THE IMPACT OF SOCIO-CULTURAL AND ECONOMIC FACTORS ON GIRLS’ ACCESS TO AND PERFORMANCE IN SECONDARY EDUCATION IN KENYA: A CASE OF GARISSA DISTRICT, GARISSA COUNTY

BY

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DECLARATION

This project is my Original work and has not been presented in any other University for degree or any other award.

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This project is dedicated to Mrs. Amina whose moral and material support encouraged me to complete the research project.
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ABBREVIATION AND ACRONYMS

ASAL  -  Arid and Semi-Arid Lands
CBO   -  Community Based Organization
KIE   -  Kenya Institute of Education
MOE   -  Ministry of Education
NGO   -  Non Governmental Organization
ABSTRACT

Girls' performance in secondary education has remained a challenge in Kenya and in particular Garissa District. This may be attributed to various factors ranging from socio-cultural to economic factors. This study sought to investigate the impact of socio-cultural and economic factors on girls' access to and performance in secondary education in Garissa District. The study adopted qualitative and quantitative research design. The sample of the study was drawn from six girls' secondary schools in the district by use of systematic random sampling. A total of two hundred and thirty one (231) students, six (6) head teachers and twenty one (21) classroom teachers were sampled. The researcher used questionnaires with closed and opened ended questions, content analysis and focus group discuss for data collection. The researcher carried out pilot testing of the research instruments on few selected schools to establish their validity and reliability before the actual administration. Qualitative data was analyzed using a thematic approach. The quantitative data analysis involved coding the variables and analyzing them using the Statistical Package for Social Science (SPSS) Computer program. Analyzed quantitative data was presented by use of tables, pie charts, frequency and percentage tables. The analysis of the research findings showed that community's attitude towards girl-child education has to some extent changed positively, however complete support to girl child education is still lacking by the community. The findings further showed that there are various socio-cultural factors that continue to influence girls' access to and performance in secondary education in Garissa district. The socio-cultural factors impose the biggest challenge on girls' secondary education and that although the society is changing its attitude towards education of the girl child, other serious factors like FGM, early marriages child labour and early pregnancies continue to hinder the education of the girl-child. The research findings also showed that parents' level of education, occupation and income affected the girl child's education. The research recommends that sensitization programmes be conducted on the importance of the girl child's education targeting parents and community members. The research further recommends that the government should enforce laws on perpetrators of early and forced marriages and child labor making sure that the offenders are arrested and charged in court of law. In addition; the researcher recommends the government should increase subsidized day secondary education funding so as to take care of institutional needs fully so that girls who require extra personal effects such as sanitary towels can easily access them within the schools. The findings will be useful to the government in formulating and addressing gender imbalances in the acquisition of education. Education stakeholders will find findings more useful in their effort to improve girls' access to and performance in secondary education. Development partners in education will also find the results useful in addressing economic factors that hinder girls' performance in secondary education. The findings will further help stakeholders realize the millennium development goals and vision 2030. The researcher recommends further research in other Districts, the Counties such as Wajir and Mandera to see whether the same problem exists.
CHAPTER ONE
INTRODUCTION AND BACKGROUND OF THE STUDY

1.1: Introduction

This chapter highlights the background of the study, statement of the problem, purpose and objectives of the study, research questions, significance of the study, the scope and limitations of the study, delimitations of the study, assumptions of the study, theoretical and conceptual frameworks and operational definitions of the central terms.

1.2: Background to the study

Education is perceived as a cornerstone of economic development and social development and principal means of improving welfare of individual (Orodho, 2009). In the economic and political development, education is perceived to have positive impacts on making informed decisions, and choices and contributes to formulation and implementation of sound economic and social policies by promoting good governance and evolution of a civil society through community and natural capacity building (Orodho 2008, World Bank, 1990).

Education is an essential tool for achieving the goals of equity, development and peace. It is a useful tool for addressing the religious and cultural impediments that deny girls access to education. Equal access to girl attainment of educational qualifications is necessary if more women are required to be the agents of change.

In 2000, the Kenyan Parliament enacted the children’s act that recognized education as a basic right to all children. The Act further indicates that every child shall be entitled to education, the provision of which shall be the responsibility of the government and the
parent (GOK, 2001). The Act therefore safeguards the girl child from being discriminated by the parent and the government.

According to Bosire (1986), although the number of girls in both primary and secondary schools continue to rise every year, and yet a good number of them have been unable to acquire basic education. Worldwide, education is seen as the key to modernity and natural development. Many countries maintain that education is considered a basic human right essential for democracy and a prerequisite for economic growth.

Research reveals that investment in female education will lead to improved nutritional practices, proper hygienic practices and a good management of household’s duties in the family. Educated women also contribute to increased earnings and economic productivity as well as improved quality of life for developing nation like Kenya. Education will also improve women’s ability to participate in decision making at both household and societal levels. In addition, education will enable girls to function as useful and responsible members of their societies and equip them economically for independent life. It is therefore safe to say that educated women are an asset to the nation. It is evident that education of females is one of the critical factors which contribute positively to national economic and social development.

Duncan (1989), reviewing several studies undertaken in Africa concludes that there is inter-relationship between the socio-cultural and economic background of students and their academic achievements. This means that parental influence on the educational aspiration of their children varies in relation to their socio-cultural and economic status. Although the situation has to some extent changed due to the efforts made by the government and other stakeholders in sensitizing the community members on the
importance of educating their girls, Somali community from time immemorial used to sideline the education of girls even when it comes to religious schooling.

Due to the role played by education in promoting economic and social development, the government of Kenya introduced Free Primary Education in the year 2003 and further extended this assistance by introducing subsidized secondary education in the year 2008 where the government contributes KSh.10, 265 for every Kenyan student in secondary schools, an indication that the government intends to help every Kenyan child who qualified to join form one in schools admitted and does not stay at home because of lack of fees. However, education system in Kenya has been characterized by gender disparities. Although the country has achieved near parity in the education of boys and girls at primary level serious disparities exist in secondary and tertiary level of education (FAWE, 2002).

Parents opt to withdraw their daughters from school due to the mistaken view that educating boys is more important given their ultimate roles as family heads and bread winners of the family. There is also a common belief in most Somali families that educating girls is a waste of resources because the knowledge and income gained from employment finally ends up to the families of their husbands once they get married. In fact there is a Somali saying which says: “Gaber niin un bay udalata”. This means that a girl is born purely for a man. She is cared for and moulded by her parent only to be enjoyed by someone who she has never met before and has not contributed in any way to her status at that time.
This is a clear message to the girls that they are prepared for marriage and mother-hood life. This undue emphasis on marriage and mother hood results in undue preoccupation of girls with how to be good wives and being source of pleasure for their husbands once married. This therefore discourages them from developing a creative mind and initiatives to work hard and compete so as to excel in academics. Somali culture and religious beliefs promote practices of polygamy. Because of this, husbands are allowed to marry a maximum of four wives. It is therefore common in the community to see husbands with more than one wife. Experience has shown that a good percentage of the husbands show strong attachment to the younger wives and by extension their sons and daughters. In such situation, older wives and their children are neglected and therefore struggle to survive on their own. A man contributes to older wives if any by paying fees for their sons. Girls are disregarded and therefore assist their mothers at home or look for part time jobs to boost family income.

There is also fear among parents that post-pubertal girls left unmarried and allowed to go to school will end up getting pregnant out of wedlock. Given the value placed on chastity in Somali community, premarital pregnancy has implication for the acquisition of bride wealth where girls are valued primarily as commodities. Premarital pregnancies will bring shame to the family name and depreciate their ‘market’ value and hence the gift of the bride wealth that the family can expect to obtain diminishes. It’s against this background that the research focused on socio-cultural and economic factors and their impact on girls’ access and performance in secondary education in Garissa district.
1.3 Statement of the Problem

In-depth studies by Kasemberi (2004), Mutegi (2005), and Mutima (2005), focused more on internal efficiency of education by establishing causes of dropout rates, repetition rates, and low transition rates. There is paucity of research on impact of socio-cultural and socio-economic factors on girls' access and performance in schools especially among pastoralist communities. This study therefore sought to address the problem.

According to Evans (1969), the family and the school are considered as most important agents of socialization. The students spend an extensive part of greatest single block of their time in school hence the school has greatest opportunity to function as socializing agent. Indeed, it is indisputable that well provisioned education can strengthen the process and the output of tertiary level of education. Sheila (1992) argues that the rate of social and economic growth depends largely on the quality of the country's human resource.

While there is no dispute that education improves the living standards of the individual and the economic development in totality, the education of girls in the then North Eastern Province and Garissa district in particular is becoming difficult. In the long run, this will make it difficult for the government to achieve equality for all in the provision of education in the district.

Through affirmative action, the government of Kenya introduced in 2003 and 2008 some programmes in education to improve access to education in marginalized areas, for example introduction of school feeding programmes and subsidized secondary education. The Non-Governmental organizations such as EMACK, Mikono International and UNICEF have also assisted in paying fees for girls coming from economically
disadvantaged families in addition to providing sanitary pads to girls in marginalized areas. Despite the above interventions enrolment of girls still remains low in pastoralist communities (Refer to appendix J). This study therefore sought to address the impact of socio-cultural and economic factors on girls’ access to and performance on secondary education in Garissa district.

1.4 Purpose of the Study

The study sought to identify the influence that socio-cultural and economic factors impose on girl’s access to and performance in secondary education in Garissa district.

1.5: Research Objectives

i. To investigate the impact of socio-cultural factors on girls’ access to and performance in secondary education in Garissa District.

ii. To find out the impacts of parents’ economic status on girl’s access to and performance in secondary education in Garissa district.

iii. To find out the extent to which parents’ education level affects girls’ access to and performance in secondary education in Garissa District.

1.6 Research Questions

This study was guided by the following research questions.

i. Do socio-cultural practices affect girls’ access to and performance in secondary education in Garissa district?

ii. How do parents’ economic status affect girls’ access to and performance in secondary education in Garissa District?
iii. To what extent does parents' educational level affect girls' access to and performance in secondary education in Garissa District?

1.7 Significance of the Study

The study will help the Ministry of Education to address gender imbalances in the provision of secondary education in the district and advice the K.I.E to develop curriculum that is girl child friendly. It will also assist managers of secondary schools in the district to know economic problems affecting girl's education in the district and hence introduce possible measures to reduce them. On the other hand the educational planners may use the information to improve girl's access to and performance in secondary education. The study will equally add the growth of knowledge especially on the impact of socio-cultural practices on girl's enrolment in secondary education in the district.

The study will further help future researchers in identifying areas in which to carry out more research on the impact of socio-cultural and economic factors on girl child education in secondary school in the district. It is also hoped that educational administrators will recognize the unique problems girls encounter in their effort to get high school education and compete favorably with boy - child in the job market.

1.8 Assumption of the Study

In the study the researcher assumed that all the respondents would cooperate and provide reliable responses and that those girls from disadvantaged families were given bursaries fairly. The researcher also assumed that cultural practices exist despite improvement in adult literacy by the government through various Governmental departments, Non-Governmental Organizations (NGO's) and Community Based Organizations (C.B.Os) in the district. Teachers using their professional knowledge and skills would help the
students to overcome socio-cultural and economic constraints that obstruct their efforts to achieve academic excellence.

1.9 Theoretical Frame work

Theoretical framework of the study was based on the liberal feminism theory which is gender theory based on egalitarianism. According to Asembo (2003), the theory argues that merit and not birth should be the basis for social advancement and achievements. Education is seen as essential in the realization of an egalitarian society. It emphasized on equal participation of all children in education regardless of sex or gender. The theory points out the need to develop strategies that can address the barriers that exclude girls from participating in education (Davies, 1994). It argues that children should have equal treatment at home and in school in terms of providing quality education and other necessities. The theory identifies social-cultural factors such as early marriage, female circumcision, poor attitude towards girl child education, societal economic level and parental level of education and hence preference to boy-child education as factors that hinder access and performance of the girl child in both primary and secondary education. This is common to pastoralist communities among them Somalis which favour boys than girls in matters of education.

This theory is relevant to the study because it emphasizes equal participation of both boys and girls despite series of gender disparities in the provision of education to the girl child.

1.10 Conceptual Frame work

The study addressed the impact of socio-cultural and economic factors on girls access to and performance in secondary education in Garissa district. The chance of a girl
accessing education depends on multiplicity of factors ranging from socio-cultural factors, economic factors to school based factors.

The socio-cultural factors include: early marriages, female circumcision, poor attitude towards girl child education while the economic factors include: parents level of education, parents income level, cost of education and family size.

All these factors determine girls' chances of accessing education, for example educated parents, understand the value of education to their children. They therefore take their children to school regardless of their sexes.

Where these factors thrive, there will be low access to secondary school education, high dropout and poor academic performance. Where these factors are positive, there will be high access to secondary school education, high academic performance and low dropout rate. This can be well demonstrated by the Figure 1.1 as shown below:-

Figure 1.1 Conceptual framework: Impact of socio-cultural and economic factors on girls' access and performance in secondary education

Social-cultural factors
- Child labour
- Early marriages
- Female Genital Mutilation
- Poor/negative attitude towards girls education
- Low returns from education (Negative)

Economic factors
- Poor parental economic situation
- Lack of reliable source of income
- Illiterate parents
- High level of poverty
- High cost of education
- (unfavorable)

Girl child
- Low access to primary school
- Negative attitude
- Poor performance in primary school
- Low self-esteem
- Low participation in primary school

Outcome
- Low access to Secondary Education and poor performance

Dependent variables

Independent Variables

Source: Researchers perspective from Research objectives.
1.11 Definition of operational terms

Access: Refers to the right to and opportunities available for the girls to enter and compete the education cycle.

Gender: Refers to socially constructed characteristics of men and women.

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

Socio-cultural factors: Refers to (Early marriages, female circumcision, household duties) A combination of social and cultural practices that either limit or enhance girls’ access and retention in education.

Enrolment: Refers to the number of pupils who get admitted to school at all education levels as measured by the total number of pupils at school irrespective of their age in Gross Enrolment (GE).

Socio-Economic factors: Refers to a combination of social and economic practice that either limit or enhance girls participation in secondary school education.

School-based factors: Refers to the conditions inherent in school that either limit or enhance the involvement of pupils in secondary education such as availability of school space, teacher’s attitudes, insecurity in the school, availability of physical facilities among others.
CHAPTER TWO
REVIEW OF RELATED LITERATURE

2.1 Introduction
This chapter deals with review of related literature on the impact of socio-economic factors on girls’ access to education. It gives an overview of broad and specific factors that affect girls schooling.

2.2 Impact of social-economic on girls schooling
According to UNICEF (1995) household decision to send children to school is strongly influenced by the economic, social and cultural context in which they find themselves. They are also affected by the terms on which schooling is made available to them and its quality. Brigs (1992) on the other hand identified three categories of factors affecting accessing education and they include; Community and household based factors, School based factors and educational policies.

2.2.1 Community and household based factors
These are the factors directly connected to household and community characteristics like parents level of education, economic level of the family, cultural factors, parents’ attitude to education, teenage pregnancy and lack of role models.
According to Chabuad (1970), household chores affect school work more particularly to the education of girls who are overwhelmed by a fold burden of work at home and at school. The stay down rate for girls is higher than that of boys. He said “They have less time to study and therefore give their studies less attention and become more tired
because of their duties at home”. On the other hand, Mwiria (2005) says that girls are likely to drop out of school than boys. He says that the unsupportive home environments that give preference to boy’s education caused this. He cites cultural practices such as female genital mutilation, early marriages and domestic labour as some of the factors contributing to girls’ low enrolment in education institutions. Mwiria therefore blames the prevailing socio-cultural and economic dynamics as the cause of limited girls’ access and participation in secondary education. Because of this, they are bound to lead life full of dependency either to their parents, brother, uncles or husbands once married.

Indicators such as parental level of education, particularly the mother, occupation, income and family size among others play an important role in the provision of education to the children. Appleton (1995) found that parental education enhanced their contribution towards their children’s progress in school equally for both boys and girls. According to Ambajo (1999), combination of low parental level of education, low income and large family size catalyzed low participation of children in educational programmes.

According to Abagi & Wamahiu (1995), girls from households with low education and limited resources are more disadvantaged as compared to boys from the same background. In such situation, parents prioritize basic family needs and boy’s education rather than girl’s education.

Parent’s decision to take their children to school especially girls is influenced by the cost of educating them and the perceived benefits of the prevailing opportunity cost. Parents’ level of income also affects the education of girls. Low income of the parents means choosing the boy to go to school. This is because parents’ belief that investing in
education of girls is a waste of money. Most parents believe that the knowledge and skill acquired by a girl will only benefit the members of her in-laws and her husband. This is because once married the girl goes to her husband’s family and therefore cease to be a member of her parents’ family. A good number of Kenyan families live below the poverty line. The poor economic condition of the marginalized community makes payment of school fees a great challenge and therefore majority of the families prefer to spend the little family resources on the education of the boys than girls. Among the poor families, girls’ labour is often critical to the income or survival of the household. Odada (1987) states that, many parents who have limited resources only choose to invest in boys or have the children stay at home to provide the needed labour or sell things from roadside stalls.

The above statement implies that other than just concentrating on the direct costs of education, it is important to consider also the opportunity costs of education such as the labour that parents forego after sending their children to school.

According to the economic survey 2004, the Ministry of Planning and National Development defines poverty as a deprivation of essential assets and opportunity to which every human being is entitled to. Girls in poor families have at a time pulled out of school and married off to wealthy men or employed as domestic workers to support their families economically, to educate their brothers from the income generated through this way. Some of them engage in commercial sex practices as a way of earning income to maintain themselves and their family members. This idea of playing dual role i.e. a family bread winner and a student affect their educational achievement in the end. UNICEF (1995) rules that:- Poverty plays its part. If their clothes are torn or inadequate,
girls from poor families constrained by the demands of modesty and poverty will stay at home. If they have inadequate sanitary protection, then the beginning of menstruation can mean the end of girl’s education. Studies conducted in Malawi and Nigeria reveal that due to the prohibitive cost of education, families are left with a difficult choice between boys’ and girls’ education. For many parents, boy’s education turns out to be most preferred choice (Graham – Browns, 1991).

Socio-cultural beliefs, attitudes and practices dominant in our society have gender differentiated effects on boys and girls. Education studies of the education of girls show that their disadvantaged position and discrimination emanates from the parental and patriarchal societies attitudes, which stress the value of sons and daughters (Abagi & Wamahiu, 1995). As a result girls’ education is given little or no attention compared to that of boys.

In a study by Appleton (1995), low valuation of schooling by parents, especially in the case of girls was out of the belief that women are less capable and their place is in the kitchen. Thus, girls become conditioned to see their future as housewives who would not need formal education for formal employment, whereas boys knew very well that they were future bread winners and need formal education for formal employment. In this case, the patriarchal structures of power not only places gender role but also discriminates against women in all aspects of social life (Kasente, 1996). The Koech report on Culture and Education (1990) stated that culture determined the way of life of any society. It provides the anchor around which basic social organization and values that guides behaviours, language and religious beliefs develops. The Somali culture assumes and
reflects low social images of girls and accepts inferiority of women as single minded, lacking basic knowledge and wisdom.

According to Carr, Phollen, & Gladwell (2005), nomadic communities have relatively light social structure. This has several implications he said. First education provision has to deal with extended facilities, communities and parents. Secondly, in case where girls are enrolled in schools, the seemingly never ending tasks for girls compared to boys had negative implications for education. The girls never seem to have adequate time to concentrate on their studies as they are bogged down by domestic chores most of the time. Kakonge (2002) further observes that the community perceptions of formal schooling are negative. The traditional beliefs and labour patterns continue to restrict women access to resources and decision making roles. He said parents' belief that once girls are educated they cannot make good wives. From the foregoing it is crystal clear that social cultural beliefs and practices dominant among the communities and more so in Somali community hinder their access and participation in formal education.

2.3 School based factors.

These are factors that are directly connected to school and they have impact on girls' access to Education Act Cap 211 section two (2) define a school as an institution in which not less than ten pupils receive regular instructions. The overall goal of education as stated in Sessional Paper No.1 of 2005, on policy frame work for education, training and research is to achieve education for all (EFA) by 2015.

To enhance basic education for the purpose of schooling, Kenya has become a signatory to some of the international laws, conventions, treaties and protocols which make it right
for every human being to receive education. These include Universal declaration of Human rights (UDHR) which recognizes the right of every human being to education. The Beijing declaration and platform for action 4th world conference on women (1995) recognize education as a human right and an essential tool for achieving the 9091 of equality, development and peace. This was followed by World Conference on education for all (EFA) of Jomtien Thailand (1990) and Dakar (2000) whose major recommendation was achievement of education for all by 2015.

Education system should be all to certify the mental, physical, cultural, spiritual and moral development of the society as well as prepare members of the society for opportunities responsibilities and experiences of social living. Collectively, these conventions recognize both the importance of education perse and girls' education in particular in accelerating social development and enhancing the enjoyment of rights.

The major challenges countries face is one of putting in place appropriate policies and steps at the National level in realizing these goals. A continuous review of country’s progress is thus key to ascertaining the extent of compliance. However, there are major challenges facing girl child education in secondary school in Garissa district.

The study by Jackling, Brozter & Kassim (1972) based on stories sampled from the first three grades of the readers by four major publishers found that boys displayed aggression, physical exertion and problem solving behavior while girls were displayed as engaging in fantasy, following orders or make statement about themselves. This phrase reflects girls as inferior and subordinate to the boys in attaining the level of performance required in education.
According to Kalia (1990), the images in books affect participation of boy's vis-a-vis girls in school. The study reveals that males were the exclusive leading factor in 75% of lesson participation with women taking 25% of the lesson participation. Females were most often described for their beauty, obedience and self sacrifice. On the other hand males were described for their bravery, intelligence and achievement. This clearly depicts the negative attitude that female folk's subject to by the Indian culture.

Sheila (1992) purports that "the gender role ideology drives from different perception of role and status by societal members with female being perceived as passive, submission to male authorities, physically and mentally. This means that female destiny is perceived to be related primarily to marriage and motherhood. Women's productive role and autonomy is therefore downplayed. Girls internalize at home and within society a negative self-image and values that are not conducive to their educational progress and career aspirations. Society promotes myths that girls are naturally delicate and should therefore be prepared and nurtured for responsibilities and duties that match their feminist.

The school climate and classroom dynamics depicted by the relationship between girls, their peers, teachers and the school administration may influence girls participations. Sexual harassment by male teachers and male peers are issues of concern (Abagi & Wamahiu, 1995). In some cases, girls have become vulnerable to sexual advances from their peers and male teachers respectively.

As stated by UNICEF (1995:36 – 38): "Many girls stay at home not because parents are poor or culturally intransigent but because they do not believe that the kind of education on offer is appropriated for their daughters or because they feel the risks are too great."
Those risks are real. Girls are sexually harassed, sometimes raped by their fellow pupils or their teachers or sometimes by strangers as they walk to or from school. This sexual pressure and vulnerability are central to low enrolment and repetition rates for girls in the classroom of many developing countries”

A research report reveals that adolescent mothers constitute more than 55% of the adolescent girls in Kenya. The report said that although the Kenya Government has a policy allowing re-entry of girls to school after giving birth, this is still a challenge to girls’ education since they suffer from stigmatization, ridicule and abuse from students and teachers.

Lack of female teachers as role model is another factor that affects girls’ education. Girls require female teachers to confide in and emulate them. In addition, parents worry about sexual safety of their daughters in an environment dominated by male teachers.

Besides direct costs of education, parents are reluctant to retain their daughters in school due to higher opportunity costs as compared to sons. In poor families, children labour is often crucial to the income of the household especially in the rural areas. This is due to the high demand of their labour in the household especially girls. Because of this, girls are withdrawn from school in order to engage in various forms of income generating activities such as being hired as house helps and hawking to supplement the family income (Odoga & Heneveld, 1995).

Despite free secondary education introduced by Coalition government in the year 2007, boarding schools charge exorbitant fees which are beyond the reach of many parents hence causing parents to withdraw their daughters from school. This is in view of the fact that the province represents one of the poorest areas of the country, with lowest social
economic indicators characterized by frequent drought and food security (Miranda & Eqan, 2006).

According to Appleton, (1995), even in schools where facilities are available girls still join home economic clubs to learn cooking while boys participate in greater number in science congress clubs. This discriminate girls from well paying jobs and instead it prepares girls for household chores after marriage.

Mutiso (1989) observed that “since it is assumed that the only destiny for girls is marriage curtailing of education and entry into the domestic labour market is not seen as handicapping them. Indeed, it can be viewed as relevant training towards marriage life. Most schools in the district are ill-equipped regarding resource endowment. The absence of well equipped laboratories, school libraries and computer laboratories affects performance of girls in these schools. This is coupled by inadequate structural material like text books which affects performance of girls in these schools in the district (ElimuYetu Coalition, 2003).

On the other hand gender stereotyping is also prevalent in teacher’s attitude and their teaching style in schools. Teachers’ behavior and teaching practice affect students’ academic achievement. Most teachers have differential expectations for student’s response in class discussion whereby boys are expected to be outspoken and hence asked to answer high order questions. This attitude is a reflection of the broader society biases about female in society and academic capacity of girls. Most teachers believe that boys are academically superior to girls. Teachers also believe that girls are un-mathematical, lacks spatial and analytical thinking. Girls are sometimes ridiculed for failing to answer
simple questions. In most cases teachers students interaction are biased towards boys and girls (ElimuYetu Coalition, 2003).

The tendency to stereotype subjects according to gender makes school less attractive to girls. Girls still suffer some biases in terms of teacher attention compared to boys. School curriculum geared towards boys than girls’ impact negatively to girls’ access and performance in education in all levels. Teachers believe that Sciences and Technical subjects should be left for the boys. There’s also use of inappropriate language which discourages girl’s participation in educational activities. Most teachers believe that girls concentrate more on beauty related activities than education activities.

Sanitation affects girls’ enrolment more than that of boys. There is evidence that majority of girls miss schools during their menses because there are no separate toilet facilities to meet their needs. Some toilets have no doors and there’s no running water. Girls feel embarrassed to go to toilets without the required facilities (ElimuYetu Coalition, 2003).

2.4 Summary and Gap Identification

According to Nushimura and Orodho (1999) the social-economic benefits accruing from formal education are clear and when educational opportunities are opened to girls such benefits are even greater. He further said that more educated mothers play a clear role in the family level decision making and are aware of proper medical care which is associated with reduced infant child mortality. He said educated women have access to higher ranking occupation leading to improved income and social status. In the economic and political field, education is perceived to have positive impact on making formal decisions and choice. It contributes to formulation and implementation of sound
economic and social policies by promoting good governance and evolution of a civil society through community and natural capacity building (Orodho, 1997).

Investing in education has a significant social rate of return. Education produces a big payoff of the recipient and by extension his or her family regardless of the financial sources. There is a positive correlation between education and individuals' earning and the better educated the individual, the more productive he is, not only in the place of work but also in the household. In this regard investment in education has benefits to the individual and society as a whole (Maliyam Kono & Ogby, 1999). The above presentation of the gains from women education globally and Kenya in particular demonstrates that the gains are real and enormous. However, significant number of Sub-Saharan Africa Countries, Kenya included is faced with challenges of meeting the long term goal of gender equity across education level (Psacharopoulos, 1995). Further inequalities persist and with certain groups especially female, who are not only under enrolled in almost all levels of education in comparison to the males, but are increasingly under performing and therefore further widening the gap between them and the boys in subsequent levels as well as in the market. These gender gaps therefore need to be addressed through sustained effort and innovative strategies by all stake holders so as to achieve gender balance in access to and performance in all levels of education (Nushimura& Orodho, 1999).

Despite the growing body of literature about the importance of female education, gender disparities exist in the provision of quality education to the girl child as revealed in Table 2 of Appendix 1.
Literature review shows gaps in the provision of education to the girl child among the marginalized communities like Somalis, contrary to Vision 2030 and the Millennium Development Goals on Education. So the study sought to fill these gaps.
CHAPTER THREE

RESEARCH DESIGN AND METHODOLOGY

3.1 Introduction
This chapter outlines the methodology that was used in the study. It describes the research design, the locale of the study, the target population and sample selection, and research instruments. It also explains how the data collected was organized and analyzed.

3.2 Research Design
The design for this study was descriptive survey. According to Tokesh (1984) descriptive research study is designed to obtain pertinent and precise information concerning the status of phenomena and where possible to draw valid general conclusion from the facts discovered. The design is applicable for instance to collect data on pupil or teacher opinion on variety of educational issues. Orodho (2009) observes that descriptive survey design is used in preliminary and exploratory studies to allow researchers to gather information, summarize, present and interpret them for purpose of clarification. The design was therefore found suitable for the investigation of the impact of socio-cultural and economic factors on access and performance of girls' education in secondary schools in Garissa District.

3.3 Locale of the Study
The study was conducted took place in Garissa District. All the girls' secondary schools both public and private schools are found in Central Division of the District. The District
by then was the provincial headquarters and therefore accommodates almost all the secondary schools, both boys and girls. It has a population of approximately thirty thousand people.

The researcher decided to choose the District because all the girl’s secondary schools are located in the district. Since its provincial headquarters, data related to other districts could also be found from the Provincial Director of Education office. Whereas this study could have been undertaken in any one district in the province by then, Garissa was the most accessible to the researcher considering that the researcher was a head of a new school that lacked most of the resources including manpower resource and therefore his presence in the school was crucial.

This is in line with Singleton (1988), who states that the ideal setting for any study should be easily accessible to the researcher. Financial status of the researcher plays also a major role in choosing Garissa district and not other districts in the province for the location of the study. Given that the researcher is paying the University fees and meeting his family financial needs, locating the research study in a district other than Garissa district where researcher lives would have been unwise.

3.4 Target Population

The district has limited number of girls’ secondary schools compared to boys’ secondary schools. The district has three public girls’ secondary schools and three private girls’ secondary schools. For the purpose of good representation, the researcher used all the girls’ secondary schools in the district. The schools have a total enrollment of 1,114 students.
The sample size was therefore drawn from the six secondary schools. The respondents included six (6) principals, twenty one (21) class teachers and two hundred and forty three (243) students representing the six schools. The principals were chosen because they deal directly with students’ parents and teachers. Class teachers were chosen because they represent interest of the students in their classes. Students were involved because they are the main people in the study and are in a good position to explain the issues that affect them directly.

3.5 Sampling Procedure

Sampling is a procedure of selecting a number of individuals or objects from a population such that the selected group contains elements representative of the characteristics found in the entire group (Orodho & Kembo 2002). Based on the above definition the researcher selected all the six secondary schools in the district because the numbers of girls secondary schools in the district were few. The researcher sampled 243 (Two hundred and forty three) students from the six secondary school, representing 21.8% of the total student population. All the six head teachers (100%) of the schools were included in the sample. The researcher also included twenty one class teachers, representing 65% of teachers from all six girls’ secondary schools.
The tables below shows the sampling of the students, class teachers and the head teachers of the six secondary schools.

Table 3:1 Sampling Procedure – Students

<table>
<thead>
<tr>
<th>Students Population</th>
<th>Form 1</th>
<th>Form 2</th>
<th>Form 3</th>
<th>Form 4</th>
</tr>
</thead>
<tbody>
<tr>
<td>School</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
<td>20%</td>
</tr>
<tr>
<td>Iftin Girls</td>
<td>92</td>
<td>18</td>
<td>53</td>
<td>11</td>
</tr>
<tr>
<td>Umusalama Girls</td>
<td>100</td>
<td>20</td>
<td>98</td>
<td>20</td>
</tr>
<tr>
<td>NEP Girls</td>
<td>103</td>
<td>21</td>
<td>94</td>
<td>19</td>
</tr>
<tr>
<td>Khadija Girls</td>
<td>16</td>
<td>3</td>
<td>30</td>
<td>8</td>
</tr>
<tr>
<td>Iklas secondary</td>
<td>12</td>
<td>1</td>
<td>14</td>
<td>3</td>
</tr>
<tr>
<td>Al- iman secondary</td>
<td>12</td>
<td>12</td>
<td>14</td>
<td>14</td>
</tr>
<tr>
<td>Total</td>
<td>75</td>
<td>53</td>
<td>59</td>
<td>36</td>
</tr>
<tr>
<td>Sample</td>
<td>243 = 22%</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Table 3:2 Sample procedure class teachers

<table>
<thead>
<tr>
<th>School</th>
<th>No. of class</th>
<th>Stream</th>
<th>No. of teachers</th>
<th>50%</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iftin girls</td>
<td>3</td>
<td>2</td>
<td>6</td>
<td>50</td>
<td>3</td>
</tr>
<tr>
<td>Umusalama Girls</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>NEP Girls</td>
<td>4</td>
<td>2</td>
<td>8</td>
<td>50</td>
<td>4</td>
</tr>
<tr>
<td>Khadija Girls</td>
<td>4</td>
<td>1</td>
<td>4</td>
<td>100</td>
<td>4</td>
</tr>
<tr>
<td>Iklas secondary</td>
<td>3</td>
<td>1</td>
<td>3</td>
<td>100</td>
<td>3</td>
</tr>
<tr>
<td>Al Amin secondary</td>
<td>2</td>
<td>1</td>
<td>2</td>
<td>100</td>
<td>2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>31</strong></td>
<td></td>
<td></td>
<td></td>
<td><strong>20 = 65%</strong></td>
</tr>
</tbody>
</table>


Table 3:3 Sampling procedures – Head teachers

<table>
<thead>
<tr>
<th>School</th>
<th>No. of head teachers</th>
<th>Ration (%)</th>
<th>Sample</th>
</tr>
</thead>
<tbody>
<tr>
<td>Iftin Girls</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Umusalama Girls</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>NEP girls</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Khadija Girls</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Iklas secondary</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td>Al-Amin secondary</td>
<td>1</td>
<td>100</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>6</strong></td>
<td><strong>100</strong></td>
<td><strong>6</strong></td>
</tr>
</tbody>
</table>

3.6 Research Instruments

Borg and Gall (1993) define research instruments as “tools for collecting data”. There are a number of them which researcher can select depending on the nature of the study, kind of data to be collected and type of population targeted. This study used questionnaires, Focus Group Discussion, and document analysis to collect data.

3.6.1 Questionnaire

Mugenda & Mugenda (2003) stated that the use of questionnaires is very popular method of data collection in education and behavioral sciences in general. This is due to the relative ease and cost effectiveness with which they are constructed and administered. The questionnaire with close-ended and few opened-ended questions was used to get information from head teachers, class teachers and students.

3.6.2 Focused Group Discussion (FGD)

According to Kombo (2006) focus group discussion is best suited for data on group attitudes and perceptions. This involves obtaining information from parents on their perceptions and attitudes towards impact of socio-cultural and economic factors on girl’s education in secondary school in Garissa District. This was because the researcher felt that the inclusion of the parents will increase the authenticity of the research findings as parents are the final decision makers as regards education of their children. This tool was used to collect data that sought further explanation of same phenomenon. The data collected through this method was analyzed by comparing it to the literature review already done at the beginning of the study.
3.6.3 Document Analysis

This was used to collect data on repetition, enrolment and completion rates in a bid to compare the scenario between the girls and boys in schools.

3.7 Piloting of the Research Instrument

In order to ensure validity and reliability of the instrument developed, a pilot was carried out on the instruments. Piloting is important because it helps in detecting shortcomings in the questionnaire (Mugenda & Mugenda 2003). Questions that were vague were revealed in the sense that respondents would interpret them differently. It also revealed unclear directions and insufficient space to write responses. Piloting assisted in determining the reliability of the instruments and necessary adjustments were done on any parts that appeared to be unclear to the respondents.

3.7.1 Validity of instrument

According to Gay (1992) validity refers to the degree to which an instrument measures what it is supposed to measure for a particular purpose and a particular group. To ensure validity of the instruments, the researcher pretested in the piloting using thirty students as a sample of the pilot study.

3.7.2 Reliability of the Instrument

To test the reliability of the instrument (questionnaire) the researcher used split half-technique. This was done by administering instrument to the total respondents in the pilot study. The split half was done in one session. The responses of the respondents
were divided into two sets using the odd numbered items for one set and even numbered items for the other set. The responses were scored by the researcher on the basis of assigned scores in each set of items. This was correlated using person’s moment product correlation co-efficient.

3.8 Data Collection Procedure

The data in this study was collected by use of questionnaires, focus group discussions and document analysis. To begin with, the researcher sought permission from Kenyatta University and then applied for research permit from the Permanent Secretary, Ministry of Education before going to the field to do data collection. The researcher went to each of the sampled schools and sought permission to conduct research.

After being granted with permission by the school authority, the researcher met principals, class teachers and students of the schools under study and explained to them the purpose of the study and the reason behind the collection of the information from them to gain their confidence and cooperation. The researcher guaranteed the subjects that the information collected and produced would only be used for the purpose of the research and would be kept confidentially. By doing this, the researcher intended to solicit the full cooperation of the respondents to achieve successful completion of the exercise.

The researcher requested the principals of the schools to help him talk to class teachers and students in their schools so that they co-operate when the study instruments would be administered to them. The researcher then administered the questionnaires to the head
teachers. The researcher made arrangements with the principals of the school on the time to collect the questionnaires after they had been filled in.

3.9 Data Analysis

The collected data for this study from both primary sources-through questionnaire and focus group discussions and secondary sources-through document analysis was coded and analyzed statistically using the Statistical Package for Social Science (SPSS). The study used descriptive statistical tools to analyse quantitative data obtained from the study. The presentation of quantitative data is in the forms of frequency distribution tables and percentages. Tables have been used because they are easy to interpret. Frequencies and percentages are convenient in giving general overview of the problem under study. It is also to make conclusions and recommendations of the study. Qualitative data has been categorized and analyzed according to themes to compliment qualitative data.
CHAPTER FOUR
FINDINGS AND DISCUSSION

4.1 Introduction

This chapter presents the findings of the study which was guided by the following research questions:

1. To what extent do socio-cultural practices affect girls' access to and performance in secondary education in Garissa district?

2. To find out the impact of parents' economic levels affect girls' access to and performance in secondary education in Garissa District?

3. To what extent does parents' educational level affect girls' access to and performance in secondary education in Garissa District?

Data was collected from sample of the six girls secondary schools. The respondents included six (6) principals-100%, twenty one (21)-100% class teachers and two hundred and forty three (243) students representing 95.1% of the sample.

4.2 Do socio-cultural practices affect girls' access to and performance in secondary education in Garissa district?

The following are the various responses from students, class teachers and head teachers on whether socio-cultural practices affect girls' access and performance in secondary education in Garissa district:

To find the general attitude of the community towards women, the respondents (teachers) were asked what they thought of the opinion:
Table 4.1 Women are inferior to men and their place should be in the house and not in school

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>6</td>
<td>14.3</td>
</tr>
<tr>
<td>Disagree</td>
<td>11</td>
<td>85.7</td>
</tr>
<tr>
<td>No idea</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>TOTAL</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.1 most of the respondents (85.7%) said they disagreed with this statement, (14.3%) said they agreed with this statement. The same respondents (teachers) were asked whether the community have interest in girls' education and their responses were shown in the Table 4.2 below:-

Table 4.2: Whether the community has interest in girls’ education

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rarely</td>
<td>4 points</td>
<td>28.6</td>
</tr>
<tr>
<td>sometimes</td>
<td>3 points</td>
<td>52.4</td>
</tr>
<tr>
<td>Not at all</td>
<td>2 points</td>
<td>4.8</td>
</tr>
<tr>
<td>Don't know</td>
<td>1 point</td>
<td>14.3</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Asked to rate the interest the community had on girls’ education in Table 4.1 above most of the teachers rated it (52.4 % and 28.6%) for 3 points and 4 points respectively). The rest were 2 points (4.8%) and 1 point (14.3%). This is consistent with the findings from
the focus group discussions in which when they were asked whether the community had a lot of interest in girls’ education, majority of the teachers said ‘Yes’ implying that the community’s attitude towards girls’ education had changed and that there are number of girls’ school that had been built in the recent years. The teachers also cited the rise in number of girls in schools and attributed this to the interest of the community in girls education. This is also resonated in the Headteachers responses, who said that the community is supportive towards girls’ formal education. All the head teachers (100%) agree that the community is supportive to girls’ formal education.

The teachers were again asked to comment on the statement “Parents do not like enrolling their daughters to school”.

Figure 1.2: Whether parents do not like enrolling their daughters to school

The responses in pie chart above Figure 1.2 shows that most of the respondents (66.7%) disagree with the notion that parents do not like enrolling their daughters in school,
(28.6%) of who agreed that parents do not like taking their daughters to school while (4.8%) had no idea. The teachers were asked to explain further their responses and those who agree said that parents prefer boy child education because parents value more the moral standards of the daughters than acquisition of secular education. Those who disagreed with the statement (66.7%) said that children should be given equal opportunity to acquire education.

To further gather information on attitude of the community towards girls’ education in general, the teachers were also given opinionated socio-cultural factors and were asked whether they agreed with this statements.

“Parents feel that taking girls to school spoils their moral values and cultural ethics”.

Table 4.3: Whether taking girls to school spoils their moral values and cultural ethics

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>20</td>
<td>95.2</td>
</tr>
<tr>
<td>Disagree</td>
<td>1</td>
<td>4.8</td>
</tr>
<tr>
<td>No idea</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

The responses in Table 4.3 show that most of the respondents (95.2%) agreed that taking girls to school spoils their moral values and cultural ethics, while 4.8% disagreed with this opinion. The results show that parents still have a negative attitude towards girl child education branding education as immoral and spoil girls’ moral values and cultural ethics.
"Islamic beliefs such as seclusion and dress affect girls' access and performance in secondary education"

Table 4.4: Whether Islamic beliefs affect girls' access and performance.

<table>
<thead>
<tr>
<th></th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>12</td>
<td>57.1</td>
</tr>
<tr>
<td>Disagree</td>
<td>7</td>
<td>33.3</td>
</tr>
<tr>
<td>No idea</td>
<td>2</td>
<td>9.5</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.4, majority of the respondent (57.1%) agreed to this statement while 33.3% said they disagree.

The teachers were also asked whether some cultural practices have negative effects on girls' enrollment and participation in secondary education. All the respondents (100%) agreed. A follow up of the same during the focus group discussion with the teachers showed that there are factors such as early marriages, nomadic lifestyle and the cultural norms attached to it, Female Genital Mutilation, religious influence, forced marriages that limit girls access to and performance in education. However, Child labour, forced marriage and Female Genital Mutilation dominated the discussions as the main factors that continue to affect the girls' access and performance in secondary education in Garissa district. This is also consistent with the head teachers' responses who when asked to rate factors: Early marriage, Child labour, High Poverty level, forced marriage, cost of education on parent -on a scale of five (from the one with the highest negative effect to
the one with the lowest effect on girls’ access and performance). On average the rating result came out as follows:

1. Child labour
2. Early marriage
3. Forced marriage
4. Cost of education on parent
5. High Poverty level

The responses show that the community’s general attitude towards the girl child education has to some extent changed to be positive. However a big percentage feel that Islamic beliefs such as seclusion and dress and other factors such as Female Genital Mutilation (FGM), Child labour and Forced marriages continue to affect girls’ access and performance in secondary education in Garissa district.

According to Chabuad (1970), household chores affect school work more particularly to the education of girls who are overwhelmed by a fold burden of work at home and at school. The stay down rate for girls is higher than that of boys. He said “They have less time to study and therefore give their studies less attention and become more tired because of their duties at home”. The girls were asked whether they had duties at home and their responses were as follows:
Table 4.5: Whether the girls have duties at home after school

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>yes</td>
<td>168</td>
<td>72.7</td>
</tr>
<tr>
<td>No</td>
<td>23</td>
<td>10.0</td>
</tr>
<tr>
<td>No response</td>
<td>40</td>
<td>17.3</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100</td>
</tr>
</tbody>
</table>

Asked whether the students were assigned duties after school to determine if such duties affect their school work, majority (72.7%) said “Yes” while only 10% said “No” as shown in Table 4.5. This shows that majority were involved in domestic duties. This seems to resonate with the responses of the teachers and Head teachers who said that child labour is one of the factors that affect girls’ education. Furthermore, most students mentioned that the duties interfered with their academic work as shown in the Table 4.6 below:

Table 4.6: Whether duties interfere with academic work

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>107</td>
<td>46.3</td>
</tr>
<tr>
<td>No</td>
<td>87</td>
<td>37.7</td>
</tr>
<tr>
<td>No response</td>
<td>37</td>
<td>16.0</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the respondents (46.3 %) said ‘Yes’ which means that the duties that they were given affected their academic work while (37.7%) said ‘No’. 16% did not respond as
shown in Table 4.6. Asked to explain further, the respondents on this interference to the academic work, most of those who said “Yes”, claimed that these domestic duties consume a lot of their time which they could use to do homework. Most of those who said “No” said domestic chores were part of their responsibility as female members of the country and were not in any way affected in their academic performance. One respondent said “I have a fixed personal timetable that I follow and I read after doing the chores.” Some of them said they had house helps at home, who did most of these house hold duties, and hence their contribution is minimal.

In an effort to compare with the boys and their participation, the girls were asked whether they performed more duties than boys at home. This in reference to Carr, Pholen & Gladwell (2005) who says where girls are enrolled in schools, there is seemingly never ending tasks for girls compared to boys had negative implications for their education. The girls never seem to have adequate time to concentrate on their studies as they are bogged down by domestic chores most of the time. The responses of the girls on whether girls perform more duties than boys are indicated in table 4.6

<table>
<thead>
<tr>
<th>Table 4.7 whether girls perform more duties than boys at home</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Response</strong></td>
</tr>
<tr>
<td>Agree</td>
</tr>
<tr>
<td>disagree</td>
</tr>
<tr>
<td>no idea</td>
</tr>
<tr>
<td><strong>Total</strong></td>
</tr>
</tbody>
</table>

39
Asked whether girls perform more duties than boys at home, most of the respondents (90.5%) agreed that girls perform more duties while (6.5%) disagreed, (3.5%) said they had no idea as shown in Table 4.7 above. The reasons for their responses were varied with most of them saying that boys do not want to do domestic duties, because this was against the Somali culture. In general, most of the girls have more domestic duties to perform after school compared to their male counterparts and that these duties affect their academic work. This is reference to Carr et al (2005) who said:

“The seemingly never ending tasks for girls compared to boys had negative implications for their education. The girls never seem to have adequate time to concentrate on their studies as they are bogged down by domestic chores most of the time”.

The above revelation is in support of the research findings which reflects that out of the 231 who responded to question of gender disparities' between boys and girls who performed house hold duties 209 representing 90.5%. agree that girls perform more duties than boys at home.

The girls were also asked on the they wanted to achieve, this was in order to establish their attitude towards the level of education they want to achieve.
Table 4.8 Level of education you want to achieve

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Certificate</td>
<td>2.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Diploma</td>
<td>10.0</td>
<td>4.3</td>
</tr>
<tr>
<td>Degree</td>
<td>17.0</td>
<td>7.4</td>
</tr>
<tr>
<td>Masters</td>
<td>38</td>
<td>16.5</td>
</tr>
<tr>
<td>PHD</td>
<td>162</td>
<td>70.1</td>
</tr>
<tr>
<td>No response</td>
<td>2.0</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100</td>
</tr>
</tbody>
</table>

In relation to Table 4.8, asked to state the level of education, the girls would like to achieve, most (70.1%) of the students mentioned that they would like to achieve PhD followed by 16.5% who mentioned Masters and 7.4%, 4.3% and 0.9% for Degree, Diploma and Certificate respectively as shown in Table 4.9. The results showed that the respondents are well versed with the various levels of education and that most of them would like to achieve the highest level of education. Asked to explain the reason for their response, most of those who mentioned PhD associated high academic with being knowledgeable and success in life in terms of riches and status. 'I want to be respected' said one respondent.
Table 4.9 Pupil responses on who pays their school fees

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Father</td>
<td>135</td>
<td>58.4</td>
</tr>
<tr>
<td>Mother</td>
<td>31</td>
<td>13.4</td>
</tr>
<tr>
<td>Brother</td>
<td>44</td>
<td>19.0</td>
</tr>
<tr>
<td>Guardian</td>
<td>19</td>
<td>8.2</td>
</tr>
<tr>
<td>Organization</td>
<td>2</td>
<td>0.87</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Table 4.9 shows that most of the fees is paid by the fathers (58.4%) who are the heads of the family and owners of the family wealth. This gives the father a monopoly to choose who goes to school because he is the final decision maker.

4.3. How do Parents’ Economic Levels affect girls access to and performance in Secondary Education

Odada (1987) states that, many parents who have limited resources only choose to invest in boys or have the children stay at home to provide the needed labour or sell things from road side stalls. In an effort to find how the parents’ economic level could set priorities for gender preferences, the study sought to establish which of the two (boys or girls) gets preference when it comes to paying school fees. To ascertain whether this had an effect on girls’ access and performance, their responses were as follows:
Table 4.10: Whether family economic background affects access to or contributes to low access and performance of girls in secondary education

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>18</td>
<td>85.7</td>
</tr>
<tr>
<td>No</td>
<td>3</td>
<td>14.3</td>
</tr>
<tr>
<td>Total</td>
<td>21</td>
<td>100</td>
</tr>
</tbody>
</table>

Most of the class teachers (85.7%) agreed that family's economic background contribute to low access and performance while only 14.3% said they did not agree to this as shown in Table 4.10. The Head teacher's responses on whether economic background contributes to declining number of girls in schools were as follows.

Table 4.11: Whether economic background affects either negatively the number of girls in school

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>5</td>
<td>83.3</td>
</tr>
<tr>
<td>No</td>
<td>1</td>
<td>16.7</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

According to Table 4.11 most of the headteachers (83%) whose response was “YES” said that, a wealthy family will ensure that all the girls go to school and that in case there is less money, its hard for the family to opt to educate the girls instead of the boys. Those who said NO (16.7%) reiterated that secondary school education is free. However, though they are entitled to their opinion, secondary education is not free in Kenya. Even
the free day secondary education that government claims that it is free there are costs to be met by parents in terms of hiring BOG teachers and building of classroom as a supplement to the government effort.

Table 4.12: Who gets more attention between boys and girls when it comes to payment of fees

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Boys</td>
<td>103</td>
<td>44.6</td>
</tr>
<tr>
<td>Girls</td>
<td>26</td>
<td>11.3</td>
</tr>
<tr>
<td>Both</td>
<td>100</td>
<td>43.3</td>
</tr>
<tr>
<td>No response</td>
<td>2</td>
<td>0.9</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100</td>
</tr>
</tbody>
</table>

The respondents were asked who between boys and the girls gets preference when it comes to payment of fees and purchase of text books. There was a thin margin on those who said ‘boys’ (44.6%) and those who said both boys and girls (43.3%) while (11.3%) said girls were given preference as indicated in Table 4.12 above. Asked to give an explanation for their response, most of the respondents who had mentioned boys as the best preferred, said that most of the parents thought boys are more important because they will remain at home unlike the girls who are bound to get married and leave their homes. Those who said ‘both’ affirmed that their parents were unbiased when it came to paying of school fees and purchase of textbooks.
Table 4.13: Head teachers’ responses on effect of parent financial situation on Girls secondary education

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>4</td>
<td>66.8</td>
</tr>
<tr>
<td>No</td>
<td>2</td>
<td>33.3</td>
</tr>
<tr>
<td>Total</td>
<td>6</td>
<td>100</td>
</tr>
</tbody>
</table>

The headteachers were asked whether the parents’ financial situations contribute to girls access to and participation in their respective schools.

According to Table 4.13 those who said “Yes” (66.8%) that girls from well off families get all requirements they want bought for by their parent and hence concentrate on them studies. Those who said “No” (33.3%) argued that there are a lot of NGOs managed by educated women that exist in the country who support girl-child education and therefore supplement parents’ effort to educate their daughters.

Table 4.14: Parents financial status effect on girls’ access to and performance in secondary education

<table>
<thead>
<tr>
<th>Responses</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>169</td>
<td>73.2</td>
</tr>
<tr>
<td>No</td>
<td>43</td>
<td>18.6</td>
</tr>
<tr>
<td>No response</td>
<td>19</td>
<td>8.2</td>
</tr>
<tr>
<td>Total</td>
<td>231</td>
<td>100</td>
</tr>
</tbody>
</table>
The students were asked on whether their parents' financial status had any effect on their performance. According to Table 4.14 most of the girls (73.2%), said “Yes” saying there were high chances of poor performance and dropping out if parents were poor and vice versa and that if funds are insufficient, preference for payment of fees would be given to the boys. They also argued that being sent home because of lack of fees makes the girls miss class and therefore perform poorly in class, while the (18.6%) who said “NO”, thought it was ‘up to the girls to perform better in school’, while the remaining (8.2%) did not respond.

4.4. To what extent do Parents' Educational Level affect girls’ access to and performance in secondary education in Garissa District

Table 4.15: Parents' education level effects on girls' access to and performance in secondary education

<table>
<thead>
<tr>
<th>Response</th>
<th>Frequency</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>Yes</td>
<td>138</td>
<td>59.7</td>
</tr>
<tr>
<td>No</td>
<td>72</td>
<td>31.2</td>
</tr>
<tr>
<td>No response</td>
<td>21</td>
<td>9.1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>231</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

The students were asked to say whether the level/grading of parents had an effect on girls’ performance. In Table 4.15 above, most of the girls (59.7%) of them said it had an effect on performance while affirming that highly educated parents are likely to follow up on their children’s academic performance compared to those lowly educated or illiterate. One respondent said: ‘Because girls of a literate parent perform well than that of illiterate
The reason is that they (illiterate) do not know what is written in the report form. Most of those who said NO (31%) seemed to imply that ‘brightness’ of a child does not have anything to do with the level of the education of the parent.

Figure 1.3: Head teachers’ response on the effects of the Parent Level of Education on Girls access to and performance in secondary education

The head teachers’ responses on the issue of Parents’ education level has effect on girls’ access and performance in secondary education were varied but most of them affirmed the fact that there has been some of changes in the attitude of parents in education of their daughters. However, good percentage of the head teachers, (85%) agree that parent’s education had an effect on girl’s access and performance. One respondent said:
“Most parents who are not educated do not see any benefit of educating their girls. Most of them prefer to engage them in early marriages to wealthy families. However, things are now changing. Even the illiterate are embracing girls’ education”.

The head teachers pointed out that it is not easy for an illiterate parent to follow progress of their children and therefore hindering performance of their children in schools.
CHAPTER FIVE

SUMMARY, CONCLUSIONS AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the main findings and makes recommendations, which if taken, will enable different players within the education sector namely the government scholars, teachers, parents and other development partners or stakeholders in policy formulation and addressing the gender imbalance in girls' access to and performance in secondary education. The study sought to identify the influence that socio-cultural and economic factors have on girl's access to and performance in secondary education in Garissa district. The findings that emerged from the study are summarized below, based on the research objectives.

5.1 Summary of Major Findings

The analysis of data obtained from the respondents showed that there are various socio-cultural and economic factors that continue to influence girls’ access to and performance in secondary education in Garissa District. The findings show that the Socio-cultural factors impose the biggest influence on girls’ secondary education and that though the society is changing its attitude towards education of the girl child, other serious factors like FGM, early marriages, child labour, early pregnancies continue to hinder the education of the girl child in Garissa District.
5.1.1 Socio-cultural issues

It can be observed that the community is slowly embracing the girl child education with most of the community members enrolling more girls in school and their general attitude towards women being moderately positive. However, Islamic beliefs such as seclusion and dress and other factors such as Female Genital Mutilation, Child labour and forced marriages continue to pose a serious effect on girls' access to and performance in secondary education in Garissa District. There is an element of gender bias when it comes to allocation of domestic duties, with the girls taking the overall burden of these duties. Most of the girls have more domestic duties to perform after school compared to their male counterparts and that these duties continue to affect their academic work negatively.

5.1.2 Parents' Economic level on girls access to and performance in secondary education

The economic background of parents in Garissa District contributes to declining number of girls in school. This is evident in the number of cases of poor performance and drop out in a situation where the parents were poor. Ambajo (1997) said that a combination of low parental education, low income and large family size catalyzed low participation of girl child education programmes. The findings show that in a situation where funds are insufficient, the preference for payment of fees is automatically given to the boy child.
5.1.3 Parents’ level of education effect on girl child access to and performance in secondary education

The socio-economic characteristics of the parents form the major determinant of access and performance of girls in secondary education. That is why parents’ level of education and income is important in gauging the parental ability to meet the basic household and school needs. In this study, 231 girls were asked about the effect of their parent’s level of education on their academic performance. The table below shows that students’ response on the effect of their parent level of education on the academic performance.

5.2 Conclusions of the Study

The conclusions arising from the findings of the study that sought to establish the influence of socio-cultural and economic factors on girl’s access to and performance in secondary education in Garissa District were summarized as follows:

The researcher further found that parents level of education affected performance of girl child in school citing parents ignorance about the importance of education to their daughters’ as issue of concern.

In addition, the findings showed that traditional sex role stereotypes and expectations by the community members forced girls to perform most of the domestic duties as compared to the boys, making them exhausted and leaving them with no time for doing their homework and private studies.

Further, the research study revealed that poverty, household chores, early marriage and reluctance by parents to take their daughters to school were some of the reasons why girls’ access to and performance in secondary education were negatively affected.
Worth to mention as revealed by the research findings is that religious belief and dress code affected to some extent in girls access to and performance in secondary education in Garissa District.

5.3 Recommendations

The findings of this study have revealed several implications. The following recommendations may help in dealing with socio-cultural and economic factors and its effect on girls' access to and performance in secondary education in Garissa District:-

1. There is need for sensitization program to be conducted on the importance of the girl-child education targeting parents and the community members at large.

2. There should be protection of girls who are punished by families for rejecting traditional harmful practices like early forced marriages, child labour and female circumcision.

3. There is need to organize high level campaigns to promote community education on health consequences of early marriage and female circumcision on the girl child.

4. There is need for gender sensitization to change division of labour and involve males in the performance of house hold tasks.

5. Government and development partners should come up with initiatives to assist the girl child. The support could be at different levels such as providing scholarships and bursaries in order to support parents who cannot afford to pay school fees for their daughters.

6. There is need to strengthen guidance and counseling services within the schools in order to enhance access to and performance of girls in secondary education.
7. Adoption of labour saving devices to reduce girls' workload at home should be encouraged.

8. The government needs to enforce laws on perpetrators of early and forced marriages and child labour making sure that the offenders are arrested and charged or heavily fined.

9. Train girls to take control of their bodies and to be assertive in their demand for equality and justice in the provision of quality education and employment opportunities.

10. Establish role model clubs for young girls at school level.

11. There is need for more boarding schools to accommodate the girls to reduce cases of girls being involved in domestic duties and instead help them concentrate on academic work.

5.4 Suggestions for Further Research

This study was limited to schools within Garissa. It will be worthwhile to undertake a similar research in the other districts in the province.

1. There is need to conduct research on parents' attitude towards girl child education.

2. These should be research in classroom ethnographies to discover classroom dynamics and the interplay of the formal and hidden curriculum and how they affect female access, achievement and survival at various levels of the education system.

3. Studies on FGM covering both the nature and extent of the problem should be conducted.
REFERENCES


Appendix A: Letter to the respondents

I am a postgraduate student at the Department of Educational Management Policy and Curriculum Studies of Kenyatta University. I am currently carrying out a research on “Impact of social-cultural and economic factors on girls’ access to education in Garissa district”. You are kindly requested to take part in the study. All information given will be treated with confidentiality. Thank you for your cooperation in the study.

Yours Sincerely,

Ali A. Hassan
Appendix B

Questionnaire for the Head Teachers

I am a post graduate student at Kenyatta University. I am currently carrying out a research on “the impact of social-cultural and economic factors on girl child education, A case of Garissa District, Kenya”. This questionnaire is designed to gather information on the same. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items. Please tick (✓) where appropriate:

Section A: Demographic Data.

1. Sex  a) Male  □  b) Female  □

2. Professional qualification
   i. Masters  □
   ii. B.ED  □
   iii. PGDE  □
   iv. Dip. Ed  □
   v. ATS  □

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

4. Number of streams............................................................

5. a) Is your school day or boarding? a) day  □  b) boarding  □
    b) If day what is the approximate distance that the girls walk to school?
       ........................................... Km.
    c) Does the distance affect girl’s enrolment and completion?
       a)  □  b) No  □
6. (a) What is the total number of teaching staff in your school? 

(b) How many are male

(c) How many are female

Section B: Socio-Cultural Factors.

7. Do parents come to school when invited? 

   a) Yes

   b) No

If no, give reasons why

8. Use the 5 point given below to answer the questions that follow.

   Highest (5 points)
   Higher (4 points)
   Higher (3 points)
   Low (2 points)
   Lowest (1 point)

How do you rate the following factors to have negative effect on girls secondary education?

<table>
<thead>
<tr>
<th>Factors</th>
<th>Rating</th>
</tr>
</thead>
<tbody>
<tr>
<td>Early marriage</td>
<td></td>
</tr>
<tr>
<td>Child labour</td>
<td></td>
</tr>
<tr>
<td>High poverty level</td>
<td></td>
</tr>
</tbody>
</table>

60
Forced marriage □
Cost of education on parent □

9. a) Do you think the community around has an interest in girls education?

Yes □
No □

b) If no, why do you think that it does not have an interest in girls education.

........................................................................................................................................
........................................................................................................................................
........................................................................................................................................
........................................................................................................................................

10. What are the socio-cultural factors that affect girls education in your school?

i. ........................................................................................................................................

ii. ........................................................................................................................................

iii. ........................................................................................................................................

iv. ........................................................................................................................................

v. ........................................................................................................................................

11. a) What are the dropout rates in your school for the year 2007, 2008, 2009 and 2010?

<table>
<thead>
<tr>
<th>YEAR</th>
<th>FORM</th>
<th>DROP OUT</th>
</tr>
</thead>
<tbody>
<tr>
<td>2007</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>2.</td>
<td></td>
</tr>
<tr>
<td>2008</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>1.</td>
<td></td>
</tr>
</tbody>
</table>

61
b) In your opinion what are the reasons for the drop out?

12. Do you agree with this statement?

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

a. Agree  

b. Disagree  

62
13. a) Parents do not like enrolling their daughters to school?
   a. Agree □
   b. Disagree □
   c. No idea □

c) If your answer is Yes or no give reasons to support it ............................................

.........................................................

.........................................................

14. Please give your opinion as to how secondary schools administration system can improve the enrolment and particular of girls in secondary education..........................................................

.........................................................

.........................................................

Section C: Economic Factors.

15. How does financial situation contribute to girls' access and performance in your school?

.........................................................

.........................................................

.........................................................

16. a) How is fees payment by parents in your school?

   High □

   Average □

   Low □
b) If school fees payment is low what do you think has contributed to this?

......................................................................................................................................................

......................................................................................................................................................

......................................................................................................................................................

17. Is the community supportive towards girl’s formal education?

  Yes □

  No □

18. a) Does family economic background contribute to declining number of girls in your school?

  Yes □

  No □

d) Please explain

......................................................................................................................................................

......................................................................................................................................................

......................................................................................................................................................

Section D: Parents Education Level.

19. How does parent’s education level affect girls’ access and performance in secondary education?

......................................................................................................................................................

......................................................................................................................................................

......................................................................................................................................................

_Thank you for accepting to answer this questionnaire._
Appendix C

Questionnaire for the Class Teachers

I am a post graduate student at Kenyatta University. I am currently carrying out a research on "the impact of socio-cultural & economic factors on girl child education, a case of Garissa District Kenya". This questionnaire is designed to gather information on the same. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items. Please tick (√) where appropriate:

Section A: Demographic Data.

1. Name of the school…………………………………………………………………………………………

2. Sex Male □ Female □

3. Professional qualification
   □ Masters
   □ B.Ed
   □ PGDE
   □ Dip.Ed
   □ ATS

Section B: Socio-Cultural Factors.

Use the 5 points below to answer the questions that follow

   Often 5(points) □
   Rarely 4(points) □
   Sometimes 3(points) □
   Not at all 2(points) □
4 a) The community has a lot of interest in girls education.

4. b) Do you agree with the following statements?

i. Taking girls to school spoils their moral values and cultural ethics.
   
   Agree □
   Disagree □
   No idea □

ii. Islamic beliefs such as seclusion and dress affect girls' access and performance on secondary education.

   Agree □
   Disagree □
   No idea □

iii. Women are inferior to men and their places should be in the house and not in school.

   Agree □
   Disagree □
   No idea □

iv. Increased cost of living has reduced the enrolment of girls in education institution.

   Agree □
   Disagree □
   No idea □
v. If you agree explain.

vi. Some cultural practices have negative effects on girls enrolment and participation in education

Agree □
Disagree □
No idea □

vii. Parents do not like enrolling their daughters to school.

Agree □
Disagree □
No idea □

viii. If your answer is a or b give reason to support it.

.................................................................
.................................................................
.................................................................

Section C: Socio-economic factors.

5. Does fees payment by parents contribute to low girls access and performance in secondary education

Yes □
No □
6. a) Is community supportive towards girls formal education?
   Yes □  No □

b) Explain …………………………………………………………………………………………………………
………………………………………………………………………………………………………………
………………………………………………………………………………………………………………

6. e) Does family economic background contribute low access and performance on girls’ secondary school?
   Yes □  No □

Section D Parents level of education.

7. Do you agree or disagree with this statement?
   a) Parents education level affects girls access and performance on secondary education?
      Agree □  Disagree □  No idea □

   b) Please support your answer.
      …………………………………………………………………………………………………………………
      …………………………………………………………………………………………………………………

Thank you for your co-operation.
Appendix D

Questionnaire for the Students

I am a post graduate student at Kenyatta University. I am currently carrying out a research on “the impact of social-economic factors on girl child education, A case of Garissa District, Kenya”. This questionnaire is designed to gather information on the same. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items. Please tick (✓) where appropriate:

Section A: Demographic Data.

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

2. Is your school day or boarding

   Day [ ] Boarding [ ]

3. How many of your sisters and brothers have completed:

   Primary
   i. sisters [ ] ii. brothers [ ]

   Secondary
   i. sisters [ ] ii. brothers [ ]

   Colleges
   i. sisters [ ] ii. brothers [ ]

   Universities
   i. sisters [ ] ii. Brothers [ ]

Section B: Social-Cultural Factors.

4. a) How many of your sisters and brothers have dropped out of school?

   Sisters [ ] Brothers [ ] Total [ ]

   Primary [ ]

   Secondary [ ]

   Colleges [ ]
Universities

b) Give reasons.

5. a) If your school is day, how often are you late for school?

   Always
   Sometimes
   Never

b) Explain

6. a) If you come from day school do you have duties after school?

   Yes
   No

7. a) Do these household duties interfere with your academic work?

   Yes
   No

b) Explain

8. Do you agree or disagree with this statement?
a) Girls perform more duties than boys at home.

Agree □
Disagree □
No idea □

b) If your response is a or b give reasons.

..........................................................................................
..........................................................................................

9. a) Between boys and girls, who get more attention from parents when it comes to the payment of fees and purchase of text books

Boys □
Girls □
Both □

b) Explain ..................................................................................
..........................................................................................

10. Teachers in the school practice discrimination of girls

Agree □
Disagree □
No idea □

11. a) What level of education do you want to achieve?

Certificate □
Diploma □
Degree □
12. a) What is your opinion about this statement? "There's strong gender role stereotype in the choice of subject. Girls prefer doing courses such as tailoring, dress making, home economics, agriculture unlike boys whose favorite subjects are sciences and mathematics.

   Agree  
   Disagree  
   No idea  

b) Explain

Section C: Economic Factors.

13.a) Do family financial status affect girl's access and performance in secondary education?   
   a) Yes  
   b) No  

b) Explain

   ......................................................................................................................................................
14. a) How is fees payment by your parent/guardian in your school?

- High
- Average
- Low

b) If low what do you think contributes to this?

............................................................................................................................................................................................
............................................................................................................................................................................................
............................................................................................................................................................................................
............................................................................................................................................................................................

Section D - Parents education level.

15. a) As a student do you think parents/grading level of education affects girls access and performance in secondary education?

- Yes
- No

b) Explain

............................................................................................................................................................................................
............................................................................................................................................................................................
............................................................................................................................................................................................
............................................................................................................................................................................................

Thank you for your response and co-operation.
Appendix E

Interview schedule for focus group discussion-Class teachers

I am a post graduate student at Kenyatta University. I am currently carrying out a research on “the impact of social-cultural and economic factors on girl child education, A case of Garissa District, Kenya”. This questionnaire is designed to gather information on the same. You are requested to give responses to the questions. The information will be confidential and will only be used for the purpose of this study. Please respond to all items. Please tick (✓) where appropriate:

Section A: Demographic Data.

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

2. Sex               Male □       Female □

3. Professional qualification
   a. Master □
   b. B.Ed □
   c. PGDE □
   d. Dip Ed □
   e. ATS □

Section B: Socio-cultural factors.

4. What are socio-cultural factors that affects girls’ access and performance in secondary education in Garissa District?

.................................................................................................................................
.................................................................................................................................
.................................................................................................................................

74
5. a) Do you think community around has interest in girls education?
   
   Yes [ ] No [ ]

   b) Explain

   
   

Section C: Socio-Economic factors.

6. a) Do parent economic level affects girl's access and performance in secondary education in Garissa district?
   
   Yes [ ] No [ ]

   b) Please explain your answer

   
   

Section D: Parent education level.

7. a) Does parent education level affect girl's access and performance in secondary education?
   
   Yes [ ] No [ ]

   b) Please explain your answer

   
   

Thank you for your co-operation
Appendix F: Budget for the study

<table>
<thead>
<tr>
<th>Item</th>
<th>Cost (Kshs)</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. computer and services</td>
<td></td>
</tr>
<tr>
<td>a) Typing and proposal writing</td>
<td>6,000.00</td>
</tr>
<tr>
<td>b) Typing the final report</td>
<td>2,500.00</td>
</tr>
<tr>
<td>c) Photocopying questionnaire</td>
<td>4,000.00</td>
</tr>
<tr>
<td>2. Stationery</td>
<td></td>
</tr>
<tr>
<td>a) Writing materials</td>
<td>500.00</td>
</tr>
<tr>
<td>b) Duplication papers</td>
<td>500.00</td>
</tr>
<tr>
<td>c) Pens</td>
<td>100.00</td>
</tr>
<tr>
<td>3. Travelling expenses</td>
<td></td>
</tr>
<tr>
<td>a) To pre-testing questionnaires</td>
<td>2,000.00</td>
</tr>
<tr>
<td>b) To administer questionnaires</td>
<td>7,000.00</td>
</tr>
<tr>
<td>c) To collect questionnaires</td>
<td>7,000.00</td>
</tr>
<tr>
<td>d) To contact supervisor</td>
<td>4,000.00</td>
</tr>
<tr>
<td>4. Accommodation and food during visit to</td>
<td></td>
</tr>
<tr>
<td>the library</td>
<td>10,000.00</td>
</tr>
<tr>
<td>5. Binding expenses</td>
<td></td>
</tr>
<tr>
<td>a) Binding proposal</td>
<td>2,000.00</td>
</tr>
<tr>
<td>b) Binding final project report (6 copies)</td>
<td>3,000.00</td>
</tr>
<tr>
<td>6. Computer services for data analysis</td>
<td>15,000.00</td>
</tr>
<tr>
<td>Total cost</td>
<td>63,600.00</td>
</tr>
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</table>
## Appendix G: List of tables

### Drop out by gender and province in Kenya.

<table>
<thead>
<tr>
<th>Province</th>
<th>Boys</th>
<th>Girls</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coast</td>
<td>5.2</td>
<td>5.1</td>
</tr>
<tr>
<td>Central</td>
<td>3.1</td>
<td>2.6</td>
</tr>
<tr>
<td>Eastern</td>
<td>6.4</td>
<td>5.7</td>
</tr>
<tr>
<td>Nairobi</td>
<td>1.6</td>
<td>1.3</td>
</tr>
<tr>
<td>Western</td>
<td>5.1</td>
<td>5.0</td>
</tr>
<tr>
<td>Nyanza</td>
<td>5.6</td>
<td>6.2</td>
</tr>
<tr>
<td>NEP</td>
<td>5.5</td>
<td>6.9</td>
</tr>
<tr>
<td>Rift Valley</td>
<td>4.9</td>
<td>4.7</td>
</tr>
</tbody>
</table>

Source: MOE 2010
Appendix H: Time Schedule.

<table>
<thead>
<tr>
<th>Activity</th>
<th>October 2010</th>
<th>March 2011</th>
<th>April-May 2011</th>
<th>June 2011</th>
</tr>
</thead>
<tbody>
<tr>
<td>Proposal writing and presentation</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Data collection and analysis</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Report writing and submission</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
### APPENDIX I

Enrolment by gender per district in (NEP) 2010

<table>
<thead>
<tr>
<th>DISTRICT</th>
<th>ENROLMENT</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BOYS</td>
<td>GIRLS</td>
<td>TOTAL</td>
</tr>
<tr>
<td>Garissa</td>
<td>2,274</td>
<td>1,085</td>
<td>3,359</td>
</tr>
<tr>
<td>Lagdera</td>
<td>505</td>
<td>63</td>
<td>568</td>
</tr>
<tr>
<td>Fafi</td>
<td>198</td>
<td>0</td>
<td>198</td>
</tr>
<tr>
<td>Ijara</td>
<td>395</td>
<td>112</td>
<td>507</td>
</tr>
<tr>
<td>Wajir East</td>
<td>1,947</td>
<td>850</td>
<td>2,797</td>
</tr>
<tr>
<td>Wajir West</td>
<td>358</td>
<td>180</td>
<td>538</td>
</tr>
<tr>
<td>Wajir North</td>
<td>326</td>
<td>180</td>
<td>506</td>
</tr>
<tr>
<td>Wajir South</td>
<td>433</td>
<td>233</td>
<td>666</td>
</tr>
<tr>
<td>Mandera East</td>
<td>1,099</td>
<td>731</td>
<td>1,830</td>
</tr>
<tr>
<td>Mandera West</td>
<td>586</td>
<td>77</td>
<td>663</td>
</tr>
<tr>
<td>Mandera Central</td>
<td>1,372</td>
<td>378</td>
<td>1,750</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>9,493</strong></td>
<td><strong>3,889</strong></td>
<td><strong>13,382</strong></td>
</tr>
</tbody>
</table>

*Source: Provincial Director of Education Office (PDE) 2010.*
## Garissa District Primary School Enrolment for 2010

<table>
<thead>
<tr>
<th>S/NO</th>
<th>SCHOOL</th>
<th>BOYS</th>
<th>GIRLS</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>1.</td>
<td>Garissa Primary</td>
<td>1142</td>
<td>600</td>
<td>1742</td>
</tr>
<tr>
<td>2.</td>
<td>Balambale Primary</td>
<td>520</td>
<td>315</td>
<td>835</td>
</tr>
<tr>
<td>3.</td>
<td>Balich Primary</td>
<td>165</td>
<td>64</td>
<td>229</td>
</tr>
<tr>
<td>4.</td>
<td>Boys Town Primary</td>
<td>970</td>
<td>489</td>
<td>1459</td>
</tr>
<tr>
<td>5.</td>
<td>Bulla Nzura Primary</td>
<td>109</td>
<td>63</td>
<td>172</td>
</tr>
<tr>
<td>6.</td>
<td>Jaribu Primary</td>
<td>1259</td>
<td>504</td>
<td>1763</td>
</tr>
<tr>
<td>7.</td>
<td>Raya Primary</td>
<td>162</td>
<td>90</td>
<td>252</td>
</tr>
<tr>
<td>8.</td>
<td>Sankuri Primary</td>
<td>465</td>
<td>205</td>
<td>670</td>
</tr>
<tr>
<td>9.</td>
<td>Shabah Primary</td>
<td>155</td>
<td>40</td>
<td>195</td>
</tr>
<tr>
<td>10.</td>
<td>Tetu Primary</td>
<td>1104</td>
<td>497</td>
<td>1601</td>
</tr>
<tr>
<td>11.</td>
<td>Kasha Primary</td>
<td>93</td>
<td>37</td>
<td>130</td>
</tr>
<tr>
<td>12.</td>
<td>Saka Primary</td>
<td>403</td>
<td>247</td>
<td>650</td>
</tr>
<tr>
<td>13.</td>
<td>Boralgi Primary</td>
<td>132</td>
<td>78</td>
<td>210</td>
</tr>
<tr>
<td>14.</td>
<td>Shimbirey Primary</td>
<td>130</td>
<td>77</td>
<td>207</td>
</tr>
<tr>
<td>15.</td>
<td>Tumaini Primary</td>
<td>596</td>
<td>251</td>
<td>847</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td>7405</td>
<td>3557</td>
<td>10962</td>
</tr>
</tbody>
</table>

Source: DEO’s Office Garissa: Primary School Statistics 2010