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EDUCATIONAL ASPIRATIONS OF SECONDARY SCHOOL
GIRLS AND IMPLICATIONS FOR SECONDARY SCHOOL
MANAGEMENT IN KAJIADO DISTRICT, KENYA

BY

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E54/0029/02

A RESEARCH PROJECT SUBMITTED TO THE INSTITUTE OF
CONTINUING EDUCATION IN PARTIAL FULFILMENT OF THE
REQUIREMENTS FOR THE AWARD OF THE DEGREE OF MASTER
OF EDUCATION

KENYATTA UNIVERSITY

2004

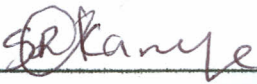
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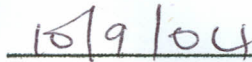
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DECLARATION

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

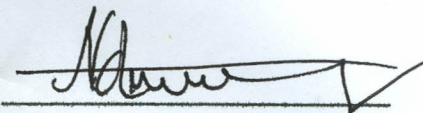


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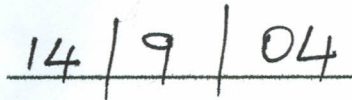


Date

This project has been submitted with my approval as the University supervisor.



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Dedication

To God the Almighty who restored my father to health.

To my parents who enrolled me in school and all the encouragement throughout the study.

Acknowledgement

The successful completion of this study has been made possible by a number of person of whom I greatly indebted.

First, I wish to sincerely appreciate the help I received from my supervisor Dr. Samuel N. Waweru. His support and constructive criticism has made this study to be what it is.

I also wish to thank in a very special way Dr. Regina Karega for her friendship and providing me with home during my studies.

I am also grateful to my colleagues for their immense support and encouragement. In a special way I wish to acknowledge Jacinta Waweru (Mrs.), Terry Mwaniki (Ms), Juliana Mukundi (Mrs.) and Mukima (Mr.).

I am most indebted to the Assumption Sisters of Nairobi for their financial and moral support I received, from whose sacrifice has made me go through the study successfully. I wish to acknowledge in a special way the Sisters of Baraka convent, who encouraged me and stood for me whenever it was possible.

I acknowledge with appreciation the contributions and input in this study from the women headteachers of girls' secondary schools in Kajiado district.

I cannot forget to pay special tribute to my family members for having been very supportive in all my academic undertakings.

I also wish to acknowledge the help I received from Francis Ndung'u for his constructive criticism and encouragement. Last but not least I wish to thank Lucy Chege who did the typing of this work.

To all those who in one way or another helped me I do appreciate your help. May God bless and reward you abundantly.

ABSTRACT

Educated female population would lead to better health, reduced infant mortality and higher earnings, reduced fertility rates and improved quality of life for nations.

In spite of the efforts made globally to achieve education for all, promoting female education remains one of the major hurdles facing the nations.

In Kenya, promotion of female education has been given some consideration. The Kenyan government has often emphasized the need for promotion of girls' education as a means of enhancing the pace of social-economic development.

Despite the government commitment to education for all, girls' academic achievement is lower than that of boys. The persistent schools drop out and poor performance of girls in education compared to boys' remains a big challenge. Even though the government and lobby groups have tried to prevent early marriages, it is still rampant practice in Kajiado district.

No-in-depth investigation has been undertaken to find out the reasons for low educational aspirations of secondary schoolgirls in Kajiado district and what are the implications of such aspiration on school management. The study therefore investigated the girls' education aspiration; social-cultural, social-economic, school based factors and its influence on school management in Kajiado district.

The study involved a sample of 120 form four students from five girls' secondary schools in the district, five head teachers, and five career teachers. It also included District Educational Officers.

The data was collected through questionnaire administered to students, interview schedules for the head teachers, career teachers and the District Educational Officers. Focus group discussions were held with the sampled students.

The data collected was analysed both qualitatively and quantitatively.

From the findings of the study the following emerged as the main factors influencing educational aspiration of secondary schoolgirls in Kajiado District and the influence of such aspiration on school management:

The parent's occupation and level of education influenced the job aspiration of the schoolgirls. The occupation of mothers in particular had a great impact.

Social-cultural factors such as gender inequality, negative traditional practices such as F.G.M, early marriages are found to affect the girls' aspirations. Social-economic factors, which include high level of poverty, illiteracy, parental occupation, unemployment have the same effect on the girls' aspirations.

School based factors- low self-esteem, negative attitude towards teachers, lack of commitments from teachers and peer pressure were also blamed to be contributing factors towards low aspirations among the girls in the district.

In conclusion, it is evident that although most of the girls in secondary schools aspired for further education and formal employment, their poor performance in K.C.S.E. and high rates of drop out leading to early marriages makes their chances minimal.

Taking the above findings into consideration, the study makes the following recommendations:

There is need for awareness campaigns targeting the community, parents, local leaders, administrators, teachers and students. It is also important to empower the girl child through education to say "No" to cultural practices that affect their educational aspirations. It was also pointed out that there is need to support needy girls through bursaries and sponsorship. There is also need to exercise the laws that prohibit militant cultural practices. School administrators should open their doors to girls who fall victims of sexual harassment

TABLE OF CONTENTS

Contents	Page
Declaration	ii
Dedication	iii
Acknowledgement	iv
Abstract	v
Table of Contents	vii
List of Figures	ix
List of Tables	ix
Acronyms	x
CHAPTER ONE: INTRODUCTION	
1.0 Background to the Problem	1
1.1 Statement of the Problem	3
1.2 Purpose of the Study	4
1.2.1 Specific Objectives	4
1.3 Research Questions	4
1.4 Significance of the Study	4
1.5 Scope and Delimitations of the Study	5
1.6 Assumptions	5
1.7 Theoretical Framework	5
1.8 Definitions of Significant Terms	6
CHAPTER TWO: LITERATURE REVIEW	
2.0 Introduction	8
2.1 Girls Aspirations in School	8
2.2 Factors Influencing Girls Aspirations in School	10

2.2.1	Socio-Cultural Factors	10
2.2.2	Socio-Economic Factors	12
2.2.3	School-Based Factors	14
2.3	Implications of Girls Aspirations on Management of Schools	16
2.4	Summary of Literature Review	19

CHAPTER THREE: RESEARCH METHODOLOGY

3.0	Introduction	20
3.1	Research Design	20
3.2	The Study Locale	20
3.3	Target Population	21
3.4	Sample Selection	21
3.5	Research Instruments	21
3.5.1	The Questionnaire	21
3.5.2	Interviews Schedule	22
3.5.3	Focused Group Discussion	22
3.6	Pilot Study	22
3.7	Validity and Reliability	23
3.8	Data Collection Procedure	23
3.9	Data Analysis and Presentation	23

CHAPTER FOUR: DATA PRESENTATION AND ANALYSIS

4.0	Introduction	25
4.1	Employment Aspirations of Secondary School Girls	26
4.2	Career Aspirations of Secondary School Girls	28
4.3	Factors influencing the Aspirations of Secondary School Girls	29
4.4	Factors Influencing Employment Aspirations of Secondary School Girls	29
4.5	Factors influencing Career Aspirations of the Secondary School Girls	31
4.6	Influence of Students Aspirations of Management of Secondary Schools	35

CHAPTER FIVE: SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0	Introduction	39
5.1	Summary of the Research Findings	40
5.1.1	Girls Aspirations in School	40
5.1.2	Socio-Cultural	41
5.1.3	Socio-Economic Factors	42
5.1.4	School-Based Factors	43
5.1.5	Implications of Girls Educational Aspiration on School Management	44
5.2	Conclusion	46
5.3	Recommendations	47
5.4	Recommendations for Further Research	48

REFERENCES

Appendices

Appendix I:	Students' Questionnaire	I
Appendix II:	Students Focused Group Discussion Schedule	VI
Appendix III:	Career Teachers Interview Schedule	VII
Appendix IV:	Headteacher Interview Schedule	VIII
Appendix V:	District Education Officers' Interview Schedule	XI
Appendix VI:	The Kajiado District Map	XIII
Appendix VII:	Forced Marriage in Kajiado District	XIV
Appendix VIII:	Authorization Letter	XV
Appendix IX:	Recommendation Letter	XVI

List of Figures

Figure 1.1	Conceptual Model of the Study	6
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Table 4.7 Fathers Level of Education and Occupation as Factors
Determining Career Aspirations of Girls 33

Table 4.8 Parents Wish for Students across Students Wishes after Form Four 34

List of Acronyms

- NDPs - National Development Plans
- FAWE - Forum for African Women Educationist
- KCSE - Kenya Certificate of Secondary Education
- UNICEF - United Nations Children Education Fund
- FGM - Female Genital Mutilation
- DEO - District Education Officer

CHAPTER ONE

INTRODUCTION

1.0 Background to the Problem

In spite of efforts made globally to achieve the goal of Education for All, promoting female education remains one of the major challenges facing nations. The 2000 World Education Forum in Dakar singled out girls' education as a crucial issue in efforts to promote education in many countries (Asembo 2003).

In Africa, especially, the situation is worse. Odaga and Heneveld (1995) observe that in many countries in sub Saharan Africa, the participation of girls in education compared to boys is very low. Yet, these nations attach great socio-economic importance to the participation of girls in education (Eshiwani, 1985; Asembo, 2003). It is believed that an educated female population would lead to better health, reduced infant mortality, higher earnings, reduced fertility rates and improved quality of life for nations (King and Hill, 1993). Therefore the need to enhance girls' participation in education is a priority.

Kenya is one of the sub Saharan countries in which promoting female education has been given some consideration (Asembo, 2003). It is noted that at independence, the Ominde Commission stressed the need for education to promote social equality. In 1976, the Gachathi committee emphasised the need for promotion of girls' education as crucial in enhancing the pace of socio-economic development (Republic of Kenya, 1964; 1976). Similarly, the 1989/93, 1994/96, 1997/2001 and the 2002/2008 National Development Plans (NDPs) all commit themselves to enhancing girls' participation in education (Republic of Kenya, 1989; 1994; 1997a&b).

The persistent school drop out coupled with poorer performance of girls in education compared to boys, however, remains a challenge. FAWE (2000) has decried high drop out

of girls in Sub-Saharan Africa as a major challenge facing the country. In Kenya, it is estimated that 8,000 girls drop out of school annually at the rate of 21 girls per day (Wangugi and Ndubi, *The Daily Nation*, March 9th, 2001). Concurrently, in his review of significant statistics on secondary schoolgirls' education, Makau (1994) emphasises that girls' academic achievement is generally lower than that of boys. It is generally noted that over the years, girls' performance in KCSE compared to boys' has lagged (Muya, *The Daily Nation*, Feb 25, 2000; *The East African Standard*, Feb 25, 2000; Waihenya, *The Daily Nation*, Feb 28, 2001; Aduda, *The Daily Nation*, Feb 27, 2003).

In Kajiado District, inhabited by the nomadic pastoralist Maasai community, Krathi (2000), highlights that the provision of formal education to the pastoralist communities is usually hampered by harsh environmental conditions and remoteness of school. These people mainly live in the dry lands of Africa and their herds number several tens of millions. Krathi further notes that mainstream explanation for the failure of education provision in pastoral areas usually blame the recipient. It is assumed that the problem stem from the nomads' obsolete way of life and cultural conservatism rather than from the incapacity of the national system to respond to the living conditions of a significant number of its citizens. Consequently, high drop-out of girls from schools is persistent.

Russell, (*The East African Standard*, 27th January, 1999) says that many girls are removed from school and married off by their parents at the age of fourteen or fifteen. This is mainly due to the fear that girls will reject the Maasai culture if they are allowed to go school. The community believes that education opens a whole world and they fear the girl will get lost from the community or fail to get married. Russell adds that the parents believe that because of the early marriage, the community is largely free from social evils such as prostitution, which are common in the neighbouring communities.

Even though the government and some lobbyists have tried to prevent the early marriages, some parents have adopted other tricks to counteract the onslaught. According to Rapuro, (The Daily Nation 11th March, 1999), girls are hijacked by gangs from water points or in the fields while looking after family livestock. This is done with prior knowledge of the girls' parents. Sometimes, parents secretly arrange for their daughters to get married while still going to school, only to be discovered later when the girl gets pregnant.

It is however realized that despite the hostile environment, some girls managed to get through the hurdles in the primary schools and join the secondary school. Given that their performance in the secondary school compared to boys is low and at the same time, the learning environment has not changed for them, the educational administrators need to know their aspirations in school so that they are assisted to realize their full potentials. There is also need to know the factors, which influence these aspirations since no known research has been done in this area.

1.1 Statement of the Problem

School drop out and poor performance among girls is persistent in Kenya despite efforts being made to curb it. This scenario is likely to demotivate girls in efforts to achieve educationally. In Kajiado District, young girls are removed from school and married off by their parents. Yet, some girls still manage to overcome these hurdles in primary school and join secondary school. However, their performance in the secondary school compared to that of the boys is generally low. This disadvantages them in terms of career placement. In order to assist these girls realise their full potential, the need to investigate the aspirations of these girls in school is mandatory. This study set out to investigate the aspirations of secondary schoolgirls in the district.

1.2 Purpose of the Study

The purpose of this study was to investigate the aspirations of secondary schoolgirls in Kajiado District. It also set out to explore the factors, which influenced such aspirations.

1.2.1 Specific Objectives

The study set out to meet the following specific objectives:

- To investigate the aspirations of secondary schoolgirls in Kajiado District.
- To investigate the factors which influence such aspirations.
- To investigate the influence of such aspirations on management of secondary schools in Kajiado District.
- To make policy recommendations based on the findings.

1.3 Research Questions

The study attempted to answer the following questions:

1. Do secondary school girls in Kajiado District aspire to be formally employed after school?
2. Do secondary school girls in Kajiado District aspire to pursue a career after school?
3. What factors influence the aspirations of secondary school girls in Kajiado District?
4. What influence do such aspirations have on management of Secondary schools in Kajiado District?

1.4 Significance of the Study

The data gathered in this study is useful to the stakeholders in girl-child education particularly the Ministry of Education, Science and Technology in coming up with appropriate strategies meant to reduce gender disparity education. The findings on

aspirations of girls, in particular, are useful in organising appropriate in-service courses for teachers and education administrators meant to curb girls drop out in Kajiado District. This study has also contributed to the corpus of literature on girl-child education in the country. It can also act as a basis for further research on in the various aspects of girls' education including retention.

1.5 Scope and Delimitations of the Study

This study was limited to only one district in Rift Valley Province, Kajiado District. It means that other factors affecting girls' aspirations both within and outside the school were not taken care of by the study. This limits the extent of generalisation of the findings to the other districts in the province and to the rest of Kenya. This is because Kajiado District may be influenced by unique student and school factors that may not be in the rest of the country. Lastly, intensive exploration of the study in the whole district was limited by the time and money available for this research.

1.6 Assumptions

The following were assumed by the study:

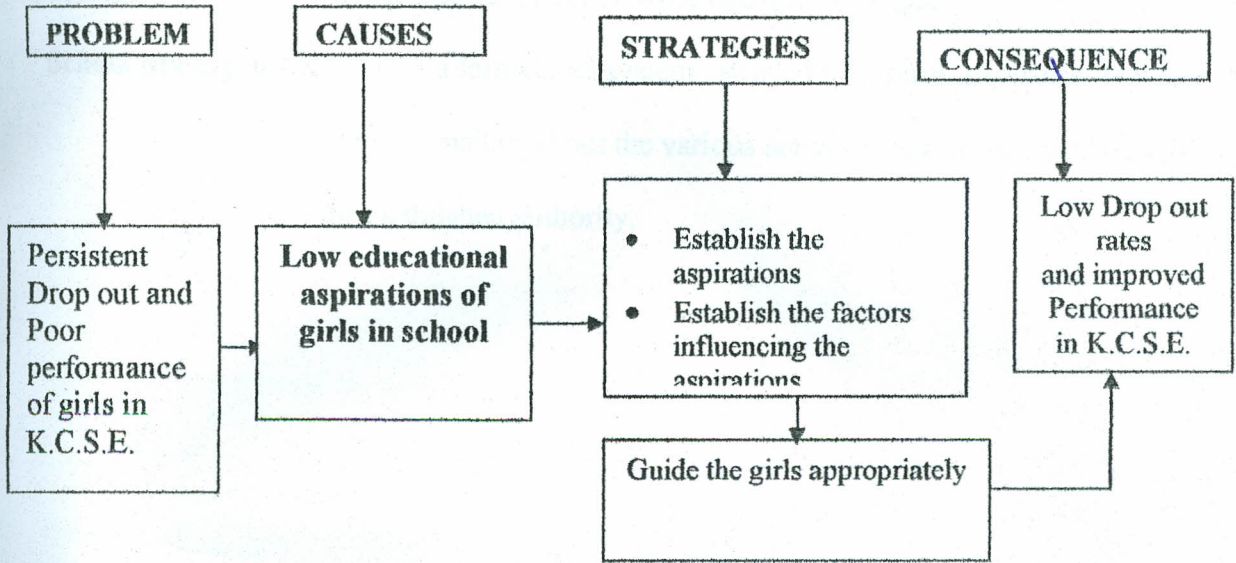
- Girls' aspirations in school affect their performance and retention of education in Kajiado District.
- There are factors, which influence the educational aspirations of girls in Kajiado District.

1.7 Theoretical Framework

The theoretical framework of the study was based on the Liberal Feminism Theory. Liberal feminism is a gender theory based on egalitarianism (Asembo, 2003). The theory argues that merit and not birth should be the basis for social advancement and achievement. Education is seen as essential in the realisation of an egalitarian society. It emphasises equal participation of all children in education regardless of sex. The theory

therefore points to the need to develop strategies that can remove the barriers that exclude girls from participating in education (Davies, 1994). Such barriers include low aspirations in school.

Figure 1:1 Conceptual Model of the Study



Source: Modified from Asembo (2003)

1.8 Definitions of Significant Terms

- Aspirations:** Expectations or motivating variables among schoolgirls.
- Curriculum:** All the selected, organised, evaluative and innovative experiences provided to the learners consciously and unconsciously under the school authority in order to provide the designated learning (Malusu, 1997).
- Feminism:** A school of thought whose beliefs, values and attitudes reflect high regard for women as human beings (Matlin, 1987).
- Gender:** Psychological features and sociological categories of male and female created by human cultures (Matlin, 1987).
- Influence:** Power to change or control feeling or attitude

- Learning:** Mental activity by which knowledge, skills, habits, attitudes and deals are acquired retained, and utilised (Kelly, 1965).
- Secondary school:** The educational institution that serves the level of education between primary and tertiary education.
- Stereotypes:** Organised set of beliefs about people or things.
- School Management:** This is a formalized system intended to control, supervise, plan and make decisions about the various activities of a school on the basis of established authority.

CHAPTER TWO

LITERATURE REVIEW

2.0 Introduction

This chapter reviews literature related to girls' educational aspirations in school and their implications on school management. The review has been divided into the following sub-headings:

- Girls aspirations in school
- Factors that affect girls aspirations
- Implications of girls aspirations on school management

2.1 Girls Aspirations in School

Studies indicate that most girls have low aspirations in school. The consequence of such expectations is dropout or dismal performance in academics. Student surveys in Kenya indicate that both male and female students have low expectations of female achievement in school and of career prospects.

Kibera (1993) carried a survey on career aspirations and expectations of secondary school students in Kajiado, Kiambu and Machakos Districts, Kenya. She found that male students have higher educational and occupational aspirations than females. Job attitudes of girls differed from those of boys. Girls largely preferred service jobs involving working with people than working with things, while boys preferred scientific fields. Her reason for lower educational aspirations and expectations of girls was that they are expected to be homemakers rather than full time workers.

In a study in primary schools in Guinea, Anderson-Levitt et al (1994) found that although primary school pupils showed fewer gender stereotypes in the first grade, by the fifth grade both boys and girls gave in to the gender stereotypes that generally favoured boys and that girls accepted self images of inferiority.

Serpell (1993), while analysing what school meant to parents, teachers and students in a rural area of Zambia found that at initial enrolment many students, teachers and parents agreed that any child could succeed in school. However, by the fourth or fifth grade at age 12 to 15, most girls drop out of school. The girls interviewed in the study felt that girls do not have the intellectual ability to cope with the curriculum. One girl felt that the most important challenge at that stage of her life was to get married and start a family and further schooling would be fruitless in attaining those goals.

In a series of studies carried out by Brock and Cammish (1991), Kane de Brun (1993), Davidson (1993), Davidson and Kanyuka (1992), Long and Fofanah (1990) and Ndunda (1990), it was evident that children in urban areas displayed a wide range of career aspirations including medicine, law and engineering. However, children residing in rural areas and female students had a more limited range of career aspirations. Their most popular choices were teaching and nursing. Girls tended to aspire to traditional female occupations particularly teaching and nursing regardless of place of residence. They considered science, mathematics and Technology related careers as male oriented and not attuned to the demands of motherhood.

In Ghana, Asomaning, *et al* (1994) attempting to give an explanation for the low enrolment rates in Ghanaian primary schools found that due to poverty, most of the girls preferred child labour to going to school. An eight-year-old fruit seller in Makula market in Accra, who left school after grade one, aged six, told the author that she left school because it was boring and because the money she was given for transport and food wasn't enough and he had to walk long distances to school and back home. She said she had no intentions of stopping her trading and going back to school as it would give her no money to help her mother. Similarly, a 12-year-old head porter in Accra who left school at age eight explained that she did so because she had lost interest in school. She just wanted to

make money. Another girl aged 10 who left school when she was seven did so because going to school was very boring to her. She preferred to pick cola nut instead.

Lastly, Palmer (1993) in a study in Mozambique found that many students view schooling as a long-term project that can be left and returned over a period of time. This was due to lack of parental control of children's school attendance. It was evident that the pupil's positive perception of education as the panacea to better life were shattered by the reality of achieving the nine years of school in an environment full of uncertainties such as poverty, repetition, failure in exams and pregnancy. The daily struggles on the students' lives heavily outweighed the long-term benefit of education.

The literature reviewed above indicates that girls generally have low aspirations in school. However this could only be true of those girls in areas other than Kajiado District. The current study intends to find out what the aspirations of secondary schoolgirls in Kajiado District are.

2.2 Factors Influencing Girls Aspirations in School

2.2.1 Socio- Cultural Factors

There are negative traditional attitudes and values, which influence the aspirations of girls in school (Juma, 1994; Ambia, 2003). Cultural discourses for girls which dwell on beer, food, dress and gossip do not encourage girls to aspire for anything better while in school (Maleche, 1972). To reinforce the gender stereotypes, girls are often depicted as objects for the pleasure of men and were created to bear children. The girls therefore learn at an early age, that women are physically frail, emotionally unstable and mentally inferior to men due to their home environment (Grolier, 1970). The consequence of such devastating self-esteem would be poor performance in class which leads to school drop out.

Cultural practices such as female genital mutilation and betrothal depict the inferior state of the girls in the society. The genital mutilation is meant to control the girl's sexual activity, prevent promiscuity and preserve virginity and give the man a chance to prove his prowess during the wedding night. Parents will therefore remove their girls from school for the fear that they might lose their virginity, which would bring shame to the family. Loss of dignity and pride for the parents. However, Nangurai (1995) argues that girls tend to perform well in lower classes but a drastic change is noted in upper classes through the secondary school level. This is attributed to the fact that at lower classes they have no cultural inhibitions. In upper classes and at secondary level the girls are already circumcised and exposed to factors associated with womanhood and this creates lack of interest and enthusiasm in education.

Maleche (1972) argues that this undue emphasis on marriage and motherhood results in low motivation to achieve in school, which finally leads to undue preoccupation with marriage. This inhibits the development of imagination, initiative and independent thought.

According to Ambia (2003), other cultural practices such as sister inheritance, where a girl is given to her brother-in-law for marriage in case of the death of her sister affects the aspirations of girls in school. The implication is that the girl can be withdrawn from school to be inherited by her brother in law. This is a major set back to girls' aspirations in school because girls are pressured to have sex at an early age within an arranged marriage.

According to UNICEF (1998), social amenities such as nightclubs as well as video shops hinder girls' participation in schools. Patrons lure young girls out of school, introduce to alcohol and have sex with them. Such practices kill the morale of girls to succeed in school. They get addicted to prostitution, end up with pregnancy and hence drop out of school.

Such cultural practices as nomadic pastoralism, which is a way of life of the Maasai community in Kajiado District could also influence girls' aspirations in school. In this practice, families move far away from settlement areas where schools are located in search of water and pasture for their livestock (Ambia, 2003). When this happens parents have a tendency to withdraw their children from school. Ambia further argues that girls are usually more affected than boys since they cannot be entrusted with anybody and have to accompany their parents wherever they go.

2.2.2 Socio-Economic Factors

The level of education of the parents, their occupation and income levels play a vital role in students' aspirations in school. As Juma (1994) argues, the educational attainment of the parents and their outlook is transmitted to their offspring. According to Ambia (2003), there is a direct relationship between parental level of education and girl retention in school. She explains that this is because educated parents with high income are able to provide their children with conducive home environment provide all the necessities of the school and pay for extra tuition, hence encouraging retention of girls.

According to Juma (1994), girls are expected to contribute to other household chores. They are sometimes taken away from school to help in the home nurse babies, clean the house, fetch firewood and water, cook food and milk cows. Nangurai (1995) argues that most of the girls act as deputies to their already overburdened mothers and have to miss schools from time to time to take care of the home whenever the mother is away. Such heavy household duties, long distances from school result in physical and mental exhaustion, which makes learning boring and ineffectual. The child is left overwhelmed with a two fold burden, both at home and at school. The drain on their physical, mental and emotional energies, impact negatively on their aspirations. The girls can only opt to drop out of school.

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

The issue of child labour cannot be sidelined. According to UNICEF (1989), girls from poor families feel obliged and are sometimes forced by their parents to work for pay so as to balance the family budget deficit. In pastoralist communities such as Kajiado District, girls sell milk, firewood, and vegetables the whole day. They sleep late and wake earlier than boys (Ambia, 2003). Thus when in school, they become too exhausted to cope with the demands of class work. The result is drop out from school.

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

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

The economic problems in the larger society such as unemployment after completion of education have negatively influenced girls' aspirations in school.

2.2.3 School-Based Factors

In the pastoralist communities of Kenya, accessibility to schools is a problem to many girls since their parents keep on moving from place to place in search of pasture and water (Ambia 2003). Ambia argues that in Wajir District, the distance between home and school is a major problem to girls since many parents do not allow their daughters to walk alone. They are thus likely to be kept out of school unless there is someone preferably an elder brother to accompany her to school. This may kill the girl's positive ambitions in school.

Studies have indicated that inefficient teaching, inadequately trained teachers, lack of knowledge of the subject matter, and lack of commitment among the teachers prompts girls to lose interest in learning and look forward to marriage (Odaga and Heneveld, 1995; Maleche, 1972). Lack of female teachers to act as role models, poor school administration, inflexibility of the educational structure, which hinders adjustment to the socio-cultural realities of the pastoralist communities, all contribute to low aspirations of girls in school (Ambia, 2003, Juma, 1994).

The curriculum materials such as textbooks are argued to hinder girls' aspirations in school as they portray boys in respectable and well paying occupations while women are

depicted as participating in the traditional female chores (Obura, 1991). Fawe, (1998) observed that women and girls are marginalized and devalued in most African text books, they are mentioned fewer times than boys. When they are mentioned they are portrayed as passive dependant, weak, fragile and even dump engaged mainly in non-remunerative or poorly paid and less prestigious occupations. In a study carried by Asembo (2003), the reversal of the gender stereotypes, through the teaching of the novel **The River and the Source**, a feminist text, in secondary schools, has a positive influence on girls' aspirations to pursue science-related careers after school.

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

Lastly, poor supervision and discipline in schools has made many pupils indulge in undesirable activities such as smoking, drinking of chang'aa, child labour, miraa chewing among others. According to UNICEF (1998), teachers simply pass time in the staff room relaxing without properly attending to their teaching duties. Such practices can only redirect the students' aspirations to indiscipline as they are left idle with no proper direction.

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

difficult experiences and easily fall prey to the outside world. This has major impact on the girls' aspirations because even those who remain in school perform poorly.

2.3 Implications of Girls Aspirations on Management of Schools

Basically, managing a school revolves around supervising and harmonizing the various groups of people, such as teachers students, parents, Board of Governors, support staff, etc. (Oricho, 1996). The chief executive of the school is the head teacher and his performance will determine the extent to which the school will meet its educational objectives. According to Campbell (1973) describes administration as the act of mobilising the efforts of a number of people towards the achievement of a common goal.

In trying to meet the school administrative expectations, the head teacher is forced to use a number of administrative processes. These include making decisions, planning, coordination, communication, and evaluation. School management tasks can be divided into six main areas: curriculum and instruction, staff personnel management, school plant management, financial management, school community relations management and student personnel management (Onyango 2001). In as a far as this study is concerned, management of the staff and student personnel and school community relations will be discussed.

Onyango (2001), highlights that managing student personnel requires that the head teacher develops a thorough understanding of the students, their needs and interests. According to the Nation Correspondent (1998), girls run away from school because parent and teachers take little time to find out the cause of their negative behaviour. In a study on girls' education in the nomadic pastoralist districts of Mandera and Wajir, Forum for African Women Educationalists (FAWE) found that girls' aspirations in school were low. They recommended that schools should provide gender responsive guidance and counselling for boys and girls. They also recommended that schools should ensure adequate girl friendly

learning environment and facilities such as toilets, desks among others. The other recommendation was that more female teachers to be posted to the region to act as role models for the girls. The other recommendation was for the government to consider more provisions for the school-feeding programme. The implication is that for girls to learn effectively in these schools, the school administration must provide with these teaching-learning needs.

Ogutu and Njoroge (2000) report the need for school administration and parents to avoid forcing pupils to repeat classes. Reporting the proceedings of a conference on "*Education as a Bridge for Sustainable Development*" held in Egerton University, they say that girls should be given equal chances to learn. They explain that girls tend to stay at home or get married especially when they feel they are too old to learn with the younger lot.

In terms of staff personnel management, negligence of duty has been cited as one of the major causes of poor aspirations of girls in schools thus leading to drop out. Kihuria (1999) reporting the findings of a survey on girl child education in Kenya note that poor inspection and lateness of head teachers and teacher is a chronic problem resulting in indiscipline among pupils and inadequate coverage of the syllabus. Mabonga (2000) notes that sexual harassment of girls by school teachers also leads to drop outs. She says that there is a belief that virgins cure aids and therefore male teachers who are HIV positive will have sexual relationships with young girls. Such girls apart from contracting HIV/AIDS also end up getting pregnant. It is still the responsibility of the head teacher to sensitise the teachers to desist from the act in order to help the girls realize their full potentials.

In terms of managing the school community relations, the head teacher has a responsibility of mobilizing the community and the public to his side in the fight for the educational

right of the girl child. Likami (1982) observes that the attitude of the community towards the school is in running it and particularly how well the national examinations are done.

The attitude is positive when the community regards the Headteacher to be good and the students disciplined and well behaved. Aoki (2000) reports the need for head teachers to go beyond their official roles to seek to determine those responsible for making the girls pregnant. If the culprits are outsiders then the head teacher has a role in managing school community relations. As the Kenya Times correspondent (1999) reports, Salim Omar Buda, the headmaster, Bomu Primary School, Mombasa won a Guinness Stout Effort Award for saving one of his pupils (a girl) from a forced marriage. Though Mr. Omar's efforts were noble, the way through which he successfully handled the matter, which is directly related to the community aspirations, is more important.

According to Gichura (1999), the headteacher is the chief executive of the school. He/she acts as a torch bearer for the institution and she plays a critical role in the direction the school takes and his his/her efficiency and attitude is reflected through what happens in the institution. In her study on the factors that affect girls learning of science in Nairobi area, Gichura found that the girls expected the headteacher to know what happens in class and show concern for those girls who are weak academically. They also expected the headteacher to motivate teachers and students, invite role models, and offer financial support and reward good performance. The study was however carried out in an urban area and the findings could not be said to be true for a rural area such as Kajiado District.

2.4 Summary of Literature Review

The summary of the literature review highlights some of the factors that influence the girls' aspirations in school ranging from socio-cultural, socio-economic, school-based factors and their implications on the school management. The literature review also noted that the head teacher has a crucial role in managing his/her staff, student personnel and community relations as far as girls' aspirations in school are concerned. The specific management tasks along these administrative areas are however varied and cannot be said to apply to all regions in Kenya. The study therefore, intends to find out the influence of girls' educational aspirations in management of secondary schools in Kajiado District. This is important given the fact that no study known to the researcher has been done in the locale.

CHAPTER THREE

RESEARCH METHODOLOGY

3.0 Introduction

In this chapter, procedures and strategies used in the study are described. The research design, sampling procedures, research instruments, and the methods used in data collection, analysis and presentation are discussed.

3.1 Research Design

The study used a descriptive survey. In a survey, the researcher attempts to collect data from members of a population in order to determine the status of that population with respect to one or more variables (Gay 1992).

3.2 The Study Locale

The study was carried out in Kajiado District, Rift Valley Province, Kenya. Singleton (1993) notes that the ideal setting for a research study is one that directly satisfies researchers' interests. Having taught in Kajiado district, the researcher had professional interest to do research in the area. The researcher was aware of the problems experienced by girls in their efforts to get education in the district. There is also a public outcry about the high rates of drop out and poor performance among secondary schoolgirls in the district.

In addition, Singleton (1993) noted that the ideal setting for any study should easily accessible to the researcher and should be that which permits instant rapport with the informants. The researcher chose Kajiado district because it was easily accessible to her. She was familiar with most teachers in the schools hence data collection was not likely to be hindered by their hostility due to their suspicion.

3.3 Target Population

The target population comprised all the 390 Form Four secondary school girls in the eleven girls' secondary schools in Kajiado district. They were targeted because they had stayed long enough in school to be able to decide their aspirations after school. The study also targeted all the eleven career teachers in the schools. The teachers were targeted because they are charged with the responsibility of guiding the girls on their career aspirations. The study also targeted the headteachers because they are directly involved in the management of the secondary schools.

3.4 Sample Selection

A sample of five girls' schools was randomly selected from all the eleven girls' schools in Kajiado district. Simple random sampling was used to select 130 Form Four girls from each of the five schools (26 from each school), which was 33.3% of the target population. Five-career teachers, five head teachers and the District Educational Officer (DEO) were also selected to participate in the study. According to Gay (1992), a minimum of 30% of the target population is enough for descriptive surveys.

3.5 Research Instruments

Data was collected by the use of a questionnaire, an interview schedule, and focus group discussions. In the process of developing these instruments, the researcher consulted her supervisors who as experts verified whether they were appropriate for obtaining the needed information.

3.5.1 The Questionnaire

A student questionnaire for girls was prepared. The questions were both open-ended and closed ended. Kathuri and Pals (1993) emphasise that whereas the open-ended types of questions give informants freedom of response, the closed ended types facilitate consistency of certain data across informants. Whereas the closed ended questions focused

on the aspirations of girls, the open-ended questions focused on the factors, which influence the aspirations.

3.5.2 Interview Schedule

The interview schedule was used as a follow up instrument to gather more data to complement the quantitative data from the questionnaires. There were two interview schedules: one for girls and the other one for career teachers. A tape recorder was used for recording the interviews.

3.5.3 Focused Group Discussion

Focus group discussions are suitable for obtaining data on group attitudes and perceptions especially on sensitive research areas (Wamahiu and Karugu, 1995). The authors note that in focus group discussions, about six to twelve members are interviewed collectively instead of individually. The interview is like a guided discussion among the informants and the researcher merely acts as a facilitator, his purpose being to ensure that all the informants participate actively in the discussions. Two schools were purposively sampled for focused group discussions. In each school, six girls were sampled for the discussion. The focused group discussions were used to explore the factors that influence the girls' aspirations in school.

3.6 Pilot Study

Piloting of research instruments is very useful in finalising them (Bell, 1993; Wiersma 1995). It is necessary that these instruments are piloted to determine their validity since they had never been used in any study before. It is also necessary that ambiguity, confusion and poorly prepared items are checked. Three schools in the district (outside the main study sample) were purposefully selected for piloting the instruments.

Following the pilot report, the instruments were revised as necessary (by addition of extra items and removal of ambiguous items in the questionnaires and interview schedules) for the final data collection.

3.7 Validity and Reliability

Ensuring the validity and reliability of data collected is important. Wiersma (1995) emphasises that ensuring validity in a qualitative research involves the application of a good research method. The author agrees further that it is necessary that the researcher develop a relationship with the informants, who will enable him or her to gain access to reliable information, uses a variety of data collection techniques and collects adequate data.

Checking that the items are appropriately worded and focused on the research questions will ensure validity of the instruments. Expert advice from my supervisors was sought. They evaluated the instruments and ascertained that they were valid.

3.8 Data Collection Procedure

The researcher sought a permit from the Ministry of Education to conduct research in Kajiado District. Thereafter the researcher made appointments with the school authorities. The questionnaires were directly administered to students and were not left behind. Other relevant information from school records was also noted down. The researcher thereafter conducted interviews and focused group discussions with the students.

3.9 Data Analysis and Presentation

In this study, quantitative and qualitative data was gathered. Therefore, quantitative and qualitative analysis procedures were used. In quantitative analysis, the data, which was collected through the questionnaires, was grouped according to the research questions.

Thereafter, the data was put in the computer and analysed using the Statistical Package for the Social Sciences (SPSS).

As regards qualitative data analysis, the pieces of information collected through interview schedules and focused group discussions were transcribed into written texts by combining the notes taken and tape recordings into coherent discourse. They were then be examined by the researcher for completeness and relevance to ascertain their usefulness, adequacy and credibility in answering the research questions. The researcher thereafter organised these data and analysed them as per the research questions. Statistical analysis of data was done using the chi-square test, the mean and percentages.

CHAPTER FOUR

DATA PRESENTATION AND ANALYSIS

4.0 Introduction

This chapter concerns itself with a presentation of the methods employed in data analysis as well as a presentation of the major findings of the study.

The purpose of the study was to investigate the educational aspirations of secondary school girls and implications of this for secondary school managers in Kajiado District Kenya. To attain this purpose, the following research questions were formulated.

- 1 Do secondary school girls in Kajiado District aspire to be formally employed after school?
- 2 Do secondary school girls in Kajiado District aspire to pursue a career after school?
- 3 What factors influence the aspirations of secondary school girls in Kajiado District?
- 4 What influence do such aspirations have on management of Secondary schools in Kajiado District?

Data to answer these research questions was collected from 130 Form 4 school girls randomly selected from five girls' schools in Kajiado District and five career teachers. However four students did not complete the questionnaires and thus the final analysis was done using data collected from 126 form four students. Details of the data analysis procedures employed to answer the research questions are presented below.

4.1 Employment Aspirations of Secondary School Girls

The first research question of the study asked. Do secondary school girls in Kajiado District aspire to be formally employed after school?

The answer to these research questions, the participants in the study (126 schoolgirls) were asked to state whether they aspire to get employed formally or informally, to which they responded as shown below:

Table 4.1 Employment Aspirations of Schoolgirls

Type of Job aspired for after school	F	%
Formal	123	94.6%
Informal	3	2.4%
Total	126	100.0

As can be seen in the table above, majority of the school girls (n =123, 94.6%) reported that they aspired to get formally employed after school. Only 2.4 % of the students reported aspirations to get informal employment. It is therefore clear that the school gives that participated in the study aspired to be formally employed after school.

The girls asked to state the types of jobs they could want to do after school, responded as shown in Table 4.2

Table 4.2 Jobs Aspired for by Secondary School Girls

Type of Job	F	%
Lawyer	33	26.2
Nurse	56	44.4
Medical Doctor	30	23.8
Engineer	2	1.6
Lecturer	4	3.2
Pastor/Priest	1	0.8
Total	126	100.0

Majority of the girls preferred to work as nurses, followed by lawyers, and then medical doctors. Very few of them as can be seen in the table, preferred to work as pastors, engineers and lectures.

The Table further indicates that all the school girls chose careers that suggest formal employment further strengthening the finding that they aspired to get employed formally.

The students were asked to indicate what they aspired to do after completing form four level of education. They responded as depicted in Table 4.3

Table 4.3 Students' Aspirations after Form Four

What will you do after form four?	F	%
Get married	4	3.2
Stay at home	5	4.0
Pursue further Education	115	91.3
Get employed in any Job	2	1.6
Total	126	100.0

As can be seen above, 91.3% of the students reported that they wished to pursue further education after form four. This is the proportion of the students who may be said to aspire

to work formally. As can be seen, the rest opted to get married, stay at home or get employed in any job which does not suggest formal employment.

4.2 Career Aspirations of Secondary School Girls

The second research question of the study asked, Do secondary school girls in Kajiado district aspire to pursue a career after school?

As has been revealed in section 4.1 (Table 4.3) a total of 115 students (91.3%) aspired to pursue further education after form four.

The students were asked to state the highest level of education they wished to attain. They responded as summarized in the table below.

Table 4.4: Highest Level of Education Aspired for

Highest Level of Education Aspired for	F	%
Form four	6	4.8
Post Secondary Diploma	3	2.4
University Degree	34	27.0
Masters degree	37	29.4
Doctorate Degree	46	36.5
Total	126	

It is clear from the table that majority of the students preferred to attain a doctorate degree (36.5%) a master degree (29.4%) or a University degree (27.0%) as the Highest levels of education. Only 4.8 % of the participants reported aspiring to quit school after form four, while three aspired to attain a post-secondary diploma.

The head teachers (n= 4) were asked to state what they would generally say their girls aspired to become after school. All of them reported that the girls aspired to pursue further education and end up in formal education.

The career teachers however were of different opinion, stating that most of them wanted to see married and raise families while a small percentage wanted to pursue further education. They further reported that not many of the students were ambitious on formal employment.

4.3 Factors Influencing the Aspirations of Secondary School Girls

The third research question of the study asked what factors influence the aspirations of Secondary School girls in Kajiado District. The data analysis procedures employed in answering this research are discussed below:

4.4 Factors Influencing Employment Aspirations of Secondary School Girls.

It was revealed in (Table 4.2 (Section 4.1) the girls aspired to work either as:-

- Lawyers
- Nurses
- Medical Doctors
- Engineers
- Lectures
- Pastor/Priest.

The responses given by the girls about these careers were compared across.

- Fathers level of Education
- Mothers' level of Education
- Father's Occupation
- Mothers' Occupation

This was in order to identify whether these factors determined the employment aspirations of the students. A chi-square comparison and the results obtained are as summarized below:

Table 4.5 Factors Determining Employment Aspirations

Type of Job aspired for	Mothers Occupation					X ² value	df	Sig
	Business Person	Unemployed	Casual Labourer	Formally Employed	Total			
Lawyer	6	13	3	12	33			
Nurse	21	22	4	9	56			
Doctor	7	9	7	7	30	25.385	15	0.045
Engineer	2				2			
Lecturer	2	1	1		4			
Pastor/priest			1		1			
Total	38	44	16	28	126			
Type of Job aspired for	Fathers Level of Education					X ² value	df	Sig
	Non Literate	Primary	Secondary	Post Secondary	Total			
Lawyer	13	3	8	9	33			
Nurse	23	8	6	19	56			
Doctor	7	7	8	8	30			
Engineer				2	2			
Lecturer	3		1		4			
Pastor/Priest	1				1			
Total	47		23	38	126	17.90	15	0.267

The table above indicates that mother's occupation was a significant determinant of the jobs aspired for by the schoolgirls who participated in the study. This was found to be significant at the 0.05 level of significance as shown by the chi-square test statistics. It is clear that majority of those who inspired to work as lectures of priests came families of employed mothers or where mothers were casual labourers. Those with mothers who formally employed all aspired to work as lawyers, nurses or medicine doctors.

It is notable also that majority of the students were having non-literate fathers (n=47), of these, majority chose to work as lawyers or nurses. However, the level of education

attained by the fathers was not found to cause any significant differences in the career aspirations differences in the career aspirations of the girls.

For the other variables –Mothers level of education and fathers' occupation, no significant differences were found i.e. these did not have any significant effects on the student's career aspirations and hence their summary is not given in the table.

4.5 Factors Influencing Career Aspirations of the Secondary School Girls

The students who participated in the study were asked to indicate:-

- What their parents wanted them to do most after K.C.S.E.
- What level of Education their parents wanted them to attain.
- Their responses were compared across.
- Mothers level of education and occupation.
- Fathers level of education and occupation.

A chi-square test was carried out at 0.05 level of significance, to see if these variables were significantly-related. Tables 4.6 and 4.7 below give the summary of the findings.

Table 4.6 Mothers Level of Education and Occupation as Factors Determining Career Aspirations of Girls

Parent wish for you after form 4	Mothers Level of Education					X ² value	df	Sig
	Non literate	Primary	Secondary	Post Secondary	Total			
Get married	11	3		1	15	20.66	9	0.014*
Get self employed		2	2		4			
Go to University	32	14	18	29	93			
Go to college	5	4	1	4	14			
Total	48	23	21	34	126			
Parent wish for you after F4	Mother's Occupation					X ² value	df	Sig
	Business Person	Unemployed	Casual Labour	Formally Employed	Total			
Get married	2	8	4	1	15	11.098	9	0.274
Get self employed	2	2			4			
Go to University	28	30	11	24	93			
Go to college	6	4	1	3	14			
Total	38	44	16	28	126			

*Significant at $p < 0.05$

The table shows that mothers' level of education significantly determined the parents wish for their children. Specifically, majority of the parents who were illiterate were found to be the ones wishing their children to get married after form four. On the other hand, those with a post-secondary level of education were found to wish their children to attain University Education. This suggests that mothers' level of education determines the wish they had for their children, and thus, the extent to which they motivate their students to study and pursue further education. The mothers' occupation was not found to affect their wishes for their children.

Table 4.7 Fathers Level of Education and Occupation as Factors Determining Career Aspirations of Girls

Parent wish for you after form 4	Fathers Level of Education					x2 value	df	Sig
	Non Literate	Primary	Secondary	Post Secondary	Total			
Get married	13	2			15	22.556	9	0.007
Get self employed	1	1	1	1	4			
Go to University	26	14	20	33	93			
Go to college	7	1	2	4	14			
Total	47	18	23	38	126			
Parent wish for you after F4	Fathers Occupation							
	Business person	Unemployed	Casual labourer	Formally employed	Total			
Get married	2	10	2	1	15	28.715	9	0.001
Get self employed	1		2	1	4			
Go to University	35	20	5	33	93			
Go to college	7	3	1	3	14			
Total	45	33	10	38	126			

The table above indicates that fathers' level of education and occupation did determine significantly their wishes for their children after form four. Majority of those parents who wished their children to get married were non literate and unemployed. Majority of those who wished their children to go to University had an education level of post-secondary and were formally employed. These differences were found to be significant at $p < 0.05$ as shown by the chi-square test results.

The other analysis procedure involved a comparison of the parents' wish for the students after form four and what the students themselves wanted to do after form four 4.

The results of the chi-square test for this are summarized below.

Table 4.8 Parents' Wish for Students across Students Wishes after Form Four

What will you do after form four?	Parents' wish for you after Form Four					X ² value	df	Sig.
	Get married	Self employed	Go to University	Go to College	Total			
Get married	4				4	64.388	9	0.000
Stay at home	3	1	1		5			
Pursue further Education	8	2	91	14	115			
Get employed in any Job		1	1		2			
Total	15	4	93	14	126			

As can be seen in the table all those students whose parents wished them to get married after form four also reported that they themselves wished to get married after form four. Majority of those whose parents wished them to stay at home after form four wished to get married themselves. It is clear also that those whose parents wished them to go to university wished to further education. These differences were found to be significant at $p < 0.05$ level.

The findings confirm that the school girls tend to aspire to become what their parents wish them to become. The students suggested that Government of Kenya should eradicate illiteracy.

4.5.1 Factors Determining Girls' Career Aspirations: Views of Career Teachers and the D.E.O.

The career teachers who participated in the study were asked to give some factors that determine the girl students career aspirations. They gave the following factors:-

- Environment and poor performance of students make them to have grumbling aspirations.
- Lack of basic needs e.g. water and food in the community.
- Lack of adequate exposure to careers through guidance and counselling.
- Social cultural attitudes that favour boys and opposed girls in further education and careers.

The D.E.O., asked to state what most of the girls in Kajiado District wished to become, responded that majority wished to get married. Asked to state the reason for this, he stated that majority of them score low marks in K.C.P.E and K.C.S.E and hence chances to join University/College are minimal. The other factors cited were low self esteem due to their cultural background.

4.6 Influence of Students Aspirations on Management of Secondary Schools

The fourth research question of the study asked: What influence do such aspirations have on management of Secondary schools in Kajiado District?

The head teachers who participated in the study (n =4) were asked to give the major problems that the girls in their schools faced that hindered their participation in education.

The gave the following:-

- Lack of fees
- Lack of encouragement from parents

- Lack of god role models
- Negative influence from peers
- Indulgence in negative leisure activities
- The cultural barrier that after form four the girls get married
- Lack of ambition.
- Lack of understanding
- Lack of adequate teaching /learning facilities

The D.E.O was asked to state the problems that the girl students in the District faced in their participation in education. He gave the following:-

- Negative cultural beliefs especially among the Maasai community such as early marriages hence school dropouts.
- Poverty meaning boys are given preference to go to school
- There are few girls' schools in the district.
- The existing girls' schools do not have adequate facilities.
- Understaffing

Asked to state the effects that these problems have on school management the D.E.O stated that the problems have led to poor grades due to lack of concentration and habitual absenteeism. This had also led to high rate of students dropping out of school.

The head teachers were asked to give suggestions as to how Secondary school administrations could improve the participation of girls in education. They gave the following:-

- Being good role models
- Sourcing assistance for poor girls who cannot afford school fees.

- Educating parents on the importance of encouraging girls to further education.
- Counselling girls to value education and work harder.
- Organizing trips outside school for exposure.

On his part, the DEO gave the following suggestions.

- Discouraging gender bias among parents.
- Ensuring role models' participation in schools.
- Adequate staffing and resources for girls' schools
- Empowering the social environment in girls school to make them more friendly.

Suggestions from the focus discussion guide too shield government.

- Enforce laws to arrest cultural practices such as circumcision/ early marriages and give girls a chance.
- Emphasis on the rights of women/ Gender equality.
- Hold seminars to educate community.
- Advise girls on the benefits of education.
- Challenge the Maasai girls to work hard.
- Building big houses that can accommodate girls within the same home with parents.
- Eradicate illiteracy through adult education.
- Government to give bursaries and scholarships.

CHAPTER FIVE

SUMMARY, CONCLUSION AND RECOMMENDATIONS

5.0 Introduction

This chapter presents the summary of the main findings and makes recommendations, which if taken, may improve educational aspiration of secondary school girls and enhance effective management of secondary schools, in Kajiado district.

The purpose of this study was to investigate the social-cultural, social economic and school based factors that hinder educational aspirations for secondary school-girls and its effect on the management of these schools.

The study was guided by the following research questions:-

1. Do secondary school-girls in Kajiado district aspire to be formally employed after school?
2. Do secondary school-girls in Kajiado district aspire to pursue a career after school?
3. What factors influence the aspirations of secondary schoolgirls in Kajiado district?
4. What influence do such aspirations have on management of secondary schools in Kajiado district?

The study used questionnaires, interview schedules and focused group discussions guides to solicit data from students, headteachers, career teachers and District Education Officers.

Documentary evidence was analysed and striking responses from participants quoted to enhance the study. The findings that emerged from the study are summarized below.

5.1 Summary of the Research Findings

The analysis of the data from the participants showed that there are several social-cultural social-economic and school based factors which affected the secondary school-girls educational aspirations and hence has negative implications on school management in Kajiado district.

5.1.1 Girls' Aspirations in School

The students' participants revealed that 97.6% of them aspire to be in formal employment and 2.4% to be informal employment. The headteachers interviewed observed that although the student wished to be in formal employment, these aspirations are not maintained throughout.

The documentary evidence from the students' participants showed majority of them preferred to work as nurses. This is in line with the studies carried out by Brock and Cammish (1991), Kane de Burn (1993), Long and Fotanch (1990) and Nduda (1990). They asserted that children residing in rural areas and female student had a more limited range of career aspiration. They argued that most of their popular choices were teaching and nursing. It is therefore worth noting that 1.6% preferred to be engineers and this proves Kibera (1993), findings right when he stated that girls preferred service jobs than working with things.

It is evident from the findings that 91.3% of the students aspired to pursue further education after form four. These are the same students who aspired to be in formal employment. The rest of the students aspired to get married, stay at home and let things take their natural cause.

It worth noting that 4.8% of the students were satisfied with only form four level of education and 2.4% with a diploma. The headteachers concurred with the student who also said that girls aspire to further their education. However, the career teachers stated that most of the students wanted to get married and raise families and only a small percentage wanted to pursue further education. The DEO personnel held the view that majority of the girls in Kajjado district wished to get married. The reason for this was that the majority of them score low grades in KCSE and therefore, their chances of joining university/college are minimal.

5.1.2 Socio-Cultural

The students, career teachers and headteachers showed that parents' levels of education have direct impact on the girls' educational aspirations. Mothers' level of education had a significant relationship on the job aspirations of the school girls. The headteachers, students and the DEO stated that female genital mutilation; early booking/early marriages affect the career and educational aspirations of the girls. The headteachers ... view circumcision as the beginning of all disasters, as it allows the girls to engage in adult activities. This brings about pregnancies and hence marriage. The students further showed that once girls are circumcised, they are ready for marriage and look at school life and activities as childish. Nangurai (1995) argues that girls perform well in lower classes but a drastic change in performance is noted in upper classes. This shows that at lower classes the girls have no cultural inhibitions. At secondary level, the girls are already circumcised and exposed to factors associated with womanhood.

The findings from the study indicated that most of the illiterate parents wished to have their daughters married after the fourth form. The parents with post-secondary level of education and in formal employment wished to have their daughters pursue further education.

The career teachers, headteachers and the DEO were of the opinion that lack of commitment and encouragement from parents and community in general affect the educational aspirations of the girls. The headteachers in Kajiado, the students and DEO further showed that gender inequality was another factor affecting their educational aspirations. According to the students and the headteachers, parents favoured the boys against the girls. Nangurai (1991) holds the same view.

5.1.3 Social-Economic Factors

The headteachers who participated in the study showed that major problems that the girls in their schools faced that hindered their participation were lack of school fees due to poverty. The DEO indicated that negative cultural practices such as early marriages leads to school drop outs.

The students reported that parents may want to have them married so that they can own poverty through dowry from their daughters. Poverty is seen as the main reason that some parent may want to have their daughters married immediately after form four.

The students further suggested that poverty among many families in Kajiado district is also responsible for the gender inequality where the boys are given preference to school. Boys are given formal education because they are seen as permanent assets while girls are viewed as people on their way to some destination. The hunger and over riding poverty has deepened their need for livestock and money and girls are given in-out for marriage is exchange for pasture, food and cattle. Njoki (2000) holds the same view.

The career teachers pointed out that lack of basic needs for instance water and food in the community affects girls' educational aspirations and hence school management. The principal of AIC Girls Secondary School, Kajiado pointed out that lack of basic needs demoralizes the poor girls and they feel shy and this leads them to hate school and look for

other alternatives. The headteachers interviewed reported that poverty leads the girls into indulgence in negative leisure activities.

5.1.4 School Based Factors

The students, headteachers, career teachers and the DEO noted that lack of role models affected the girls' aspirations. Most of the students who participated in the focused group discussion noted lack local women teachers at secondary level and hence no role models. They pointed out that Maasai women are only found in nursery schools and a few in primary schools. This showed that women in the district are still lagging behind. Teachers' negative attitudes and lack of commitment were viewed as some factors affecting the girls' educational aspirations. The view is supported by UNICEF (1998).

The DEO as well as the headteachers noted that understaffing in most of the girls schools and lack of adequate teaching and learning facilities leaves the girls bowed and unmotivated and this may lead them to early marriages.

The career teachers interviewed pointed out that schools lack adequate exposure to careers through guidance and counselling. All the participants showed that asocial cultural attitudes that favour boys as opposed to girls in further education and careers also find its way to school. Teachers focus attention to boys and give boys more rewards during teaching and learning. This proves what Asembo (2003) stated as given in the Conceptual Model (Figure 1.1).

Understaffing in most of the secondary schools in the district contributed to the fact that there are no local teachers. Those posted to these schools are not familiar with the traditions and environment of the people and hence lack of motivation. The headteacher Oloseos Secondary School said that the teachers are busy looking for a way out from these schools and this affect the educational aspirations of the girls in this district.

5.1.5 Implications of Girls Educational Aspiration on School Management

The headteachers and the DEO pointed out that educational aspiration of secondary school-girls have direct influence on the school management.

The groups involved in the study noted that lack of parents' encouragement and involvement in girls' education affects the administration of the school. Parents, who are opposed to formal education particularly for girls, view the headteacher as an enemy in the community. In the management of the school community relations the headteachers role in mobilizing the community and the public becomes difficult.

Lack of school fees due to poverty makes the management of the school a strenuous task. As a result the students have to be sent home occasionally and this affect the performance of the girls in national exams in the district. Habitual absenteeism has been cited by the students, teachers and the DEO as a major cause of poor performance in most of the girls' secondary schools.

The problem of absenteeism has also been viewed as a factor affecting the management of the students' personnel of a school. The headteacher of Enomatasian Girls' Secondary School pointed out that the head-girl of the school has been away from school for three weeks forcing the school to appoint a replacement. When the head-girl finally reports back, she expects to be reinstated and failure to do so, her academic performance might be drastically affected.

Habitual absenteeism coupled with poor performance affect the management of the staff personnel in the school. The teachers especially those with a negative attitude and not motivated were reported to be demoralizing the girls by discouraging them. Lack of good role models in the schools and in the community was also reported as a factor affecting the girls' educational aspirations.

Financial problems in the schools were also cited by all the headteachers interviewed and the DEO as being responsible for poor performance in national exams. The headteachers who have a responsibility of ensuring the provision of both teaching and learning materials are sometimes blamed for failure to provide for them without knowing that the parents have not paid school fees.

Instructional supervision may not be properly handled because these teachers will have an excuse of lack of materials necessary for teaching. The headteachers pointed out that the girls educational aspirations affect the performance of the teachers. The reason for this is that they fear that the students they are dealing with are not motivated and lack ambition in life.

The headteachers blame this on the community who have other priorities for their daughters and a lot of emphasis is put on marriage rather than academic achievement. High rates of school drop out among girls and finding their way to marriages affects the input of the teachers. All these coupled with other cultural factors makes the management of girls' secondary schools a major challenge.

The DEO headteachers all reported understaffing as a common feature in many of the schools in Kajiado district. This makes the work of the already one burdened headteacher difficult. The understaffing problem was singled-out as a factor leading in girls' secondary schools. When the students go unattended to, the girls become bored and hence inadequate coverage of the syllabus. This view has also been shared by Kihuria (1999).

5.2 Conclusion

The conclusion arising from the findings of this study are summarized as follows:

- 1) Most of the students aspired to be in formal employment and pursue further education. Majority of them preferred to be nurses and doctors.
- 2) Parents occupation and levels of education especially that of the mother was found to influence the jobs aspired by the school girls.
- 3) Illiterate unemployed parents wished to have their daughters married and their daughters too aspired to be married and their daughters too aspired to be married. Poverty levels in the community make girls to find their way to marriages.
- 4) Girls lack good role models in both the school and in the community. Lack of local women teachers pitied the Maasai girls as all they see are teachers from other regions.
- 5) There are few girls' secondary schools in the district and those existing lack adequate facilities and personnel.
- 6) Cultural practices that affect the girls' educational aspiration are female genital mutilation and early marriages. There are priorities that are emphasized in this community.
- 7) Habitual absenteeism from the school affects the coverage of the syllabus which finally leads to poor performance of girls in the national examinations.
- 8) Nomadism, poverty, gender inequality and household chores are some of the reasons that make parents refuse to take girls to school hindering their educational aspirations.

- 9) Educational aspirations of secondary schools have influenced on the school management. The headteachers who are the executive administration of a school has a greater role to play in enhancing the educational aspirations among secondary school girls. Her administrative activities in the school must be girl friendly.

5.3 Recommendations

The findings of this study have several implications. The following recommendations may help to improve the educational aspirations of secondary school girls and enhance school management of secondary schools in Kajiado district.

- 1) There is need for awareness campaigns targeting the community, parents, local leaders, administrators, teachers and students on the importance of education and the benefits of education especially of the girl child. This should be done through public *barazas*, seminars, school parents' days and other community functions.
- 2) The girls should be empowered and encouraged to say no to those cultural practices that affect their educational aspirations. They should be educated on the dangers of female genital mutilation and early marriages. The Non-Governmental Organisations should be involved in this education. The school administrators should also organize trips outside the school for exposure. This will change the attitude of the girls gradually.
- 3) There should be increased support and assistance in terms of bursary and scholarships. The government should see to it that poor girls and especially the rescued cases are supported through education process so that they do not drop out of schools. The headteachers too should be actively involved in sourcing the assistance for poor girls who cannot afford school fees.

- 4) There is need to enforce laws that prohibit female genital mutilation, early bookings which leads to early marriages. Heavy penalties for teachers who sexually harass their female students as well as rapists. Parents should be sensitised on the dangers of these practices, on their daughters as this is the only way to stop the vice. Parents should be educated that if is possible to take the girls back to school if they had become pregnant before completion of their students.
- 5) The school administration should also accept girls who have been sexually abused and even become pregnant. Through this they will be telling their parents that pregnancy is not the end of education. By accepting the girls back to school will not only encourage the parents but give another chance to the girl child who would otherwise be lost.
- 6) Parents should be educated on the rights of the child irrespective of sex and their responsibilities as parents. They should be made aware that law will catch with them if they abdicate their responsibilities to their children. The government should intensify adult education in this district to reduce the illiteracy level.

5.4 Recommendations for Further Research

This study was limited to educational aspirations of secondary schools and its implication on school management in Kajiado district.

1. It would be worthwhile to undertake a similar research in boys' schools and co-educational schools in order to compare the findings and give a comprehensive report of the problem in Kajiado district.
2. A similar study could also be carried in primary schools with standard eight pupils.
3. There is need to undertake the study of this nature in other districts and urban centres.

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APPENDIX I

STUDENTS' QUESTIONNAIRE

Dear Student,

This questionnaire is intended to gather information on your aspirations in school and the factors that influence them. The answers you give will be treated with utmost confidentiality. **You do not have to write your name.**

Background Information

1. What is your age?

- 01) 13-15 []
 02) 16-18 []
 03) 18 and above []

2. What is the name of your school?

3. Are you a boarder or day scholar?

- 01) Boarder []
 02) Day scholar []

Socio-Economic Background

4. Indicate the highest level of education attained by your father.

- 01) Non-literate []
 02) Primary []
 03) Secondary []
 04) Post-secondary []

5. Indicate the highest level of education attained by your mother.

- 01) Non-literate []
 02) Primary []
 03) Secondary []
 04) Post-secondary []

6. Indicate your father's occupation.

- 01) Business person []
- 02) Unemployed []
- 03) Casual labourer []
- 04) Formally employed e.g. teacher, clerk, banker, doctor etc. []
- 05) Others (specify)..... []

7. Indicate your mother's occupation.

- 01) Business person []
- 02) Unemployed []
- 03) Casual labourer []
- 04) Formally employed e.g. teacher, clerk, banker, doctor etc []
- 05) Others (specify)..... []

Aspirations

8. Students attend school for different reasons. Please tick (✓) in the right box what you would do after completing form four level of education.

- 01) Get married immediately []
- 02) Stay at home and let life take its course []
- 03) Pursue further education (go to college or university) []
- 04) Find any kind of employment immediately []
- 05) Others
(Specify)_____

9. If you aspire to further your education, what field of study do you wish to pursue?

- 01) Teaching []
- 02) Nursing []
- 03) Medicine []
- 04) Architecture []
- 05) Banking []
- 06) Secretarial []
- 07) Communication technology e.g. computer science, IT etc []
- 08) Others (specify)..... []

10. Briefly explain why you are interested in the field of study you have chosen above.

11. What is the highest level of education you would like to attain?

- | | |
|---------------------------|--------------------------|
| 1. Form IV | <input type="checkbox"/> |
| 2. Post-secondary Diploma | <input type="checkbox"/> |
| 3. University Degree | <input type="checkbox"/> |
| 4. Masters Degree | <input type="checkbox"/> |
| 5. Doctorate Degree | <input type="checkbox"/> |

12. What are the main reasons for the level of education you desire most? _____

13. What would your parents want you to do most after your KCSE?

- | | |
|--|--------------------------|
| 1. Get married immediately | <input type="checkbox"/> |
| 2. Go into self-employment | <input type="checkbox"/> |
| 3. Go to university | <input type="checkbox"/> |
| 4. Go to college for further training. | <input type="checkbox"/> |

14. What level of education do your parents aspire for you to get?

- | | |
|---------------------------|--------------------------|
| 6. Form IV | <input type="checkbox"/> |
| 7. Post-secondary Diploma | <input type="checkbox"/> |
| 8. University Degree | <input type="checkbox"/> |
| 9. Masters Degree | <input type="checkbox"/> |
| 10. Doctorate Degree | <input type="checkbox"/> |

15. If you want to get employed after finishing form four what kind of job would you want to do?

- Formal
- Informal (Specify) _____

16. If you want to go into formal employment which of the types of jobs below would you want to do?

Pastor/priest []

Lawyer []

Policewoman []

Artisan/ Welder []

Plumber []

Laboratory Assistant []

Cateress []

Carpenter []

Clerk []

Chief []

Secretary []

Farm Manager []

Motorcar Mechanic []

Lecturer []

Soldier []

Secondary School teacher []

Nurse []

Medical Doctor []

Engineer []

House maid []

Others (Specify) _____

17. Briefly give reasons for your choice above _____

THANK YOU FOR ACCEPTING TO ANSWER THIS QUESTIONNAIRE

APPENDIX II

STUDENTS FOCUSED GROUP DISCUSSION SCHEDULE

1. What you would do after completing form four level of education.
2. If you aspire to further your education, what field of study do you wish to pursue and why?
3. If you aspire to get employment what kind of job would you wish to do and why
4. What is the highest level of education you would like to attain?
5. What are the main reasons for the level of education you desire most?
6. What would your parents want you to do most after your KCSE?
7. What level of education do your parents aspire for you to get?

APPENDIX III

CAREER TEACHERS INTERVIEW SCHEDULE

The researcher records the following:

- (a) Sex of the interviewee
 - (b) Professional qualification
 - (c) Science subjects taught
 - (d) Years of experience in career guidance
 - (e) Teaching experience
1. Does your school provide guidance and Counselling services to the students on career choice?
 - Probe for existence of career clubs
 - Probe for invitation of career speakers
 - Probe for mode and frequency of guidance
 2. What generally would you say are the life aspirations of your form four students?
 - Probe for family life aspirations
 - Probe for pursuit of a career
 - Probe for employment ambitions (formal and informal)
 - Probe for other aspirations
 3. What according to you are the possible reasons for such aspirations?
 - Probe for student related factors
 - Probe for community related factors
 - Probe for school related factors
 - Probe for other factors
 4. What problems (if any) do you experience as a career teacher?

9. Do you think the gender of the teacher affect the aspiration of the girls in your school? _____

10. If yes, briefly explain how _____

11. Have your teacher been gender sensitised on the need to promote girls education?

12. If yes (above) how often _____

13. (a) What problems do your girls face that hinder their participation in education?

- _____
- _____
- _____
- _____
- _____

(b) What impact do these problems have on school administrators?

- _____
- _____
- _____
- _____

14. As an administrator, what do you perceive as your role in girl child education?

15. What problems do you experience with regard to girls educational aspirations:

- _____
- _____
- _____
- _____

16. Please give suggestions as to how secondary school administrators can improve the participation of girls in education.

- _____
- _____
- _____
- _____
- _____

THANK YOU FOR ACCEPTING TO ANSWER THIS QUESTIONNAIRE

10. What problems do the girls in the district face that hinders their participation in education?

- _____
- _____
- _____
- _____
- _____
- _____
- _____

11. What affect do their problems have on the school management?

12. What do you perceive as your role in the girls child education?

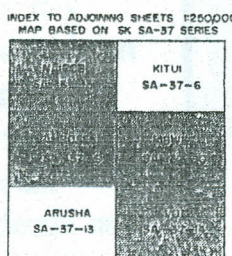
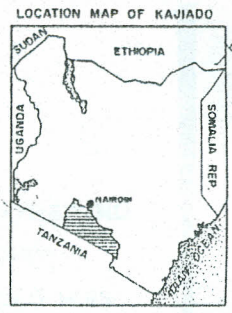
13. How does the educational aspiration of the girl child affect the district?

14. Please give your suggestions on how education offices can improve the participation of the child education.

THANK YOU FOR ACCEPTING TO ANSWER THIS QUESTIONNAIRE

APPENDIX VI
THE KAJIADO DISTRICT MAP

KAJIADO DISTRICT



--- District boundary
 - - - Constituency
 --- Landmark

APPENDIX VII

FORCED MARRIAGE IN KAJIADO DISTRICT

Till law do us part



Nine-year-old Peninah Nkadyo was yesterday rescued from forced marriage by Kiserian residents and their area chief Stephen Keraya (right). The girl, from Enkaroni, Kajiado District, had been married off by her parents to a man she had never seen.

Photo by Lucy Nyongesa

APPENDIX VIII

AUTHORIZATION LETTER

OFFICE OF THE PRESIDENT



Telegrams : "DISTRICTER" , Kajiado
Telephone : Kajiado 21004/5
When replying please quote

OFFICE OF THE DISTRICT
COMMISSIONER
P.O BOX 1
KAJIADO

Ref: 30/5/268

Date: 14th January, 2004

Sr. Christina Kagunyie,
Baraka Ontonyie High School,
P.O. Box 605,
KISERIAN.

RESEARCH AUTHORIZATION

Please refer to yours dated 12th January, 2004 for authority to conduct research on "Educational Aspirations of Secondary Schools girls in Kajiado District and its application on school Management".

I am pleased to inform you that you have been authorised to conduct the research in this District for a period ending 31st October, 2004.

You are expected to deposit copies of your research work in this office upon completion.

I wish you the best.

A handwritten signature in black ink, appearing to read 'K. M. Lusaka', written over a horizontal line.

(K. M. LUSAKA)
DISTRICT COMMISSIONER,
KAJIADO.

APPENDIX IX

RECOMMENDATION LETTER



KENYATTA UNIVERSITY
OFFICE OF THE DIRECTOR
INSTITUTE FOR CONTINUING EDUCATION (ICE)

P.O. Box 43844
Nairobi, KENYA
Telephone: 810901-12

Our Ref.....

Your Ref.....

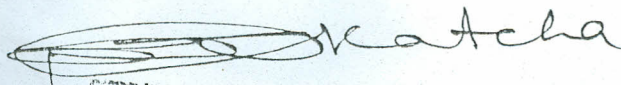
Date: 13/01/2004

TO WHOM IT MAY CONCERN:

RE: KAGUNYE CHRISTINE : E54/0029/2002

This is to certify that the above named is a student undertaking a Master of Education course at Kenyatta University in the Institute for Continuing Education. She would like to carry out a research on **“Educational Aspiration of Secondary School Girls in Kajiado District: Its Implication on School Management.**

Any assistance given to her will be appreciated.



PROF. F. M. OKATCHA
DIRECTOR, INSTITUTE FOR CONTINUING EDUCATION

