajiado to rescue girls from harsh situations, occasioned by outdated cultural values and practices, such as female circumcision and the consequent forced early marriages.

In some communities like the Maasai and Samburu, the girl-child is subjected to early marriages, deliberately arranged and planned by their parents in line with their cultural demands. Such girls are denied childhood education and are over-burdened with motherhood responsibilities such as child bearing, raising children and looking after the husband before they are fully grown. In the process of getting married early the girls are denied access to education. FAWE is concerned with girl-child education and their welfare in the society. This body of women Educationist is involved in rescuing the girl-child from such harsh cultural practices so as to secure a future for the girls. It is also concerned with tapping the girl's potential and providing for their maximum development. For some of the rescued girls these centers of excellence become their homes during school holidays for fear of being captured and denied the chance to go back to school by their parents after they break for school holidays.

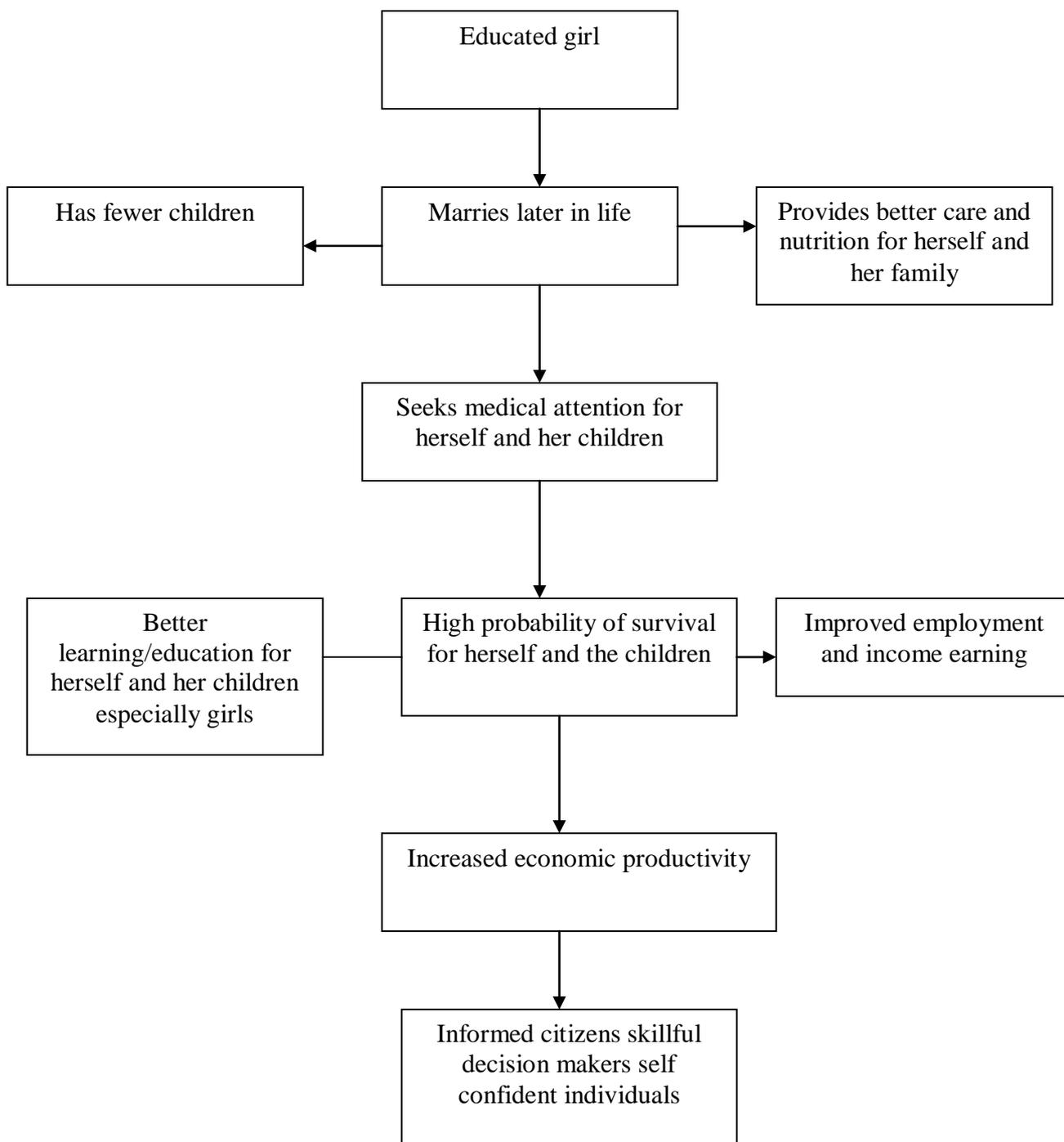
FAWE is also concerned about influencing policies pertaining to girl-child education for instance, re-entry to school after pregnancy and also influencing on curriculum to make it more friendly to the girl-child, to make the girl child more attracted to the learning environment. However gender disparities remain a major challenge to achieving education for all. In most cases girls are less likely to be enrolled than boys. Hence two thirds (2/3) of world's adults are illiterate women. (UNESCO, 1996).

This situation is very disappointing and calls for immediate action. It requires to be aggressively tackled by all. The widely carried out research demonstrate that there is a positive correlation between girl-women education levels and:

- (a). Higher levels of productivity
- (b). Improvement in health
- (c) Delayed marriages
- (d) Lower fertility and low child mortality rates.

Research has also shown that educating girls and women is a major step towards breaking the cycle of illiteracy, poverty, marginalization and unnecessary population growth.

IMPACT OF GIRL -EDUCATION ON THE GIRL, HER FAMILY AND COMMUNITY



The above diagrams illustrates the positive impact of girl education on their lives, that of their children and that of the community at large.

The benefits of the girl education also impacts positively on the general life in the society by virtue of her crucial position later in life as a mother, wife and a member of the community. An educated girl contributes to the well being of her family. She promotes quality life in terms of social economic status and enhances faster National development, hence the saying “Educate a woman; Educate the whole world, Educate a man; Educate one person only”.

2:4. CHALLENGES FACING GIRL-CHILD-EDUCATION IN KENYA.

From research studies that have been carried out by various scholars, it is evident that girl child education suffers from a lot of shortcomings. Some of the constraints facing girl-child education include stereotyped images, negative attitudes of teachers and parents perception of the value of investing in girl education in African countries and Kenya in particular, poverty, coupled with traditions beliefs have also adversely affected girl - education.

Poverty at house hold level forces the parents to make choices as to which child to enroll in school. Social , and cultural attitudes of the parents lead to boys getting favoured while the girls are discriminated against. The girls are compelled by high poverty level to abandon school because of lack of school fees, in favour of their brothers.

Cultural practices such as early marriages and initiation rites practiced by some African Communities like the Maasai and Samburu of Kenya , expose the girl-child to life styles not conducive to education. The initiation rites and female circumcision make girls to have attitudinal changes, perceiving themselves as adults ready for marriage. They view school as a place for children and therefore they drop out of school immediately after initiation rite. With early and sometimes forced marriage, the girl is compelled to abandon school to take up wifely and parental responsibilities at the expense of her Education.

Another problem facing girl-child education is teenage pregnancy. This has forced many girls to drop out of schools to go and give birth and look after the young one. Unfortunately there is no clear policy on readmission of the girl back to school after delivery. Only a small number of girls return to school, about 10% in Kenya.

School environment is another hindrance to the girl-child education. The teachers' attitudes and their teaching styles in class situation are sometimes hostile to the girl-child. Most teachers, probably due to their early childhood socialization, pay more attention to the boy students, leaving the girl to feel neglected and unwanted. This has negatively impacted on the girl's academic achievement. The girls are made to believe that they cannot perform as well as the boys, in school and especially in the science subjects. The girls have continued to perform poorly in these subjects because of this belief, some have even dropped out from school. The transition rate for girls from primary to secondary schools in Kenya is still below that of boys. For instance in 1990 the percentage of girls was 39% while that of boys was 46%. Boys enrolment in Secondary schools has remained higher than that of girls over the years as illustrated below:

Table 2.1 Percentage Distribution of Secondary Schools Enrolment by Gender / in Selected Years: 1963 - 1995: (M.O.E)

YEAR	1964	1965	1970	1975	1980	1985	1990	1995
MALE	68.2	72.4	70.4	64.1	59.3	61.8	57.2	54.1
FEMALE	31.8	27.6	29.6	35.9	40.7	38.2	42.8	45.9

Source: Ministry of Education and Human Resource Development (1998)

Various forms of sexual harassment and violence by peers and teachers on the girl-child have been observed in the schools. In July 1991, at St. Kizito Secondary Schools in Meru, Kenya nineteen (19) girls were killed and seventy one (71) others raped by fellow male students. The school principal reported to the 'Kenya times' that the issue of school boys raping school girls was a common occurrence at the school. The deputy Principal was

quoted saying “The boys never meant any harm against the girls. They just wanted to rape” (Population Council, 2000). It is important to note that these are statements from government officer’s entrusted with the responsibility of taking care of students. If rape is no harm to the victim, then one wonders what harm is. Rape is a great violation of the victim’s right which causes great psychological and emotional distress to the victim and the schools administration makes the girl-child to feel insecure in school in this situation.

Schools also lack gender sensitive and culturally appropriate facilities. Sometimes, there are no separate toilets for girls and boys. It is uncomfortable for girls to share toilets with boys especially during menstruation. This may cause absenteeism of the girl-child in school. The unattractiveness of the school environment to the girl-child may result to low enrolment for girls’ education in school thus affecting access to education by the girl-child.

Girl-child education is also hampered by the increased demand on girl child labour as house helps or house maids in the society. This condition has increased the opportunity cost of sending them to school. The girl-child is forced to leave school to take up paid jobs so as to help their parents run their homes.

The HIV /AIDS scourge has also been listed as a major blow to girl-child education especially in the slum areas where parents, due to extreme poverty, engage in irresponsible and risky sexual behaviour to earn a living. As a result, many parents get infected with the incurable diseases. Since the advent of HIV/ AIDS, the data from Kenya Monitoring Survey of 1994 shows that the enrolment of girls in schools has dropped by half. This is mainly because, girls are more likely to stay at home, taking care of the orphaned siblings when their parents die of the HIV/AIDS or taking care of their bed ridden parents.

During this era of HIV /AIDS many girls, especially in poverty stricken areas have been made to drop out of school by circumstances beyond their control. This has had negative impact on the girl-child education since the girl is denied the chance to exploit her potential to the full.

School girls, especially from poor backgrounds fall victim of the rich and respected men of the society, the (Sugar Daddies). Such men exploit the economically deprived schools girls in exchange for sexual favours. Such girls eventually drop out of school due to pregnancy or / and they also run the risk of contracting HIV/AIDS .

In view of the above challenges and hindrances to the girl-child education, there is need to carry out a research to establish the real factors that negatively influence girl-child access to education. This will also help to map out the strategies to overcome the challenges so as to make the girl-child benefit fully from the educational opportunities available in the country. This will help girl-child grow into an informed adult able to make informed decisions, for her own benefit, and that of the society at large.

2.5: SUMMARY

From the preceding literature review, an important gap in knowledge emerges that the present study attempts to fill.

Most of the studies investigating on the factors influencing girl-child education have put emphasis on the social, economic, cultural factors. These leaves out a major aspect that contributes to girl-child education: such as the girl-child attitude towards education-The role of the girl-child in promoting her own education. The girl-child knowledge on education, its importance to her life and that of her family.

CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1. INTRODUCTION

This chapter describes the research design, target population, data collection procedures and data analysis procedures.

3.2. RESEARCH DESIGN

A survey design was used in this study to investigate and establish the factors that influence girl-child participation in education. A descriptive survey design helps the researcher to collect information from various respondents. The researcher then summarizes the data and presents it using data presentation methods such as frequency tables and percentages, then makes interpretations for the purpose of clarification (Orodho, 2004).

The data collected were eventually analyzed, patterns extracted and comparisons made. (Bell 1993). This design is particularly popular because of its potential representativeness, its ability to evaluate large population using relatively small samples, (Bong and Gall, 1999). The descriptive survey research was expected to produce statistics about aspects of girl-child education that would be of interest to policy makers and educators. In this study, survey design was selected because of its ability to collect data that explores, describes and explains the social - economic factors that influence girl -child access to education.

This research methodology was used to investigate the economic and social factors and practices that hinder the girl child access to adequate education. This method enabled the researcher not only to describe such factors but also to find out their impacts on girl child access to education with the view of making justifiable conclusion, suggestions and recommendations to improve the situation. The locale of the study is Nyahururu division in Laikipia District, Kenya.

3.3. TARGET POPULATION

In this study the target population comprised of girl students and the teachers in the selected Secondary Schools in the study area. Secondary schools were selected for study because it is at this level of education that gender disparity is most noted. The transition rate from primary school to secondary schools level is lower for girls than it is for boys. Only 37% of the girls join secondary schools against 53% of the boys (Nyahururu Education Office, 2005). There are three secondary schools in Igwamiti Zone and seven in Nyahururu zone. In the three zones the target population totals 1534 as shown below.

Table 3.1 Target Population

Zone	Teachers	Students (girls)	Total
Igwamiti	56	668	724
Nyahururu	98	712	810
Total	154	1380	1534

Source: District Education Office Nyahururu Division (2008)

3.4 SAMPLE SELECTION

In order to get a representative sample from the target population stratified random sampling was used from selected secondary schools.

According to Cochian (1997) stratified sampling involves dividing the population into a number of non overlapping sub population or strata and then sampling separately from different strata. In the study the target population was stratified into students and teachers strata. Then the respondents were selected from each stratum by simple random sampling. A sample size of 10% of the target population is selected from the schools. According to Gay L (1992) a sample size of 10% is considered adequate for descriptive research.

From the above population of 1534, a sample size of 10% teachers and 10% of the girl student was used. According to Mugenda and Mugenda (2003) a representative sample is one that is at least 10% of the population of interest. In this case the population consisted of the teachers and girl students from two different zones of Nyahururu Division. There were 154 teachers and 1380 students (girls). A sample size of 15 teachers and 138 students was taken for this study.

3.5 RESEARCH INSTRUMENTS

For the purpose of this study research instruments i.e. the questionnaires were developed and administered by the researcher. The questionnaires were developed for both the teachers and the girl students with items aimed at getting appropriate information from both the teachers and the girl students.

3.6 PILOT STUDY

The research retested the instrument on two secondary school outside the study area. The retested subjects both girl students and teachers were encouraged by the researcher to make comments and give suggestions concerning research items.

Data collected at the pilot study was analyzed and results used for the appropriate amendment of the research instruments.

The main aim of pilot study was to validate the research instrument and to ascertain their reliability. Piloting would also help in identifying the major hard caps of the instruments and make suggestions for improvements. Piloting would also check whether the instruments would elicit the anticipated data and be meaningfully analyzed in relation to the stated research problem.

From the pilot study the researcher noted that the items in the questionnaires were well understood and the respondents easily responded. The instruments were appropriate for the study.

3.7 RELIABILITY AND VALIDITY.

Reliability of the data collecting instruments refers to the extent to which an instrument is capable of generating similar results when used more than once to collect data from two samples drawn from the same target population (Mulusa, 1990)

The following measures were taken to enhance reliability:-

- ensuring clarity of items in the questionnaire
- use of clear instructions
- use of unambiguous words

Split half method is adopted to compute reliability coefficient. The items in the instrument were halved and the scores generated in the two halves correlated.

It was assumed that an individual scoring high in one half would tend to score high on the other half and vice versa (Wiersma, 1995)

Spearman's Rank of correlation formula was applied to obtain the reliability coefficient of the whole instrument. A reliable instrument should have a coefficient correlation[®] ranging from 0-1. (Mahmias D and L Mahmias (1976)) for the purpose of this study, a reliability coefficient of 0.7 was obtained. This was an indicator that the instrument used in collecting data for this study was highly reliable. It collected the data that was required for this research.

Content validity was also established. Content validity refers to the degree to which the questionnaire content measures what it was supposed to measure.

To enhance content validity, the questionnaire was subjected to the scrutiny of competent experts (project writing supervisors) to assess the relevance of the content used in the questionnaire. They examined the questionnaire and gave feedback which was incorporated in the final questionnaire.

The instrument was also piloted to ensure that unclear terms and vague questions are detected and corrections made before the final data collection. The instruments validity was confirmed and cleared for the purpose of data collection.

3.8 DATA COLLECTION PROCEDURE.

In education and social sciences research, the most commonly used instruments are questionnaires, interview schedules and observation forms. In this study questionnaires were used. These questionnaires are developed and administered by the researcher for the purpose of data collection.

Data were collected by use of questionnaires. Each question in the questionnaire was developed to address a specific objective or research question in the study. Each respondent in the selected school was given a questionnaire to fill and the researcher later collected the filled questionnaire. This data collecting instrument was appropriate for the students and teachers because of their level of literacy they can read individually and understand the questionnaire and responds appropriately.

The questionnaire was used to get information from both the teacher and the girl students in selected schools on what they considered to be the main barriers to girl child education. They had both closed and open ended questions

3.9 DATA ANALYSIS

The data that was collected in the field was analyzed by use of descriptive statistics e.g. percentages.

The findings were presented by use of frequency tables and percentages. There was the use of excel to aid in the analysis.

CHAPTER FOUR

ANALYSIS AND PRESENTATION OF RESEARCH FINDINGS

4.1 INTRODUCTION

This chapter presents an analysis of field data and interpretation of the main findings of the study. The main concern of the study was to find out the factors that influence girl child participation in secondary education in Nyahururu of Division of Laikipia District. Several description analyses were made to achieve the set objective.

From a population target of 153 respondents, 135 girl students and 21 teachers answered the questionnaires.

Data analysis was done by use of descriptive statistics. The findings were presented by use of frequency tables and percentages. There was use of excel to aid in the analysis. Quantitative data were derived from open ended questions and described in theory.

The analysis and presentation was be carried out in six major themes based on the research questions raised in chapter one. These themes are as follows;

- Family factors that cause girls not to transit from primary education to secondary education.
- Family factors that cause girls to perform poorly in national exams.
- Family factors that cause girls to drop out of secondary school.
- School factors that cause girls not to transit from primary school to secondary school.
- School factors that cause girls to drop out of secondary school.
- Ways in which girl child participation can be improved in the area of study.

4.2. GENERAL FINDINGS.

General information was derived from the girl student through the questionnaire. This information was important as it helps the researcher know how the girl student views secondary education.

From the findings it was established that girls value secondary education, believe secondary education is important in one's life since it determines one's future career, a means to earn a living as shown by tables below.

Table 4.1 whether girls like going to school

Response	Frequency	Percentages
Yes	115	85.2
No	20	14.8
Total	135	100

Source: Field data

The respondents were asked by the researcher whether they like going to school or not. Majority of the respondents 85.2% said yes as indicated by frequency table 4.1 they don't like going to school. This shows that girls like going to school.

4.2.2 Do you believe secondary education is important to your life?

Table 4.2 whether girls believe secondary education is important

Response	Frequency	Percentages
Yes	125	92.6
No	10	7.4
Total	135	100

Source: Field data

The researcher asked the respondents to indicate whether or not secondary education is important to their life. 92.6% of the respondent felt that secondary education is important in their life as table 4.2 above shows.

4.2.3 Whether all primary school classmate girls joined secondary school

Table 4.3 whether all primary school classmate girls joined secondary school

Response	Frequency	Percentages
Yes	30	22.2
No	105	77.8
Total	135	100

Source: Field data

The respondents were requested to state whether or not all primary school classmate girls joined secondary school.

Majority of the respondents, 105 (77.8%) indicated No as shown in the table 4.3 above. Only 30 (22.2%) of the respondents said yes, which means that majority of the girls agree that not all primary school girls transit to secondary schools.

4.3. FAMILY FACTORS THAT CAUSE GIRLS NOT TRANSIT FROM PRIMARY EDUCATION TO SECONDARY EDUCATION.

Information on family factors that hinder the girl from transiting from primary to secondary education was gathered through questionnaire. A total of 135 school girls and 21 teachers responded to the questionnaires and gave their responses. Data collected were both quantitative and qualitative.

The findings from both the teachers and the girl students revealed that the main cause that hinder the girl child from transiting from primary to secondary education is lack of school fees as indicated below in Table 4.4

Table 4.4 whether lack of school fees prevent girls from joining secondary school.

Response	Frequency	Percentages
Yes	135	100
No	0	0
Total	135	100

Source: Field data

Respondents were asked whether lack of school fees prevent girls from joining secondary school. All the respondents said yes. Lack of school fees prevents girls from joining secondary school. This view is clearly reflected in Table 4.6 above where 100% of respondents cited school fees as very crucial.

4.3.2 Extent to which parent’s level of education influence girls’ participation in secondary education.

Table 4.5 whether parent’s level of education influence girls population in secondary education

Response	Frequency	Percentages
Very great	41	30.4
Great	53	39.3
Moderate	23	17.0
Low	18	13.3
Total	135	100

Source: Field Data

The researcher asked the respondents to give the extent to which the level of education of parents influences girl child participation in secondary education.

Table 4.5. Shows that majority of respondents, 39.3% indicate that parent’s level of education influences girl education to a great extent, 30.4% a very great extent, moderate 13.3% a low extent. The respondents felt that parent’s educational level greatly influences girl’s participation in secondary education.

4.3.3 Whether girls are discriminated against as compared to boys in terms of education?

Table 4.6 whether girls are discriminated against as compared to boys in terms of education?

Response	Frequency	Percentages
Yes	69	51.1
No	61	45.2
Missing	5	3.7
Total	135	100

Source: Field data

The respondents (girls) were requested to state whether they believe they are discriminated against by the parents as compared to boys in terms of education.

Majority of the respondents stated that it is true that girls are discriminated against. 51.1% said yes 45.2% said No. 3.7% of the respondents did not give any answer.

From the respondents as is shown in table 4.6, girls suffer discrimination as compared to boys from their parents.

4.4. FAMILY FACTORS THAT CAUSE GIRLS TO DROP OUT OF SCHOOL

The researcher asked the respondents, both the teacher and the girl to give family factors that cause girls to drop out of school.

Girl respondents started that there are family factors that push girls into dropping out of school.

The factors are as following,

- Lack of school fees due to high level of poverty in the family.
- Poor attitude to girl education by the family that make the girl to feel demotivated to continue with education.
- Premarital pregnancy and early marriages force the girl to drop out of school before completion.
- Teacher respondents state that the following as the family causes of girl drop out of school.
- Uncooperative parents make the girl to give up schooling. When a pregnant school girl delivers, the parents are reluctant to be left with the baby so that the girl can resume studies.

4.4.1 Extent to which uncooperative parents hinder girls from coming back to school after delivery.

Table 4.7 Extent to which uncooperative parents hinder girls from coming back to school after delivery.

Response	Frequency	Percentage
Very great	5	23.8
Great	8	38.1
Moderate	6	28.6
Missing	2	9.5
Total	21	100

Source: Field data

Table 4.7 above shows findings on the extent that uncooperative parents hinder girls from coming back to school after delivery. From the table majority of the respondents as shown by 38.1% were of the view that the extent was to great extent, 28.6% of the respondent, to a moderate extent, 23.8% of the respondent suggested to a very great extent while 9.5% of the respondents were non committal.

4.5. FAMILY RELATED FACTORS THAT CAUSE GIRLS TO PERFORM POORLY IN SCHOOL.

The respondents (girls) were asked by the researcher to state the family related factors that cause girls to perform poorly in school. In response the respondents gave the following causes.

- The parents give girls a lot of work at home which deny the girl child time to concentrate on studies.
- Absenteeism from school due to lack of school fees and other basic needs such as sanitary towels during monthly periods.
- Lack of family support so that the girl child get demotivated to work hard in school, this performs poorly.
- The teacher respondents add the list of family factors that cause the girl to perform poorly in school. The teacher states the following.
 - ◆ Uncovered papers- The parent appears not to care whether the girls perform well or not.
 - ◆ Poor attitudes towards girl education. Majority of the parents take girls to secondary school to grow and not to perform.

- ◆ Lack of focus and laziness among girls due to lack of parental guidance. The parents don't guide their daughters on the importance of education.

4.6. SCHOOL RELATED FACTORS THAT CAUSE GIRLS NOT TO JOIN SECONDARY SCHOOL.

The researcher asked the respondents both girls and teachers to give the main school related factors that hinder girls from joining secondary school education.

From the girls questionnaires the following causes were noted.

- Girls poor performance in K.C.P.E as a result of which they don't meet the secondary school admission requirement.
- High school fees charged especially by boarding secondary school also prevent girls from joining secondary school.

4.6.1 Extent to which failure to meet secondary admission requirement hinder girls from secondary education

Table 4.8 Extent to which performance leads to admission to secondary school

Response	Frequency	Percentages
Very great	41	30.4
Great	50	37.0
Moderate	26	19.3
Low	18	13.3
Total	135	100

Source: Field data

The researcher requested the respondents to indicate the extent to which failure to meet secondary school requirements prevent girls from joining secondary school.

Table 4.8 shows that majority of the respondents, 37.0% indicated a great extent 30.4% a very great extent.

4.7. SCHOOL RELATED FACTORS THAT CAUSE GIRLS TO DROP OUT OF SCHOOL

The researcher wanted to know from the respondent both school girls and the teachers what are the main school factors that encourage girls to drop out of the school.

The girls stated the following

- Teacher's poor attitude to girl education. That the girls are not serious and are lazy. Teachers are harsh to girls.
- Teachers send student (girls) away due to fees non payment.
- Stigmatization in school hinders girls from coming back to school after delivery as indicated by the table 4.9 below.

4.7.1 Extent to which stigmatization hinders girls from coming back to school after delivery.

Table 4.9 Extent to which stigmatization hinders girls from coming back to school after delivery.

Response	Frequency	Percentage
Very great	12	57.1
Great	4	19.0
Moderate	2	9.5
Low	2	9.5
Missing	1	4.8
Total	21	100

Source: Field data

The respondents (teachers) were asked to indicate the extent to which stigmatization hinder pregnant girls from coming back to school after delivery. Majority of the respondents, 57.1% are of the view that stigmatization hinders girls from coming back to school to very great extent,

19.0% to a great extent, moderate extent and low extent takes 2% each while 4.8% failed to respond. Table 4.9 above.

4.7.2 Whether teachers prefer teaching girls or boys.

Table 4.10 Whether teachers prefer teaching girls or boys.

Response	Frequency	Percentage
Boys	10	47.6
Girls	6	28.6
Missing	5	23.8
Total	21	100

Source: Field data

The respondents (teachers) were requested to state whether they would prefer teaching boys or girls. Majority of respondents preferred boys 47.6%, 28.6% respondents preferred teaching girls while 23.8 % remain non-committal. Table 4.10 above.

4.7.3 Whether school environment is conducive to girl education

Table 4.11 whether school environment is conducive to girl education

Response	Frequency	Percentages
Yes	16	76.2
No	5	23.8
Total	21	100

Source: Field data

The respondents were asked to state whether or not school environment is conducive to girl education. 76.2% of the respondents gave a positive response as shown by table 4.12. This means that for the majority of respondents (teachers), school environment is conducive to girl education. Table 4.11 above.

4.8. SUGGESTIONS ON HOW TO IMPROVE GIRL CHILD EDUCATION

The respondents both girls and teachers were asked to suggest ways of improving girl child participation in secondary education.

Majority of girl respondents stated that girl education can be improved through the following measures.

- i. Guidance and counseling to enable the girl so as to make informed decision concerning education.
- ii. Provision of sanitary towels to the girls to curb absenteeism from school.
- iii. Parents should be sensitized on the importance of girl education enable them support their girls and even pay their school fees.

Majority of teacher respondents suggested that parents should be involved more to monitor the progress of the girls in school, jobs should be provided to those girls who finish school and encourage them to work hard and get focused.

Discourage intimate relationship between girls and boys so as to get time to concentrate on studies. Sensitize girls on the importance of education so that they get serious with studies while in school.

CHAPTER FIVE

SUMMARY OF FINDINGS, CONCLUSIONS AND RECOMMENDATIONS:

5.1 INTRODUCTION

This chapter is a summary of the research findings, conclusions and recommendations of the study and areas that require further research.

The broad objective of the study was to find the factors that influence girl child participation in secondary education in Nyahururu Division of Laikipia District. The study was a descriptive survey design based on the following objectives;

- To establish the influence of the family on girl child participation in secondary education in Nyahururu Division of Laikipia District.
- To investigate whether the school environment hinders girls' participation in secondary education in Nyahururu Division.
- To explore ways of improving girl child participation in secondary education in Nyahururu Division and Kenya at large.

Data were analyzed based on the objectives of the study.

The study was to investigate the factors that influence girl-child participation in secondary education in Nyahururu Division.

Data from each respondent was compiled and subjected to analysis. The summary of the results were presented in frequency tables and percentages.

5.2 SUMMARY OF THE STUDY

The study sought to establish the factors that influence girl child participation in secondary education in Nyahururu Division.

Chapter one of the study discussed the background of the study, problem statement, objectives and research questions. It also discusses the significance of the study, assumptions and limitations of the study.

Chapter two was the review of the studies that have been carried out over the years on girl child participation in education. The chapter discusses this literature under the following sub topics;

- Focus on deprivation of girl child education.
- Strategies for improving girl child access to education.
- Challenges facing girl child education.

Chapter three of the research discusses the design and methodology adopted for the study. This chapter specifically dealt with the research design, target population, sampling design, data collection procedures and the data analysis instruments used.

Chapter four involved the presentation, analysis and interpretation of the data according to the responses obtained using researchers questionnaires that were administered to respondents of the target population i.e. teachers and the girl-child.

Chapter five presented the summary of the study findings, conclusions and recommendations for further research. The chapter also presented possible solutions towards improving girl child participation in secondary education.

5.3 FAMILY RELATED FACTORS THAT HINDER GIRL CHILD PARTICIPATION IN SECONDARY EDUCATION.

From the findings of the research it was found that girls like going to school. Majority of the girls understand the importance of education and the crucial role it plays in shaping their future life. Education is also important in terms of equipping individuals for careers to earn a living. Girls also understand d that good education will lead to social economic development of a person.

However it was revealed by the findings that girl education in secondary school suffer a number of shortcomings. Several family related factors negatively influence girl child participation in secondary education. Majority of the respondents felt that the parents' level of education hinders girls from participating in secondary education. Parents with little or no education do not understand the importance of girl education. They are therefore reluctant to take their daughter to school.

Majority of the respondents also reveal that girls suffer discrimination b y parents as regard to access to education especially in secondary education.

The parents prefer educating boys and not girls. They don't understand the value for girl education because girls will get married off while boys will remain with them at home.

Lack of school fees also effects girl child education in secondary schools. Most respondents felt that lack of school fees greatly hinder girls from joining secondary school. Lack of school fees is tied to the high poverty levels of the rural parents and their poor attitudes towards girl education.

Other factors influencing girl child participation in secondary education include teenage pregnancies and early marriages. Majority of the respondents' state that most girls drop out of school because of teenage pregnancies and early marriages.

Also too much work at home especially for the girls attending day secondary schools is an obstacle to good performance by girls such girls do not have enough time to do school assignments.

For the pregnant girls who would wish to get back to school, it was found that the parents are very uncooperative and would not agree to take care of the baby. Such girls are forced to leave school for good just because they got pregnant. They have to study at home to look after their babies.

Girls from poor family background also lack the basic needs like sanitary towels. It was found out that the main cause of girl absenteeism from school is lack of sanitary towels. Most girls find it uncomfortable to be in school during menstruation without effective sanitation. They opt to stay at home.

5.4 SCHOOL RELATED FACTORS THAT INFLUENCE GIRL CHILD PARTICIPATION IN SECONDARY EDUCATION.

From the findings of the research, it was found out that girls have no problem with the school environment and the teachers. Girls regard their teachers as friends.

However the findings reveal that the teachers have a low attitude towards girls as their students. Majority of the teachers stated that they would prefer teaching boys and not girls. They said that girls are lazy and not focused and therefore perform poorly in school.

5.5 SUGGESTIONS ON WAYS TO IMPROVE GIRL CHILD PARTICIPATION IN

SECONDARY EDUCATION.

From the findings it was found out that girl education can be improved through the following

- a) Provision of guidance and counseling for the girls to enable them make informed decisions as regards their education.
- b) Involving parents to monitor the progress of the girls in school so as to encourage them work hard.
- c) Sensitize the parents on the importance of girl education. Parents should understand that girl education is important not just to the individual girl but to the society. Parents should be able to see the need to pay school fees for girl education.
- d) Provision of sanitary towels to school girls so as to curb absenteeism from school that is necessitated by lack of sanitary towels for use during their “bad” days.
- e) Provision of jobs to those girls who finish school to encourage those in school to work hard and get focused.
- f) Discourage intimate relationship between girls and boys to curb teenage pregnancies and early marriage.
- g) Encourage cheap and affordable boarding schools for girls to avoid too much work at home and avail enough time to concentrate on studies.
- h) Formation of good government policy that lead to affirmative action for the girls in terms of admission to secondary schools and other institution of higher leaning.

5.6 CONCLUSION

From the findings it was noted that the girl child loves education and would wish to pursue it to secondary level and beyond (i.e. colleges and universities) for purposes of self development.

The study however concludes that family related factors negatively influence girl child’s participation in secondary education. Several factors in the family have led to the girl child not to join secondary school education, poor performance in school among the girls and dropping out of school before completion.

Culturally girls are discriminated against by the parents who prefer to educate boys denying the girl child that family support she really needs. It is also evident from the findings that even at school the teachers believe that girls are lazy and not focused. This belief makes the teachers to prefer teaching boys and not girls. This amounts to discrimination.

To improve girl child participation in secondary education, it is important that she gets support and encouragement from both the family and the school. This is very necessary because an educated girl is not only an asset to herself but also to the society and nation at large.

5.7 RECOMMENDATIONS

From the findings of the study, it is evident that girl child suffers discrimination from both the parents and the teachers.

It is therefore recommended that the parents should stop discriminating against the girl child. Parent should give equal schooling opportunities to both the sons and daughters.

The teachers in school should have positive attitude towards the girl child in school so as to encourage girl child to enroll in secondary school.

- Efforts should be made to sensitize the parents on the importance of education to all their children without discrimination.

The government should establish policies to enhance girl child education in secondary education and to enforce parents to take all children to school without discrimination.

5.8 SUGGESTIONS FOR FURTHER RESEARCH

The study focused on girl child participation in secondary education in a very small area Nyahururu division in Laikipia district. Further research should be carried out on girl child secondary education in other areas of the district to get more information on girl child participation in secondary education that is more conclusive.

Research should also be done on other factors that influence girl child participation in secondary education beside family and school related factors.

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Appendix A

Questionnaire for students (Girls)

The following questions are intended to give information on the factors influencing girl child access to secondary education in Nyahururu Division

The information you provide in the questionnaire will be in confidence and will be used for academic purposes only.

1. Do you like your school?

If yes why?

.....

If No why?

.....

2. Did all your primary school classmates (girls) join secondary school?

Yes / No

If No, why?

.....

3. Do you think lack of school fees prevent girls from joining secondary school?

Yes / No

If yes to what extent?

- Very great

- Great

- Moderate

- Low

4. Girls fail to meet secondary school admission requirements. To what extent does this prevent

them from joining secondary school?

- Very great

- Great

- Moderate

- Low

5. To what extent does the education level of the parents' influences girl child participation in

- Very great

- Great

- Moderate

- Low

6. In your opinion, what problem do girls encounter at home which may negatively

influence their education ? List them down.

7. Do your teachers encourage you to continue with school?

Yes () No ()

If No, explain

8. In school, are the teachers friendly? Yes /No

9. Do the teachers make you feel welcome at school? - Yes / No

10. What are the main challenges at school for girls?

- a. Lack of appropriate facilities
- b. Lack of good models
- c. Bad influence by schoolmates
- d. Lack of fees
- e. Hostile teachers

11. What are the main causes of school drop out for girls?

- (a) Peer pressure
- (b) Pregnancies
- (c) Sickness of family members
- (d) Lack of fees
- (e) Lack of interest in education
- (f) Discouragement from the teachers.

12. In your view, is the number of girls dropping out of school increasing or decreasing?

(tick where appropriate)

13. Do you believe that girls are discriminated against by their parents and that the parents would prefer educating the sons and not their daughters?

Yes () No ()

If yes explain why?

14. What interferes with smooth running of your education?

- (a) Too much work at home
- (b) Peer pressure

(c) Sickness (yours or your relatives)

(d) Unconcerned teachers

(e) Non of the above

(f) Frequent abstention

15. Absenteeism from school for girls is mainly caused by

(a) Lack of school uniform

(b) Lack of sanitation towels during menstruation.

(c) Others - State

16. Do you believe the secondary education is important in your life? Yes / No

.....

If yes explain

.....

.....

17. Suggest ways of improving girl child education.

APPENDIX B

Teacher's questionnaire

The following questions are intended to give information on the factors influencing girl child access to secondary education in Nyahururu Division

The information you provide in the questionnaire will be treated in confidence and will be used purely for academic purposes.

1. Is the school mixed or single sex school – Yes or No

.....
2. In your opinion as a teacher how would you rate the girls in your school?

- (a) Hardworking
- (b) Lazy
- (c) Unfocussed
- (d) Satisfactory

3. Would you prefer teaching girls or boy and why?

If boy why?

.....

If girls why?

.....

4. What are the main causes of girls absenteeism in school

- (a) Poor attitude to education
- (b) Lack of school fees
- (c) Sickness
- (d) Peer pressure
- (e) Unconcerned parents

5. In your observation what are the main causes of school dropout by girls

- (a) Pregnancies / early marriages
- (b) Lack of school fees
- (c) Lack of focus
- (d) Lack of parental guidance.

6. What are the main challenges to girl education in your secondary school?

- (a) School fees
- (b) A lot of work beside school assignments
- (c) Ignorance
- (d) Parents' poor attitude to girl child education
- (e) Pressure from outside schools

7. Is school environment conducive to learning for the girl child?

Yes () No ()

Explain

8. What percentage of the girls who drop out of school manage to come back after delivery

- Very high percentage
- High percentage
- Low percentage
- Very low percentage

9. To what extent do the following factors hinder pregnant girls from coming back to school after delivery?

(a) Lack of interest in school education

- Very great
- Great
- Moderate
- Low

(b) Un cooperative parents

- Very great
- Great
- Moderate
- Low

(c) Motherhood responsibilities

- Very great
- Great
- Moderate
- Low

(d) Stigmatization

- Very great
- Great
- Moderate
- Low

10. What measures would you suggest to improve girl education in your school?

.....
.....

APPENDIX C
Budget estimates

The study will require an estimate budget of Ksh. 79,250 to be used as follows :-

Preparation of the proposal	Ksh. 10,000
Purchase of research materials	Ksh. 10,000
Transport and accommodation costs	Ksh. 15,000
Subsistence materials during data collection	Ksh. 15,000

Typing and production of the research project

Stationery.....	Ksh. 10,000
Computer services	Ksh. 10,000
Photocopying and binding	Ksh. 5,000
Total	Ksh. 75,000
Contingencies 5 %	Ksh. 4,250
Grand Total	Ksh. 79,250