A SURVEY OF EDUCATION ACCESS BY THE GIRL-CHILD IN ASAL REGION: A STUDY IN MAGADI DIVISION, KAJIADO DISTRICT

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E54/0194/03

A RESEARCH PROJECT SUBMITTED IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF MASTERS OF EDUCATION, DEPARTMENT OF EDUCATIONAL PSYCHOLOGY, KENYATTA UNIVERSITY.

KENYATTA UNIVERSITY

AUGUST, 2005
DECLARATION

This Research Project is my own original work and has not been presented for a degree in any university.

Mbatia Florence Nyambura
E54/0194/03

This Research Project has been submitted for examination with the approval of university supervisors:

Prof. F. M. Okatcha

Department of Educational Psychology: Kenyatta University

A Research Project submitted to the board of postgraduate studies: Kenyatta University
DEDICATION

This work is dedicated to my husband, Charles Theuri Mwangi for believing and encouraging me all through the programme to its completion and to my children, Sidney Theuri Mwangi and Faith Gathigia Mwangi - for standing by me during the hardest moments of my life.
ACKNOWLEDGEMENT

My sincere appreciation is expressed to my supervisor, Prof. F. M. Okatcha, for his enabling support, guidance and constructive criticism, from the beginning to the completion of the study and to Prof. M. M. Patel for his endless support and guidance. This work would not have been what it is today without their professional advice.

I am also indebted to other lecturers in the department - Dr. Ndambuki and Dr. M. Mwangi for their innumerable and priceless tips, time and again during my proposal writing ensured the persistence of zeal hitherto unknown to me, which made me to complete this work successfully.

To all my respondents, I say thank you for your co-operation. To my father, John Mbatia, mother, brothers and sisters, colleagues as well as my school principal, Lucy Mbuthia - Magadi Secondary School, I am sincerely grateful for your unwavering support in all my undertakings. To my loving husband, for your patience and understanding without which this work would have been nearly impossible. To my children, Sidney and Faith Theuri Mwangi, thank you for your love, patience and understanding during this study.

Finally, I thank all the people who contributed in bringing this work to a successful completion. May the Almighty God bless you all.
ABSTRACT

Despite the growing body of knowledge about the importance of female education as not only a right but also a need, many pastoralist children, especially girls, hardly enjoy this opportunity. Instead a great gender disparity is portrayed with girls registering a low retention rate in the transition stages. The enrolment rate for girls at upper classes in primary remains minimal compared to lower classes. Therefore, the study intended to study factors that inhibited the girl-child from full access to education, retention and performance in pastoral communities, particularly the Maasai of Magadi division.

In particular, the study sought to find out the enrolment, dropout rate and the factors that hinder academic performance among the Maasai girl-child. The study aimed at establishing the view held by the local community, teachers and learners on the importance of girls' education. The study also found out how effective intervention measures put in place have been, besides making appropriate recommendations based on the findings of the study.

The study covered selected primary schools where enrolment rate and drop-out rate would be verified.

The descriptive survey design was used for data collection. Stratified random sample was used to select 3 schools out of the 8 primary schools in the division. Purposive sample was used in carrying out interview schedule. Two schools were public day primary schools while the other was a mixed-boarding public school. Questionnaires were used by the researcher. Researcher used the school records to fill appropriate data in the document analysis tables. The researcher visited the Area Education Officer, Head teachers and local representatives to interview them. The collected data was subjected to both qualitative and quantitative analysis.
The study results should be used for providing useful information to the policy makers in implementing workable strategies that will promote girls' education in pastoral regions. Useful insight as to the effectiveness of existing government and Non-governmental organizations intervention measures was provided with an aim to strengthen them in working with the local community.
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ACRONYMS
AEO  -  Area Education Officer
ASAL  -  Arid and Semi Arid Land
FAWE  -  Federation
FGM  -  Female Genital Mutilation
FPE  -  Free Primary Education
GNP  -  Gross National Product
KCPE  -  Kenya certificate of Primary Education
KCSE  -  Kenya Certificate of Secondary Education
NER  -  Net Enrolment Rate
NGO  -  Non-Governmental Organization
UNC  -  United Nations Commission
1.0 Introduction

This section of the study gives details on background information, statement of the problem, purpose of the study, objectives of the study, research questions, significance of the study, conceptual framework, assumptions of the study, limitations of the study and definition of significant terms.

1.1 Background of the Study

In spite of the fact that improving and widening access to education has been a major goal of the Kenyan government, the history of educational opportunities, especially in pastoral areas still holds cultural inequalities and disparities between boys and girls, (UNICEF, 2003).

This is so as the girl-child often faces discrimination from the earliest stages of life, through childhood and into adulthood. Her low status is reflected in the denial of fundamental needs and rights as well as in such harmful attitudes and practices as a preference for sons, early marriage, Female Genital Mutilation (FGM) domestic abuse, incest, sexual exploitation, discrimination, less food and less access to education.

Overall, girls’ school attendance still lags severely behind that of boys. One of the major reasons why so many girls do not attend school is because of their workload, both within and outside the household, (Fourth World Conference on Women, Beijing, 1995).

Daughters are often kept at home to help the family because the social and economic value of educating girls is not recognized. It is a known fact that among the worlds exploited child workers, girls outnumber boys. Thus, without access to education, girls are denied the knowledge and skills needed to advance their status as well as unleashing of their potentiality.

During it’s forty-session in (1998), the United Nations Commission (UNC) on the Status of
Women recommended further action to protect and empower the girl-child. Among the agreed conclusions of the session were measures to prevent and eradicate the sale of children, child prostitution and pornography, as well as actions to enable girls, including pregnant girls and teenage mothers, to continue their education.

In Kajiado District, inhabited by the nomadic pastoralist Maasai community, Krathi, (2002), highlights that the provision of formal education to the pastoralist communities is usually hampered by harsh environmental conditions and remoteness of school. These people mainly live in dry lands of Africa and their herds number several tens of millions. Krathi, further notes that mainstream explanation for the failure of education provision in pastoral areas usually blame the recipient. It is assumed that the problem stem from the nomads' obsolete way of life and cultural conservatism rather than from the incapacity of the national system to respond to the living conditions of a significant number of its citizens. Consequently, high drop-out of girls from school is persistent.

A girl-child in pastoral community such as the Maasai is often assigned by her parents work such as fetching water daily at distant wells, watching after her siblings, or herding the cattle and sheep because of the belief that animals multiply faster under the care of a girl. Furthermore, the girl-child is threatened by the cultural practice of early marriage. In many cases, young girls are forced into early marriages by their parents as a means of increasing the family's livestock, a measure of wealth in nomadic people.

The dowry is paid in form of cattle, so that parents with daughters of 8 to 12 years of age enter into marriage negotiations with the aspiring male suitor's family. Girls are promised in marriage to older men - sometimes men of 60 to 80 years old - because they have more cattle for the bride price. This practice is reinforced further because the community holds older men with high esteem and unrivalled respect among their colleagues for marrying of a young bride.
Russell, (The East African Standard, 27th January, 1999) says that many girls are removed from school and married off by their parents at the age of fourteen or below this. This is mainly due to the fear that girls will reject the Maasai culture if they are allowed to go school. The community believes that education opens a whole world and they fear the girl will get lost from the community or fail to get married. Russell adds that, the parents believe that because of the early marriage, the community is largely free from social evils such as prostitution, which are common in the neighboring communities.

While men may benefit from this practice, the consequences to the girls are that they begin childbearing early, end their schooling and lose educational opportunities. Evidence shows that women who have their first child before the age of 20 obtain less education, have fewer job possibilities, receive lower income and are more likely to be divorced or separated from their partners than those who marry after age 20. This situation is further complicated by the fact that, most schools in Kenya routinely expel girls who become pregnant. (Babikian, CCF, 2003).

In addition, other rites of passage such as FGM is blamed for high rate of school drop out who are captive to their cultural practices, most Maasai girls are denied a chance to attain education and forced to undergo female genital mutilation in preparation for early marriages.

On children’s rights girls are often treated as inferior to boys, both within the home and by society at large. They are socialized to put themselves last, which in turn undermines their self-esteem and their ability to reach their full potential as human beings. When a girl is prevented from going to school or is too exhausted to pay attention in class because of her workload at home, she is being denied her right to education. When a girl carries the bulk of responsibility for the house work while her brother studies, plays or attends to his interests and hobbies, she is being discriminated against.
Thus, the necessity to look into plight of the girl-child in regard to accessing education, ‘The key to all the locks that are keeping girls out of school - from poverty to inequality to conflict - lies in basic education for all...The first step is for societies to recognize that educating girls is not an option, it is a necessity.’ (Koffi Anan, United Nations Secretary General, World Forum on Education - Dakar, April 2000). Hence, the need to carry out a study, that aims to address the factors hindering education access by the girl-child in ASAL region.

1.2 Statement of the Problem

School drop out, poor enrolment and performance among pastoralists is persistent in Kenya despite efforts being made to curb it. In Kajiado District, young girls are removed from school and married off by their parents. The government’s obligations to ensuring the human rights of the girl-child are maintained, such as, “....the state recognizing the right of the child to education and to be protected from economic exploitation and from performing any work that is likely to be hazardous or to interfere with the child’s education or to be harmful to the child’s health or physical, mental, spiritual, moral or social development as well as to protect the child from all forms of sexual exploitation and sexual abuse...”(Convention on the Rights of the Child).

Majority of these rights remain ineffective where girl-child is concerned. Instead, traditional cultural practices undeterred persist in making education opportunities and full potential growth and empowerment of the girl-child a far-fetched dream.

In the light of the above, the researcher intended to assess the issues that hindered girls from accessing education in the Maasai community in Magadi division.

1.3 Purpose of the Study

Based on the problem stated, the purpose of this study was to study the factors that inhibited the girl-child from full access to education, retention and performance in pastoral communities
of Magadi division. The study also studied the view held by the local community, teachers and learners on the importance of educating girls. The study sought to establish the effectiveness of intervention measures put in place by the government and Non-Governmental Organizations. Finally, the study sought to find out the proposed recommendations towards addressing the problem.

1.4 Objectives of the Study

The specific objectives of this study were:

(a) To find out the enrolment rate of local Maasai girls' in primary level.

(b) To find out the drop out rate of the local Maasai girls at primary level.

(c) To examine the performance of local Maasai girls in national examinations such as K.C.P.E and K.C.S.E.

(d) To find out the view of the local community, teachers and learners on educating the local Maasai girls.

(e) To find out the factors that affect enrolment, retention and performance of the local Maasai girls in schools.

(f) To find out what initiatives exist on the ground in each school environment by the government and the non-governmental organizations.

(g) To find out the local people's suggestions for addressing the problem.
1.5 Research Questions

The study was guided by the following research questions:

(a) What is the enrolment rate of local Maasai girls in primary school level?

(b) What is the drop out rate of local Maasai girls at primary school level?

(c) What is the performance of local Maasai girls in National examinations such as K.C.P.E?

(d) What are the views of the local Maasai community, teachers and learners on girl education?

(e) What are the factors that affect enrolment, retention and performance of girls?

(f) What initiatives exist on the ground in each school environment by the government and Non-Governmental Organizations (NGO)?

(g) What are the local people's suggestions for addressing the problem?

1.6 Significance of the Study

The study examined the various interventions put in place in bid to advocate for girl-child right to education by the government and the non-governmental organizations; amid declining school enrolment and particularly the alarming high rate of girl-child dropping out of school.

It was hoped that the results of the study would further echo the plight of the girl-child and energize the existing pressure groups and organizations to work together with the local community and come up with sustainable projects that can improve and promote positive attitude on the parents and the local community in making the local girls easily access education.

The study provided data on enrolment rate at the various transition stages i.e. from lower primary to upper primary of the local girl-child. This portrayed the disparities of enrolment
existing in the Magadi division. Again, the study sought to highlight the rate of retention and performance of girls in the division.

This study also hoped that the policy makers would take the challenges faced by the pastoral communities in provision of education as of urgent need. Such things would include; material resources, health facilities, infrastructure, among others. Thus, channel sustainable development strategies to lift up the standard of living in the marginalized group.

1.7 Conceptual Framework

Figure 1.1 A Conceptual Framework of Education Access to a Girl-Child in ASAL Region

1.7.1. Cultural attitudes
- Preference for sons
- Early marriage
- Early pregnancy

1.7.2. Sexual violence
- Female genital mutilation (FGM)
- Sexual harassment
- Prostitution
- HIV/AIDS Risks

1.7.3. Insecurity
- For girls
- Migratory lifestyles of pastoralists

1.7.4. Quality issues
- Inadequate teaching-learning materials/facilities
- Lack of teacher support system
- Gender insensitivity

1.7.5. Poverty and drought
- Child labour
- Malnutrition

1.7.6. Low enrolment
- High drop out rate
- Poor Performance

1.7.7. National Examination
- Poor Performance in:
  - K.C.P.E.
  - K.C.S.E.
The conceptual framework postulated that other forces outside the girl-child control determined whether she would access education or not. It is noted that these barriers defies even the UN Human Rights Charter and the Convention on the Rights of the child, which recognize education as a right to every child, (The Standard, October, 2004). The outcome of these challenges that face the girl-child have far reaching effects on the academic life of the girl. It is noted that there is high drop out rate, low enrolment and poor performance in examination by the girl-child.

1.8 Assumptions of the Study

In the study, the following assumptions were made:

- All respondents would be cooperative and provide reliable responses.
- The researcher did not know the level of transition change in enrolment and performance in primary and secondary schools in the selected division.
- All the pupils selected for the study had gone through the same level of tuition in terms of teaching time and covered the same syllabus.

1.9 Scope and Limitations of the Study

The following were the limitations of the study:

The study limited itself to only one division in pastoralist regions namely, Magadi Division Kajiado District. For a more conclusive result, the whole of Kajiado district should have been studied.

However, this was not possible due to financial and other logistic constraints such as terrain and inaccessibility as well as time-frame.

There is a lot of literature on girl-child in respect to access to educational provision. The review was basically drawn from within and outside Kenya.
1.10 Definition of Operational Terms

**Access** - Availability of opportunities at primary level of acquiring education for the disadvantaged in the society i.e. the girl–child.

**Dropout rate** - The percentage of girls withdrawing from primary school before sitting for National Examinations.

**Attitude** - Negative or Positive predisposition towards certain individuals or things.

**Disparities** - Marked difference in terms of education opportunities.

**Gender** - A social construct conceptualized in terms of sex role in males and females.
CHAPTER TWO
LITERATURE REVIEW

2.0 Introduction

This study was concerned with the factors that hindered girls to access full education particularly in ASAL region. Literature was reviewed focusing on the following pertinent areas: importance of education; gender disparity in enrolment and dropout rate as well as factors affecting access to education in order to review the effectiveness of existing interventions as well propose possible policy intervention strategies. Literature related to theoretical research is also reviewed.

2.1 Importance of Education

Nations have an obligation to all citizens regardless of sex, not only because education is a basic human right but also because of its benefits to families, and society as a whole. This makes it imperative for governments and all concerned to ensure that both sexes, not just males, receive and get maximum benefit from education. The education of females in particular has immense economic and social advantages.

According to King and Hill (1993), and Psacharopoulos (1989) developing countries realizes faster growth of GNP, High family incomes, improved participation in wage employment and higher productivity as economic advantages arising out of educating girls to primary level of education. In asserting a case on social benefits arising from girls' education, King (1990) and Hill (1993) notes those girls' education facilities: lower mortality rates, lower fertility rates, improved nutrition and increases life expectancy life.

The advantages of educating of females in particular rationalize public and private expenditures in girls' education (Summers 1992). In the 80's Graça Machel - Former Minister for Education, Mozambique noted that:
"I have seen how one year of school changes a child and how many years of school transform that child's future. I have watched as the power of education saved families from poverty, babies from dying and young girls from the lives of servitude. And I have lived long enough to see a generation of children, armed with education, lift up a nation."

From the above, it is evident that education of females is one of the critical factors, which contributes positively to national economic and social development. This fact is recognized in Kenya. Even so, there exist gender disparities in all levels of education. It is therefore important that education of girls is given special attention if their contribution to national development is to be realized.

2.2 Gender Disparities in Enrolment

In spite of all the demonstrated importance of education for both male and female, women remain under-represented in all levels of education. A lot of literature exists to attest that women have lagged behind men in educational access especially in Africa. A report during the world conference on education in Paris in 1998 cited that unequal education opportunities within countries are based on sex, regional, social-economic factors and sometimes ethnic backgrounds, (UNESCO 1998).

Differences based on sex were seen as one of the greatest hindrances to development compared to other disparities. In Kenya as the tables below indicates gender differences persist right from primary to higher levels of education.

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Source: Ministry of Education (1999)
### Table 2.2  Enrolment in Secondary Schools by Gender 1990 - 1999, (in "000")

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<td>65</td>
<td>79</td>
<td>68</td>
<td>65</td>
<td>267</td>
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<tr>
<td>1993</td>
<td>M</td>
<td>82</td>
<td>73</td>
<td>73</td>
<td>66</td>
<td>294</td>
<td>55.4</td>
<td>531</td>
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<td></td>
<td>F</td>
<td>70</td>
<td>63</td>
<td>56</td>
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<td>M</td>
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<td>88</td>
<td>79</td>
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<tr>
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<td>F</td>
<td>78</td>
<td>77</td>
<td>66</td>
<td>62</td>
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<tr>
<td>1995</td>
<td>M</td>
<td>96</td>
<td>89</td>
<td>83</td>
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<td>F</td>
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<td>76</td>
<td>70</td>
<td>61</td>
<td>291</td>
<td>46.0</td>
<td></td>
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<td>78</td>
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<td>658</td>
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<td></td>
<td>F</td>
<td>86</td>
<td>82</td>
<td>72</td>
<td>66</td>
<td>305</td>
<td>46.4</td>
<td></td>
</tr>
<tr>
<td>1997</td>
<td>M</td>
<td>98</td>
<td>96</td>
<td>89</td>
<td>80</td>
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</tr>
<tr>
<td></td>
<td>F</td>
<td>87</td>
<td>87</td>
<td>79</td>
<td>69</td>
<td>323</td>
<td>47.0</td>
<td></td>
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<td>1998</td>
<td>M</td>
<td>102</td>
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<td>90</td>
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<td>373</td>
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<tr>
<td></td>
<td>F</td>
<td>93</td>
<td>87</td>
<td>78</td>
<td>69</td>
<td>327</td>
<td>46.7</td>
<td></td>
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<td>83</td>
<td>76</td>
<td>335</td>
<td>52.8</td>
<td>635</td>
</tr>
<tr>
<td></td>
<td>F</td>
<td>92</td>
<td>83</td>
<td>73</td>
<td>65</td>
<td>300</td>
<td>47.2</td>
<td></td>
</tr>
</tbody>
</table>


### Table 2.3  Enrolment in University Institutions by Gender 1995/96-1998/99

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
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<th></th>
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<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Nairobi</td>
<td>9,192</td>
<td>3,121</td>
<td>12,313</td>
<td>11,455</td>
<td>3,995</td>
<td>15,450</td>
<td>8,976</td>
<td>3,448</td>
<td>12,424</td>
<td>27.8</td>
</tr>
<tr>
<td>Kenya</td>
<td>5,520</td>
<td>3,054</td>
<td>8,574</td>
<td>5,788</td>
<td>3,673</td>
<td>9,461</td>
<td>4,730</td>
<td>3,020</td>
<td>7,758</td>
<td>38.9</td>
</tr>
<tr>
<td>JKUAT</td>
<td>1,817</td>
<td>417</td>
<td>2,234</td>
<td>2,555</td>
<td>450</td>
<td>3,005</td>
<td>2,471</td>
<td>621</td>
<td>3,092</td>
<td>20.1</td>
</tr>
<tr>
<td>Moi</td>
<td>3,424</td>
<td>1,153</td>
<td>4,577</td>
<td>3,585</td>
<td>1,363</td>
<td>4,951</td>
<td>3,699</td>
<td>1,441</td>
<td>5,140</td>
<td>28.0</td>
</tr>
<tr>
<td>Maseno</td>
<td>1,939</td>
<td>859</td>
<td>2,598</td>
<td>1,860</td>
<td>949</td>
<td>2,809</td>
<td>1,321</td>
<td>3,999</td>
<td>5,320</td>
<td>32.8</td>
</tr>
<tr>
<td>Egerton</td>
<td>2,340</td>
<td>5,445</td>
<td>7,785</td>
<td>5,705</td>
<td>2,351</td>
<td>8,056</td>
<td>5,654</td>
<td>2,546</td>
<td>8,200</td>
<td>31.0</td>
</tr>
<tr>
<td>Total</td>
<td>24,032</td>
<td>14,049</td>
<td>38,081</td>
<td>30,951</td>
<td>12,781</td>
<td>43,732</td>
<td>28,225</td>
<td>12,388</td>
<td>40,613</td>
<td>30.5</td>
</tr>
</tbody>
</table>

As it can be extrapolated from the above tables, gender inequalities are apparent in all levels of Kenyan education. The tables reveal that the gender differences have persisted throughout the period whereby more boys enrolled throughout the years indicating that many girls are not enrolled.

According to the Education Master Plan Report of 1997-2010 the current status in secondary education in Kenya manifests: Decline in gross enrolment from 31% in 1989 to 27% in 1996, the existence of gender disparities in enrolment and participation in secondary level (female proportion of the total population in 1996 registered was 46% and boys 54%) and high dropout rates among females (14% females and 11% males dropped out) (Republic of Kenya 1998).

Other studies have tried to unravel factors influencing the gender disparities in education in Kenya, including Obura (1991), FAWE/MOE/MTTAT (1995) and Kakonge (2000). Obura's (1991) study examining textbooks used in Kenya primary schools shows that books continue to portray stereotyped images of men and women. The (FAWE/MOE/MTTAT) study had a component that examined girls' attitudes and aspirations in a selected group of secondary schools. These studies found girls' attitudes toward education and particularly science subjects, to be positive. Girls also had high aspirations for higher education particularly in science based careers.

Kakonge's study had a component that examined teachers' thinking or level of reflection on gender disparities in education and particularly in science subjects. The analysis showed that a majority of teachers had perceptions of girls and science that were gender stereotyped and traditional. A smaller cluster of teachers, however, had quite girl-friendly perceptions. Thus, studies emanating from the Kenya context show that textbooks, curricula and teachers may be important factors contributing to gender disparities in education.

In January 2003, the Government of Kenya announced the introduction of free primary education. As a result, primary school enrolment increased to around 70%. However, wide
gender disparities exist in certain regions: in North Eastern Province, Net Enrolment Rate (NER) has remained unacceptably low, at 13.4% (16.5% for boys and only 9.8% for girls) (UNICEF, 2003).

A study carried out by the Entasopia School Health and Advocacy in Magadi (2001) on the drop out rate for girls over the last seven years revealed that about 5 girls per year dropped out totaling about thirty five since 1996. The reasons given according to the head-teacher included:

- Unwanted pregnancies - 17%
- Early marriages - 31%
- Continued repetition of the same class - 25.7%
- Lack of school fees - 16.3%
- No apparent reason - 10%

The number of girls who have dropped out of Entasopia Primary School since 1995

<table>
<thead>
<tr>
<th>YEAR</th>
<th>NO</th>
<th>CLASS</th>
<th>REASON (S)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1996</td>
<td>6</td>
<td>7, 4, 6</td>
<td>P (II), M (I), SF (III)</td>
</tr>
<tr>
<td>1997</td>
<td>8</td>
<td>4, 6, 7</td>
<td>P (I), M (II), SF (IV), R (I)</td>
</tr>
<tr>
<td>1998</td>
<td>7</td>
<td>3, 5, 7</td>
<td>P (II), SF (V)</td>
</tr>
<tr>
<td>1999</td>
<td>9</td>
<td>5, 6, 8</td>
<td>P (II), M (II), SF (III), R (II)</td>
</tr>
<tr>
<td>2000</td>
<td>5</td>
<td>4, 6, 7</td>
<td>M (I), SF (II), R (I), NR (I)</td>
</tr>
</tbody>
</table>

KEY:
- P - Pregnancy
- M - Marriage
- SF - School Fees
- R - Repetition
- NR - No Reason
Even though there has been rapid development of education, gender disparities are still real as revealed above. The government of Kenya and education policy in particular however, has no gender bias. The government is committed to providing equal educational opportunities to all citizens. These calls for research particularly in implementation of educational policies because the policies parse are gender sensitive.

2.3 Factors Affecting Access to Education

For one to enroll in school or a particular program there are several factors which influences access. Psacharopolous (1985) avers that broadening access to schools is not just a matter of increasing schools. Schools participation is an interaction of supply, demand and learning process. Supply refers to both the availability and quality of school facilities, materials and teachers. Demand on the other hand is based on decisions that parents make concerning the opportunity of schooling and the influence of such factors. Access to education is determined by several factors namely: Social-economic factors, school-based factors and social-cultural factors.

2.3.1 Social - Economic Factors

Nangurai (1995) argues that girls tend to perform well in lower classes but a drastic change is noted in upper classes through the secondary school level. This is attributed to the fact that at lower classes they have no cultural inhibitions. In upper classes and at secondary level the girls are already circumcised and exposed to factors associated with womanhood and this creates lack of interest and enthusiasm in education.

Lockheed and Verspoor (1991) argue that children from poor families are less apt to enroll in school. He attributed this to child labor in order to provide for the family, lack of finances and malnourishment. Graham-Brown (1991:51) points out that:
Educational provision is limited by lack of funds, so the poorest and the most marginal people are least likely to access education. Poor quality education also limits the numbers who reach the higher grades. Thus effective education remains largely the preserve of the elite.

Most of the low-income families are also in constant movement in search of jobs and this affects education of their children as it leads to frequent repetitions and erratic attendance. This has even more impact on the girl-child since with limited finances a boy would be educated and the girl is left at home or married off as a form of money to educate the boy.

Marburg Consult (1996) Manifestations of poverty were seen in lack of basic requirements for example, access to education, vocational training and employment. The immediate consequence of poverty status in Kenya is high wastage rate in the education system manifested in great socio-economic, regional and gender inequalities. According to the 1997-2001 development plans, 50% of girls and 40% of boys dropped out of secondary school. The plan attributes the disparities to poverty created by among other things, decrease in real earnings and high school costs. According to Psacharopoulos and Woodhall (1985:115) the effects of poverty on education are direct in that:

The poor families certainly find it difficult to pay fees but even free education imposes a substantial financial burden through earnings foregone and out of pocket expenses for clothes, travel and books.

According to Juma (1994), girls are expected to contribute to other household chores. They are sometimes taken away from school to help in the home nurse babies, clean the house, fetch firewood and water, cook food and milk cows. Nangurai (1995), argues that most of the girls act as deputies to their already overburdened mothers and have to miss schools from time to time to take care of the home whenever the mother is away.
From the above, it is evident that when a family has to choose between educating a boy and a
girl child, the latter is sacrificed. According to Abagi (1994) and Khasian (1998) parents
generally favour the education of their male children when confronted with limited
opportunities and resources for provision of education. In conformity to other research
findings, Makau (1997) also notes that when parents cannot afford all the fees needed, they
give priority to the boy who is expected to create a family and ensure reproduction of
descendants.

2.3.2 School-Based Factors

Distance from home to school is also another factor that determined access (Lockheed, 1991;
Graham-Brown, 1991). This could be due to difficulty or expense of transport especially to
those in rural areas, females and the physically handicapped.

Eshiwani (1983) argues that among other factors which affect achievement of girls are that
their schools had much poorer equipment, less qualified teachers and more limited curricular
than schools attended by boys. Teachers have a potential as role models so he recommended an
increase of female science and mathematics teachers as a strategy of raising achievement
among girls.

Too much homework from school and lack of conducive environment and facilities leaves the
girls with no time and space to study at home. A lot of work is left unfinished and so,
psychologically, the girls according to Nangurai (1999) developed fear for school due to
uncompromising teachers who mete out harsh punishments irrationally. This brings frustrations
and confusion to these unfortunate girls who have no place to express their difficult
experiences and easily fall prey to the outside world.
2.3.3 Socio-Cultural Factors

Cultural factors inhibit girls' access to education (Graham-Brown, 1991). Attitudes to females’ roles in the family and marriage affect girls' access to and achievement in education.

According to a Memorandum by the MAA Community to the Constitution of Kenya Review Commission, (2002) culture is noted to be a lifestyle of a specific community. It manifests itself in many forms, including particular way of life associated with the use of land resources and traditional occupation. In the Maasai community, cultures accommodate customary values and laws which the community lives by and help in the social reproduction of the community-the Maasai nation. Through such manifestations, a clear identity of the Maasai people is evident and highly distinguished from that of other groups. The Maasai community is well known for their preservation of their culture all over the world.

However, certain rituals practiced in the community and governed by strict adherence turns out as major obstacle in girl-child accessing education.

Some examples are: -

**Forced Marriages:** An article by Kakenya Ntaiya featuring in Centre for American Progress (2004) notes that the Maasai men own everything including their wives; The belief among the Maasai elders is that girls belong to the family which they will marry, so a girl’s education is believed to benefit her husband and not her family. This prevents the Maasai families from investing in a girl child. As a result, a girl will generally get married at an early age, sometimes 12, to a man her parents and the village elders choose for her. Some girls become the second, third, or fourth wife, and sometimes the men are three times their age. More disheartening is that this age has gone down to even 9 years old, after the initiation has taken place.

**Female Genital Mutilation (FGM):** According to Arizona Journal of International and Comparative Law (Vol 21, No. 1, 2004) this is an important rite that marks the transition stage
from childhood to adulthood. It happens at adolescence and for girls it is marked by circumcision, conventionally described as a clitoridectomy or FGM. The girls are promoted into the league of the honorable. Suitors may come, she may marry, and a social network is likely to be developed. To the initiates, it is a time to be recognized as a grown woman who can marry and have a family of her own. Uncircumcised girls are considered outcasts and are not allowed to participate in any community cultural activity. They also lose respect they would otherwise earn within the community.

Circumcised women do not want to associate with uncircumcised girls as they are seen as 'children' who cannot be entrusted with responsibilities. In fact, they are seen to behave as children and their status remains unchanged for as long as they are not circumcised.

Circumcision is believed to instill respect, discipline and morals in girls. The fear of being seen as a child has propelled many girls to get circumcised. When interacting with their circumcised age-mates, the uncircumcised girls are ridiculed and called by demeaning names. Grandmothers play a role in abusing and cursing such girls, (A Qualitative Baseline Study on Female Genital Mutilation in Kajiado District, March, 2004).

Therefore, the girl-child is not consulted when the time comes for her to be initiated. The parents of the initiation candidate determine the time and decide to carry on with it. It is simply practiced as a cultural norm, thus the girls are removed from school without their consent. This automatically makes them drop out of school if already they were enrolled, hence, a major factor contributing to poor access to education completion and retention rate.

Early Pregnancy: The circumcision of girls acts as a go-ahead for pre-marital sex leading to unwanted pregnancy. The schools rarely will keep girls who are pregnant in school instead they routinely expel them. In an International Conference on Education, (Geneva, 1996) made some adjustments on policies touching development of education in Kenya since 1995 to 1996, and included the following:
Girls who have dropped out due to pregnancy are now to be readmitted to continue their education after giving birth, if they make adequate arrangements for the care of their babies.

Early pregnancy has been one of the major causes of wastage in the education of girls and this policy adjustment is intended to deal with reality and to ensure that the girl-child is not unduly disadvantaged by this social malaise. In the interest of equity of access to education, the government plans to introduce a bursary programme directed to girls in especially difficult circumstances in primary schools.

**Biased attitude:** According to Christian Children’s Fund News Report, girl-children particularly, are often at the highest risk in situations where resources are scarce and tradition excludes females from educational, social and economic opportunities. Carried to the extreme, the very lives of girls and women are placed at risk because of traditional gender bias. A major blow to girls’ access to education is the community preference for educating a boy and leaving out the girl. This is because the community traditionally holds boys with high esteem. Girls and women are seen as part of property for the man.

This is further enhanced because the Maasai man sees that once a girl has been married off, her educational level has no direct benefits to her immediate family. Thus, parents reason it is better to marry off one’s daughter and earn thereby wealth, instead of investing in her education, whose fruits are borne by the in-laws. This biased attitude greatly contributes to girls dropping out of school and getting married at an early age. Even girls, who performed well in class work, deteriorate in concentration in academics as they feel superior and grown-up and cannot study anymore.

**Family responsibilities:** Because of their family chores, girls have less time for attending school, for studying at home or for recreation. A survey conducted in CCF-affiliated communities shows that girls spend more than 70% of their time at home doing assigned chores for the family.
According to Nangurai (1995) most of the girls act as deputies to their already overburdened mothers and have to miss schools from time to time to take care of the home whenever the mother is away. Such heavy household duties, long distances from school result in physical and mental exhaustion, which makes learning boring and ineffectual. The child is left overwhelmed with a two fold burden, both at home and at school. The drain on their physical, mental and emotional energies, impact negatively on their aspirations. The girls can only opt to drop out of school.

Before leaving home, they may only get a cup of milk in the morning to keep them going throughout the day. The same food, according to Nangurai (1995), may be served in unhygienic conditions and may lead to ill-health. This problem has more adverse impact on girls and this affects their aspirations. These coupled with lack of facilities for homework leaves her with no time to study at home. Many parents believe that investing in sons’ education is a security in old age (Odaga and Heneveld, 1995). Because girls will finally get married, taking a girl to school is seen as an unprofitable venture (Eshiwani, 1993). Boys are therefore expected to receive maximum training in order to attain higher status as heads of families and as successful heads of their respective families. Boys are expected to inherit their parent’s property and hence maintain the family’s status quo. Girls on the other hand were brainwashed to believe that their success and future depended on the success of their husbands (Maritim, 1990). They therefore have no reason trying high expectations to their educational experiences.

Girls must often take care of siblings as well as fetch water and firewood, or assist the mother in constructing the family hut. The Maasai community has a strong belief that goats and sheep herded by a girl usually multiply faster than the same herd looked after by a boy. On that basis, there is preference for girls, not boys, to look after goats and sheep, resulting in more girls dropping out of school.
Poverty and drought: Parents struggle to support their children due to household poverty, particularly in ASAL regions due to repeated drought. Children are sometimes denied access to education in order to provide household labour or paid labour. Girls are more affected than boys. A Gender Equality, Development and Peace for the Twenty-first Century (New York, June, 2000) show that in times of diminished food resources, girls and their mothers are often last to be fed, resulting in a diet low in calories and protein. An estimated 450 million adult women in developing countries are stunted as a result of childhood protein-energy malnutrition. Iodine and iron deficiencies also have significant consequences for pregnant women and offspring.

Nangurai (1999) argues that the Maasai are predominantly livestock keepers and harsh drought and famine have drastically reduced their livestock and rendered most of them dependent. They are unwilling to venture into other economic activities like tilling the land, due to their cultural beliefs. The creeping poverty has opened doors to girls to girls' disappearance from schools to rich bridegrooms who take them as surplus wives denying them the right to education.

Illiteracy and Ignorance: Majority of the local community have not attained formal education due traditional practices that dictates strict cultural practices that are mandatory for every member of the community to undergo. (Indigenous Media Network) notes that pastoral groups in Kenya confront tremendous difficulties gaining access to enough resources to combat general poverty, and as a result education is often a second priority for families struggling to subsist from their agricultural production and provide food for their children.

Thus with education not having a first priority, many elders and leaders who should enforce the children's right are ignorant of them and will not therefore fight for the girls right to education. Still those who are educated ensure their children have undergone the rites of passage even when many pressure groups are fighting against them.
2.3.4 Historical Factors

Kanake (1998) attributes historical factors to the era of colonialism. Colonial and missionary education mainly educated men because they were useful to the Europeans, apart from this there were more boys’ schools than girls’ schools and they had different curriculum. This system of education was inherited from colonial times and has influenced education for women and girls up to today.

In addition, Nungu (1991) argues that the concept of the African woman during the colonial times still continues up to today. An African woman did not entail an engineer, a pilot or a Scientist; hence missionaries established girls’ schools that did not have science subjects and the facilities. This trend continues up to today. Girls' schools have restricted access to broad range curricula especially in sciences.

Since independence, over 40 years ago, the education development in Magadi division has grown at a very slow rate with only one secondary school and 8 fully - fledged primary schools. Even with the government leasing of Magadi Soda Company in 1911, had no impact on education growth due to the persistent cultural practice that had no room for education which would have brought significant changes in the Maasai community. Thus, to date it registers the lowest school enrolment and perhaps the highest drop out rate in girls.
2.4 Summary and Conclusion

This literature review has shown that girls are disadvantaged in terms of participation, completion and advancement of education. The socio-cultural factors have contributed greatly in hindering girls' full access to education. Thus the main concern for this study is to divert the fight for the girl child education to empowering the parents with adult literacy education that would enhance positive attitude in ensuring girls' rights and needs are a preference in their life just as boys.

2.5 Theoretical Framework

The study is based on psychosocial development theory by Erik Erickson, which gives weight to the influence of the society a person develops in. This society is seen to have a potentially positive force, on shaping the development of one self. In his developmental stages, stress is given to cultural influences on the ego at each of the eight stages. The social development is influenced by parents, family, teachers, peers and others. The school is a social as well as an academic institution. Teachers model appropriate behaviour and teach students what other adults will expect. Peers influence students' preferences, attitudes and values.

In his social learning theory, Bandura (1925) holds that children in particular, learn by observing and imitating (like their parents). According to social-learning theory, children's identification with their parents, who shape their behaviour through a system of reinforcements and punishments, is the most important element in the way they learn a language, deal with aggression, develop a sense of morality and learn socially expected behaviour for their gender (A boy may be praised for acting "Like Daddy, a girl, "Like Mommy.").

Children take an active part in their own learning, according to this theory. In addition to imitating their parents, they choose other models, usually people who seem powerful and respected. The child's own characteristics influence the choice of models. For example, a child
with strongly aggressive tendencies will be more likely to imitate an aggressive model than a child whose usual behaviour is conciliatory. Boys are more likely to copy aggressive models than girls are. The sort of behaviour a person imitates depends, of course, on what kinds of behaviour exist and are valued in a particular culture.

This theory believes that the child acts upon the environment, in fact, to some extent, creates the environment. It also notes the influence of cognitive processes, in the child's development.
CHAPTER THREE
RESEARCH METHODOLOGY

3.0 Introduction

This chapter focuses on the study design, study area, target population, sample and sampling procedures, research instruments and methods of data analysis. Data collection tools appear in the appendix.

3.1 Study Design

The descriptive survey design was adopted in conducting this study. Survey is appropriate because according to Kothari (1985) survey is concerned with describing, recording, analyzing and reporting conditions that exist or existed. Engelhart (1972) argues that survey methods are widely used to obtain data useful in evaluating present practices and in providing basis for decisions.

3.2 Study Area

This study was carried out in Magadi Division, some 120 kilometers South West of Nairobi. Magadi is among the six administrative divisions which make up Kajiado district. It is mostly arid and receives low and sparsely distributed rainfall round the year. The semi nomadic Maasai, who inhabit the area make what living they can from rearing livestock. The division has only one secondary school and eight fully fledged primary schools as well as twenty-one pre-schools giving a total of 2,800 pupils and 1,200 pre-school children and 240 students.

3.2.1 Rationale for the Choice of the Area

The area is endowed with one of the prestigious companies in Kenya, Magadi Soda, which was established in 1911, almost a century ago. Yet education enlightenment among the local
community has been a painstakingly slow process with very few females attaining education empowerment.

3.3 Study Population

The target population was drawn from three local primary schools where a population of 136 pupils was involved. The school heads, Area Education Officer (AEO) and local leaders' representatives totaling about ten persons were also involved in the study. The area has eight primary schools and one secondary school. Out of the primary schools, only one is a boarding mixed school, the rest are public mixed day schools.

3.4 Sample and Sampling Procedure

The sample was derived from three primary schools that would be representative of the whole division. Through stratified random sampling strategy the schools were selected, one mixed boarding primary school and the other two being day primary schools. Luck and Rubin (1992) noted that one great advantage of stratified sampling is that it achieves a greater degree of representatives, it decreases the probable sample. Purposive sample selection was used to select the head teachers, area education officer and the local representatives of the community.

3.5 Research Instruments

Three research instruments were developed. There was the use of questionnaire, interview schedule and observation on documents. The researcher hoped the instruments would suit the requirements of the study. According to Engelhart (1972) relevant data in survey can be collected by means of questionnaire, interviews systematic observations or by content analysis.
3.5.1 Questionnaire

This instrument was designed to gather information from about 120 standard seven and eight primary pupils of the three target schools. Items in the questionnaire comprised of structured (close ended) and unstructured (open ended) questions. The questionnaires were used because such target groups may be busy with school work by the time the researcher goes in the field. Walker (1985) observes that questionnaires give considerable advantages in administration. It presents an even stimulus potential to large numbers of people simultaneously and provides the investigation with an easy accumulation of data.

3.5.2 Interview Guides

The researcher carried out interviews with the Head teachers of the sampled school. Also, the Area Education Officer (AEO) was interviewed as well as the local leaders of the local community who will represent local parents in the target area. Peil (1995) maintained that interviews provide a reliable, valid theoretical, satisfactory result from unknown source especially in societies where interaction is highly personalized and that interviewer sets better cooperation and fuller answers. The information sought from the interview guides includes: the effectiveness of any interventions towards promoting girl-child education, level of awareness of the local community to the importance of letting the girl-child access education and other rights entitled to her.

3.5.3 Documents Analysis

The researcher analyzed school record documents to validate and clarify responses given in the questionnaire. Mwiria and Wamahi (1995) describe document analysis as the best tool of accessing valid information since it cannot create, weave, or withhold information. The information sought from the school records was the enrolment rate for both boys and girls, the level of dropout rate and performance in national examinations in K.C.P.E and K.C.S.E.
3.6 Piloting

Piloting was done in two selected primary schools to determine the validity and reliability of questionnaires and interview guides. According to a Gay (1987) content validity is established by expert judgement. Thus, the researcher's university supervisors and other readers were relied upon on the content representation of the questions.

3.7 Data Collection Procedure

After obtaining a permit to carry out research from the legal authorities, the researcher took a letter of introduction to the Head teachers of the schools under study in order to be allowed to carry out research in their schools.

All questionnaires were delivered by the researcher to the respective respondents and collected later the same day. The researcher from the school records filled document analysis tables during the administration of the interview schedule to the Head teachers of the study area.

3.8 Methods of Data Analysis

Data collected was coded and entered in the computer for analysis using the Statistical Package for Social Sciences (SPSS). Data was analyzed by use of descriptive statistics including means, frequencies and percentages. Statistical analyses were also conducted to enable a comparison between variables of interest, using the Chi-square test. The statistical analyses were carried out at the 0.05 level of significance. The data was summarized and results reported using frequency distributions, tables and histograms. Data collected from documentary sources on student enrolments by gender was subjected to quantitative statistics. This was then presented in the form of simple tables, graphs and percentages to facilitate quick reference for analysis.
CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter presents the data collected from the field and the data analysis procedures employed to arrive at answers to the research questions of the study. The purpose of the study was to establish the factors that hinder the girl-child accessing education, retention and performance in pastoral communities of Magadi Division.

The study was geared towards finding answers to the following research question:

1. What is the enrolment rate of local Maasai girls in primary school level?
2. What is the drop-out rate of local Maasai girls at primary school level?
3. What is the performance of local Maasai girls in national examinations such as KCPE?
4. What are the perceptions of the local Maasai community, teachers and leaders on girl-child education?
5. What are the factors that affect enrolment, retention and performance of girls?
6. What initiatives exist on the ground in each school environment by the government and non-governmental organizations?
7. What are the local people's suggestions for addressing the problems facing education of girls?

In the sub-sections that follow below, the researcher presents the data analysis procedures employed to answer each of these research questions, but first the personal data of the study participants is presented.
4.1 Demographic Data of Study Participants

The study was carried out in three public primary schools from Magadi division. The tables below present the personal data of the pupils involved in the study.

Table 4.1 Gender of Pupil Participants

<table>
<thead>
<tr>
<th>Gender</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>97</td>
<td>71.3</td>
</tr>
<tr>
<td>Female</td>
<td>39</td>
<td>28.7</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Out of the 136 pupils who participated in the study, 97 (71.3%) were boys and 39 (28.7%) were girls. Of these, 74 (54.4%) were in class seven and 62 (45.6%) were in class eight.

Table 4.2 Ages of Pupils

<table>
<thead>
<tr>
<th>Age in Years</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>13</td>
<td>5</td>
<td>3.7</td>
</tr>
<tr>
<td>14</td>
<td>20</td>
<td>14.7</td>
</tr>
<tr>
<td>15</td>
<td>51</td>
<td>37.5</td>
</tr>
<tr>
<td>16</td>
<td>36</td>
<td>26.5</td>
</tr>
<tr>
<td>17</td>
<td>15</td>
<td>11.0</td>
</tr>
<tr>
<td>18</td>
<td>7</td>
<td>5.1</td>
</tr>
<tr>
<td>19</td>
<td>1</td>
<td>0.7</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
</tr>
</tbody>
</table>

The age of the pupils ranged between 12 and 19 years with a majority lying between 14 and 16 years. The histogram below represents the age distribution of the pupils.
The first research question of the study asked: "What is the rate of enrolment of local Maasai girls in primary school level?"

To answer this research question, the researcher conducted a documentary analysis to establish the number of boys and girls enrolled in the sample schools for the years 2000 to 2004. The percentage of boys and girls in the schools for the years were calculated and recorded in Table 4.3.
### Table 4.3  Girls Enrolment Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>Sc. No</th>
<th>Total boys</th>
<th>Total girls</th>
<th>Total pupils</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>F</td>
<td>%</td>
<td>F</td>
<td>%</td>
</tr>
<tr>
<td>2000</td>
<td>1</td>
<td>208</td>
<td>68.6</td>
<td>95</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>66</td>
<td>79.5</td>
<td>17</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>86</td>
<td>55.5</td>
<td>69</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>360</td>
<td>66.5</td>
<td>181</td>
</tr>
<tr>
<td>2001</td>
<td>1</td>
<td>257</td>
<td>70.4</td>
<td>108</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>76</td>
<td>75.2</td>
<td>25</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>104</td>
<td>58.1</td>
<td>75</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>437</td>
<td>67.8</td>
<td>208</td>
</tr>
<tr>
<td>2002</td>
<td>1</td>
<td>293</td>
<td>67.2</td>
<td>143</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>88</td>
<td>76.5</td>
<td>27</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>129</td>
<td>63.9</td>
<td>73</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>510</td>
<td>67.7</td>
<td>243</td>
</tr>
<tr>
<td>2003</td>
<td>1</td>
<td>316</td>
<td>64.4</td>
<td>175</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>139</td>
<td>72.4</td>
<td>53</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>179</td>
<td>61.9</td>
<td>110</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>634</td>
<td>65.2</td>
<td>338</td>
</tr>
<tr>
<td>2004</td>
<td>1</td>
<td>338</td>
<td>62.5</td>
<td>203</td>
</tr>
<tr>
<td></td>
<td>2</td>
<td>150</td>
<td>69.1</td>
<td>67</td>
</tr>
<tr>
<td></td>
<td>3</td>
<td>249</td>
<td>63.0</td>
<td>146</td>
</tr>
<tr>
<td></td>
<td>Total</td>
<td>737</td>
<td>63.9</td>
<td>416</td>
</tr>
</tbody>
</table>

As can be seen in the table the enrolment of boys was higher than that of girls all through the years covered by the study.

In the year 2000, 33.5% of all the pupils enrolled in the sample schools were girls while 66.5% were boys. In the year 2001, 32.2% of the pupils were girls while 67.8% were boys. In 2002, there were 243 (32.3%) girls and 510 (67.7%) boys while in 2003 the proportion of girls was 34.8%. In the year 2004 girls were 36.1% of the total enrolment in the sample schools.

It is therefore clear that girls enrolled in primary schools in the years 2000, 2001, 2002, 2003 and 2004 were fewer than boys.
4.3 Drop out of Girls at Primary School Level

The second research question of the study asked: “What is the dropout rate of local Maasai girls at primary school level?”

The teachers who participated in the study (n=5) were asked to describe the drop-out rate of the Maasai girl-child in the primary schools. They responded as presented below:

<table>
<thead>
<tr>
<th>Drop-out Rate</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Often</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>Very rare</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Rare</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the teachers (n=4, 80.0%) responded that dropout rates among girls was often while one (20.0%) reported that this was very often.

Further, the teachers were asked to comment on repetition and absenteeism among local primary school girls. They responded as summarized in Table 4.5.

<table>
<thead>
<tr>
<th>Repetition rate</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rampant</td>
<td>2</td>
<td>40.0</td>
</tr>
<tr>
<td>Rare</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Very rare</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Never</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Absenteeism rate</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Very often</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Often</td>
<td>3</td>
<td>60.0</td>
</tr>
<tr>
<td>Rare</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Very rare</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Two teachers, representing 40%, reported that repetition rate among girls was rampant while the rest (n=3, 60.0%) reported that this was rare. One teacher (20.0%) reported that
absenteeism among girls was very often while three (60.0%) reported that this was often. one other teacher reported that absenteeism was rare among girls.

The pupils who participated in the study were asked to state whether they knew of any pupils who dropped out of school. They responded as indicated in Table 4.6.

Table 4.6 Cases of Pupils Dropouts: Pupils Response

<table>
<thead>
<tr>
<th>Do you know of pupils who dropped out?</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>107</td>
<td>78.8</td>
</tr>
<tr>
<td>No</td>
<td>29</td>
<td>21.3</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the pupils (n=107), 78.7% reported that they knew of pupils who had dropped out of school.

In order to investigate the drop-out rate of girls in the sample schools more adequately, the researcher combined the number of pupils in classes one to eight of the three sample schools.

This gave the data in Table 4.7 below.

Table 4.7 Distribution of Pupils in the Sample Schools by Gender

<table>
<thead>
<tr>
<th>Year</th>
<th>Std 1</th>
<th>Std 2</th>
<th>Std 3</th>
<th>Std 4</th>
<th>Std 5</th>
<th>Std 6</th>
<th>Std 7</th>
<th>Std 8</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
<td>B</td>
<td>G</td>
</tr>
<tr>
<td>2000</td>
<td>80</td>
<td>53</td>
<td>57</td>
<td>26</td>
<td>61</td>
<td>16</td>
<td>43</td>
<td>19</td>
</tr>
<tr>
<td>2001</td>
<td>105</td>
<td>43</td>
<td>69</td>
<td>36</td>
<td>62</td>
<td>24</td>
<td>62</td>
<td>28</td>
</tr>
<tr>
<td>2002</td>
<td>100</td>
<td>59</td>
<td>100</td>
<td>40</td>
<td>68</td>
<td>32</td>
<td>73</td>
<td>28</td>
</tr>
<tr>
<td>2003</td>
<td>156</td>
<td>102</td>
<td>103</td>
<td>64</td>
<td>99</td>
<td>38</td>
<td>79</td>
<td>48</td>
</tr>
<tr>
<td>2004</td>
<td>149</td>
<td>115</td>
<td>145</td>
<td>88</td>
<td>106</td>
<td>59</td>
<td>97</td>
<td>40</td>
</tr>
</tbody>
</table>

Using the data in Table 4.7, which shows the total number of boys and girls in the sample schools' classes one to eight, the researcher followed specific cohorts to investigate drop-out trends. For example, there were 80 boys and 53 girls in standard one in the year 2000 (in the three schools combined). (See highlighted figures in Table 4.7)

This number reduced to 69 boys and 36 girls when the group went to class two in year 2001, and reduced further to 68 and 32 in year 2002 (Class Three). The number then rose to 79 and
48 for boys and girls respectively in year 2003 (Class four) and finally reduced to 77 boys and 40 girls who reached Class Five in year 2004. This is represented as cohort 1 in Figure 4.2. Figures 4.3, 4.4 and 4.5 represent cohorts 2, 3 and 4, whereby cohort 2 is a follow up of the group that was in Class 2 in 2000, cohort 3 a follow-up of the group that was in Class 3 in 2000 and cohort 4 for the group that was in Standard 4 in 2000.

Figure 4.2 Cohort 1: Standard One to Five

Figure 4.3 Cohort 2: Standard Two to Six
Figure 4.4 Cohort 3: Standard Three Seven

Figure 4.5 Cohort 4: Standard Four to Eight
As can be seen in the figures, the dropout trend for boys and girls was almost similar. However, it is clear from the figures that the dropout rate for girls was much higher than that for boys.

4.4 Performance of Local Maasai Girls in National Examinations

The third research question of the study asked: what is the performance of local Maasai girls in national examinations such as KCPE?

The researcher conducted a document analysis to establish the performance of local Maasai girls in comparison to that of boys. The table below shows the KCPE performance of pupils in the three sample schools in the years 2000 to 2004.

### Table 4.8 KCPE Performance (2000 - 2004) for the Sample Schools

<table>
<thead>
<tr>
<th>School No.</th>
<th>Years</th>
<th>No. of boys</th>
<th>Mean grade</th>
<th>No. of girls</th>
<th>Mean grade</th>
<th>Total pupils</th>
<th>Mean grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>2000</td>
<td>4</td>
<td>329.5</td>
<td>1</td>
<td>271.0</td>
<td>5</td>
<td>317.8</td>
</tr>
<tr>
<td></td>
<td>2001</td>
<td>2</td>
<td>237.5</td>
<td>5</td>
<td>207.2</td>
<td>7</td>
<td>213.9</td>
</tr>
<tr>
<td></td>
<td>2002</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>2003</td>
<td>10</td>
<td>232.9</td>
<td>1</td>
<td>262.0</td>
<td>11</td>
<td>235.5</td>
</tr>
<tr>
<td></td>
<td>2004</td>
<td>7</td>
<td>271.4</td>
<td>3</td>
<td>233.3</td>
<td>10</td>
<td>260.0</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>No. of boys</th>
<th>Mean grade</th>
<th>No. of girls</th>
<th>Mean grade</th>
<th>Total pupils</th>
<th>Mean grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>5</td>
<td>359.6</td>
<td>1</td>
<td>377.0</td>
<td>6</td>
<td>362.5</td>
</tr>
<tr>
<td>2001</td>
<td>4</td>
<td>361.5</td>
<td>2</td>
<td>254.0</td>
<td>6</td>
<td>325.7</td>
</tr>
<tr>
<td>2002</td>
<td>5</td>
<td>305.0</td>
<td>4</td>
<td>262.8</td>
<td>9</td>
<td>286.2</td>
</tr>
<tr>
<td>2003</td>
<td>4</td>
<td>306.0</td>
<td>5</td>
<td>280.6</td>
<td>9</td>
<td>291.9</td>
</tr>
<tr>
<td>2004</td>
<td>13</td>
<td>218.2</td>
<td>2</td>
<td>255.5</td>
<td>15</td>
<td>223.2</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Years</th>
<th>No. of boys</th>
<th>Mean grade</th>
<th>No. of girls</th>
<th>Mean grade</th>
<th>Total pupils</th>
<th>Mean grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>2000</td>
<td>10</td>
<td>368.4</td>
<td>-</td>
<td>10</td>
<td>368.4</td>
<td></td>
</tr>
<tr>
<td>2001</td>
<td>13</td>
<td>277.9</td>
<td>7</td>
<td>240.14</td>
<td>20</td>
<td>264.7</td>
</tr>
<tr>
<td>2002</td>
<td>17</td>
<td>247.0</td>
<td>6</td>
<td>228.8</td>
<td>23</td>
<td>242.3</td>
</tr>
<tr>
<td>2003</td>
<td>18</td>
<td>273.4</td>
<td>6</td>
<td>258.7</td>
<td>24</td>
<td>269.7</td>
</tr>
<tr>
<td>2004</td>
<td>23</td>
<td>263.5</td>
<td>6</td>
<td>254.7</td>
<td>29</td>
<td>261.7</td>
</tr>
</tbody>
</table>

As can be seen in the table, in most of the years, apart from 2003 in school 1, and 2000 and 2004 in school 2, the mean score for girls in KCPE was lower than that for boys. The researcher therefore concluded that performance for girls in KCPE was lower than that for
boys. Considering that the average performance of the sample schools - as indicated in the last column of the table - was lower than that of most schools in the country, it can be concluded that Maasai girls perform poorly in national examinations.

4.5 Perception for Local Maasai Community of Girl Education

The fourth research question of the study asked: "What are the perceptions of the local Maasai community, teachers and learners on girl child education?"

The class teachers who participated in the study (N=5) were asked to state whether the local community contributed in girls not being in school. They responded as shown below.

Table 4.9 Local Community in Girl Education

<table>
<thead>
<tr>
<th>Does community contribute to girls not being in school?</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>80.0</td>
</tr>
<tr>
<td>No</td>
<td>0</td>
<td>0.0</td>
</tr>
<tr>
<td>No response</td>
<td>1</td>
<td>20.0</td>
</tr>
<tr>
<td>Total</td>
<td>5</td>
<td>100.0</td>
</tr>
</tbody>
</table>

As shown in the table, majority of the teachers (80.0%) reported that the local Maasai community contributed to girls not being in school. Asked to state how the community contributed to this, they gave the following:

- Circumcision of girls (Female Genital Mutilation)
- Early and forced marriages
- The traditional role of the girl child in the family disadvantages girls in education, especially family responsibilities
- Negative attitude toward education for girls
- Poverty and poor housing limits opportunities of education for the girl child.

The head teachers of the sample schools were asked in an interview to give the contributions and views of parents, teachers and local leaders toward girl child education. They stated that:-
• Even with Free Primary Education (FPE), parents are still biased against girls' education. Majority of the parents find it profitable to educate boys than girls since girls will finally get married and leave the homestead. Parents force their girls to go through FGM, after which the girls' state engaging in sex marriages, increasing dropout rates among girls, as a result.

• Majority of the teachers have positive attitudes toward girl child education. However, there is lack of basic facilities in the school that would promote education for girls, e.g. boarding facilities and teachers' quarters.

• Majority of the local leaders are inactive when it comes to promotion of education for the girl-child. Most of them do not contribute in any way, and do not fight for girls to go to school. There is lack of role models for girls in the community because most of the leaders are men who do not care much about education for girls.

The researcher also interviewed local leaders concerning education for the girl child. They were asked to state how they felt the community contributed towards girls not attaining full education. The locals leaders responded as below:

• Most parents still feel the place of the girl-child is at home assisting with the daily chores. Later on the girls get circumcised and are then married off. However, the attitude of parents toward education of girls is changing particularly with the introduction of free.

• There is lack of role models in the community who can motivate girls to perform better.

• Majority of the parents and community members favour boys and are given preference in education.
The class seven and eight pupils who participated in the study were asked to state whether they felt the community contributed in girls not being in school. They responded as shown in Table 4.10.

Table 4.10 Contribution of Community to Girls Lack of Education

<table>
<thead>
<tr>
<th>Does community contribute to girls being out of schools?</th>
<th>F</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>90</td>
<td>66.2</td>
</tr>
<tr>
<td>No</td>
<td>46</td>
<td>33.8</td>
</tr>
<tr>
<td>Total</td>
<td>136</td>
<td>100.0</td>
</tr>
</tbody>
</table>

Majority of the pupils (n=90, 66.2%) reported that the community contributed to girls not being in school. It is important to establish whether boys and girls participating in the study would respond differently on this item. The researcher therefore conducted a chi-square test to establish for gender differences. The findings of this are as given in Table 4.11 below:

Table 4.11 Contribution toward Girls Lack of Education: Pupils' Responses across Gender

<table>
<thead>
<tr>
<th>Gender</th>
<th>Does the community contribute to girls being out of school?</th>
<th>x² value</th>
<th>df</th>
<th>Sig</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Boys</td>
<td>Yes 67, No 30, Total 97</td>
<td>1.267</td>
<td>1</td>
<td>0.260</td>
</tr>
<tr>
<td>Girls</td>
<td>Yes 23, No 16, Total 39</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>90, 46, 136</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

It was established that there were no significant gender differences in the pupils' responses as to whether the community contributed to girls being out of school. Majority of the boys and girls reported that the community contributed to this.

Asked to state how the community contributed to this, the pupils came up with the following reasons:

- Girls are forced to get married early before they finish education.
- Parents refuse to pay school fees for girls.
- Girls are forced to stay at home taking care for the young ones.
- They take it as a waste of money to educate girls.
- Parents argue that girls do not finish schools due to early pregnancies and hence no need to send them to school.

From the responses of the teachers, head teachers, pupils and local leaders, it has emerged that the community negatively contributes to girl-child education.

4.6 Factors Affecting Enrolment, Retention and Performance of Girls

The fifth research question of the study asked: “What are the factors that affect enrolment, retention and performance for girls?”

The teachers participating in the study were asked to name the factors that caused there to be more boys than girls in their schools. They gave the following reasons:

- Traditionally, parents withdraw their daughters from schools to marry them off at an early age;
- Girls drop out of school early due to pregnancies;
- Parents do not know the value of educating the girl-child;
- The girls are used for wealth acquisition through dowry paid to parents after early marriages;
- Lack of role models to encourage girls to pursue education as opposed to the cause for boys; and,
- Nomadic life and long distance to where the schools are located.

These views were also raised by the Area Education Officer (AEO), the headteachers and the local leaders. The AEO added that some schools in ASAL areas are not girl-child friendly, and that once girls were initiated (through FGM), they feel that they are adults and thus engage in sexual activity which results in early pregnancies and early marriage.
The head teachers added that their parents have a poor educational background, with almost all of them having not attended any formal training. This means that the parents do not understand the need for education and particularly for the girl child.

Another issue that was raised by the head teachers was that of peer pressure. When a girl reaches the age of circumcision, her fellow age mates in the village lure her to get a husband.

Poverty was also raised as a major cause of high dropout and poor enrolment of girls in schools. Most of the parents depend on livestock as their main source of income. Anything that can bring extra herds to the homestead is held with much importance by the parents, resulting in early marriages. At the same time, most parents find it difficult to sell cows to educate a girl child, who will eventually leave the homestead after marriage. However, some head teachers and teachers reported that with the introduction of Free Primary Education the trend is changing. However, most of the girls at primary level do not have hopes of proceeding to secondary school, and as such do not put effort in study, resulting in poor performance and high repetition rates.

4.7 Government and NGO Initiatives to Promote Girl-Child Education

The sixth research question of the study asked: "What initiatives exist on the ground in the school environment by the government and Non-Governmental Organizations (NGO) geared toward promotion of girl-child education?"

The teachers were asked to state whether there were in their schools any interventions from the government and non-governmental organizations for promoting Maasai girls education access, they all responded that there were such interventions in the schools. Asked to state which interventions existed, the headteachers, class teachers, local leaders and the AEO gave the following:

- Bursary scheme which pays school fees for disadvantaged girls;
• Rescuing girls from early marriages and placing them in environments where they can access education;
• Accommodating girls in boarding schools;
• Taking actions against parents who force their girls to early marriages;
• Creating awareness of the need for education among members of the community;
• The children act has made education compulsory for all Kenyan children. This coupled with free primary education, is a major step toward improving access of education by Maasai girls;
• The female teachers in schools are being encouraged to be role models to the local girls; and,
• The establishment of school feeding programmes has helped to raise the enrolment.

According to the AEO, these interventions have been fairly effective in promoting enrolment and retention of the girl child.

4.8 Local People’s Suggestions for Addressing the Problem of Girl-Child Education

The seventh question of the study asked: “What are the local people’s suggestions for addressing the problem of girl-child education?"

Asked to state ways through which the Maasai girls’ education can be promoted to enhance retention, enrolment and performance, the head teachers, teachers, AEO and the local leaders reported that:

• More workshops should be held to sensitize parents on the need for educating girls;
• More boarding schools for girls should be built in the area;
• Financial aid to the girl-child should be extended to secondary schools and beyond;
• Law enforcers should become more rigid on cases of forced marriages and circumcision;
• More girl-child rescue centres should be constructed;
• Guidance and counseling should be strengthened by training teachers and provision of facilities;
• More female teachers should be employed to act as role models in the area;
• Local leaders should play a more active role in campaigning for girl-child education and encouraging parents to take their girls to school;
• Pupils and especially girls should be taken for education tours to give them exposure;
• Awarding these girls who perform well through prize giving ceremonies to motivate them; and
• The schools should invite guest speakers to encourage/motivate girls in education.

The pupils who participated in the study were asked to state what they felt should be done to enable girls access education. They gave the following suggestions: -

• Early marriages and female genital mutilation should be discouraged;
• Parents should give girls equal rights with boys. Girls should not be forced to stay at home to help with child care and other household duties;
• The schools should provide boarding facilities for girls;
• Girls need to be counseled and guided to abstain from sex to reduce incidences of pregnancies;
• Even when a girl gets pregnant the school should accept her back and parents encourage her to complete education; and,
• The government should sponsor girls and provide educational facilities for girls.
CHAPTER FIVE

SUMMARY, DISCUSSION, RECOMMENDATIONS AND CONCLUSION

5.0 Introduction

This chapter gives a summary and discussion of the findings arrived at from the data analysis and presentation. It also contains a conclusion of the research study and makes recommendations. The summary of the findings and discussion that follow is divided into parts that follow the order used in Chapter Four - Data Analysis, which was determined by the sequence of research questions of the study.

The purpose of the study was to investigate the factors that inhibit the girl-child from full access to education, retention and performance in pastoral communities of Magadi Division who are the Maasai. The study also aimed at studying the views held by the local community, teachers and learners on the importance of educating girls.

5.1 Summary of the Research Findings

Given below is a summary of the findings of the study: -

1. The study findings revealed that the enrolment of boys was higher than that of girls all through the years covered in the study.

2. The education access was further affected by the high drop-out rate existing in the primary schools. It was noted that repetition and absenteeism of local Maasai girls in schools existed, that showed a higher drop out rate for girls than that of the boys.

3. It was found that the local community contributed greatly to girls not being able to access education. Some of the highlighted causes were as follows:
   a. Circumcision of girls (Female Genital Mutilation).
   b. Early and forced marriages.
   c. Traditional role of the girl child in the family.
d. Negative attitude toward education of girls.

e. Poverty and poor housing facilities limits opportunities for education of the girl child.

4. A major set back towards girl-child access to education was found to be the lack of basic facilities in schools such as; boarding and sanitary facilities.

5. It was noted that though Free Primary Education (FPE) is offered by the government, there still exists poor enrolment rate of the girl-child in schools. Some support groups and lobbyists that have tried to assist, have only been active for a period of time and hence, no sustainable projects have been put in place to ensure local Maasai girls access education.

6. The major factors affecting enrolment, retention and performance of girls was found to be:
   a. Traditional practice of early marriages.
   b. Early pregnancies.
   c. Ignorance on parents about the value of education.
   d. Use of the girls as a source of wealth in form of dowry.
   e. Lack of female role models.
   f. Female Genital Mutilation (FGM).
   g. Peer pressure.
   h. Long distance schools.
   i. Passiveness of the mothers in family decision-making.

7. The schools have put in place some incentives for girls, such as provision of bursary for girls who are disadvantaged. Also, there exist a dormitory for girls in one school only among all the other day primary schools. However, there is one boarding school for both girls and boys.
5.2 Discussion of the Findings

5.2.1 Importance of Education

The findings in this study show that gender disparity continues to be a distinct feature of education in Magadi division. This results due to the low value given to girls' education.

The class teachers who participated in the study reported that most parents did not value education for girls, reason being; simply, girls were meant to get married and were seen as a source of wealth in terms of increasing the number of herds in the homestead.

The headteachers interviewed noted that the local leaders in the community were inactive when it came to promotion of education for the girl-child. Most of them did not contribute in any way, and do not fight for the girls to go to schools. In fact, it was reported that they encouraged these early marriages and circumcision, which saw the girls drop out of schools.

The local leaders interviewed revealed that most parents favoured education for the boys so that the place of the girl-child, traditionally was at home, attending to house chores with their mothers and not in school, portraying lack of importance of education for girls.

The class teachers who participated in the study showed that girls remained fewer than boys in all the years of the learning, but as they moved to upper classes the number drastically fell, so that one finds just a handful of girls in class 6, 7 and 8. Some schools do not even enroll girls for the KCPE. This however, is attributed largely to the social-cultural practices such as circumcision. Once the girl undergoes circumcision, she is elevated to the level of adulthood, even if she is a young girl. She is accorded the rights of womanhood, and can get married. The teachers further reported that girls are used as a source of wealth, through dowry paid to parents after marriage.
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The Area Education Officer (AEO) asserted that some schools are not girl-child friendly and that once girls were initiated; they were not encouraged to continue with education. At this time again, peer pressure crops up from the initiates, so that those who are not in school, greatly influence those already in school. They are lured to early marriage and this is even aggravated when they engage in sexual activities which often results to early pregnancies, hence early marriage. Nangurai (1995) holds the same view.

The Magadi secondary school head teacher reported that both the government and non-governmental organizations have greatly contributed towards promoting girl-child education. The following are examples of NGO that have contributed toward uplifting education at primary, secondary and tertiary level.

1. ILPARAKUO PRIMARY SCHOOL

A dormitory for girls for approximately 50 girls was put up by Donors who were a couple from Overseas, four years ago. The beds were donated by a donor from UK.

2. OLKIRAMATIAN ARID ZONE BOARDING SCHOOL.

This school was put up in the late 70s by the World Bank to cater for pastorist children.

3. AMREF KENYA LIMITED.

It runs health programmes in the schools in the division. It uses this as a chance to intervene for the girl-child through sensitization where they hold annual health day events, which has been held for the last six years.


It has put up classes in Pakase, to stop children from travelling more than 10km to Shompole primary school.
5. DUPUTO-EMAA.

It carried out sensitization programmes on school committees from pre-primary and primary schools. It constructed pupils desks and gave each primary school a number of pupils desks, thus, no children learns while seated under a tree. It also gives bursaries to tertiary students who either go to medical or education courses.

6. MAGADI SODA CO.

It has been providing bursaries for secondary and tertiary education. It has supported Free Primary Education by giving grants for text books both in primary and secondary. They also partner with the local community in putting up classrooms and other facilities in schools.

7. SHOMPOLE LODGE.

It has been giving students from Shompole bursaries for secondary and tertiary education.

8. WORLD FOOD PROGRAM.

The feeding programme in primary schools has greatly been supported by WFP. They have also initiated sustainable projects that can help sustain the feeding programme, such as, goat rearing for meat and milk. These can be sold to buy food stuffs like beans or cooking oil. The food is used to retain the children in school.

9. OLEKEJUADO COUNTY COUNCIL

It gives bursaries to students in secondary and tertiary education.

10. C.D.F.( Constituent Development Fund.)

It has supported putting up classrooms for upcoming primary schools and the second secondary school in the Division.
5.2.2 Social-Economic Factors

The headteachers who participated in the study showed that the major problem that hindered the girls from accessing education was lack of school fees due to poverty.

Though there is the Free Primary Education, parents are required to provide their girls with other necessities such as uniform and personal effects. Poverty was raised as a major cause of high drop-out and poor enrolment of girls in schools. This is so as most parents depend on livestock as a source of income. Therefore, anything that can bring in extra herd to the homestead is held with much importance resulting in parents marrying off their girls early, even before they complete Std Eight.

The headteachers also reported that, most parents find it difficult to sell cows to educate a girl-child; who will eventually leave the homestead after marriage. The boys will be given the formal education because they are considered as permanent assets while girls are viewed as people on their way to some destinations.

Despite the major problems facing the Maasai community, changing the people’s culture and age-old ways of life is almost impossible. The hunger and over riding poverty has deepened their need for livestock and money and their desperation can be measured by the increasing numbers of young girls some as young as nine years old being given out for marriage in exchange for pasture, food and cattle. (Njoki, The Daily Nation, 12th November, 2000).

Again, the local leaders and head teachers interviewed reported that since the introduction of the free primary education, the trend is changing and most parents are taking their girls to school. However, most of these girls have no hope of proceeding to secondary school. This is a factor contributed by not only the poverty, but also other factors such as; lack of role models and few female teachers in their primary schools who can encourage them to overcome the
cultural hurdles and further their education, this results in poor performance and high repetition rates.

The headteachers also reported that poverty leads the girls into indulgence in negatively leisure activities.

5.2.3 School-Based Factors

The pupils, headteachers, class teachers and AEO noted that lack of role models affected girls’ access to education. The pupils pointed out that lack of basic facilities such as classrooms, separate toilets for both boys and girls, dormitory or rescue centres for girls whose parents, remove them from school in order to circumcise them, after which, they are married off. But with boarding facilities, the girls even after undergoing circumcision can be accommodated in learning environment. The AEO noted that most homes commonly known as Manyatta were located far from the school. This resulted to parents not allowing girls to access education, by being kept at home to attend to house chores.

Again, this point was further emphasized as it was noted that, there was uncor.ducive environment and lack of facilities that would enable the girl do her school work at home. This was due to limited space and time, making the girl not place importance on school work and hence, lead to poor performance in the national examinations. This view is shared also by Nangurai (1999).

The headteachers and class teachers reported that, lack of boarding facilities and housing units for teachers resulted in few girls being retained in school and majority dropping out. In the three schools involved in the study, only one school is a boarding school, and due to this it had the highest number of girls enrolled and retained throughout the years, while another school had started a dormitory facility for only girls had also a considerable number of girls enrolled. But the other school with no boarding facility posts minimal number of girls towards the under
classes and almost nil for the candidate class. This issue was further aggravated by lack of teachers' accommodation facilities thus; non-Maasai teachers find it difficult to teach in these schools as the only option left is to stay in Manyatta. Therefore, very few non-Maasai teachers remain in these schools. Those who teach have to find accommodation in Magadi Township, hence creating transport difficulties to and from the schools.

5.2.4 Socio-Cultural Factors

The class seven and eight pupils, teachers, AEO who participated in the study felt that the community's cultural practices contributed greatly towards girls drop out from school. This is mainly through forcing the girls to get married early before they finish school. This is so, as the Maasai elders believed that girls belong to the family in which she will marry, hence, her education would only benefit her husband and not her family. Thus, the families do not invest in girls' education. Also, the elders considered it a great pride to marry a young girl, as he is accorded a lot of respect. Though, initially, the age of marrying off was fourteen or fifteen. It has been reported today to even be at nine years old. Resell (1999) echoes this view.

The pupils, teachers and AEO further suggested that other practices such as Female Genital Mutilation, early pregnancies and low value of a girl-child contributed in fewer girls' retention at school, repetition as well as poor enrolment.

Most parents due to nomadic life used their daughters as a source of increasing their herds. Some parents refused to pay school fees for girls but paid for the boys.

Some local leaders noted that, majority of the girls taken to schools ended up becoming pregnant. This discouraged the fathers from taking the rest of the girls to school, as they do not see what value education add to these girls.

The class teachers who participated in the study reported that traditional role of a girl child in Maasai community disadvantaged her in education. Some of these roles include; taking care of
the young siblings, fetching water and firewood, assisting the mother in constructing the family hut and tending the goats and sheep, as there is a strong belief that goats and sheep if herded by a girl usually multiply faster than the same herd looked after by a boy. This preference for girls and not boys, to look after the goats and sheep results in more girls dropping out of school. The CCF-Kenya equally shares this view.

The local leaders interviewed noted that majority of the parents in the community favour boys and are given preference in education. This is because the community traditionally held boys with high esteem. Girls and women are seen as part of property for the man. Again most parents believe that investing in a son’s education is a security in old age, because girls will finally get married, hence, her educational level has no direct benefits to her immediate family. The boys are expected to inherit their parents’ property and hence maintain the family status quo. This biased attitude has greatly contributed to girls drop out from school and getting married at an early age. Even girls, who performed well in class work, deteriorated in concentration resulting in poor academic performance and also the feeling that they are mature enough and cannot study anymore, especially undergoing female circumcision.

The headteachers who were interviewed in the study noted that the Maasai women had no power to make decisions, over their daughters and as such, they could not do much to stop their husbands from giving away their school going daughters for marriage.

5.2.5 Historical Factors

The pupils, class teachers, local leaders and AEO, all seem to agree that education access by the girl-child is largely hampered by the traditional practices. It is known that with the coming of the missionaries, new religion, that is, christianity as well as formal education was
introduced, but for the Maasai community, education and development has been painstakingly slow and difficulty process.

Early efforts by the missionaries and the Kenyan government to educate Maasai children were always met with stiff resistance. The only education the Maasai considered vital for their youth was an elaborate system of initiation ceremonies as rites of passage to adulthood. Thus, today Magadi division, being in Kajiado district is part of the regions in the country with low numbers of primary schools for the size and population of the division, low enrolment particularly for girls and high dropout rate. All this is because of the low value given to girls education, and great importance given to early marriages and demand for girls to participate in household tasks. This view is shared by FAWE (1995).

There are also some teacher related factors that influence girls' aspirations in school. Both male and female teachers are said to be harsh to girls. They both focus more attention to boys and give boys more reward during teaching and learning process (UNICEF, 1998). This demoralizes girls because they also need to be rewarded as much as boys. There is also evidence that male teachers tease the girls in class by touching their breasts, thus sexually harassing them. This confuses and demoralizes the girls (FAWE, 2000).
5.3 Conclusion

The conclusion arising from the findings of this study are summarized below: -

This study was a survey of education access by the girl-child in arid and semi-arid areas; and picked on Magadi division whose local inhabitants are the Maasai community. The study took into account the rate of Maasai girls' enrolment in primary schools, their retention and performance. The study embarked again, on studying the perception of the local community toward girls' education, this was vis-à-vis a background of persistent traditional practices that disadvantage girls from accessing full education attainment.

Accessing education by the local Maasai girls was noted to be hampered by the persistent traditional culture that has defied time so that, girls continue to be denied even entering school, or they are forcibly removed from school. Today, the circumcision rite of passage for some parents is performed early when the girl is still innocent and cannot make decisions on her own, this immediately is followed by withdrawal from school, early marriage and pregnancies. This coupled with negative attitude towards girls' education due to high level of ignorance and illiteracy continues to hamper girls from accessing education. The major causal factors that hinder girls from accessing education have been shown in the researcher's conceptual framework.

However, this trend of poor enrolment, retention and performance can be reversed and it has already started with the Free Primary Education, and Non-Governmental Organizations that has assisted in provision of physical facilities to the primary schools. If more concerted effort is channeled as recommended by the research, then the Maasai girl-child inhibition to full access to education will be a thing of the past.
5.4 Recommendations

The findings of this study have several implications. The following recommendations may help improve the educational access by the local Maasai girls, in primary schools in Magadi division.

1. There is need for awareness campaigns targeting the community, parents, local leaders, administrators, teachers and students on the importance of education and the benefits of education especially of the girl child. This should be done through public barazas, seminars, schools parents’ day and other community functions.

2. The girls should be empowered and encouraged to say no to those cultural practices that hinder them from accessing education fully. They should be educated on the dangers of Female Genital Mutilation and early marriages. The Non-Governmental Organizations should be involved in this education. The school administrators should organize trips outside the school for exposure. This will change the attitude of the girls gradually. They can also invite other local Maasai girls who have succeeded in overcoming the demands of traditional practices and excelled in education rising to top careers this would motivate the girls to press on with education, knowing a bright future awaits them.

3. There should be increased support and assistance in terms of bursary, for girls who are in boarding primary schools that will often demand sustenance in the schools.

The other important support that should be provided by the government and the Non-Governmental Organizations are the rescue centres in the schools that are located deep in the interior. Rescue centres would go a long way in providing a learning environment, where the girl is not threatened by the cultural practices leading to drop out from school. Therefore, the head teachers should be actively involved in sourcing the assistance for the poor girls who cannot afford school fees.
Again, the Ministry of Education should ensure that more female teachers are posted in these schools to act as role models for the girls. In the same breathe, enough learning facilities and physical structures such as teachers staff houses, should be provided.

4. The community together with the government support should initiate alternative culture-friendly rites of passage for the Maasai girls instead of withdrawing them from school. This especially the FGM, where no physical circumcision takes place.

There is need to enforce laws that prohibit Female Genital Mutilation, early bookings which lead to early marriages. Heavy penalties for teachers who sexually harass their female students should be reinforced. Parents should be sensitized on the dangers of these practices, on their daughters, especially at an early age as this is the only way to stop the vice.

Parents should be informed that if it is possible to take the girls back to school if they become pregnant before completion of their school. This should apply to the girls who are withdrawn from school to attend the circumcision rite, after this passage. Parents should take them back to school, and encourage them to continue with their education.

5. The school administration should also accept girls who have been sexually abused and even become pregnant. Through this they will be telling their parents that pregnancy is not the end of education. By accepting the girls back to school will not only encourage the girls but also give another chance to the girl-child who would otherwise be lost.

6. Parents should be educated on the rights of the child irrespective of sex and their responsibilities as parents. They should be made aware that the law will catch up with them if they abdicate their responsibilities to their children. The government should intensify adult education in the division to reduce the illiteracy level.
5.5 Suggestions for Further Research

This study was limited to education access by the girl-child in Magadi division, an ASAL region.

1. It would be worthwhile to undertake a similar research taking not on the enrolment rate, retention and performance by the boy-child, who equally encounters cultural practices that can hinder access to education, namely Moranism.

2. A similar study could be carried out with secondary school girls but on a wider scope such as, Kajiado District.

3. The present study did not take into consideration the effects of the introduction of Free Primary Education, in terms of improving enrolment, retention and performance of the girl-child. A study/research in this area is highly suggested.
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APPENDIX I

COVER LETTER TO RESPONDENTS

Dear respondent,

You have been chosen to participate in this study that investigates education access by girl-child in ASAL region.

Your responses will be treated with utmost confidence. Therefore, you are requested to respond to the questions asked by the interviewer without reservations; do not discuss your responses with other respondents.

It is hoped the information will be useful to students, parents, educators and policy makers.

Your response will be of great value to this study.

Your co-operation in this exercise is highly appreciated in advance.

Thank you.

Yours faithfully,

Florence Mbatia
APPENDIX II

INTERVIEW SCHEDULE FOR AREA EDUCATION OFFICER

It has been observed that there are great disparities in enrolment rate between boys and girls in primary education in ASAL region, what are the main factors which influence the difference in enrolment rate between boys and girls in primary level?

Factors which lead to high drop out rate among girls once enrolled in schools?

Have there been any interventions from the government and non-governmental organizations?

A. How effective have they been towards promoting the enrolment and retention of the girl child in school?

Probe with regard to putting up important programs like rescue centers, boarding facilities, female teachers, staff quarters and feeding programs.

What are the contributions and views of parents, teachers and local leaders towards girl-child education?

What are your recommendations for improving?

A. Enrolments, retention and performance of girls in ASAL region?
APPENDIX III

INTERVIEW SCHEDULE FOR HEAD TEACHERS OF THE PRIMARY SCHOOLS

It has been observed that there are great disparities in enrolment rate between boys and girls in primary education in ASAL region, what are the main:

(a) Factors which influence this difference in enrolment rate between boys and girls in primary level?

(b) Factors which lead to drop out rate of girls once enrolled in schools?

(c) Have there been any interventions from the government and non-governmental organizations?

(d) How effective have they been towards promoting the enrolment and retention of the girl child in school?

Probe with regard to putting up important programs like rescue centers, boarding facilities, teachers’ quarters, female teachers and feeding programs.

What are the contributions and views of parents, teachers and local leaders towards girl-child education?

What are your recommendations for improving enrolments, retention and performance of girls in ASAL region?
APPENDIX IV

INTERVIEW SCHEDULE FOR THE LOCAL LEADERS REPRESENTATIVES OF THE COMMUNITY

It has been noted that there are preferences for boys than girls in terms of attaining education.

In your view: -

(a) What are the causes?

(b) The effects of not educating the girl-child in the community?

(c) What is the place of the girl-child in the community?

(d) In your location are there any girls who have completed secondary education and gone to college? Yes [ ] No [ ]

If the answer to the above is yes how many are they and what kind of jobs do they do?

In your view how do you think the community contributes towards girls not attaining full education?

Are there any interventions from the government and Non-Governmental Organization which have contributed towards girl-child education?

What would you recommend to be done to improve girl enrolment in school, retention and advancement in education?
APPENDIX V
PUPILS' QUESTIONNAIRES ON EDUCATION ACCESS OF GIRL-CHILD IN THE ASAL REGION

Please feel free to answer the questionnaire as frankly as possible. Responses to these questions will be treated confidentially. Do not write your name anywhere on this paper. Place a tick ( ) on the appropriate choice(s) which you think is the answer(s) or more correct response(s) to the questionnaire.

PART A

Name of the school .................................................................

Sex  
Male [ ]  Female [ ]

Age ........................................

Is the school  Day [ ]  Boarding [ ]

In what class are you? Std 7 [ ]  Std 8 [ ]

Do you know of any pupils who joined class one with you but have since dropped out?

Yes [ ]  No [ ]

How many dropped out in the following classes?

<table>
<thead>
<tr>
<th>Class</th>
<th>Std 2</th>
<th>Std 3</th>
<th>Std 4</th>
<th>Std 5</th>
<th>Std 6</th>
<th>Std 7</th>
<th>Std 8</th>
</tr>
</thead>
<tbody>
<tr>
<td>No of Pupils</td>
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</table>

How many dropped for the following reasons:

- Lack of school fees  [ ]
- Being expelled due to discipline problems  [ ]
- Got married  [ ]
- Got pregnant  [ ]
- Peer pressure  [ ]
Drug influence [ ]
Did not like school [ ]
Please specify any other [ ]

PART B

7. (a) How many children are you in your family?
   (b) How many of your sisters have gone to school?
   (c) How many have not gone to school?
   (d) How many started but dropped out of school?
   (e) Which class did they drop out?

8. (a) Does the community contribute in girls not being in school? Yes [ ] No [ ]
   (b) If the answer to the above is yes, in which ways does the community contribute to girls not being in school? .................................................................

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(c) Do girls drop out voluntarily or chose to stay out of school? Yes [ ] No [ ]
(d) If the answer to the above is yes, what reasons do girls give for choosing to stay out of school?

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(e) What do you think should be done to make girls access education?

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APPENDIX VI

DOCUMENTARY ANALYSIS

Class registers and class files will be analyzed for information needed in filling the table below.

Name of school ____________________________

Table 4:

<table>
<thead>
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<th>Years</th>
<th>Std</th>
<th>Total Enrolment</th>
<th>Drop Out</th>
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<td></td>
<td>Boys</td>
<td>Girls</td>
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<tr>
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<td>Girls</td>
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Table 5: KCPE Performance (2000-2004)

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<th>Mean Grade</th>
<th>No. of Girls</th>
<th>Mean Grade</th>
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